

# Management of Natural Resources and the Environment Syllabus

## REVISED – SEPT 21, 2025

School for Resource and Environmental Studies  
 ENVI 5504 Fall 2025

*Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.*

*Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.*

### Course Instructors

Name	Email	Office Hours
Dr. Alana Westwood (instructor)	 a.westwood@dal.ca	<b>Drop in:</b> Rowe Management Building Rm 5024. Tuesdays between 9:15 and 10:00, and 16:00-17:15.
Ben Collison (TA)	 b.collison@dal.ca	<b>Drop in:</b> Rowe Mgt Building, Rm 5058. Wed, 10:00-11:00

Note contact times as follows:

- *Microsoft Teams instant message (**Preferred**): Response time < 12 hours during working days (~7:30-15:30, Monday to Friday).*
- *Email: 1-3 working days. Email will not be monitored evenings, weekends, or statutory holidays.*

### Course Description

Students explore key management concepts applied in managing natural resources and the environment. Topics include management paradigms, systems, principles, approaches, tools and institutions associated with a wide range of sectors such as fisheries, forests, agriculture, the coastal zone, oceans, parks and protected areas, energy, waste, water, and others. Case studies complement lectures, seminars and field trips.

### *Course Prerequisites*

Enrollment in a Master's program. Upper-year undergraduate students may request admission from the instructor.

### *Course Exclusions*

None.

## **Course Structure**

### *Course Delivery*

The course will be delivered from September 2 through December 3, 2025. Course delivery is through a mix of in-person lectures, in-person tutorials, field trips, guest lectures, and supplemental online material which may include videos, readings, podcasts, discussions, and other materials.

Tutorial and field trip attendance is mandatory with grades being associated with some assignments completed during these sessions. In-class will be composed of lecture, question-and-answer sessions with guest speakers, facilitated discussion on required reading material, and opportunities to review assignments and course expectations with the instructor. Group work is required for one assignment.

### *Lectures*

Wednesdays, Mona Campbell Building Room 1108, 14:35-17:25 **OR field trips** (see Course Schedule)

### *Tutorials*

Wednesdays, Mona Campbell Building Room 2107, Tutorial **Section 1** 11:35-12:55, Tutorial **Section 2** 13:05-14:25 **OR field trips** (see Course Schedule)

## **Course Materials**

### *Required Resources*

Students must have access to the university library as well as a computer or a functional tablet for word processing, and consistent access to the internet. If you require support for the course or university technologies you can contact Information Technology Services (ITS) at 1-800-869-3931 or support@dal.ca



**Brightspace**® is our classroom space! All supplementary materials (inclusive of text, video, and audio materials) and lecture slides will be provided through Brightspace. This is where you'll find the syllabus, class announcements, course schedule, readings, dropboxes for submitting assignments, and discussion boards for questions. Readings may be provided as little as one week prior to the next class to address current affairs.



**MS Teams®** is Dalhousie’s conferencing platform, and is preferred for messaging the instructor and TA. Should office hours need to be online due to instructor or student illness, Teams video call will be used. Coursework groups can create private channels for storing files, chatting, and organizing meetings.

### *Optional Resources*

Students may find the following textbook useful. It is not necessary to purchase a copy as Dalhousie has a free e-book available for students (available through libraries.dal.ca).

Chapin III, F. S., Kofinas, G. P., & Folke, C. (Eds.). (2009). Principles of ecosystem stewardship: resilience-based natural resource management in a changing world. Springer, New York, USA.

### **Assessment**

<b>Assignment</b>	<b>Grade Proportion (%)</b>	<b>Due date</b>
<b>1. Tutorial hand-ins (complete 6/7)</b>	<b>(10)</b>	
1.1 Landowner survey + Oat Hill Lake attendance	1.67	Sep 26
1.2 Personal groupwork commitments	1.67	Oct 3
[1.3 Full day field trip – nothing due]		
1.4 Conrad’s Beach field protocol	1.67	Oct 17
[1.5 Full day field trip – nothing due]		
1.6 Conrad’s Beach field data write-up	1.67	Oct 31
1.7 Advocacy goal for an emerging issue	1.67	Nov 7
1.8 AI & feedback activity	1.67	Nov 22
1.9 Bioregionalism manifesto feedback	1.67	Nov 28
(lowest mark will be dropped)		
SLEQ Form – ≥75% of students must complete for entire class to receive bonus	+ 1	
<b>2. Private land natural resource management plan</b>	<b>(65)</b>	
2.1: Group charter (group)	5	Oct 10
2.2: Expanded outline (group)	15	Oct 17
2.3: Draft visuals (individual)	5	Nov 21
2.4: Final report (group) + autorating form (individual)	40 + multiplier	Dec 10
<b>3. Critical evaluation of a management plan</b>	<b>(25)</b>	
3.1: Written analysis	17	Nov 14
3.2: Briefing note	8	Nov 14

Assignments are accompanied by a detailed instruction sheet, verbal in-class instructions, and marking rubrics on Brightspace. Short summaries of the assignments are as follows:

### **Assignment 1. Tutorial hand-ins**

In six tutorials, exercises will be given out as individual assignments, each worth a small percentage of your final grade. Results must be handed in on Brightspace (or graded in person, as necessary) and due dates are the Friday following the class. Assignments involve reflecting on competencies related to management, preparing for fieldwork, or developing skills in groups to be used towards major assignments. You only need to complete 6 of 7 to get full marks (missed submissions will be counted as a 'zero', but your lowest mark will be dropped).

### **Assignment 2. Private land natural resource management plan**

Given that most of Nova Scotia's landmass is owned by private landowners, sustainable management of natural resources and the environment for this province requires that landowners be actively tackling environmental management issues on their lands. This assignment will be completed in groups of 4-6 students. You will be assigned to groups based on the completion of an in-class survey regarding your interests, skills, and experience level. Each group will be assigned a landowner partner. The landowners will provide a set of values for which they seek to manage their lands (e.g. herbal garden, recreational trails, siting a home to avoid coastal erosion, timber woodlot, etc.) and the instructor will provide an additional set of values to be included: (1) contribution to conservation; and (2) energy and/or water efficiency. Each student will focus on one value of their choice, but all group members will contribute to the overarching management plan. Tutorial exercises during the course will aim to promote effective groupwork. Groups are expected to stay in regular contact with their landowner partner to set expectations, answer questions, and provide their partner with the final management plan. Group members do not have to visit the assigned property, but it is encouraged if possible.

The assignment will be completed in four parts:

- a) A **group charter** delineating each group member's role.
- b) An **expanded outline** which indicates the structure of the management plan, who is assigned to complete which pieces, and the research methods planned to use to develop recommendations. This will be due near the mid-point of the course to give students opportunity to select their values, develop group norms, and discuss with their partner.
- c) Two draft **visuals** (figures, tables, or maps and can be a combination, e.g. one figure and one map) that are intended for use in the final report. Each student in the group will submit a unique set.

d) The **final management plan**, which will range 7,000-10,000 words (exclusive of appendices) depending on group size. The management plan will provide an overview and description of the property. For each value, the plan will detail the resource and environmental setting, present and analyze applicable data, and make recommendations for sustainable management. A peer and self-evaluation component will be included to ensure fairness during grading, and student marks will be adjusted accordingly.

### **Assignment 3. Critical evaluation of a management plan**

In this individual assignment, each student will select a pre-existing management plan relating to the environment or natural resources. You will briefly summarize the management plan, use a pre-set template to critically evaluate this plan, and then write a reflection which draws upon popular media articles and grey and scientific literature to determine whether the plan was successfully implemented. Finally, you will comment on what you thought contributed to the success or failure of the plan and draft a short briefing note to a relevant policymaker (e.g., Minister) or organization leader (e.g., CEO) with your recommendations to improve on-the-ground implementation of the plan.

### **Grading**

Note that for students in a graduate program, a minimum grade of B- is required to pass the course. This means that a final term grade of under 70% will be assigned an F for all graduate students. Receiving a final grade of F in a graduate program means different things in different programs. In the MREM, a single F results in automatic dismissal from the program with the right to appeal to re-enter the program. Conversion of numerical grades to final letter grades follows the [Dalhousie Grade Scale](#):

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

### **Course Policies on Missed or Late Academic Requirements**

All major assignments are due at 10:00 PM Atlantic time unless stated otherwise on assignment instructions.

**A deduction of 10% will be taken for each day an assignment is late and will not be accepted more than five days after the due date.** Arrangements to hand in assignments late due to extenuating circumstances must be made with the instructor at least 48 hours before the assignment is due. To learn how to improve time management skills, visit [Studying for Success](#) for a self-assessment, free workshops, and personal coaching.

### **Course Policies related to Academic Integrity**

When completing individual assignments, students are expected to develop their own original work. The use of AI tools such as ChatGPT or Copilot to generate content submitted as your own work on assignments is not permitted. Any suspected academic integrity violations will be immediately reported to the faculty academic integrity officer, and proven violators may result in dismissal from your university program.

### **Learning Objectives**

Upon completing this course, the student will be able to:

- Understand the domains of environmental and natural resource management applies and the variety of approaches taken to tackle different management challenges;
- Learn management needs and desires of different user groups;
- Enhance literacy, numeracy, and critical thinking skills as they apply to management;
- Contribute to a team that leverages management skills and competencies through various stages of a project (research design, data collection and analysis, deriving findings and recommendations, collaborative editing and writing) towards a partner-driven project;
- Learn and apply project management and process tools (i.e., team charter, Gantt chart, peer evaluation) to facilitate and support the management of a project team
- Communicate final results in multiple formats appropriate for a lay audience.

### Course Content

The course is structured in 12 modules which occur on a weekly basis. The schedule could be subject to further change, particularly the scheduling of guest speakers. You will be informed if there are any changes to the schedule via Brightspace announcements. For information about withdrawal dates and holidays, see [Dalhousie's important dates calendar](#).

Session	Lead	Tutorial (Section 1: 11:35 – 12:55; Section 2: 13:05-14:25) Mona Campbell Bldg, Rm 2107	Lecture (14:35 – 17:25) Mona Campbell Bldng, Rm 1108	Tasks
Sep 3		<b>CLASSES CANCELLED – DAL LOCKOUT / DFA STRIKE</b>		
Sep 10		<b>CLASSES CANCELLED – DAL LOCKOUT / DFA STRIKE</b>		
Sep 17		<b>CLASSES CANCELLED – DAL LOCKOUT / DFA STRIKE</b>		
<b>Block 1</b> Sep 24	Ben & Alana	<ul style="list-style-type: none"> <li>• Course orientation (in session)</li> <li>• Assignment 1 instructions (video)</li> <li>• Assignment 2 instructions (video)</li> <li>• Field safety (video)</li> </ul>	<b>URBAN FIELD TRIP: OAT HILL LAKE</b> (public transportation or arrange your own) <b>T1 Group: 14:30-16:00</b> <b>T2 Group: 16:00-17:30</b>	<ul style="list-style-type: none"> <li>• Read: Syllabus</li> <li>• Read: Instructions for assignment 1 &amp; 2 instructions</li> <li>• Read: Field safety info &amp; gear</li> <li>• Read: Property backgrounders Posted: NCC field trip groups</li> <li>• <b>Due: 1.1a Oat Hill Lake attendance check (Sep 24)</b></li> <li>• <b>Due: 1.1b Landowner survey + field forms (Sep 24)</b></li> </ul>
<b>Block 2</b> Oct 1	Alana	<ul style="list-style-type: none"> <li>• Effective groupwork</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Lecture: Private land conservation and preparing for field trip (Samantha Ceci, Nature Conservancy of Canada)</li> <li>• Land Management</li> <li>• Landowner introductions</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Why your projects are always late (and what to do about it)</li> <li>• <b>Due 1.2: Personal groupwork commitments (Oct 3)</b></li> <li>• Posted: Assignment 2 groups</li> </ul>

<b>Block 3</b> Oct 8	Alana & Ben	<b>FIELD TRIP: DOUCET PROPERTY, NATURE CONSERVANCY OF CANADA</b> (school bus transportation provided to/from Dalhousie)		<ul style="list-style-type: none"> <li>• <b>Due: 2.1: Group Charter (Oct 10)</b></li> </ul>
<b>Block 4</b> Oct 15	Ben	<ul style="list-style-type: none"> <li>• Preparing for fieldwork at Conrad's Beach</li> </ul>	<ul style="list-style-type: none"> <li>• Freshwater management</li> <li>• Management plans</li> <li>• Intro to Assignment 3</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Assignment 3 instructions</li> <li>• Read: Elk Valley Water Quality Management Plan</li> <li>• <b>Due: 1.4 Conrad's Beach field protocol (Oct 17)</b></li> <li>• <b>Due: 2.2 Expanded Outline (Oct 17)</b></li> </ul>
<b>Block 5</b> Oct 22	Alana & Ben	<b>FIELD TRIP: CONRAD'S BEACH PROVINCIAL PARK</b> (school bus transportation provided to/from Dalhousie)		
<b>Block 6</b> Oct 29	Ben	<ul style="list-style-type: none"> <li>• Data entry and figure/table/map-making</li> </ul>	<ul style="list-style-type: none"> <li>• Guest lecture: Leadership in REM (Dr. Anika Cloutier, Dalhousie University)</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Gully Marine Protected Area</li> <li>• <b>Due: 1.6 Conrad's Beach Field data write-up (Oct 31)</b></li> </ul>
<b>Block 7</b> Nov 5	Ben	<ul style="list-style-type: none"> <li>• Advocacy in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Guest lecture: Ocean conservation (Dr. Kristina Boerder, Dal)</li> <li>• Effective communication in science and REM</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Eyes On Evidence Best Practices Toolkit</li> <li>• <b>Due: 1.7 Advocacy goal for emerging issue (Nov 7)</b></li> </ul>
<b>NOV 10-14: FALL STUDY BREAK, NO CLASS</b>				<ul style="list-style-type: none"> <li>• <b>Due: 3.1 Management plan written analysis (Nov 14)</b></li> <li>• <b>Due: 3.2 Management plan policy brief (Nov 14)</b></li> </ul>

<p><b>Block 8</b> Nov 19</p>	<p>Alana</p>	<ul style="list-style-type: none"> <li>• Ethical use of AI in REM</li> <li>• Giving feedback tutorial &amp; activity</li> </ul>	<ul style="list-style-type: none"> <li>• REM in urban settings</li> <li>• Guest lecture: REM in Halifax (Waye Mason, former city councilor)</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Assigned portions of Halifax urban plans</li> <li>• <b>Due: 2.3 Draft visuals (Nov 21)</b></li> <li>• <b>Due: 1.8 – AI &amp; feedback activity (Nov 21)</b></li> <li>• <b>Due: SLEQ</b> (75% of students must complete for everyone to receive +1% bonus on final grades)</li> </ul>
<p><b>Block 9</b> Nov 26</p>	<p>Alana</p>	<ul style="list-style-type: none"> <li>• REM careers</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated REM</li> <li>• Indigenous-led REM (guest lecture TBD)</li> <li>• Assignment 2 group leaders coaching time / group working time</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Bioregionalism manifesto</li> <li>• <b>Due: 1.9 – Feedback on Bioregionalism manifesto (Nov 28)</b></li> <li>• <b>Due: 2.4 Final report &amp; autorating form (Dec 10)</b></li> </ul>

## **University Policies and Statements**

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

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

[https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

### **Internationalization**

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at:

<https://www.dal.ca/about-dal/internationalization.html>

### **Academic Integrity**

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at:

[https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### **Accessibility**

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre

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

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

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest

speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

### **Diversity and Inclusion – Culture of Respect**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Additional diversity and inclusion information can be found at:

<http://www.dal.ca/cultureofrespect.html>

### **Student Code of Conduct**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at:

[https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

### **Fair Dealing Policy**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

### **Originality Checking Software**

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

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)

### **Student Use of Course Materials**

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

### **Student Resources and Support**

#### **University Policies and Programs**

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

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

Classroom Recording Protocol:

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

Dalhousie Grading Practices Policies:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)

Grade Appeal Process: [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)

Sexualized Violence Policy:

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

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

#### **Learning and Support Resources**

General Academic Support – Advising (Halifax):

[https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)

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

Student Health & Wellness Centre: [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)

On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html)

Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html>

Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803: <https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>

Black Student Advising Centre: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)

International Centre: [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)

South House Sexual and Gender Resource Centre: <https://southhousehalifax.ca/about/>

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

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

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

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

Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)

Human Rights and Equity Services: <https://www.dal.ca/dept/hres.html>

Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)

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

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

**Safety**

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

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

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