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 (District 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 592 S04	Classroom	Online
Course Name	Final Integrative Seminar		
Dates and Time	Start of Classes: January 12, 2026 End of Classes: April 14, 2026 Dates and Time: Mondays, 9:00am – 12:00pm • January 12, 19, 26 • February 2, 9, 23 • March 2, 9, 13,16, 23, 30 • April 13 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Serena Visser MSW, RCSW	Office Hours	As requested, at a mutually agreed upon time.
UCalgary E-mail	serena.visser@ucalgary.ca	UCalgary Phone	Please email.

SYLLABUS STATEMENT

Learners integrate academic knowledge with practice experience, engage in critically reflective practice, and demonstrate the values and ethics guiding Social Work practice. Learners evolve their personal practice frameworks in preparation for graduation as professional Social Workers.

COURSE DESCRIPTION

You attend weekly seminar classes and do reflective assignments to integrate academic knowledge with practice experience, engage in critically reflective practice, and demonstrate the values and ethics guiding Social Work practice. You consider your practice actions and have opportunities to critically reflect and debrief on your practicum activities in the co-requisite course SOWK 590. Students will explore topics including professional identity, professional practice, human rights and social action, action to rectify racism, social work values and ethics, policy analysis and development and organizational and societal systems change.

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

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to:
1. Engage in self-reflection and critical thinking about your social work practice, integrating knowledge, values, ethics, and skills into action.
2. Demonstrate a commitment to cultural humility, human rights, and social action.
3. Apply knowledge and skills to policy analysis and development, anti-racist practice, and organizational and systems change.
4. Contribute to a community of learning through peer dialogue, debriefing, shared reflection, and feedback, demonstrating social work values and ethics.
5. Reflect on your practice and social worker identity to articulate new learnings, strengths, and areas for growth.
6. Articulate your social work practice framework and the sources that inform your practice actions.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

- There is no required textbook. Links to required readings will be posted in D2L.
- Canadian Association of Social Workers. (2024). CASW Code of Ethics, Values and Guiding Principles. Retrieved from https://www.casw-acts.ca/en/casw-code-ethics-2024
- Learning agreement and timesheet document.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Web Delivery
This course is entirely web-based, delivered through Desire2Learn (D2L) and Zoom Meeting platforms. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

Desire2Learn
D2L is a course management system that will allow us to share resources, complete related learning activities, and connect with each other via the discussion board and Zoom. D2L 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.

Zoom Sessions
Zoom meeting is an audio-visual, web-based program that will allow us to meet at a specific time for a "live" web conference, so that we can have the opportunity to see and talk to each other virtually and discuss relevant issues. In the Zoom sessions, students can expect to share ideas, give feedback and raise issues as they relate to their own practicum experience and that of their peers, and can process experiences from the field in a safe and instructional environment.

Discussion Board
Online discussion in D2L is a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. We will participate in exploration of key field practicum themes (as outlined in the practicum learning agreement); case discussions, as well as discussion and debate relating relevant practice.

Confidentiality in Class and Course Assignments
As professionals, students and the instructor will respect the guidelines of confidentiality outlined in the CASW Code of Ethics (2024). We will take care that no information that could identify a client of any service system be used in class meetings or in assignments. We will adhere to the policy that issues introduced in the seminar will be discussed in only general, and not particular ways outside the classroom.

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.

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.

CONNECTION TO PRACTICE

This course prepares you to apply social work values and ethics in various settings of social work practice. You integrate knowledge with the application of social work skills. This learning is guided by ongoing participation in social work supervision and reflective practice. You engage in critical reflection, demonstrating commitment to cultural humility, equity, diversity, inclusion, anti-racism, human rights, and social change, while actively participating in seminar classes, articulating your learning in a notebook, and further developing their social work practice framework.

RELATIONSHIP TO OTHER COURSES

SOWK 592 is a co-requisite for SOWK 590 and must be completed together.

CLASS SCHEDULE

Important Dates for Winter 2026
- o Start of Term: Monday, January 5
- o First Day of Class: Monday, January 12
- o Fee Deadline: Friday, January 30
- o Term Break, no classes: Sunday-Saturday, February 15-21
- o Alberta Family Day, no classes: Monday, February 16
- o Good Friday, no classes: Friday, April 3

- o Easter Monday, no classes: Monday, April 6
- o Last Day of Class: Tuesday, April 14
- o End of Term: Thursday, April 30

Zoom Link: https://ucalgary.zoom.us/j/97355475972
Meeting ID: 973 5547 5972
Passcode: 962675

Class Schedule (Subject to Change)

Week 1 January 12	Introductions, course outlines, hopes and fears, getting to know each other.
Week 2 January 19	Essentials of professional practice.
Week 3 January 26	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 1.
Week 4 February 2	Practicum consultations and discussions.
Week 5 February 9	Practicum consultations and discussions.
Week 6 February 16	No class - Term break.
Week 7 February 23	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 2.
Week 8 March 2	Practicum consultations and discussions.
Week 9 March 9	Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) # 3. Determine order for final project presentations.
Week 10 March 16	Practicum consultations and discussions.
Week 11 March 23	Final project presentations
Week 12 March 30	Final project presentations
Week 13 April 6	No class – Easter Monday.
Week 14 April 13	Final project presentations. Engagement in Class – Learner Self-Evaluation due via Dropbox.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required**. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

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

ASSESSMENT COMPONENTS

Assignment 1: Intentional Reflection on Practicum Learning Experiences: Integrating Theory and Practice (ITP Loop) Weight 60% – January 26, February 23, March 9.

Aligned Course Learning Outcomes:

Assignment Description:

This assignment aims to foster critical, reflective, and collaborative social work practice through the integration of the ITP Loop and Peer Consultation. The ITP Loop model facilitates the deconstruction of practice into its constituent parts. While practice often appears holistic and intuitive, it can be analyzed

and articulated in greater detail. Practice involves the simultaneous interplay of listening, feeling, thinking, and acting. The ITP Loop allows for a focused examination of these processes, promoting the integration of social work theory with field education experiences. The ITP Loop comprises the following phases: retrieval (recollecting a practicum situation), reflection, linkage, and professional response.

Step 1: ITP Loop Process and Write-up
Students will apply the ITP Loop (see steps below) to a practicum experience and submit a hard or emailed copy to the instructor. The submission should include the following sections:
1. **Retrieval:** Recall salient facts from a recent practice experience. Briefly describe a significant practicum experience in one or two paragraphs, using the first person to narrate. Include details such as interactions with others, connections between present and past experiences, feelings, and meaning-making processes. As relevant, incorporate intellectual, spiritual, social, physical, and aesthetic dimensions.

2. **Reflections:** Examine your thoughts and feelings about the situation. Focus on subjective beliefs, attitudes, personal experiences, and cultural worldviews that influenced your interaction.

3. **Linkage:** Identify your key actions and explain your rationale. Which practice models, practice wisdom, learned techniques or skills did you consider or utilize?

4. **Professional Response:** Assess whether your response was deliberate or intuitive, based on reflection and linkage. Evaluate the effectiveness, appropriateness, and sufficiency of your response. What alternative actions could you have taken? How might those actions have impacted your work? What insights did you gain regarding social work practice?
5. **Questions to Peers:** Formulate 1-3 questions for your peers about this practice experience. Summarize the insights gained about your practice from the peer consultation.

Step 2: Providing Feedback to Others
During class, students will share their ITP Loops in small groups. Students are expected to provide constructive, supportive, and resourceful consultation and feedback to their peers. Students will submit a hard or emailed copy of their ITP Loop, including a summary of their peers' feedback, to the seminar instructor at the end of class. Students who do not participate fully in the peer consultation will not receive full marks.

Assessment Criteria:
ITP Loops will be assessed based on the clarity and depth of linkages between theory and practice, evidence of critical thinking, the quality of questions posed to peers, clarity of communication, and participation in all aspects of the process (writing, consultation, providing feedback, and summarizing feedback received).

Assignment 2: Engagement in Class – Learner Self-Evaluation (Weight 10%) April 13.

Aligned Course Learning Outcomes:

Assignment Description:

Please answer the following questions thoughtfully to reflect on your engagement in this course:

- Please describe the amount and quality of your participation in class activities (e.g., attendance, contributions).
- How consistently did you attend class and come prepared by completing readings and assignments
- What contributions did you make to create a positive and supportive learning environment for yourself and others?
- Please provide an example of how you took initiative or responsibility for your own learning in this course.
- How have you connected the learning from this course to your broader understanding of social work?
- What is one thing you could have done differently to enhance your engagement and learning in this course?

Assessment Criteria:

This self-evaluation will be assessed based on the thoughtfulness and depth of your reflection on your participation, consistency, and preparedness in class activities. We'll be looking for your ability to identify and articulate your contributions to a positive learning environment, demonstrate initiative and responsibility for your own learning, and thoughtfully connect course learning to your broader understanding of social work. Your capacity for self-assessment and identifying areas for growth will also be key.

Assignment 3: Personal Practice Presentation (Weight 25% Presentation and 5% Participation) – In class on March 23, 30, April 13.

Aligned Course Learning Outcomes:

Assignment Description:

Drawing upon insights gained throughout the BSW program, students will create a "living" illustration of their personal approach to social work practice, reflecting their individual practice framework and self-reflection. This will be presented creatively as a "learning product" and a class presentation. The learning product, which can be digital or 3D, will highlight the student's beliefs about their role as a practicing social worker in relation to clients, community, and self. It will also emphasize strengths, hopes, resilience, and self-care practices. Each student will have 15 minutes for their presentation.

Assessment Criteria:

This assignment will be evaluated based on the demonstration of critical thought, personal growth and self-awareness, understanding of the path to reconciliation with Indigenous peoples in social work practice, integration of social work concepts, creativity, thoughtfulness, refinement, and class engagement. The presentation schedule will be arranged on **March 9**, and participation marks will be awarded for both presentation and peer feedback.

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each of the 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

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 note that (1) if you do not state a grade deduction for late submission in the course outline but then apply it in practice, this will create a legitimate ground for grade appeal, and (2) the due date for an extension should consider the due date for final grade submission, which will be on Monday, June 23.
Note: Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.

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

Unrestricted Use
Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.
Example statements:
- Students may use AI tools for understanding course materials and producing assignments but must be accountable for their submissions.
- AI-generated content must be submitted as an appendix with the prompt used.
- Reflections on AI tool usage should be included in assignments.
- AI-generated content must be cited appropriately.

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 Academic Misconduct procedures.

GRADING

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 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 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).

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