Spring 2024

Course & Session Number	SOWK 678 S01	Classroom	Online
Course Name	Advanced Practice in Sustainable Development		
Dates and Time	**Start of Classes: May 6, 2024** **End of Classes: June 17, 2024** **Dates and Time:** **Zoom sessions: Tuesdays & Thursdays (18 hours)** **May 7, 9, 14, 16, 21, 23, 28, 30 and June 4 (6:00 – 8:00 pm)** **In-Person Residency in Calgary (12 hours)** **June 12-13, 2024 (9:00 am – 12 noon, 1:00 pm – 4:00 pm)** **D2L Asynchronous Activities (9 hours)** Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	**Dr. Julie Drolet, PhD, RSW**	**Office Hours**	**As requested**
UCalgary E-mail	**jdrolet@ucalgary.ca**	**UCalgary Phone**	**(780) 492-1594**

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

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

---

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

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization, 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

Examination of various approaches, strategies, and perspectives for taking action as a social worker in international and community development settings, and growing a professional toolkit of resources and techniques to engage in this work.

COURSE DESCRIPTION

The course focuses on social work and sustainable development, and the integration of social, economic and environmental concerns into policies and programs at all levels. The impacts of climate change, disasters, poverty, unemployment, disparities in wealth, violence, and gender inequities, among others, contribute to a new imperative to address these interrelated concerns, and their effects, on diverse populations. Sustainable development is about meeting the needs of today without compromising the needs of future generations. The concept of sustainability and the implementation of sustainable strategies at local, provincial, national, and international levels are critically important, especially with the severe effects of climate change and disasters on ecosystems and human well-being. Social workers are challenged in their practice to consider complex, interrelated, and systemic problems that require new approaches and innovations. This course will provide students with an in-depth understanding of the complexity inherent in shaping effective responses to the social, economic, and environmental crises. The course examines the relationship between sustainable development, community and environmental sustainability, climate change, disasters, and environmental migration, and explores the implications for social work practice in changing contexts. Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, and online discussions. This is a blended course with online learning and in-person residency. 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 (e.g., discussion boards, watching videos, etc.) and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be 9 synchronous Zoom sessions throughout the term and each will be recorded.

COURSE LEARNING OUTCOMES

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

1. Conceptualize sustainable development and understand the importance of integrating social, economic, and environmental dimensions in social work practice and policy.
2. Discuss the relationship between social work and the natural and physical environment.
3. Conceptualize 'green social work' and socio-ecological social work approaches.
4. Examine community and environmental sustainability issues in relation to vulnerability, resilience, equity, human rights, and environmental justice in social work practice.
5. Conceptualize social work practice in disaster management and examine how different systems (e.g., economic, political, social) contribute to hazards becoming disasters in diverse settings.
6. Consider the impact of climate change locally, nationally, and internationally and the pathways to foster sustainable development.
7. Understand environmental migration and the role of social workers in promoting sustainable development at the local and global levels.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Rinkel, M. & Powers, M. (Eds.). (2017). *Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators (Vol.1)*. http://ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-free-pdf/.

Powers, M. & Rinkel, M. (Eds.). (2018). *Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators (Vol.2)*. https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/

Rinkel, M. & Powers, M. C. F. (Eds.) (2019). *Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators (Vol.3)*. https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-3/

Additional recommended readings are posted 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 scheduled following SOWK 620.01 and SOWK 622.01 and is a core course in the International Community Development Specialization. The content of this course focuses on sustainable development. The course is a pre-requisite for SOWK 626.01: Social Work & International Development Projects.

CLASS SCHEDULE

Important Dates for Spring 2024
- o Start of Term: Wednesday, May 1, 2024
- o First Day of Class: Monday, May 6, 2024
- o End of Term: Sunday, June 23, 2024
- o Last Day of Class: Monday, June 17, 2024
- o Fee Deadline: Tuesday, May 14, 2024
- o Victoria Day, no classes: Monday, May 20, 2024

Class Schedule

Date	Topic	Synchronous Activities
May 7 & 9	Zoom 6-8 pm **Introductions** **Review of the course outline**	**Required Readings** Overview of social work and sustainable development UNDP (UN Development Programme) (2015) *The Sustainable Development Goals*. Available on https://www.undp.org/content/undp/en/home/sustainable-development-goals.html Ingraham, C. (2019, June 19). People who spend more time outdoors lead more fulfilling lives, new research shows. https://link.gale.com/apps/doc/A589863771/HWRC?u=ucalgary&sid=HWRC&xid=ba4e53bd Elton, S. (2021 October 28). How the relationships we have with plants contribute to human health in many ways. https://ezproxy.lib.ucalgary.ca/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fwire-feeds%2Fhow-relationships-we-have-with-plants-contribute%2Fdocview%2F2589598119%2Fse-2%3Faccountid%3D9838
May 7-14		**Asynchronous Activities**
	2 hours	Spend time outdoors and be mindful and fully present and aware of your surroundings in the natural environment (outdoors). Assess your natural environment and identify areas of strength and challenges that may affect people's and the planet's wellbeing. Students must submit a brief assessment (1-2 pages) in which you

		discuss your experience. Write a post about your experience in D2L by May 16th.
		Review the Sustainable Development Goals (SDGs) online and write a posting on the SDGs; you may wish to focus on one of the SDGs. Do you think is the most important SDG? How can social work advance the SDGs?
May 14 & 16	**Zoom 6-8 pm**	**Synchronous Activities**
	Green social work and socio-ecological approaches	**Guest speaker: Dr. Lena Dominelli** Title: Green Social Work: A socio-ecological paradigm (to be confirmed) **Required Readings** Boetto, H. (2017). A transformative eco-social model: Challenging modernist assumptions in social work. *British Journal of Social Work*, *47*(1), 48-67. https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/47/1/48/2452347 Dominelli, L. (2014). Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. *International Social Work, 57*(4), 338-345. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020872814524968 Krings, A., & Schusier, T.M. (2020). Equity in sustainable development: Community responses to environmental gentrification. *International Journal of Social Welfare, 29*, 321-334. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/ijsw.12425 Peeters, J. (2012). The place of social work in sustainable development: Towards ecosocial practice. *International Journal of Social Welfare, 21*, 287-298. https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1468-2397.2011.00856.x
May 14-21		**Asynchronous Activities (D2L)**
	1 hour	Review the module content provided on D2L. Review this guide on mind maps: https://blog.iqmatrix.com/how-to-mind-map
May 21 & 23	**Zoom 6-8 pm**	**Synchronous Activities**

	Community and environmental sustainability	**Guest speaker: Dr. Mahed Choudhury** Title: Community and Environmental Sustainability: Fostering Resilience **Required Readings** Select a chapter reading on community and environmental sustainability from Volume 1 of M. Rinkel & M. Powers, M. (Eds.). (2017). Campbell, J. Y. (2019). *No sustainable development without Indigenous Peoples*. International Institute for Sustainable Development. https://sdg.iisd.org/commentary/guest-articles/no-sustainable-development-without-indigenous-peoples/
May 21-28		**Asynchronous Activities**
	2 hours	'Close to Home' is a reflection activity. You are invited to reflect on an environmental justice and/or environmental racism issue near your home. Describe the issue. What makes it an example of environmental justice and/or environmental racism? As a community resident or social worker, how would you engage in confronting this issue? Discuss how social work values and skills would factor in your plan. Post in D2L. Share your MindMap assignment in D2L. Review the mind maps shared by your peers and provide 3 comments on different mind maps. The commentary should discuss the complex, interrelated, and systemic challenges in sustainable development and what is required in terms of new approaches and innovations. Based on your readings and/or selected chapter from Volume 1, post a summary of your key learnings along with a related question for discussion to the D2L Discussion Board.
May 28 & 30	**Climate change and climate justice**	**Required Readings** Select a chapter reading on community and environmental sustainability from Volume 2 of M. Rinkel & M. Powers, M. (Eds.). (2018). Alston, M. (2015). Social work, climate change and global cooperation. *International Social Work, 58*(3), 355-363. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020872814556824 IPCC. (2022) *Climate Change 2022: Impacts, Adaptation and Vulnerability. Technical Summary Report. Contribution of Working Groups II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change*. https://www.ipcc.ch/report/ar6/wg2/

		Powers, M. C. F., & Engstrom, S. (2020). Radical self-care for social workers in the global climate crisis. *Social Work, 65*(1), 29-37. https://doi.org/10.1093/sw/swz043 https://academic-oup-com.ezproxy.lib.ucalgary.ca/sw/article/65/1/29/5673351 UNFCCC. (2015). *Adoption of the Paris Agreement, Conference of the Parties on Its Twenty-first Session, FCCC/CP/2015/L.9.* https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement
May 28-June 4		**Asynchronous Activities**
	2 hours	Identify a climate action initiative in Southern Alberta. Write a posting about the climate action initiative in D2L (name of the group, organization), what environmental issues/topics are addressed, and indicate whether you would be interested in getting involved in the issue. Based on your readings and/or selected chapter from Volume 2, post a summary of your key learnings along with a related question for discussion to the D2L Discussion Board.
June 4	**Zoom 6-8 pm** **Social work and disasters**	**Synchronous Activities** Select a chapter reading on community and environmental sustainability from Volume 3 of M. Rinkel & M. Powers, M. (Eds.). (2019). Dominelli, L. (2015). The opportunities and challenges of social work interventions in disaster situations. *International Social Work, 58*(5), 659-672. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020872815598353 Drolet, J., Lewin, B., & Pinches, A. (2021). Social work practitioners and human service professionals in the 2016 Alberta (Canada) wildfires: Roles and contributions. *The British Journal of Social Work*, 51(5), 1663-1679. https://doi.org/10.1093/bjsw/bcab141 Pyles, L. (2017). Decolonising disaster social work: Environmental justice and community participation. *British Journal of Social Work*, *47*(3), 630-647. https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/47/3/630/2622293 United Nations Office for Disaster Risk Reduction (UNDRR). (2015). *Sendai Framework for Disaster Risk reduction 2015-2030*. https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030
June 4-11		**Asynchronous Activities**

	2 hours	Watch this video on wildfires by the Canadian Red Cross: https://vimeo.com/567299223 (please note this video may be triggering if you have experienced a wildfire event). Watch and/or listen to the digital stories in D2L and provide a brief commentary on your learning as a viewer. Based on your readings and/or selected chapter from Volume 3, post a summary of your key learnings along with a related question for discussion to the D2L Discussion Board.
June 12-13	**In-Person Residency 9 am – 4 pm** **Environmental justice and sustainability in social work practice** **Environmental migration** **Digital storytelling** **Course wrap up and reflections** **Closing**	**Developing a professional practice framework on environmental justice and sustainability** **Addressing racial justice, equity, diversity, inclusion, indigenization, and responses to calls for truth and reconciliation in social work** **Measuring what matters: Towards a quality of life strategy for Canada.** https://www.canada.ca/en/department-finance/services/publications/measuring-what-matters-toward-quality-life-strategy-canada.html **Environmental migration:** McEldowney, J., & Drolet, J. (2021). Climate change and refugees. In T. Letcher (Ed.) *The impacts of climate change.* pp. 537-545. Elsevier. https://doi-org.ezproxy.lib.ucalgary.ca/10.1016/B978-0-12-822373-4.00010-0 UNHCR. (2020). *Global trends forced displacement in 2020.* https://www.unhcr.org/flagship-reports/globaltrends/ UNHCR. (2021). Climate change and disaster displacement. https://www.unhcr.org/climate-change-and-disasters.html UNDP. (2020). Human development report 2020. http://hdr.undp.org/sites/default/files/hdr2020.pdf **Digital storytelling** **Course wrap up and reflections** **Closing**

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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. Students will be advised before the instructor initiates a recording of a Zoom session

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. **Outdoor Activity (25%) Due May 15 (by 11:59 pm)**
    - Spend 30 minutes outdoors in a natural environment or green space in your local neighborhood.
    The purpose of this activity is to spend time outdoors and be mindful and fully present and aware of your surroundings in the natural environment (outdoors). Assess your natural environment and identify areas of strength and challenges that may affect people's and the planet's wellbeing. Students must submit a brief assessment (1-2 pages) in which you discuss your experience. Write a post about your experience in D2L by May 15th. A grading rubric will be posted in D2L. (Course Learning Outcomes 1,2,3,7,8)

2. **Mind Map (25%) Due May 23 (by 11:59 pm) in the assignment Dropbox in D2L**

- Develop a 'mind-map' as a visual tool.

The purpose of this assignment is to creatively explore the complex, interrelated, and systemic challenges in sustainable development that require new approaches and innovations. 'Mind-maps' are used to present new ideas and information, to illustrate the links and connections between levels and units, and to encourage others to grasp complex information. The use of mind-maps is an innovative way of facilitating learning to understand key information, and provides a strategy for retaining information, integrating critical thinking and problem solving skills. 'Mind-maps' promote active learning, improve memory and learning skills, and allow for the sharing of ideas. The 'mind map' should be created in a single page (or slide) on a topic of interest related to sustainable development. Students will have the opportunity to share their 'mind map' in D2L with their peers. More details about this assignment, expectations and grading criteria will be discussed in class. A grading rubric will be posted in D2L. (Course Learning Outcomes 1,2,3,4,5,6,7,8)

3. **Digital Story: Green Social Work, Environmental Justice, Sustainable Development (50%)**
   - Outline (10%) Due May 30 (by 11:59 pm) in the assignment Dropbox in D2L
   - Digital Story (30%) Due June 7 (by 11:59 pm) in the assignment Dropbox in D2L
   - Facilitate Class Discussion (10%) Due June 12-13

The purpose of this assignment is to create a digital story that explores green social work, environmental justice, and sustainable development issues. The first step is to develop an outline for a digital story on a topic of relevance to the course, provide a minimum of two references, and propose a creative format for the digital story. Building upon the outline, develop a digital story that includes images, photos, drawings, symbols, spoken words and/or music to explore your selected topic. Digital stories should demonstrate artistic creativity, evidence of critical thinking, deep reflection and a storytelling process. The digital story should be approximately three to five minutes in length. A variety of formats may be used (Zoom recording, PowerPoint, iMovie, Podcast, digital narrative, etc.) Students will have the opportunity to share their digital story in D2L to their peers. Students will facilitate a class discussion on a topic related to their digital story during the residency. More details about this assignment, expectations and grading criteria will be discussed in class. A grading rubric will be posted in D2L. (Course Learning Outcomes 1,2,3,4,6,7,8)

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If a student must miss a class, please advise the instructor in advance. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

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 by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor and assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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 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 Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89

B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. 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 Experience 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.

ADDITIONAL SUGGESTED READINGS

Dominelli, L. (2012). *Green social work*. Polity Press.

Drolet, J. (2019). *Rebuilding lives post disaster*. Oxford University Press.

Klein, N. (2015). *This changes everything: Capitalism vs. the climate*. Knopf.

Robinson, M. (2018). *Climate justice*. Bloomsbury Publishing.

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