

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.  
We are all Treaty people.<sup>1</sup>

**Faculty of Management / Bachelor of Management**  
**MGMT2305: Ethics and Social responsibility**  
**Winter 2021**

**NOTE: Due to the Covid-19 pandemic, as of beginning of term, all course components will be ONLINE for the month of January. Please stay updated of Dalhousie procedures and policies at <https://www.dal.ca/covid-19-information-and-updates.html>.**

- Delivery:** Asynchronous, online lectures, with in-person tutorials (**Tutorials online and synchronous for the month of January**).
- Lectures:** Will be released Tuesday of each week.
- Tutorial 1:** Life Sciences Centre Common Area Room C206, **Thursdays** 13:05-14:25 (Jan 5-Apr 6)
- Tutorial 2:** Kenneth C. Rowe Management Building Room 1007, **Thursdays** 10:05-11:25 (Jan 5-Apr 6)
- Tutorial 3:** Kenneth C. Rowe Management Building Room 1011, **Fridays** 11:35-12:55 (Jan 5-Apr 5, **MAKE UP DAY Wednesday Apr 6**)

**SECTION A: COURSE INFORMATION**

**Instructor and TA Information**

**Co-instructor: Dr. Alana Westwood (pronouns: she/her)**

*Profile:* Posted on the course website and [www.alanawestwood.com](http://www.alanawestwood.com)

*Office hours:* In person office hours are held every Thursday from 14:30-17:00 and every second Tuesday from 14:30-17:00 in Dr. Westwood's office, Room 5026 (SRES Suite), Kenneth C. Rowe Management Building, 6100 University Ave. Be sure to check the schedule or make an appointment as there will be some cancellations due conferences: <http://calendly.com/alanawestwood/ethics/>

*Contact:*

- Microsoft Teams instant message. Response time <3 hours on working hours (9:00-17:30 M-F).
- Discussion forum on Brightspace: Response time <24 hour working hours
- Regular email ([a.westwood@dal.ca](mailto:a.westwood@dal.ca)): Response time 1-3 business days

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<sup>1</sup> For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>. 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, 1321 Edward Street, or email [elders@dal.ca](mailto:elders@dal.ca).

## **Co-instructor: Dr. Christopher Bennett (pronouns: he/him)**

*Profile:* Posted on course website and [www.cdbennett.ca](http://www.cdbennett.ca)

*Office hours:* Online on Mondays and Tuesday from 11:30-1 ADT. Please contact me to book an appointment.

*Contact:*

- Discussion forum on Brightspace: Response time <24 hours on working days
- Regular email ([christopher.bennett@dal.ca](mailto:christopher.bennett@dal.ca)): Response time <24 hours on working days
- Please note that I will not regularly check Microsoft Teams instant messages.

## **Teaching Assistant: Sandi Stewart (she/her)**

*Profile:* Posted on the School of Information Management website

<https://www.dal.ca/faculty/management/school-of-information-management/faculty-staff/faculty/sandi-stewart.html>

*Office hours:* By appointment Thursdays 14:30-15:30 (via Microsoft Teams)

*Contact:* Regular email ([sandi.stewart@dal.ca](mailto:sandi.stewart@dal.ca)): Response time 1-3 business days

**Markers:** Revant Sharan, Riley Scanlan, Jessica Cholette-Barr. Contact information for any of the three markers will be provided upon request to one of the instructors.

## **Course Description**

What is ‘good’, and what is a right action? What ethical obligations do managers and decision-makers have to others, whether those be the users of their products and services, their community, their workplace, the environment, or humanity more broadly? In this course, students will explore the basics of ethical reasoning and learn how to apply it to the workplace. After establishing a framework with which to undertake ethical analysis, this course presents students with a series of controversial case studies that they will learn to critically evaluate and grapple with. Students will learn how to compose the central format with which information is transmitted in a wide range of corporate and governmental environment, the brief. A secondary, but no less important, outcome of this course is that students will have a better understanding of their own ethical commitments in the workplace and their personal lives. Through the tutorials, students will build skills in writing, facilitation, conflict resolution, and moral reasoning. Ultimately, we aim for students to be equipped with a ‘toolbox’ to navigate ethical conundrums and commitments in their own professional and personal lives.

Please note: the course description found in the academic calendar ([here](#)) does not reflect our (Alana’s and Christopher’s) intentions with this course.

## **Course Objectives**

This course will help students to develop their ability to:

- Identify, analyze, and form clear judgements about ethical problems;
- Communicate complex ideas simply, especially in the form of a brief;
- Develop skills in facilitation, peer-review, conflict resolution, and professional writing;
- Navigate ethically challenging situations.

## **Description of Class Format**

This class combines online and in-person components. The course revolves around preparing for tutorial work and the composition of briefs. Weekly online videos and podcasts will help prepare students to analyze cases in those formats. Asynchronous online materials will be created by the instructors (Bennett & Westwood), whereas the tutorials will be taught by an instructor (Westwood) and the TA (Stewart).

## Minimal Technical Requirements

 **Brightspace** is our classroom space, where you'll find class announcements, weekly modules, video lectures, course readings, dropbox for submitting assignments, and discussion boards for questions and assigned reflections. Students must have sufficient and regular access to Brightspace (dal.brightspace.com). Readings may be provided as little as one week prior to the next class discussion so as to address current affairs.

 **Microsoft Teams** is our conferencing platform. Synchronous tutorials will happen live on Teams. All enrolled students will receive a link to the Teams course space for their tutorial section.

Learn more about digital tools available to students [at this link](#). If you require support for the course or university technologies you can contact Information Technology Services (ITS) at 1-800-869-3931 or [support@dal.ca](mailto:support@dal.ca)

### Course Pre-requisites, Co-requisites, Exclusions and/or other Restrictions

Exclusion: PHIL2801

Prerequisites: at least second year standing

### Required Text(s) / Learning Materials

We will be using a custom course pack from Harvard Business Publishing Education. It can be purchased here: <https://hbsp.harvard.edu/import/876218> . It contains 6 cases that will be discussed in recordings and in students' assignments.

All other learning materials will be freely available on Brightspace.

## Course Schedule

Session	Focus topic	Asynchronous lectures	Tutorial	Readings & activities
<b>Week 1</b> Jan 5-7	Course & instructor introductions	<ul style="list-style-type: none"> <li>• Course introductions</li> <li>• Syllabus and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• S1-3: Introduction to tutorials and team; setting collective norms (Westwood &amp; Stewart, <b>ONLINE</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Consult the syllabus to avoid any future surprises.</li> </ul>
<b>Week 2</b> Jan 10-14	Ethical reasoning toolkit	<ul style="list-style-type: none"> <li>• What is an ethical toolkit?</li> <li>• Being right</li> <li>• Being good</li> <li>• Being virtuous</li> <li>• Can ethics be taught?</li> </ul>	<ul style="list-style-type: none"> <li>• S1-3: How to write a briefing note (Westwood, <b>ONLINE</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• “Business Ethics” entry on the Stanford Encyclopedia of Philosophy</li> <li>• Case: “Bad arguments and rationalization in business”</li> <li>• <b>Quiz: Ethics (due Jan 14)</b></li> <li>• Jan 14: Last day to drop classes with no financial implications</li> <li>• Jan 14: Last day to add winter courses</li> </ul>
<b>Week 3</b> Jan 17-21	Case 1: “Google’s Dragonfly: the ethics of providing a censored search engine in China”	<ul style="list-style-type: none"> <li>• “Don’t be evil”</li> <li>• Free expression: right, good, or virtuous?</li> </ul>	<ul style="list-style-type: none"> <li>• S1-3: Writing centre introduction; making your writing accessible (Stewart + writing centre, <b>ONLINE</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Case 1</li> </ul>
<b>Week 4</b> Jan 24-28	Venture capitalism and our green future	<ul style="list-style-type: none"> <li>• Guest lecture from Bernie Li, Antler Venture Capital</li> </ul>	<ul style="list-style-type: none"> <li>• S1-3: Peer edit exercise (Stewart, <b>ONLINE</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Readings TBD</li> <li>• <b>Quiz 2: Connecting ethical principles and venture capital (due Jan 28)</b></li> <li>• Jan 28: Last day to drop without a W</li> </ul>
<b>Week 5</b> Jan 31-Feb 4	Case 2: “Facebook: fake news, free speech and platform responsibility”	<ul style="list-style-type: none"> <li>• Corporate social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• S1-2: Practicing empathic conversations (Stewart)</li> <li>• <b>S3: No tutorial</b></li> </ul>	<ul style="list-style-type: none"> <li>• Case 2</li> <li>• Feb 4: Munro Day (University closed)</li> </ul>
<b>Week 6</b> Feb 7-11	Case 3: “Nuclear Energy: an answer to climate change?”	<ul style="list-style-type: none"> <li>• What’s wrong with risk?</li> <li>• What’s the right distribution?</li> </ul>	<ul style="list-style-type: none"> <li>• S1-2: Case 3 debate (Stewart)</li> <li>• S3: Practicing empathic conversations (Stewart)</li> </ul>	<ul style="list-style-type: none"> <li>• Case 3</li> <li>• <b>First policy brief due Feb 11</b></li> </ul>
<b>Week 6</b> Feb 14-18	Netukulimk, Seven Generations, and impacts of unethical business on Indigenous peoples	<ul style="list-style-type: none"> <li>• Guest lecturer to be announced</li> </ul>	<ul style="list-style-type: none"> <li>• S1-2: Tragedy of the Commons game (Stewart)</li> <li>• S3: Case 3 debate (Stewart)</li> </ul>	<ul style="list-style-type: none"> <li>• Readings TBD</li> <li>• <b>Quiz 3: Indigenous and Mi’kmaq ethical principles (due Feb 18)</b></li> </ul>

**Winter Study Break Feb 21-25 – NO CLASS OR TUTORIAL**

<b>Week 7</b> Feb 28- Mar 4	Cognitive accessibility, and tech	<ul style="list-style-type: none"> <li>• Guest lecture from Fatouma Bah, Open Collaboration for Cognitive Accessibility, UOttawa</li> </ul>	<ul style="list-style-type: none"> <li>• S1-2: Reference managers &amp; software to make your life easier (Westwood)</li> <li>• S3: Tragedy of the Commons – Harvest game (Stewart)</li> </ul>	<ul style="list-style-type: none"> <li>• Readings TBD</li> <li>• <b>Quiz 4: Connecting ethical principles and accessibility (due Mar 4)</b></li> <li>• <b>Second policy brief due Mar 4</b></li> </ul>
<b>Week 8</b> Mar 7-11	Case 4: “COVID-19 global shutdown	<ul style="list-style-type: none"> <li>• Lockdown or shutdown?</li> <li>• Freedom in a pandemic</li> </ul>	<ul style="list-style-type: none"> <li>• S1-2: Feedback on assignments so far and troubleshooting for remainder of assignment (Markers, Westwood, &amp; Stewart)</li> <li>• S3: Reference managers &amp; software to make your life easier (Westwood)</li> </ul>	<ul style="list-style-type: none"> <li>• Case 4</li> <li>• <b>Mar 7:</b> Last day to drop class with a W</li> </ul>
<b>Week 9</b> Mar 14- 18	Case 5: “Lafarge, ISIS and the Syrian Civil War: business in the face of terrorism”	<ul style="list-style-type: none"> <li>• Paternalism</li> </ul>	<ul style="list-style-type: none"> <li>• S1-2: Trolley Cart Dilemma Discussion (Stewart)</li> <li>• S3: Feedback on assignments so far and troubleshooting for remainder of assignment (Westwood, &amp; Stewart)</li> </ul>	<ul style="list-style-type: none"> <li>• Case 5</li> <li>• <b>Third policy brief due Mar 18</b></li> </ul>
<b>Week 10</b> Mar 21- 25	Case 6: “Uber and the Ethics of Sharing: exploring the societal promises and responsibilities of the sharing economy”	<ul style="list-style-type: none"> <li>• Sharing or exploiting?</li> <li>• Ethics, politics, the law, and deregulation</li> </ul>	<ul style="list-style-type: none"> <li>• S1-2: Career paths, decisions, and ethics (Westwood)</li> <li>• S3: Impacts of Deforestation, Reflections on Takayna Documentary (Stewart)</li> </ul>	<ul style="list-style-type: none"> <li>• Case 6</li> </ul>
<b>Week 11</b> Mar 28- Apr 1	Ethical choices and ethical careers	<ul style="list-style-type: none"> <li>• Ruth Chang TED Talk – How to make hard choices</li> <li>• What am I doing with my life?</li> </ul>	<ul style="list-style-type: none"> <li>• S1-2: Reflexivity and self assessment (Stewart)</li> <li>• S3: Career paths, decisions, and ethics (Westwood)</li> </ul>	<ul style="list-style-type: none"> <li>• Readings TBD</li> <li>• <b>Quiz 5: Ethical principles and making hard choices (due Apr 1)</b></li> <li>• <b>Fourth policy brief due Apr 1</b></li> </ul>
<b>Week 12</b> Apr 4-6			<ul style="list-style-type: none"> <li>• S3: Reflexivity and self assessment (Stewart)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Empathy reflection due Apr 8</b></li> </ul>

## Course Assessments

Assignment	Grade Proportion	Due date
<b>1. Policy briefs – See restrictions below!*</b>	<b>(40)</b>	
• Policy brief 1	10	Feb 11
• Policy brief 2	10	Mar 4
• Policy brief 3	10	Mar 18
• Policy brief 4	10	Apr 1
<b>2. Empathy walk reflection</b>	<b>15</b>	Apr 8
<b>3. Quizzes</b>	<b>(25)</b>	
• Quiz 1: Ethics lecture	5	Jan 14
• Quiz 2: Guest speaker 1	5	Jan 28
• Quiz 3: Guest speaker 2	5	Feb 18
• Quiz 4: Guest speaker 3	5	Mar 4
• Quiz 5: Ethics and hard choices	5	Apr 1
<b>4. Participation</b>	<b>20</b>	To be tallied at end of course

\*Restrictions:

- 1) students must write on 4 different cases.
- 2) students must choose from cases 1-3 to write policy briefs 1 and 2; students must choose from cases 4-6 to write policy briefs 3 and 4.

All assignments are due at 10:00 PM Atlantic Daylight Time on Brightspace unless stated otherwise on the assignment instructions. All assignments are accompanied by a detailed instruction sheet, verbal instructions, and a marking rubric on Brightspace.

**Late policy:** Late assignments will be penalized as follows: 5% for the first day and 2% per day after that. We will not accept assignments that are more than 11 days late (i.e., the maximum penalty is 25%). Weekend and vacation days count individually.

Examples:

- 1 day late: -5%
- 2 days late: -7%
- 7 days late: -17%
- 10 days late: -23%
- 12 days late: submission refused

Short summaries of the assignments are as follows:

### Assignment 1: Case Briefs

Over the course of the term, you will write four briefing notes about the cases covered in the asynchronous portion of classes. Dr. Bennett's recordings will discuss some key elements of the case at hand. They are not comprehensive analyses; students' briefs will need to, at minimum, develop the ideas found in the recordings. For each brief, you will develop a two-page briefing note which summarizes the issues, introduces the major challenges, highlights areas of concerns, and makes recommendations for a decision-maker on how to proceed. You must cite sources, with your bibliography provided on a separate page.

A large portion of students' grade depends on the briefs. Please be sure to attend and pay close attention to Dr. Westwood's tutorial on how to write briefs. Your grade will depend on your ability to produce compelling analysis in the required format.

### **Assignment 2: Empathy walk recorded reflection**

You will go on a 1-hour empathy walk (or have an empathy coffee/tea) for an hour with someone in your life to discuss a controversial ethical issue of your choice. You will demonstrate that they have given you permission to have this discussion. You will be given tools to guide the discussion but you should not prepare interview questions, allowing the discussion to unfold reflexively. You will then write a written 1200 word reflection that describes the topic, the discussion, ethical positions you or the other person adopted, techniques you used to ensure a generative discussion, and difficulties or challenges you encountered.

### **Assignment 3: Quizzes**

There will be five short quizzes relating to topics and guest speakers presented through the asynchronous lecture section. These quizzes will be multiple choice and short answer. Students will have one week to complete them since the time the relevant content is released.

### **Assignment 4: Participation**

Attendance will be taken at tutorials. Attendance is binary: your presence throughout the session grants you the mark, and your absence forfeits it. You must attend **ten of twelve** tutorials to gain full marks.

### **Final Exam:**

There is no final examination for this course.

### **Course-specific policies**

If you have concerns about this course, please contact us using any of the ways described in this syllabus so we can have a conversation. Giving constructive feedback is a valuable skill, so you should always thoughtfully complete any course feedback surveys, student ratings of instruction, and other opportunities to provide input.

If your issue is not resolved, you can follow up with an academic advisor in the Undergraduate Advising Office by emailing [uao@dal.ca](mailto:uao@dal.ca).

Students are required to pass the average of all individual work (i.e. quizzes, exams, etc.) to pass the course. In order to pass the course you require 50% on individual work and 50% overall.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only two (2) separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

The submission of the form **does not guarantee accommodations, or provide an automatic exemption**, from any academic requirements that were missed or late during an absence. Any alternate coursework arrangements for missed or late academic requirements are at the discretion of individual course instructor(s).

Students who experience recurring short-term or long-term absences are strongly encouraged to meet with their Academic Advisor (). Click [here](#) for further information.

**Standard Citation Style:** The Bachelor of Management Program uses APA as its standard citation style (unless otherwise indicated by your professor). Please use APA style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of your assignment.

**For more information on APA style,** consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or consult the [Frequently Asked Questions about APA](#)

### **Accreditation:**

As an AACSB (Association to Advance Collegiate Schools of Business) accredited university, Dalhousie University's business programs are subject to Assurance of Learning (AOL) standards. During the semester anonymous data may be collected to assess if AOL goals and objectives are being met. The data collected will be used for program improvement purposes only and will not impact nor be associated with student grades

### Other important dates

#### Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

#### Student Use of Course Materials

These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

## **SECTION B: UNIVERSITY STATEMENTS**

### *Internationalization*

At Dalhousie, "[thinking and acting globally](#)" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

### *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. 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.

### *In general*

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with

your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate". Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to support instructors in confirming that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the [Academic Calendar](#).

Furthermore the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy to plagiarism detection software. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally: If you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via [DeanManagement@dal.ca](mailto:DeanManagement@dal.ca).

**Faculty of Management clarification on plagiarism versus collaboration:**

**There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.**

**Specific examples of plagiarism include, but are not limited to, the following:**

- **Copying a computer file from another student, and using it as a template for your own solution**
- **Copying text written by another student**
- **Submitting the work of someone else, including that of a tutor as your own**

**An example of acceptable collaboration includes the following:**

- **When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.**

### *Accessibility*

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

the [Student Accessibility Centre](#) (for all courses offered by Dalhousie with the exception of Truro)  
the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

### *Conduct in the Classroom – Culture of Respect*

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

### *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).

### *Code of Student 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.

### *Fair Dealing policy*

The Dalhousie University [Fair Dealing Policy](#) provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

## **SECTION C: UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT**

Dalhousie courses are governed by the academic rules and regulations set forth in the [Academic Calendar](#) and the [Senate](#).

### **Important student information, services and resources are available as follows:**

University Policies and Programs

[Important Dates in the Academic Year](#) (including add/drop dates)  
[Classroom Recording Protocol](#)

[Dalhousie Grading Practices Policy](#)  
[Grade Appeal Process](#)  
[Sexualized Violence Policy](#)  
[Scent-Free Program](#)

#### Learning and Support Resources

[Undergraduate Advising Office](#)

Academic Support - Advising [Halifax](#), [Truro](#)

[Student Health & Wellness Centre](#)

[On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)

[Indigenous Student Centre](#). See also: [Indigenous Connection](#).

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.

[Black Student Advising Centre](#)

[International Centre](#)

[South House Sexual and Gender Resource Centre](#)

[LGBTQ2SIA+ Collaborative](#)

[Dalhousie Libraries](#)

[Copyright Office](#)

[Dalhousie Student Advocacy Service \(DSAS\)](#)

[Dalhousie Ombudsperson](#)

[Human Rights & Equity Services](#)

[Writing Centre](#)

[Study Skills/Tutoring](#)