



Winter 2024

Course Number LAND 702

Course Name **Landscape Architecture Studio III - Advanced**

Classroom In-person. Room PF 2160

Instructors **Dr. Enrica Dall'Ara**

Office Hours/Location By appointment
Office PF 3194 or via Zoom

Email enrica.dallara@ucalgary.ca

2024/01/08 - 2024/02/09

Class Dates Mo, Tu, Th, and Fr, 2:00 - 6:10 pm

Meeting days will generally be Mondays and Thursdays. See the schedule section for details.

Instructor Email Policy Please note that all course communications must occur through your @ucalgary email. Unless there is an emergency, no emails will be responded to after 7:00 pm or on weekends.

Course Description

A research-oriented project studio that explores contemporary themes in landscape architecture. Centres on a real world problem or project; the analysis of issues and context, and the formulation of a comprehensive design solution involving advanced methods, techniques and practices. (<https://www.ucalgary.ca/pubs/calendar/grad/current/landscape-architecture-land.html#45322>)

Teaching Approach

The Landscape Architecture Studio III - Advanced is the third landscape architecture studio in the Master of Landscape Architecture program's studio sequence. The course is divided into four phases: **1) Analysis** – a comprehensive examination of the territorial context; **2) Problem identification and design intention** – the design research framework, including the research question, justification of the value of a solution and formulation of the project objectives and strategies; **3) Design and development** – conceptual design and project development (program, structure, form) to solve the stated problem; **4) Evaluation and communication**. This studio structure tailors the Design Science Research (DSR) process (Pello, 2018; Reubens, 2016) for the specific studio scope and objectives. Students will work individually within this structure and define their design journey.

They will learn about various design approaches and address the complexity of landscape analysis and landscape design by working through a cross-scalar investigation of the context's environmental, sociocultural, and perceptual aspects. Through their journey, students will explore and discuss multiple design concepts, evaluate alternatives, and synthesize ideas into a comprehensive result, developing site-specific design solutions.

Research methods and landscape architecture approaches

In addition to the DSR methodology, references about design research, methods and tools include the concept of Research Through Design (Frayling, 1993), the Double Diamond by the Design Council, and the Design Thinking Diagram (Livesey et al., 2021). The landscape design approach and process will be informed by various landscape architecture theories, such as James Corner's (1991) concept of *hermeneutic landscape*, Christophe Girod's (1999) Four Trace Concepts in Landscape Architecture – Landing, Grounding, Finding and Founding – Michel Corajoud's (2000) propaedeutics for learning landscape design, and Sebastian Marot's (1999) Four Principles – Anamnesis, Preparation, Three-dimensional sequencing, and Relational Structuring.

Context

The studio will investigate Calgary's landscapes. There will be no assigned boundaries. It is suggested that students look at the territory crossed by the new Light Rail Transit Green Line, whose Phase 1 construction will start in 2024. The new infrastructure will radically transform the involved landscapes and create opportunities for broader changes in city development and the life of the communities. It is critical to envision changes through a holistic approach, developing projects that are sensitive to the uniqueness of the environmental, cultural, and social context, carefully calibrating what is essential to preserve, reveal, and enhance, and contributing to addressing urgent issues such as climate change adaptation and resilience and environmental and social justice. Students will define their project's focus using context analysis and identifying emergent problems and landscape design opportunities.

The landscape is itself a text that is open to interpretation and transformation. It is also a highly situated phenomenon in terms of space, time and tradition and exists as both the ground and geography of our heritage and change. (Corner, 1991, 129)

Course Hours

6 units; (0-8)

Course Learning Outcomes

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

1. Demonstrate advanced skills in site analysis, inventorying, analyzing, and synthesizing the context's physical, socio-cultural, and perceptual dimensions.
2. Demonstrate a comprehensive understanding of natural systems, cultural landscapes, and social processes (as they pertain to the studio context).
3. Demonstrate understanding of various design research approaches and methods appropriate to complex landscape architecture topics.
4. Select and apply appropriate design research methods, demonstrating skills in issue definition and design concept development and integrating specific theory and research in a project.
5. Place work within an existing body of knowledge and articulation of the significance of the work to the field.
6. Design at multiple scales, building on knowledge and skills learned in previous studios and courses.
7. Demonstrate the ability to intervene meaningfully through design and to demonstrate more sophisticated knowledge and skills related to landscape architectural practice.

8. Demonstrate advanced communication skills in visualization, representation and presentation.
9. Work autonomously and effectively to complete a project addressing current and future challenges in landscape architecture.

Learning Resources

BIBLIOGRAPHY

REQUIRED READINGS:

Research Through Design

Frayling, C. (1993). "Research in art and design." Royal College of Art, Research Papers, Volume 1, Number 1, London.
Available at <https://researchonline.rca.ac.uk/id/eprint/384>

Design Science Research Method

Pello, R. (2018). "Design science research - a short summary." Available from: <https://medium.com/@pello/design-science-research-a-summary-bb538a40f669>

Reubens, R. (2016). *To craft, by design, for sustainability: Towards holistic sustainability design for developing-country enterprises*. Delft University of Technology. Available at <http://resolver.tudelft.nl/uuid:0c2c14c8-9550-449d-b1ff-7e0588ccd6c2>

The Double Diamond

Design Council. "The Double Diamond. A universally accepted depiction of the design process." Available at <https://www.designcouncil.org.uk/our-resources/the-double-diamond/>
Step 1 Discover
<https://www.designcouncil.org.uk/our-resources/archive/articles/design-methods-step-1-discover/>
Step 2: Define
<https://www.designcouncil.org.uk/our-resources/archive/articles/design-methods-step-2-define>
Step 3: Develop
<https://www.designcouncil.org.uk/our-resources/archive/articles/design-methods-step-3-develop/>
Step 4: Delivery
<https://www.designcouncil.org.uk/our-resources/archive/articles/design-methods-step-4-deliver/>

Design Thinking Diagram

Livesey, G., Dall'Ara, E., Neuhaus, F., Abegglen, S., Tyler, M-H. (2021). "Design Thinking Diagram: A Tool for Decision-Making." In L. Sanderson & S. Stone (eds), *AMPS Proceedings Series 22.2. Teaching-Learning-Research: Design and Environments*. Manchester School of Architecture (University of Manchester / Manchester Metropolitan University), 02-04 December (2020), pp. 271-281, ISSN 2398-9467. Available at: <http://architecturemp.com/wp-content/uploads/2021/09/Amps-Proceedings-Series-22.2-1.pdf>

Landscape Architecture approaches

Corajoud, M. (2000). "Le projet de paysage: lettre aux étudiants." Translation in English by Philippe Coignet. Retrieved in 2008 from <http://corajoudmichel.nerim.net/10-textes/elements-des-9-conduites/10neuf-conduites-traduction.htm> and available via the course D2L.

Corner, J. (1991). "A Discourse on Theory II: Three Tyrannies of Contemporary Theory and the Alternative of Hermeneutics." *Landscape Journal*, Fall 1991, 10 (2) 115-133. Available at <https://www.jstor.org/stable/43323035>

* Students may need to search for the article through the University's JStor database for access: <https://www-jstor-org.ezproxy.lib.ucalgary.ca/>

Giro, C. (1999). 'Four Trace Concepts in Landscape Architecture'. In J. Corner (Ed), *Recovering Landscape: Essays in Contemporary Landscape Architecture*, pp. 59-67. New York: Princeton Architectural Press.

Marot, S. (1999). "The Reclaiming of Sites". In J. Corner (Ed), *Recovering Landscape: Essays in Contemporary Landscape Architecture*, pp. 45-57. New York: Princeton Architectural Press.

OTHER REFERENCES AND RESOURCES:

Corner, J. (1990). "A Discourse on Theory I: "Sounding the Depths". Origins, Theory, and Representation." *Landscape Journal*, September 1990, 9 (2) 61-78. Available at: <https://doi.org/10.3368/lj.9.2.61>

Deming, M. E., & Swaffield, S. (2011). *Landscape architectural research: Inquiry, strategy, design*. John Wiley & Sons, Incorporated. Available at: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=675229>

Isley, C., and Rider, T. (2018). Research-Through-Design: Exploring a design-based research paradigm through its ontology, epistemology, and methodology, in Storni, C., Leahy, K., McMahon, M., Lloyd, P. and Bohemia, E. (eds.), *Design as a catalyst for change - DRS International Conference 2018*, 25-28 June, Limerick, Ireland. <https://doi.org/10.21606/drs.2018.263>

Joost, G., Bredies, K., Christensen, M., Conradi, F., & Unteidig, A. (Eds.). (2016). *Design as research: positions, arguments, perspectives*. Birkhäuser. Available at: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4533877>

Van Den Brink, A., Bruns, D., Tobi, H., and Bell, S. (2017). *Research in Landscape Architecture Methods and Methodology*. New York: Routledge. Available at: <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315396903/research-landscape-architecture-adri-van-den-brink-diedrich-bruns-hilde-tobi-simon-bell>

Urban Landscape Infrastructures

Kullmann, K. (2011) 'Thin parks / thick edges: towards a linear park typology for (post)infrastructural sites', *Journal of landscape architecture*, Vol. 6(2), pp.70-81. Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/18626033.2011.9723456>

Mossop, E. (2006) 'Landscapes of Infrastructure'. In Waldheim, C., *Landscape Urbanism Reader*, Princeton Architectural Press, pp. 163- 177. Available at <https://ebookcentral.proquest.com/lib/ucalgary-ebooks/reader.action?ppg=163&docID=3387326&tm=1520626302294>

Nijhuis, S. and Jauslin, D. (2015) 'Urban Landscape Infrastructures: Designing Operative Landscapes for the Built Environment', *Research in Urbanism Series*, Vol. 3(1), pp. 13-34. Available at <https://doi.org/10.7480/rius.3.874>

Mapping and Landscape Representation

Amoroso, N. (Ed) (2015) *Representing Landscapes: Digital*. Taylor and Francis. Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315731858> *E-book license permits only one online user at a time; per day, a user may print to PDF up to 74 pages.

Corner, J. (2014) *Landscape Imagination: Collected Essays of James Corner 1990-2010*. Chapter *The Agency of Mapping: Speculation, Critique, and Invention*, pp.197-240. Available at <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3387582>

Desimini, J. and Waldheim, C. (2016). *Cartographic Grounds: Projecting the Landscape Imaginary*. New York: Princeton Architectural Press. Available at:

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1487321&site=ehost-live>

- Foley, D. and Tynan, E. (2012) 'The relationship between landscape representation and landscape design', *The Journal of Architecture*, 17(1), pp. 119-129. Available at <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13602365.2012.659916>
- Van Dooren, N. (2012) 'Speaking about Drawing. An exploration of representation in recent landscape architecture'. *Topos*, 80, *The World of Landscape Architecture. 20 Years of Topos*, pp. 43-54.
- Van Dooren, N. (2013) 'Reflexiones sobre Representación / Thoughts about drawing'. *Paisea*, 27, *Representación 2*, pp. 4-12. Available at <https://www.paisea.com/wp-content/uploads/paisea-027-representaci%C3%B3n-2-ART-1.pdf>
- Zamagni, M. (2013) 'Representación y proyecto/Representation and Project'. *PAISEA - Landscape Architecture Magazine* #27, *Representación 2*, pp. 92-99. Available at <https://www.paisea.com/wp-content/uploads/paisea-027-representaci%C3%B3n-2-ART-2-.pdf>

Note: The course reading list and other learning resources will be available on the course D2L, via the D2L Leganto Reading List tool.

Technology requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended sessions are required to have reliable access to 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
- Webcam (built-in or external)
- Microphone and speaker (built-in or external) or headset with microphone
- Current antivirus and/or firewall software enabled
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Workshop Safety Training Requirement

To be granted access to the SAPL workshop to develop any of their assignments, students must complete all online University of Calgary safety courses, the online Trajectory safety training course, as well as in-person workshop training and a grade of pass on the final evaluation project, to be granted access to the SAPL workshop. This training is offered once a year, around the start of the Fall term and has a completion deadline.

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes

The studio's modality is in-person. Activities may include Zoom sessions in specific circumstances.

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join the virtual classroom 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.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment #1	Analysis	20	1-2-3 + 7-8-9
Assignment #2	Problem identification and design intention	25	3-4-5 + 7-8-9
Assignment #3	Design Development	35	4-5-6 + 7-8-9
Assignment #4	Evaluation and Communication	20	5-6-7 + 7-8-9
		100	

Assessment and Evaluation Information

Attendance and Participation Expectations

- All students are expected to be available for studio work all four days that the studio is scheduled.
- All students are expected to be in attendance for the entirety of class activities and be prepared with work as required.
- All students must attend all assignment reviews (desk reviews, interim and final reviews).
- Students who cannot attend an activity for exceptional circumstances must notify the instructor and discuss an accommodation. The absence must be notified well in advance unless the reason for absence is an unforeseen emergency in which case it can be notified soon after.
- Students missing more than two studio instructor input classes without permission or for medical reasons may be required to withdraw from the studio.

Final Examinations

There will be no final examination.

The course evaluation will be based on the assignments completed during the term including a final studio review.

Assessment will be done based on day-to-day performance and the quality of work presented at reviews. While the product of studio work is important, equally important is the student's ability to develop a practical, appropriate and coherent planning and design process. This design process is developed and evaluated on a class-to-class basis during desk critiques, which are mandatory activities.

Guidelines for Submitting Assignments

Because the studio work is discussed and evaluated during interim and final reviews, all work must be completed on time, and all students must participate in the assignment presentations and reviews. Students are expected to submit a digital copy of the work on D2L on the day reported in the Detailed Schedule unless otherwise directed by the instructor.

Late Assignments

Unless agreed to by the instructor for reason of illness, academic accommodation (UCalgary Policy) or compassionate grounds, late assignments will not be accepted and will result in a fail assignment grade.

Missed presentations will normally not be rescheduled and will result in a fail assignment grade unless under special circumstances agreed to by the instructor.

Group work

Most work will be completed individually; however, some exercises may be completed in pairs/groups. Typically, students will receive a common grade for work done in groups, but the instructor reserves the right to evaluate students individually

if it is identified (by the pair/group or by the instructor) prior to the assignment deadline that there is unequal effort. In this case, the instructor will have a conversation with the group to discuss the distribution of work.

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

The assignments include writing components; the writing quality will be a relevant factor in evaluating student work.

Criteria that must be met to pass

Students must obtain an overall passing grade (i.e., minimum B-) to pass this course. In order to pass the course, all components must be successfully completed (i.e., minimum grade B- for each assignment).

A student who feels that a piece of graded term work (term paper, essay, test, drawings/panels, etc.) has been unfairly graded may have the work re-graded. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. More information can be found in the Graduate Calendar:

<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>

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 and Lectures	Assignments/ Class activities and Due Dates
	UNIT 1 – Introduction + Analysis	
Week 1		
M Jan 08	Course Introduction + Introductory Lecture	<u>Assignment #1 – presentation and guidelines</u>
T Jan 09		Work day on Assignment #1
R Jan 10		Work day + Desk reviews
F Jan 11		Work day on Assignment #1
Week 2		
M Jan 15		Work day + Desk reviews
T Jan 16		Work day on Assignment #1
R Jan 18		Work day + Desk reviews
F Jan 19		Work day on Assignment #1
Week 3		
M Jan 22		Assignment #1 submission + presentations and critics
	UNIT 2 – Problem identification and design intention	
T Jan 23	Lecture: <i>Structuring the research framework and envisioning design concepts</i>	<u>Assignment #2 presentation</u> + Work day on Assignment #2
R Jan 25		Work day + Desk reviews
F Jan 26		Work day on Assignment #2
Week 4		
M Jan 29		Work day + Desk reviews
T Jan 30		Work day on Assignment #2
R Feb 01		<u>Class review on Assignment #2 draft deliverables</u>
F Feb 02		Work day on Assignment #2
Week 5		
M Feb 05		Work day + Desk reviews

T Feb 06		Work day on Assignment #2
R Feb 08		Assignment #2 submission + presentations and critics
F Feb 09		<u>Independent Site Visit to inform Assignment #3.</u>
February 12-16	Winter SAPL Block Week	
February 19	Family Day Observed	
February 19-24	Winter Term Break	
Week 6		
	UNIT 3 – Design Development	
M Feb 26	Lecture: <i>Site-specific landscape architecture projects</i>	<u>Assignment #3 presentation</u> Work day + Desk reviews
T Feb 27		Work day on Assignment #3
R Feb 29		Work day + Desk reviews
F Mar 01		Work day on Assignment #3
Week 7		
M Mar 04		Work day + Desk reviews
T Mar 05		work day on Assignment #3
R Mar 07		Work day + Desk reviews
F Mar 08		Work day on Assignment #3
Week 8		
M Mar 11		Work day + Desk reviews
T Mar 12		Work day on Assignment #3
R Mar 14		<u>Class review on Assignment #3 draft deliverables</u>
F Mar 15		Work day on Assignment #3
Week 9		
M Mar 18		Work day + Desk reviews
T Mar 19		Work day on Assignment #3
R Mar 21		Work day + desk reviews
F Mar 22		Work day on Assignment #3
Week 10		
M Mar 25		Assignment #3 submission + presentations and critics

	UNIT 4 – Evaluation and communication	
T Mar 26		Assignment #4 presentation + independent work
R Mar 28		Work day + desk reviews
F Mar 29	Good Friday – University closed	
Week 11		
M Apr 01	Easter Monday – University closed	
T Apr 02		Work day on Assignment #4
R Apr 04		Work day + desk reviews
F Apr 05		Work day on Assignment #4
Week 12		
M Apr 08		Work day + desk reviews
T Apr 09		Work day on Assignment #4 [End of classes]
Apr 15-19	Studio Final Review week	Assignment #4 submission + Final Presentation and critics / <u>Date</u> <u>TBD</u>

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