



Course & Session Number	SOWK 363 S01	Classroom	In-Person Edmonton
Course Name	Human Development and Environment		
Dates and Time	Start of Classes: Friday January 12, 2024 End of Classes: Friday April 5, 2024 Dates and Time: In-person Instruction Friday from 9.00am to 11.50 am. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Judy Shine, MSW RSW	Office Hours	Upon Request
UCalgary E-mail	Judy.shine@ucalgary.ca	UCalgary Phone	Please contact instructor via email

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](#).

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

SYLLABUS STATEMENT

This course explores the nature of human behavior and development in diverse environments and contexts (personal, community, social and environmental) and considers the implications for social work practice and theory.

COURSE DESCRIPTION

The purpose of Human Development and Environments is to provide a basic conceptual framework for creating and organizing knowledge about human behavior across the lifespan as it interacts with various aspects of the larger environment. A series of fundamental theories and theoretical approaches, along with updated research will be introduced. Culture and environment as key influences on the behavioral expression of human development process are stressed in this class through related readings and classroom activities, particularly as they relate to social work assessment and practice. This course also focuses on the relationship between social determinants of health and wellbeing inequities. A set of core theories of human behavior and development will be introduced, and further explore the implication and application in social work practice with clients over the life course.

This course will be offered in-person. Students will engage in interactive class discussions with regard to case studies, key course concepts, and weekly readings. Guest speakers will also be included.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Demonstrate an understanding of the history, focus and methods of the study of human development, while acknowledging the Western context of these theories.
2. Be introduced to leading models of human development and their application to social work practice with particular focus on ecological models.
3. Describe the major biological, psychological, environmental, social, economic and cultural factors influencing growth and behaviors across the lifespan.
4. Explore human adaptation and resilience within families, groups, organizations and communities over the lifespan.
5. Consider how various cultural and environmental influences affect the perception and role of developmental norms and the experience of the lifespan.
6. Consider how the social determinants of health as well as historical, cultural, political and economic factors influence human behavior and perceptions on norms and experience of development.
7. Explore strategies, tools and questions to assess social work problems across the lifespan, through the use of case studies and activities to apply learning to practice.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Rogers, A. T. (2022). *Human behavior in the social environment* (6th ed.). Routledge.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. Weekly updates and reminders will be posted on this site.

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L access.

RELATIONSHIP TO OTHER COURSES

This course is a required core course for students in the first professional social work degree program. It is a core course because it contributes to the scientific knowledge base necessary for understanding human growth and behavior in dynamic interaction within variety of environments.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024 (For courses with residencies in February, please change to February 25 – March 3)
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

Date	Topic	Readings/Assignments Due
January 12, 2024	Course Introduction Topics: <ul style="list-style-type: none">● Review course outline● Why does this course matter?● Critical thinking and assessment● Social location● Social determinants of health	Core Readings: Rogers (2022) – Chapter 1 Mikkonen, J. & Raphael, D. (2020)

January 19, 2024	<p>Lenses for Conceptualizing Problems and Interventions: Person in the Environment</p> <p>Topics:</p> <ul style="list-style-type: none"> • Micro, Mezzo, Macro • Systems Theory • Ecological Theory • Strengths Perspective • Genograms and Ecomaps 	<p>Core Readings:</p> <p>Rogers (2022) - Chapter 2 Allan, B. & Smylie, J. (2015).</p>
January 26, 2024	<p>Lenses for Conceptualizing Problems and Interventions: Biopsychosocial Dimensions</p> <p>Topics:</p> <ul style="list-style-type: none"> • Medical Model • Brain Science • Cognitive development • Psychodynamic theories • Behavioral and Learning Theories 	<p>Core Readings:</p> <p>Rogers (2022) - Chapter 3 Combs-Orme, T. (2013)</p>
February 2, 2024	<p>Lenses for Conceptualizing Problems and Interventions: Sociocultural Dimensions Social Change Dimensions</p> <p>Topics:</p> <ul style="list-style-type: none"> • Conflict theory/ critical practice theories • Feminist/ cultural perspectives • Racism, discrimination and oppression • Social change and social action <p>Guest Speakers: Monique Nutter, BSW RSW and Tigist Dafla, Multi – Cultural Health Brokers, Cultural Approaches in Practice</p>	<p>Core Readings:</p> <p>Rogers (2022) – Chapters 4 and 5 Blackstock, C. (2016)</p>
Feb 9, 2024- 11.59pm	PERSONAL REFLECTION DUE	
February 9, 2024	<p>Pre-Pregnancy and Prenatal Issues</p> <p>Topics:</p> <ul style="list-style-type: none"> • Stages of the lifecycle 	<p>Core Readings:</p> <p>Rogers (2022) – Chapter 6 Birch, J., Ruttan, L., Muth, T. and Baydala, L. (2009)</p>

	<ul style="list-style-type: none"> • Prenatal process, birthing & newborns. • Issues for social work at this lifecycle stage. • Who is a fit parent? <p>Guest Speaker: Barb Davis MSW RSW, Social work in the NICU with new parents.</p>	
February 16, 2024	<p>Development in Infancy and Early Childhood</p> <p>Topics:</p> <ul style="list-style-type: none"> • Babies, toddlers, and early childhood development • Theories of attachment across cultures • Child Maltreatment 	<p>Core Readings:</p> <p>Rogers (2022)- Chapter 7 Carranza, M. E. (2022).</p>
February 23, 2024	WINTER BREAK - NO CLASS	
March 1, 2024	<p>Development in Middle Childhood</p> <p>Topics:</p> <ul style="list-style-type: none"> • Middle childhood behaviors • Adverse Childhood Experiences (ACES) <p>Guest Speaker: Ladene Keith, BSW RSW. FASD across the Lifespan</p>	<p>Core Readings:</p> <p>Rogers (2022)- Chapter 8 Larkin, H., Felitti, V. J., & Anda, R. F. (2014)</p>
March 1, 2024 at 11.59pm	REFLECTIVE PAPER DUE	
March 8, 2024	<p>Development in Adolescence</p> <p>Topics:</p> <ul style="list-style-type: none"> • Self and Identity • Resilience 	<p>Core Readings:</p> <p>Rogers (2022) - Chapter 9 Saewyc, E. M. (2011)</p>
March 15, 2024	<p>Development in Early Adulthood</p> <p>Topics:</p> <ul style="list-style-type: none"> • Transition to independence • Mental health 	<p>Core Readings:</p> <p>Rogers (2022)- Chapter 10 Arnett, J. J. (2001)</p>

	<ul style="list-style-type: none"> • Family Violence <p>Guest Speaker: Dawn Anderson, BSW RSW Insights into the Indigenous lifecycle.</p>	
March 22, 2024	<p>Development in Middle Adulthood</p> <p>Topics:</p> <ul style="list-style-type: none"> • Addictions • Retirement • Loss and Grief 	<p>Core Readings:</p> <p>Rogers (2022)- Chapter 10 Lachman, M.E., Teshale, S. & Agrigoroaei, S. (2015)</p>
March 22, 2024 – 11:59 p.m.	D2L ASSIGNMENT DUE	
March 29, 2024	GOOD FRIDAY – NO CLASS	
April 5, 2024	<p>Development in Late Adulthood</p> <p>Topics:</p> <ul style="list-style-type: none"> • Aging and human behavior • Ageing in place • Grandparents as parents <p>Guest Speaker: Colleen Derksen, SAGE Association, Social Work with Seniors</p>	<p>Core Readings:</p> <p>Rogers (2022)- Chapter 12 Mei, Z., Fast, J., & Eales, J. (2013)</p>
April 5, 2024 – 11:59 p.m.	PARTICIPATION SELF-ASSESSMENT DUE	
April 15, 2024 – 11:59 p.m.	FINAL PAPER DUE	

NOTE: Dates for Guest Speakers may change.

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.

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. **When possible, it is desirable for students to have their cameras 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

APA 7th ed. format is required for all assignments. All assignments will be submitted via drop box in D2L.

Assignment 1: Personal Reflection

Students will reflect on the question below and complete an audio or video response.

When assessing human development across the lifespan, my assessment will be strongly impacted by:

1. *My social location*
2. *The theory/theories I choose to use.*
3. *My cultural lens*
4. *My values and biases*
5. *My stage of the lifecycle*

What will have the greatest impact? Choose one of the above to explore and share your rationale. Use the text and at minimum two additional sources to support your argument and rationale.

See Rubric on D2L for additional details.

Due Date: February 9, 2024 at 11.59 pm

Weight: 20%

Learning Outcomes: 1, 2, 5, 6

Assignment 2: Reflective Writing – Short paper

Students need to choose one of the articles (focusing on human behavior and development theories) from the reading list posted in D2L, and draft a short paper. In this short paper, students are expected to discuss the main content of the selected article, and provide reflection and critique based on the learning in this course, personal experience, and/or where possible working experience or volunteer work in social work or other helping professions.

A critique refers to critical examination or analysis, not simply negative criticism. The short paper should be 3-5 pages (double spaced, 12-point font) and use APA 7th ed. formatting (headings, in-text citations, and a reference list, are required).

A detailed grading rubric will be placed on the D2L site for students for more information.

Due Date: March 1, 2024 at 11.59pm

Weight: 20%

Learning Outcomes: 2, 3, 4, 5, 6

Assignment 3: Discussion Board: Critical reflection on a social issue.

Three separate discussion forums will be posted to D2L on March 11. Each discussion forum will be based on a journal article, documentary film, media posting, or advocacy document related to a contemporary social issue. Students are required to read/ review the content and to respond to one of them by starting a new thread in the forum. Students should consider the content from the course readings and classes and reflect upon various theories and concepts learned. Each comment in the new thread will end with questions being posed to fellow students. Each student is required to respond to two other students' threads. This assignment will be evaluated on the evidence of critical thinking, reflection and integration of course content in the leading of the discussion and responses.

More detailed description, expectations and evaluation can be found in the rubric in D2L.

Due Date: March 22, 2024 at 11.59pm

Weight: 20%

Learning Outcomes: 3, 4, 5, 6

Assignment 4: Final Paper

This paper has two parts.

Part 1: Students need to address their own personal learning in the course and discuss at least three gains from this course that increase their confidence and competency in continuing learning and future practice in social work (2-3 pages).

Part 2: Students will choose one life-cycle stage that we have covered in this course and:

- Create a fictional case study of a service user and describe and discuss the stage of their development and the key characteristics of the lifecycle stage this individual and their family system is at.
- Briefly describe one social issue or challenges the individual and/ or their family system may face related to human development over the lifespan.
- Include some of the key messages that academic literature states about this lifecycle stage, the issue and it's impact.
- Identify two separate social work approaches through which to view and assess the issue and it's impacts. The student will briefly describe their two chosen approaches, using literature to support their descriptions.
- Describe how you would apply the two chosen approaches in order to complete an assessment specific to this lifecycle stage. (For example; What questions would you ask? What information would you need to know?)
- Provide a comparison of the two approaches and how they would be applied differently or similarly when assessing the issue and the implications this might have for the resulting plan for action.

This section will be 3-4 pages.

This final paper should be at least 5 pages, but no more than 7 pages in total (double space, 12 fonts). APA format, such as headings, in-text citation, and reference list, is required. This assignment must include at least 5 references.

A detailed grading rubric will be placed on the D2L site for students for more information.

Due date: April 15, 2024 at 11.59pm

Weight: 30%

Learning Outcomes: 2, 4, 5, 6, 7

Assignment 5: Course Participation – Self Assessment

Students will complete a self-assessment of their participation. Students are expected to participate in class through regular attendance, critically analyzing the readings, sharing experiences and ideas in the small group break-out sessions, asking meaningful questions, responding to issues raised by their peers, and engaging in large group and small group discussions. Students will be respectful of others and contribute to a safe and inclusive learning experience. Active involvement in class activities and discussion is required in this course in order to facilitate the learning not only of theoretical and applied material but also to engage in a transformative learning process.

When, due to certain circumstances such as a family emergency or medical issue, students will not be able to attend class, please contact the instructor prior to the class time.

A detailed grading rubric for this self-assessment will be placed on the D2L site for students for more information.

Due Date: April 5, 2024 at 11.59pm

Weight: 10%

Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

Please email the instructor prior to class if you will be absent. Students are expected to read the assigned readings for each class even if they are absent from class, and to review the PowerPoint posted on D2L.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments are due before midnight 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. Contact the instructor prior to the assignment due date if you require an extension due to extenuating circumstances.

If you do not contact the instructor to request an extension prior to the assignment due date, the assignment will be considered late, and you may be penalized with a grade reduction. If you do not have an approved extension in advance of the due date, your grade will be reduced by one letter grade for every 2 days the assignment is overdue.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Please see the rubrics provided for each assignment for details. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>.

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

GRADING

A student's final grade for the course is the 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 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 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 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

Allan, B. & Smylie, J. (2015). First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada. *The Wellesley Institute*. Available at <https://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Summary-First-PeoplesSecond-Class-Treatment-Final.pdf>

Arnett, J. J. (2001). Conceptions of the transition to adulthood: Perspectives from adolescence through midlife. *Journal of Adult Development*, 8(2), 133-143.

Birch, J., Ruttan, L., Muth, T. & Baydala, L. (2009). Culturally competent care for Aboriginal women giving birth in hospitals. *Journal of Aboriginal Health*, 4(2), 24-34.

Carranza, M. E. (2022). Child welfare services: Its ontology of colonial difference. *Child Welfare*, 100(2).

Blackstock, C. (2016) Toward the full and proper implementation of Jordan's Principle: An elusive goal to date. *Paediatrics Child Health*, 21(5), 245-246.

Combs-Orme, T. (2013). Epigenetics and the social work imperative. *Social Work*, 58(1), 23-30.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health*, 29(1), 1-16.

Lachman, M.E., Teshale, S. and Agrigoroaei, S (2015). Midlife as a pivotal period in the life course: Balancing growth and decline at the crossroads of youth and old age. *International Journal of Behavioral Development*, 39(1), 20-31.

Mei, Z., Fast, J., & Eales, J. (2013). *Gifts of a lifetime: The contributions of older Canadians*. <http://www.mysage.ca/public/download/documents/4754>

Mikkonen, J. & Raphael, D. (2020). *Social determinants of health: The Canadian facts*. https://thecanadianfacts.org/The_Canadian_Facts.pdf

Saewyc, E. M. (2011). Research on adolescent sexual orientation: Development, health disparities, stigma, and resilience. *Journal of Research on Adolescence*, 21(1), 256-272.

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