LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

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

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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

Course & Session Number	SOWK 516 S01	Classroom	Online
Course Name	Forensic Social Work		
Dates and Time	Start of Classes: May 10, 2025 End of Classes: June 14, 2025 Dates and Time: Online synchronous Zoom class Saturdays 900a-350p MST with asynchronous online module learning activities. See course schedule for specific dates and times. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	As requested
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	By e-mail

SYLLABUS STATEMENT

Focuses on how social work practice intersects with the criminal justice system, including restorative justice principles and approaches, the relationship between criminalization and victimization, integrating a trauma-informed lens to practice, and vulnerable populations.

COURSE DESCRIPTION

Through a variety of online blended learning activities, students will experience and demonstrate an understanding of social work practice within the context of various aspects of the criminal justice system. Based on their prior learning from generalist practice coursework and their own lived experiences, students will learn to reflect critically on responses to (in)justice; including restorative justice principles and approaches, the relationship between criminalisation and victimisation, integrating a trauma-informed lens, Indigenous restorative principles and how social work practice intersects with the criminal justice system. Key themes will include a focus on vulnerable populations in the criminal justice system to include but not limited to, mental health, youth, women, gender diversity, Indigenous and racialized peoples and marginalised populations. Students will engage in participatory small group class exercises, broader class discussions, presentations and critical analysis of reading materials, group work, collegial and professional thought sharing and online exercises and

---

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

discussion boards. This course will be delivered fully online with both synchronous zoom classes and asynchronous online learning activity modules.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.** When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor *in advance* and propose and implement an alternative participation activity.

This course consists of:
- 5 synchronous Zoom sessions throughout the term
- Asynchronous online learning modules involving structured and directed activities including viewing videos, discussion board, and other individual learning exercises
- Zoom sessions and D2L learning activities are indicated in the course schedule

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to:
1. Develop a conceptual, experiential and practical understanding of the criminal justice system and how social work and its systems can respond
2. Develop a critical analysis framework of the criminal justice system including colonization, anti-oppression, and anti-racism as they relate to social work practice and networks of intersecting systems and the impact on marginalised or oppressed populations
3. Become aware of the social justice and human right impacts of those involved or impacted by the criminal justice system as well as policy implications, including the TRC (Truth and Reconciliation Commission) process, Calls to Action Justice Calls for recommendations, The Rights of Victims of Crime, and the implications for social work practice, including acknowledging Indigenous healing responses and restorative justice principles
4. Acquire knowledge and skills to evaluate social work interventions across fields of practice, addressing complex social problems, using culturally relevant approaches
5. Demonstrate ability to facilitate, lead and participate in a range of restorative circle processes as interventions, relationship building and assessment
6. Apply critical thinking skills to identify and challenge structural inequities and injustices, and ways to promote advocacy and social change
7. Understand the relationships among direct practice, social issues, social policy development and social action with the ability to critically examine and discuss central themes in forensic social work

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Zehr, H., Amstutz, L. S., MacRae, A., & Pranis, K. (2015). *The big book of restorative justice: Four classic justice and peacebuilding books in one volume.* Good Books.

Bishop, A. (2015) *Becoming an ally: Breaking the cycle of oppression in people.* (3rd ed.). Fernwood Publishing.

Recommended readings and resources will also be available in the Desire to Learn (D2L) course site and students are encouraged to access this list and utilize them in their class engagement and assignments. It is expected that students will use their existing resources and access to online resources and academic date bases to support their learning and coursework.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains suggested readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

CONNECTION TO PRACTICE

By working to develop skills and awareness of forensic social work practice, you will apply critical approaches to prepare for engaging with populations involved in the criminal justice system; specifically oppressed groups in conflict with the law and critically examining systems which intersect with criminal justice. You will develop understanding of restorative social work responses, justice, and relational approaches as well as frameworks of advocacy and human rights.

RELATIONSHIP TO OTHER COURSES

This course will provide students with frameworks for critically exploring and understanding social work practice within specialized contexts in forensic social work settings.

CLASS SCHEDULE

Important Dates for Spring 2025
- o Start of Term: Thursday, May 1
- o First Day of Class: Saturday, May 10
- o End of Term: Sunday, June 29
- o Last Day of Class: Saturday, June 14
- o Fee Deadline: Tuesday, May 13
- o Victoria Day, no classes: Monday, May 19

Class Schedule

Week	Topic	Learning Activity	Assessment and Due Dates
May 10-16 Module 1	• Introductions, course overview, and assignments • Criminal Justice System and Social Work • Forensic social work and intersections with systems • Restorative Justice as a lens • Restorative Justice Principles and Practices	• Zoom Class May 10 @900-12:00 MST • Talking Circles • Discussion boards process • Asynchronous learning activities Module 1 D2L • *The little book of Restorative Justice* (p.7-29) • *Restorative Principles.* (p.30-100) • Becoming an Ally Chapters 1 & 2 pp 8-34	Module 1 online learning activity due by May 14 to DropBox
May 14			Module 1 Due to DropBox
May 16			Assignment 3: Individual Critical Reflection Photo essay due posted to Discussion board in D2L by 11:59p
May 17-23 Module 2	• Criminalisation of social problems • Trauma, Diversity, Oppression and Social Determinants • Criminalisation & Victimisation • Restorative Circles processes	• ZOOM CLASS May 17 @0900 – 12:00 MST • Restorative circles • Asynchronous learning activities Module 2 • *The little book of Circle Processes* (p.281-355) • Becoming an Ally Chapters 3 & 4 pp.35-61	Module 2 online learning activity due by May 21 to DropBox
May 21			Module 2 Due to DropBox
May 24-30 Module 3	• Families, Incarceration and Parenthood • Child Welfare intersections • youth criminal justice	• ZOOM CLASS May 24 @0900-12:00 MST • Restorative Circles • *The little book of Family Group Conferencing*	Module 3 online learning activity due by May 28 to Drop Box

		(p. 202-280) Becoming an Ally Chapters 5 & 6 pp. 62-80 • Asynchronous learning activities Module 3	
May 28			Module 3 Due to DropBox
May 31-June 6 Module 4	• Court systems and navigation • Community corrections • Racialized groups and criminal justice systems • National, International, Global themes in forensic social work	• **NO ZOOM CLASS TODAY** • Asynchronous learning activities in D2L • Conduct a community and/or agency site visit this week. Details and directions will be discussed in class • *The little book of Victim Offender Conferencing* (p.109-195) • Becoming an Ally Ch. 7 & 8 pp. 81-107	Module 4 online learning activity due by June 4 to DropBox
June 4			Module 4 Due to DropBox
June 7-13 Module 5	• Correctional and prison systems • Sentencing and incarceration • Victims of crime and victim services • Advocacy and prison advocacy groups	• ZOOM CLASS June 7 @900-1200 MST • Restorative circles • Asynchronous learning activities in D2L • Becoming an Ally Ch. 9 & 10 pp. 108-132	Module 5 online learning activity due by June 11 to DropBox
June 11			Module 5 Due to DropBox
June 13			All Discussion board posts for assignment 3 completed by today
June 14 Module 6	• Final Class • Justice and Healing • Restorative social work responses • Honouring circles	• ZOOM CLASS June 14 @9:00-12:00 MST • Closing Sharing and Honoring Circle • In Class Self Evaluation	Module 6 online learning activity due by June 18 to DropBox Assignment 4: Self assignment due in class

| June 18 | | | Module 6 Due to DropBox |

ASSESSMENT COMPONENTS

Assignment 1: Individual online module learning activities: 6 modules (5% each total of 30%)

Due: To be completed asynchronously between weekly Zoom classes. Due dates are noted in the course schedule and are to be submitted to D2L DropBox by 11:59p on the designated due date.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6

Assignment description:

Students will complete individual asynchronous learning activities related to the course content. Six (6) individual Module learning activities will be posted in D2L with the expectation that students actively participate and complete the online learning activities in the time following each class. Engagement with the online learning activities and in class content are necessary to complete the modules. The modules offer diverse options in learning, including the format you may submit. Some examples of the modules may include viewing videos, reading articles or resources, etc., and provide some flexibility in written, audio or video narratives as a means to complete the assignment. An orientation to the weekly module

activities will be covered in the course introduction Zoom class and instructions and guidelines will also be posted in D2L.

Assignment criteria:

Each module 1 through 6 online learning activity is to be completed within the designated time over the course of the semester, as indicated in the schedule. Students must complete and post each Module to the Dropbox before the next module is started as it is aligned to class lecture, readings, and class discussions. Asynchronous class time will be provided for students to engage in the modules. Details will be discussed in class and posted in D2L.

Assignment 2: Restorative Justice Circles (40%)

In class practice scenarios and engagement (30%) and self assessment (10%)

Due: i**n class activities with final self assessment due June 16**

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6

Assignment description:

Restorative circle processes involving course themes, content, readings and a range of case scenario activities will take place in each synchronous class. The intent of this assignment is to engage learners in an experiential environment to enhance, elaborate and strengthen the course content. Students will have the opportunity to promote respectful, collegial discussions and learn restorative principles and processes utilising critical and relational approaches through the use of small circles. Students will engage in a variety of circle processes such as victim-offender reconciliation, mediation, conflict, sentencing, decision making, peacemaking, family group conferencing and honoring, as examples. Scenario role play, self assessment, and giving and receiving feedback will be used to gauge learning and contribution to the restorative circles and integration of course content.

Assignment criteria:

Students will form and engage in small circles during synchronous online classes. It is expected that students be in attendance prepared to fully participate in class as noted in the course schedule, come prepared having done the readings and engage in thoughtful reflection, practice, and discussion. It will be helpful for students to keep a brief summary log of their participation and engagement for each circle so that students may ultimately indicate highlights of their learning and contribution in the form of a self assessment audio or video narrative posted to D2L. More details will be discussed in class and posted to D2L.

Assignment 3: Individual Critical Reflection Photo Essay 25% (15% photo essay and 10% discussion posts)

Due: Photo essay posted to D2L discussion board by May 16 @ 11:59 All discussion posts completed by June 13 at 1159p.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6

Course description:

The intent of this assignment is to encourage the diversity and development of skills in critical thinking, and reflective practice, including critical analysis of assumptions, consistent with the values of social work profession. You will identify a criminal justice and social work theme and create an essay using photos and/or visuals to create, organize and illustrate a narrative. Story telling is integral to unpacking oppression and lived experiences, and this assignment invites you to consider narratives as a means to humanizing and deepening reflection of issues relating to social work and the criminal justice system.

Assignment criteria:

In 10-15 (max) slides *using only photo/visual images*, (you may use stock images, your own photos, art work or AI generated) critically reflect and explore your own current understanding of Justice. Integrating a critical approach(s), how does your photo essay incorporate systems (micro to macro level) responding to individuals and populations who are impacted by the criminal justice system? How does this photo essay convey diverse *views, attitudes, beliefs, understanding, and biases of criminal justice?* Does your photo essay acknowledge *privilege, oppression, and/or colonization* as well as *anti-racism*? You will post your photo essay to the discussion board in D2L by the deadline May 16*. Finally, during the remainder of the course, you will review 5 other photo essays which your class colleagues have posted* and you will provide thoughtful comments and feedback to their post by June 13. The feedback and comments should involve thoughtful, meaningful and critical examination of *your own interpretation and understanding*; including *what are the implications of their photo essay and its theme, to your own personal social work practice and/or to forensic social work practice?* Further details will be discussed in class and posted to D2L.

Assignment 4: In Class Student learning outcome activity: Last class sharing and honouring circle (5%)

Due: In Class June 14

Aligned Course Learning Outcome: 1, 2, 3, 5, 6, 7

Assignment description:

Students will participate in closing restorative circle process in the form of learning and honouring circles during the last class. Attendance and participation in this class zoom session is necessary for this piece and details will be discussed in class.

Assignment criteria:

This is not a formal written assignment however, you will be required to attend, fully participate and contribute by providing personal insights and individual and group learning outcomes in the form of a virtual Talking Circle and sharing of a personal learning artifact that symbolises and signifies your learning in this course. Details will be provided in class and posted to D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above.
    Please refer to the Ucalgary calendar for more information on attendance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays). 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.

Please refer to the Ucalgary calendar for more information on supporting documentation for absences..

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre.

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted

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

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

GRADING

The undergraduate grading system is included below.
The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

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 <u>Undergraduate Grading System</u> 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 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

Suggested readings and resources are posted in 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. 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