



Environmental Ethics: Humans, Culture & Sustainability

SECTION I: Course Overview

UNH Course Code: PHL320/SUS320

Subject Areas: Philosophy, Sustainability, Ethics, Cultural Studies, Environmental Studies

Prerequisites: One 200 level course or two 100 level courses in the subject area(s) of instruction

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

The general aim of this course is to explore ethical and conceptual issues regarding the creation of ecologically sustainable societies. What exactly should we seek to sustain and why? What would a genuinely sustainable society look like?

You will explore the philosophical foundations of a plausible environmental ethic that may reconcile human responsibilities towards nature to our ongoing quest for flourishing and self-understanding in a globalized, highly interconnected, overpopulated, and ecologically deteriorating world. You will examine such issues as the impact of different worldviews upon environmental behavior; our responsibilities to non-human nature and to future generations; climate change and the challenges it poses to our moral psychology and our ethical and political systems. You will ask whether economic growth facilitates or undermines sustainability, investigate sustainable political and social practices, businesses, and lifestyles; and discuss population and consumption issues. You'll consider the potential of developing specific environmental virtues that may contribute to flourishing in what many now call "The Anthropocene" – the epoch in which human activity has become the main driver of Earth's biological and geological evolution.

The readings in the course are designed to both articulate and challenge typical Western ways of looking at "the environment." Not all cultures have the same concept of the environment, and that shapes their attitudes towards it. You'll question the very need for an "environmental ethic", and ask whether it reflects a degree of alienation from nature that is not necessarily replicated elsewhere in the non-Western world. Since many questions of environmental ethics operate through issues of scale (climate change, for instance, is both global and local), you will constantly question whether a Western understanding of "the environment" helps or hurts when projected onto the rest of the world and used as a conceptual model and/or a basis for policy-making.

***This course is pending approval from the University of New Haven*

LEARNING OBJECTIVES

Cognitive / Knowledge skills

- Investigate controversial concepts such as sustainability, human flourishing, obligations to non-human nature and future generations, environmental justice.
- Become acquainted with the philosophical complexities inherent to ethical reflection on nature.

- Examine environmental topics from a non-Western (cultural, philosophical, moral) lens.
- Learn to apply fundamental notions in ethical theory to contemporary environmental issues, and particularly to assess the ethical consequences of human actions.
- Explore the concept of “environmental virtue” in its ethical, psychological, cultural and political dimensions.
- Develop and articulate persuasive perspectives and positions in regards to pressing environmental issues.

Analytical / Critical Thinking Skills (Oral & Written)

- Demonstrate ability to summarize, synthesize, and critically analyze ideas from multiple sources in order to draw well-supported conclusions useful to real-life environmental problem-solving.
- Express viewpoints from a multicultural perspective.
- Acquire the capacity to evaluate the logic of arguments and strength of evidence using deductive and inductive methods.
- Learn to recognize unexpressed premises, hidden value judgments, and fallacious reasoning in the environmental discourse.

Affective & Behavioral / Attitudinal Skills

- Increase intercultural competency through the exploration of how changes in the environment impact diverse groups of people around the world.
- Increase awareness of one’s personal impacts on the environment, and develop a disposition to taking responsibility for them.
- Learn to configure well-reasoned value judgments, showing awareness and respect for multiple and often widely diverse value systems.
- Develop and practice civility in class discussions and written academic work through the practice of dialogue and philosophical exchange.

SECTION II: INSTRUCTOR & COURSE DETAILS

INSTRUCTOR DETAILS

NAME: CONTACT INFORMATION:

CLASS SCHEDULE:

TERM:

INSTRUCTIONAL FORMAT

This course will meet twice a week for 90 minutes, for a total of 27 class sessions.

The course is meant to stimulate active dialogue rather than merely promote the absorption of relevant concepts and theories. Reading is therefore absolutely essential, and will be constantly supervised in various ways. Typical class activities will consist of a lecture by the instructor, always to be followed by a discussion of the main topics covered, as prompted by students.

All doubts you may have will be addressed by the instructor during class: for that to be possible, however, it is important that you effectively voice your doubts and always do so in sharp, concise, and effective ways. The course touches on a vast number of conceptual as well as real-world issues. The instructor’s lectures will range as widely, and it will be your task to “connect the dots” – in itself a skill, relevant to both real-life policy making and ethical theorizing.

SPECIAL ACCOMMODATIONS

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA’s *Special Accommodations Form* to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

FORM OF ASSESSMENT	VALUE
Class Participation	10%
Class Discussions	20%
Mid-Term Exam	20%
Group Presentations	25%
Final Exam	25%

ASSESSMENT OVERVIEW:

Class Discussions: Philosophy's method is dialogical, much like statistics' method is quantitative. It is impossible to do statistics without equations and it is impossible to do philosophy without talking things through. Each student is therefore very strongly required to read weekly materials, reflect on them, and write down 1 question, comment, or objection that they wish to be discussed in class. The instructor will then randomly sample out students and ask them to share their contributions and lead a common discussion trying to drive things home. All students are then required to post their contributions on Moodle so as to keep them available throughout the course.

The instructor's assessment of the quality of class discussion will to some inevitable extent be subjective. The instructor will judge as an impartial, informed spectator, in full recognition of his professional deontology. In order of complexity, the criteria used to measure the quality of class discussions include the following:

1. Relevance: Is the question/comment/objection relevant and useful to a productive and instructive discussion?
2. Evidence: Does the student support the question/comment/objection well, using material gathered in this class and making clear reference to passages in the readings?
3. Clarity: Is the question/comment/objection clear, complete and concise?
4. Intellectual cleverness: does the question/comment/objection shed additional light into the key variables determining the topic at hand?
5. Adequacy: Is the question/comment/objection pertinent and adequate to the subject matter?
6. Implications: does the analysis of the issue being raised broaden its scope to detect further implications conducive to a better definition of the existing models?

Mid-Term Exam: This test is meant to ensure that the dense theoretical material covered in the first half of the course has been thoroughly absorbed and comprehended. The test will consist of 20 multiple choice questions.

Group Presentation: Predetermined groups of 4 students will develop a PowerPoint presentation ranging from 12 to 15 slides on selected passages of the recent Encyclical Letter by Pope Francis, which was entirely dedicated to the global environment. The presentation will be written in formal English and engage with independent research and subsidiary readings. Satisfactory presentations require significant outside research effort and include appropriate citations. Critical perspectives on the normative issues raised by the materials discussed are very strongly required, so that a mere reconstruction of the text, however complete, will be considered insufficient.

Final Exam: The final exam is designed to establish and communicate the progress the student has made towards meeting the course learning objectives listed above. It is designed to test the student's ability in three important areas of competency: the amount of information mastered; the accuracy in interpreting and discriminating information; the ability to categorize environmental problems into conceptual models studied; and the ability to present pertinent and relevant information in an attractive, sharp, concise and effective manner and format. This test will take the form of an essay question on a specific topic, selected by the instructor.

Class Participation: This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Remember that philosophy is all about selecting which questions to ask..

Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

CEA Grading Scale: Your grades will be calculated according to CEA’s standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00

INC	Incomplete	0.00
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CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:
 - A maximum of four (4) absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
 - Your final course grade will drop one full letter grade (e.g. A- to B-) for missing 4 days of class, regardless of the reason for your absence.
 - Your final course grade will drop another full letter grade (e.g. B+ to C+) for missing 5 days of class, regardless of the reason for your absence.
 - If your absences exceed five (5) days of class, you will automatically fail this course (e.g., C+ to F; miss six (6) or more days to receive an "F").

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time. This means at least 5 hours a week.

REQUIRED READINGS

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies of these readings will be placed on reserve in the Academic Affairs office for short-term loans. Access to these resources will also be provided in electronic format through Moodle, consistent with applicable copyright legislation.

In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Required readings:

Aristotle – *Nicomachean Ethics*, Penguin Classics, 1953 rev. 2004, pp. 3-49

L. Gruen, D. Jamieson, C. Schlottman, *Reflecting on Nature*, Oxford University Press, 2013, pp. 38-50

D. Jamieson – “When Utilitarians Should Be Virtue Theorists” *Climate Ethics*, pp. 315-331

J. Nolt – *Environmental Ethics for the Long Term*, Routledge 2014, pp. 275

Pope Francis – *Laudato Sii*

R. Sandler – *Character and Environment*, Columbia University Press, 2007, pp. 1-62, 103-122

W. Steffen et al. – “The Anthropocene” *Philosophical Transactions of the Royal Society of Sciences*, vol. 36, nr. 1938, 2011, pp. 842-867

S. Vogel – *Thinking Like a Mall: Environmental Philosophy After the End of Nature*, The MIT Press, 2015, pp. 1-31

Recommended Readings:

These readings are designed to help students in a more in-depth comprehension on some of the subjects and topics that will be dealt throughout the class sessions:

D. W. Jamieson – *Reason in a Dark Time: Why the Struggle Against Climate Change Failed, and What It Means for Our Future*, Oxford University Press, 2014 (pp. 266)

D. W. Jamieson – *Ethics and the Environment*, Cambridge University Press, 2008 (pp. 234)

A. Light, J. O’Neill, A. Holland – *Environmental Values*, Routledge Publishing, 2008 (pp. 233)

ADDITIONAL RESOURCES

UNH Online Library

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/>.

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

CEACLASSROOM: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

COURSE CALENDAR

Course title: **Environmental Ethics: Humans, Culture & Sustainability**

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
1	Images of Nature	<p align="center">Introduction to the Course</p> <p align="center">Statement of expectations</p> <p align="center">Overview of study material</p>	<p>Readings:</p> <p>S. Vogel – <i>Thinking Like A Mall</i>, Ch. 1, pp. 1-31</p>
2	Ethics and the Environment I	<p align="center">Lecture</p>	<p>Readings:</p> <p>L. Gruen, D. Jamieson, C. Schlottman, <i>Reflecting on Nature</i>, Oxford University Press, 2013, pp. 38-50</p> <p>R. Routley - "Is There a Need for a New, an Environmental, Ethic?"</p> <p>B. Williams - "Must a Concern for the Environment be Centered on Human Beings?"</p>
3	Ethics and the Environment II	<p align="center">Visit an abandoned industrial plant repurposed to house an engineering school</p>	<p>Discussion of student contributions</p>
4	Scientific Background I	<p align="center">Lecture</p>	<p>Readings:</p> <p>J. Nolt, <i>Environmental Ethics for the Long Term</i>, ch. 1</p>

5	Scientific Background II	Class Discussion	Discussion of student contributions
6	Normative Ethics I	Lecture	Readings: J. Nolt, <i>Environmental Ethics for the Long Term</i> , ch. 2 (pp. 31-47)
7	Normative Ethics II	Lecture	Readings: J. Nolt, <i>Environmental Ethics for the Long Term</i> , ch. 2 (pp. 47-62)
8	Normative Ethics III	Visit to the SNCF maintenance site to discover eco-friendly engineering techniques	Discussion of student contributions
9	Virtues and the Environment I	Lecture	Readings: Aristotle, <i>Nicomachean Ethics</i> , Book I and II
10	Virtues and the Environment II	Lecture	Readings: R. Sandler – <i>Character and Environment</i> , Chapters 1, 2, 5, pp. 1-62, 103-122 D. Jamieson – “When Utilitarians Should Be Virtue Theorists” <i>Climate Ethics</i> , pp. 315-331

11	Virtues and the Environment III	Class Discussion	Discussion of student contributions
12	Near-term Anthropocentrism I	Lecture	Readings: J. Nolt, <i>Environmental Ethics for the Long Term</i> , ch. 3
13	Near-term Anthropocentrism II	Class Discussion	Discussion of student contributions
14	Long-term Anthropocentrism I	Lecture	Readings: J. Nolt, <i>Environmental Ethics for the Long Term</i> , ch. 4
15		MID TERM EXAM	
16	Non-human Animals I	Lecture	Readings: J. Nolt, <i>Environmental Ethics for the Long Term</i> , ch. 5
17	Non-human Animals II	Film Viewing "Meat the Truth"	
18 7	Non-human Animals III	Class Discussion	Discussion of student contributions

19	The Rest of Nature I	Lecture	Readings: J. Nolt, <i>Environmental Ethics for the Long Term</i> , ch. 6
20	The Rest of Nature II	Class Discussion	Discussion of student contributions
21	Applications I	Lecture	Readings: J. Nolt, <i>Environmental Ethics for the Long Term</i> , ch. 7
22	Applications II	Discovery of socially responsible careers in the eco-friendly suburb of Montreuil	Discussion of student contributions
23	Humans in Nature I	Lecture	Readings: W. Steffen et al. – “The Anthropocene” <i>Philosophical Transactions of the Royal Society of Sciences</i> , vol. 36, nr. 1938, 2011, pp. 842-867 http://rsta.royalsocietypublishing.org/content/369/1938/842.full.pdf+html
24	Humans in Nature II	Class Discussion	Discussion of student contributions
25	Humans in Nature III	Student Presentation I & II	Group presentations on selected parts of Pope Francis’ Encyclical <i>Laudato Sii</i>

26	Humans in Nature IV	Student Presentation III & IV	Group presentations on selected parts of Pope Francis' Encyclical <i>Laudato Sii</i>
27-28		<u>FINAL EXAM</u>	

SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

A. CLASS INSTRUCTOR POLICIES

PROFESSIONALISM AND COMMUNICATIONS: As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparations, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

ARRIVING LATE / DEPARTING EARLY FROM CLASS: Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

SUBMITTING WORK: All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

LATE HOMEWORK: Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

EXTRA CREDIT: Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

MAKE-UP CLASSES: CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

MISSING EXAMINATIONS: Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES: Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

Cell Phones: Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

Laptops: Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD TRIPS, SITE VISITS, GUEST LECTURES, ETC:

Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

GRADE DISPUTES: Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at http://www.ceastudyabroad.com/docs/CEA_Policies.pdf.

B. GENERAL ACADEMIC POLICIES

COURSE REGISTRATION: It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

ADD/DROP POLICIES: Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

COURSE WITHDRAWAL: Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a "W" on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

MONITORING GRADES AND ATTENDANCE: You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

ACADEMIC INTEGRITY: CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf.

Violations of CEA's Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

SPECIAL ACCOMMODATIONS: CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA's Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ccaStudyAbroad.com/docs/CEA-DisabilityPolicy.pdf>

RELIGIOUS HOLIDAYS: CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodation when a student must miss a class, exam or other academic exercise because of a required religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using ***CEA's Religious Observance Request Form*** in the timeline stated above for full consideration.

ACADEMIC ELIGIBILITY: You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

EARLY PROGRAM DEPARTURE: CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for ***Leave of Absence or Program Withdrawal*** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

COURSE AND INSTRUCTOR EVALUATIONS: Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

TRANSCRIPTS: CEA transcripts for this course will be available approximately 90 days from your program completion.

APPEALING A GRADE: Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the

course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to Academics@ceastudyabroad.com and your onsite academic staff the CEA ***Grade Appeal Application Form***.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Dean, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at Academics@ceastudyabroad.com within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:
[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)