

# PHIL 2490 / CSCI 3101 (3 credit hours)

## Social, Ethical, and Professional Issues in Computer Science

### Class Meetings

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**Term:** Winter 2020

**Location:** Life Sciences Centre, Common Area  
C242

**Meetings:** Tuesdays and Thursdays, 13:05–14:25 (6  
January to 3 April)

**Format:** Team-based learning (brief lectures, pre-  
reading, in-class tests and discussion)

**Learning Management Systems:** Course updates,  
assignment submission boxes, supplemental  
readings, and other materials will be hosted on  
Brightspace. In-class activities will be facilitated  
through TopHat.

### Peer Course Representative

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Zhe (Albert) Ye, zh539008@dal.ca

### Instructor

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**Dr. Trystan Goetze** (he / him)  
Pronunciation guide: /TRISS-tin GETS/

**Office:** McCain Building, Room 3180

**Phone:** (902) 494-3628

**Email:** trystan.goetze@dal.ca (preferred contact  
option)

**Office Hours:** Tuesdays 14:30–16:00 and Fridays  
13:30–15:00 (excepting Winter Study Break and  
University Holidays), or by appointment.

### Teaching Assistants

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**TA/Marker:** Devin Gourley, devin.gourley@dal.ca  
Office Hours: McCain Building, Fireplace Lounge,  
Mondays 12:30–14:00.

**Marker:** David White, dv817201@dal.ca

### Course Description

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Computers enable people to do things that our present laws and policies were not formulated to cover (hacking, sharing files on the internet, and companies sharing data). In such cases, people need to be able to decide for themselves the best course of action, and defend such decisions. This course aims at developing the ethical reasoning skills and sensitivities that computer professionals will need to make good decisions and to justify them. The course includes a general introduction to ethical theories and their use in making and justifying decisions. We then consider various issues and case studies, illustrating the kinds of problems that can arise from the use and misuse of computers and technology: the responsibilities of computing professionals; ethics on the internet (hacking, computer crime, netiquette); privacy and information; intellectual property; social and political issues (digital divide, computers and work, the internet as a democratic technology).

**Prerequisites:** No previous knowledge of computing or of philosophy is assumed. Some familiarity with computers and information technology is an advantage.

**Exclusions:** COMP 3090.03

## Course Learning Objectives

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By the end of this course, students should:

- Have built a store of knowledge of issues, and perspectives on them, in computer ethics.
- Be able to compare and contrast a variety of ethical theories and their applications to computing technology.
- Be able to read and critique positions on issues in computer ethics.
- Be able to formulate concrete theses concerning issues in computer ethics.
- Be able to defend a thesis on an issue of computer ethics with arguments, both textually and verbally.

## Required Resources

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### Textbooks

The following textbooks are required. They are available in the Campus Bookstore. A small number are available in the NovaNet Library System.

1. [E&S] *Computers, Ethics, and Society*, 3rd ed., edited by M. David Ermann and Michele S. Shauf (Oxford University Press, 2003).
2. [J&M] *Computer Ethics: Analysing Information Technology*, 4th ed., by Deborah G. Johnson with Keith W. Miller (Prentice Hall, 2009).

### Electronic Resources

The following electronic resources are also required:

1. [BS] Further required and supplemental readings will be made available on Brightspace.
2. For in-class activities, this course requires students to purchase a **Top Hat subscription**.

Please speak to me immediately if you are unable to acquire any of these required resources, and we will explore solutions.

## Assessment Summary

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<b>Individual Readiness Assurance Tests (iRATs)</b>	6%	In class, 1 per unit (6 total)
<b>Team Readiness Assurance Tests (tRATs)</b>	6%	" " " "
<b>Team Application/Analysis Assignments</b>	12%	In class, 2 per unit (12 total)
<b>Peer Assessment of Team Contributions</b>	*1%	Weeks 4 and 12
<b>Essay 1</b> (~1,250 words)	25%	Due end of class week 6
<b>Essay 2</b> (~1,250 words)	25%	Due end of class week 11
<b>Final Exam</b> (short/long answer)	25%	In-class week 12

Full descriptions of assessments and marking rubrics will be available in due course. The team-based learning approach is explained below. More information about how your final grade will be calculated is in the Course Policies section below.

\*In addition to receiving credit for completing the Peer Assessment assignments, the scores assigned by your peers will weight your grades for the team-based assessments (tRATs, Application/Analysis).

## Course Timetable

The following lists class topics, assigned readings, and activities. This timetable is subject to change.

Unit	Date	Topic	Reading	Assignment/Activity
<b>0. Introductory</b>	7 Jan	Introduction to the Course		Team-building survey
	9 Jan	Why Study Computer Ethics?	[J&M] Ch 1 <i>CN: sexual assault</i>	Meet your teams
<b>1. Philosophical Ethics</b>	14 Jan	Ethical Theories: Consequences & Duties	[J&M] Ch 2	iRAT 1, tRAT 1
	16 Jan	Ethical Theories: Virtues and Rights	[E&S] Ch 1, 2, 3	Application 1
	21 Jan	Using Ethical Theories in IT	[BS] Sherwin	Analysis 1
<b>2. Privacy &amp; Security</b>	23 Jan	Privacy and Information Flow	[J&M] Ch 4	iRAT 2, tRAT 2
	28 Jan	Privacy Principles	[BS] “Fair Information Practice Principles”, “What are my business’s responsibilities under PIPEDA?”, “What is GDPR...”	Application 2
	30 Jan	Databases and Privacy	[E&S] Ch 16	Analysis 2, Midterm Peer Assessments
<b>3. Professional Ethics</b>	4 Feb	What is a Profession?	[J&M] Ch 7	iRAT 3, tRAT 3
	6 Feb	Professional Codes & Practice	[E&S] Ch 4	Application 3
	11 Feb	Whistle-Blowing	[E&S] Ch 7	Analysis 3
<b>Interlude 1</b>	13 Feb	D. MacIntosh: Autonomous Weapons, Surveillance, Autocracies, etc.		Essay 1 due
<b>17–21 Feb: Winter Study Break</b>				
<b>4. Intellectual Property</b>	25 Feb	Copyright and Copyleft	[J&M] Ch 5	iRAT 4, tRAT 4
	27 Feb	Digital Intellectual Property and Creative Works	[E&S] Ch 22	Application 4
	3 Mar	Libre vs. Proprietary Software	[E&S] Ch 17	Analysis 4
<b>5. Digital Discrimination</b>	5 Mar	Access to Technology and Bias in Technology	[E&S] Ch 18, [BS] Friedman & Nissenbaum	iRAT 5, tRAT 5
	10 Mar	Implicit Bias and Biased AI	[BS] Berghoef [BS] Hutson	Application 5
	12 Mar	Algorithms of Oppression	[BS] Noble <i>CN: racism</i>	Analysis 5
<b>6. Computers and the Social Order</b>	17 Mar	Law, Crime, and Freedom	[J&M] Ch 6 <i>CN: racism</i>	iRAT 6, tRAT 6
	19 Mar	IT, the Workplace, and the Economy	[E&S] Ch 20 [E&S] Ch 21	Application 6
	24 Mar	Information Overload	[E&S] Ch 13	Analysis 6
<b>Interlude 2</b>	26 Mar	TBD		Essay 2 due
<b>Review</b>	31 Mar	Review & Reflection		End-of-term Peer Assessments
<b>Exam</b>	2 Apr	Final Exam		Final Exam

## Other Important Dates

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- 17 Jan – Last day to: add classes for the Winter term, register late, or drop Winter term courses with no financial implications.
- 31 Jan – Last day to: drop a Winter term course without a “W,” or change audit to credit and vice versa.
- 7 Feb – Munro Day: university closed.
- 17 Feb – Nova Scotia Heritage Day: university closed.
- 9 Mar – Last day to drop a Winter term class with a “W.”

## Team-Based Learning

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This course employs a teaching approach known as Team-Based Learning (TBL). Unlike traditional courses, where students learn mostly individually through a combination of listening to long lectures and independent study, TBL emphasizes more active learning through preparatory reading and in-class activities. The central features of this approach are:

- **Teams:** Students are assigned to small teams (usually between 5 and 7 members) for the entire semester. Teams are deliberately built by the instructor to include diverse skills and competencies.
- **Accountability:** Students are expected to complete a pre-reading assignment before each unit. You are held accountable for doing this work through a readiness assurance process. At the start of each unit you will take a brief, open book, multiple-choice test on the assigned reading. After this individual test (iRAT), your team will take the same test again (tRAT), with time to discuss your answers and a chance to redo any questions you get wrong. These tests should not be difficult if you have done the reading ahead of time, and will generally be preceded by a brief lecture refreshing you on some of the material.
- **Application:** While many sessions will have a brief lecture expanding on the material you are responsible for preparing from the reading, the majority of class time will be spent on team activities that apply the course material. This not only allows students to engage with the material at a higher level, it simulates how you are expected to continue applying the knowledge you gain from this course in your professional life. These activities will also give you practice formulating arguments in the style expected for your essay assignments.
- **Feedback:** Students receive frequent and timely feedback on their work from both the instructor and their peers. You’ll receive instant feedback through Top Hat on your answers to the questions on tRATs, and your discussions with your teammates during these exercises will help everyone reach the same level of understanding of the course concepts and information. The instructor will also provide feedback in class discussion of the readiness assurance process and the application activities.

## Course Policies

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### Peer Course Representative

The Faculty of Computer Science appoints a student representative for each course. The course representative is a point of contact to facilitate and provide more timely feedback mechanisms to instructors and to the Faculty of Computer Science. Additionally, course representatives can assist peers in navigating to the most appropriate support mechanism on campus. You can think of the course representative as “the middle person”; a neutral point of contact for students to use when they don’t feel comfortable addressing an issue with the professor directly. Your course representative for CSCI 3101 is Zhe (Albert) Ye; his email address is noted above.

### Late & Missed Assignments

I encourage you to think of your coursework the same way you would think about working a job: when you are absent, your teammates have to pick up the slack. Missing work is fine now and then, especially if you have a

good reason, but if a pattern develops it suggests either that you are not fully committed to the job, or that there are persistent barriers to your success that we need to address in collaboration with support services. (Please consult SECTION B, below, for relevant services at Dalhousie.) If you know in advance that unavoidable commitments will prevent you from participating in class, please reach out to me and your team members as soon as possible, so we can make arrangements for you to make up some of your individual and team assignments by working remotely. What I consider an unavoidable commitment includes but is not limited to: providing family care, fulfilling legal obligations, and treating health issues.

If you miss class, you will miss the **individual/team readiness assurance tests** and **team application/analysis activities**. You will receive a grade of 0 on missed iRATs. Your team shares the grade for team tests/activities, but your individual grade will be weighted by your teammates' assessment of your contributions—non-contribution and absenteeism are thus very likely to be penalized. (See the Grading policies below for details on this.) In addition, **your lowest score on an iRAT/tRAT will be excluded from your final grade.** *[This policy was updated based on a student vote on 16-Jan-2020.]*

Failure to submit the midterm **peer assessment of team contributions** will result in a 50% penalty to the score your peers assign you. Failure to submit the final peer assessment will result in a 5 point penalty to the score your peers assign you. This will affect the way your peers' evaluations of your contributions weight your grades on the team exercises.

The **essay** assignments are due at the end of class on the relevant date, in both paper and electronic forms. An essay submitted after this time will receive a penalty of 5% to the base grade. Every 24 hours after the deadline, this late penalty will increase by a further 5% penalty to the base grade, to a maximum of 20%. For example, suppose an essay would have received a grade of 22/25 based on the grading rubric, but was submitted 2 days late. The actual grade the essay receives is:  $22 - (22 * 2 * 5\%) = 19.8/25$ . This penalty will be calculated based on the submission time of the electronic copy; late hard copies must be handed to the instructor during office hours or delivered to the instructor's mailbox in the the Philosophy Department (McCain 1142). Extensions are possible given extenuating circumstances. **To request an extension**, you must email the instructor no later than 48 hours before the deadline, and propose a specific alternative deadline. Extensions will be considered after the 48 hour cut off only in case where unforeseen circumstances arise, including but not limited to: illness, family emergency, severe weather, legal obligations. Making a request does not guarantee an extension will be granted.

If you know in advance that circumstances will prevent you from attending the in-class **exam**, you must contact me no less than 48 hours before the scheduled time of the exam, so we can make alternative arrangements. If you miss the exam without having contacted me prior, you must contact me within 24 hours of the exam's start time to make alternative arrangements. Failure to do so will result in a grade of 0 for the final exam.

### **Email and Contact**

My primary way of contacting you with messages about the course will be by email and announcements on Brightspace. Please check your Dalhousie email address and the course website frequently. I also recommend making sure that Brightspace notifications are pushed to your email.

I strongly prefer that you contact me by email. Messages with "PHIL 2490" or "CSCI 3101" in the subject line will receive a reply within 2 business days.

Please phone me *only if* you are running late to an appointment we have made or if you need to cancel an appointment at short notice.

You are free to drop by my office hours (or the TAs') to discuss any aspect of the course. If more than one student arrives during these times, I ask that you respect my time and your peers' right to consult with me and

limit yourself to one query. If you are unable to attend the office hours or have a matter that requires longer discussion, please email me to make an appointment.

### **Standard Assignment Format**

Essays must be submitted in two forms: an electronic copy submitted to Urkund, and an identical hard copy, both handed in by the end of class on the due date. They should be word-processed, with the following specifications:

- U.S. Letter size paper.
- 1 inch margins on all sides.
- A common, legible, professional font (e.g. Arial, Times New Roman, Calibri, Cambria, Liberation Serif or Sans) set at 11- or 12-point size.
- Double-spaced lines with no extra space between paragraphs.
- Paragraphs with a first-line indent.
- Numbered pages.
- No title page.
- Your Banner number (B00xxxxxx) in the top left of the page header. *Do not* include your name anywhere in the essay.
- A word count on the last page.
- References and bibliographic content may be in any common citation style (e.g. Chicago Author-Date, APA, MLA), so long as you use it consistently and correctly.
- For the electronic copy, in a file type that Urkund can process (.doc/x, .rtf, wps, .odt, .pages, .hwp, .pdf).
- For the hard copy, printed on white paper.

### **Adjudicating Team Problems**

Sometimes, teams just don't work out right. That can be for a variety of reasons, ranging from the temperaments of the members to the presence of people who are consistently unprepared or disruptive. If your team encounters such problems and you aren't able to resolve them amongst yourselves, please contact me, a TA, or the course representative to discuss the problem and potential solutions, ranging from an intervention meeting moderated by me, a TA, or the course representative, to breaking up a group and moving the members to other teams. Remember that you'll have the chance to provide anonymous feedback to your teammates in the midterm peer evaluations.

### **Content Notices**

Where material in the reading or lecture may be disturbing, upsetting, or painful in ways not indicated by the title, I try to flag the reasons why beforehand. In the course schedule above, these are indicated with "CN" followed by a brief explanation. The point of these notes is to ensure that all students can prepare themselves to engage with the course material, including material that may expose their vulnerabilities. If the material becomes difficult or upsetting during class and you need to leave for your own safety, please do so. I encourage you to speak with a sympathetic friend afterward. It is up to you whether to tell me when you find material unexpectedly upsetting; though I appreciate such feedback as it helps me learn which content could use such notices in future, there is no need to expose yourself. If you want me to know about such an incident but wish to remain anonymous, please speak with a TA and they will pass on what you say without identifying you.

### **Use of Electronic Devices**

In-class activities will often involve using your electronic devices to access Brightspace and TopHat. Try to ensure that at least one member of your team always brings a fully-charged device. If you do not have a suitable device, please contact me immediately so we can make alternative arrangements. When using such devices at

other times in class, please do so only in a way that assists your learning and does not detract from the learning of others.

### **Accessibility**

I try to make my courses flexible in terms of the activities and assessments, so that students who prefer to learn in different ways each have the opportunity to engage with and demonstrate their understanding of the material. I work with institutional guidelines and facilities to ensure that the course venue is accessible to all students. I encourage you to consult with the appropriate resources the University has compiled in SECTION B, below. I am open to suggestions for how to make my courses more accessible in ways I have not considered. If you have a specific suggestion that would help you get the most out of the course, please let me know – I will attempt to fulfill your request without judgement and without asking for justifications or explanations if you do not volunteer them.

### **Plagiarism, Cheating, and Academic Dishonesty**

Plagiarism is willfully representing the work of others as your own. This includes but isn't limited to submitting an assignment written by someone other than you (whether or not you paid them for it) or copying a work in whole or in part and submitting it as if you wrote it (whether or not the copied text is protected by copyright). I take these and related breaches of academic conduct, such as cheating, extremely seriously. Why? (1) Cheating is wrong. (2) It defeats the whole reason you are here, namely, to learn. (3) It disrespects me, as your teacher. (4) It disrespects your peers, who are putting in the effort to succeed honestly.

If your circumstances ever reach a point where you are tempted to cheat, I urge you to contact me, a TA, your Academic Advisor, or the appropriate support services (listed in SECTION B, below). Let us help you out! We want you to do well, and to do so honestly.

Your essays must be submitted to the Urkund plagiarism detection tool to compare them with a database of previously created work. Essays not submitted to Urkund will not receive a grade.

If I or a TA suspect you of committing academic dishonesty, we must report it to the Faculty Academic Integrity Officer, which launches a formal investigative and disciplinary process. In addition to the resources listed below in SECTION B, please familiarize yourself with the following guidelines and procedures:

Academic Integrity: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Plagiarism and Cheating: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity/plagiarism-cheating.html](https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html)

Other Cheating: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity/plagiarism-cheating/other-cheating.html](https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating/other-cheating.html)

Discipline Process and Penalties: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity/plagiarism-cheating/discipline-process.html](https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating/discipline-process.html)

### **Grades**

The following explains in more detail how your final grade will be calculated.

The iRATs are each worth 1% of your final grade, for a total of 6%. Each iRAT is graded out of 10 points, one for each question.

The tRATs, Application Activities, and Analysis Activities are each worth 1% of your final grade, for a total of 6% per category. Each tRAT is graded out of 10 points, one for each question. Application and Analysis activities will be graded using the Top Hat participation points system; the instructor reserves the right to adjust

your team's grades for these assignments if your submissions are deemed to demonstrate a failure to engage with the activity. Each member of your team shares the raw (unadjusted) grade for these assessments.

Completing each of the Peer Assessments is worth 0.5% of your final grade, for a total of 1%. These are graded simply as Pass/Fail, where a Pass means completing all required sections of the assessment.

The scores your teammates assign you on the Peer Assessments will weight your grades for the team-based assessments (tRATs, Applications, Analysis), in the following way. **35% of your grade for these categories is subject to adjustment by your teammates' assessment of your contribution to team activities.** The Midterm Peer Assessments will weight your grades for these items in Units 1–2; the End of Term Peer Assessments will weight your grades for these items in Units 3–6. The peer assessment portion will give you a set number of points (10 per team member) to distribute amongst all your teammates. This represents your judgement of how much each team member contributed to your discussions, and how valuable those contributions were. If you give each of your teammates the *same* number of points, reflecting equal contributions from all team members, their grades for the team-based assessments will be *unchanged*; giving a teammate more points than the others will raise that teammate's grades at the expense of the others'. (In some cases, this process might adjust your grade for these activities above the normal maximum grade attainable; these bonus points will raise your final grade to a maximum of 100 before conversion to a letter grade.) For example, suppose a team has four members. The team's score on the tRAT for Unit 3 was 9/10. Through the final peer evaluation, the team members receive the following average scores: 6, 12, 9, 13. These scores are converted to the following weight factors: 0.6, 1.2, 0.9, 1.3. These weight factors are used to adjust 35% of the team members' grades on tRAT-3 (as well as Application 3 and Analysis 3) using this formula:

$$\text{Peer Adjusted Grade} = (\text{Base Grade} * 35\% * \text{Weight Factor}) + (\text{Base Grade} * 65\%)$$

The team members' adjusted grades on the tRATs for Unit 3 are thus: 7.74/10, 9.63/10, 8.685/10, and 9.945/10. **Think of this process as allowing you to take points away from teammates who didn't pull their weight, and giving them to teammates who went above and beyond.**

Essay 1 and Essay 2 are each worth 25% of your final grade. Rubrics explaining how these assignments will be evaluated will be distributed with the essay questions.

The Final Exam is worth 25% of your final grade, and may ask questions about anything covered in Units 0–6 and the two Interludes. The exam format will be described in more detail in class. The distribution of points will be explained on the exam paper.

Your final grade will be calculated as a score out of 100, and converted to a letter grade using this table:

A+	A	A–	B+	B	B–	C+	C	C–	D	F
90–100	85–89	80–84	77–79	73–76	70–72	65–69	60–64	55–59	50–54	0–49

Please note that Faculty of Computer Science policies require students with a first major in computer science or applied computer science to achieve a grade of C in order to pass required computer science courses.

## SECTION B: University Policies, Statements, Guidelines, and Resources for Support

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate:

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&chapterid=4423&loadusercredits=False>

### University Statements

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**Territorial Acknowledgement:** Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message). <https://www.dal.ca/about-dal/indigenous-connection.html>

**Academic Integrity:** At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

**Accessibility:** The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

**Student Code of Conduct:** Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. [https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

**Diversity and Inclusion—Culture of Respect:** Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). <https://www.dal.ca/cultureofrespect.html>

**Culture of Respect in Computer Science:** We believe inclusiveness is fundamental to education. We stand for equality. Disrespectful behaviour - like misogyny - in our classrooms, on our campus and in our community is unacceptable. If you have witnessed inappropriate behaviour, are not sure what is acceptable, are quite sure you heard inappropriate comments but are unsure of what to do, or just need someone to talk to, you may contact Christian Blouin (Professor and Associate Dean, Academic in Computer Science) [cblouin@cs.dal.ca](mailto:cblouin@cs.dal.ca), or Margie Publicover (Faculty of Computer Science Navigator) [margie@cs.dal.ca](mailto:margie@cs.dal.ca). For more information about Culture of Respect in Computer Science: <https://www.dal.ca/faculty/computerscience/about/respect.html>

## University Policies and Programs

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**Important Dates in the Academic Year:** [https://www.dal.ca/academics/important\\_dates.html](https://www.dal.ca/academics/important_dates.html)

**Dalhousie Grading Practices Policy:**

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

**Grade Appeals Process:** [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)

**Sexualized Violence Policy:** [https://www.dal.ca/dept/university\\_secretariat/policies/human-rights---equity/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html)

**Scent-free Program:** <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

## Learning and Support Resources

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**General Academic Support—Advising:** [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

**Student Health & Wellness Centre:**

[https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)

**On Track** (helps you transition into university, and supports you through your first year at Dalhousie and beyond): [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html)

**Indigenous Student Centre:** [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

**Elders-in-Residence** (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803): <https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>

**Black Student Advising Centre:** [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

**International Centre:** [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)

**South House Sexual and Gender Resource Centre:** <https://southhousehalifax.ca/>

**LGBTQ2SIA+ Collaborative:** <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>

**Library:** <http://libraries.dal.ca>

**Copyright Office:** <https://libraries.dal.ca/services/copyright-office.html>

**Dalhousie Student Advocacy Services:** <http://dsu.ca/dsas/>

**Dalhousie Ombudsperson:** [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

**Human Rights and Equity Services:** <https://www.dal.ca/dept/hres.html>

**Writing Centre:** [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

**Study Skills/Tutoring:** [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)