



SYLLABUS

EXT 300 (SEM 850 Wi20): Education Abroad: Global Perspectives

Faculty of Extension | University of Alberta

Course Dates: January 6, 2020 – April 8, 2020

Location/Format: Online (Self-paced)

Note: this course meets the Intercultural Communications Training requirement for the Certificate in International Learning. For further information: globaled.ualberta.ca/cil

**Course instructor(s)
and contact
information:**

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Responses to inquiries will be provided within 3 business days

**Program office
information:**

If you have any concerns or questions regarding the course that require immediate attention, please contact the program staff at 780.492.4315, 8:30 a.m. to 4:00 p.m., Monday through Friday (MT) or email the Program Assistant at angela.dempster@ualberta.ca or global.leadership@ualberta.ca

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ABOUT THE COURSE

Course Description

Gaining an awareness of one's own cultural perspectives and beliefs enables the development of intercultural understanding and competencies. By focusing on intercultural principles and practices, students engaged in educational and experiential experiences abroad will: explore the concept of culture and cultural variations; develop awareness of how their own culture influences values, beliefs, and actions; gain an understanding of the core intercultural competencies; acquire competencies and skills critical for studying, working, and living globally. The course is delivered asynchronously online and is intended for students participating in an education abroad or study abroad experience.

I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible, but I refuse to be blown off my feet by any.

—Mahatma Gandhi

I am fundamentally an optimist. Whether that comes from nature or nurture, I cannot say. Part of being optimistic is keeping one's head pointed toward the sun and one's feet moving forward.

—Nelson Mandela

Course Introduction

With today's highly interconnected and actively networked global spaces, contexts of learning and teaching have become more open, more interactive, and more intersectional. For individuals who seek to work abroad or want to understand leadership from a global perspective, it is more important than ever to be aware of the social and cultural issues that define people's lives as this relates to their needs and expectations. To understand people, cultural platforms are especially important, for they define and critically explain the way one lives and manages almost all aspects of their contexts in given temporal and geographical intersections. To highlight the central location of culture and cultural relationships as effectively and as inclusively as possible, this course aims to introduce students who may be at different levels of study, select ideas, perspectives and possible practices of reading culture, constructively relating to, and collaboratively working with people from different parts of the world. It is via this active and mutual intercultural understanding that students will not only appreciate the diverse ways people live, learn and develop, but could be able to share their own histories, life situations and potential contributions to the wider global contexts they will reside and work in. It is also with such open-minded and appreciable understanding that students can start co-learning, co-working and co-developing with others in the far corners of our world, but as well and equally as important, with those in their own nations and regions. As such, cultural capacities that are not unidirectional (i.e., from the West to the rest), but multi-directional (i.e., co-learning and co-doing with others) become the central door that opens to active, inclusive and supportive forms of global cultural understanding and global leadership.

Course Objectives

By the end of this course, you should be able to:

- Discuss global and cultural issues in order to understand other people's realities and contexts;
- Appreciate the constructive intentions and outcomes of intercultural living, especially that which is informed by mutual respect and historical/cultural understanding;
- Learn from others and value the diverse ways different communities design and manage their lives;
- Appreciate the relative equity (there are, of course, exceptions) of ideas, knowledge systems and ways of living;
- Facilitate new forms of global cultural openness that should help leaders to potentially evolve into thoughtful and inclusively oriented and competent individuals who serve the public good in all learning and working contexts.

Course Materials

Course Textbook:

Liu, S., Volčič, Z., & Gallois, C. (2019). *Introducing intercultural communication: Global cultures and Contexts* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Please note: Your instructor may also provide you with readings other than those listed above and further below. Also, please be advised that links may be changed or updated.

COURSE SCHEDULE

Key Dates

Since this is a **self-paced** course, you can work through the course at your own pace and according to your own schedule, though the suggested completion dates (outlined below) are intended to help guide your course completion.

While you may work through the course at your own pace, **all graded assessments (see table below) must be submitted on or before 11:55 PM on the last day of the course.** Please note that late assessments may be subject to a 10% per day penalty (see the *COURSE-SPECIFIC POLICY STATEMENTS* section of this syllabus for more information).

Dates and times referenced below follow Mountain Time (MT).

Module	Key Dates All graded assessments are due by 11:55 PM on April 8, 2020
Module 1: The Meanings and Practices of Culture	<i>Suggested completion between January 6 – 18</i> <input type="checkbox"/> Module 1 Quiz
Module 2: Intercultural Adaptation/Competence	<i>Suggested completion between January 19 – 31</i> <input type="checkbox"/> Module 2 Quiz
Module 3: Globalization and Culture	<i>Suggested completion between February 1 – 13</i> <input type="checkbox"/> Module 3 Quiz
Module 4: Global Spaces and Relationships	<i>Suggested completion between February 14 – 29</i> <input type="checkbox"/> Mid-point Assignment - suggested due date: 22 February <input type="checkbox"/> Module 4 Quiz
Module 5: Youth Contexts and the Media	<i>Suggested completion between March 1 – 13</i> <input type="checkbox"/> Module 5 Quiz
Module 6: Culture and Global Leadership	<i>Suggested completion between March 14 – 26</i> <input type="checkbox"/> Module 6 Quiz
Module 7: Returning and Reframing Resources and Personal Reflection	<i>Suggested completion between March 27 – April 8</i> <input type="checkbox"/> Final Assignment

MODULE OVERVIEWS

It is highly recommended that before starting your coursework, you review the [eClass Essentials](#) page to become familiar with eClass.

Module 1: The Meanings and Practices of Culture

Topics

- Understanding Culture
- Cultural Perspectives
- Intercultural Communication Ethics

Learning Outcomes

After completing this module, students should be able to:

- Discuss the concept of culture and its various components and characteristics
- Identify how one's own cultural perspectives and beliefs impact their understandings and positive interactions with other cultures
- Appreciate diverse dimensions of culture and explain their impacts on intercultural communication

Readings

#1. Textbook:

- ▶ Read: Chapter 2: Culture and people (pp. 26-52)
Chapter 4: Perception and categorization (pp. 82, and 92-106) and
Chapter 5: Value orientations and behaviour (pp. 108-133)

Activities and Assignments

*** Please see the Course Schedule section for suggestion completion dates.

- Quiz 1

Module 2: Intercultural Adaptation

Topics

- Developmental Model of Intercultural Sensitivity (DMIS)
- Developmental Issues

Learning Outcomes

After completing this module, students should be able to:

- Understand intercultural adaptation and sensitivity and identify their characteristics
- Identify various positions within the DMIS
- Reflect upon and appreciate the significance of intercultural adaptation in relation to real-life experience abroad

Readings

#1. Downloadable PDF:

Bennett, M. J. (2013). Chapter 4: Intercultural adaptation. *Basic Concepts of Intercultural Communication: Paradigms, Principles, & Practice* (2nd ed.) (pp.83-103). Boston, Mass.: Intercultural Press.

► Read: full PDF

Activities and Assignments

*** Please see the Course Schedule section for suggestion completion dates.

- Quiz 2

Module 3: Globalization and Culture

Topics

- Globalization and Culture
- Cultural Diversity and Multiculturalism
- Immigration
- Globalization in the post-September 11 World

Learning Outcomes

After completing this module, students should be able to:

- Describe global contexts of migration on cultural diversity
- Reflect upon and analyze the marketization of culture within globalization
- Discuss the impacts of globalization on local cultures as well as the influence of local cultures on other cultures through the process of globalization
- Identify possible changes in global relationships since the events of September 11, 2001

Readings

#1. Textbook:

- ▶ Read: Chapter 1: Challenges of living in a global community (pp. 2-25)
Chapter 9: Immigration and acculturation (pp. 212-237)

#2. Library eReading:

- Ghosh, R. & Abdi, A. A. (2004). *Education and the politics of difference: Canadian perspectives*. Toronto, ON: Canadian Scholars' Press Inc. Retrieved from http://login.ezproxy.library.ualberta.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=129045&site=ehost-live&scope=site&ebv=EB&ppid=pp_155
- ▶ Read: Chapter 4: Education and the globalization of difference with reference to the post-September 11 world (pp. 141-164).

Activities and Assignments

*** Please see the Course Schedule section for suggestion completion dates.

- Quiz 3

Module 4: Global Spaces and Relationships

Topics

- Interpersonal and intercultural relationships
- Lived experiences from around the world

Learning Outcomes

After completing this module, students should be able to:

- Identify personal/social dimensions of lived contexts and relationships
- Recognize the importance of awareness of cultural norms that shape social relationships and life descriptions
- Appreciate, value and identify with the experiences and reflections of people across the world through their writing and histories

Readings

#1. Textbook:

- ▶ Read: Chapter 10: Intercultural and intergroup relations (pp. 248-263)

#2. Weblink:

- Hulme, K. (2004). *Voyagers* [Poem]. Retrieved from http://www.nzepc.auckland.ac.nz/features/whetu_moana/hulme.asp
- ▶ Read: entire poem

#3. Weblink:

- Adichie, C. (2009, July). Chimamanda Ngozi Adichie | TEDGlobal 2009: The danger of a single story [Video file]. Retrieved from http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html
- ▶ Watch: entire video

Activities and Assignments

*** Please see the Course Schedule section for suggestion completion dates.

- Quiz 4
- Mid-point Assignment

Module 5: Youth Contexts and the Media

Topics

- Media, technology, and cultural change
- Experiences of youth generations in cultural contexts
- Considerations of work in international contexts

Learning Outcomes

After completing this module, students should be able to:

- Explain the influence of media on cultural changes and relationships
- Explore the experiences of youth from other countries
- Discuss cultural perspectives and role as a visiting worker to another country

Readings

#1. Textbook:

- ▶ Read: Chapter 12: Mass media and cultural change (pp. 290-313)

#2. Library eReading:

Grixti, J. (2006). Symbiotic transformations: Youth, global media and indigenous culture in media. *Media culture & society* 28(1), 105-122. Retrieved from <http://journals.sagepub.com/login.ezproxy.library.ualberta.ca/doi/pdf/10.1177/0163443706059295>

- ▶ Read: Entire article

#3. Weblink:

UN Human Rights. (2011). *Youth bloggers – the Arab Spring* [Video]. Retrieved from http://www.youtube.com/watch?v=ElpGfC5Vo_0

- ▶ Watch: Entire video

#4. Weblink:

Biddle, P. (2014, February 18). The problem with little white girls (and boys): Why I stopped being a voluntourist [Blog post]. Retrieved from <http://pippabiddle.com/2014/02/18/the-problem-with-little-white-girls-and-boys/>

- ▶ Read: Entire article

#5. Weblink:

Biddle, P. (2014, February 25). 2+ million views later – That time the internet broke me: A follow-up to “The problem with little white girls (and boys) [Blog post]. Retrieved from <http://pippabiddle.com/2014/02/25/2-million-views-later-that-time-the-internet-broke-me/>

- ▶ Read: Entire article

Activities and Assignments

*** Please see the Course Schedule section for suggestion completion dates.

- Quiz 5

Module 6: Culture and Global Leadership

Topics

- Intercultural conflict management
- Intercultural communication and leadership
- Multicultural teams and organizations

Learning Outcomes

After completing this module, students should be able to:

- Develop an awareness of potential sources of intercultural conflict
- Describe conflict management strategies
- Discuss competencies required for working in multicultural organizations
- Appreciate global critical leadership, including the ways that a leader can enact critical thinking in practice.

Readings

#1. Textbook:

- ▶ Read: Chapter 11: Intercultural and international conflicts (pp. 264-289)
Chapter 13: Effective intercultural communication in a global society (pp. 314-339)

#2. Library eReading:

- Jenkins, D. (2012). Global critical leadership: Educating global leaders with critical leadership competencies. *Journal of leadership studies* 6(2), 95-101. Retrieved from <https://onlinelibrary-wiley-com.login.ezproxy.library.ualberta.ca/doi/10.1002/jls.21241>
- ▶ Read: Entire article

Activities and Assignments

*** Please see the Course Schedule section for suggestion completion dates.

- Quiz 6
- Final Assignment

Module 7: Returning and Reframing Resources and Personal Reflection

Note on Module 7: If you are doing this course while on an experience abroad or as an international student studying in Canada, you may be encountering this module before your return home. Therefore, this module is intended to provide you with resources and a structured personal reflection activity. The associated activity is not graded.

Topics

- Reverse culture shock
- Reflecting on the education abroad experience

Learning Outcomes

After completing this module, students should be able to:

- Understand and discuss the concept of reverse culture shock
- Identify and discuss their experiences of reverse culture shock
- Identify and discuss strategies for coping with reverse culture shock

Readings

#1. Weblink:

Shannon, E. (1995). Reflections on the meaning of study abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 1(Fall). Retrieved from <http://frontiersjournal.org/past-volumes/vol-i/>

► Read: entire article.

Activities and Assignments

*** Please see the Course Schedule section for suggestion completion dates.

- Personal reflection (not graded):

Reflect on the concept of reverse culture shock and your experience of it, and consider how your education abroad experiences and learning compares with that of Elizabeth Shannon; in what ways would you like to share your global leadership experiences in a local context?

COURSE ASSESSMENT & GRADED ACTIVITIES

Assessments Overview and Weighting

Refer to the “Module Overview and Key Dates” within the Course Schedule section for a list of all due dates.

Assessment	Weight
Quizzes (six quizzes in total, each worth 5%)	30%
Mid-point Assignment	30%
Final Assignment	40%
TOTAL	100%

Marking criteria for all assignments will be specified within the instructions for the assignment. Please review these criteria before completing your assignments.

Quizzes

Quiz 1, Quiz 2, Quiz 3, Quiz 4, Quiz 5, Quiz 6

Each of the six modules within this course contains a short quiz to be completed on eClass. Each quiz consists of five (5) multiple-choice questions. eClass will automatically randomize the order of questions and, where applicable, multiple-choice answers.

You will be given **one (1) attempt** at each quiz. Once you start the quiz, you will be given a maximum of **one (1) hour** to complete it within the eClass quiz tool. When the count-down timer on your attempt reaches 0:00, or the assessment deadline passes (whichever is earlier), eClass will automatically save, close, and submit your attempt. Please ensure that you set aside adequate time to complete the assessment.

Each quiz is an “open book” assessment. You may consult selected resource materials (e.g., notes, textbooks, websites, etc.) while completing this assessment, but you may NOT discuss or consult with other students/friends/co-workers/etc. Unless otherwise stated in the instructions, all assignments, quizzes and exams are individual assignments, must be your own work, and completed independently.

Providing, attempting to provide, obtaining, or attempting to obtain information from another student or unauthorized information source is considered cheating, and is in violation of the *Code of Student Behaviour*. Such academic misconduct is considered a serious offence and can result in severe penalties. For tips on writing open-book assessments, please visit: <http://goo.gl/nKAVFL>

Assignments

There are two (2) written assignments to be completed in this course: The **Mid-Point Assignment**, and the **Final Assignment**. These two assignments are described in detail below.

Please be aware that all University [Code of Student Behaviour](#) and the principles of academic integrity apply to these assignments. **In particular:**

1. You must always distinguish your own creations, ideas and wording, from any information (words, ideas, images, etc.) you have quoted or paraphrased from another source. You are expected to clearly show which ideas are your own, and which ideas (images, words, phrases, etc.) you are quoting or paraphrasing from another source. For direct quotations where you use information that is taken word-for-word from another source, quotation marks or block quotes should be used.
2. You must cite ALL sources used with a University-accepted citation style such as APA.

These assessments are to be completed **individually**; collaborating or consulting other people while completing this assignment is a serious academic offence

Please submit your assignment files **via the eClass assignment submission tool**. For a detailed tutorial on how to use this tool, please see the help files provided in the [eClass Essentials](#) page.

Submission Instructions:

- You **MUST** submit your assignment in either a .doc or .docx file format, using the appropriate eClass assignment submission tool.
- Please be sure that you *carefully* read the submission instructions on the assignment submission page, as **assignments not submitted in the appropriate format/manner (such as via email) may be, at the discretion of the instructor, subject to late penalties or not considered for grading.**

Mid-point Assignment

Written Response—Culture, Globalization and Intercultural Adaptation

Word length: Approximately 1,250 words (5 double-spaced pages)

This course examines the meanings and practices of culture in various global contexts. An awareness of your own cultural perspectives, as well as the perspectives of others, is a critical part of developing intercultural competencies. Recall that in modules 1-3, we look at the many intersecting aspects of culture, globalization, and intercultural competence development and adaptation. For this assignment, you will provide a written analysis of the cultural context in which you currently live or work. Drawing on the materials and readings from modules 1-3 and other appropriate readings you choose as references, you will identify and analyze the meanings and practices of culture within your current living/working context (e.g., cultural perspectives, intercultural communication, impacts of globalization, etc.).

Specifically, be sure to address the following questions in your written analysis:

1. **Characteristics of Culture.** Briefly identify and describe the cultural characteristics of your current work and/or life context. Explain the cultural perspectives and beliefs that you hold. What impact might your perspectives have on your understandings of and interactions with those from other cultural contexts?
2. **Intercultural Communication in a Globalized World.** What dimensions of culture have an impact on intercultural communication in your current work and/or life context (e.g. Canada or elsewhere in the world)? Providing one or two examples, explain both the local (i.e. where you are now) and global (i.e. beyond the country you are in) aspects of cultural diversity that you can recognize in your current day-to-day experiences (e.g., Can you see aspects of globalization and/or marketization in your local environment?).
3. **Intercultural Adaptation.** Where are you positioned in the spectrum of DMIS? Can you reflect and give one or two examples of how you adapted to new/different cultures in Canada or abroad?

For each question, make sure you provide an explanation and rationale that supports and demonstrates your analysis. Also, remember to provide a cover page to include relevant information (e.g. your name, student ID, instructor's name, title of essay, course number and title, as well as the words used for the essay content), an introduction paragraph that frames your responses, and a conclusion paragraph that synthesizes and summarizes your analysis.

The following criteria will be used to assess this assignment:

Clear and appropriate writing style, including proper use of grammar, vocabulary, sentence structure, expression, citation of sources, etc.	5 marks
Thorough written discussion that considers cultural characteristics and intersections from different perspectives, demonstrating appropriate analysis of the topics and concepts listed in the questions posed.	15 marks
Effectively incorporates supporting information from a variety of relevant sources in order to provide an accurate and balanced analysis of the questions posed. Use of a minimum of five substantive sources for full marks.	10 marks

Final Assignment

Written Response—Intercultural Competencies: Environmental Scan and Analysis

Word length: Approximately 2,000-2,500 words (8-10 double-spaced pages)

For this final assignment, you will compile, discuss, and analyze information on an intended or a possible future global career placement of your choosing. You will conduct a brief environmental scan (i.e., gathering a minimum of 7 sources) on a particular international or global organization of your choosing, and your responses to the questions below should reflect the cultural context within which this global organization operates. As a part of your report, you will research and analyze the (inter)cultural aspects of a specific position or work experience that you are interested in.

NOTE: you should **not** attempt to define all aspects of an international or global organization. Rather, you should clearly define and communicate (e.g., within question 1) the limitations, parameters, and specific context of the position for which you are gathering information.

You are encouraged to be creative in your data gathering strategies; for instance, in addition to printed materials, you may gather data from online sources (e.g., journals, newsletters, websites, videos, social media, etc.).

This assignment should be written as one essay which responds to ALL of the seven questions including introduction and conclusion paragraphs.

Questions (note: suggested response length is one to one-and-a-half pages **per question**):

1. What global organizational context and position are you researching? Why?
2. What sources of information are available from your research? Which are the most valuable to you, and why?
3. What do your sources outline (i.e., what did you learn from your research)? What do they miss (i.e., what questions are you left with)? How might you try to discover the answers to these outstanding/unanswered questions (e.g. you can suggest strategies for discovering answers for the outstanding questions)?
4. How does the context of the information sources (e.g., viewpoints/perspectives/objectives/biases of the authors, etc.) matter?
5. What are the main differences between this global organizational context and your current work/life context?
6. What global relationships or global leadership qualities can be seen within this organization? Which are less obvious or visible?
7. What intercultural differences or conflicts might you anticipate working at the international or global organization? How could you try to address or manage these potential conflicts and foster positive intercultural communication?

The following criteria will be used to assess this assignment:

Clear and appropriate writing style, including proper use of grammar, vocabulary, sentence structure, expression, citation of sources, etc.	5 marks
Thorough written discussion that considers cultural issues and intersections from different perspectives, demonstrating appropriate analysis of the topics and concepts listed in the questions posed.	25 marks
Effectively incorporates supporting information from a variety of sources in order to provide an accurate and balanced analysis of the questions posed. Use of a minimum of seven substantive sources for full marks.	10 marks
TOTAL	40 marks

COURSE-SPECIFIC POLICY STATEMENTS

Penalty for Late Assessments

In this course, all assessments (quizzes and assignments) are due on or before the last day of class. The penalty for late assessments will be a loss of **10%** of the assessment's weight **per day**. If you have extenuating circumstances that will prevent you from handing in your assignments on-time, please contact the course instructor or TA *before* the due date to discuss the potential options.

Citation Style

Written assignments must comply with a University-accepted citation style in APA. For more information, visit the University Libraries website (www.library.ualberta.ca) and click 'Citation Help' in the Services menu.

Understanding Your Grades

The University of Alberta uses a letter grading system with a four-point scale of numerical equivalents for calculating grade point averages. Grades reflect the judgements of student achievement made by instructors and/or TAs. These judgements are based on a combination of absolute achievement and relative performance in a class.

All final results are reported using a letter grade or grade point value.

The following table presents an **approximate** guide for understanding the relationship between percentage grades and letter grades.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F	Letter Grade
96-100	91-95	86-90	81-85	77-80	72-76	69-71	64-68	60-63	55-59	50-54	<50	% range

UNIVERSITY & FACULTY OF EXTENSION GRADING POLICY

Official Grade Notification

Students can access and print their final grades **only** through Bear Tracks, an online service provided to University of Alberta students. To log into Bear Tracks, visit <https://www.beartracks.ualberta.ca>. To learn more about Bear Tracks and your CCID please visit <https://www.ualberta.ca/registrar/registration-and-courses/bear-tracks-resources>.)

Any other edition or statement of a final grade should be considered unofficial, including those released in eClass or by other means. In the rare event that access is not available, a hard copy may be requested through the Program Office. Program Offices will not release grades over the telephone under any circumstances. ***If you would like to receive an email notifying you when your final grades are available, please sign on to Bear Tracks and visit the Grades section.***

The University of Alberta Grading System

The following table provides information about the meaning of letter grades:

Grading in Undergraduate Courses*		
Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor Minimal Pass	D+	1.3
	D	1.0
Failure	F	0.0

*These descriptors apply to continuing education and undergraduate courses using alpha grades. Graduate courses use an alternative descriptor set.

A complete list of current final grades and remarks can be found [§23.4](#) of the University Calendar.

Failing Grades

Students will receive a failing grade under the following conditions:

- if the student has failed to meet the course requirements at the required standards stipulated by the course instructor and/or TA, e.g. the student's aggregate grade on submitted assignments is lower than the minimum passing grade for the course;
- if the student has failed to withdraw from the course. Non-attendance does not constitute notice of withdrawal from a course.

Grade Appeals

The assignment of grades is the responsibility of the course instructor and/or TA. Any concerns regarding grades should first be discussed with the instructor and/or TA. If the problem is not resolved, students may wish to consult the Faculty of Extension regulations regarding grade appeals. The Faculty of Extension has developed procedures in order that learners who encounter concerns and problems related to academic standing, learning assessment/grades, program requirements, or other matters may have them reviewed equitably and expeditiously. Copies of these procedures can be obtained from the Office of the Dean at 2-240 Enterprise Square, 10230 Jasper Avenue, phone (780) 492-2681.

UNIVERSITY & FACULTY OF EXTENSION POLICY STATEMENTS

Course Outline Policies

Policy about course outlines can be found in [§23.4\(2\)](#) of the University Calendar.

Academic Integrity

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/governance) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Recording in the Classroom

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor and/or TA or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor and/or TA.

Accommodating Disabilities

If you have a disability or condition that may require some modifications, please contact the Specialized Support and Disabilities Service (2-800 Students' Union Building; PH: (780) 492-3381; TTY: (780) 248-1665) and obtain a determination as to what accommodations should be made. The SSDS office will then provide you with a "letter of introduction" that you should bring to the Office of the Dean of the Faculty of Extension which will ensure that all appropriate arrangements are made for you.

Withdrawal, Refunds and Transfer Information

If you wish to drop or withdraw from this course, you must do so by the official drop or withdrawal deadline. Please refer to <https://www.ualberta.ca/registrar/registration-and-courses/withdrawals> and <https://www.ualberta.ca/registrar/registration-and-courses/registration-dates-and-deadlines> for information of official drop and withdrawal policies and deadlines, as well as guidelines to the withdrawal process. *Non-attendance does not constitute notice of withdrawal from a course. In graded courses, please note that a failing grade can be assigned to any student who has not officially withdrawn from the course.*

Your @ualberta.ca Email Address

The University of Alberta uses email to communicate important information and notices to our students, and you have been automatically assigned an @ualberta.ca email account. It is your responsibility to check your @ualberta.ca email account regularly. Visit <https://www.ualberta.ca/extension/information/for-students/checklist#email> for more information.