



Winter 2024

Course Number	PLAN 672.3 L03	Classroom	PF2110
Course Name	Conservation of Historic Sites		
Pre/Co-Requisites			
Instructor	Larry Pearson	Office Hours/Location	n/a
	Email: larry.pearson@icloud.com		Phone: 403-284-0414
Class Dates	The course will be offered between February 12 – 16 following this schedule: <ul style="list-style-type: none">• February 12 – 8:30 am – 12:00 pm• February 13 – 1:00 pm – 4:30 pm• February 14 – 8:30 am – 12:00 pm• February 15 – 8:30 am – 12:00 pm, 1:00 – 3:00 pm site visit (meet at CBDL)• February 16 – 1:00 pm – 4:00 pm		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 24 hours.		
Name and Email of Teaching Assistant(s)			

Course Description:

The course introduces the theory and practice of historic place conservation through lectures, guest speakers, case studies and site visits. Topics will include:

- an introduction to the history and principles of heritage place conservation,
- an overview of the legal and institutional framework in Alberta and Canada including an examination of municipal, provincial and federal roles,
- methods for identifying, evaluating and describing historic places (with specific reference to the approach taken by Alberta Culture),
- a discussion of the benefits of heritage place conservation through the lens of sustainable development,

- an examination of the *Standards and Guidelines for the Conservation of Historic Place's in Canada* through a discussion of their application to a proposed project which will include a detailed review of their application to the treatment of a specific material type (sandstone).

Course Hours: 1.50 units - see schedule above.

Course Learning Outcomes:

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

1. understand heritage conservation principles.
2. understand the legal and institutional frameworks in Canada that support heritage place conservation.
3. apply methods of identifying and evaluating historic places
4. understand conservation approaches and techniques.
5. relate preservation and reuse of heritage buildings to sustainable development
6. appreciate opportunities of heritage resource management as a professional practice.

Learning Resources:

A note on Course Readings: The readings list contains an extensive list of sources for students who are interested in exploring the topics discussed in detail. Students are expected to be familiar with the readings highlighted in **RED**

General Readings:

- Falkner, Ann, *Without Our Past? A Handbook for the Preservation of Canada's Architectural Heritage*, Toronto: University of Toronto Press, 1977.
- Fitch, James Marston, *Historic Preservation, Curatorial Management of the Built World*, New York: McGraw-Hill, 1976.
- Murtagh, William J., *Keeping Time: The History and Theory of Preservation in America* (Pittstown, New Jersey: The Main Street Press, 1988.
- Page, Max and Mason, Randall, eds. *Giving Preservation a History*, New York: Routledge, 2004.
- Cathedral Communications Ltd maintains an extensive list of articles on their web site: <https://www.buildingconservation.com/articles/articles.htm#conservationprinciples> organized by subject
- Jukka Jokilehto, *A History of Architectural Conservation* available as a .pdf from the ICCROM web site: <https://www.buildingconservation.com/articles/articles.htm#conservationprinciples>

Topic Related Readings:

Topic 1: The Conservation Movement

- **The Manifesto, Society for the Protection of Ancient Buildings**
<https://www.spab.org.uk/about-us/spab-manifesto>
- Matthew Slocombe, **The SPAB Approach**
<https://www.spab.org.uk/sites/default/files/documents/MainSociety/Campaigning/SPAB%20Approach.pdf>
- **The Appleton Charter, English Speaking Committee of ICOMOS Canada, August 1983**
<https://www.icomos.org/images/DOCUMENTS/Charters/appleton.pdf>
- The Burra Charter, Australia ICOMOS <http://australia.icomos.org/publications/burra-charter-practice-notes/#bc>
- **The Venice Charter, ICOMOS**
[https://www.icomos.org/images/DOCUMENTS/Charters/Venice Charter EN 2023.pdf](https://www.icomos.org/images/DOCUMENTS/Charters/Venice%20Charter%20EN%202023.pdf)
- The Nara Charter on Authenticity, UNESCO
https://www.iccom.org/sites/default/files/publications/2020-05/convern8_06_the_nara_documenting.pdf
- **Johnathan Taylor 10 Ways to Ruin a Building**
<https://www.buildingconservation.com/articles/ten/tenways.htm>
- Peter Burman: *A Question of Ethics*
https://www.buildingconservation.com/articles/ethics/conservation_ethics.htm

Topic 2: The Legal and Institutional Framework

- **Alberta's *Historic Resources Act* in particular "definitions" and Part 3 Historic Resources Management**
http://www.qp.alberta.ca/1266.cfm?page=H09.cfm&leg_type=Acts&isbncln=9780779791309
- The City of Calgary's Heritage Planning web site
<https://static1.squarespace.com/static/5d8ce4980ed4467c0bc04947/t/604295669247e1245121f251/1614976378252/Calgary+Historic+Resource+Evaluation+System+Handbook+2021.pdf>
- The City of Edmonton Historic Resources Management Program and Plan
https://www.edmonton.ca/city_government/edmonton_archives/historic-resources#:~:text=The%20Historic%20Resources%20Manag

- Christina Cameron: *Developing Legislation for Canada's Historic Places* in Consensus Building, Negotiation, and Conflict Resolution for Heritage Place Management Proceedings of a Workshop Organized by the Getty Conservation Institute, 1-3 December 2009. J. Paul Getty Rust, 2016 pp65-80
 - https://www.getty.edu/conservation/publications_resources/pdf_publications/pdf/consensus_building.pdf
- Standing Committee on Environment and Sustainable Development: *Preserving Canada's Heritage: the Foundation for Tomorrow*
 - <https://www.ourcommons.ca/Content/Committee/421/ENVI/Reports/RP9295003/envirp10/envirp10-e.pdf>
- Cameron, Christina and Boucher, Christine (Eds.) Conserving Historic Places: Canadian Approaches from 1950-2000, Proceedings from a Round Table organized by the Canada Research Chair on Built Heritage and Environmental Design, University of Montreal 11-13 March, 2009.
 - https://papyrus.bib.umontreal.ca/xmlui/bitstream/handle/1866/21493/Chaire%20Canada%20patrimoine%20bati_2009_Proces-verbal.pdf?sequence=1&isAllowed=y
 - In particular Gordon Bennett's paper The Federal Role 1950-2000 (pp 124-172)
- Denhez, Marc Heritage Fights Back, Ottawa: Heritage Canada. 1978

Topic 3: Evaluating potential "Historic Places" – determining significance, assessing integrity and confirming eligibility

- Creating a Future of Alberta's Historic Places: Identifying, Evaluating, Managing, Alberta Culture's multi-volume set of manuals providing advice to municipalities on the management of historic places. Created by the Municipal Heritage Partnership Program of the Historic Places Management Branch, Alberta Culture pdfs of the manuals dealing with how to conduct a Heritage Survey, how to evaluate places for designation as historic resources, and how to set up a Municipal Heritage Program. These manuals can be found at: <https://www.alberta.ca/municipal-heritage.aspx> . *Students should read "Part 4"
- Students should visit the HeRMIS web site of Alberta Culture and Tourism: <https://hermis.alberta.ca/ARHP/> which provides on-line access to the contents of the **Alberta Register of Historic Places** and the **Alberta Heritage Survey Program**. Students should explore both the Register and the Survey.
- Harold Kalman, The Evaluation of Historic Buildings Parks Canada, 1979.
 - <http://www.historicplaces.ca/media/36196/the%20evaluation%20of%20historic%20buildings%20300%20dpi.pdf>
- Calgary Heritage Authority, Evaluation System Handbook, July 2017
 - <https://static1.squarespace.com/static/5d8ce4980ed4467c0bc04947/t/604295669247e1245121f251/1614976378252/Calgary+Historic+Resource+Evaluation+System+Handbook+2021.pdf>

- U.S. National Register of Historic Places, National Register Bulletin 15 - How to Apply the National Register Criteria for Evaluation.
https://www.nps.gov/subjects/nationalregister/upload/NRB-15_web508.pdf
- Van West, Carroll, “Assessing Significance and Integrity in the National Register Process: Questions of Race, Class and Gender” in Tomlin, Michael A. (Ed.) Preservation of What, for Whom?: A Critical Look at Historical Significance Ithaca, NY: National Council for Preservation Education. 1998.

Topic 4: Writing Statements of Significance

- “Part 4” pp 39-41 at: <https://www.alberta.ca/municipal-heritage.aspx>
- Writing Statements of Significance, Canadian Register of Historic Places;
<https://www.historicplaces.ca/media/5422/sosguideen.pdf>
- Guidelines for Writing Effective Statements of Significance BC Heritage Branch
www.rdmw.bc.ca/media/Guidelines%20for%20Writing%20Statements%20of%20Significance.pdf

Topic 5: Historic Places Matter - Making the Case for Historic Preservation through the lens of Sustainable Development.

- Frey, Patrice, Making the Case: Historic Preservation as Sustainable Development, draft white paper prepared for the National Trust for Historic Preservation, October 2007.
<https://archive.nationaltrustcanada.ca/sites/www.heritagecanada.org/files/Making%20the%20Case%20-%20Frey-%20Discussion%20Paper%202007.pdf>
- Canada’s Historic Places – Heritage Conservation Briefs – for example:
 - Sustainable Development
 - Job Creation
 - Property Values and Taxes
 - Affordable Housing and Neighborhood Improvement
 (The series of Historic Places Conservation Briefs can be found at:
https://www.gov.mb.ca/chc/hrb/heritage_pubs.html under the heading Benefits of Heritage.
- Elefante, Carlo, “The Greenest Building Is ... One That Is Already Built”, Forum Journal – The Journal of the National Trust for Historic Preservation Summer 2007 pp 26-38.
- US National Trust for Historic Preservation, Green Building Lab The Greenest Building: Quantifying the Environmental Value of Building Ruse 2011.
<http://forum.savingplaces.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=5119e24d-ae4c-3402-7c8e-38a11a4fca12&forceDialog=0>
- MTBA Architects, Building Resilience: Practical Guidelines for the Sustainable Rehabilitation of Buildings in Canada, Ottawa, Federal Provincial Territorial Ministers of

Culture and Heritage in Canada, 2016.

http://historicplaces.ca/media/49493/resilience_en_june%202016.pdf

- Athena Sustainable Materials Institute, A Life Cycle Assessment Study of Embodied Effects for Existing Historic Buildings – prepared for Parks Canada 2009.

Topic 6: *Intervening in Historic Places*

- The Standards and Guidelines for the Conservation of Historic Places in Canada
<http://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>
 - **Section 1-The Decision Making Process, Section 2 The Conservation Treatments: Preservation, Rehabilitation and Restoration, Section 3 The Standards for the Conservation of Historic Places in Canada**
- Federal Heritage Building Review Office: FHBRO Code of Practice Parks Canada Parks Canada 1996 <https://publications.gc.ca/collections/Collection/R63-210-1996E.pdf>
- Australia ICOMOS The Burra Charter, 2013 <http://australia.icomos.org/wp-content/uploads/The-Burra-Charter-2013-Adopted-31.10.2013.pdf>
- Kerr, James Semple, Conservation Plan - a Guide to the Preparation of Conservation Plans for Places of European Cultural Significance, Australia IUCOMOS, January 2013.
 - <http://australia.icomos.org/wp-content/uploads/The-Conservation-Plan-7th-Edition.pdf>
- Grimmer, Anne E. and Weeks, Kay D. New Exterior Additions to Historic Buildings: Preservation Concerns Preservation Brief 14, Technical Preservation Services, U.S, National Parks Service. <https://www.nps.gov/orgs/1739/upload/preservation-brief-14-exterior-additions.pdf>
- McDonald, Travis E. Jr. Understanding Old Buildings, The Process of Architectural Investigation, Preservation Brief 35, Technical Preservation Services, U.S, National Parks Service. <https://www.nps.gov/orgs/1739/upload/preservation-brief-35-architectural-investigation.pdf>
- Slaton, Deborah, The Preparation and Use of Historic Structures Reports, Preservation Brief 42, Technical Preservation Services, U.S, National Parks Service. <https://www.nps.gov/orgs/1739/upload/preservation-brief-43-historic-structure-reports.pdf>

Topic 7: *Materials and Conservation – “Calgary” Sandstone*

- **Part 4.5.3 Guidelines for Materials: Masonry (pp222-228) from the Standards and Guidelines for the Conservation of Historic Places in Canada.**
- Mark Fram, Well Preserved, The Ontario Heritage Foundation’s Manual of Principles and Practice for Architectural Conservation, Erin, Ontario, The Boston Mills Press, 1988, Exterior Features/2 Masonry, brick, stone, block and terra cotta (pp 126-135)

- Weaver, Martin E., Conserving Buildings, A Manual of Techniques and Materials New York, John Wiley and Sons Ltd. 1997, pp 58-88
- David Wiggins Technical Paper 27 – Hot Mixed Lime Mortars: Microstructure and Functional Performance <https://app-hes-pubs-prod-neu-01.azurewebsites.net/api/file/f093168c-2735-4192-b3be-a8f800fee3a6>
- David Wiggins “Traditional Lime Mortars and Masonry Preservation” The Journal of Building Limes Forum, Vol 24, pp28-37
- David Wiggins How Lime Mortar Works <https://youtu.be/loM22NK4JdE?t=405>
- Philip Hughes The Need for Old Buildings to “Breathe” SPAB Technical Advice Note <https://www.spab.org.uk/sites/default/files/SPAB%20Technical%20advice%20note-Need%20for%20old%20buildings%20to%20breathe.pdf>
- Robert C. Mack and John P. Speweik, Repointing Mortar Joints in Historic Buildings Preservation Brief #2: <https://www.nps.gov/tps/how-to-preserve/preservedocs/preservation-briefs/02Preserve-Brief-MortarJoints.pdf>

Assessment Components:

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Written Assignment and Presentation	<i>Statement of Significance</i>	30%	1,2,3
Group Project Presentation	Assessment of Proposed Development Project against the <u>Standards and Guidelines</u> and site <u>Statements of Significance</u>	20%	2,3,4,5
Group Project Written Component	Assessment of Proposed Development Project against the <u>Standards and Guidelines</u> and site <u>Statements of Significance</u>	25%	2,3,4,5
Class Participation	Participation during class discussion and site visit	25%	1,2,3,4,5

Assessment and Evaluation Information

Attendance and Participation Expectations: Students are expected to attend all class lectures and site visits, and to participate in class discussions.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

Late Assignments will receive a grade penalty. A passing grade on any particular component of a course is essential if the student is to pass the course as a whole.

Guidelines for Submitting Assignments: Submit written assignments by **EMAILING** to larry.pearson27@icloud.com

Final Examinations: There is no final examination.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

Late Assignments will receive a grade penalty.

Criteria that must be met to pass: a passing grade on any component of a course is essential if the student is to pass the course as a whole.

Grading Scale:

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	

D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School.

<https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

Topic Areas & Detailed Class Schedule

Course Schedule Date	Topic	Assignments/ Due Dates
Monday February 12 8:30 – 10:00	<p>Topic 1 - The Conservation Movement</p> <p>Key concepts, guiding principles and practices, charters, and definitions will be introduced through the examination of critical documents, initiatives and projects that have influenced the historic places conservation movement. Documents such as the Society for the Preservation of Ancient Building's <i>Manifesto</i>, international charters such as the Charter of Venice, the Nara Charter on Authenticity and Australia ICOMOS Burra Charter will be considered. The meaning of key terms such as conservation, preservation, restoration, rehabilitation, adaptive reuse and reconstruction will be discussed.</p>	
Monday February 12 10:30 – 12:00	<p>Topic 2: The Legal and Institutional Framework</p> <p>An examination of the federal, provincial and municipal roles in heritage conservation. This session will introduce students to Alberta's <i>Historical Resources Act</i>, the <i>Alberta Register of Historic Places</i>, Canada's <i>Historic Places Initiative</i> and its impact on historic place conservation in Alberta and Canada including its role in the development of the <i>Standards and Guidelines for the Conservation of Historic Places in Canada</i>. Students will be introduced to</p>	

	the National Trust for Canada and to professional organizations such as APT, ICOMOS and CAHP.	
Tuesday February 13 1:00 – 2:30	<p>Topic 3: Evaluating potential “Historic Places” – determining significance, assessing integrity and confirming eligibility</p> <p>Students will consider the question: What makes a place an “historic place” – and will be introduced to a number of approaches to evaluating historic places, in particular the evaluation process used by the Province of Alberta. Issues with assessing integrity and authenticity will be explored. Students will be introduced to the Alberta Heritage Survey website as a primary tool in researching Alberta’s heritage places.</p> <p>Guest Lecturer (Topics 3 and 4): Dr. Allan Rowe, Research and Designation Program, Historic Resources Management Branch, Alberta</p>	
Tuesday February 13 3:00 – 4:30	Statements of Significance play an important role in Canada in the management of historic places. Their structure and content will be examined in light of their role as a critical management tool. Common issues encountered in developing statements of significance will be discussed.	<p>Statement of Significance (see Assignments Below) Short “Site” Presentation due in class Wednesday, 10:30-12:00 Written SoS Assignment Due EOD Thursday, March 16, 2023</p>
Wednesday February 14 8:30 – 10:00	<p>Topic 5: Historic Places Matter - Making the Case for Historic Preservation through the lens of Sustainable Development.</p> <p>Topic 5 will consider the value of historic places and their preservation through the lens of sustainable development. Economic, environmental, social/cultural and benefits to well being will be explored. Economic benefits will be examined through research on the effects of designation and rehabilitation on property values, job creation and cultural tourism. Environmental benefits will</p>	

	examine the role of reusing existing buildings in waste reduction and avoidance of greenhouse gas emissions.	
Wednesday February 14 10:30 – 12:00	Assignment 1: Students introduce their selected historic places with a ~5 minute illustrated presentation. Students work on their Statements of Significance.	
Thursday February 15 8:30 – 10:00	Topic 6: Intervening in Historic Places Using <u>The Standards and Guidelines for the Conservation of Historic Places in Canada</u> (the S&Gs), students will be introduced to the conservation of historic places and the role the S&Gs play in developing and evaluating interventions. The role of Statements of Significance as the foundation document for the development and evaluation of treatment/intervention options will be discussed. Guest Lecturer (Topics 6&7) Stef Cieslik, Heritage Conservation Advisor, Advisory Services Program, Historic Resources Management Branch, Alberta Culture	
Thursday February 15 10:30 – 12:00	Topic 7: Materials and Conservation – “Calgary” Sandstone Through an examination of this Calgary building material, students will gain an understanding of the importance of knowing a material’s properties and mechanisms of deterioration in the development of appropriate conservation strategies. This will be examined through the lens of the Masonry Guidelines section of the <u>Standards and Guidelines</u>	
Thursday February 15 1:00 – 3:00	The class will meet at the CBDL Introduction to the Case Study for Assignment 2 and tour of the case study site.	See Assignment 2 Site Development Recommendations for Proponent
Friday February 16 8:30 – 10:00	Teams work on their Development Proposal Recommendations	
Friday February 16	Teams work on their Development Proposal Recommendations	

10:30 – 12:00		
Friday February 16 1:00 – 3:00	Team Presentations ASSIGNMENT 2	
ASSIGNMENTS		
Number 1	<p style="text-align: center;">Statement of Significance</p> <p>The Alberta Register of Historic Places (ARHP) https://hermis.alberta.ca/arhp/Default.aspx?DeptID=1 requires a “Statement of Significance” (SoS) as part of the mandatory documentation necessary for listing. Students will select a place which they feel merits designation (but is not designated or placed on an existing municipal inventory) and will develop a Statement of Significance for that place</p> <p>The Statement of Significance should follow the guidelines for the document set out by the Alberta Register of Historic Places and should follow the required three-section format of: Description of Historic Place, Heritage Value, and Character Defining Elements.</p> <p>The ARHP places certain technical limits on the SoS. It requires that the Description of Historic Place and Heritage Value sections be written in narrative form and the character Defining Elements section be written in point form. The ARHP requires that each of the three sections of the SoS cannot exceed 4000 characters, or about 1.5 pages of text.</p> <p>In developing your SoS you should reflect on the critical role this document plays in the future planning (or certification) of interventions to your selected resource. Throughout the <u><i>Standards and Guidelines for the Conservation of Historic Places in Canada</i></u> reference is made to the Heritage Values and Character Defining Elements (CDEs) of the historic place. In planning interventions to an historic place, for example, architects will refer to the SoS as the guiding document with respect to where value lies, and which elements should be considered CDEs. Similarly, a designating authority responsible for the regulation of a heritage place will reference the SoS in their assessment of proposed</p>	<p>Presentation yo the class of your selected historic places due Wednesday. February 14 10:30-12:00</p> <p>Completed SoS with hardcopy of your presentation to be emailed to instructor by end of day Thursday February 15.</p>

	<p>interventions. Where more than one SoS exists for the historic places, consideration should be given to each in developing or certifying appropriate interventions.</p> <p>Guidance on writing Statements of Significance can be found in Manual 2 Evaluating Historic Places from Creating a Future for Alberta’s Historic Places https://www.alberta.ca/municipal-heritage.aspx see specifically Part 4 pp 39-41 and at: http://www.historicplaces.ca/media/5422/sosguideen.pdf (Canadian Register of Historic Places) https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/our-history/historic-places/documents/heritage/guidelines_writing_statements_significance.pdf (British Columbia)</p> <p>Students should check the Alberta Heritage Survey web site for information on their selected heritage site. https://hermis.alberta.ca/ARHP/Default.aspx?DeptID=2</p> <p>This assignment includes a short (5 minute) illustrated presentation of the historic places you have selected as the subject of your SoS. These presentations will be shared with the class on Wednesday, February 14 (10:30-12:00). Include a hard copy of your presentation with your SoS submission.</p> <p>This assignment will be evaluated on the clarity with which the heritage values of the chosen place are articulated and the appropriateness that the enumerated “Character Defining Elements” have in relationship to these values.</p>	
Number 2	<p>Recommendations to Proponent for Modifications to Site Development Proposal in Response to HRIA Requirements</p> <p>The class will be divided into two groups (subject to change, depending on class size) for the purpose of this assignment.</p> <p>The basis of the assignment is a scenario in which you are part of a group of planners/architects tasked with advising</p>	<p>Oral Presentations will occur on Friday, February 16 starting at 1:00 pm.</p> <p>Your teams written submission to</p>

	<p>a proponent on modifications to their proposed development, as a response to an Historic Resource Impact Assessment requirement order. In this scenario, the regulatory authorities have evaluated the proposal and determined it does not comply with the requirements of the <i>Standards and Guidelines for the Conservation of Historic Places in Canada</i>.</p> <p>In developing your advice to the proponent, you will consider how the heritage values and character-defining elements of the place(s) being redeveloped will be affected. You will do this by referencing their <i>Statements of Significance</i>, as well as specific Standards and relevant Guidelines from the <i>Standards and Guidelines for the Conservation of Historic Places in Canada</i>, to provide advice on how the proposed development could be modified.</p> <p>Each group will select a representative to present the changes to the development proposal that will be recommended to the proponent.</p> <p>A written synopsis of your group’s recommended changes to the proposed development will form part of the assignment.</p> <p>The assignment will be evaluated on your group’s understanding of the <i>Statements of Significance</i> for the affected properties, and your evaluation against the appropriate Standards (and Guidelines) from the <i>Standards and Guidelines for the Conservation of Historic Places in Canada</i>.</p>	<p>the proponent is to be emailed to the instructor by end of day, Monday, February 19.</p>

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION

It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for

Accommodations for Students with Disabilities:<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

INSTRUCTOR INTELLECTUAL PROPERTY

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

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 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. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy> .

UNIVERSITY STUDENT APPEALS OFFICE

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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