



Course & Session Number	SOWK 680 S01	Classroom	Online
Course Name	Social Work and International Development Projects		
Dates and Time	<p>Start of term: June 30, 2025 First day of class: July 3, 2025 Last day of class: August 12, 2025 End of term: August 24, 2025</p> <p>Dates and Time: All classes on Zoom from 5:30 p.m. to 8:30 p.m. on Tuesday and Thursdays</p> <p>As per the following dates:</p> <ul style="list-style-type: none">• July 3, 8, 10, 15, 22, 24, 29, 31.• August 5, 7, 12 <p>Add/Drop/Withdrawal dates: Please refer to the course-specific deadline in your Student Centre.</p>		
Instructor	Savera Hayat	Office Hours	Upon request.
UCalgary E-mail	shayat@ucalgary.ca	UCalgary Phone	Please 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

Designing, creating, and evaluating international and community development projects that integrate theory, research, and best practices. Development of greater self-awareness of the role, values, and skills of a social worker engaging in international and community development work.

COURSE DESCRIPTION

The course provides students with knowledge of social work practice in international development contexts. Framed within historical and contemporary socio-political, cultural, and economic realities, the course aims to prepare students for international community development practices that consider trends of international and transnational power relations, emerging opportunities and challenges within current and future contexts. The course is designed to prepare students to engage with international development projects and develop the necessary foundational knowledge and skills to strengthen their understanding of, and critically engage, with various aspects of projects design, development, implementation, monitoring and evaluation including aspects of equity and inclusion. This includes knowledge and skills related to grant making and funding international development initiatives. These knowledge and skills are essential to both understanding the project development process at a macro level, and to more effectively practice social work and international community development in different contexts and realities at a micro level. The course will include an examination of current geo-political, technological, climate change and funding trends that are impacting the international development sector. The course will flow in the following manner:

- Social work and international development: Overview and examination of critical social sector.
- International development project design: Participatory community development and human-centered design approaches.
- International project proposal development, funding, implementation, monitoring and evaluation.
- Leading and managing international development initiatives.
- Emerging and cross-sectional issues: Emergency preparedness and response, Artificial intelligence, and climate change.

Using a combination of lectures and seminars and drawing on the instructor's social impact, project development and implementation experience, as appropriate, this course consists of 12 online classes from late June to late August.

During the course, students will complete four assignments related to international development project design, funding, implementation, monitoring and evaluation.

COURSE LEARNING OUTCOMES

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

1. Develop critical understanding of social work and community development practice contexts at the international levels through building on and engaging with theories and practices of project design, development, management, and evaluation within international contexts.
2. Develop critical knowledge of key global influences and institutions to highlight their impacts on local socio-political, cultural, and economic practice contexts.
3. Engage with and articulate theories of development to understand their influence and contributions to various aspects involved in community development projects.
4. Gain awareness of and engage with key concepts, issues, and tools to critically examine development projects.
5. Recognize the need for having a plan and a strategy for exploring funding options for project ideas and understand the various factors and influences that shape opportunities for funding and how to design development projects accordingly.
6. Understand key requirements of designing a development project and writing a fundable proposal. This includes beginning to develop the required skills to read and respond to open calls from funding agencies, engaging in the assessment process to determine organizational fit and capacity and becoming aware of the common pitfalls and logistical details of designing and preparing a funding proposal.
7. Understand the role of the Project Budget in relation to the overall project structure, and develop awareness of the personnel, management, and partnership issues impacting the success of a project in the field. Understand why and how Monitoring & Evaluation (M&E) are integral elements of the planning, proposal process, and results framework of every project.
8. Understand the critical need for legitimate community engagement and ownership as well as stakeholder involvement to achieve transformative development.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required for this course. All required and additional readings outlined in the course outline may be accessed through the University of Calgary Library system

As this is a graduate level seminar, students are expected to read through the material in preparation for participating in classroom and online discussions. **Students are asked to complete the required readings by topic before each session.**

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.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site has been set up for this course which contains required readings and other relevant class

resources and materials.

Zoom will be used for all synchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access, a camera, and headphones/earbuds.

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.

Due to the sensitive nature of this course and the type of conversations we will have in this class, **no sessions will be recorded** and students who miss class for various reasons, can make arrangements with the instructor and/or any of their classmates to make up missed material.

Considering the nature of this graduate level course, there is an emphasis on students' output in class and collaborative spaces of engaged learning. No slides will be shared or posted on D2L.

RELATIONSHIP TO OTHER COURSES

This course is a core course in the International Community Development Certificate Specialisation. The content of this course focuses on understanding various aspects of designing, planning, implementing, and evaluating international community development projects.

CLASS SCHEDULE

Start of term: June 30, 2025
First day of class: July 3, 2025
Last day of class: August 12, 2025
End of term: August 24, 2025

Dates and Time: All classes on Zoom from 5:30 p.m. to 8:30 p.m. on Tuesday and Thursdays

As per the following dates:

- July 3, 8, 10, 15, 22, 24, 29, 31.
- August 5, 7, 12

Add/Drop/Withdrawal dates: Please refer to the course-specific deadline in your Student Centre.

Class Schedule and Assignments

Date	Class Format	Topic	Required Reading
July 1 (Tues)		No Class – Canada Day	
July 3 (Thurs)	Lecture and Group Time	<p>Introduction to the course.</p> <p>Welcome and introductions.</p> <p>Overview of Social Work Practice and International Development.</p> <p>Group reflections.</p>	<p>Haslam, P. A. (2021). What is development: From economic growth to sustainable development goals. In P. A. Haslam, J. Schafer, & P. Beaudet (Eds.), Introduction to international development: Approaches, actors, issues, and practice (4th ed., pp. 1-23). Oxford University Press.</p> <p>Hugman, R., Moosa-Mitha, M., & Moyo, O. (2010). Towards a borderless social work: Reconsidering notions of international social work. <i>International Social Work</i>, 53(5), 629-643. https://www.academia.edu/19328147/Towards_a_borderless_social_work_Reconsidering_notions_of_international_social_work</p> <p>Sen, A. (1999). Development as freedom. Oxford University Press.</p> <p>United Nations Development Programme. (2025). Human Development Report 2025: A matter of choice: People and possibilities in the age of AI. Retrieved from https://hdr.undp.org/content/human-development-report-2025</p> <p>World Bank. (2024). World Development Report 2024: The middle-income trap. Retrieved from https://www.worldbank.org/en/publication/wdr2024</p>
July 8 (Tues)	Lecture and Group Time	The International Development Landscape: An overview of historical, current and future context of international development.	
July 10 (Thurs)	Lecture and Group Time	International development project design: Participatory community development and human-centered design approaches.	<p>Cornish, F., Breton, N., Moreno-Tabarez, U., Delgado, J., Rua, M., de-Graft Aikins, A., & Hodgetts, D. (2023). Participatory Action Research: A Primer. London School of Economics. Retrieved from: https://eprints.lse.ac.uk/118822/1/Cornish_PA_R_author_copy_ACCEPTED_version.pdf</p> <p>Mani-Kandt, R., & Robinson, J. (2021). Human-centered design in international development:</p>

			<p>A review of what works and what doesn't. Itad. Retrieved from https://www.itad.com/knowledge-product/human-centered-design-international-development-review-what-works/</p> <p>United Nations Development Programme. (2025). Human-centered design. UNDP. Retrieved from https://www.undp.org/arab-states/human-centered-design.</p>
First Assignment: To be completed by 11:59 pm July 14			
July 15 (Tues)	Lecture and Group Time	International development projects: project design and proposal development – part 1	Global Affairs Canada. (2022). Results-based management for international assistance programming: A how-to guide. Retrieved from https://www.international.gc.ca/world-monde/funding-financement/results_based_management-gestion_axee_resultats-guide.aspx?lang=eng
July 17 (Thurs)	Lecture and Group Time	International development projects: project design and proposal development – part 2	United Nations Sustainable Development Group. (2017). Theory of Change: UNDAF Companion Guidance. Retrieved from https://unsdg.un.org/sites/default/files/UNDG-UNDAF-Companion-Pieces-7-Theory-of-Change.pdf
July 22 (Tues)	Lecture and Group Time	International development projects: implementation	Treasury Board of Canada Secretariat. (n.d.). Project plan template. Retrieved from https://www.canada.ca/en/treasury-board-secretariat/services/information-technology-project-management/project-management/project-plan-template.html
Second Assignment: To be completed by 11:59 pm July 21			
July 24 (Thurs)	Lecture and Group Time	International development projects: monitoring and evaluation	Dozois, E., Langlois, M., & Blanchet-Cohen, N. (2010). DE 201: A practitioner's guide to developmental evaluation. The J.W. McConnell Family Foundation and the International Institute for Child Rights and Development. Retrieved from https://mcconnellfoundation.ca/wp-content/uploads/2017/07/DE-201-EN.pdf
July 29	Lecture and	International development	Hirschel-Burns, T. (2025). 10 ways financing for

(Tues)	Group Time	projects: funding and grant making	development has changed in 10 years. Global Development Policy Center, Boston University. Retrieved from https://www.bu.edu/gdp/2025/03/12/10-ways-financing-for-development-has-changed-in-10-years/ World Bank. (2021). A changing landscape: Trends in official financial flows and the aid architecture. Retrieved from https://thedocs.worldbank.org/en/doc/9eb18daf0e574a0f106a6c74d7a1439e-0060012021/original/A-Changing-Landscape-Trends-in-Official-Financial-Flows-and-the-Aid-Architecture-November-2021.pdf
July 31 (Thurs)	Lecture and Group Time	International development projects: sustainability and local ownership	
Third Assignment: To be completed by 11:59 pm August 4			
August 5 (Tues)	Lecture and Group Time	Emerging issues in social work and international development: Artificial Intelligence	United Nations Development Programme. (2025). Human Development Report 2025: A matter of choice: People and possibilities in the age of AI. Retrieved from https://hdr.undp.org/content/human-development-report-2025
August 7 (Thurs)	Lecture and Group Time	Emerging issues in social work and international development: emergency preparedness and response	Keen, D. (2020). The functions and legitimization of suffering in Calais. International Migration, 59(3), 9-28. Retrieved from https://onlinelibrary.wiley.com/doi/epdf/10.1111/imig.12800
August 12 (Tues)	Lecture and Group Time	Leading organizations and teams in social work and international development.	
Fourth Assignment: To be completed by 11:59 pm August 12 (one week after last class)			

Important Dates for Summer 2024

- Start of Term: Monday, June 30, 2025
- First Day of Class: Thursday, July 3, 2025
- End of Term: Tuesday, August 12, 2025
- Last Day of Class: Tuesday, August 12, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 4, 2025

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.

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

Assignments

Keeping in line with the objectives of this course, the primary aim of this assignment is to help students begin the process of developing the necessary skills required to design, plan, implement, monitor and evaluate international development projects. Students will have an opportunity to test out and become a little more familiar with some of the tools, methodologies, processes, and approaches commonly used in project development, implementation, monitoring and evaluation.

The limitations of the hypothetical nature of this assignment are notwithstanding, it is fully expected that this assignment process will help students develop a deeper appreciation of some of the challenges and complexities involved when one begins converting concepts and ideas into practice. It is also

expected that the assignment process will help students gain some insights into the trade-offs and other limitations that often need to be navigated when developing and implementing international development projects in different real-world contexts. It is hoped that this assignment process will give the students a glimpse of how the various implementing agencies of international development projects must often balance the ambitions and impact aspirations of a project with a range of practical considerations.

The group-based nature of this assignment is intended to simulate the project proposal development process in the real-world and help the students become more aware of the range of personal and interpersonal skills required to work effectively as individuals within a team. This group-based approach also fosters a collaborative approach to learning and engagement and helps students peer-learn and support each other throughout the process.

Schedule of assignments

First Assignment: To be completed by 11:59 pm July 14, 2025

First Assignment: Develop and share a Theory of Change for an international development project (25% of Course Grade).

- Conduct a high level environmental scan, group of 4-5 students to identify a project that is aimed at a particular social, political and/or economic issue in a geographical location.
- Conduct further study and examination to identify systemic barriers and emerging issues that are contributing towards the problem. These barriers might include issues related to systemic barriers due to inequities and exclusionary practices in systems or other forms of biases. Students are encouraged to take a broad view of the context as they build out the theory of change.
- Develop a theory of change for the project.
- Prepare a 5 page summary providing a summary of the project include, but not limited to: the context, the issue, key player, pathways to change, and a description of the change itself.
- The group is invited to present the Theory of Change in a 2 slide power-point at the next class.

Second Assignment: To be completed by 11:59 pm July 21, 2025

Second Assignment: Develop and share the Logic Model and Project Implementation Plan (PIP) including a Work Breakdown Structure (25% of Course Grade)

- The group of students who have developed the Theory of Change to develop a detailed logic model for the project that includes all the key components:
 - Vision and Impact
 - Long term and short-term outcomes and outputs
 - Key activities and inputs
 - Resources required
 - Timelines
- Following the logic model, students develop Project Implementation Plan (PIP), that includes:
 - Work breakdown structure: A numbering system that helps organize activities and budgets.
 - Activities include major areas of focus and any sub-activities.
 - Timeline: for approximately 3 years including a project start up, implementation and close-out stage.
 - Responsibilities

- Resources required for each major area of work.
- Prepare and submit a 5-page document that includes the logic model and the project implementation plan. Based on this document, students are invited to develop a short presentation that they present as a group at the next class. The students can choose to use a PowerPoint or any other method to make their presentation.

Third Assignment: To be completed by 11:59 pm August 4, 2025

Third assignment: Develop the monitoring and evaluation framework for the international development project. (25%)

- Based on earlier assignments which include the theory of change, logic model and the project implementation plan, groups of students will work together on developing a monitoring and evaluation framework for the project.
- This framework can include:
 - Proposed approach towards monitoring and evaluation.
 - Description of long, medium and short-term impact that the project is proposing to make.
 - Description of the communities and populations impacted by the project.
 - Indicators that can be used to measure progress towards change.
 - An illustrative list of most relevant tools being proposed for data gathering.
 - Types of reports that the monitoring and evaluation process will produce.
 - Processes for community participation in developing the monitoring and evaluation.
 - Local ownership of data and learning opportunities.
 - Other elements that will strengthen understanding of the project.
- Assignment: The group prepares and submits a 3 page outline of the monitoring and evaluation framework.
- The group presents the monitoring and evaluation framework for peer-to-peer discussions at the next class.

Fourth Assignment: To be completed by 11:59 pm August 12

Fourth Assignment: Formulate the complete project proposal including a summary 3-year budget based on the project implementation plan for the project. (25%)

- Develop a summary high-level three-year budget for the implementation of the project.
- The budget to include but not limited to costs associated with personnel, equipment, materials, capital costs, communications, training, travel, supplies, insurance, rent, and any other important elements.
- Review the budget in line with documents prepared for previous assignments.
- Compile all materials prepared for the project in a project proposal format that includes:
 - Cover letter: A cover letter to a funding organization expressing interest in seeking funding for the project.
 - Project proposal, which includes but not limited to:
 - Project summary
 - Theory of Change

- Logic Model
- Project Implementation Plan
- Monitoring and evaluation framework
- Budget
- Submit final proposal as final assignment.

Each assignment requires groups of students to work together and collaboratively co-create the project design that will help inform the project implementation, monitoring and evaluation frameworks. These groups to be formed at the beginning of the course and remain together to form collaborative teams working on a particular project for the duration of the course. The instructor will consult with the students in forming groups of 4-5 students.

Students should strive to ensure that the writing style is clear, concise, and professional and that the narrative connecting the various components flows well. Students should also give some thought to formatting such as text boxes and use of infographics as appropriate to make the project proposal more compelling. However, please note this is optional. Unless otherwise agreed with the instructor, the assignments should be ***no more than 5-10 double-spaced pages*** (Times New Roman 12-inch font, 1-inch margins).

References should be cited as appropriate.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.
- Make up assignments are subject to the discretion of the instructor, and it is the student's responsibility to make any necessary arrangements with the instructor for any missed assignment

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted **ONLY** in Word 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 of the instructor. Please email the instructor at least 24 hours PRIOR to the assignment due date if you expect that you will need an extension. The total possible grade of an assignment will be reduced by

2.5% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or beyond a negotiated extension date. The assignments will not be accepted 7 days after due date.

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	70-74

		Faculty of Graduate Studies course requirements.	
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

Additional suggested readings to be provided according to geographies, focus areas and issues chosen by students for the projects that they chose for their assignments.

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