LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made 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 known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

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 people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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.]()

Course & Session Number	SOWK 201 S02	Classroom	Online
Course Name	Foundations of the Social Work Profession		
Dates and Time	Start of Classes: August 25, 2025 End of Classes: August 29, 2025 Dates and Time: Synchronous Zoom Sessions: Monday to Friday, Zoom: 9:00AM to 4:00pm MDT * Zoom link is available on Desire to Learn (D2L) platform. The Zoom sessions in SOWK 201 are integrated components of the module assignments. **It is not possible to complete the module assignments without attending the zoom sessions.** Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Jill Hoselton, MSW, RSW, PhD(c)	Office Hours	Immediately following live classes on Zoom or as requested.
UCalgary E-mail	jill.hoselton@ucalgary.ca	UCalgary Phone	Contact by email.

SYLLABUS STATEMENT

Learners explore the history, philosophical foundation, codes of ethics, practice standards, theoretical perspectives, practice models, and diverse fields of practice related to Social Work.

COURSE DESCRIPTION

This course introduces you to social work practice through an exploration of the history, philosophical foundations, theoretical perspectives, and basic skills of the social work profession. This exploration will include a review of the relevant codes of ethics and practice standards that guide practitioners and will focus on social workers as changemakers who act on issues of social justice. You will be encouraged to practice responsible, ethical, and authentic participation and gather a foundational understanding of generalist social work practice.

This course has no pre-requisites or co-requisites. Alberta Social Work Post-Diploma students cannot take this course as fulfillment of their non-Social Work course requirements.

---

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

This course will take place **online** via Desire2Learn (D2L) and Zoom. A high level of independent work is expected in this class and students are responsible to manage their own learning through the active and timely completion of learning activities and assignments. In addition to completing all readings, students are expected to participate in 25 hours of synchronous Zoom sessions and 14 hours of asynchronous learning activities in D2L (e.g., video recordings, discussion board activities, interaction with classmates, other learning opportunities) for a total of 39 instructional hours. When unable to participate live due to exceptional time zone differences or due to unforeseen circumstances, the instructor must be informed in advance (when possible) and you must propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the online follow-up discussion). This will be approved at the instructor's discretion.

Course Hours: 3 units; (3-0)

Notes: Alberta Social Work Post-Diploma students cannot take this course as fulfillment of their non-Social Work course requirements.

COURSE LEARNING OUTCOMES

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

1. Locate the development of social work in Canada in relation to Indigenous, Francophone, and Eurocentric ways of knowing and being;
2. Understand how social workers have been and continue to be complicit in colonial violence, racism, and injustice, especially in relation to Indigenous peoples;
3. Describe the skills and ethical commitments that social workers have to actively eradicate systemic inequities and foster the health and well-being of diverse individuals, families, groups, and communities;
4. Identify social work theories, practice frameworks, and practice methods;
5. Demonstrate skills that are integral to professional practice;
6. Demonstrate an ability to reflect on how their personal social location affects the way that they experience the world and relate to others, and consider how this might influence their social work practice.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Textbook:
Ives, N., Denov, M., & Sussman, T. (2020). *Introduction to social work in Canada: Histories, contexts, and practices* (2nd ed.)*. Oxford University Press.

Available in D2L:
Alberta College of Social Workers. (2023). *Standards of practice.*

Alberta College of Social Workers. (2019). *Honouring sacred relationships: Wise practices in Indigenous social work.*

Canadian Association of Social Workers. (2024). *Code of ethics, values and guiding principles.*

Canadian Association of Social Workers. (2020). *Social work scope of practice.*

National Dialogues and Action for Inclusive Higher Education and Communities. (2021). *Scarborough charter on anti-Black racism and Black inclusion in Canadian higher education: Principles, actions and accountabilities.*

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.

CONNECTION TO PRACTICE

This course will orient you to the social work profession and introduce foundational knowledge, skills and values/attributes for social work learning and practice. The course will introduce critical thinking, critical reflection and reflexivity as tools to apply to social work learning and practice.

RELATIONSHIP TO OTHER COURSES

SOWK 201 is the only social work course that can be taken at the University of Calgary without being admitted to the Faculty of Social Work. SOWK 201 (or its equivalent at another institution) is required prior to entry to the BSW program. If you are considering application for admission to the Faculty of Social Work, this course provides an overview of ideologies and professional practice standards that may help you make your decision. This course offers a broad general framework for specific social work courses that may follow.

CLASS SCHEDULE

Important Dates for Summer 2025
- o   Start of Term: Monday, August 25, 2025
- o   First Day of Block Week Class: Monday, August 25, 2025
- o   Last Day to Drop a Block Week Course: August 25, 2025
- o   Last Day to Withdraw from a Block Week Course: August 29, 2025
- o   End of Term: Wednesday, December 24, 2025
- o   Last Day of Block Week Class: Friday, August 29, 2025
- o   Fee Deadline: Friday, September 19, 2025

Chapters listed in the required readings section are from Ives, Denov, and Sussman (2020). Additional required learning materials, including recorded lectures and videos, are accessible via D2L. **Please note:**

We may shift material from one day to the next to ensure we have adequate time to dive in deep on 5 topics where and as needed in response to students' interests and engagement on specific topics. Therefore, the class schedule concerning topics as described below is subject to change.

Content Theme	Required Readings	Live Classes and Due Dates
MODULE 1: Historical, Theoretical, and Philosophical Frameworks	Chapter 1: Historical Foundations of Addressing Need: Indigenous, French, and English Traditions Chapter 2: Social Work Theories Chapter 3: Ethics in Social Work Chapter 8: Indigenous Peoples and Social Work Alberta College of Social Workers. (2019). *Honouring sacred relationships: Wise practices in Indigenous social work* National Dialogues and Action for Inclusive Higher Education and Communities. (2020). *2020 report anti-Black racism and Black inclusion*	**Zoom** August 25, 2025 from 9:00 AM-4:00 PM MT
MODULE 2: Foundational Skills for Social Workers	Chapter 4: Social work with Individuals and Families Chapter 5: Social Work with Groups and Communities	**Zoom** August 26 from 9:00 AM-4:00 PM MT **Assignment 1 Part A Due:** August 26th, 2025, by 11:59 p.m.
MODULE 3: Fields of Social Work Practice	Chapter 6: Social Work and Health Chapter 7: Social Work Practice with Children Chapter 9: Social Work with Immigrants and Refugees Chapter 10: Social Work and Sexual and Gender Diversity Chapter 11: Disability and Social Work Practice Chapter 12: Social Work with Aging Populations Chapter 13: International Social Work	**Zoom** August 27 from 9:00 AM-4:00 PM MT
MODULE 4: Ethical and Professional Practice	Chapter 3: Ethics in Social Work (review) Canadian Association of Social Workers (2005). Code of ethics. Author.	**Zoom** August 28 from 9:00 AM-4:00 PM MT **Zoom** August 29 from 9:00-4:00 PM MT

	Canadian Association of Social Workers (2005). Guidelines for ethical practice (a companion document to the Code of Ethics). Author. Canadian Association of Social Workers (2008). Social work scope of practice. Author. Alberta College of Social Workers (2013). Standards of practice. Author.	**Assignment 1 Part B Due:** August 29th, 2025, in-class presentation
		Assignment 2 Due: September 5th, 2025, by 11:59 PM **Assignment 3 Due:** September 2, 2025, by 11:59 PM **Assignment 1 Part C Due:** September 12, 2025, by 11:59 PM

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on**

during class and you are expected to manage your microphone as required. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

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

ASSESSMENT COMPONENTS

Assignment 1 (50%): An Exploration of your Social Work Profile
Associated learning objectives 1,2,3,4,5,6

Part A: (15%)
Due: August 26th, 2025, by 11:59 p.m.
Students will write a 500-word reflection on their rationale for taking SOWK 201. Students will offer reflection around their perceptions of social work, and why they are interested in the discipline. Reflection on their positionality, possible biases, areas of interest and learning goals for the week should be shared. As this assignment is more personal in nature, it will be submitted via Dropbox in D2L and students will not be expected to share their personal statements. **Assessment Criteria:** A full marking rubric is provided on the D2L course site.

Part B: (10%)
Due: August 29th, 2025 (In Class)
Students will prepare a 5–7-minute presentation that showcases their key learnings from the course, which should encompass their (1) reflections on course materials, (2) personal strengths and areas of development, and (3) future directions within social work/how they might apply what they have learned to their personal/professional lives. Presentations will occur in the final class. **Assessment Criteria:** A full marking rubric is provided on the D2L course site.

Part C: (25%)

Due: September 12th, 2025, by 11:59 p.m.
Building off the previous parts of this assignment, students will develop their emerging social work profile. Designed to support learners to explore their personal profiles as social workers, holistically, students will draw from course materials and learning activities in each module to reflect on their personal and professional experiences, social location, values, qualities, skills, and approaches. Written (approximately 1200 words) and creative submissions are welcome. Students may opt to submit a video or audio recording, but if they opt for this option, the submission should be no longer than 8-10 minutes. Submissions that are more abstract in nature should be accompanied by a brief oral or written description explaining the meaning behind their work related to the assignment expectations (3 minutes or 300 words approx.). As this assignment is more personal in nature, it will be submitted via Dropbox in D2L, and students will not be expected to share their personal statements. **Assessment Criteria:** A full marking rubric is provided on the D2L course site.

Assignment 2 (30%) – Case Study
Due September 5, 2025, by 11:59 p.m.
Associated learning objectives 1, 2, 3, 4, 5, 6
Students will review the cases posted in the "Case Studies" section on D2L and will choose one to complete their assignment. In a discussion board post that is no longer than 750 words, students will: summarize the case in 3-4 sentences; identify the main people involved and their relationships to each other; name and discuss the issues that a social worker might want to attend to; provide a statement on how the case and the people involved might be affected by systemic inequities and social location; and offer thoughts on how, as a social worker, one might begin to support the person(s) in the case. **Assessment Criteria:** A rubric is provided on the D2L course site.

Assignment 3 (20%) – Active Participation and Professional Practice
Due: September 2, 2025, by 11:59 p.m.
Associated learning objectives 5,6
As professional integrity is essential to being an ethical social worker, 20% of the course grade will be allocated to the ongoing and active demonstration of professional interactions with the course and engagement in asynchronous material. The participation grade will be assigned by the instructor at the end of the term and will include attendance at Zoom sessions, meaningful contributions to the discussions in live sessions, and demonstrated engagement with the recorded lectures, videos, readings, and other ungraded course activities. Students will submit to the Dropbox a completed engagement template evaluating their engagement in the course. This will include a self-assigned grade for engagement. This self-assessment will be considered by the instructor in assigning the grade and failure to submit it will result in a grade of zero for this assignment. Self-assessment template is available under rubrics on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments are preferred to be submitted in Word format. Assignments should have a file name as follows: "Last name and assignment number" (e.g., 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.

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- In instances where an assignment is submitted late without explanation, the resulting grade for that assignment will be zero.
- When unable to participate live due to exceptional time zone differences or due to unforeseen circumstances, the instructor must be informed in advance (when possible) and you must propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the online follow-up discussion). Make-up assignments are subject to the discretion of the instructor.
- Please refer to the UCalgary calendar for more information on supporting documentation for absences.

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.

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted
Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assessment, on the expectations for citation and referencing, and on fact checking

statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

Example statements:

- AI tools can be used for creating assignment outlines or critiquing drafts, but the final work must be original.
- AI tools may be prohibited for tests, major assignments, or research papers but allowed for information gathering.

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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 Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

- Final grades that are within .5 of the next whole number may be rounded up to the nearest whole number. Rounding up will be at the instructor's discretion, and the consistency and extent of class engagement will be considered in the decision.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66

C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the University of Calgary Code of Conduct, the Alberta College of Social Work Standards of Practice (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

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. They 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 behaviours in class, including evaluations of teaching and learning, that are 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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board.

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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