

Course Number	SOWK 674 S01	Classroom	Click or tap here to enter text. Calgary – to be communicated
Course Name	International Social Development: Theories and Interventions		
Day(s) & Time	January 3 - April 9 In-person: January 3-6, 9am - 12pm Online: Thursdays from Jan 11, Zoom: 6pm - 8pm		
Instructor	Aamir Jamal, PhD		
U of C E-mail	Aamir.jamal@ucalgary.ca	Phone	Contact by email

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.

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

A comprehensive overview of the scope and nature of international social development that combines theoretical approaches with policy and practice focused frameworks. You'll analyze social development theories and practice models from a historical and critical perspective, focusing on their socio-political-economic dimensions. Alternative ideologies and alternative development approaches will be explored. We'll also evaluate the role of social work in the field of international social development.

Students will participate in a dynamic educational experience, encompassing interactive classroom discussions, practitioner-led panel debates, in-depth critique and conversation sessions, reflective assignments, and collaborative group work. To best succeed in the course, students are expected to participate and contribute to creating and maintaining an ethical space where all participants (teacher and students) can engage in a respectful and reciprocal learning process. When unable to participate due to unforeseen circumstances, inform the instructor via email, text or phone call in advance and be prepared to discuss an alternative assignment. As your teacher, I look forward to learning from your knowledge and experiences!

COURSE LEARNING OUTCOMES

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

1. Examine the scope and nature of international social development theories and practice from a historical perspective, focusing on North-South development polarities and politics.
2. Develop an analytic frame of reference for understanding global issues as a base for international social work practice.
3. Evaluate economic, political, environmental, and technological dimensions of globalization and its implications on the lives of disadvantaged communities across the globe.
4. Examine the scope and nature of international social work and its relationship to international social development.
5. Conceptualize international social work practice in the areas of social policy, direct practice, and advocacy in contexts of global social justice.
6. Conceptualize power dynamics, structural oppressions and injustices in the context of social work practice in international settings.
7. Understand the challenges in conceptualizing social work ethics on a global scale and tensions of conflicting local values with universal values based on UN conventions.
8. Explore knowledge of alternative directions and roles that social workers can take in advocating for human rights, social justice and sustainable social structures.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Healy, L. M., & Thomas, R. L. (2020). *International social work: Professional action in an interdependent world*. Oxford University Press.

Additional required readings are available on D2L.

LEARNING TECHNOLOGIES AND 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

This course is taken concurrently with “SOWK 676.01: International Social Work in Canada” and is one of the core course courses offered in International Community Development specialization. The content of this course relates the international context of social justice and social policy to social work practice in internationalized settings or situations. The course is a pre-requisite for advanced Practice in Sustainable Development and Social Work & International Development Projects.

CLASS SCHEDULE

- Important Dates for Winter 2024
- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your [Student Centre](#)¹.

Date	Topic	Required Readings
		PART A: Introduction & Theoretical Frameworks
January 3 (9am-12pm)	<p>Welcoming Breakfast</p> <p>Opening in a Good Way with Elder Kerrie Moore</p> <p>Review of the Course Outline</p>	<p>Bring a picture/object/artifact that describes what international social development means to you.</p> <p>Overview of history, definition, and ethics of international social work</p> <p>Required Prior to Class: Having explored the videos and websites provided, please join the class ready to share your reflections. Connect the ideas presented with your personal journey, and your interpretation of what international social work entails. Each participant will have about 5 minutes for sharing. Remember, this is an informal exchange of thoughts rather than a formal presentation.</p> <p>Global Definition of Social Work</p>

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

		<p>International Association of Schools of Social Work: http://www.iassw-aiets.org/ The International Federation of Social Workers (IFSW): http://www.ifsw.org/ Objectives of International Social Work</p>
<p>January 4 (9am-12pm)</p>	<p>International social development – A case study</p>	<p>The struggles of women in the global south - Gender justice and girls' education in South Asia. Barriers to girls' education -- How is cultural, religious, and political power used in the context of gender justice and to restrict girls' education? How to effectively engage men in gender justice initiatives. Review of the role of the international community and particularly Canada in international development.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jamal, A. (2015). Engaging men for gender justice: Overcoming barriers to girls' education in the Pashtun tribes of northwest Pakistan. <i>International Journal of Social Welfare</i>, 24(3), 273–286. • Hoodfar, H. (2007). Women, religion and the “Afghan Education Movement” in Iran. <i>The Journal of Development Studies</i>, 43(2), 265-293.
<p>January 5 (9am-12pm)</p>	<p>International institutions and NGOs</p> <p>Guests to share experiences, skills and practice insights</p> <p>(To be updated on D2L)</p>	<p>Panel Discussion</p> <p>Taking Action: Perspectives on Community-Based Initiatives</p> <p>International Development Professionals and NGO leaders will explore their community based initiatives in different contexts with particular attention to sociopolitical and cultural issues. What is their story? How did they come about their approaches and strategies? How did they turn them into learning experiences?</p> <p>Part 2 – Group Discussion</p> <p>Want to help someone? Shut up and listen!</p> <p>Historical and political context of international development; agencies of development; and core skills and social work roles in community/international development.</p> <p>What are the constraints/barriers of NGOs in Development? What are some criticisms of NGOs? NGO governance in a neo-liberal context.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jamal, A., & Baldwin, C. (2017). Angels of mercy or smiling western invaders? Community's perception of NGOs in northwest Pakistan. <i>International Social Work</i>, 62(1), 89–104. https://doi.org/10.1177/0020872817711239 • Kamat, S. (2003). The NGO phenomenon and political culture in the third world. <i>Development</i>, 46(1), 88-93.

		<ul style="list-style-type: none"> Roff, S. (2004). Nongovernmental organizations: The strengths perspective at work. <i>International Social Work</i>, 47(2), 202-212.
January 6 (9am-12pm)	Theories and Concepts I	<p>Film: Ancient Futures: Learning from Ladakh</p> <p>Globalization and social development; The Impact of globalization and global interdependence on various sectors. New economic crisis and reactions – Social issues and globalization; Major flaws; Prospects for action and opportunities in globalization</p> <p>Readings:</p> <ul style="list-style-type: none"> Kuruville, S. (2005). Social work and social development in India. <i>In Globalisation, global justice and social work</i>. Routledge. (pp. 50-62). Healy, L. M., & Thomas, R. L. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 2, pp. 25-51)
January 11	Asynchronous learning	Residency Week Reflective Essay – 3 hours (Instructions posted on D2L)
January 18	Theories and Concepts II	<p>Theoretical debates – goals of social development; development as freedom; Linking development and human rights; Human rights and its relevance to International social work; Human development approach; Social exclusion and inclusion; social justice</p> <p>Reading:</p> <ul style="list-style-type: none"> Desai, M. (2014). <i>The paradigm of international social development: Ideologies, development systems and policy approaches</i>. Routledge. (pp. 21-41). Healy, L. (2012). Theories and concepts underlying international social Work. <i>Handbook of International Social Work: Human Rights, Development, and the Global Profession</i>. Oxford University Press. (pp. 9-44). <p>Recommended:</p> <ul style="list-style-type: none"> Healy, L & Thomas, R. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 4, p... 85-102)
January 25	Asynchronous learning Come prepared for Feb 1 class to discuss your take-aways from your selected film in relationship to your role as an	Film Review Watch the film – “Girls Rising” OR “Poverty Inc.” and develop a 1 -page film review – 3 hours (Instructions on D2L)

	international social worker	
		PART B – Policy and Practice
February 1	International social development: Policy and practice I	<p>Film Review and Reflections</p> <p>Values and ethics of international professional action; Conceptual and professional framework, universalism and cultural relativism debate. Social constructivist framework; strengthening social and cultural wellbeing. Cultural understanding in a global context – ethics and values in international social work practice. Indigenous social work around the world</p> <p>Readings:</p> <ul style="list-style-type: none"> • Healy, L. M., & Thomas, R. L. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 10, pp. 293-310) • Hair, H. J., & O'Donoghue, K. (2009). Culturally relevant, socially just social work supervision: Becoming visible through a social constructionist lens. <i>Journal of Ethnic & Cultural Diversity in Social Work, 18</i>(1-2), 70-88. <p>Recommended:</p> <ul style="list-style-type: none"> • Gray, M., Coates, J., & Bird, M. Y. (Eds.). (2008). <i>Indigenous social work around the world: Towards culturally relevant education and practice</i>. Ashgate Publishing, Ltd., (pp. 1- 10). • Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. <i>International Social Work, 50</i>(1), 11-26.
February 8	International Social Development – Policy and practice II	<p>Panel Discussion: SDGs review, implementation and critique</p> <p>Sustainable Development Goals – building a platform for international development. International social welfare organizations; UN Agencies and activities; Regulators of the global economy</p> <p>Readings:</p> <ul style="list-style-type: none"> • The Sustainable Development Goals Report 2023 https://unstats.un.org/sdgs/report/2023/ • Social work and the united nations sustainable development goals (sdgs) • Baker, P. A., & Hinds, K. (2012). Regulators of the global economy: The IMF, the World Bank, and the WTO. <i>Handbook of International Social Work: Human Rights, Development, and the Global Profession</i>. Oxford University Press, 318-328. <p>Recommended:</p>

		<ul style="list-style-type: none"> Healy, L. M., & Thomas, R. L. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 6, P. 141-167)
		PART C: Global Social Issues
February 15	Wealth inequality	Readings: TBD by student facilitators Assignment: Virtual Coffee, Critique, and Conversation #1
February 22		Term Break - No Classes
February 29	Gender and development	Readings: TBD by student facilitators Assignment: Virtual Coffee, Critique, and Conversation #2
March 07	Global health	Readings: TBD by student facilitators Assignment: Virtual Coffee, Critique, and Conversation #3
March 14	Indigenous peoples and global Indigenous movements	Readings: TBD by student facilitators Assignment: Virtual Coffee, Critique, and Conversation #4
March 21	International law, peace and justice	Readings: TBD by student facilitators Assignment: Virtual Coffee, Critique, and Conversation #5
		PART D: Global Social Justice
March 28	Understanding and influencing Global Policy Course integration and conclusions	Rationale for social work involvement – global policies agenda and social work values; global social policy – action in practice Social work and the struggle for global social justice; decolonizing the colonized mind; Global agenda and social work practice. Review of the course Readings: <ul style="list-style-type: none"> Healy, L. M., & Thomas, R. L. (2020). <i>International social work: Professional action in an interdependent world</i>. Oxford University Press. (Chapter 13, pp. 385-401) Ferraro, E. (2003). From pavement to piazza: Grassroots social work to counteract the globalization of marginality. <i>Social Policy & Administration</i>, 37(2). 198-217. Ferguson, I., & Lavalette, M. (2005). Another world is possible: Social work and the struggle for social justice. In <i>Globalisation, global justice and social work</i>. Routledge. (pp. 207-223).

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

Teacher's Statement: Co-Creating Ethical Space for Teaching and Learning

This course prioritizes an anti-oppressive, trauma-informed and decolonial approach, where all participants (teachers and learners) share in relational accountability for creating and maintaining a climate of respectful dialogue and treatment of one another. As social workers and aspiring social workers, reflecting our professional ethics inside and outside of the classroom helps us to build congruence between our personal and professional selves. Learners are encouraged to participate in critical reflection, personal growth, and skill-development while learning with the instructors, and from each other and practitioners in the field. The intent of seminar is to provide opportunities to make connections between thinking, feeling, doing and being. Our social work roles in social and self-care practices in the pursuit of social justice will be emphasized. Ethical space, a concept forwarded by Dr. Willie Ermine, will be explored and practiced in this class.

- As social workers, we are all teachers and learners. We bring our lived experiences, values, critical questions and challenges, and our need to grow to this co-created learning space;
- The inequities and injustices that exist in our environments also exist in the classroom. Our acknowledgment of power and privilege is a starting point for transformative change.
- Difficult conversations, questions and times of discomfort are integral aspects of personal growth and our quest to align our values, thoughts, and actions with the foundational ethics of our profession. This work prepares us to be in solidarity with the individuals and communities who rely on our support as social workers.
- Together, **we will strive to demonstrate the utmost respect for one another.** We will strive to confront our own privileges and understand our experiences of oppression as a lens through which we experience the world.
- Together, we will work towards anti-racism, decolonization, and equity across genders, sexualities, faiths/secularities, abilities and health/mental health (among others) through our values, thoughts, and actions within the classroom and beyond.
- Together, we will work towards personal and social well-being and healing. We understand that many of us carry adverse experiences and trauma, and that classroom conversations may touch upon those experience. **We will practice compassion our words and actions.**
- As social workers, a key learning and practice is interrelational reflexivity, which includes acknowledging our mistakes, seeking to apologize and restoring relationships in a good way.
- Together, our ability to **practice social work ethics and values** in the classroom reflects the world that we aspire to create.
- Together, we will strive to support one's another's dreams, aspirations and hopes, with the intent of building a community of committed social justice advocates.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

1. Reflective Essay & Connecting Course Learnings with Practice (25%) - Due date - January 26 (11:59pm) in the assignment Dropbox in D2L

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

In this assignment, the instructor expects you to show that you have acquired a certain amount of knowledge from the assigned readings, and:

- related this knowledge to personal experience if any;
- critically analyzed your existing knowledge, your experiences, and your assumptions to gain a broader perspective;
- thought deeply, synthesize and communicated these ideas/issues clearly (logical argument and writing style).

Students must include a minimum of two peer-reviewed articles (not in the reading list) - include citation in reference list in correct APA format (APA 7).

You are also expected to include an introduction and conclusion. A cover page is not required. The goal of this assignment is to encourage you to continually integrate course learnings with theoretical frameworks and practice and be able to articulate these connections. This will assist you in next two courses in the specialization and with preparing your MSW exit requirement in the future. (Course Learning Outcomes: 1, 2, 3, 4, 5, 8)

2. Global Social Issues: Virtual Coffee, Critique, and Conversation (30%). Max. 2 students per topic

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

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

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

3. Critical Book/Article Review (25%) – due date March 8 (11:59) in the assignment Dropbox in D2L

Students will write a 1000 words critical book review on one of the recommended books. The analysis should critically evaluate the book’s strengths and weaknesses and well as its significance in the broader international social work or global policy literature.

- The first section of your review should present the core idea and themes of the book.

- The second section should focus on critical evaluation of various arguments and analysis discussed in the book/article. You may quote a few examples /quotations from the book to support your review.
- The third section of the review should elaborate on research and practice implications - How does this book contribute to the knowledge base and practice of international social development or international social work or global policy literature.
- Detail guidelines and rubric is available on D2L. (Course Learning Outcomes: 1, 2, 4, 7)

4. Participation: (20%) due April 8 (11:59) in the assignment Dropbox in D2L

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

- Self-assessment: Submit a 500-word reflection describing your participation. Assessment criteria includes but is not limited to: attending to class, ground rules about professionalism and respectful engagement in the class; quality and quantity of in-class participation for individual, partner, and group work; engagement with guest speakers; completing assigned readings and other preparatory work prior to class; ability to pose questions and provide constructive feedback to peers.
- A key piece of reflecting on your own values and positions on issues is understanding and possibly confronting the values and positions of others, so participation in class discussions is very important in this course. It is important to share your viewpoint and contribute in a thoughtful and respectful way to the viewpoints of others.
- These criteria will also be used by the instructor to determine the instructor assessment. (Course Learning Outcomes: 6, 7, 8)

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

For students with caregiving roles, if alternative arrangements for care of children cannot be made for a class, children will be welcomed into our seminar to decrease participation barriers for students with caregiving roles. Please contact your teacher.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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

due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.”

LATE ASSIGNMENTS

To be fair to all learners, extensions will only be considered for urgent circumstances – please contact your teacher prior to the due date. Extensions will not be given after the assignments are due. There will be a 5% late mark for each day that an assignment is late. Assignments that are handed in more than 3 days after the due date without prior discussion with the teacher will not be accepted.

EXPECTATIONS FOR WRITING

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

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

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 **Graduate 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
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below "B-" are indicative of failure at the graduate level and cannot be counted towards 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. 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

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors. Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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