

**Faculty of Science Course Syllabus (Section A)**  
**Department of Biology**  
*BIOL/MARI/ENVS 3664.03*  
*Intertidal Ecology & Diversity (Distance-Learning)*  
*May 5<sup>th</sup> -June 10<sup>th</sup>, 2025 (Summer term)*

**Instructor:** C. Isabelle Aubé (she/her); [isabelle.aube@dal.ca](mailto:isabelle.aube@dal.ca); LSC 2123; (902) 220-2340 (call/text)

**Lectures:** None (Reading-based learning)

**Laboratories:** None

**Field Trips:** Self-directed day trips from home

**Student Hours:** Online Wednesdays 12-1 pm (Halifax Time) via MS Teams, and upon request

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### Course Description

Hands-on distance-learning introduction to ecological research on intertidal zones. Relevant ecological concepts, sampling techniques for flora and fauna, and statistical skills are learned. Field sampling on self-directed day trips, followed by lab work at home (e.g., species identification), statistical analysis, report preparation, and video presentations. **NOTES:** Offered in summer through **SEASIDE**.

In lieu of paying auxiliary fees for this class, it will be expected for you to **purchase/borrow/make some or all of the following field and lab equipment**: an all-weather field book, a 30-metre field measuring tape, a waterproof field-safe thermometer, a waterproof field-safe salinity refractometer, materials to set up your experiments, and a First-Aid kit. See the “**Required Course Materials**” section of the syllabus for details. For dates, times and special registration procedures, see <https://www.dal.ca/faculty/science/biology/seaside-program.html>.

This course **runs asynchronously for a total of 6 weeks**. Although less condensed than other SEASIDE field courses, it is **NOT advised** to:

- take another SEASIDE course at the same time
- have a schedule where you work at least 6 days/week
- plan week-long vacations

### Course Prerequisites

Prerequisites: **Proof of valid First-Aid course certificate**, BIOL 2060.03 (or BIOA 3001.03), and STAT 1060.03 (or MATH 1060.03 or SCIE 15xx), and BIOL 2003.03

Cross-listings: ENVS 3664.03, MARI 3664.03

Exclusions: BIOL 3662.03, BIOL 3663.03

## Course Objectives/Learning Outcomes

After successfully completing this course, the student will have the ability to:

- ✓ Understand ecological concepts that pertain to intertidal habitats found in Nova Scotia (rocky shores, tidal flats, salt marshes, sandy beaches & dunes, and cobble beaches)
- ✓ Use free open-source programs ImageJ, R and/or Python to analyze field data from 3 different types of intertidal experiments.
- ✓ Propose, design, setup, and collect both biological and environmental data from 3 different types of field experiments within a limited budget.
- ✓ Obtain necessary scientific permits with relevant agencies (e.g., Department of Fisheries and Oceans) to conduct small-scale experiments lasting no more than 1 week each.
- ✓ Keep a picture/video journal of all aspect of field experiments.
- ✓ Use sampling equipment and keep meticulous field notes.
- ✓ Troubleshoot all logistical aspects of field experiments, from start to finish.
- ✓ Produce a video presentation on the results of at least one field experiment.
- ✓ Write a technical report on the results on at least one field experiment, including recommendations to governmental agencies.
- ✓ Improve your scientific communication skills to the academic, governmental, and general public.

## Required Course Materials

Some items may be available to borrow from Dal's SEASIDE equipment room (contact [isabelle.aube@dal.ca](mailto:isabelle.aube@dal.ca)), but please note that due to limited supply, we do not have these for every student in the class. Just ask if you need items not listed below (e.g., binoculars, calipers, fish traps). Also consider borrowing from your local [tool libraries](#), or [Buy Nothing](#) groups.

1. No required textbook, online access codes, lab manual, clicker, or lab coat.
2. A ["Rite in the Rain" all-weather field book \(\\$17\)](#).
3. An [extra long measuring tape \(30m\) \(\\$48\)](#) may be needed (depends on your chosen field projects). You might be able to find cheaper elsewhere or borrow.
4. A [waterproof field-safe thermometer \(\\$17\)](#) and a [waterproof field-safe refractometer \(\\$26\)](#) may be needed to collect environmental field data (depends on your chosen field projects). You might be able to find cheaper elsewhere or borrow.
5. A budget of up to \$40 to cover the cost of materials for your chosen experiments.
6. [Valid scientific permits](#), based on your chosen experiments, if required.
7. A well-stocked field First-Aid kit (~\$30-45) stored in waterproof bag that follows the [Canadian Red Cross Guidelines](#).
8. Reliable internet to access the course website: BIOL/MARI/ENVS 3664 Intertidal Ecology and Diversity (Brightspace link at dal.ca) on a regular basis.

## Instructor EDI, Respect, Accessibility, and Empathy Statement

*"I am committed to creating a respectful and inclusive learning environment that is supportive for everyone in this course. This includes an expectation that sharing ideas and learning from each other will be done in a respectful manner. I will also aim to forewarn students about potential triggers of topics, images, and videos that may be traumatizing to some (e.g., common phobias). If you have any questions, concerns, or improvements to suggest, please do not hesitate to reach out." – Isabelle (isabelle.aube@dal.ca)*

### Course Assessment

| Component                                                | Weight (% of final grade) | Brightspace Unit |
|----------------------------------------------------------|---------------------------|------------------|
| <b>Quizzes</b>                                           |                           |                  |
| <i>Five Coastal Zones of Atlantic Canada Quizzes</i>     | (15%)                     | Unit 1           |
| <b>Assignments</b>                                       |                           |                  |
| <i>Experimental Design Assignment</i>                    | (15%)                     | Unit 2           |
| <i>Three Field Experiment Proposals</i>                  | (9%)                      | Unit 3           |
| <i>Proof of scientific permits OR correspondence</i>     | (3%)                      | Unit 3           |
| <i>Field Experiment 1 Results<sup>1</sup></i>            | (10%)                     | Unit 3           |
| <i>Field Experiment 2 Video Presentation<sup>1</sup></i> | (15%)                     | Unit 3           |
| <i>Field Experiment 3 Technical Report<sup>1</sup></i>   | (20%)                     | Unit 3           |
| <b>Other course requirements</b>                         |                           |                  |
| <i>Activity &amp; Worksheet Completion Mark</i>          | (10%)                     | Units 1 & 2      |
| <i>Bioblitz Photo Journal<sup>1</sup></i>                | (1.5%)                    | Term-long        |
| <i>Detailed Field Notes<sup>1</sup></i>                  | (1.5%)                    | Term-long        |

<sup>1</sup> The **photo journal, detailed field notes, and other accompanying field experiment photos and videos** are considered **proof that you performed the field work yourself**. If any or parts of these are not submitted, the Instructor reserves the right to submit a **ZERO** for the respective course requirements **AND** field assignments, which may lead to failing the course.

Conversion of numerical grades to Final Letter Grades follows the Dalhousie Common Grade Scale

|                    |                   |                   |          |         |
|--------------------|-------------------|-------------------|----------|---------|
| <b>A+</b> (90-100) | <b>B+</b> (77-79) | <b>C+</b> (65-69) | <b>D</b> | (50-54) |
| <b>A</b> (85-89)   | <b>B</b> (73-76)  | <b>C</b> (60-64)  | <b>F</b> | (<50)   |
| <b>A-</b> (80-84)  | <b>B-</b> (70-72) | <b>C-</b> (55-59) |          |         |

## Course Policies

### What to Expect (and what is expected of YOU):

1. You are expected to read the course syllabus in full.
2. All important announcements will be made on the Brightspace course page (not over email). You are expected to check on these several times a weekly.
3. There are set deadlines to complete the “required” Tasks for each Unit (see schedule), and you are encouraged (but not obligated) to complete them in advance and in the order in which they appear since they often build upon each other.
4. “Other Requirements” can be worked concurrently throughout the course.
5. If you are unable to complete a particular assessment by its deadline, you can submit a Student Declaration of Absence (SDA) form to allow an automatic extension of no more than 72 hours (3 days) without the need for a reasonable excuse. Your SDA must be submitted no more than 72 hours past the deadline for that particular assessment. A maximum number of 2 SDA forms will be allowed for this course.
6. If you require any additional extensions, or an extension that is longer than 72 hours, you must contact your Instructor ([Isabelle.aube@dal.ca](mailto:Isabelle.aube@dal.ca)) as soon as reasonably possible. Students with built-in extensions from their special Accommodations plan must follow their plan’s guidelines to request extensions.
7. Assessments submitted past the deadlines without an SDA or special permission from the Instructor will not be marked and an automatic grade of zero will be applied.
8. On weekdays, you can expect a reply from your Instructor ([Isabelle.aube@dal.ca](mailto:Isabelle.aube@dal.ca)) and/or Teaching Support Staff (TBD) within 24 hrs of emailing, posting on the course Brightspace Discussion Board, on the course MS Team chat, or posting an Instant Message. On weekends you can expect a reply within 48 hours.
9. You are expected to show proof of a valid [First-Aid course certificate](#) prior to going in the field. **Note:** the Biology Department regularly offers a First-Aid course during the last week of April. For more information, contact [Isabelle.Aube@dal.ca](mailto:Isabelle.Aube@dal.ca).
10. You are expected to sign and return the course liability waiver form prior to going in the field.
11. For Unit 3, you must receive feedback and approval from the Instructor for ***each*** Proposal ***prior*** to any field work. Otherwise, your field work will not be considered a University-approved activity and will not count towards your Unit 3 assessments. You are highly encouraged to submit your Proposals well in advance to ensure a swift reply and extra time for any needed adjustments.
12. Field work on ***public land*** that manipulates ***invertebrates or plants*** (including algae) does ***not*** require a scientific permit unless the [species is under protective status](#).
13. However, field work that manipulates ***vertebrates*** (e.g., fishes) ***are*** required to obtain all [valid scientific permits](#) (or proof of correspondence if none required) ***prior*** to the set up of the field experiment from relevant agencies (e.g. Department of Fisheries and Oceans, Parks Canada, Natural Resources, etc.). Students are required to ***bring*** those permits/correspondence while conducting their experiments in the field.



14. If the **field work is performed on or requires access via *private land***, students are required to obtain written/audio/written permission from the land owner **prior** to the set up of the field experiment. Students are required to **bring** the proof of permission (e.g. electronic or paper, or owner contact info) while conducting their experiments in the field.
15. **If no permits are required for your field experiments, you are still required to make a note of this** in your Proposal and Scientific Permits & Correspondence submissions for Unit 3.
16. Based on your intertidal experiments, you may be required to obtain and build your own equipment. Consider borrowing from your local [tool libraries](#), or [Buy Nothing](#) groups.
17. Keep all your receipts to show that you have maintained a \$40 budget for materials used in your experiments.
18. Be academically prepared for the field trips. The day before departure, make sure you review with the instructor by email ([Isabelle.aube@dal.ca](mailto:Isabelle.aube@dal.ca)) your plan of action, prepare all data sheets and equipment needed.
19. Out of an abundance of safety, you are expected to **bring at least one other person** with you (e.g., family member or friend). Whether they help you hold a measuring tape, take photos, or even simply sit and watch you work from 2 meters away is up to them! If you are unable to find a partner, our TA may be able to join you.
20. **Students are required to check in with the Instructor by email ([Isabelle.aube@dal.ca](mailto:Isabelle.aube@dal.ca)) or by phone (902-220-2340) BEFORE AND AFTER every self-directed field trip with the following information:**
  - a. **the specific location(s) they will be,**
  - b. **name(s) and cell number(s) of all people going,**
  - c. **and expected time of return home.**
21. When in the field (including entry/exit points to your field locations), you are expected to familiarize and follow all local rules, including all local health and safety regulations.
22. Expect to get wet and muddy. Field trips to the intertidal zone means close to the ocean, which means lots of water... and because you will be doing lots of examinations in the field, this also means lots of dirt (mud, salt water, sand, grass) to sit/kneel on. Do not wear your nicest clothes!
23. Bathrooms? Not all field trip locations will have them. DO NOT avoid drinking so you will not have to go pee. It is very important to stay hydrated.
24. Be respectful and mature with people you encounter on field trips. Yes, it is important to have fun, but you represent Dalhousie University in the context of your presence in the field.
25. You are expected to cleanup your field location before you leave.
26. Pay attention to the forecasted weather of the place you are going. Remember, if you are near the coast they do not lie when they say “high of 25, except 14 along the coast” during weather forecasts!
27. **Most importantly, you are NEVER expected to do anything that you are not comfortable with, or that puts you in a dangerous situation. Above all, stay safe and use common sense!**

## Course Policies related to Academic Integrity

You may collaborate with others in this course while working on your assignments; however, **you must submit your own unique work that is appropriately referenced.**

The use of generative **Artificial Intelligence (AI)** and large language models (e.g., **ChatGPT**) is not a replacement for a student's own voice and creativity. However, students may use these programs to help reduce writing workload (e.g., generate a summary of notes, create practice questions, set up templates). Please note that these programs are not foolproof, and it is the student's responsibility to **verify ALL the information generated against accuracy, plagiarism, and that the work is appropriately referenced.** If you have any concerns with your use of these programs, you are encouraged to contact the Instructor ([isabelle.aube@dal.ca](mailto:isabelle.aube@dal.ca)).

If you copy and paste an **AI** generated sequence without the appropriate editing, **it may be considered cheating.**

The use of online assignment help tools (e.g., **Chegg**<sup>®</sup>) is considered cheating and is **prohibited to use for the assignments in this course.**

If an **Academic Integrity offence** is suspected (e.g., plagiarism or cheating) the case will be [forwarded directly to an 3<sup>rd</sup> party Academic Officer as per Dalhousie University guidelines.](#)

**What to bring in the field? Below is a checklist that may help you:**

- a well-stocked First-Aid kit in a waterproof bag that follows the [Canadian Red Cross guidelines](#)
- cell phone and backup charger
- energy-rich food, snacks, and **LOTS of water!** (you will get hungrier/thirstier than you think for day trips)
- appropriate footwear for walking and getting wet... rubber boots, water sandals, rain pants, or hip waders if you have them
- jacket, layers of clothes, in case it starts off cool and gets really warm (and vice versa!)
- HAT!... and extra pair of socks if you are wearing them
- sunscreen, bug spray, if desired
- plastic bag for garbage and wet clothes... Kleenex or baby wipes
- recommended: soapy facecloth in a Ziploc bag to wash your hands for day trips
- digital camera (or smart phone), a [waterproof field book](#) (pro-tip: write your instructor's cell phone number in case questions pop up), pencils (pen ink can wash off; pro-tip: tie your pencil to your fieldbook with a long piece of string), clipboard with data sheets (or pre-set your data sheets in your field book).
- bank card AND cash for pit-stops
- an ergonomic backpack to carry your personal items in. You can drop our stuff when you work, but you may have a lot of hiking to get to where you need to go.
- a cart or bucket to carry your field equipment (pro-tip: create a separate equipment checklist so you do not leave anything behind)
- permits, or proof of correspondence that no permits are required

### Course Schedule and Content Checklist

All items are asynchronous except the optional synchronous Orientation Meeting

Must obtain **100% on the Orientation Quiz** (unlimited attempts)

**Activities & Worksheets** are graded for **completion & feedback only**.

**Quizzes, Assignments, Proposals, & Field Notes** are graded using an **Answer Key/Rubric**.

<sup>1</sup> The **photo journal, detailed field notes, and other accompanying field experiment photos and videos** are considered **proof that you performed the field work yourself**. If any or parts of these are not submitted, the Instructor reserves the right to submit a **ZERO** for the respective course requirements **AND** field assignments, which may lead to failing the course.

| Unit Topic                                                                                                                | Modules & Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Orientation<br><br><i>Deadline: <b>May 6<sup>th</sup>, 11:59 pm</b></i>                          | <input type="checkbox"/> Orientation Meeting: <b>Mon May 5<sup>th</sup>, 12-1 pm</b> (Halifax Time) via MS Teams (synchronous, optional, recorded)<br><input type="checkbox"/> Orientation Quiz ( <b>100% required to access other quizzes and assignment dropboxes</b> )<br><input type="checkbox"/> Discussion Board Activity ( <b>required to access other quizzes and assignment dropboxes</b> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <input type="checkbox"/> Other Requirements<br><br><i>Deadline: <b>BEFORE going in the field</b></i>                      | <input type="checkbox"/> Signed liability waivers ( <b>required</b> )<br><input type="checkbox"/> Valid First-Aid Certificate ( <b>required</b> )<br><input type="checkbox"/> Photo of field First-Aid kit ( <b>required</b> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. <input type="checkbox"/> Coastal Zones of Atlantic Canada<br><br><i>Deadline: <b>May 11<sup>th</sup>, 11:59 pm</b></i> | <input type="checkbox"/> 1: Coastal Zones of Atlantic Canada Introduction (optional)<br><input type="checkbox"/> 2: Nearshore (optional)<br><input type="checkbox"/> 3: Estuaries (optional)<br><input type="checkbox"/> 4: Salt Marshes ( <b>required</b> )<br><input type="checkbox"/> Study Worksheet (1%)<br><input type="checkbox"/> Quiz (3%)<br><input type="checkbox"/> 5: Tidal Mudflats ( <b>required</b> )<br><input type="checkbox"/> Study Worksheet (1%)<br><input type="checkbox"/> Quiz (3%)<br><input type="checkbox"/> 6: Sandy Beaches & Dunes ( <b>required</b> )<br><input type="checkbox"/> Study Worksheet (1%)<br><input type="checkbox"/> Quiz (3%)<br><input type="checkbox"/> 7: Rocky Shores ( <b>required</b> )<br><input type="checkbox"/> Study Worksheet (1%)<br><input type="checkbox"/> Quiz (3%)<br><input type="checkbox"/> 8: Islands & Cliffs (optional)<br><input type="checkbox"/> 9: Cobble Beaches ( <b>required</b> )<br><input type="checkbox"/> Study Worksheet (1%)<br><input type="checkbox"/> Quiz (3%)<br><input type="checkbox"/> 10: Bogs (optional)<br><input type="checkbox"/> 11: Freshwater Barrier Ponds (optional)<br><input type="checkbox"/> 12: Fjords (optional)<br><input type="checkbox"/> 13: Coastal Zones of Atlantic Canada Activities (optional) |

| Unit Topic (cont.)                                                                                                                                                                                                                                                     | Modules & Tasks (cont.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. <input type="checkbox"/> Experimental Design<br><br><i>Deadline: <b>May 21<sup>st</sup>, 11:59 pm</b></i>                                                                                                                                                           | <input type="checkbox"/> 14: Open-Source Apps & Tools Activities ( <b>required</b> ) (3%)<br><input type="checkbox"/> 15: Rocky Intertidal Diversity Activity ( <b>required</b> ) (1%)<br><input type="checkbox"/> 16: Minimum Sample Size of Barnacles Activity ( <b>required</b> ) (1%)<br><input type="checkbox"/> 17: <i>Ascophyllum</i> Experimental Design Assignment ( <b>required</b> )(15%)                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3. <input type="checkbox"/> Intertidal Field Experiments<br><br><i>Proposals + Scientific Permits and Correspondences 1/2/3<br/>Deadline: <b>May 26<sup>th</sup>, 11:59 pm</b></i><br><br><i>Assignments 1/2/3 Deadline:<br/><b>June 10<sup>th</sup>, 11:59 pm</b></i> | <input type="checkbox"/> 18: Field experiment 1 ( <b>required</b> )<br><input type="checkbox"/> Proposal 1 (3%)<br><input type="checkbox"/> Scientific Permits and Correspondence 1 (1%)<br><input type="checkbox"/> Results Assignment 10%) <sup>1</sup><br><input type="checkbox"/> 19: Field experiment 2 ( <b>required</b> )<br><input type="checkbox"/> Proposal 2 (3%)<br><input type="checkbox"/> Scientific Permits and Correspondence 2 (1%)<br><input type="checkbox"/> Video Presentation Assignment (15%) <sup>1</sup><br><input type="checkbox"/> 20: Field experiment 3 ( <b>required</b> )<br><input type="checkbox"/> Proposal 3 (3%)<br><input type="checkbox"/> Scientific Permits and Correspondence 3 (1%)<br><input type="checkbox"/> Technical Report Assignment (20%) <sup>1</sup> |
| <input type="checkbox"/> Other Requirements<br><i>Concurrent throughout course<br/>Deadline: <b>June 10<sup>th</sup>, 11:59 pm</b></i>                                                                                                                                 | <input type="checkbox"/> Bioblitz Photo Journal ( <b>required</b> ) (1.5%) <sup>1</sup><br><input type="checkbox"/> Detailed Field Notes ( <b>required</b> ) (1.5%) <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## **Faculty of Science Course Syllabus (Section B)**

### **University Policies and Statements**

#### **Recognition of Mi'kmaq Territory**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or [elders@dal.ca](mailto:elders@dal.ca). Additional information regarding the Indigenous Student Centre can be found at: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

#### **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." Additional internationalization information can be found at: <https://www.dal.ca/about-dal/internationalization.html>

#### **Academic Integrity**

At Dalhousie University, we are guided in all 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 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. Additional academic integrity information can be found at: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

#### **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 ([https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

## **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). Additional diversity and inclusion information can be found at: <http://www.dal.ca/cultureofrespect.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. The full Code of Student Conduct can be found at:

[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)

## **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. Additional information regarding the Fair Dealing Policy can be found at: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

## 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. Additional information regarding Originality Checking Software can be found at: <https://www.dal.ca/about/leadership-governance/academic-integrity/faculty-resources/ouriginal-plagiarism-detection.html>

## Student Use of Course Materials

Course materials are designed for use as part of this course 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.

## Faculty of Science Course Syllabus (Section C) Student Resources and Support

### University Policies and Programs

Important Dates in the Academic Year (including add/drop dates):

[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)

Classroom Recording Protocol:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)

Dalhousie Grading Practices Policies:

[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 Appeal 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/health-and-safety/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html)

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

### Learning and Support Resources

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

General Academic Support – Advising (Truro): <https://www.dal.ca/about-dal/agricultural-campus/ssc/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)

Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.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://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>

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)

LGBTQ2SIA+ Collaborative: <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>

Dalhousie Libraries: <http://libraries.dal.ca/>

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

Dalhousie Student Advocacy Services: <https://www.dsu.ca/dsas?rq=student%20advocacy>

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: [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)

Faculty of Science Advising Support: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

## **Safety**

Biosafety: <http://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <http://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Laser Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>