Department Name: Political Science

Title: EXT 300 Education Abroad: Global Perspectives

Academic Term and Year: Winter 2026

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Course Location & Times: Online, Asynchronous

Learning Management System: Canvas

Teaching Assistant Information: TBA

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

Course Information

Course Description: It is your responsibility as a student to ensure that you have the appropriate prerequisites for 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. 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.

<div align="right">

—Mahatma Gandhi

</div>

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.

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—Nelson Mandela

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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 and Expected Learning Outcomes:

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 Format: Online, asynchronous

Course Materials:

Course Textbook:

Liu, S.,Volčič, Z., & Gallois, C. (2019). *Introducing intercultural communication: Global cultures and Contexts* (4th 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.

Important 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, you must submit your midpoint assignment by **11:55 PM on February 27, 2026; all other graded assessments (see table below) must be submitted by 11:55 PM on the last day of the course (April 10, 2026).** 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
	- Mid-point assignment is due by **11:55 PM** on **Feb. 27, 2026** - All other graded assignments are due by **11:55 PM** on **April 10, 2026**
Module 1: The Meanings and Practices of Culture	*Suggested completion between January 5 - 18* ☐ **Module 1 Quiz**

Module 2: Communication, Culture and Intercultural Adaptation	*Suggested completion between January 19 - 31* ☐ **Module 2 Quiz**
Module 3: Globalization and Culture	*Suggested completion between February 1 – 15* ☐ **Module 3 Quiz**
Module 4: Global Spaces and Relationships	*Suggested completion between February 16 - 28* ☐ **Mid-point Assignment - due date: *February 27*** ☐ **Module 4 Quiz**
Module 5: Youth Contexts and the Media	*Suggested completion between March 1 - 15* ☐ **Module 5 Quiz**
Module 6: Culture and Global Leadership	*Suggested completion between March 16 - 29* ☐ **Module 6 Quiz**

First Day of Class: January 5, 2026

Add/Delete Date: January 16, 2026

50% Withdrawal Date: January 16 - February 4, 2026

Last Day of Class: April 10, 2026

Final Exam Date: N/A

Date of Deferred Final Exam: N/A

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

Chapter 4: Perception and categorization

Chapter 5: Value orientations and behaviour

Activities and Assignments

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

● Quiz 1

Module 2: Communication, Culture and Intercultural Adaptation

Topics

●   Nature and Characteristics of Culture

●   Models of Communication

●   Developmental Model of Intercultural Sensitivity (DMIS)

●   Developmental Issues

Learning Outcomes

After completing this module, students should be able to:

●   Understand the nature, models and characteristics of culture

●   Understand verbal and nonverbal communication

● 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. Textbook:

► Read: Chapter 3: Communication and Culture
Chapter 7: Verbal Communication and Culture
Chapter 8: Nonverbal Communication and Culture

#2. Downloadable PDF:

Bennett, M. J. (2013). *Basic Concepts of Intercultural Communication: Paradigms, Principles, & Practice: Selected Readings*. Boston: Intercultural Press.

► Read: Chapter 4: Intercultural Adaptation (pp. 83-103)

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: Intercultural Communication in a Global Community

Chapter 10: Immigration and Acculturation

#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

► Read: Chapter 4: Education and the globalization of difference with reference to the post-September 11 world .

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 11: Intercultural and Intergroup Relations

#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 l TEDGlobal 2009: The danger of a single story [Video file]. Retrieved from

Chimamanda Ngozi Adichie: The danger of a single story | TED 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: Media and Cultural Change

#2. Library eReading:

Grixti, J. (2006). Symbiotic transformations: Youth, global media and indigenous culture in Malta. *Media culture & society 28*(1), 105-122. Retrieved from

https://journals-sagepub-com.login.ezproxy.library.ualbertheta.ca/doi/abs/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

https://medium.com/thsppl/the-problem-with-little-white-girls-and-boys-b84d4011d17e

►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

https://medium.com/thsppl/2-million-views-later-that-time-the-internet-broke-me-5063ae99d007

►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 9: Business and Culture

Chapter 13: Intercultural Competence in
a Global Community

#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

Journal of Study Abroad, 1(Fall). Retrieved from

https://doi.org/10.36366/frontiers.v1i1.33

► Read: entire article.

Activities and Assignments

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

● Quiz 6

● Final Assignment

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?

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 (including AI technology such as ChatGPT). You are expected to clearly show which ideas are your own, and which ideas (images, words, phrases, etc.) you are quoting or paraphrasing are 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 Canvas assignment submission tool**.

Submission Instructions:

● You <u>MUST</u> submit your assignment in either a .doc or .docx file format, using the appropriate Canvas 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.**

Please include a cover page for each assignment including the following information:

- Your name and student ID

- Instructor's name, course number and title

- Title of the essay

- Word count (not including cover page and references)

Mid-point Assignment

Written Response—Culture, Globalization and Intercultural Adaptation

Word length: 1,250- 1,500 words

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. In this course, 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 the modules 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 cultural characteristics in the context of the country you're currently living in. Explain the cultural perspectives and beliefs that you hold. What impact might your perspectives have on your understanding of and interactions with those from other cultural contexts? (5 points)

2. Intercultural Communication in a Globalized World. What dimensions of culture have an impact on intercultural communication in the country you're currently living in (e.g., Canada or elsewhere in the world)? Providing one or two examples, explain aspects of cultural diversity that you can recognize in your current day-to-day experiences in Canada or abroad (e.g., Can you see aspects of globalization and/or marketization in your current environment?). (5 points)

3. Intercultural Adaptation. Where are you positioned in the spectrum of DMIS? Can you reflect on Bennett's model, explain where you are at according to his model, and give one or two examples of how you adapted to cultures in Canada or abroad? (5 points)

For each question, make sure you provide an explanation and rationale that supports and demonstrates your analysis; you must also incorporate the theoretical concepts or framework from this course in the discussion.

Also, remember to provide a cover page, 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 seven (7) substantive and relevant sources for full marks. Must incorporate intercultural contents (e.g.,	10 marks

required readings in this course) to support discussion and analysis.	
TOTAL	**30 marks**

Final Assignment

Written Response—Intercultural Competencies: Environmental Scan and Analysis

Word length: 2,000-2,500 words

For this final assignment, you will compile, discuss, and analyze information on a global/international organization of your choosing, from the perspective of an intended or possible career placement in this organization. You will conduct a brief environmental scan (i.e., using a minimum of seven (7) sources) on the selected international or global organization, and your response to the questions below should reflect the cultural context within which this global organization operates. You need to support your discussion with appropriate intercultural literature (i.e., using a minimum of three (3) resources). As a part of your report, you will research and analyze the (inter)cultural aspects of work experience in the position that you are interested in.

NOTE: *you should **not** attempt to define all aspects of an international or a 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 respond to ALL of the seven (7) questions in an essay (follow the order of the questions) or Q&A style. Make sure you provide an explanation, rationale, relevant intercultural literature, and examples to support the discussion and analysis in your response to each question.

Also, remember to provide a cover page, an introduction paragraph that frames your responses, and a conclusion paragraph that synthesizes and summarizes your analysis.

Questions *(note: suggested response length is one to 1.5 pages **per question**):*
1. What global organizational context and position are you researching? Why? (3 points)
2. What sources of information are available from your research? Which are the most valuable to you, and why? (3 points)
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 answers to these outstanding/unanswered questions (e.g. you can suggest strategies for discovering answers for the outstanding questions)? (4 points)
 4. How does the context of the information sources (e.g., viewpoints / perspectives / objectives / biases of the authors, etc.) matter? (3 points)

5. What are the main differences (must include an intercultural perspective) between this global organizational context and your current work/life context? (4 points)

6. What global relationships or global leadership qualities can be seen within this organization? Which are less obvious or visible? (4 points)

7. What intercultural differences or conflicts might you anticipate working at the international or global organization in the position you proposed for this assignment? How could you try to address or manage these potential conflicts and foster positive intercultural communication? (4 points)

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 ten (10) substantive and relevant sources for full marks. Must incorporate intercultural contents (e.g., required readings in this course) to support discussion and analysis on questions 5- 7.	10 marks
TOTAL	**40 marks**

Grading: Student grades are unofficial until they have been approved by Arts Faculty Council or delegate.

Policy for Late Assignments:

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 Guides' in the Library 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

Missed Tests and Assignments:

Receiving alternate arrangements for the completion of term work is a privilege and not a right. There is no guarantee that late work will be accepted or that an absence will be excused. Misrepresentation of facts to gain an unfair academic advantage over other students is a violation of section 5.a in the *Student Academic Integrity Policy*.

Deferred Final Examination: Students must apply to their home Faculty for a deferred examination. The application form for Arts students is in Forms for Students on the Arts Student Services site.

Student Responsibilities

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 *Student Academic Integrity Policy* and the *Student Conduct Policy* (on the University of Alberta Policies and Procedures Online (UAPPOL) website) 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.

All students should consult the website of the [Office of Student Conduct and Accountability](#).

Instructors are required to report potential violations of the *Student Academic Integrity Policy*.

Students who want to strengthen their academic skills and learn more on topics such as note-taking, time management, and academic integrity are encouraged to explore [The Academic Success Centre](#).

Recording of Lectures: Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 content author(s).

Learning and Working Environment

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

All students should review the *Student Conduct Policy* (on the [University of Alberta Policies and Procedures Online](#) (UAPPOL) website). If you are experiencing harassment, discrimination, fraud, theft or any other issue and would like confidential advice and information, please contact any of these campus services:

● [Office of Safe Disclosure & Human Rights](#)*:* A safe, neutral and confidential space to disclose concerns about how the University of Alberta policies, procedures or ethical standards are being applied. They provide strategic advice and referral on matters such as discrimination, harassment, duty to accommodate and wrong-doings. Disclosures can be made in person or online using the [Online Reporting Tool](#)

- [Sexual Violence Supports:](#) - It is the [policy](#) of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. The University takes seriously its responsibility to reduce sexual and gender-based violence through a culture of consent, gender inclusivity, anti-oppression and support, and to respond to misconduct or conditions that allow, facilitate, or give rise to sexual and gender-based violence.

- [University of Alberta Protective Services](#): Peace officers dedicated to ensuring the safety and security of U of A campuses and community. Staff or students can contact UAPS to make a report if they feel unsafe, threatened, or targeted on campus or by another member of the university community. For non-emergency dispatch, call 780-492-5050. For lost and found, call 780-492-2943. In an emergency, call 911.

Student Resources

[The University Calendar](#) is one of the principal sources of U of A policy information for students. It includes admission requirements and deadlines, academic regulations, programs of study, academic standards, degree requirements, and University policies for both undergraduate and graduate students.

[The Student Service Centre](#) provides students with information and access to services to support academic, financial, mental, and physical well-being.

[First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

[The Academic Success Centre](#) provides professional academic support to help students maximize their academic success and achieve their academic goals. They offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs, and at all levels of achievement and study.

[Writing Services](#) offers free one-on-one writing support to students, faculty, and staff. Students can request a consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Under the [Discrimination, Harassment and Duty to Accommodate Policy](#), the Office of the Dean of Students coordinates academic accommodations for prospective and current students with documented disabilities affecting mobility, vision, hearing, learning, and physical or mental health. The provision of academic accommodations helps to remove structural barriers that these students encounter in academic environments in order to facilitate equivalent learning opportunities for these students. [Accommodations and Accessibility](#) promotes an accessible, inclusive, and universally-designed environment at the University of Alberta.

[Health and Wellness Support for Students](#) outlines the mental and physical health resources which are offered on-campus and in the community.

[The Office of the Student Ombuds](#) is a confidential service which strives to ensure that university processes related to students operate as fairly as possible. They offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.

The [Need Help Now](#) webpage offers contact information for a variety of supports if you are in immediate need of mental health and wellness support. You can also call the 24-hour Distress Line: 780-482-4357 (HELP).

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Policy about course outlines can be found in [Evaluation Procedures and Grading System](#) in the University Calendar.