

<b>Course Number</b>	<b>SOWK SOWK 557-S05 related to EVDS 583.07</b>	<b>Classroom</b>	<b>Tele-conferencing, Zoom, Skype</b>
<b>Course Name</b>	<b>Climate Change &amp; Sustainable Social Development</b>		
<b>Day(s) &amp; Time</b>	<p>Spring 2020; SOWK 557.41 S03 and EVDS 583.01 will be delivered over 6 weeks: May 7 – June 17 (12 classes @ 2.5h) on Tuesday &amp; Thursday mornings through Zoom, Skype, or teleconferencing sessions on the these days:</p> <p>May 7, 12, 14, 19, 21, 26, 28, June 2, 4, 9, 11, and 16</p> <p><b>9:30 am to 12 noon pm</b></p>		
<b>Instructor</b>	<b>Prof. Dr. Mishka Lysack PhD RSW</b>	<b>Office Hours/Location</b>	<b>MT (MacKimmie Tower) 411</b> <b>hours: arrangement with instructor</b>
<b>E-mail</b>	<b>mlysack@ucalgary.ca</b>	<b>Phone</b>	<b>403-220-7648</b>
<b>SYLLABUS STATEMENT</b>			
Examines social work practice in specific contexts.			
<b>COURSE DESCRIPTION</b>			
<p>This course examines the science and impacts of climate change as well as the need, opportunities, and dimensions of sustainable social and economic development.</p> <p>Through instructor presentations, video presentations, journaling, discussion in pairs, class discussion, and daily micro-assignments, students will deepen their knowledge of the science regarding climate change (1.5C, tipping points, carbon budget, unburnable carbon) and its impacts as well as recommendations from bodies such as 1) the UN regarding the Sustainable Development Goals and; 2) the UK Committee on Climate Change and the German Government on effective climate governance/accountability and climate mitigation/climate adaptation/resilience, including decarbonization pathways, a sustainable and inclusive economy, and just transition.</p> <p>In addition, through instructor presentations, class dialogue, journaling, small group dialogue, and reviewing video input and articles, students will develop a more nuanced and deeper understanding of multiple dimensions of climate mitigation/adaptation/resilience and sustainable development, such as:</p>			

1. environmental ethics, compassion, gratitude, justice, and their philosophical/spiritual roots in the Axial traditions and Indigenous cultures, and their biological roots,
2. impact of climate changes on earlier civilizations and their collapse,
3. climate change as an accelerant and multiplier of international conflict, violence, and societal instability,
4. sustainable economics and models of economic transition (Ordo-liberalism, Just Transition, Green New Deal, carbon budget, unburnable carbon, stranded assets),
5. responding to the impacts of climate change on both physical and mental health levels, and best clinical/community/advocacy practices on micro, mezzo, and macro levels,
6. best practices in climate policy/governance/accountability and climate protection (e.g., Germany, UK), and how Canada could move into this cluster,
7. sustainable communities and cities,
8. Indigenous approaches to sustainability, renewable energy, & reconciliation,
9. climate adaptation and climate resilience,
10. effective advocacy, capacity-building, and policy influencing regarding effective climate mitigation and climate adaptation/resilience policy.

#### **COURSE LEARNING OUTCOMES**

By the end of this course, students will be able to:

1. Apply social work values, ethics and attitudes to practice contexts where climate change is the new context;
2. Apply knowledge and practice skills to contribute to key elements of sustainable development;
3. Apply their theoretical understanding of the science and impacts of climate change as well as the need/opportunities and the dimensions of sustainable social development to social work practice;
4. Utilize their practical skills in practice contexts to promote sustainable development; and
5. Integrate their knowledge and skills regarding sustainable development to utilize them in their specific practice contexts.

#### **LEARNING RESOURCES**

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

**1) Students are required to read a total of two (2) books for the course as well as one 1 small book.**

**One (1) book for each paper selected from:**

**A) List #1,**

**or**

**B) one (1) book from List #1, and a different (1) book from List #2 (after consulting the instructor):**

**List #1: 3 recommended books**

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Malder, MA: Polity Press.

Rifkin, J. (2019). *The green new deal: Why the fossil fuel civilization will collapse by 2028, and the bold economic plan to save life on earth*. St. Martin's Press.

Jaccard, M. (2020). *The citizen's guide to climate success: Overcoming myths that hinder progress*. Cambridge University Press.

**List #2: other possible book options; please consult with the professor:**

McKibben, B. (2007). *Deep economy: The wealth of communities and the durable future*. New York, NY: Henry Holt Press.

Morris, C. & Jungjohann, A. (2016). *Energy democracy: Germany's energiewende to renewables*. Basel, SW: Palgrave Macmillan.

Scheer, H. (2012). *The energy imperative: 100 percent renewable wow*. New York, NY: Earthscan.

Speth, J. (2008). *The bridge at the edge of the world: Capitalism, the environment, and crossing from crisis to sustainability*. New Haven, CT: Yale UP.

Pipher, M. (2013). *The green boat*. New York, NY: Riverhead Books.

Henderson, C. (2014). *Aboriginal power: Clean energy and the future of Canada's first peoples*. John Denison Publishing.

Hossay, P. (2005). *Unsustainable: A primer for global environmental and social justice*. Chicago, IL: University of Chicago Press.

Woodbridge, R. (2004). *The next world war: Tribes, cities, nations, and ecological decline*. Toronto, ON: University of Toronto Press.

Leggett, J. (2016). *The winning of the carbon war: Power and politics on the front lines of climate and clean energy*. London, UK: Crux Publishing.

Pope Francis, (2015). *Encyclical on climate change and inequality*. Brooklyn, NY: Melville House.

For students interested in climate adaptation and building climate resilience, please consult with Professor Lysack for some options of reading a selection of reports in the area of climate adaptation.

Overview of climate science:

Mann, M. & Kump, L. (2015). *Dire predictions: Understanding climate change: Visual guide to the Findings of the IPCC* (2<sup>nd</sup> ed.). Penguin Books/Random House/Pearson.

**2) This short and small book (see below) is also required to be discussed in the first paper, unless you have already read it in another class with the instructor (in which case, you will select 2-3 additional articles to read in its place after consulting with the instructor):**

Oreskes, N. & Conway, E. (2014). *The collapse of Western civilization: A view from the future*. New York, NY: Columbia University Press.

**3) Students will also be required to read and cite through direct quotations a minimum of five (5) articles/reports for each of the two (2) papers for a total of ten (10) articles and reports as assigned by the professor in coordination with the course content.**

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

Students are permitted to bring laptop computers to class.

**RELATIONSHIP TO OTHER COURSES**

Class discussions in this course will facilitate students to make linkages with other social work courses and their practicum in the areas of policy, social work theory and practice and research, so that students may integrate their learning across the curriculum into a coherent framework for social work practice and professional identity.

The course also has a direct connection to SOWK 363 - Human Development and Environments as well as SOWK 383 - Social Policy & Social Justice.

**CLASS SCHEDULE**

<b>Topic Areas &amp; Detailed Class Schedule</b>		
<b>Course Schedule Date</b>	<b>Topic</b>	<b>Assignments/Due Dates</b>
Thurs, May 7	Overview of course and requirements;  Student priorities for course  environmental ethics, compassion, gratitude, justice, and their ethical/spiritual & biological roots in Axial and Indigenous cultures; impact of climate changes on earlier civilizations and their collapse.	
Tues, May 12	science regarding climate change (1.5C, tipping points, carbon budget, unburnable carbon) and its impacts as well as recommendations from bodies such as the UN regarding the Sustainable Development Goals (SDGs);	

	Climate mitigation & climate adaptation  decarbonization pathways	
Thurs May 14	climate change as an accelerant and multiplier of international conflict, violence, and societal instability through impacts of climate change  Topics: student choices	
Tues May 19	sustainable economics and models of economic transition Part 1 (Ordo-liberalism, Just Transition, Green New Deal, carbon budget, unburnable carbon, stranded assets)	
Thurs May 21	sustainable economics and models of economic transition Part 2 (Ordo-liberalism, Just Transition, Green New Deal, carbon budget, unburnable carbon, stranded assets); citizens & communities as new empowered economic stakeholders  best practices in climate policy/governance and climate protection (Germany) and how Canada could move into this cluster	
Tues May 26	best practices in climate policy/governance and climate protection (UK), and how Canada could move into this cluster  Mid-term student review of course: student priorities	
Thurs May 28	responding to the impacts of climate change on both physical and mental health levels; climate trauma and healing responses	

	best clinical, community, advocacy practices on micro, mezzo, and macro levels	
Tues June 2	effective advocacy and policy influencing re climate action  barriers to effective climate action	
Thurs June 4	sustainable communities and cities;  deep decarbonization pathways  Topics: student choices	
Tues June 9	Indigenous approaches to sustainability and renewable energy	
Thurs June 11	Climate adaptation strategies  Topics: student choices	
Tues June 16	Topics: student choices  review, evaluation of the course	

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

<b>ASSESSMENT COMPONENTS</b>				
<b>Assessment Method</b>	<b>Assessment Description &amp; Criteria</b>	<b>Due Date</b>	<b>Weight</b>	<b>Aligned Course Learning Outcome</b>
<b>Reflection Paper #1</b>	<p>Students are required to write a paper on:</p> <p>1) their first choice of their 2 books, and</p> <p>2) small book/pamphlet: Oreskes, N. &amp; Conway, E. (2014). <i>The Collapse of Western Civilization: A View from the Future</i>. New York, NY: Columbia University Press.</p> <p>or those who have already read this small book, students will be asked to read 2-3 articles chosen in consultation with professor.</p> <p>See description of assessment method/assignment as well as the criteria for assessment below.</p>	Monday, June 8, 2019 (Date TBC by class and Mishka)	45%	1, 2, 3,4, & 5
<b>Reflection Paper #2</b>	<p>Students are required to write a paper on their second choice of their 2 books.</p> <p>See description of assessment method/assignment as well as the criteria for assessment below.</p>	Friday, June 19, 2019 (Date TBC by class and Mishka)	45%	1, 2, 3,4, & 5
<b>Participation mark</b>	<b>See discussion below on pp. 10-11</b>		10%	1,2,3,4,5
	<b>Please note that for the instructor, spring grades are due Friday, June 26th at noon.</b>			
<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>				
<b>Reflection paper #1</b>				
<b>Due date: June 8, 2019 (TBC by class and Mishka)</b>			<b>portion of mark: 45%</b>	

CLOs: 1, 2, 3,4, & 5

N.B. Students are also required to read and review a second small book/pamphlet:

Oreskes, N. & Conway, E. (2014). *The collapse of Western civilization: A view from the future*. New York, NY: Columbia University Press.

## Reflection paper # 2

**Due date: Fri June 19, 2019 (TBC by class and Mishka)**

**portion of mark: 45%**

CLOs: 1, 2, 3, 4, & 5 Students are required to write a paper on their second choice of their 2 books.

There are no in-class tests or final exam.

Standard of writing will be a factor in grading students' work.

**N.B. Required readings will be provided to students for each of the classes during the course.**

**Students are required to include references to these required readings in their first or second assignment:**

- a) **Required readings provided for classes on Mon., May 13 - Tues, May 14 are to be included in assignment #1.**
- b) **Required readings provided for classes on Wed., May 15 - Fri, May 17 are to be included in assignment #2.**

## About the Reflection Papers

The student's working knowledge of the material can be partly demonstrated by the inclusion of some quotes (at least 5-6) from the readings that the student believed to be especially important to his/her learning. Students are asked to use the following questions as a guide for their reflection and writing of the paper:

- What were the key learning moments or "sparkling moments" as you were reading the articles/chapters?
  - What effect did these moments have on you as a person and as a developing professional?
  - What are some (1-2) of the ideas that you found to be the most helpful in these articles?
  - What difference could these ideas make in how you "see" or perceive your work?
  - What are some of the related practices (1-2) that you find the most appealing?
  - How are these practices related to the ideas that you found helpful?
1. When students are starting to write the paper, they need to identify 3 (possibly 4) key learning moments, a-ha experiences, or sparkling moments as they were reading the book. Students are asked to use these learning experiences as the "spine" of the paper.
  2. In response to each of the 3 learning moments, students need to include 2 sections or "streams": 1) exposition and 2) reflection.

3. The exposition section needs to convey to the instructor that the student has read and understood the material to the degree that the student can communicate the essential elements of the material to a layperson. This section needs to be anchored in a small selection of direct quotes from the source material with the appropriate references.
4. In the reflection section, students need to focus on the significance of the 3 learning moments and a description of why the student believes this insight is important.
5. In addition, students are asked to also describe the difference such insights would make to both a) SW practice and theory in general as well as b) their own future SW practice on all 3 levels of i) micro, ii) mezzo, and iii) macro practice.

#### **Notes & Format for Papers**

- In your reflection papers on books/articles, be sure to include direct quotes to illustrate your discussion along with APA format page numbers.
- All assignments are to be submitted in electronic form by email, with an original copy being archived by the student; this is a paperless course.
- Use Word .doc or .docx format.
- In both electronic and paper forms of paper, please put this information on one line as the title at the beginning of your paper:
  - Name
  - Course number 557
  - Assignment name
- In electronic form, when you use “save as” and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting:
  - Last name,
  - First name,
  - Course number 557
  - Assignment name
- In electronic form, when preparing to send me their paper, students are asked to label the subject of their email for their paper using this format; this will aid me greatly in tracking and sorting:
  - Course number 557
  - Last name first name
  - Assignment name
- All papers are to be typewritten in 12-point font.
- Separate cover page is unnecessary.
- Papers are limited to 1,600 words. Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.
- Rewrites and pre-reads of papers are not an option.
- Standards of writing will be a factor in grading students work.
- Extensions in terms of deadlines are possible within certain limits.
- Any change in deadline must be agreed to by the instructor in writing by email.

- Students must submit all papers by their respective deadlines. The instructor is not obligated to accept any papers handed in after the deadline.
- Papers will be archived after marks for the course are submitted in case of an appeal of marks. After this time, all papers will be shredded or deleted.
- Students cannot re-read any book or article that they have read for another course, including one of my courses. They must read a new book or article.
- Students must pass all assignments to pass the course.
  
- Important: Any students who have concerns or suggestions about any aspects of the course, including marks, course content, or class functioning, are encouraged by the Faculty of Social Work to discuss their concerns with the course instructor.

**Criteria for an A- level paper:**

- word count was within reasonable range
- active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments
- integration of social work practice, experiences, values, theories, etc.
- integration of class content
- direct quotes with page numbers
- good integration of all additional material and articles as required
- correct spelling and grammar
- clarity in sentence structures and writing style
- structures the paper according to key learning moments
- makes thematic connections across learning moments
- labels file name, subject name of email etc. properly
- in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally on micro, mezzo, and macro levels.

**Criteria for an A level paper:**

1. All A- criteria have been met and significantly exceeded.

2. The paper contains original insights with respect to the subject matter.
3. The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession on micro, mezzo, & macro must all be exceptional in quality.

In this instructor's classes, A level papers are the exception, and not the rule.

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

#### **Learning Experiences, Class Participation, Skill Development and Class Etiquette 10%**

This course is a theory-in-practice class. Thus, all students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Participating in the classes is expected and critical to the functioning of the class as a learning community.

#### **Class participation will be graded and will make up 10% of the total final mark.**

In addition to the instructor's presentations and exercises, this class will include personal reflection through journaling, discussion in pairs, and experiential learning. And so, class performance includes 1) being in class, 2) contributing to the class discussion in a relevant and coherent way, 3) indicating through one's discussion and contributions a thorough preparation of the assignment, and 4) willingness to try and practice advanced skills.

The instructor asks that you apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings.

Grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class.

All students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class to the best of their ability.

Students are asked to restrict their use of their computer and cell-phones during class time for activities directly related to the course (for instance, taking notes), and are asked to refrain from all other non-class activities (checking or writing email, Facebook, texting, shopping, computer games, etc.).

Students suspected of being involved with these non-class activities may be asked a) to identify themselves, b) to leave the class, and c) will not be permitted to return to the course until after a meeting between the student and instructor has been completed.

Students are required to participate in the entire class, arrive on time, stay until the end of class, and return from the break in a timely manner.

Students are expected to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety.

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

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically by email to the instructor, after scanning for viruses. Assignments must be submitted in Word.docx. Assignments should have a file name as described below.

Assignments are due on their due date, unless agreed to by the instructor in writing by email. 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.

Assignments submitted after the deadline agreed to by the professor and student may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

Writing quality is a component of any written assignments or other expectations you have for writing, such as the use of APA formatting for referencing. All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.

Sources used in research papers must be properly documented and referenced in APA format.

If you need writing support, please connect with the Student Success Centre, at:

<https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

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

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

### **GRADING**

A student's final grade for the course is the average of the two (2) separate assignments. It is necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

#### **COURSE EVALUATION**

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students with concerns or questions are encouraged to discuss the process and content of the course at any time with the instructor.

#### **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

##### **PROFESSIONAL CONDUCT**

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While

critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### **RESEARCH ETHICS**

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### **ACADEMIC MISCONDUCT**

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

### **INSTRUCTOR INTELLECTUAL PROPERTY**

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

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks

etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

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

### **SEXUAL VIOLENCE POLICY**

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

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

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