

**Dalhousie University**  
Faculty of Arts and Social Science  
Faculty of Computer Science

‘Artificial Intelligence and the Value-Alignment Problem’

**ASSC 1801 : Case Studies in Computing and Society**  
Winter 2022, Section 02, 3 Credit Hours, Lecture/Tutorial

## 1. COURSE INFORMATION

\* **Note:** Some of the details below may be subject to change. If any changes are made to the syllabus, an announcement will be posted as soon as possible on the course webpage, <https://dal.brightspace.com>.

### 1.1. Territorial Acknowledgement

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

### 1.2. Professor Information

Dr Travis LaCroix (He/Him),  
(Pronounced: / TRA-viss LA-kwah /)  
Email: [tlacroix@dal.ca](mailto:tlacroix@dal.ca) (preferred),  
Phone: +1 (902) 494-3628

### 1.3. Course Times + Location

**Time:** MW 14:35 - 15:55 Atlantic (See note in 1.8 below about Delivery).

**Delivery:** *Online*, asynchronous (except when otherwise noted).  
(See 1.8 below for details about delivery)

**Location:** Virtually, via Collaborate Ultra, for online components.  
McCain ARTS & SS, Auditorium 1, for (possible) in-person components.

### 1.4. Office Hours + Location

**Time:** By appointment only.

Please use the following link to schedule an individual appointment:  
<https://calendly.com/tlacroix>.

**Location:** virtually, via Microsoft Teams (link provided with appointment)

TAs may have some limited time throughout the semester for office hours; details will be posted on the course webpage.

### 1.5. Tutorial Times + TA Info

**T04:** R, 12:35 – 13:25, J— M— (—@dal.ca)

**T05:** W, 13:35 – 14:25, A— C— (—@dal.ca)

**T06:** R, 10:35 – 11:25, A— T— (—@dal.ca)

**T07:** R, 12:35 – 13:25, M— P— (—@dal.ca)

**T11:** R, 08:35 – 09:25, A— C— (—@dal.ca)

**T12:** F, 09:35 – 10:25, H— H— (—@dal.ca)  
**T15:** M, 16:35 – 17:25, A— M— (—@dal.ca)  
**T18:** R, 16:35 – 17:25, J— M— (—@dal.ca)  
**T19:** T, 08:35 – 09:25, D— T— (—@dal.ca)  
**T20:** F, 08:35 – 09:25, H— H— (—@dal.ca)

### 1.6. Important Dates

1. Reading Week (no classes): February 21-25, 2022
2. Final Withdrawal Date (w/o Academic Penalty): January 28, 2022
3. Final Withdrawal Date (w/ 'W' Notation): March 7, 2022

### 1.7. Calendar Course Description

This course introduces students to specific topics in the history of computing. Topics may include algorithms, automation, or information. Students will learn to read, write, and discuss scholarly arguments about how computing has shaped society, and how society has shaped computing, over time.

### 1.8. Description of Class Format

For at least the first month of this course, we will proceed virtually, with asynchronous lectures. Lecture videos will be uploaded to the course webpage Monday mornings. Students are expected to have watched the videos by Friday. As long as the course is delivered online, it will consist of the following three modes:

1. **Required**, asynchronous lectures, uploaded to the course webpage by Monday morning.
2. **Optional**, synchronous, drop-in discussions, to be hosted via Collaborate Ultra at the scheduled meeting time (MW, 14:35-15:55 Atlantic).
3. **Required**, synchronous tutorials, to be hosted via Collaborate Ultra at the scheduled meeting time.

The plan for the course is that it will be offered entirely online. However, it is possible that some components of the course will be held with 'in person' sections, depending upon guidance from the University and Public Health, as well as the preferences of the students registered. If we need to switch the format at some point in the semester, this information will be posted on the course webpage (<https://dal.brightspace.com>) under 'announcements'.

### 1.9. Minimal Technical Requirements

This course will utilise D2L's Brightspace Learning Management System for readings, announcements, assignment submission, additional discussion, etc. If using a **PC (Windows)** or a **Mac (Mac OS)** it is recommended that you use **Firefox** to access Brightspace since some other browsers (Internet Explorer, Edge, Safari), may not fully support the software. Brightspace can be accessed at <https://dal.brightspace.com>.

You will also need a Microsoft Teams account to attend office hours, if you choose to book an appointment.

### 1.10. Prerequisites

None.

### 1.11. Exclusions

HSTC 1801.03, HSTC 1200.06, HIST 2074.06, HSTC 2200.06, SCIE 2000.06

### 1.12. Restrictions

**Level:** Undergraduate

**Major:** Applied Computer Science, Computer Science

### 1.13. Course Rationale

The recent successes of machine learning and deep learning methods in artificial intelligence have led to AI systems being deployed with little consideration for the consequences or impacts they may have on society. Because the 'goals' of AI systems in this context are often implicit, rather than hard-coded, value-alignment problems turn out to encompass many of the social issues—including bias, transparency, fairness, etc.—that arise in the context of interactions between AI and society. This provides a relevant and timely 'case' study for examining computers and society.

### 1.14. Course Learning Outcomes

- Ability to support written and verbal arguments with evidence and to critically analyse and assess arguments.
- Deep knowledge of contemporary problems surrounding value-aligned artificial intelligence (with respect to both conceptualisation and implementation).
- Ability to identify and articulate questions for discussion and investigation.
- Ability to critically digest, interpret, and analyze complex, multi-disciplinary sources.
- Ability to write a convincing argument that takes adequate account of alternative positions.
- Ability to engage in constructive, respectful, oral, and written discussion.
- Ability to use feedback about one's work to improve one's arguments and writings.

### 1.15. Required Texts

Except if otherwise noted, all of the **required** readings for this course will be made available online through the Learning Management System, <https://dal.brightspace.com/>. Details about the readings are given in the course schedule below.

### 1.16. Detailed Course Description

Artificial intelligence research is progressing quickly, and along with it the capacities of AI systems. As these systems become more sophisticated and more deeply embedded in society, it will become increasingly essential to ensure that we are able to maintain control of these systems, and that the decisions and actions they take are aligned with the values of humanity writ large. These are known, in the field of machine ethics, as the *control problem* and the *value alignment problem*.

In the first part of this course, we will examine the concepts of control and value alignment to see how they are connected and what practical, scientific, ethical, and philosophical questions arise when trying to solve these problems. We will focus on both the normative and technical components of value-aligned artificial intelligence—namely, how to achieve moral agency in an artificial system. The normative component of the value alignment problem asks what values or principles (if any) we ought to encode in an artificial system; whereas, the technical component asks how we can encode these values. In the final part of the course, we will examine the social, ethical, and philosophical consequences that might arise (indeed, have arisen) from misaligned AI systems.

### 1.16. Summary of Topics

**Week 0** Course Introduction

#### MODULE 1 : BASIC CONCEPTS

**Week 1** Introduction to Module 1

**Week 2** Deep Learning and Artificial Intelligence

**Week 3** Value Alignment and Control

#### MODULE 2 : AI SAFETY AND MACHINE ETHICS

**Week 4** Introduction to Module 2

**Week 5** AI Safety

**Week 6** Machine Ethics

**Week 7** *Winter Study Break – No Class (University Open)*

#### MODULE 3 : SOCIAL CONSEQUENCES OF VALUE MISALIGNMENT I

**Week 8** Introduction to Module 3

**Week 9** Misalignment and Misuse

**Week 10** Bias and Fairness

#### MODULE 4 : SOCIAL CONSEQUENCES OF VALUE MISALIGNMENT II

**Week 11** Introduction to Module 4

**Week 12** Interpretation and Transparency

**Week 13** Values and Objectivity

**Week 14** *Exam Period – No Class (University Open)*

**Week 15** *Exam Period – No Class (University Open)*

### 1.17. Detailed Course Schedule.

Except where otherwise noted, all of the required readings for this course will be made available online through the Learning Management System, <https://dal.brightspace.com/>.

Module	Date	Lecture Activity	Tutorial Activity	Readings (See Sec. 1.15. for full details)
Intro	Wed, Jan. 5	0.1: Course Overview		- Course Syllabus
Module 1	Mon, Jan. 10	1.1: Unit Intro		- Bostrom (2014) - Russell (2019a) - Gabriel (2020)  <b>Optional:</b> - Buckner (2019)
	Wed, Jan. 12	1.2: Deep Learning		
	Mon, Jan. 17	2.1: Artificial Intelligence		
	Wed, Jan. 19	2.2: Control Problems <i>First 4-Sentence Paper Due Friday, January 21</i>		
	Mon, Jan. 24	3.1: Value Alignment Problems		
	Wed, Jan. 26	3.2: Value-Alignment Problems (Cont'd) <i>Second 4-Sentence Paper Due Friday, January 28</i>		
Module 2	Mon, Jan. 31	4.1: Unit Intro		- Amodei, et al. (2016) - Van Wynsberghe & Robbins (2019) - Brundage (2014) - Gabriel and Ghazavi (2021)  <b>Optional:</b> Tolmeijer et al. (2020)
	Wed, Feb. 2	4.2: AI Safety I		
	Mon, Feb. 7	5.1: AI Safety II		
	Wed, Feb. 9	5.2: Machine Ethics I <i>First Tweet Assignment Due Friday, February 11</i>		
	Mon, Feb. 14	6.1: Machine Ethics II		
	Wed, Feb. 16	6.2: Machine Ethics II (Cont'd) <i>Second Tweet Assignment Due Friday, February 18</i>		
	Mon, Feb. 21 Wed, Feb. 23	Reading Week <b>No Class</b> (University Open)		
Module 3	Mon, Feb. 28	7.1: Unit Intro		- Christian (2020) - Miceli et al. (2022) - Tomasev et al. (2021)
	Wed, Mar. 2	7.2: Social Consequences		
	Mon, Mar. 7	8.1: Misuses		
	Wed, Mar. 9	8.2: Bias		
	Mon, Mar. 14	9.1: Fairness		
	Wed, Mar. 16	9.2: Social Consequences (Cont'd) <i>First Short Paper, Due Friday March 18</i>		
Module 4	Mon, Mar. 21	10.1: Unit Intro		- Creel (2020) - Johnson (Forthcoming) - Green (2019)
	Wed, Mar. 23	10.2: Transparency		
	Mon, Mar. 28	11.1: Interpretability		
	Wed, Mar. 30	11.2: Values / Objectivity		
	Mon, Apr. 4	12.1: Social Good <i>Second Short Paper, Due Friday April 8</i>		

## 1.15. Complete Bibliographic Details for Required Readings

### **MODULE 1**

- Buckner, Cameron. 2019. 'Deep Learning: A Philosophical Introduction', *Philosophy Compass*. 14(10): e12625. [Optional]
- Bostrom, Nick. 2014. 'The Control Problem', Ch. 9 in *Superintelligence: Paths, Dangers, Strategies*. Oxford: Oxford University Press. 155-176.
- Russell, Stuart. 2019a. 'Overly Intelligent AI', Ch. 5 in *Human Compatible: Artificial Intelligence and the Problem of Control*. New York: Viking. 132-144.
- Gabriel, Iason. 2020. 'Artificial Intelligence, Values, and Alignment', *Minds and Machines*. 30: 411-437.

### **MODULE 2**

- Amodei, Dario, Chris Olah, Jacob Steinhardt, Paul Christiano, John Schulman, Dan Mané. 2016. 'Concrete Problems in AI Safety', *arXiv Pre-Print*. 1606.06565: 1-29.
- Tolmeijer, Suzanne, Markus Kneer, Cristina Sarasua, Markus Christen, and Abraham Bernstein. 2020. 'Implementations in Machine Ethics: A Survey', *ACM Computing Surveys*. 53(6): 132:1-132:38. [Optional]
- Van Wynsberghe, Aimee and Scott Robbins. 2019. 'Critiquing the Reasons for Making Artificial Moral Agents', *Science and Engineering Ethics* 25(3): 719-735.
- Brundage, Miles. 2014. 'Limitations and Risks of Machine Ethics', *Journal of Experimental and Theoretical Artificial Intelligence*. 26(3): 355-372.
- Gabriel, Iason and Vafa Ghazavi. 2021. 'The Challenge of Value Alignment: From Fairer Algorithms to AI Safety' forthcoming in *The Oxford Handbook of Digital Ethics*. 1-20.

### **MODULE 3**

- Christian, Brian. 2020. 'Fairness' Ch. 2 in *The Alignment Problem*. New York: W. W. Norton & Company. 51-81.
- Miceli, Milagros, Julian Posada, and Tianling Yang. 2022. 'Studying Up Machine Learning Data: Why Talk About Bias When We Mean Power?' *Proceedings of the ACM on Human-Computer Interactions* 6(34): 1-34.
- Tomasev, Nenad, Kevin R. McKee, Jackie Kay, and Shakir Mohamed. 2021. 'Fairness for Unobserved Characteristics: Insights from Technological Impacts on Queer Communities'. *arXiv Preprint*, 2102.04257: 1-15.

### **MODULE 4**

- Creel, Kathleen. 2020. 'Transparency in Complex Computational Systems', *Philosophy of Science*. 87(4): 568-589.
- Johnson, Gabrielle M. Forthcoming. 'Are Algorithms Value-Free? Feminist Theoretical Virtues in Machine Learning', forthcoming in *Journal of Moral Philosophy*. 1-33.
- Green, Ben. "'Good' Isn't Good Enough", in *Proceedings of the AI for Social Good Workshop at NeurIPS*. 1-8.

## 2. GRADING

### 2.1. Assessment Details

The breakdown for the final grade is given as follows (further details on each component is given below in Section 2.4).

<b>Weight</b>	<b>Description</b>	<b>Deadline</b>
0%	Plagiarism Quiz (Online)	<i>No Later Than</i> Wednesday, March 16
10%	Attendance and Participation (Synchronous Tutorials)	<i>Ongoing</i>
30%	Top 3 of 4 Module Quizzes (Equally weighted at 10% each)	Sunday, January 30 Sunday, February 27 Sunday, March 20 Sunday, April 10
10%	4-Sentence Paper (x2)	Friday, January 21 Friday, January 28
10%	Tweet Assignment (x2)	Friday, February 11 Friday, February 18
20%	Short Paper 1	Friday, March 18
20%	Short Paper 2	Friday, April 8
2%	Course Evaluation Game (Bonus)	End of Term

### 2.4. Assignment Details

Where relevant, all assignments should be submitted via the course webpage. Detailed instructions for assignment submission will be posted on the course webpage (<https://dal.brightspace.com>).

#### 2.4.1. Plagiarism Quiz

**0 marks total.** In order to be eligible to submit your short papers, you will be required to take and score 100% on a short quiz on plagiarism. The quiz will not count toward your grade; however, you must do the quiz in order to have your papers graded. The quiz will be available on the course webpage, and it can be submitted at any time prior to the deadline for the first essay. It can be resubmitted as many times as necessary to obtain 100%. If you do not do the

quiz, or you do not obtain 100% on the quiz, then your essay will be ineligible for submission until the quiz is completed. If the quiz is completed after the deadline for the paper, then your paper will be considered late (up to the date that you obtain 100% on the quiz).

#### 2.4.1. *Module Quizzes (x4)*

**30 marks total.** At the end of each module, there will be a short, timed, 10-question quiz on the all the readings from that module. The quizzes will be released one week before the deadline and can be completed any time from the time of release up to the deadline. The grades will be automatically released the day after the deadline. As such, no late quizzes will be graded. The lowest grade from the four quizzes will be dropped from the final grade.

#### 2.4.2. *4-Sentence Paper (x2)*

**10 Marks Total.** At the end of weeks 2 and 3, you will submit a short '4-sentence' paper, each of which engages with **one** of the readings from Module 1. The paper will take the following form:

- (1) *They say* \_\_\_\_\_.
- (2) *I say* \_\_\_\_\_, *because* \_\_\_\_\_.
- (3) *One might object that* \_\_\_\_\_.
- (4) *I reply that* \_\_\_\_\_.

Further details will be provided on the course webpage.

#### 2.4.3. *Tweet Assignment (x2)*

**10 Marks Total.** At the end of weeks 5 and 6, you will submit a (Twitter.com) 'tweet' assignment, which each consist of a tweet-length description (280 characters, including spaces) of one of the readings in Module 2. Further details will be provided on the course webpage.

#### 2.4.7. *Short Papers.*

**50 Marks Total.** At the end of each of Modules 3 and 4, you will submit a short paper (~1000 words) in response to a particular prompt. There will be a number of options, and you will choose one on which to write your paper. Further details will be given in class. A detailed rubric will be provided on the course webpage.

#### 2.4.8. *Bonus Marks*

1. **Up to 2 Marks Total.** Two bonus points in the class will be awarded to everyone registered just in case a quorum (at least 3/4) of students complete the year-end course evaluations. See details below.

*Course Evaluations Game.* (2 Marks) If a 3/4 majority of students fill out the year-end evaluation, then everyone will receive two bonus



marks for the course. Note that this bonus assignment has a structure typical of a prisoner's dilemma: If most students cooperate (fill out the evaluation), then it is in your individual interest to not (because you can get a bonus mark without expending additional effort in filling out the evaluation). Further, if most students defect (fail to fill out the evaluation), it is again in your best interest to defect (otherwise, you would have expended additional effort for nothing). This is a dilemma because it will always be in your own best interest to defect; however, it is in everyone's best interest to cooperate.

### 2.5. Grade Scale

The grade scale and definitions for letter grades for this course can be found online at [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html).

## 3. COURSE POLICIES

### 3.1. Contact Policy

My email policy is to respond to any enquiries within two workdays of receipt. If I have not responded to your email within this time frame, you are entitled to (and should) send a follow-up email. Please put the course code ('ASSC 1801') in the subject-line of your email.

### 3.2. Late Submission Policy

Work that is submitted late, without a documented excuse, will be penalized 2 points per 24-hour period after the deadline. **NOTE:** *This policy applies only to the writing assignments. Late weekly quizzes will not be accepted.*

### 3.3. Ground Rules for Discussion

These ground rules form a set of expected behaviours for conduct in discussions and lectures. They are meant to foster an intellectual atmosphere where we work together to achieve knowledge. They are also meant to ensure that discussions are spirited without devolving into argumentation and to ensure that everyone has an opportunity to be heard.

*DO:*

- Respect yourself and others (share your viewpoint and allow others to share theirs).
- Show respect for others by learning and using their preferred names and pronouns.
- Give each other the benefit of the doubt. (Be charitable.)
- Be cautious of universal claims.
- Listen actively and attentively.
- Keep an open mind. (Expect to learn something new, or to have your views challenged by ideas, questions, and points of view different than your own.)
- Ask for clarification if you are confused.
- Challenge one another but do so respectfully.

- Allow others (and yourself) to revise or clarify ideas and positions in light of new information.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Build on one another's comments; work toward shared understanding.
- Try to always have your readings in front of you.
- If you are offended by anything said during discussion, acknowledge it immediately.

**DO NOT:**

- Interrupt one another—even when you are excited to respond.
- Offer opinions without supporting evidence.
- Engage in put-downs.
- Make assumptions—ask questions instead.
- Do not monopolise discussion.

If you notice patterns that are troubling or might be impeding full engagement by others, please speak to me in office or via email. Such discussions should be understood as being strictly confidential. If it is not possible to speak to me, feel free to reach out to the department chair, and academic advisor, or a trusted mentor.

### **3.4. Covid-19**

Up to date information about Dalhousie's current plans and policies regarding Covid-19 can be found online at <https://www.dal.ca/covid-19-information-and-updates.html>.

If you are not feeling well, please remain home. If you experience symptoms of COVID-19, including a cough (new or worsening) or a fever, you should complete a COVID-19 self-assessment and schedule a COVID-19 test through the province. You can consult the Nova Scotia public-health guidelines here: <https://novascotia.ca/coronavirus/symptoms-and-testing/> If you are ultimately diagnosed with COVID-19, follow all guidance you receive from Public Health.

If any students are struggling, and are looking for mental health support, please make sure you reach out for help. There are a variety of mental health resources and supports available for students at [www.dal.ca/mentalhealth](http://www.dal.ca/mentalhealth).

If you wish to chat with a mental health professional, same-day counselling appointments are available at the Student Health and Wellness Centre on the 2nd floor of LeMarchant Place. Appointments can be made by calling 902-494-2171 or online at: [www.dal.ca/studenthealth/bookonline](http://www.dal.ca/studenthealth/bookonline)

Students can also access free and confidential mental health counselling support 24 hours per day, 7 days a week, by calling Good2Talk at [1-833-292-3698](tel:1-833-292-3698) or by [texting GOOD2TALKNS](text:GOOD2TALKNS) to 686868.

If you are in crisis, you can always call 902-429-8167 or 1-888-429-8167 to reach the Mental Health Mobile Crisis Team, 24 hours a day, 7 days a week.

#### 4. UNIVERSITY STATEMENTS

##### 4.1. Territorial Acknowledgement:

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

##### 4.2. 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."

##### 4.3. 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. (Read more: [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html))

##### 4.4. 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

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

##### 4.5. 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.

#### **4.6. 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).

#### **4.7. 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.

#### **4.8. 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.

#### **4.9. 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.

#### **4.10. 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.

### **5. 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**

- 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](#)

### **Classroom Safety**

- Students who are not fully vaccinated should familiarise themselves with the new University policy requiring vaccination *or* regular testing.
- Students who experience COVID symptoms should *stay home* and protect their classmates.
- If you must stay home because you are experiencing COVID symptoms, please email me so we can discuss accommodations for the missed class.
- The University has mandated masks through September, and it may recommend continuing to wear them later this term.
- I will not be able to speak with students immediately before or after class; however, I will hold office hours shortly after class; and virtual office meetings may be scheduled via email.
- If public health conditions make it necessary, or clearly advisable, classes may be temporarily moved online.
- All students must follow health and safety requirements on campus and should be considerate of others' health concerns.
- If an individual student fails to consider the safety of their colleagues, class may be suspended; repeated inconsideration may lead to the student being reported under the University Code of Student Conduct.