**CUMMING SCHOOL OF MEDICINE**

**GRADUATE COURSE OUTLINE [ version 10.JUN.2024 ]**

\*\* PLEASE DELETE ALL RED FONT WHEN FINISHED AS IT IS ONLY FOR REFERENCE \*\*

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| **GENERAL INFORMATION** | | | | |
| **Course Acronym and Number** |  | | | |
| **Course Title** |  | | | |
| **Pre/Co-Requisites** |  | | | |
| **Faculty** | Cumming School of Medicine, Graduate Science Education | | | |
| **Instructor Name(s)** |  | **E-mail** | |  |
| **Office Location** |  | **Office Hours** | |  |
| **Instructor E-mail Policy** |  | | | |
| **Telephone No.** |  | | | |
| **TA Name(s)** |  | | **E-mail** |  |
| **Class Term** | Indicate term (Fall/Winter/Spring/Summer and Year) | | | |
| **Class Days and Times** | For synchronous meetings either online or in-person, please indicate the weekly instructional day(s) and time(s) of lectures/labs/tutorials. | | | |
| **Class Location** | Indicate location of lectures or indicate note as below.  Specify if classes are in person or via Zoom/Yuja  Specify whether synchronous or asynchronous. If a portion shall be delivered asynchronously/offline, then please elaborate about those details here. | | | |

**For partial or fully online courses:**

Include a statement related to how learning will occur in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.) contexts. **Ensure that the dates and times for all synchronous sessions are indicated clearly in the course outline.** All synchronous sessions must be scheduled during the dates and times already timetabled for this course.

**For example:**

“*This course will take place****online****via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions****.*** *When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be 4 synchronous Zoom sessions throughout the term (include the time and dates or as indicated in the course schedule), and each will be recorded.*”

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| **COURSE INFORMATION/DESCRIPTION OF THE COURSE** |
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| **LEARNING RESOURCES/REQUIRED READING** |
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| **COURSE OBJECTIVES/LEARNING OUTCOMES** |
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| **COMMUNICATION** |
| **Please discuss how you will communicate with your students (including how to access online content)**  **For example:**  “*Brightspace (By D2L) is located on the University of Calgary server and will be used extensively for communication with Students. A link to the zoom class will be provided on D2L. It is the student’s responsibility to ensure that they receive all posted communications and documents and that they receive e-mails sent by instructors or fellow students through D2L. Only your @ucalgary.ca e-mail address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account. If you need help accessing or using Desire2Learn or Zoom, please visit:* [*ELearn @ UCalgary*](https://elearn.ucalgary.ca/resources-for-students/)” |

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| **LEARNING TECHNOLOGY REQUIREMENTS** |
| To successfully engage in learning experiences at the University of Calgary, students taking online, remote, or blended courses **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.  Please see the following detailed explanation of the [minimal required technology for online learning](https://elearn.ucalgary.ca/technology-requirements-for-students/).  A laptop, desktop, tablet, or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the [Desire2Learn resource page for students](http://elearn.ucalgary.ca/d2l-student/).  **If your technology requirements are different from what is noted above, please advise in this section** |

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| **TERRITORIAL LAND ACKNOWLEDGEMENTS** |
| The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). |

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| **GRADING SYSTEM/CUT POINTS FOR GRADES** | | | |
| This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Grades of A+ and A are not distinguished in the calculation of GPAs. Percentage/letter grade conversion used for this course is as follows | | | |
| **Grade** | **Grade Point Value** | **Percentage Conversion** | **Graduate Description** |
| A+ | 4.00 | 95-100 | Outstanding |
| A | 4.00 | 85-94 | Excellent – superior performance showing comprehensive understanding of the subject matter |
| A- | 3.70 | 80-84 | Very Good Performance |
| B+ | 3.30 | 75-79 | Good Performance |
| B | 3.00 | 70-74 | Satisfactory Performance |
| B- | 2.70 | 65-69 | Minimum Pass for Students in the Faculty of Graduate Studies |
| C+ | 2.30 | 55-64 | All 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 | 50-54 |

**In order to best assess student level of achievement at least two independent methods of assessment must be used, e.g. written and oral. If participation is being included as a component of evaluation it must be clearly outlined what the expectations are for participation. For more information, visit:** [**Online Discussion Board Guidelines**](https://taylorinstitute.ucalgary.ca/sites/default/files/Content/Continuity/Online-Discussion-Board-Guidelines.pdf)**,** [**Five Principles for Meaningful Online Assessment**](https://taylorinstitute.ucalgary.ca/resources/five-principles-for-meaningful-online-assessment) **and** [**Types of Assessment**](https://taylorinstitute.ucalgary.ca/resources/module/designing-online-assessments/types-assessments)**.**

**When determining your evaluations please note the following, in keeping with UCalgary policies:**

**1)** [**In-Course Assessments**](https://calendar.ucalgary.ca/pages/f5onzmp4zN2ZF7ZgTnuM)**: “Assessments carried out during the last 14 calendar days of classes in Fall/Winter Terms and the last 7 calendar days in Spring/Summer Intersessions (as defined in the Academic Schedule) may not total more than 15 per cent of the final grade, except in the case of laboratory or oral testing, presentations, or summative projects/papers.”**

**2)** [**Scheduling of In-Course Assessments**](https://calendar.ucalgary.ca/pages/c25b09dc50cf4afcabec34b0fea50087)**: “In-person or synchronous online assessments may not be held on non-instructional days (e.g., Fall or Winter Term Breaks, recognized university observances/holidays) or in the days after the last day of classes indicated in the academic schedule as study days.”**

**3)** [**Final Exam**](https://calendar.ucalgary.ca/uofcregs/university-regulations/academic-assessments)**: “The final exam may not count for more than 50 per cent of the final grade” Exemptions may be requested on pedagogical grounds, with the approval of the Dean’s designate (Associate Dean (Graduate Science Education). In cases where an exception has been granted, the exception must be noted in the approved course outline.**

**If there is a mid-term or final exam, please indicate whether the use of aids such as textbook, course notes or electronic devices is permitted.**

The highlighted section are guidelines for your information – it will **not** be included on the approved outline.When determining your evaluations please note the following, in keeping with UCalgary policies:

1) In order to best assess student level of achievement at least two independent methods of assessment must be used, e.g. written and oral. If participation is being included as a component of evaluation it must be clearly outlined what the expectations are for participation. See here for [participation](https://ecs.ucalgary.ca/faculty/medicine/gse/Lists/Fall%202021Winter%202022/All%20Items.aspx) criteria [examples](https://taylorinstitute.ucalgary.ca/sites/default/files/Content/Continuity/Online-Discussion-Board-Guidelines.pdf). A couple other articles that you might find helpful are [here](https://taylorinstitute.ucalgary.ca/teaching-continuity/online-assessment-principles) and [here](https://taylorinstitute.ucalgary.ca/resources/module/designing-online-assessments/types-assessments).

2) [Scheduling of Tests](http://www.ucalgary.ca/pubs/calendar/current/g-1.html): “… In courses completed over a standard term, any tests carried out during the last 14 calendar days of the term (as defined in the Academic Schedule) may not account in total for more than 10 per cent of the final grade, except in the case of laboratory or oral testing, take-home examinations or terminal projects…”

3 [Scheduling of Examinations](http://www.ucalgary.ca/pubs/calendar/current/g-4.html): “unscheduled (by the Registrar) examinations, assignments, tests, etc., may not be held by instructors after the last day of classes, i.e., during the study break or the examination period at the end of each term. Any such testing should be conducted by the instructor during the regular class periods before the end of a term...”

4) [Examinations and Tests](http://www.ucalgary.ca/pubs/calendar/current/g.html): “…The final exam may not count for more than 50 percent when calculating the final grade…” Exemptions may be made on pedagogical grounds, with the approval of the Dean’s designate (Associate Dean (Graduate Science Education). … In cases where an exception has been granted, the exception must be noted in the approved course outline.

If there is a mid-term or final exam, please indicate whether the use of aids such as textbook, course notes or electronic devices is permitted.

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| **Assessment Components:** The University policy on grading-related matters is outlined in the [Academic Calendar.](https://calendar.ucalgary.ca/uofcregs/university-regulations/academic-assessments) | | | |
| **Assessment Methods** | **Description** | **Weight %** | **Due Date and Time (in Mountain Time)** |
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| **ASSESSMENT AND EVALUATION INFORMATION** |
| As per UCalgary’s [Attendance Policy](https://calendar.ucalgary.ca/pages/f8b5ac7580a24ae494b8f3361e3e3fc7):  “*Regular attendance is advised for students in all courses and there is no regulation that precludes an instructor from taking attendance in the class. The University has directed that attendance will not be considered when assessing a student’s grade except in courses where class participation is a required component of the course. In these cases, if a student is absent from a course the student may be asked to provide documentation regarding the absence.*”  **ATTENDANCE AND PARTICIPATION EXPECTATIONS:**  **GUIDELINES FOR SUBMITTING ASSIGNMENTS:**  **FINAL EXAMINATIONS:**  **EXPECTATIONS FOR WRITING:**  **For example:**  *“Writing skills cross all disciplines. Writing abilities support your success at work and/or in further studies. If you require any support with your writing or would like to book a one-on-one appointment with a writing coach, please visit:* [*UCalgary Writing Support Services*](https://www.ucalgary.ca/student-services/student-success/writing-support)*”*  **LATE AND/OR MISSING ASSIGNMENTS:**  **For example:**  *“Extensions for assignments must be requested well in advance of their due date and will be granted at the sole discretion of the instructor.”*  **Is a passing grade on a particular component essential to pass the course as a whole?** **If YES, then please indicate so in the space above.**  **DEFERRALS OF TERM WORK:**  Should a request to defer term work exceed the end of the term, a [Deferral of Term Work form](https://www.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work_weighting.pdf) must be completed and submitted to the Office of the Registrar. The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean (or designate) and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. For more information, see [Deferral of Term Work](https://calendar.ucalgary.ca/pages/3488b21e33da4a5cae45d287808e93d5). |

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| **CLASS SCHEDULE** | | | |
| **Course Schedule**  **Date** | **Topic, Activities & Readings** | **Instructor** | **Assignments/Due Dates & Times** |
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**Please create a detailed schedule for your course and customize (add rows if necessary) the above table as suitable.**

For online, remote, or blended courses — **please include whether course activities are synchronous or asynchronous for each listed meeting.**

It is recommended that important dates including the first day of classes, holidays, term breaks and last day of classes **also be included**.

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| **GUIDELINES FOR ZOOM SESSIONS** |
| Zoom is a video conferencing program that will allow us to meet at specific times for a ‘live’ video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.  To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed, or published without the instructor’s permission.  The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, 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. If participants have difficulties complying with this requirement, they should e-mail 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: [ELearn's Guidelines for Zoom](https://elearn.ucalgary.ca/guidelines-for-zoom/).  If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). 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 (such as 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. |

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| **CONDUCT DURING LECTURES** |
| The classroom should be respected as a safe place to share ideas without judgement — a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.  As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at [University Policies and Procedures](https://www.ucalgary.ca/legal-services/ucalgarys-policies-and-procedures). |
| **EQUITY, DIVERSITY, AND INCLUSION** | |
| The Cumming School of Medicine recognizes that equity, diversity, and inclusion benefits and strengthens all communities, including the medical community and those served by it. We aim to actively engage all learners, particularly those from equity seeking groups including women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ+. While our faculty continues to learn about more equitable, diverse, and inclusive approaches to education, we welcome and appreciate suggestions to help us ensure that all learners are well served by our courses.  To help cultivate learning environments that support diverse and inclusive perspectives and lived experiences, learners are invited to let instructors know if:   * they have names and/or pronouns they would prefer to use that differ from those that appear on official records * scheduled class meetings conflict with religious events so that alternative arrangements can be made.   If they are not already, learners are also encouraged to become familiar with the various opportunities for diverse engagement, learning, and support on campus, including, but not limited to the following resources:   * [The Office of Equity, Diversity, and Inclusion](https://www.ucalgary.ca/equity-diversity-inclusion) * [The Q Centre](https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/) * [**The Writing Symbols Lodge**](https://ucalgary.ca/writing-symbols) | |

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| **INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION** |
| Cell phones must be turned off in class unless otherwise arranged with the instructor.  The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal e-mails, Facebook, YouTube). Students are responsible for being aware of the University’s [Electronic Resources and Information policy.](https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy) |

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| **USE OF ARTIFICIAL INTELLIGENCE TOOLS** |
| *The current UCalgary policy is that individual course instructors are free to decide in what way, to what extent, and on which assignments students may use AI tools. Please select one of the following statements to describe acceptable AI use in your course and delete the rest. In other words, instructors need to choose one statement, fill it in with their specific details, and delete the rest.*  Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.  ***Option 1: May use Generative AI Tools***  Learners may use artificial intelligence tools, including generative AI, in **[course name/number]** as learning aids or to help produce assignments. Learners are ultimately accountable for the work they submit. 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, and how the results from the AI were incorporated into the submitted work. Failure to cite the use of AI generated content in an assignment/assessment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.  ***Option 2: May use Generative AI in specific ways***  Learners may use artificial intelligence tools for [a relevant starting step, eg an outline] for [identify which specific assignments], but the final submitted assignment(s) must be original work produced by the individual learner or group alone. Learners are ultimately accountable for the work they submit. 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, and how the results from the AI were incorporated into the submitted work. Failure to cite the use of AI generated content in an assignment/assessment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.  ***Option 3: May NOT use Generative AI***  The use of generative artificial intelligence tools and apps **is strictly prohibited** in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course will be considered a breach of academic integrity and subject to Academic Misconduct procedures. |

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| **MEDIA AND RECORDING IN LEARNING ENVIRONMENTS** |
| **Media recording for lesson capture**  Please refer to the following statement on [media recording of students.](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)  The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the instructor, if incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked or will seek consent to include the identifiable student content to making the content available on UCalgary-approved platforms.  **Media recording for assessment of student learning**  The instructor may use 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.  **Media recording for self-assessment of teaching practices**  The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.  **Student Recording of Lectures**  Audio or video/visual recording of lectures is prohibited except where explicit permission has been received from the instructor. |

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| **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS** |
| **ACADEMIC ACCOMMODATIONS**  Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/. 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 the Associate Dean, Graduate Science Education. More information can be found in the [full policy on Student Accommodations](https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy).  **IMPORTANT INFORMATION**  Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board  **INSTRUCTOR INTELLECTUAL PROPERTY**  Course materials created by professor(s) (including course outlines, 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 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  **ACADEMIC INTEGRITY**  **T**he Cumming School of Medicine expects intellectual honesty from its students. Course participants should be aware of university policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under [Academic Regulations in the Faculty of Graduate Studies Calendar](https://calendar.ucalgary.ca/).  **ACADEMIC MISCONDUCT**  For information on academic misconduct and its consequences, please see the [University of Calgary Calendar.](https://calendar.ucalgary.ca/)  **EMERGENCY EVACUATION AND ASSEMBLY POINTS**  Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:   * HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6) * HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6) * TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)   **APPEALS**  If there is a concern with the course, academic matter, or a grade, first communicate with the instructor.  If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section N of the Faculty of Graduate Studies Calendar. Students must follow the official process and should contact the [Student Ombuds Office](http://www.ucalgary.ca/student-services/ombuds) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.  **THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) ACT**  This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students’ grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.  **WELLNESS AND MENTAL HEALTH RESOURCES**  The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the [SU Wellness Centre](https://www.ucalgary.ca/wellness-services/services/mental-health-services) and the [Campus Mental Health Strategy website](https://www.ucalgary.ca/mentalhealth).  **SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY**  **Student Ombudsman**: The Student Ombuds’ Office supports and provides a safe, neutral space for students. For more information, please visit the [Student Ombuds Officewebsite](http://www.ucalgary.ca/ombuds/) or email the Student Union (SU). The SU Vice-President Academic can be reached at (403) 220-3911 or through email. Information about the SU, including elected Faculty Representatives can be found [here.](https://www.su.ucalgary.ca/)  **Graduate Student’s Association (GSA)**: The GSA Vice-President Academic can be reached at (403) 220- 5997 or by email. For more information, visit the [GSA website](https://gsa.ucalgary.ca/).  **SAFEWALK**  Campus security will escort individuals, day, or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital, and the University LRT station). Call **403-220-5333** or visit the [Safewalk website](https://www.ucalgary.ca/risk/campus-security/your-safety/safewalk). Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service. |