**Department**

**Course Code/Credit Hours/Course Title (note cross-listing)**

**Term and year**

**Class hours, Classroom Location (lecture, lab, tutorial, online)**

**Delivery method** (face-to-face, online, blended)

**Instructor:** Instructor Name

**Office:** Building Location and Room Number

**Office Phone:** Instructor Phone Number

**Office Hours:** Office Hours

**Email:** Instructor Email Address

*Add further information here about how and when the instructor will be available (whether in-person online), preferred method of contact, expected response time, and emergency communication plans in the class cancellations or other unforeseen circumstances. It might be helpful to encourage students to contact you for assistance as needed and to outline the purpose of office hours.*

*You may also wish to include a photo of yourself (especially useful for an online course) and a link to an instructor website. Some faculty may find it useful to share a brief teaching philosophy statement with their students.*

|  |  |  |
| --- | --- | --- |
| **TA** | TA1 Name | TA2 Name |
| **Email** | TA1 Email | TA2 Email |
| **Office** | TA1 Office | TA2 Office |
| **Office Hours** | TA1 Hours | TA2 Hours |

**Course Description**

Include here the course description from the University *Calendar as well as any further information about the course content that you may wish to add. Students may find it useful to see a concept map or graphic of the course themes, or to have an overview of the history of and key approaches to the discipline that will be used in this course.*

**Weekly Course format**

Lecture hours:

Lab hours:

Tutorial hours:

Other contact hours:

**Course Pre-requisites, Co-requisites and/or other Restrictions**

List pre-requisites, co-requisites, restrictions that may exist regarding who may or may not take the course. Or, indicate that there are none.

**Course Rationale and/or Other Restrictions and Requirements**

You might consider briefly outlining for your students the contribution of the course to the overall program, *key foundational knowledge and skills you expect students will have acquired prior to the course, and other requirements for the course such as: attending events outside of class time, language requirements, purchase of equipment/tools other than textbooks, any other additional costs that will be incurred by students.*

Course policies on missed or late assignments, labs, tests, midterms and in-class final exams etc. should be outlined. This may include details about make-up tests, assignment extensions, impact on grade weighting, or penalties resulting from missed or late academic requirements.

**Short-term Missed Work and Absence Reporting**

Any absence resulting in missed academic work must be reported using the Engineering Student Absence Reporting online system. This applies to both *Student Declaration of Absence* and *Request for Accommodation*. Visit [forms.engineering.dal.ca](http://forms.engineering.dal.ca/) for details and to submit a request.

*Add here: Instructors should clearly state what happens when student reports missed work. (For example: make up assignments/test/midterms, impact on grade weighting, etc.).*

**Course Learning Outcomes**

Upon completion of this course, students should be able to:

|  |  |
| --- | --- |
| **Learning Outcomes** | **Linked Performance Indicator (if applicable)** |
| *Example: Develop time management skills by completing self-directed project work on schedule.* | *6A* |
| Learning Outcome #1 |  |
| Learning Outcome #2 |  |
| Learning Outcome #3 |  |
| Learning Outcome #4 |  |
| Learning Outcome #5 |  |
| Learning Outcome #6 |  |

See <https://go.engineering.dal.ca/ga-matrix> for a full description of graduate attribute performance indicators.

**Required Text(s)**

Required Text 1

Required Text 2

Required Text 3

…

List any other suggested readings/materials, and any other materials including electronic resources, noting how and where they can be accessed. Provide students with some indication of how they might use these additional sources and how they may be beneficial to their learning.

**Learning Management System Site Information**

If applicable, indicate to students how to access the learning management site for the course, what they will find there, and how the site will be used in the context of this course. A FAQ section may be useful on the site and/or a brief video to outline for students how to navigate the site.

**Course Schedule**  
  
Outline the path students will take as they experience the course and work towards achieving the course learning outcomes. Provide an overview of the class format (e.g. use of student response systems in large lectures, problem-based learning, discussion-focused, lab or studio-based) and an outline of each week’s focus, activities and readings. Please note assignment due dates and exam dates.  
  
Where possible, note university holidays and important dates from the university calendar such as withdrawal and drop dates.

| **Week/Module**  **Class Dates** | **Focus Topic** | **Activities** | **Readings** |
| --- | --- | --- | --- |
| 1 | Week 1 topics | Week 1 activities | Week 1 readings |
| 2 | Week 2 topics | Week 2 activities | Week 2 readings |
| 3 | Week 3 topics | Week 3 activities | Week 3 readings |
| 4 | Week 4 topics | Week 4 activities | Week 4 readings |
| 5 | Week 5 topics | Week 5 activities | Week 5 readings |
| 6 | Week 6 topics | Week 6 activities | Week 6 readings |
| 7 | Week 7 topics | Week 7 activities | Week 7 readings |
| 8 | Week 8 topics | Week 8 activities | Week 8 readings |
| 9 | Week 9 topics | Week 9 activities | Week 9 readings |
| 10 | Week 10 topics | Week 10 activities | Week 10 readings |
| 11 | Week 11 topics | Week 11 activities | Week 11 readings |
| 12 | Week 12 topics | Week 12 activities | Week 12 readings |

**Course Assessments**

Provide a short description of each piece of work to be submitted which will count towards the final grade, including the duration and format of tests and final exams. Detailed descriptions and guidelines can be provided through handouts via the learning management system.

| **Assessment** | **Date of Evaluation** | **Weighting** |
| --- | --- | --- |
| Assessment 1 | Date of Evaluation 1 | X% |
| Assessment 2 | Date of Evaluation 2 | X% |
| Assessment 3 | Date of Evaluation 3 | X% |
| Assessment 4 | Date of Evaluation 4 | X% |
| Assessment 5 | Date of Evaluation 5 | X% |
| … | … | … |

*In addition instructors must provide (where relevant):*

* Other work not assessable but required (e.g. attendance at an event, class attendance, online academic integrity modules, online safety modules/quizzes, participation)
* Any compulsory attendance/participation requirements
* Assessment scale and level that indicates a pass (including any components that must be individually passed); include rubrics where possible
* Performance requirements including clearly delineated differences for undergraduate and graduate students in the same course
* Description of (or link to) conversion of numeric to letter grades and university scale descriptors (the approved conversion scale is available in the Grading Practices Policy at: <https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html>)
* Any experiential learning components, how they will be graded and by whom
* Where collaboration is required (e.g. group assignments or projects), a clear statement of the degree of collaboration permitted in the preparation and submission of assignments

*Instructors may also want to consider providing the following tools and supports for students to guide them in the work and to provide a clear understanding of how their work will be graded (if relevant):*

* *Guiding questions for reading*
* *Detailed description of work to be submitted and guidance for completion*
* *Grading rubrics with detailed criteria for each type of assessment and grade level*
* *Guidelines/requirements for citing sources (acceptable procedures, styles etc.)*
* *Guidelines/requirements for formatting assignments*
* *Guidelines/requirements for where and how to submit assignments*
* *Guidelines/requirements for ethical considerations in student learning activities and assessments (i.e. clinical work, undergraduate research projects)*
* *Link to GPA calculator*

**Course-specific policies (established by Instructor or by class consensus) if relevant:**

*All instructors should outline their policies with respect to the following:*

* Notification to students if and how plagiarism detection software is being used by the instructor in the course
* Notification of whether lectures are being recorded and/or whether students may record lectures

*Instructors may also wish to provide students with policies on the following:*

* *Processes for submission and return of student work*
* *Netiquette guidelines (highly recommended for online courses)*
* *Professionalism and expectations for classroom behaviour*
* *Time frame for responding to student emails*
* *Ground rules for interactions between students and with instructor(s)*
* *Technology use in the classroom*
* *Student Information Requested (information to be completed by student and submitted to instructor), and how confidentiality will be protected*
* *Trigger warnings/ Content warnings*
* *How previous feedback from students has been used to improve the course*

**Online/Blended Courses**

* Minimal technical requirements for technology (laptop/computer/cell phone/tablet specifications including mic and webcam if students will be required to be heard or seen online)
* Required software or online platforms that will be used in the class
* Modes of communication that will be used in the course beyond Dalhousie email and LMS
* How and when students can communicate with you, and how you plan to communicate with them. Set parameters and include a statement about expected response time for messages, emails, and voicemail. Include days of the week, or times of day, during which you will and will not respond
* Virtual office hour times and location (i.e. provide link and identify platform)
* Identify which aspects of the course will be synchronous and which will be asynchronous
* Notify students if online proctoring software will be used in the course\*
* Specify exam/test time windows and whether the exam will be synchronous or asynchronous\*
* Contingency plan for technical/power related issues during tests/exams\*
* Clarify due dates and times with respect to time zone differences
* Notify students if you are using LMS data or other tracking devices to grade online participation
* Notify students that when connecting to online resources from outside Canada, they are responsible for ensuring they are aware of and are observing any applicable laws of the country they are connecting from
* Any other information required by the applicable Academic Unit
* Notify students if class is being recorded and remind students about their rights and responsibilities with respect to lecture recordings and the recording of lectures as per the Classroom Recording Protocol. Identify alternative means of participation and asking questions for students who do not want to be recorded

\*See the Online Exam Toolkit for more information.

*Optional:*

* *Include links to instructions or tutorials on the use of software platforms*
* *Netiquette guidelines*
* *Time Management supports (including subscribing to Brightspace notifications)*
* *Online participation guidelines (i.e. for discussions and other types of assessments), including tools used for participation and how to use them*
* *Online group work guidelines where required*
* *Outline of course modules*
* *Ergonomics and importance of physical and mental well-being in a fully online learning program*

**Student Health and Wellness Resources**

* Melda Murray Student Centre (Sexton Campus) <https://www.dal.ca/faculty/engineering/mmsc.html>
* Student Health & Wellness <https://www.dal.ca/campus_life/health-and-wellness.html>

U**niversity Policies, Statements, Guidelines and Resources for Support**

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog>

**University Statements**

* Recognition of Mi’kmaq Territory

Dalhousie University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. We are all Treaty people.[[1]](#footnote-2)

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) contact the programs at elders@dal.ca or 902-494-6803.

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

* Academic Integrity

At Dalhousie University, we are guided in all of 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 of 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. (read more: <http://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>) for all courses offered by Dalhousie with the exception of Truro. · the Student Success Centre in Truro for courses offered by the Faculty of Agriculture (<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). (read more: <http://www.dal.ca/cultureofrespect.html>)

* Student Code of Conduct

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. (read more: <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. (read more: <https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html>)

* Originality Checking Software (Mandatory to include if being used)

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. (Read more: <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

These course materials are designed for use as part of the [course code] 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.

**University Policies and Programs**

* Important Dates in the Academic Year (including add/drop dates) <http://www.dal.ca/academics/important_dates.html>
* University Grading Practices: Statement of Principles and Procedures

<https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html>

* Scent-Free Program <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>
* Faculty Information: Student Self-Declaration of Absence <https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence/student-absence---for-faculty.html>

**Learning and Support Resources**

* General Academic Support – Advising

Halifax: <https://www.dal.ca/faculty/engineering/u-s-o/current-students/student-exp.html>

Truro: <https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html>

* Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>
* Black Students <https://www.dal.ca/campus_life/communities/black-student-advising.html>
* International Students <https://www.dal.ca/campus_life/international-centre.html>
* Indigenous Students <https://www.dal.ca/campus_life/communities/indigenous.html>
* Library <http://libraries.dal.ca>
* Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
* Centre for Learning and Teaching: <https://www.dal.ca/dept/clt.html>
* Writing Centre <https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html>
* Faculty or Departmental Advising Support: Studying for Success Program <http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html>
* Student Finance page: <https://www.dal.ca/admissions/money_matters.html>

**Safety**

* FoE Environmental Health & Safety (<https://dalu.sharepoint.com/sites/eehs>)
* Biosafety (<http://www.dal.ca/dept/safety/programs-services/biosafety.html>)
* Research Laboratory Safety Policy Manual (<http://www.dal.ca/dept/safety/documents-policies-procedures.html>)
* Laboratory Chemical Safety Manual <http://www.dal.ca/dept/safety/programs-services/chemical-safety.html>
* Radiation Safety Manual <http://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

1. For more information about the purpose of territorial acknowledgements, or information about

   alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit

   https://native-land.ca/ . [↑](#footnote-ref-2)