



Land Acknowledgement: <https://www.ucalgary.ca/indigenous/cultural-teachings/territorial-land-acknowledgement>

Course Number: DSGN 241

Course Name: Introduction to Sustainability in the Built Environment

Section Numbers: L01 and L02

Classroom: L01 (11:00am-12:15pm) – Zoom or [REDACTED] (Tuesday), [REDACTED] (Friday);
L02 (9:30am-10:45am) – Zoom or [REDACTED] (Tuesday), [REDACTED] (Friday)

Instructor: Dr. Teri Balser (she/her/hers)

- Email: tcbalser@ucalgary.ca
- Office Hours and Location: by appointment on zoom or in person Fridays
- Instructor Email Policy: Communications will occur through your @ucalgary email, and I will respond as soon as I can. If it has been more than two working days please don't hesitate to send a reminder or check with me in case the email got lost along the way somewhere.

Teaching Assistants:

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Class Dates: Tuesdays: online (Zoom) or in-person (studio). Fridays: in-person (studio).

TUESDAYS September 9 to December 2, 2025

- Section 1 (L01): mandatory real-time/synchronous zoom (or in-person [REDACTED]) from 11:00am to 12:15pm
- Section 2 (L02): mandatory real-time/synchronous zoom (or in-person [REDACTED]) from 9:30 to 10:45am

FRIDAYS September 12 to December 5, 2025

- Section 1 (L01): mandatory in-person studio session, [REDACTED] from 11:00am to 12:15pm
- Section 2 (L02): mandatory in-person studio session, [REDACTED] from 9:30 to 10:45am

Course Description:

- This course provides learners with an overview of sustainability as it applies to the built environment and helps them develop a foundational understanding of local and global challenges facing urban areas worldwide, now and in the future. We start off with learning about key concepts in sustainability, the difference between sustainability and sustainable development, and competencies, tools, and strategies people use to address sustainability challenges. Later in the course we apply a systems (and systemic) lens to explore challenge areas in urban settings, such as energy, water, transportation, food, housing and waste. The course relies on a range of methods for learning, from individual online work; to interactive classroom lectures, videos and discussion; to working in groups on a term-long future scenarios design team project. The project unfolds in three phases: (1) Map the System – identifying broken or unsustainable systems and leverage points in the built environment; (2) Design a Sustainable City – proposing near-term sustainable interventions; and (3) Imagine Beyond Sustainability – stretching those designs into far-term (50 years from now) regenerative futures. Assignments will involve both individual reflection and group work, completed weekly as well as a project portfolio and overall learning reflection completed by the end of the semester.
- Course instructors, teaching team, and guest speakers will support your learning throughout the semester, offering a range of perspectives. Class sessions will include lectures, videos, discussions, and regular work with your Future Scenario Design team. We will use real-world examples, and you will have the opportunity to apply your own experiences and interests. You are encouraged to engage with all aspects of the course—materials, speakers, your team—and explore how the ideas presented, and the future you design, can influence your time at the University of Calgary, and long after you graduate.
- Academic Calendar description: <https://calendar.ucalgary.ca/courses/1660521>
- Course Hours: 3 units; (3-0)

Requisites: See [Section 3.3.5](#) of the Academic Calendar for more information regarding School of Architecture, Planning and Landscape courses.

- Prerequisite(s): Admission to the Bachelor of Design in City Innovation program.
- Anti-requisite(s): Credit for Design 241 and Sustainability Studies 201.
- Co-requisite(s): none

Course Delivery:

- Hybrid | Tuesdays: online (Zoom) *or* in-person (studio). Fridays: in-person (studio).

Course Learning Outcomes:

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

1. Communicate foundational concepts and basic knowledge related to sustainability in the built environment, for example:
 - Define and differentiate sustainability and sustainable development
 - Discuss and apply key concepts in sustainability
 - List, describe, and evaluate sustainability challenges in the built environment
 - Explain how global and local issues in sustainability differ
 - Describe the relative importance of climate change as one of nine planetary boundaries
 - Argue the role of values vs. ethics vs. policy in sustainability action or work
2. Demonstrate competency in cognitive and prosocial areas, such as:
 - Systems/use of a systems lens to analyse sustainability challenges
 - Futures/scenario building/imagination
 - Awareness of and respect for Indigenous and non-Western worldviews as they pertain to sustainability in the built environment
 - Respectful and thoughtful contribution to in-class and online dialogue
 - Effective membership as part of a team and in project work
 - Meta-cognition and reflective capacity
3. Apply Design & Studio Practice:
 - Map complex urban systems and identify leverage points.
 - Develop feasible near-term design interventions using sustainability frameworks.
 - Envision regenerative long-term futures through speculative and imaginative design.
 - Communicate design outcomes effectively through drawings, models, narratives, and portfolios.

Learning Resources:

- Required readings, textbooks, and learning materials:
 - All materials and resources will be outlined in the class schedule on D2L, provided as we go. There is no assigned textbook.
- Technology requirements. To successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the course website, using the following technology:
 - A computer with a supported operating system, as well as the latest security, and malware updates;
 - A current and updated web browser;
 - Current antivirus and/or firewall software enabled;
 - Webcam (built-in or external);
 - Microphone and speaker (built-in or external), or headset with microphone;

- Broadband internet connection;
- [Student IT Resources](#)

Special Budgetary Requirements:

There are no mandatory supplementary fees for either the lecture or studio components of this course. All required readings and resources will be provided through the course shell or the library, and students are not required to purchase textbooks or other materials. Students may optionally choose to purchase supplies for physical models or prototypes in the studio (e.g., cardboard, foam board, markers), though these are not required since digital alternatives will be accepted.

Design Studio Health & Safety:

Studios at SAPL are designated as lab-like environments under the University of Calgary's Environmental Health & Safety (EHS) requirements. All students and instructors must comply with both university-wide safety standards and the SAPL-specific studio rules outlined below. These rules are in place to ensure a safe, functional, and respectful working environment for everyone. Failure to comply may be considered Academic or Non-Academic misconduct and be subject to disciplinary action, including loss of studio and/or workshop privileges under the SAPL demerit system.

Conduct & Culture

- No horseplay, pranks, or behavior that could distract or endanger others. Keep voices and music at levels that don't mask hazards or emergency instructions.
- All posted door placards and safety signage must be followed at all times.

Fire Safety, Exits & Evacuation

- Keep aisles, doors, and all emergency equipment fully clear at all times; do not block exits with models, carts, or materials. Obey Emergency/Fire Wardens during drills and alarms.
- Nothing may be stored on top of lockers (fire code/OH&S).
- During an evacuation: leave immediately, use stairs, go to the assembly point, and wait for the all-clear.

Prohibited & Restricted Items in Studios

- No flammable sprays or solvents (e.g., spray paint, spray glue, fixatives) may be used or stored in studios. Use only in a designated spray booth with ventilation.
- Freshly laser-cut plastics must not be stored in studios due to off-gassing; allow time for ventilation per shop guidance.
- No concrete powder storage in studios.
- No small kitchen appliances (kettles, coffee makers, hot plates, etc.).
- No drugs or alcohol may be consumed or stored on campus.

Materials

- Use only materials approved for studio use. If you have any questions, please ask your instructor, workshop personnel, or the Manager of Faculty Operations.
- Store materials neatly; dispose of hazardous waste per posted instructions—never in regular bins.

Housekeeping & End-of-Term Cleanout

- Maintain a clean, orderly workstation; manage offcuts and trip hazards promptly.
- End of term: remove all models and supplies from studios and model storage by posted deadlines—items left will be discarded.

Layout, Furniture & Power

- Do not relocate furniture to other areas or reconfigure studio layouts without authorization from Faculty Operations.
- Each student may have one locker only.
- Nothing may be hung from ceilings except approved extension cords for power. If you need additional power, contact a technician or Building Operations; do not DIY electrical setups. Personal heaters require Faculty Operations approval.

Working Hours, Security & Working Alone

- After hours: do not admit unknown persons; theft and damage have occurred this way.
- If anyone is actively building/cutting/gluing, studio lights must remain on for safety.
- Working alone: follow UCalgary's Working Alone Standard—use the UCSafety App check-in feature or an approved plan, especially after hours.

PPE & Personal Safety

- Tie back long hair; avoid loose clothing, scarves, dangling jewelry, and headphones when performing tasks that could snag. Wear eye protection when there's risk from cutting/sanding/particulates; use respiratory protection/booths where required.
- Closed-toe footwear is mandatory; hearing/respiratory protection as task-appropriate. (See posted signage and SDS guidance.)

Tools & Equipment in Studios.

- Use tools only for their intended purpose and only those permitted in studios by your instructor and posted rules. High-risk tools (e.g., power tools) are not operated in studios without coordination with workshop personnel.
- Report damaged or malfunctioning furniture or equipment immediately—do not attempt repairs yourself.

Incidents, Reporting & Enforcement

- Report all injuries, near misses, and hazards immediately to your instructor and Campus Security; complete required incident reports per university procedure.
- Safety violations may be considered Academic or Non-Academic misconduct and trigger disciplinary action. Persistent non-compliance is escalated to Faculty Operations/Associate Dean.

Instructor Responsibilities (Studios)

- Instructors are responsible for monitoring and enforcing studio safety, addressing prohibited activities (e.g., sprays in studios, blocked exits), and escalating repeat violations to Faculty Operations. (Workshop personnel focus on workshop safety under the revised framework.)

Additional Classroom Conduct and Related Information:

- **Code of Conduct:** The SAPL Studio spaces and other SAPL/University-provided facilities and equipment are governed by the [University's Student Non-Academic Misconduct Policy](#). Professional and courteous behavior is expected at all times. For more information, please refer to [Appendix 1: Prohibited Conduct](#), including the following categories: 1. Protection of Individuals; 2. Protection of Property; 3. Protection of University Functions, Activities and Services; 4. False Information and Identification; 5. Possession or Use of Dangerous Objects, Drugs or Alcohol; 6. Aiding in the Commission of an Offence; 7. Contravention of Other Laws and University Policies; and 8. Failure to Comply with a Sanction.
- **Guidelines for Zoom Sessions:** Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

When entering Zoom or other video conferencing sessions (such as Microsoft Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant [University of Calgary conduct policies](#) (e.g., [Student Non-Academic Misconduct Policy](#)).

If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

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

Assessment Components:

The University policy on grading and related matters is described in [F.1](#) and [F.2](#) of the Academic Calendar. In determining the overall grade in the course, the following weights will be used:

Assessment Item	Description/Date Due	Weight	Learning Outcome Addressed
Participation - Discussion forum (D2L) - In-class meetings	Weekly Discussion post Due Saturdays 11:59pm	20%	All (Especially 1)
Weekly learning assessments	Weekly “Quiz” Due Saturdays 11:59pm	20%	2
Term team project - Milestone deliverables - Final product - In-class presentation	See Term Project Guide for milestone due dates. Final product due 11/28/25. In-class presentation 12/2/25.	50% (total) (20%) (20%) (10%)	All (Especially 3)
Final learning reflection	Dec 9	10%	1 and 2

- Assessment and Evaluation Information:
 - If a student misses (or is late for) a required component of the course for a valid, excusable, reason, they must contact the instructor in writing within 24 hours to discuss applicable options to submit and/or make-up for that component.
 - Alternate arrangements for missed in-person assessments *with a valid excuse* will be made on a case-by-case basis at the discretion of the Instructor and upon review of the student’s class participation and attendance record.
 - For example, students who have missed an in-person assessment (e.g., oral presentation) as a result of an excused absence may be asked—if *applicable to the assessment*—to submit a self-recorded video (via Zoom’s auto-record feature) in lieu of an in-person engagement.

- For assessments submitted online (e.g., D2L), late assignments *with a valid excuse* may be considered for grading without penalty at the discretion of the Instructor and upon review of the student's class participation and attendance record. Otherwise, the course's standard grade penalties (indicated below) will apply.
- For assessments submitted online (e.g., D2L), all late assignments *without a valid excuse* will lose a letter grade (e.g., A- to B-) every 24 hours after the submission date/time. Late assignments submitted more than four days late constitute an automatic zero (0).
- Missed in-person assessments (e.g., oral presentation, exam, etc.) as a result of an *unexcused* absence will receive an automatic zero (0).
- Attendance and Participation Expectations:
 - Students are expected to attend and come prepared to meaningfully engage in all class sessions. This includes producing or preparing content necessary for discussion and contributing to individual and class-wide discussions and/or conversations/assessments with the Course Instructor.
 - **Excused Absences:** In the event of an exceptional circumstance (e.g., illness, bereavement, etc.) or an exceptional opportunity (e.g., varsity athletic competition, national conference or awards ceremony, pow wow, etc.) up to four excused absences (up to two Tuesday sessions and up to two Friday sessions) are allowable per semester before jeopardizing one's own course grade and ability to pass the course. However, any such arrangements must be approved by the Instructor with advance notice by the student.
 - **Unexcused Absences:** Attendance at all class sessions and participation in all assessments is mandatory. Unexcused absences in excess of two per semester are grounds for failure in the course.
 - **Total Number of Absences:** The combined total number of excused AND unexcused absences per semester cannot exceed four per semester. Any number in excess are grounds for failure in the course.
- Guidelines for Submitting Assignments:
 - All assignments (e.g., projects, papers, presentations, etc.) must be turned in on time.
 - Please submit all assignments electronically through Dropbox in D2L. Assignments may be submitted in PDF format (unless otherwise stated). Assignments should have a file name as follows: "Coursenumber_semester_Lastname-Firstname_assignment-title" (e.g., DSGN241_F25_Smith-Alex_Plan-Drawings).
 - Students are responsible for ensuring that all submitted digital files are in the correct format, complete, and accessible. Submissions that are corrupt, empty, incorrect (e.g., wrong file type), or inaccessible may receive a grade of zero. It is not the Instructor's responsibility to verify or notify students of submission errors. Students are encouraged to double-check their uploads and retain confirmation of successful submission.

- **Late Assignments:** Please see above for the course's policy on late assignments/assessments.
- Final Examinations:
 - This course has no final examination.
- Expectations for writing:
 - Written assignments should be of an academic standard appropriate to university-level. If you need support with your academic writing, please seek out writing support here: <https://calendar.ucalgary.ca/pages/2c2d1ce47b8c4d008aec9cc3da49876e>
 - **Use of GenAI.** There may be times when generative AI is an appropriate and/or helpful tool in this class. Its use is not prohibited, but all students in DSGN 241 are expected to use GenAI ethically and responsibly. See below for more detail.
Regarding Use of Generative Artificial Intelligence (AI) tools
 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 below:
 - 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.
- Criteria that must be met to pass: A passing grade of 55% on all assignments are required to pass the course. If students do not complete or fail a required component of the course, this will be handled on a case-by-case basis.

Flexible Grade Option (CG Grade):

As per [Section 3.5.1](#) of the Academic Calendar, the School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School, with the exception of the following courses:

- Architecture 201
- Landscape Architecture 201
- Planning 201

Grading Scale:

Based on [Section F.1.1](#) of the Academic Calendar

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding performance
A	4.00	3.85-4.00	90-94.99	Excellent performance
A-	3.70	3.50-3.84	85-89.99	Approaching excellent performance

B+	3.30	3.15-3.49	80-84.99	Exceeding good performance
B	3.00	2.85-3.14	75-79.99	Good performance
B-	2.70	2.50-2.84	70-74.99	Approaching good performance
C+	2.30	2.15-2.49	65-69.99	Exceeding satisfactory performance
C	2.00	1.85-2.14	60-64.99	Satisfactory performance
C-	1.70	1.50-1.84	55-59.99	Approaching satisfactory performance. Minimum grade requirement for SAPL prerequisite courses.
D+	1.30	1.15-1.49	50-54.99	Marginal pass. Insufficient preparation for subsequent courses in the same subject.
D	1.00	0.50-1.14	45-49.99	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	0.00	0-0.49	0-44.99	Failure. Did not meet course requirements.

Topic Areas and Detailed Class Schedule:

Wk	Date	Tuesday Lecture Topic*	Friday Studio Activity	Work due on Friday
1	Sep 2-8	BDCI Launchpad Week		
2	Sep 9/12	Intro to sustainability in the built environment	Intro to DSGN 241 Studio and Term Project Phase 1	Weekly learning check-in
3	Sep 16/19	Key Ideas and Concepts, 1	Systems mapping	Weekly learning check-in
4	Sep 23/26	Key Ideas and Concepts, 2	Synthesis and theme selection	Weekly learning check-in
5	Sept 30/ Oct 3	National Day for Truth and Reconciliation, University closed	Phase 2 Intro: ideas and precedents	Weekly learning check-in
6	Oct 7/10	Key Ideas and Concepts, 3	Concept development	Weekly learning check-in and Reflection #1
7	Oct 14/17	Challenge areas, 1	Design development, peer reviews	Weekly learning check-in
8	Oct 21/24	Challenge areas, 2	Presentation prep and critique (guest crits)	Weekly learning check-in
9	Oct 28/31	Challenge areas, 3	Phase 3 Intro: future framing	Weekly learning check-in
10	Nov 4/7	Imagining the far-future: beyond sustainability	Regenerative exploration	Weekly learning check-in and Reflection #2
11	Nov 10/14	Term Break, no classes (Take Back the Future Event)		
12	Nov 18/21	Guest/topic tbd	Design development	Weekly learning check-in
13	Nov 25/28	Guest/topic tbd	Final term project due	Letter from the future and final studio portfolio
14	Dec 2/5	Studio final presentation (BOTH Sections meet in-person L01 in PF2130; L02 in 4170)	Celebrate term end!	
	Dec 9			Final reflection due

**The topic order depends somewhat on guest speaker availability. The final order/lecture dates may not be as given here.*

University of Calgary Policies and Supports:

UNIVERSITY OF CALGARY COVID-19 UPDATES AND PROCEDURES

<https://www.ucalgary.ca/risk/emergency-management/covid-19-response/covidsafe-campus>

ACADEMIC ACCOMMODATION

<https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>

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).

[Student Accessibility Services](#) 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 Procedures please visit:

- Student Academic Misconduct Policy: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>
- Student Academic Misconduct Procedure: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

Additional information is available on the Academic Integrity Website at

<https://www.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/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>).

Notice to Students Regarding Use of Generative Artificial Intelligence (AI) Applications and Tools in Learning Environments

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.

▪ **Guidelines/expectations:**

- 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.

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.

PROTECTION OF PRIVACY ACT

The University of Calgary (University) respects your privacy and is committed to ensuring the privacy of all students, staff, and community members. UCalgary's collection, use, and disclosure of your personal information is authorized under section 4(c) of the Alberta [Protection of Privacy Act](#) (POPA). It will be collected, used and disclosed as permitted under POPA and in accordance with the University's [Privacy Policy](#) and [Notice of Collection, Use and Disclosure of Student Personal Information](#). All student assignments and personal information provided to your course instructor will remain confidential unless otherwise stated before submission. It will not be disclosed to anyone else without your permission unless permitted under POPA.

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 and/or gender-based violence, including supports available to those who have experienced or witnessed sexual/gender-based violence, or those who are alleged to have committed sexual/gender-based 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://calendar.ucalgary.ca/uofcregs/university-regulations/reappraisal-term-work>) which describes how to have a grade reappraised.

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