



**UNIVERSITY OF CALGARY**  
FACULTY OF SOCIAL WORK

**Fall 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 304 L03</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	<b>Diversity and Oppression</b>		
<b>Dates and Time</b>	Time: Synchronous Zoom Sessions, Mondays 5:00 PM to 8:00 PM MST Dates: Sept 11 & 18, Oct 2, 16, 23, Nov 6 & 20, Dec 4 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Sheliza Ladhani, PhD	<b>Office Hours</b>	As requested
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**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](#).

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

## **SYLLABUS STATEMENT**

Examines diversity, colonization, oppression, and intergroup relations associated with the practice of social work in rural, remote, and Indigenous communities. Anti-oppressive frameworks will be introduced for understanding the processes associated with social justice.

Course Hours: 6 units; (6-0)

## **COURSE DESCRIPTION**

Experiences such as racism, colonization, classism, sexism, heterosexism, ableism and ageism intersect at individual, interpersonal, institutional and systemic levels and create barriers to the realization of social justice. By critically analyzing social work practice in the framework of diversity, power and oppression, this course seeks to develop the linkages between social work practice and social justice in a holistic framework.

The course aims to create a respectful and engaging environment in which students can increase their knowledge and understanding of diversity issues and their implications for social work practice. It addresses the intersection between diversity, oppression, social justice and social work at the personal, cultural and structural levels. It will support students in integrating theoretical and conceptual understandings of diversity and oppression to real life practice situations. The course will also enable students to critically examine their own social location and positionality through critical reflection of their experiences, beliefs and values. This awareness in relation to diversity is fundamental to the practice of social work. Students will also examine issues related to human development, social determinants of health, social policy and social action in the context of diversity and social justice issues.

Co-Requisite: This course is taken concurrently with SOWK 305 – Diversity and Oppression Portfolio course.

## **COURSE LEARNING OUTCOMES**

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

1. Identify their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
2. Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
3. Recognize diversity and difference as a crucial and valuable part of living in a society.
4. Describe how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.

5. Understand how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
6. Discuss social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
7. Describe social policy implications for northern, rural, and Indigenous communities.

Students should also review the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards

[http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS\\_Standards.Oct2013.pdf](http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_Standards.Oct2013.pdf).

## LEARNING RESOURCES

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

Dumbrill, G. C., & Yee, J. Y. (2019). *Anti-oppressive social work: Ways of knowing, talking, and doing*. Oxford University Press.

Additional module readings (outlined below) are available for students through D2L via Leganto.

### **Module 1: Diversity, AOP and Generalist Practice**

Textbook: Chapter 1: What are oppression and anti-oppression?

Textbook: Chapter 4: Whiteness: what it is and why we have to understand it

Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions.

- The Three Sisters p. 128-140

Young, I. M. (2014). Five faces of oppression. In S. N. Asumah, & M. Nagel (Eds.). *Diversity, social justice and inclusive excellence: Transdisciplinary and global perspectives* (pp. 3-32). State University of New York Press.

### **Module 2: Attending to Differences**

Textbook: Chapter 5: Isms and Intersectionality Part One

Textbook: Chapter 6: Isms and Intersectionality Part Two

Anzaldúa, G. (2015). 4. Geographies of Selves—Reimagining Identity. In A. Keating (Ed.), *Light in the Dark/Luz en lo Oscuro* (pp. 65-94). New York, USA: Duke University Press.

Davis, A. Y., Dent, G., Meiners, E. R., & Richie, B. E. (2022). *Abolition. Feminism. Now* (Vol. 2). Haymarket Books.

- Introduction p. 10-18

### **Module 3: Human Development & Environments**

Textbook: Chapter 3: Thinking Critically about Power and Politics

Textbook: Chapter 8: The Problem of Poverty, Class, Capital, and the Social Order

Greene, R. R., & Schriver, J. M. (2016). Human behavior and the social environment: An ecological base. *Handbook of human behavior and the social environment* (pp. 17-34). New Brunswick, NJ: Transaction.

#### **Module 4: Social Determinants of Health**

Textbook: Chapter 10: Without Service Users' Theory There Is No Anti-Oppression

Greenwood, M. L., & de Leeuw, S. N. (2012). Social determinants of health and the future well-being of Aboriginal children in Canada. *Paediatrics & Child Health*, 17(7), 381-384.

Sousa, C. A., Kemp, S. P., & El-Zuhairi, M. (2019). Place as a social determinant of health: Narratives of trauma and homeland among Palestinian women. *The British Journal of Social Work*, 49(4), 963-982.

National Collaborating Centre for Healthy Public Policy. (2020, October 6). Understanding the role of privilege in relation to public health ethics and practice [Video]. YouTube.

[https://www.youtube.com/watch?v=a30a\\_NiT5zc](https://www.youtube.com/watch?v=a30a_NiT5zc)

#### **Module 5: Colonization and Decolonization**

Textbook: Chapter 7: From Colonization to Decolonization.

Simpson, L. (2017). *As we have always done: Indigenous freedom through radical resistance*. University of Minnesota Press.

- Chapter 7: The Sovereignty of Indigenous Peoples' Bodies p. 95-118

Walcott, R. (2019). The End of Diversity. *Public Culture*, 31(2), 393–408.

#### **Module 6: Social Justice and Social Policy**

Textbook: Chapter 12: How to Do Anti-Oppression at Organizational and Policy Levels

Breton, M., Cox, E., & Taylor, S. (2003). Social justice, social policy and social work: Securing the connection. *The Social Policy Journal*, 2(1), 3-20.

Eva, J. & Mosby, I. (2020, December 18). Calls to action accountability: A 2020 status update on reconciliation?" *Yellowhead Institute*. <https://yellowheadinstitute.org/wp-content/uploads/2020/12/yi-trc-calls-to-action-update-full-report-2020.pdf>

#### **Module 7: Social Action**

Textbook: Chapter 13: Where to From Here: Innovations and Hopes for the Future

Ahmed, A. (2017). *Living A Feminist Life*. Duke University Press.

- Conclusion 1: A Killjoy Survival Kit

Lorde, A. (1978). A litany for survival. Poetry Foundation. Retrieved from:

<https://www.poetryfoundation.org/poems/147275/a-litany-for-survival>

#### **Module 8: Summary & Integration**

No readings

#### **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

SOWK 304 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 305: Social Work Diversity and Oppression Portfolio Project.

### CLASS SCHEDULE

#### Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

#### Class Schedule

As a VLC course, SOWK 304 requires students to engage with modules that contain asynchronous (education at the student's pace) and synchronous (education in real-time; i.e., live Zoom sessions) learning activities with the aim of promoting inquiry-based learning and dialogues with instructors and co-learners. The inquiry-based learning approach honours students' diverse ways of knowing, as well as their abilities to reflect on their lived experiences, to generate knowledge, and to critically reflect on social work research. Following a brief orientation, students will progress through eight modules.

Module Dates	Module Topics & Required Readings	Synchronous Zoom Session	Assignment Due Dates
Sept 11-17	Introduction(s) and Orientation Module 1: Diversity, AOP & Generalist Practice <ul style="list-style-type: none"> <li>• Textbook: Ch 1 &amp; 4</li> <li>• Kimmerer, R. (2013). - The Three Sisters</li> <li>• Young, I. M. (2014).</li> </ul>	September 11	
Sept 18-28	Module 2: Attending to Differences <ul style="list-style-type: none"> <li>• Textbook: Ch 5 &amp; 6</li> <li>• Anzaldua, G. (2015). - Ch 4. Geographies of Selves</li> <li>• Davis et al. (2022) - Introduction</li> </ul>	September 18	IMA 1 due – Sept 28 <sup>th</sup>
Sept 29-Oct 8	Module 3: Human Development & Environments <ul style="list-style-type: none"> <li>• Textbook: Ch 3 &amp; 8</li> </ul>	October 2	

	<ul style="list-style-type: none"> <li>Greene &amp; Schriver (2016).</li> </ul>		
Oct 9-19	Module 4: Social Determinants of Health <ul style="list-style-type: none"> <li>Textbook: Ch 10</li> <li>Greenwood &amp; de Leeuw (2012).</li> <li>Sousa et al. (2019).</li> <li>NCCHPP (2020, October 6). [Video]</li> </ul>	October 16	IMA 2 due – Oct 19 <sup>th</sup>
Oct 20-Nov 5	Module 5: Colonization & Decolonization <ul style="list-style-type: none"> <li>Textbook: Ch 7</li> <li>Simpson, L. (2017). – Ch 7</li> <li>Walcott, R. (2019).</li> </ul>	October 23	IMA 3 due – Nov 5 <sup>th</sup>
Nov 6-16	Module 6: Social Justice & Social Policy <ul style="list-style-type: none"> <li>Textbook: Ch 12</li> <li>Breton et al. (2003).</li> <li>Eva &amp; Mosby (2020, December 18).</li> </ul>	November 6	
Nov 16-26	Module 7: Social Action <ul style="list-style-type: none"> <li>Textbook: Ch 13</li> <li>Ahmed, A. (2017). - Conclusion 1</li> <li>Lorde, A. (1978).</li> </ul>	November 20	IMA 4 due – Nov 26 <sup>th</sup>
Nov 27 -Dec 6	Module 8: Summary & Integration	December 4	IMA 5 due – Dec 6 <sup>th</sup>
			Participation due – Dec 10 <sup>th</sup>

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required.** All students are expected to behave in a professional manner during all Zoom sessions.

#### MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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.

## **ZOOM RECORDINGS OF ONLINE CLASSES**

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

### **ASSESSMENT COMPONENTS**

#### **Assignment 1: Integrative Module Assignments (75%) – Due on the last day of every module**

At the end of each module or two modules, students will complete brief assignments (750-1000 words or 5-7 min audio/visual reflection) as listed below, integrating key content from each module/set of modules. The focus of these assignments is on critical reflection, analysis, and application of theory to practice. Each assignment will be described more fully within each module and a rubric and/or assessment criteria will be provided on D2L. Briefly, they are:

<b>Integrative Module Assignments (IMA)</b>	<b>Due (11:59 pm MT)</b>	<b>Weight</b>
<b>1. Module 1 &amp; 2 – My Identity, Social Work and Social Justice: Critical Reflection</b> Aligned Learning Outcomes: CLOs 1, 2, 3	September 28 <sup>th</sup>	15%
<b>2. Module 3 &amp; 4 – Case Analysis Critical Reflection</b> Aligned Learning Outcomes: CLOs 2, 4, 5	October 19 <sup>th</sup>	15%
<b>3. Module 5 – Colonization &amp; Decolonization: Critical Reflection</b> Aligned Learning Outcomes: CLOs 3, 4	November 5 <sup>th</sup>	15%
<b>4. Module 6 &amp; 7 – Social Action Letter on Social Policy Issue</b> Aligned Learning Outcomes: CLOs 6, 7	November 26 <sup>th</sup>	15%
<b>5. Module 8 – Final Reflections on Course Learnings</b> Aligned Learning Outcomes: CLOs 1, 3, 4	December 6 <sup>th</sup>	15%

Please submit your integrative module assignments to the respective D2L dropbox folder **by 11:59pm on the due dates listed above.**

#### **Assignment 2: Relational Engagement & Participation Reflection & Self-Evaluation (25%) – due by December 10<sup>th</sup>**

Aligned Course Outcomes: CLOs 1-7

Working towards social justice calls on us to make individual and collective commitments as we (re)envision the possibilities for a more liveable present and future. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge and one another. As part of this relational orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged not *only* by the quantity of contributions, but also how students facilitate a collective space of learning by being mindful of how

space/voice are used. This includes being thoughtful of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care.

Recognizing that engagement and participation are animated in multiple ways, some more overt than others, students will be invited to reflect on and assess their own participation and engagement in the course by submitting a 250-500 word reflection.

As a guide for your self-evaluation mark, your relational engagement and participation reflection and assessment should consider the following components:

***Preparation for classes = 5 marks***

- Demonstrated through reading and completing asynchronous learning activities

***Engagement and attendance during the 8 synchronous Zoom sessions = 8 marks***

- Attendance, punctuality, attentiveness, deep listening, volunteering ideas and insights respectfully

***Reciprocity in knowledge sharing in class and on D2L discussion posts = 5 marks***

- How did you engage in reciprocity with others and the insights they shared? How often did you initiate and invite others into discussion with you?

***Timeliness and depth of your contributions = 5 marks***

- Did you post or respond to posts in a timely fashion during each module? Were your contributions thought-provoking, reflective, and demonstrative of respectful engagement with offerings made by your peers?

***Contribution to co-creating an ethical space off/for collective care = 2 marks***

- How did you demonstrate compassion, care, openness, and empathy? What were examples of how you engaged ethically and relationally with others?

Please submit your reflection containing your self-assessed grade out of 25 marks via D2L dropbox folder **by December 10<sup>th</sup> at 11:59pm**.

- **The final participation grade is determined by the instructor after review of student recommendation.**

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend classes regularly and to actively engaged in all learning activities and discussions.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox folders in D2L. Text-based assignments may be submitted in Word or PDF format. An assignment should have a file name as



follows: “Full name and assignment number” (e.g., Sheliza Ladhani Assignment 2). Assignments will be submitted by 11:59 pm on their due dates. 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 at the discretion of the instructor. Alternative arrangements must be made with the instructors at least 24 hours **prior** to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

### **EXPECTATIONS FOR WRITING**

Written and text-based assignments will be assessed partly on writing skills. Writing skills include not only the mechanics of writing (e.g., 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, 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 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.

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 <a href="#">F.1.3</a> 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 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 are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be posted to 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