



Course & Session Number	SOWK 632 S01	Classroom	Online
Course Name	Social Policy and Social Justice		
Dates and Time	Start of Classes: June 24, 2024 End of Classes: July 15, 2024 Dates and Time: June 24, July 8, July 15 9:00am-4:00pm June 26, July 3, July 10 5:30pm-8:30pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jane Slessor MSW, RSW	Office Hours	As Requested
UCalgary E-mail	Jane.slessor1@ucalgary.ca	UCalgary Phone	N/A

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.

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

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

An exploration of the social, political and economic forces, social movements and social structures that are transforming the Canadian welfare state and the practice of social work.

COURSE DESCRIPTION

Policy is integrally related to practice issues and research. Social policy sets the institutional framework for practice, establishing both the foundation and boundaries for service provision. As such, it sets the parameters for the struggle for social justice that is integral to the social work profession.

This online, blended (synchronous and asynchronous elements) course provides students with the opportunity to explore the relationship between social justice, social policy, and their own social work practice. Students will critically assess various structural factors, influences (including media), and ideologies that inform the development and implementation of social policy, identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and explore different avenues for impacting the policy change process. Critical thinking, self-reflection, critical reflexivity, and dialogue are important practice skills that are emphasized in this course.

To best succeed in the course, students are expected to participate in the asynchronous learning tasks (12 hours) using the D2L learning environment and synchronous Zoom sessions (27 hours).

COURSE LEARNING OUTCOMES

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

1. Demonstrate understanding of theoretical concepts as related to social policy and social justice,
2. Gain understanding of the roles that ideologies, values, media, and worldviews play in determining social policies and their relationships to human rights and social justice,
3. Gain knowledge about policy making processes at local, provincial, national, and international levels,
4. Develop analytical and practical skills to provide input into or to influence the development of social policy,
5. Demonstrate critical awareness of the impact of social policies on diverse populations, and

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook for this course. Required readings are noted below and are available on D2L in the Leganto Reading List Tool.

- Gil, D. (2008). Meeting universal human needs as the foundation of individual and social development and of social and global justice: comments upon receipt of the Justice Studies Association's 2008 Noam Chomsky Award, *Contemporary Justice Review*, 11: 4, 323-330. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10282580802482595>
- Harding, R. & Jeyapal, D. (2018). Media and public discourse: Their roles in policy making. In R.Harding & D. Jeyapal (Eds.), *Canadian social policy for social workers* (pp.8-29). Oxford University Press.
- Kanenberg, H., Leal, R.L., & Erich, S.A. (2019). Revisiting McPhail's Feminist Policy Analysis Framework: Updates for use in contemporary social policy research. *Advances in Social Work*, 19(1), 1-22. <https://doi.org/10.18060/22639>
- Lombard, A. & Viviers, A. (2020). The micro-macro nexus: Rethinking the relationship between social work, social policy and wider policy in a changing world. *British Journal of Social Work*, 50, 2261-2278. <https://doi.org/10.1093/bjsw/bcaa180>
- Maylea, C. (2021). The end of social work. *British Journal of Social Work*, 51, 772-789. <https://doi.org/10.1093/bjsw/bcaa203>
- McLaughlin, A.M. (2009). Clinical social workers: advocates for social justice. *Advances in Social Work*, 10(1), 51-68. <https://doi.org/10.18060/209>
- Morgaine, K. (2014). Conceptualizing social justice in social work: Are social workers "too bogged down in the trees?" *Journal of Social Justice*, 4, 1-18. <https://transformativestudies.org/wp-content/uploads/Conceptualizing-Social-Justice-in-Social-Work.pdf> s
- Morgenshtern, M., Schmid, J., & Yu, N. (2022). Interrogating settler social work with Indigenous persons in Canada. *Journal of Social Work*, 22(5), 1170-1188. <https://doi.org/10.1177/14680173211056823>
- O'Brien, M. (2010). Social justice: Alive and well (partly) in social work practice? *International Social Work*, 54(2), 174-190. <https://doi.org/10.1177/0020872810382682>
- Ornellas, A., Engelbrecht, L., & Atamtürk, E. (2020). The fourfold neoliberal impact on social work and why this matters in times of the COVID-19 pandemic and beyond. *Social Work*, 56(3), 235-249. <https://doi.org/10.15270/56-4-854>
- Reisch, M. (2016). Why macro practice matters. *Journal of Social Work Education*, 52(3), 259-268. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2016.1174652>
- Yellowhorn, E. & Harding, R. (2018). Social policy and Indigeneity: Internal colonization and the Canadian state. In R.Harding & D. Jeyapal (Eds.), *Canadian social policy for social workers* (pp.90-119). Oxford University Press.

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 is one of nine required courses in the Foundation program. This course applies a macro and policy perspective to social work practice with a social justice lens. The content is complementary to materials learned in Practice with Organizations and Communities, Human Behaviour in the Environment, and Issues in Social Work Research.

CLASS SCHEDULE

Important Dates for Summer 2024

- Start of Term: Monday, June 24, 2024
- First Day of Class: Monday, June 24, 2024
- End of Term: Sunday, August 25, 2024
- Last Day of Class: Tuesday, August 6, 2024
- Fee Deadline: Wednesday, July 3, 2024
- Canada Day, no classes: Monday, July 1, 2024
- Alberta Heritage Day, no classes: Monday, August 5, 2024

Week/ Dates	Synchronous Sessions (27 hours)	D2L Asynchronous Activities (4 hours/week = 12 hours)	Assignments Due
Week 1: June 24-30, 2024 Week 1 Readings: . Gil (2008) . Harding & Jeyapal (2018) Ch. 2 . Morgaine (2014) . O’Brien (2010) . Ornellas et al. (2020)	June 24 9:00AM – 4:00PM AM . Introductions . Course details . Social justice and positionality . Intro to social policy PM . Media and Public Discourse . Neoliberalism & Social Work	Social Justice & Me Locate pieces of social policy/justice related culture. This might include movies, books, podcasts, social media accounts, visual art, music, etc. Compile a list of five items that you would be interested in exploring. Add your items to our Social Justice resources Padlet. Padlet Link! Choose materials from our collection and create a reflection on social justice and how social justice relates to you and your	<i>Social Justice & Me</i> Padlet entries (June 26, 11:59am) <i>Social Justice & Me</i> Reflection Post (June 28, 11:59am) <i>Social Justice & Me</i> Reflection Responses (July 2, 11:59am)

	<p>June 26, 5:30-8:30PM</p> <p>Social policy making in Canada: Influencing Social Policy</p> <p>Writing policy briefs</p> <p><i>Guest Speaker – Kerry Precht</i></p>	<p>social work practice, based on your positionality.</p> <p>Post reflections to D2L Discussion Board along with a related question for your classmates to discuss. Respond to one of the classmates in your cluster.</p>	
<p>Week 2: July 1-7, 2024</p> <p>Week 2 Readings/Activities:</p> <ul style="list-style-type: none"> . Yellowhorn & Harding (2018) . Kanenberg et al. (2020) . Morgenshtern et al. (2022) <p>Activity: Complete Gender Based Analysis+</p>	<p>July 1 – No Class</p> <hr/> <p>July 3, 5:30-8:30PM:</p> <p>Social Policy and Indigeneity</p> <p><i>Guest speaker: Dallas Cardinal</i></p>	<p><i>Decolonization is for Everyone, Including Me</i></p> <p>Review the module content provided on D2L.</p> <p>Consider how policy might support the work of decolonization. Consider your relationship to and role in decolonization and how this will impact your social work practice. Think about any actions you might take personally and professionally to support the work of <i>decolonizing policies</i>.</p> <p>Post a reflection along with a question for discussion to the D2L Discussion Board. Respond to one of the classmates in your cluster.</p>	<p><i>Assignment #3: Spinning It</i> (July 3, 11:59am)</p> <p><i>Decolonization is for Everyone, Including Me</i> Reflection Post (July 5, 11:59am)</p> <p><i>Decolonization is for Everyone, Including Me</i> Reflection Responses (July 9, 11:59am)</p>
<p>Week 3: July 8-14, 2024</p> <p>Week 3 Readings:</p> <p>McLaughlin (2009) Reisch (2016) + your own article of choice (see asynchronous)</p>	<p>July 8, 9:00AM-4:00PM</p> <p>Social Policy for Social Categories</p> <hr/> <p>July 10, 5:30-8:30PM:</p> <p>Social Policy for Social Categories</p>	<p><i>Social Categories, Social Policy & Me</i></p> <p>Choose a social category that you are interested in exploring for the focus of this reflection. The following are some examples of social categories:</p> <ul style="list-style-type: none"> . Indigenous Peoples . Racialized people . Women . Sexual and gender diverse people . People with disabilities 	<p><i>Social Categories, Social Policy, and Me</i> Reflection Post (July 12, 11:59am)</p> <p><i>Social Categories, Social Policy, and Me</i> Reflection Responses (July 16, 11:59am)</p> <p><i>Assignment #4: Making it Brief</i> (Jul 16, 11:59am)</p>

	<i>Guest Speaker: Kristy Harcourt</i>	<ul style="list-style-type: none"> . Children and youth . Refugees/immigrants . Older adults . Unhoused people . People living in poverty <p>Locate an article to review that addresses policy related to the social category you chose. After reviewing the article reflect on your social location relative to the social category, the article learnings and identify impacts for your social work practice.</p> <p>After working through the questions and reflecting on your positionality or social location, post a summary of your key learnings along with a related question for discussion to the D2L Discussion Board. Respond to one of the classmates in your cluster.</p>	
Week 4: July 15-21, 2024	July 15, 9:00AM-4:00PM		<i>Assignment #5: Making it Macro (July 22, 11:59am)</i>
Week 4 Readings Lombard & Viviers (2020) Maylea (2021)	Social Policy for Social Issues <i>Guest Speaker: Sharon Stepaniuk</i>		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions.

Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.

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

RECORDINGS OF ONLINE CLASSES (By Students)

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

ASSESSMENT COMPONENTS

Assignment #1 - Getting Engaged Synchronously: Participation (15%)

Engaging actively with our learning community is a key element of ensuring our co-learning is a success. Part of understanding your own values and positionality is working in relationship with others. Engaging deeply with our co-learning community is an important element in your learning success.

Students are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Students will contribute to their own learning as well as to the learning of their peers. **Students must come to class having read the materials for the week and be prepared to apply their knowledge in group learning activities.**

Assessment Criteria:

As part of each class (morning/afternoon), you will contribute one personal learning artifact to your class scrapbook. Learning artifacts will be discussed in our first class. At the end of the course, you will submit your scrapbook to the Dropbox as an engagement portfolio (curated as you determine) accompanied by an approximately 500-word critical reflection concerning your engagement throughout the course.

APA is not expected for this assignment, although references will be cited appropriately when used. Detailed rubrics are available on D2L.

Due July 22, 2024 by 11:59am

Aligned with Course Learning Objectives 1,2,3,4,5,6

Assignment #2 - Getting Engaged Asynchronously: D2L Module Posts & Responses (15%)

Week 1: Post (due June 28) 3%, Response (due July 2) 2% = 5%

Week 2: Post (due July 5) 3%, Response (due July 9) 2% = 5%

Week 3: Post (due July 12) 3%, Response (due July 16) 2% = 5%

Based on D2L asynchronous activities and prompts, students will submit three weekly reflections (either written or oral/recorded) with a related question for discussion. Students will also respond to 2 of their classmates' posts.

Written reflections will be approximately 250-500 words. Recorded posts will be no more than 5 minutes. Responses will be approximately 250 words and will be written.

APA is not expected for this assignment, although references will be cited appropriately when used. Detailed rubrics are available on D2L.

Aligned with Course Learning Objectives 1,2,3,4,5,6

Assignment #3 - Spinning It: Re-writing the News (20%)

Due date: July 3, 2024, by 11:59am

Students will find a relatively recent news article focused on a social policy issue. In relation to this article, students will work through the Discussion Questions on page 27 of the Harding & Jeyapal (2018) textbook. Once students have gone through the questions, they will use the learnings generated to rewrite the article (including the headline) from an alternative perspective.

Student news articles will be 250-500 words.

News articles will be submitted to D2L Dropbox.

APA 7 format is required.

Aligned with Course Learning Objectives: 2,4,5

Assignment #4 - Making it Brief: Creating a Critical Policy Brief (30%)

Due date: July 16, 2024, by 11:59am

Choose a social issue that is of particular interest to you, and then focus in on one policy area that impacts this issue. Imagine you are advocating for a change to this policy from a social justice perspective and have been asked to prepare a policy brief for your local politician.

You will want to draw other information from multiple sources including materials generated by people with lived experience who are impacted by the policy (ethnographies, participatory research projects, memoirs, documentaries, etc.), internet websites, policy documents, journal articles, and books. (You might use materials on our class Padlet). It will be important to understand who the policy impacts the most and how, what values are underpinning the current policy, who benefits from keeping the policy in place (where the power behind maintaining the policy lies), and what viable alternatives to the current policy exist.

Once materials have been reviewed, prepare a critical policy brief that identifies, explores, and investigates your specific social policy from a social justice perspective. Your brief will include the following components: an introduction, a brief literature review that summarizes relevant information about the policy, an analysis of why the policy/status quo is not working, policy solutions, recommendations, a conclusion and references.

Brief will be 2 pages maximum, single-spaced, policy brief format.
Resources for writing a policy brief will be available on D2L and discussed in class.
APA 7 format will be expected for this assignment.
Grading criteria will be discussed further in class and full grading rubric is available on D2L.

Aligned with Course Learning Objectives: 1, 2, 3, 4, 5

Assignment #5 - Making it Macro: Social Policy Action (20%)

Due date: July 22, 2024, by 11:59am

Mobilizing knowledge from Assignment 4, you will craft a piece of social action that advocates for the policy changes and recommendations you identified.

The specific form will be dependent upon the policy changes and partners/audience identified but is expected to take the form of a piece of collective advocacy, public installation, infographic, written editorial, letter-writing campaign, etc. Be creative! Be relational! Engage others! The social action will be implemented and shared as strategized.

Your social policy action will include the following elements:

- . Overview of policy analysis (What policy? What's the issue with it?)
- . Impact of the current policy landscape on relevant group(s) (So what? Why do this?)
- . Policy recommendations/changes/ calls to action (What's your recommendation? Why?)
- . Action strategy (What are you doing to make your point known?)
- . Implementation (What did you actually do?)

A detailed rubric will be available on D2L.

Aligned with Course Learning Objectives: 2, 3, 4, 5

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Because of the participatory nature of this class, attendance and punctuality for synchronous Zoom sessions are expected. Please connect via email with the instructor ahead of class if you are unable to attend class, will be late, or required to leave early. Students are encouraged to see participation as a way to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All assignments are due by 11:59am on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the

proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction. Please email the instructor at least 24 hours PRIOR to the assignment due date if you expect that you will need an extension. The total possible grade of an assignment will be reduced by 2.5% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or beyond a negotiated extension date. Assignments will not be accepted 7 days after due date.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 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 course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89

B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings and resources are supplied on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

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

Sexual and Gender-Based Violence Policy

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

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

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