



### **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 [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 604 S03</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Advanced Practice Theories in Context		
<b>Dates and Time</b>	Start of Classes: September 2, 2025 End of Classes: October 17, 2025 Dates and Time: <b>Zoom Sessions:</b> Tuesdays and Thursdays 5:30-8:30PM MST (Sept 2 <sup>nd</sup> to Oct 16 <sup>th</sup> ) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Dr. Alysia Wright, MSW RSW PhD	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:acwright@ucalgary.ca">acwright@ucalgary.ca</a>	<b>UCalgary Phone</b>	By email

#### SYLLABUS STATEMENT

Examines theoretical models, philosophical frameworks and ethical foundations of social work practice as a means to facilitate change while locating social work's development and current practice in historical, economic, political, socio-cultural and environmental contexts.

#### COURSE DESCRIPTION

This course explores advanced theories and frameworks that inform ethical, evidence-informed clinical social work practice across diverse contexts. Through a critical and relational lens, students will engage with historical, political, and socio-cultural influences on theory development and application. Emphasizing real-world relevance, the course supports students in deepening their theoretical reflexivity and translating complex models into responsive, client-centred interventions. Drawing from modern, critical, and post-theoretical perspectives, students will develop an integrated understanding of how theory informs assessment, engagement, advocacy, and clinical decision-making in practice with individuals, families, and communities.

Prerequisite(s): SOWK 600 and SOWK 602

#### COURSE LEARNING OUTCOMES

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

1. Identify, understand, critically assess, and analyze the influence of historical, social, political, economic, environmental, and other developments on Social Work theory and practice;

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

2. Explore the relationship between Social Work and other theories, generating an awareness of your positioning in relation to theoretical approaches to change and application to your Social Work practice;
3. Evaluate, analyze, and critique the influence of “discipline-specific” and other theories on your practice;
4. Identify and critique dominant theories in your professional practice, and evaluate alternative theories and methods appropriate for your practice;
5. 5. Create personal learning objectives relating to the development and evaluation of your professional practice framework and Social Work identity;
6. Understand the relationship between comparative approaches to change and social justice in Social Work practice at multiple levels; and
7. Apply course learnings to your specialization and the exit requirements of the MSW program.

## LEARNING RESOURCES

### REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Healy, K. (2022). *Social work theories in context: Frameworks for practice* (3rd ed.). Bloomsbury Academic.

### 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

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing students’ unique social work perspective and strengthening their social work identity and personal practice framework. These courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

## CLASS SCHEDULE

### **Important Dates for Fall 2025**

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Fee Deadline: Friday, September 19
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

Date	Topic	Chapter
------	-------	---------

Sept 2 (Tues)	Course Welcome & Orientation Discourses Shaping Practice Contexts	Chapters 1-5
Sept 4 (Thurs)	Four Waves of Systems Theories in Practice	Chapter 6
Sept 9 (Tues)	Task-Centred and Problem-Solving Approaches: Foundations	Chapter 7
Sept 11 (Thurs)	Ethics, Fit, and Practice Tensions in Task-Centred Work	Chapter 7
Sept 16 (Tues)	Relationship-Based, Indigenous, & Strengths-Based Practice	Chapter 8
Sept 18 (Thurs)	Solution-Focused Practice + Practice Reframing	Chapter 8
Sept 23 (Tues)	Modern Critical Social Work: Power, Structure, Emancipation	Chapter 9
Sept 25 (Thurs)	Translating Critical Social Work to Community-Based Practice	Chapter 9
Sept 30 (Tues)	Postmodern, Poststructural Theories in Practice	Chapter 10
Oct 2 (Thurs)	Postcolonial Theory and Global Decolonial Perspectives	Chapter 10
Oct 7 (Tues)	Creating Frameworks for Practice (Healy's Integration Model)	Chapter 11
Oct 9 (Thurs)	Group Presentations	
Oct 14 (Tues)	Group Presentations	—
Oct 16 (Thurs)	Group Presentations + Final Synthesis	—

### ASSESSMENT COMPONENTS

Summary of Assignments	Due Date	Weight
1. Theory-in-Use Reflection	September 14, 2025	20%
2. Community Case Application	October 9, 14, or 16, 2025	40%
3. Living Theory Stance + Peer Dialogue	October 12 and 17, 2025	40%

#### Assignment 1: Theory-in-Use Reflection

**Due Date:** September 14, 2025

**Value:** 20%

**Type:** Individual Discussion Post and Peer Response

**CLO Alignment:** 1, 2, 4, 5

**Assessment Criteria:** See criteria posted in D2L on the first day of class

#### Description:

This short reflection invites you to bring your emerging clinical experience into conversation with theory. Choose a moment that felt ethically complex, emotionally resonant, or professionally revealing—this could include client interactions, simulation work, or a moment in practicum or supervision.

You will:

- Briefly describe the moment and what made it significant from a clinical perspective

- Surface the embedded assumptions, instincts, and internalized frameworks that shaped your response
- Apply one theory from Weeks 1–2 of the course to re-analyze the situation
- Reflect on how this theory clarified, complicated, or shifted your understanding of your role, ethics, or practice

This assignment builds foundational clinical reflexivity. You're not expected to "solve" the situation. Your goal is to use theory to make your clinical thinking more visible, accountable, and expansive.

**Key Components:**

1. 500-word reflection rooted in a clinical or practice-based moment
2. Integration of one early course theory
3. Evidence of critical reflexivity and attention to social location, power, and assumptions
4. Initial articulation of your emerging clinical orientation (CLO 5)
5. Thoughtful and respectful engagement with one peer

**Assignment 2: Theory in Action – Practice Brief + Presentation**

**Due Date:** October 9, 14, or 16, 2025

**Value:** 40%

**Type:** Group Presentation

**CLO Alignment:** 1, 2, 3, 5, 6

**Assessment Criteria:** See criteria posted in D2L on the first day of class

**Description:**

In small groups of four, you will co-create a realistic clinical case—one that includes ethical tension, systemic complexity, and identity-based considerations. This can be based on anonymized experience, a composite scenario, or a plausible fictional dilemma. The case should reflect the kinds of challenges encountered in social work practice (e.g., cultural dissonance in service delivery, power struggles in family reunification, community distrust of clinical systems).

Your group will:

- Analyze the case using **two theories from the course**
- Identify how each theory frames the client's experience and what it prescribes for assessment, engagement, and intervention
- Examine how theory shapes action, including ethical dilemmas, power dynamics, or justice considerations
- Explore tensions or blind spots between the two theories and their implications for practice

Each group will submit a **written practice brief (3–5 pages)** and deliver a **10-minute class presentation** that clearly communicates key insights and practice implications. This assignment emphasizes collaboration, applied analysis, and the ethical translation of theory into practice.

**Key Components:**

- **Case Study Summary (250–300 words):** Clearly describe your case and its relevant social, systemic, and ethical dimensions.
- **Theory Application:** Apply two distinct course theories to your case. Identify what each theory highlights, key considerations for its use, and potential actions it suggests.
- **Comparative Analysis:** Identify overlaps, contradictions, and blind spots between the two theories.

- Practice Implications: Clearly outline how each theory would shape a social worker's response to the case, including assessment, engagement, advocacy, or organizing.
- Group Practice Brief (3–5 pages): Structured with headings and written in accessible, professional language. One submission per group.
- Group Presentation (10 minutes): Live or pre-recorded. Includes a 1-page visual summary or slide handout for classmates.

### **Assignment 3: Final Theory-in-Use Reflection + Peer Dialogue**

#### **Due Dates:**

**Theory in Use Paper:** October 12, 2025

**Dialogue Reflection Post:** October 17, 2025

**Value:** 40%

**Theory in Use Paper:** 30%

**Dialogue Reflection:** 10%

**Type:** Individual Paper and D2L Post

**Assessment Criteria:** See criteria posted in D2L on the first day of class

**CLO Alignment:** 2-7

#### **Description:**

This is your culminating assignment. You'll return to the core question: *How is theory shaping my clinical lens, values, and responses?*

You will select a clinical or practice-based moment (this may be a new scenario or a deepened revisit of your first reflection). Using **two theories** from any part of the course, you will conduct a nuanced analysis of the moment—what each theory reveals, how they might guide your response, and what tensions arise when translating them into practice. You are also encouraged to reflect on:

- How your thinking has evolved over the course
- Where you feel most aligned or unsettled
- What kind of clinical social worker you are becoming, and how theory supports that

This is not a theoretical summary—it is an integration of your lived experience, professional identity, and critical analysis.

#### **Peer Dialogue:**

You'll organize a 30–45-minute conversation with one or two classmates to share highlights of your reflection, ask questions, and explore each other's evolving theoretical stances. This is not a formal presentation—it's a space for peer learning, affirmation, and perspective-taking.

#### **Post-Dialogue Reflection (400–500 words):**

This brief write-up will capture key insights, affirmations, tensions, or questions that emerged from the dialogue. What shifted for you? What do you want to carry forward?

#### **Key Components:**

- **Final Theory-in-Use Reflection (800–1000 words):**
  - Apply **two theories** from the course to re-interpret a real-world moment (new or from A1)
  - Surface insights, tensions, and ethical considerations from each lens
  - Reflect on how your thinking or approach has shifted since the start of the course
- **Peer Dialogue (30–45 minutes, self-organized by October 15):**
  - Share highlights from your reflection
  - Compare takeaways, tensions, and commitments
  - Can take place via Zoom, phone, or in person
- **Post-Dialogue Reflection Post (400–500 words):**
  - Brief written response capturing any affirmations, shifts, or remaining questions

## 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.

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activity and discussion as part of their participation grade. Details are outlined in the assessment components section above. If you are unable to attend, please get in touch with your instructor **prior** to class (if possible) to discuss alternative means of engagement.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox folder in D2L, unless otherwise indicated in the assignment descriptions. Written assignments should be submitted as a **PDF document whenever possible** and labeled as follows: “Last Name\_First Name\_Assignment#” (e.g., Wright\_Alysia\_Assignment1). **Assignments are to be submitted by 5PM MST on their due date.** Please note it is the student’s responsibility to keep a copy of each submitted assignment and to ensure that the correct 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 or negotiated extension date, without prior arrangements with the instructor, may be penalized with a **grade reduction (of 5% per day- including weekends and holidays)**. There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. **No assignments will be accepted after the 7-day limit.**

### **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 7<sup>th</sup> 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**

Whenever new tools and technologies are introduced in society, particularly at the scale of Artificial Intelligence in contemporary times, they shake things up and bring forward important ethical considerations. Given that this course explores theories of/toward social justice at multiple scales, including ecological justice and planetary health, it is important to consider the impact of AI and search engine use on our environment and natural world. Before proceeding with the permitted use of AI (as outlined below), please be considerate of the ways you choose to engage with AI.

#### **Some Use Permitted**

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or



assessment. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include: 1) what tool(s) were used; 2) how they were used; 3) how the results from AI were incorporated into the submitted work; 4) what you did to verify the AI generated results; 5) what you did to extend your work beyond the AI generated contents; and 6) your critical reflection on ethical use of AI tools. **Failure to cite the use of AI generated content in an assignment and use of generative AI outside assessment or assignment guidelines will be considered a breach of academic integrity and subject to Academic Misconduct procedures.** You are ultimately accountable for the work you submit.

## 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. Final grades that are within 0.5% of the next letter grade will be rounded up.

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 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 \(2024\)](#).

## ADDITIONAL SUGGESTED READINGS

Please see D2L for additional readings.

## 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