



## **5LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10. We also acknowledge the Métis Nation of Alberta Districts.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, W'ich'ispa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitapapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

## **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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 672 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Thesis Research Development</b>		
<b>Dates and Time</b>	Start of Classes: January 13, 2025 End of Classes: April 13, 2025 Dates and Time: Online Zoom Sessions- Mondays 5:00-8:00 PM Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	<b>Yahya El-Lahib</b>	<b>Office Hours</b>	Mondays 4:00-5:00 PM
<b>UCalgary E-mail</b>	<a href="mailto:yellahib@ucalgary.ca">yellahib@ucalgary.ca</a>	<b>UCalgary Phone</b>	1(403)220-8926

**SYLLABUS STATEMENT**

The course builds skills for social work thesis research development, including determining key components of the research process, such as integration of a substantive topic and corresponding research approach.

**COURSE DESCRIPTION**

This course<sup>2</sup> will focus on thesis research development at the master’s level. The course is practical and targeted to advancing your knowledge and skills to develop your thesis research proposal. You will learn about key components of a master’s thesis and process elements of the thesis journey. This includes the development of the purpose statement, research question(s), research design (including recruitment, data collection and data analysis), ethics, credibility, and knowledge mobilization related to your research topic. This course will build on the work completed in SOWK 670. It may also explore related topics like engaging with a supervisor, submitting the thesis proposal, submitting an ethics application, and preparing for a defense. Successful completion of SOWK 670 is a prerequisite.

While Zoom sessions are scheduled on Mondays, 5:00 - 7:50 PM, some individual and small group work away from the main class will also be included. The plan for each class will be announced the week prior to that class.

**COURSE LEARNING OUTCOMES**

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

1. Demonstrate knowledge of key components of a thesis proposal;

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

<sup>2</sup> This course was adapted from the 2023 course outline of Dr. Peter Gabor, Faculty of Social Work, University of Calgary

2. Critically analyze options for how to approach the design of your thesis research;
3. Integrate your philosophical and theoretical stance with methodological decisions;
4. Advance your ability to critically reflect upon, justify and defend the methodological choices for each element of the research proposal;
5. Apply your learnings to your research topic in the form of a research proposal; and
6. Develop necessary knowledge and skills to secure ethics approval for your thesis project.

## LEARNING RESOURCES

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

Leavy, P. (2017) *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Publications.

Canadian Association of Social Workers. (2024). Code of Ethics. <https://www.casw-acts.ca/en/Code-of-Ethics%20and%20Scope%20of%20Practice>

Canadian Association of Social Workers. (2024). Guidelines for ethical practice. [https://www.caswacts.ca/sites/default/files/attachements/casw\\_guidelines\\_for\\_ethical\\_practice\\_e.pdf](https://www.caswacts.ca/sites/default/files/attachements/casw_guidelines_for_ethical_practice_e.pdf)

First Nations Information Governance Centre (2014). Understanding the First Nations Principles of OCAP. <https://fnigc.inlibro.net/cgi-bin/koha/opac-retrieve-file.pl?id=2be8f15f2eff14b1f122b6a26023836a>

Government of Canada. (2018). Tri-Council Policy Statement: Ethical conduct for research involving humans. [https://ethics.gc.ca/eng/policy-politique\\_tcps2-eptc2\\_2018.html](https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html)

### **Recommended Readings**

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.) Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry research design: Choosing among five approaches* (4th ed.) Sage.

### **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 draws upon content and learnings from core courses in the MSW. Following SOWK 670, this course is the second of two required thesis research development courses.

## CLASS SCHEDULE

### **Important Dates for Winter 2025**

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025

- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

## CLASS SCHEDULE

<b>January 13</b>	<b>Class 1: Introduction, Positioning the Course &amp; Overview of Syllabus</b>
<b>Readings:</b>	No required Readings
<b>January 20</b>	<b>Class 2: Understanding Thesis Process and Proposal Development I: Developing your Problem Statement</b>
<b>Readings:</b>	Leavy, P. (2017) <i>Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches</i> . New York: Guilford Publications. (Please Read Chapter 1)
<b>January 27</b>	<b>Class 3: Understanding Thesis Process and Proposal Development II: Grounding your Proposal Within Scholarship</b>
<b>Readings:</b>	Leavy, P. (2017) <i>Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches</i> . New York: Guilford Publications. (Please read Chapter 3)
<b>February 3</b>	<b>Class 4: Understanding Process and Proposal Development III: The Politics of Social Work Knowledge Development</b>
<b>Readings:</b>	Leavy, P. (2017) <i>Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches</i> . New York: Guilford Publications. (Please Read Chapter 4)
<b>February 10</b>	<b>Class 5: Participatory, Emancipatory, and Collaborative Research in Social Work</b>
<b>Readings:</b>	Leavy, P. (2017) <i>Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches</i> . New York: Guilford Publications. (Please Read Chapter 9). Peltier, C. (2018). An application of two-eyed seeing: Indigenous research methods with participatory action research. <i>International Journal of Qualitative Methods</i> , 17(1).
<b>February 24</b>	<b>Class 6: Navigating Ethics &amp; Ethical Tensions in Social Work Research I: Institutional Ethics</b>
<b>Readings:</b>	Leavy, Patricia (2017) <i>Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches</i> . New York: Guilford Publications. (Please read Chapter 2) Musoba, D., G., Jacob, S. A., & Robinson, L. J. (2014) The Institutional Review Board (IRB) and Faculty: Does the IRB Challenge Faculty Professionalism in the Social Sciences? <i>The Qualitative Report</i> . 19 (article 101), 1-14.
<b>March 3</b>	<b>Class 7: Navigating Ethics &amp; Ethical Tensions in Social Work Research II: Social Work Research Beyond Institutional Ethics</b>

**Readings:**

Jones, Chelsea Temple (2021) "Wounds of Regret": Critical Reflections on Competence, Professional Intuition and Informed Consent in Research with Intellectually Disabled People, *Disability Studies Quarterly* 41(2).

Katz, A. S., Hardy, B.J., Firestone, M., Lofters, A & Morton-Ninomiya, M. E. (2020) Vagueness, Power and Public Health: Use Of 'Vulnerable' In Public Health Literature, *Critical Public Health*, 30(4), 601-611.

**March 10      Class 8: Methodology & Research Design I: Navigating Methodological Approach**

**Readings:**

Leavy, P. (2017) *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Publications. (Please Read Chapter 8).

**March 17      Class 9: Methodology & Research Design III: Data Plan, Sampling, Recruitment & Data Collection Methods**

**Readings:**

Leavy, P. (2017) *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Publications. (Please Read Chapter 7).

**March 24      Class 10: Methodology & Research Design III: Data Analysis Plan**

**Readings:**

Leavy, P. (2017) *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: Guilford Publications. (Please Read Chapter 6).

**March 31      Class 11: Methodology & Research Design III: Dissemination & Defending your Knowledge Claims**

**Readings:**

No required reading

**April 7      Class 12: Workshop on Thesis Defence and Course Wrap-up**

**Readings:**

No reading required.

**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.

**Please be advised that 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 require any accommodation or 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)**

Due to the nature of the course and the sensitive material that will be discussed in class, **NO recording** of the online Zoom class sessions will take place during this course. Any un-authorized recording of the

session via zoom or personal recording tools is not permitted and will result in non-academic misconduct and breach of confidentiality of class.

Students are encouraged to email or communicate on D2L with the instructor throughout the seminar. Please note that email communication is a form of professional communication and reflects a culture of respect and professional mannerism. **Students are expected to adhere** to professional codes of conduct when communicating via email with their peers and instructors. As per the University of Calgary policy, all communication with the instructor **must be done through the U of C email address**, and the instructor maintains the rights **not to** respond to communications through personal email addresses. Please allow up to **48 hours** for response time to your email communications.

Generally, 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

### **Assignment 1: Submitting your Application for Ethics Clearance (20%).**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6 & 7.

**Assignment Description:** This assignment is meant to help students establish ethical guidelines for their thesis project. Students are asked to communicate with their supervisors to start an ethics application protocol for them with the University of Calgary's Research Ethics Board (Please see [IRISS](#) for detail). This ethics application will help you pay attention to various design components and data management and analysis steps. In addition, it is a helpful way for you to consider ethical implications and tensions as they arise for you during the design and development of your thesis proposal. Although the assignment is weighed for 20% of the grade, the grade will be allocated in full once the student provide a proof of their submission of the ethics protocol. There will be a workshop delivered by the Board of Ethics to explain the process and procedures of the application to help students ensure they are engaged in ethical research. Students have the entire duration of the course to submit their ethics application.

### **Assignment 2: Literature Review (40%)- Due February 24, 2024**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6 & 7.

**Assignment Description:** This assignment builds on learnings from SOWK 670 and class discussion to help students develop a sound literature review. The assignment is meant to help students establish the grounding of their thesis project within relevant bodies of scholarship, justify and their research position it well within existing knowledge in the field. Literature reviews are important component of thesis where they student and researchers create a comprehensive representation of the current state of knowledge as it relates to your area of focus in your thesis project. Specifically, literature reviews offers you to better understand what research have been done relevant to your topic; how these studies have been done, and what are the key findings that help you identify current state of knowledge and future direction. The assignment will be an opportunity for students to synthesise the literature and demonstrate their commend of their area of research focus as it relates to their thesis project. There will be a workshop organized with the University of Calgary's Library (schedule TBD) and students are encouraged to ask as many questions relevant to their topic to enhance learning and skill development. The assignment is to be 8-10 pages double space and should include the following sections:

- A brief problem statement to contextualize the thesis topic

- A brief theoretical and epistemological positioning
- Key questions you ask the literature as they relate to your thesis project
- Comprehensive discussion of the key findings as outlined in the scholarship
- Key gaps in the knowledge as they relate to your thesis topic
- Conclusion where you summarize your literature review and provide an outline of your key findings and future directions.

The assignment will be used to help you build the foundation of your thesis project and ground it in relevant scholarship. Focus will be on how does this literature review inform your decision making process on the outcomes of your review to establish the nuances of your thesis research direction.

**Assignment 3: Developing your Full Thesis Proposal (40%) ..... Due April 11, 2024**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6 & 7.

**Assignment Description:** This assignment builds on learnings from SWOK 670 as well as previous assignments in this course to help students develop their Master thesis full proposal. The assignment is intended to help students conceptualize their ideas into a full thesis proposal that includes various components such as theoretical and epistemological stance, methodological approach and direction for designing their thesis project. Specifically, students are to develop their thesis proposal with sound theoretical foundation and methodological design. The proposal should include the following sections:

- Problem statement and background context with relevance to social work.
- Sound literature review that positions the project within relevant bodies of scholarship.
- Theoretical and conceptual framework with clearly articulated rationale.
- Methodological approach that articulates the synergy between theoretical foundation and methodological objectives and priorities.
- Clearly articulated research question/s
- Research design, which includes the following: Sampling and data sources, recruitment and data collection plan, data analysis, ethical consideration, plans for ensuring rigor and trustworthiness of research direction, and any relevant consideration necessary for your thesis.

Assessment criteria will be based on the quality and strength of the various component of the research proposal and students' abilities to support their claims with relevant scholarship and sound research directions.

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

- Students are expected to attend classes, 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.
- Students are expected to work together on their group projects and assignments are to be submitted on time.
- Make up assignments are subject to the discretion of the instructor, and it is the students' responsibilities to make any necessary arrangements with their instructor for any missed assignment.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please note that throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria. Please note the following requirements apply for all assignments:

- Please submit all written assignments electronically through their respective dropbox in D2L.
- Assignments are to be submitted **ONLY** in word format.
- Assignments should have a file name as follows: “Full Name- Assignment Title” (e.g., Jane Smith-Theoretical & Practice Framework Assignment).
- 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.
- Students are responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongfully attached files that do not match assignment requirements.
- Please allow for up to 3 weeks for grading time on your written assignments.

#### **LATE ASSIGNMENTS**

- Assignments and papers are to be submitted on time, absolutely ***NO extensions***, unless legitimate reasons are provided.
- Late assignments will be accepted **only** in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be **downgraded by 2.5%** of the assignment grade **per day** including weekends, holidays and study weekdays.
- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

#### **EXPECTATIONS FOR WRITING**

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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 and abilities to integrate relevant scholarship.
- All submitted work **must follow proper APA format within the text and in the reference list.** Failure to do so will result in significant deduction of grades.
- This is a graduate level course and student performance is expected to be at the graduate level
- 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:

<https://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 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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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>

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'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](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### **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