**Course Syllabus Part 1: Course Specific Information**

**XXXX-XXXX (Course Name)**

**Faculty of Engineering, Department of \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**University of Windsor, Canada**

Semester: Winter 2022

### Instructor information

* Name:
* Office:
* Office Hours: (and by appointment) (Note what platform will be used and how students access it)
* Office Phone Number: 519-253-3000 x\_\_\_\_\_
* Email: \_\_\_\_\_\_\_\_\_\_\_@uwindsor.ca
* Mailbox:
* Website:

### Graduate Assistant (GA) information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Office | Office Hours (and by appointment) | Office Phone Number (extension #) | Email (24hr response time Mon.-Fri.) | Mailbox |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

### Class and lab information

* Class Location:
* Class Time:
* Lab or Tutorial Location:
* Lab or Tutorial Time:
* Additional, approximate study hours:
* Estimated division of Learning hours:
  + hands-on labs and activities:
  + group work:
  + lecture:
  + individual work:
  + class discussion:
* Lecture: \_\_\_\_ hours/week
* Laboratory or tutorial: \_\_\_\_\_\_ hours/week
* Credit weight:
* Course format: (i.e., face-to-face, online, etc.)
* Pre-requisites, from the current University of Windsor Undergraduate Calendar or Graduate Calendar (http://web4.uwindsor.ca/calendar):
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Course Description

From the current University of Windsor Undergraduate Calendar or Graduate Calendar (http://web4.uwindsor.ca/calendar):

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Resources

* Course Blackboard site
* Primary text
  + \_\_\_\_\_\_\_\_\_
* Additional resources
  + \_\_\_\_\_\_\_\_\_
* Web resources
  + Keywords:
  + Organizations:

### 

### Evaluation Methods

The course grade will be evaluated as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method of Evaluation** | **% of Final Grade**  No assignment > 50%  Senate Bylaw 54 - Paragraph 2.5.1 | **Due Dates**\*  (Include how students will submit the assessment) | **Learning Outcomes covered in this assessment** |
| Assignments or reports  (approx. quantity and group or individual) |  | (e.g., Jan. 29, 2021 by 11:59 pm in Blackboard) | (e.g., Learning Outcomes 1, 3, and 5 from table above) |
| Midterm exam  (open- or closed-book) |  |  |  |
| Final project  (group or individual) |  |  |  |
| Final exam \*  (open- or closed-book) |  |  |  |
| Projects  (approx. quantity and group or individual) |  |  |  |
| Participation  (description) |  |  |  |

\*\*Numbering linked to CEAB Graduate Attributes listed later in the syllabus

**\*** n society and the environment: "Two to three-hour examination slots will normally be scheduled in the formal final examination periods in each semester for all courses which terminate in that semester. All final examinations shall take place (or fall due, as the case may be) during the two to three-hour final examination slot so scheduled. The actual duration of testing procedures during the scheduled final examination slot may be less than the scheduled time, at the discretion of the individual instructor. **Senate Bylaw 54 – Section 1.2**

### Course Schedule

The following course schedule is approximate.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Subject, activity, assignment, etc.** | **Textbook Chapter or Readings** |
| **1**  Jan  6-12 |  |  |  |
|  |  |  |
|  |  |  |
| **2**  Jan  13-19 |  |  |  |
|  |  |  |
|  |  |  |
| **3**  Jan  20-26 |  |  |  |
|  |  |  |
|  |  |  |
| **4**  Jan 27-  Feb 2 |  |  |  |
|  |  |  |
|  |  |  |
| **5**  Feb  3-9 |  |  |  |
|  |  |  |
|  |  |  |
| **6**  Feb  10-16 |  |  |  |
|  |  |  |
|  |  |  |
| Reading Week – February 19-27, 2021 | | | |
| **7**  Feb 17-18, 28, Mar 1-2 |  |  |  |
|  |  |  |
|  |  |  |
| **8**  Mar  3-9 |  |  |  |
|  |  |  |
|  |  |  |
| **9**  Mar  10-16 |  |  |  |
|  |  |  |
|  |  |  |
| **10**  Mar  17-23 |  |  |  |
|  |  |  |
|  |  |  |
| **11**  Mar  24-30 |  |  |  |
|  |  |  |
|  |  |  |
| **12**  Mar 31-  Apr 6 |  |  |  |
|  |  |  |
|  |  |  |

### Learning Outcomes

In this course, students will…

|  |  |  |
| --- | --- | --- |
| Number | Learning Outcome | Learning Outcome Code (i.e., 1a)\* |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |

### \* Learning Outcome Codes are keyed to the Table of Graduate Attributes and Indicators, which appears in Part 2 of the course syllabus

### CEAB Hours

|  |  |
| --- | --- |
| **Subject Areas** | **Accreditation Units**  One hour of lecture (corresponding to 50 minutes of activity) = 1AU  One hour of laboratory or scheduled tutorial = 0.5 AU |
| Mathematics |  |
| Natural Sciences |  |
| Engineering Science |  |
| Engineering Design |  |
| Complementary Studies |  |

**Other electronic devices aside from calculators**

|  |  |
| --- | --- |
|  | Electronic devices aside from calculators are **NOT** permitted during tests/exams. |
|  | Other electronic devices aside from calculators are permitted during tests/exams. Acceptable electronic devices include: \_\_\_\_\_\_\_\_\_\_\_ |

### Calculators

* + Approved calculator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Laboratory Experience**

Will there be a laboratory experience and safety procedures instruction?  Yes No

### Student Evaluation of Teaching (SET) Forms

SET forms will be administered during the last two weeks of classes, for 12-week courses. SET forms will be administered during the last week of classes, for 6-week courses.

### Supplemental Privileges

|  |  |
| --- | --- |
|  | A supplemental examination is **NOT** allowed in this course. |
|  | A supplemental examination is allowed in this course. |

**Use of Plagiarism-Detection Software in This Course**

|  |
| --- |
| Plagiarism-detection software, [*insert specific software name*], will **NOT** be used in this course. |
| Plagiarism-detection software, [*insert specific software name*], may be used in this course. |

**Course Syllabus Part 2: Faculty of Engineering Information**

**The Faculty’s Commitment to Reconciliation, Equity, Diversity, and Inclusion**

The Faculty of Engineering follows the lead of Canada’s Engineering Profession with its commitment to equity, diversity, inclusivity, and reconciliation as addressed in language from the Profession’s 2009 Montreal Declaration.

*While the profession of engineering itself is largely invisible, its impact is visible all around us: in the built environments of our cities and towns; in our infrastructure; in our technology; in the ways we work and the systems we rely on to remain safe and secure. As a profession, we are committed to helping provide the best possible quality of life for all Canadians, with the understanding that it is the international measure of Canada.*

*We, Canada’s engineers,*

* *Pledge to make educational enhancements that will encourage broader participation in the profession by all segments of the population and foster innovation.*
* *Acknowledge that we must encourage the greater participation of underrepresented groups such as Aboriginal Peoples.*
* *Acknowledge that we must attract and retain women in much greater numbers.*
* *Need to be more socially aware to address the unique issues facing individuals in our society.*
* *Understand that collaboration with First Nations, Metis, and Inuit people will be essential to seizing development and economic opportunities across Canada.*

Further the Faculty of Engineering acknowledges its commitment to the outcomes of Canada’s Truth and Reconciliation Commission. It continues its efforts to include *“curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada”* in the program of every student.

The Faculty of Engineering promotes the recognition that “the University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibwa, the Odawa, and the Potawatomi. We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit.”

The Faculty of Engineering supports efforts by its students, staff, and faculty members in their recognition of September 30 as the National Day for Truth and Reconciliation, and December 6 as the National Day of Remembrance and Action on Violence Against Women.

### Information for Students about Course Procedures

### Assessment Considerations

### Submission of Assignments

* All assignments will be submitted electronically through the course Blackboard site.

### Late assignments, reports, or projects

* + It is expected that students who are experiencing difficulty meeting a deadline will contact the course instructor as soon as possible to discuss the situation in advance of the deadline.

### Missed Assignments, Tests, Reports, or Projects

* + Documentation must be submitted to the Office of the Associate Dean no later than 72 hours following the absence. Documentation shall include the Faculty of Engineering Medical Form or other appropriate documents.
  + In all instances, students that miss a test will be subject to a make-up test at **the instructor’s earliest convenience** in a time slot that does not conflict with your scheduled classes. The test can be either an oral or written examination. There is no bargaining with the instructor to change the date of the make-up test.
  + **Transferring the weight to the midterm/final exam may apply, if deemed appropriate.**
* **Late Registration into Course**
  + Students who register late for the course are responsible to familiarize themselves with course information that they missed prior to registration. No special accommodation will be provided for missed assignments/assessments.

**Important Dates**

References are made to Senate Bylaw 54, which can be found at [*lawlibrary.uwindsor.ca/Presto/home/home.aspx*](https://lawlibrary.uwindsor.ca/Presto/home/home.aspx)

|  |  |
| --- | --- |
| January 6, 2022 | **First day of classes** - The instructor must provide students with a course outline (hard-copy or electronic) as per **Senate Bylaw 54 – Paragraph 2.1.** |
| January 19, 2022 | The last date to **ADD/DROP** a course or change sections is two weeks after the start of classes for 12-week session courses.  Last day for changes to the course syllabus per **Senate Bylaw 54 – Paragraph 2.7**. Compelling reasons can allow for changes after this date; students must receive 2 weeks notice. |
| January 26, 2022 | Last day for student to make a formal request to instructor(s) for **accommodation for missed mandatory academic events** (tests, midterms, labs) **due to Religious Observance or attendance at a recognized University-sponsored event** should be done within the first three weeks of the academic term. For 6 week course the deadline is end of the first week of classes. |
| February 2, 2022 | **Financial Drop Date** – Last day to receive full-tuition refund for Winter 2022 courses (less non-refundable deposit if applicable). Any course dropped after this date will receive 0% refund. |
| February 19-27, 2022 | **Reading Week** – No forms of assessment shall be scheduled. **Senate Bylaw 54 – Paragraph 2.3** |
| February 21, 2022 | **Family Day** – University is closed. No forms of assessment shall be scheduled. **Senate Bylaw 54 – Paragraph 2.3** |
| February 28, 2022 | **Application Deadline for Alternative Final Examination(s) Due to Conflict with Religious Conviction.** |
| February 28, 2022 | **Application Deadline for Alternative Final Examination(s)** Due to 3 Exams Scheduled on the Same Day or over a 24-hour period.  **Senate Bylaw 54 – Paragraphs 2.5.2 and 2.5.3** |
| March 31 – April 6, 2022 | For 12-week courses, t**he last 7 calendar days** prior to, and including, the last day of classes must be free from any procedures for which a mark will be assigned, including the submission of assignments such as essays, term papers, and take-home examinations per **Senate Bylaw 54 – Paragraph 1.3**  **Engineering courses that have** **a regularly scheduled laboratory or tutorial are exempted by the Dean** when the tutorial or laboratory assignment is begun, completed, and submitted within the regularly scheduled class time. |
| April 2, 2022 | Deadline for instructors to provide meaningful feedback on student performance, constituting a minimum of 20% of the final grade, unless exempted by the Dean with the instructor’s statement of rationale included as part of this course syllabus.  **Senate Bylaw 54 – Paragraph 2.6** |
| April 4, 2022 | Last day to **voluntarily withdraw** from 12-week session course. After this date, students remain registered in the course and receive a final grade as appropriate. |
| April 6, 2022 | **Regularly scheduled classes end** for Winter 2022; rescheduling begins for classes that were missed due to holidays. |
| April 7-8, 2022 | **Two-day reading period** prior to final exams. |
| April 9-22, 2022 | **Final examination period for Winter 2022** (no exams April 15 or 16) |
| April 15, 2022 | **Good Friday** – University closed April 15. No final exams April 15 and 16. |
| April 23, 2022 | **Alternate Final Exams Day** |
| May 9, 2022 | **First day of Classes** for Summer 2022 and Inter-session 2022 |

As per **Senate Bylaw 54 – Paragraph 2.11**, a student who believes that a provision of paragraphs 2.1 – 2.10 is being violated is encouraged to resolve the matter informally with the instructor and/or the AU Head. If the complaint is not resolved, the student may appeal to the Dean of the Faculty.

### Canadian Engineering Accreditation Board (CEAB) Graduate Attributes (1 - 12)

### University of Windsor - Faculty of Engineering Indicators (a, b, c)

|  |
| --- |
| CEAB Graduate Attributes and Indicators |
| 1. A knowledge base for engineering  *Demonstrated competence in University level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.*   1. Demonstrate competence in mathematics and modeling. 2. Demonstrate competence in natural sciences and engineering fundamentals. 3. Demonstrate competence in specialized engineering knowledge appropriate to the program. |
| 2. Problem analysis  *An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions.*   1. Classify a given problem according to commonly used solution methods. 2. Recognize given and missing information, assumptions, and information to be gathered for the solution method. 3. Execute a problem solution and interpret the results. |
| 3. Investigation  *An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data, and synthesis of information in order to reach valid conclusions.*   1. Explain why an experimental methodology is appropriate for a given problem. 2. Conduct an experiment. 3. Interpret experimental results to formulate valid conclusions. |
| 4. Design  *An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, economic, environmental, cultural and societal considerations.*   1. Generate a problem statement and its design objectives. 2. Consider constraints/stakeholders (e.g., health and safety, codes and standards, economics, and environmental, social, and cultural considerations) when selecting a final design from a diverse set of candidate solutions. 3. Refine and advance a design to its final end state. |
| 5. Use of engineering tools  *An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.*   1. Select, use, and understand the limitations of computational and analytical methods to model and analyze engineering systems. 2. Select, use, and understand the limitations of measuring instruments and testing equipment to collect data for analysis. 3. Acquire information via library methods, relevant codes/standards/regulations, and digital methods. |
| 6. Individual and teamwork  *An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.*   1. Define individual contributions to the team effort. 2. Employ interpersonal skills to promote team dynamics. 3. Integrate individual contributions into a coherent team report or presentation. |
| 7. Communication skills  *An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.*   1. Comprehend and compose engineering-based written communications both from and for a variety of audiences. 2. Comprehend and deliver engineering-based oral communications both from and for a variety of audiences. 3. Prepare, integrate and interpret graphical communications used in written and visual formats (Examples: data depicted through graphs, charts, and tables; other engineering drawings). |
| 8. Professionalism  *An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.*   1. Describe the role of the engineer in protecting and promoting the public welfare both locally and globally. 2. Demonstrate professional behavior in their individual interactions with others (Examples: proper etiquette in e-mail and other communications, adherence to submission deadlines, courteous interactions with students and staff). |
| 9. Impact of engineering on society and the environment  *An ability to analyze societal and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.*   1. Demonstrate an awareness of legal issues relevant to engineering activity. 2. Identify the impacts of engineering activity on society and the environment. 3. Identify ways to mitigate the potential negative impact of engineering activities on society and the environment. |
| 10. Ethics and equity  *An ability to apply professional ethics, accountability, and equity.*   1. Define the concepts of ethics and equity. 2. Apply aspects of the PEO Code of Ethics to their current studies. 3. Identify equity issues within both the engineering profession and Canadian society, with an emphasis on the role of Aboriginal peoples, women, visible minorities, persons with disabilities, and sexual minorities. |
| 11. Economics and project management  *An ability to appropriately incorporate economics and business practices including project, risk and change management into the practice of engineering and to understand their limitations.*   1. Evaluate the economic and financial performance of an engineering activity, including life-cycle costs and benefits. 2. Estimate, organize, and manage engineering activities to be within time and budget constraints. |
| 12. Life-long learning  *An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and allow them to contribute to the advancement of knowledge.*   1. Identify the benefits of becoming a member of a professional society. 2. Independently summarize, analyze, synthesize, and evaluate information from a wide variety of sources. |

### Grading

Grades for the course will be consistent with the following table, per the University of Windsor Policy on Grading and Calculation of Averages.

Undergraduate Course:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Letter** | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| **% Range** | 90-100 | 85-89.9 | 80-84.9 | 77-79.9 | 73-76.9 | 70-72.9 | 67-69.9 | 63-66.9 | 60-62.9 | 57-59.9 | 53-56.9 | 50-52.9 | 0-49.9 |

### Supplemental Privileges

*The Academic Standing Committee reviews student records yearly after the Winter Semester. It may grant a supplemental evaluation privilege for a failed undergraduate course offered by the Faculty of Engineering provided that the student:*

* + *has failed only one course during the previous year (summer-fall-winter); and*
  + *(b) has a grade below 50%; and*
  + *(c) has a cumulative average of 60% or better.*

*The student must request to write a supplemental exam by sending an e-mail to* [*engadmin@uwindsor.ca*](mailto:engadmin@uwindsor.ca) *no later than May 30 after the year in which the failure occurred. The student will be informed of their eligibility to write a supplemental exam based on the criteria above and the requirements of the process, including any fee. The supplemental examination will normally occur in the 2-day period after the completion of final examinations in August. The examination is marked Pass/Fail. If the examination is passed, the student will not need to repeat the course; the original failing grade will remain be included in the student’s GPA calculation. If the examination is failed, the student must repeat the course.*

### Use of digital resources

Source: Provostial Policy: [The Use of Digital Learning Resources for Instructional and Assessment Purposes](https://lawlibrary.uwindsor.ca/Presto/content/Detail.aspx?ctID=OTdhY2QzODgtNjhlYi00ZWY0LTg2OTUtNmU5NjEzY2JkMWYx&rID=MTA4&qrs=RmFsc2U=&q=KFVuaXZlcnNpdHlfb2ZfV2luZHNvcl9DZW50cmFsX1BvbGljaWVzLkFsbFRleHQ6KHVzZSBvZiBkaWdpdGFsIHJlc291cmNlcykp&ph=VHJ1ZQ==&bckToL=VHJ1ZQ==&rrtc=VHJ1ZQ==)

“The digital resource [name] will be used in this course. It is a [required/optional] resource, which will be used for assessment purposes. The assessments that will rely on this resource constitute [xx]% of the grade for this course. This resource can be purchased from [website, bookstore, etc.]. The assignment of digital learning resources at the University of Windsor is governed by a policy entitled The Use of Digital Learning Resources for Instructional and Assessment Purposes,which can be reviewed at [www.uwindsor.ca/policies](http://www.uwindsor.ca/policies). Should you have any concerns about the assignment of digital learning resources for this course, please let the Associate Dean responsible for [graduate/undergraduate] programs in your Faculty know in writing, as the University regularly reviews this policy based on campus community feedback.“

### Use of third-party software

(e.g.McGraw-Hill publisher materials, Mobius, iClickers)

As a student in this course you will be required to login to an online portal provided by [insert vendor name here] in order to complete [specify: course activities, quizzes, exams, assignments, course readings]

Data that will be collected includes [name and email addres; online performance, usage, and activity; responses to questions and scores; others?]

This data is being collected for academic record-keeping and support of your learning, include [scoring assignments, quizzes, or online activities; evaluating course delivery and materials\*]

The authorization for the collection of this information is the University of Windsor Act, 1962, and Senate Bylaw 33 of the University of Windsor. If you have any questions, please contact [insert contact information here: e.g., [bbconsults@uwindsor.ca](mailto:bbconsults@uwindsor.ca) where software is formally integrated with Blackboard].

\***Note**: If you will also be using data collected from third-party software for secondary or research purposes, please see the section on SoTL Research in Your Classroom below.

### Student Accessibility Services: <https://www.uwindsor.ca/studentaccessibility/>

Student Accessibility Services (SAS) provides a variety of services and supports to students with documented disabilities (including: learning disabilities, attention deficit/hyperactivity disorder, acquired brain injuries, vision, hearing and mobility impairments, chronic medical conditions, and psychiatric issues).

If you have, or think you may have a disability, you may wish to visit SAS to learn how best to meet your academic goals. Students with disabilities who require academic accommodations in this course must contact an Advisor in SAS (lower level of Dillon Hall, (519) 253-3000 ext. 6172 or online at [**http://www.uwindsor.ca/studentaccessibility/**](http://www.uwindsor.ca/studentaccessibility/))to complete SAS Registration and receive the necessary Letters of Accommodation.

After registering with SAS, you must present your Letter of Accommodation and discuss your needs with me as early in the term as possible.

**Feeling Overwhelmed?**

From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone.

For help addressing mental or physical health concerns on campus, contact (519) 253-3000:

- Student Health Services at ext. 7002 (<http://www.uwindsor.ca/studenthealthservices/>)

- Student Counselling Centre at ext. 4616 (<http://www.uwindsor.ca/studentcounselling/>)

- Peer Support Centre at ext. 4551

**24 Hour Support is Available**

- My Student Support Program (MySSP) is an immediate and fully confidential 24/7 mental health support that can be accessed for free through chat, online, and telephone. This service is available to all University of Windsor students and offered in over 30 languages. Call: 1-844-451-9700, visit <https://keepmesafe.myissp.com/>  or download the My SSP app: [Apple App Store](https://apps.apple.com/us/app/my-ssp/id1112006222)/[Google Play](https://play.google.com/store/apps/details?id=com.onetapsolutions.morneau.myissp&hl=en).

A full list of on- and off-campus resources is available at  <http://www.uwindsor.ca/wellness>.

Should you need to request alternative accommodation contact your instructor or associate dean.

### Services Available to Students at the University of Windsor

Students are encouraged to discuss any disabilities, including questions and concerns regarding disabilities, with the course instructor. Let’s plan a comfortable and productive learning experience for everyone. The following services are also available to students:

* Sexual Misconduct Response & Prevention Office: <http://www.uwindsor.ca/sexual-assault>
* Student Accessibility Services: <http://www.uwindsor.ca/studentaccessibility/>
* Skills to Enhance Personal Success (S.T.E.P.S): <http://www.uwindsor.ca/lifeline/steps-skills-to-enhance-personal-success>
* Student Counseling Centre: <http://www.uwindsor.ca/scc>
* Academic Advising Centre: <http://www.uwindsor.ca/advising/>
* Writing Support Desk: <https://www.uwindsor.ca/success/318/writing-support-desk>
* Information Technology Services: <https://www.uwindsor.ca/itservices/support>
* Student Health Services: <https://www.uwindsor.ca/studenthealthservices/>
* Mental Health: <https://www.uwindsor.ca/wellness>

### Sexual Misconduct

The University of Windsor values dignity, respect and equality for all individuals and strives to foster an atmosphere of healthy attitudes and behaviours towards sexuality, sex and gender. The University is committed to maintaining a healthy and safe learning, living, social, recreational and working environment.

All forms of sexual misconduct (included, but not limited to: verbal harassment, non-consensual sexual contact; online harassment; non-consensual sharing of images, etc.) jeopardize the mental, physical and emotional welfare of our students and employees, as well as the safety of the campus community and the reputation of the University. Anyone who has experienced sexual misconduct deserves support. Regardless of whether the incident occurred recently or many years ago, you deserve support now.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Sexual Misconduct Response and Prevention Office at [svsupport@uwindsor.ca](mailto:svsupport@uwindsor.ca). Please note, you do not have to formally report your experience in order to receive support, resources, and guidance. If you would like to consider filing a formal complaint with the University, or have questions about policies and procedures regarding sexual misconduct, the Office can also provide this information and assist with the process.

**Student Self Report of Illness**

**Medical or Compassionate Absences**: Given the potential for ongoing health-related concerns, the University has made the decision to extend the use of the student self-report of illness interface, and to continue to waive the requirement to submit medical notes for the Winter 2022 semester. To self-report illness, please see the following link:<http://ask.uwindsor.ca/app/answers/detail/a_id/577>. Determinations about whether and how to accommodate students who submit requests for consideration based on compassionate grounds will as usual be made by instructors and/or the Associate Dean, in keeping with any standard procedures within specific Faculties and the Senate bylaws.

##### **Minimum technology requirements**

To support your studies, you will require access to particular computer hardware and software for most UWindsor courses. The UWindsor standard computing platform supported by IT Services is a device running current, supported versions of Microsoft Windows and MS Office 365.  For detailed recommendations, please read this FAQ: <http://ask.uwindsor.ca/app/answers/detail/a_id/688>

### General Class Expectations

### Attendance and punctuality

* Attendance in classes and labs is critical to student success; students should seize the opportunity to share and discuss information in labs, tutorials, and classes. The course is designed to move swiftly and efficiently. If a student is going to miss a class or lab, s/he should inform the instructor and GA before missing the class or lab.

### Communication

* Students are encouraged to utilize office hours to ask questions. **Only emails sent from a uwindsor email address will be responded to.** Emails should be sent with courtesy; they should include an informative subject line, a salutation (e.g., Hello Dr. Name), a body, and a closing (e.g., Best regards, Name).

### Group work

* Groups are encouraged to develop ground rules, identify roles and responsibilities, set timelines, and set standards of communication for the group.

***Academic Integrity***

All incidents of academic dishonesty will be documented with the Associate Dean of Engineering – Academic. University procedures will be followed. Such incidents may include, but are not limited to: submission of assignments other than your own, receiving or sharing prior knowledge of test questions, sharing or receiving information during a test by any means (including electronic), possession of any electronic device (including cell phones) during a test except for an approved calculator, sharing or receiving knowledge of a test with students who have not yet written the test, sharing a calculator or formula sheet during the test, using a solutions manual to prepare submitted assignments.

Associated with on-line instruction and evaluation, the course instructor may identify academic integrity concerns with submissions for a graded aspect of the course.  In such cases, the faculty member can set up an on-line meeting with individual student(s) to further assess knowledge in the given area.  This on-line assessment can either confirm the original mark, or can be considered in place of the initial assessment to increase or decrease the original mark.  All such cases will be documented with the Department Head.

**The uploading of test, exam, assignment, laboratory, and project questions to, as well as the downloading of posted answers from CHEGG and other on-line services is a breach of academic integrity.  Academic integrity violations will be dealt with according to Bylaw 31.  Typical sanctions for a first offence range from a zero grade to a formal censure listed on your transcript.**

### *Definition of Plagiarism*

Source: [*Student Code of Conduct*](https://lawlibrary.uwindsor.ca/Presto/content/Detail.aspx?ctID=OTdhY2QzODgtNjhlYi00ZWY0LTg2OTUtNmU5NjEzY2JkMWYx&rID=NTk=&qrs=RmFsc2U=&q=c3R1ZGVudCBjb2RlIG9mIGNvbmR1Y3Q=&ph=VHJ1ZQ==&bckToL=VHJ1ZQ==&rrtc=VHJ1ZQ==)

Plagiarism: the act of copying, reproducing or paraphrasing portions of someone else's published or unpublished material (from any source, including the internet), without proper acknowledgement. Plagiarism applies to all intellectual endeavours: creation and presentation of music, drawings, designs, dance, photography and other artistic and technical works. In the case of oral presentations, the use of material that is not one’s own, without proper acknowledgment or attribution, constitutes plagiarism and, hence, academic dishonesty.  (Students have the responsibility to learn and use the conventions of documentation as accepted in their area of study.)

**Use of Plagiarism-Detection Software**

1. *Rationale.* The University believes in the right of all students to be part of a University community where academic integrity is expected, maintained, enforced, and safeguarded; it expects that all students will be evaluated and graded on their own individual work; it recognizes that students often have to use the ideas of others as expressed in written, published, or unpublished work in the preparation of essays, assignments, reports, theses, and publications. However, it expects that both the data and ideas obtained from any and all published or unpublished material will be properly acknowledged and sources disclosed. Failure to follow this practice constitutes plagiarism. The University, through the availability of plagiarism-detection software, desires to encourage responsible student behaviour, prevent plagiarism, improve student learning, and ensure greater accountability.  
  
2. *Procedure.* Plagiarism-detection software, [*insert specific software name*]*,* will be used for all student assignments in this course. You will be advised how to submit your assignments. Note that students’ assignments that are submitted to the plagiarism-detection software become part of the database. This assists in protecting your intellectual property. However, you also have the right to request that your assignment(s) not be run through the student assignments database. If you choose to do so, that request must be communicated to me in writing at the beginning of the course.  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Option 1:* Alternate clauses to replace sentences 1 and 2 of paragraph 2 above

• [Plagiarism-detection software] may be used for some or all student assignments in this course, at the instructor’s discretion. You may be asked to submit your assignments to the instructor in electronic form who will then submit the assignments to plagiarism-detection software if deemed necessary. (NOTE:  this depends on the plagiarism checking tool)

• [Plagiarism-detection software] may be used for some or all student assignments in this course, at the instructor’s discretion. You may be asked to submit your assignments in electronic form directly to the plagiarism-detection software. *Option 2:* Alternate clause to replace sentence 3 of paragraph 2 above where the professor makes an alternate arrangement regarding the submission of assignments to the database:

• Note that students’ assignments that are submitted to the plagiarism-detection software will not become part of the institutional database as a result of the instructor’s choosing that option for this course.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 3. *Privacy and Copyright.* Your privacy is protected even if your name and/or student number is on your assignments because the plagiarism-detection software does not make students’ assignments available to outside third parties. Further, you retain the copyright in your work. Copyright, in relation to a work, is defined in Canada’s Copyright Act, R.S.C. 1985, c. C-42, s. 3(1), which is available on the Department of Justice Canada website. Plagiarism-detection software use of student work complies with Canadian copyright and privacy laws.  
  
4. *Originality Reports.* If the results of an originality report may be used to charge you with academic misconduct, you will be notified of the result of the report, and you will be given the opportunity to respond before any disciplinary penalty is imposed.  
  
5.  Plagiarism.  Information about plagiarism and appropriate acknowledgement of sources can be found at the Office of Academic Integrity: <http://www1.uwindsor.ca/academicintegrity/>

### Instructor’s Policy on Recording Lectures

Lectures in the Blackboard virtual classroom will/will not be recorded. The recordings will be posted in the course Blackboard site, after the lecture. Students are/are not permitted to record the lectures.

Any recording of lectures or guest lecturer/classmate presentations by students can be used only for the purposes of private study by the individual student. The recording (including any transcriptions or any translation to any other form) cannot be shared, distributed, emailed, posted online or otherwise disseminated or communicated in any form or to any other person (including fellow classmates) unless written consent has first been obtained from the instructor or presenter.

Students who record a lecture after the instructor has prohibited such recordings, or who record a guest lecturer or classmate presentation or performance without the written consent of the presenter, or who disseminate a recording without the explicit written permission from the instructor or presenter will be subject to the University’s misconduct policies, at minimum.

Where the recording captures the image of classroom activities (e.g., video-recording or other image-capture technology), such recording must only capture the instructor or the presenter within the classroom setting.

### Intellectual Property

Lectures and course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or “published” in any way. Posting recordings or slides to other websites without the express permission of the instructor may constitute copyright infringement.

OR

Course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Copyright Act, RSC 1985, c C-42. These materials are made available to you for your own study purposes, and cannot be shared outside of the class or “published” in any way. Lectures, whether in person or online, cannot be recorded without the instructor’s permission. Posting course materials or any recordings you may make to other websites without the express permission of the instructor may constitute copyright infringement.

### Bylaws and Policies

The following are links to the University of Windsor bylaws and policies. The intention is to share these policies and bylaws with engineering students in a way that is straightforward and clear – because our learning depends on our ability to create an environment and culture that supports our individual and collective needs for learning and teaching.

University senate bylaws can be found: http://www.uwindsor.ca/secretariat/49/senate-bylaws

University senate policies can be found: <http://www.uwindsor.ca/secretariat/48/senate-policies>

### SoTL Research in Our Classroom

As your instructor, I approach teaching and learning in a scholarly way, which means that my teaching practices are supported by research and evidence derived from my classes. This course may also be evaluated as part of internal or external quality assurance processes and as part of ongoing curriculum design and improvement. As a student in this course, your Blackboard Learn student data may be used for evaluating the course delivery and your engagement in the various aspects of the course. If this occurs, it will only be after final grades are submitted and approved, so it will have no effect on your grade. The learning management course data provides information about your individual course usage and activity during the time that you are enrolled in the course. Your anonymized, aggregated data may also be used in the future in reports, articles or presentations.

Please note, that should I utilize information from a course for research, I will only do so with clearance from the University Research Ethics Board and which would satisfy the requirements of the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans.*  Any such research would involve having your free and informed consent first and would spell out the conditions for the research including how your privacy, security, and welfare would be protected.

**Secondary Use**

As your instructor, I approach teaching and learning in a scholarly way, meaning that my teaching practices are informed by research and experience. This also means that I have an interest in research that occurs within a class or course and may utilize information from my courses as research data. Please note, that should I utilize information from a course, I will only do so with clearance from the University Research Ethics Board and which would satisfy the requirements of the *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans.*  Any such research would involve having your free and informed consent first and would spell out the conditions for the research including how your privacy, security, and welfare would be protected.

 After the class is over and your final grades have been submitted and approved, I will be sending an e-mail to ask your consent to utilize the information from your course assignments and information from Blackboard as secondary data for research purposes. I will only do so with clearance from our University Research Ethics Board and within the guidelines of *Tri-Council Policy Statement: Ethical Conduct of Research Involving Humans.*

**Secondary use, evaluation, interviews and focus groups**

This course will be evaluated as part of internal or external quality assurance processes and reporting requirements to funding agencies and as research data for scholarly use. As a student in this course, your online student data will be used for evaluating the course delivery and your engagement in the various aspects of the course. This will only occur after final grades have been submitted and approved so it will have no effect on your grade. This course data provides information about your individual course usage and activity during the time that you are enrolled in the course, along with your performance on graded assignments. Your anonymized, aggregated data may also be used in the future in reports, articles or presentations.

 During the final week of the course you will also be invited to participate in further research about the course. If you decide to participate you will be asked to fill out anonymous online questionnaires that solicit your impressions about the course design and student learning in the course.  The survey participation is voluntary and no questions of a personal nature will be asked. Your participation will have no effect on your grade and your instructor will not know who participated in the surveys.

 Finally, at the end of the survey you will also be asked if you want to participate in a focus group or interviews after final grades have been assigned to gather your assessment, combined with other students in the course, about specific course delivery methods and technologies used.

### For Virtual Classes

##### **Virtual Classroom Conduct**

The virtual classroom environment is premised on commitment to the following:

* Professionalism
* Respect
* Honesty
* Privacy

 In the context of online learning, students are expected to:

* Represent themselves honestly in all communications, applications, assignments, tests, examinations and other correspondence;
* Respect the need of others to work in an environment that is conducive to learning in an online setting;
* Be courteous and polite in all electronic exchanges with instructor and fellow classmates;
* Be active and engaged participants in the learning process;
* Respect the personal information and privacy of others;
* Respect all copyright laws.

While participating in this online course, students are encouraged to engage in appropriate behaviours.  Inappropriate behaviours may include:

* Using email or login account information that is not your own;
* Engaging in any behaviour that may be disruptive to other learners in the online learning environment;
* Writing, using, sending, downloading or displaying any information that is hostile, insulting to others, derogatory, obscene, harassing, threatening or otherwise offensive;

Reproducing course content or reposting course materials without explicit permission.

### Online/Virtual Proctoring

This course will be using [name of proctoring software], an online proctoring service to ensure the integrity of [assessment].

To use this service effectively, students require a web cam, microphone and good internet connection, plus a private location where they can sit uninterrupted.  Students will need to sign up with this service to sit an online assessment.

### Use of proctoring software

This course may require you to take exams via proctoring software that uses your computer’s webcam and/or other technology to monitor and/or record your activity during exams.

The proctoring software may be listening to you, monitoring your computer screen, viewing you and your surroundings, recording and storing any and all activity (including visual and audio recordings) during the proctoring process.

Recordings will be stored securely and deleted after [XX days, years]. Recordings may only be used for the purposes of ensuring the integrity of the examination process.

By enrolling in this course, you acknowledge the use of the proctoring software selected by your instructor, including but not limited to any audio and/or visual monitoring which may be recorded.\Please contact your instructor with any questions. If you have any concerns that your instructor cannot resolve, please contact the relevant Associate Dean of your faculty.

### Requirements for successfully completing an online proctored exam

To ensure a successful proctored exam experience, it is your responsibility to ensure you can meet the requirements for proctored online exams. The basic requirements for success include:

* A quiet, private room where you will be able to sit your exam uninterrupted
* A computer that meets the minimum technology requirements as indicated in this FAQ:<http://ask.uwindsor.ca/app/answers/detail/a_id/688>
* A webcam
* A microphone
* Speakers
* A stable, and preferably high-speed internet connection (minimum of 1Mb/sec upload and an ethernet cable connection is strongly recommended)
* Google Chrome browser
* Official photo identification

A Student Quick Guide to Proctored Exams will be provided to you with more details.

You will be required to complete a practice exam prior to sitting any graded exams to ensure compatibility of your intended setup. This exam must be completed at least one week prior to the date of your first proctored exam.

##### **Studying Online**

If you are new to studying online or would like help and strategies, the following resources may be helpful to you

* [Online Learning Tips](http://images.e.uwindsor.ca/Web/UniversityofWindsor/%7Be440adcb-ae49-4576-9997-15030c9adda5%7D_Online_Learning_Tips_UWindsor.pdf?elqTrackId=59e2ad94c0424415b1ef78c0218bfc6d&elqaid=519&elqat=2)
* [Recommended Technology for Online Learning](http://ask.uwindsor.ca/app/answers/detail/a_id/688/kw/online%20learning)
* [Add any links for specialized course software; where to access it, and documentation on how to use it]