

# Web Development

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2023–24  
Program Handbook

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## INTRODUCTION / COORDINATOR / FULL TIME FACULTY / ASSOCIATE DEAN

Welcome to Web Development.

This handbook describes guidelines within our program of study.

Every student is expected to review the contents and be aware of the information shared here.

These rules and procedures are designed to support the overall quality of our learning environment and help you understand how to be successful, the performance expectations in our classrooms and hallways, and what assistance is available to you at points of uncertainty or difficulty.

We welcome any questions you may have about anything here and look forward to working with you during your time in our community.

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The Coordinator is here to act as your primary contact for questions about classes, academic support, and can link you with resources as necessary.

**Sean Doyle**

sean.doyle@humber.ca

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The Full-Time faculty are knowledgeable contacts who can answer questions about classes, academic support, and can link you with resources as necessary.

**Bernie Monette**

bernie.monette@humber.ca

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The Associate Dean is here to support students, faculty, facilities, and the overall program and welcomes your insights, suggestions, and concerns.

**Ahmed (Am) Sagarwala**

416 675 6622 x5465

ahmed.sagarwala@humber.ca

## LINKS TO IMPORTANT INFORMATION, DATES AND RESOURCES

Click the title below to follow the link.

### [Academic Calendar](#)

This is the list of semester start and end dates, grade postings, registration and other critical information.

### [Program Information](#)

This is the information for Web Development showing the courses you need to take and the schedule of study for the program.

### [Office of the Registrar](#)

The Registrar looks after fees, records and other key information. Here is where you can learn more about their services.

### [Student Life](#)

We know your world continues outside of the classroom. Our Student Life programs help with careers, health, accommodation, tutoring, academic advising, and other areas.

\* Accessible Learning and \*Counseling can be accessed under the “Student Life” link.

### [Humber Libraries](#)

The library is more than a place with books. Click on the link to see the resources they offer, including private group meeting rooms.

### [International Office](#)

Follow this link to information and support available for our international students.

### [Athletics](#)

Recreation and varsity sports are offered to students through our athletics department. This can be a great resource for managing stress and staying healthy.

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## ***Faculty in Web Development***

Professors and administrators have email that follows the standard of `firstname.lastname@humber.ca`. Humber also have an [online directory for staff](#).

Professors and Humber at large will communicate with you via the email you shared on MyHumber and noted as your preferred address. Professors may also communicate with you via [Blackboard](#).

Official emails will be sent to your Humbermail address. Which is [studentnumber@humbermail.ca](#) – you will need to check it on a regular basis.

## TIPS FOR SUCCESS IN THE WEB DEVELOPMENT PROGRAM

While not an exhaustive list, here are a few things you can do to keep on top of things.

Attend all your classes (arrive on time, stay for the whole class, pay attention and engage). There is a direct co-relation between attending class and being successful as a student. Remember that it isn't just the lesson content that is shared in class – there are spontaneous discussions, social moments, good questions, good answers, insights, feedback, critiques, peer interaction and other elements that contribute to both formal and informal learning each week.

Take hand-written notes

This helps create a muscle memory that makes things easier to remember. If you can remember something – then this is the progress we need to learn something. You need to do whatever you can to make learning easier, intuitive, and possible.

Ask Questions

Questions are a sign of engagement and interest. But we don't always know what to ask. You have permission to ask "why" – for example – "Why would a professional Web developer do what we are doing in class now?"

Submit your work on time.

The sooner submit your work, the sooner your professor can give you the feedback you need to take your learning further. Even if you can't always get work done on time, still do your best to submit what you can as soon as you can and talk to your professor as early as you can to talk about the possibility of an extended deadline. An unfinished assignment should automatically mean a question in your next class! "I got to here – and everything stops – what did I do wrong?". For example.

Do all of the work assigned.

Every project, test, lab, group activity and critique is designed to underscore the skills being delivered and measured in a course. Don't skip a project because it is "only" worth 5%, or your grade is high enough for a pass without the work – instead, take every opportunity you can to test your skills and show us (and most importantly, yourself) what you know, how you are improving, and how far you can go.

Be prepared for self-directed learning.

We will be teaching you a lot in this program. But we will not be teaching your everything. There will be things that you want to do that you will need to research and create for yourself. This is what Web developers do – we often do not know the problem – but we do know that we can solve almost every problem.

Ask for help.

It is completely understandable if you feel out of your element, need more time on a project, want some encouragement, or simply need to share a concern. Professors and your coordinator can help with anything relating to the content of their courses and the overall process of learning. They can also connect you a tutor, a counselor, a general academic advisor and many other resources in [Student Services](#).

Accept that sometimes learning new things is hard.

The process of learning can feel uncomfortable at times. Grades are one of the main tools we use to communicate our feedback, and it can sometimes be hard to get a mark that is lower than what you'd expected. Understand that grades are used to measure what we can see of your competence in a particular area. We design our courses to allow students multiple attempts at developing the key skills used to measure the learning outcomes of each course. If you get a low grade, review the rubric and the feedback you got from your professor, both specific to your project and as shared in group discussions and critiques in class. If you are still unclear on what you need to improve, speak to the professor. We are here to help.

Do not share your code

Under any circumstance or for any reason. You may help your fellow students. You may discuss coding and coding examples – but do not give away or make available your code. We have had student copy off of screenshots as well as having asked for code from a friend. Do none of these – providing the file and receiving a file are both equal when it comes to cheating. Talk to your professors if you are in trouble – we are here to help you out.

Tell us if you don't know what to do.

We know that people learn in different ways and at different speeds. We are here to help bridge the gaps and connect you with the support you need to get to the next step. Sometimes this is a quick conversation and sometimes it requires a plan to find extra support – we are happy to help find what works for you. Your program coordinator is a good place to start if you don't know exactly what you need or who to ask for help.

## OUR OBLIGATION TO YOU

Expertise in the areas of study delivered in our program.

Our program faculty are made up of both full-time people with industry experience who have made a commitment to become strong teachers and oversee the program and curriculum, and contract faculty who are working daily in industry and bringing today's practices into the classroom each week. This combination has been designed to support a robust team of faculty who each bring their area of knowledge to our students throughout their term of study in the program.

Timely, clear information about what you will do, how it will be evaluated, and how it relates to the subject you are studying.

The learning outcomes listed on each outline are based on the input of current industry partners who tell the Colleges what we need to teach you to help you work in that field in the future. The course outline lists the outcome-driven learning modules and assessment methods for each course. Faculty must follow this outline and will provide well-designed assignments / projects / tests / labs in support of these objectives.

Timely, clear feedback on your progress in a course.

Faculty should return graded work quickly and design classes to allow time to speak directly to the group or individuals about their work. Where ever possible, work will be evaluated using a rubric that shows the elements being assessed in each piece of work and provides enough feedback for you to know why you got the grade you did, and as importantly, what areas are strong and what areas need more time and practice. Most professors will use Gradebook in Blackboard to communicate your overall progress.

Delivery of organized classes that deliver the learning opportunities we have promised. We are committed to using the full time on each week's schedule to support your learning. For Fall 2020, with online delivery, this means optimizing synchronous sessions and providing timely, clear asynchronous materials, along with access to your professors.

Balanced schedule for assessments across the semester

While there will be some weeks that are busier than others for students, faculty will design their courses to avoid too many high-stakes assessments in multiple classes at any time in the semester.

A respectful, positive learning environment

Our classrooms, offices and hallways are governed by inclusive, respectful and positive. While this does not mean that professors will always deliver good news or that every conversation or topic of learning will be exclusively happy, the overall experience of every member of our community should be positive. Grades and performance discussion should be discrete and private (please do your part by not openly discussing other student's marks), and critiques and feedback sessions should be governed by language and process that is professional and focused on developing work to the next level. Just as students are governed by Humber's [Code of Student Conduct](#), our faculty, staff and admin are also held accountable for conduct appropriate to our environment.

\* What to do if you feel we are not meeting our commitment as described herein.

Talk to us. Start with your professor whenever possible. If that conversation does not sort out the issue, speak to the coordinator if it is about anything program related or a fairly mild conduct concern about a classmate. Speak to the associate dean if your concern is about a professor, a serious conduct issue, an unresolved grade, or something about respect or privacy. Contact info for the coordinator and associate dean can be found on the first page of this handbook.

## VERY IMPORTANT INFORMATION ABOUT GRADES

Note that details on these topics can be found in the *Academic Regulations*. The most current version can be found on the Humber website.

### Passing grades

While 50% is the bare minimal passing grade in an individual course, students must achieve an overall GPA of 60% or higher to graduate from the program.

### Pre-requisites / dropping courses / failing courses

Our programs are designed to build on skills and outcomes. Failing or dropping a course may delay your time through the program by one academic year or more based on when we offer the courses you need to complete. *Before you make a decision to drop a course, please speak with your coordinator to ensure you know the timeline that your study will then follow. If you fail a course, contact the coordinator as soon as you can to make a plan to enroll the next time it is offered, and to understand how this impacts your study schedule.*

### Progression status

Upon entry of final grades, a status will be assigned to your progress through each semester of the program. Students may be in “good standing” with a GPA of over 60%, or have “honours” for a GPA of over 80%. A student with an overall semester GPA of less than 60% will be on “academic warning” (after one semester), “probation” (after two semesters with this standing), or possibly “required to withdraw” (upon the third semester with a GPA below 60%). Check your grades, GPA and status at the end of every semester and ensure you are aware of what your status may be. Details on how academic regulations work are in the *Academic Regulations*.

### Academic Integrity and Academic Misconduct

It is required that students submit work that has been done independently.

While you may seek support of peers, tutors or faculty when working on a topic, the work you submit for evaluation must wholly represent your independent efforts, skills and competencies – not one element may be the work of any other person.

When working with reference material in your work, cite the source.

When working in groups, document carefully what your contribution has been and acknowledge the work of others.

When supporting your peers, do not give them your work as a reference. If you do, and they submit any part with their own work, you will also be cited for academic misconduct.

When a professor identifies a case of academic misconduct, he or she will email the student to outline the concern and cc the program coordinator and the associate dean. The student must then book a meeting with the associate dean.

\* Please refer to the *Academic Regulations* for details on these requirements and the appeal process. Speak to your professor or coordinator if you need any clarity around the expectations of independent completion of assessments.



## LATE POLICIES

It is very important that students strive to get all work submitted to the deadlines assigned in class. Failing to meet deadlines will be reflected through grading penalties, and will also lead to missed opportunities for students to get feedback in a timely manner as professors need to manage the class to the published schedule and critical path as shared on Blackboard and the course outline.

### Late penalty

Work submitted after the deadline will lose 5% off of the total final grade each day for up to 5 business days (maximum penalty of 25%). Note that submission deadlines may include a time (e.g. "due at the start of class week 5" means that work submitted at the end of class is already one day late).

### Drop-dead submission dates

A professor may assign a "drop dead" date for late submissions (e.g. work originally due in week 4 may be submitted no later than week 7 if a professor deems this reasonable).

A professor may assign a "drop dead" date for late submissions prior to week 15 in order to manage their end of semester grading and deadlines for final grades and other processes

In cases where the assignment is "taken up" in class a week or two after the original due date, any late work must be submitted to the professor before answers are shared to avoid the late student getting the answers before submitting his or her work.

Labs and in-class activities (like critiques, group work, etc) designed to be undertaken and submitted / evaluated in class must be completed within the class period as assigned. Extensions are not given for this type of assessment. If a student is absent, the grade for this work is "0". There is no make up option. In rare cases, when a student is absent with a documented reason and has reasonably followed best practices to contact the professor as quickly as they can, they may receive a "nul" for this work at the discretion of the professor or in consultation with the coordinator.

It is reasonable that work due weeks 14 and 15 will not be accepted if it is submitted late based on the deadlines and workload managed by faculty

### Project submissions

In order for a work to be considered to have been submitted on time, it must be received by the professor via the method of submission set by the program.

Note that work should be properly named, properly organized, and to the project specifications. Consider that your professor will get 20 to 40 submissions for just your class, and that incorrect naming conventions or a variety of submission formats will cause unnecessary work on his or her end if you do not adhere to the required process. Professors are not obliged to grade work that is submitted outside of the communicated specifications for that assessment.

As with most of the processes in our program, things work best when students and faculty communicate promptly and with the required details earlier rather than later. Students are expected to speak with their professors in the case when work will be late and to confirm the last date for submission.

*Note: Students with accommodation who require extra time will not receive late penalties for the timeframe specified in the documentations as shared with their professors.*

# EXAM AND TEST POLICIES

## Late arrivals

Students may not be admitted to tests or exams once an exam has begun. This is to allow the students who did arrive on-time to write without interruption.

Please do not enter a room after a test or exam has started. Contact your faculty member via their Humber email address or Blackboard to see whether you will be considered eligible to write the exam at another time. The program coordinator may be involved in this decision as well. The reason for your lateness may be taken into consideration, and any documentation that demonstrates the delay was beyond your control should be shared immediately.

## Absence

Students who do not show up for an exam will get "0" for this work.

While we advise that you contact your professor prior to the absence, please be aware that it is rare for a student who did not attend the planned sitting of an exam or test to be considered eligible to write the exam at another time. In rare circumstances, the reason for your absence may be taken into consideration, and any documentation that demonstrates the delay was beyond your control should be shared immediately.

## Identification

Every student should bring a valid student card with a clear image to every exam and test. This must be available to be displayed on the desk during the exam. Note that every student should have a photo to Humber's required standards uploaded to MyHumber while actively enrolled in our programs.

## Mobile phones, smart watches, tablets, other devices

Any and all smart devices must be turned off and out of reach of every student immediately prior to, during and after the exam until students have submitted their work and left the room.

## Academic misconduct in testing situations

Any attempt to communicate with other students inside or outside of the class will result in the awarding of a "0" on the test or exam. This includes hand gestures, words, anything more than glancing eye contact, notes, electronic communication and any other effort as deemed a concern by the professor and / or proctor. It is up to the discretion of the professor whether to take the test during the class or wait until it is submitted to flag the issue with the students involved.

In short, do not speak or interact with anyone with the exception of the professor, and even that should be minimal and very quiet.

Sharing a password to a test or any information about the test to anyone not present at the time of the test is academic misconduct.

Note: this is not an exhaustive list of the conduct required in testing situations. Common sense should prevail, as should the direction of the professor and the *Academic Regulations*.

## CONTACTING FACULTY AND OTHERS

### Email

Professors and administrators have email that follows the standard of `firstname.lastname@humber.ca`. Click [here](#) for an online directory.

Professors and Humber at large will communicate with you via the email you shared on MyHumber and noted as your preferred address. Professors will also communicate with you via Blackboard.

All official email from Humber, professors, administrators, registration and other departments will originate from a `humber.ca` email address.

\* Please contact your professors through only their Humber email or Blackboard. *Do not contact them at their homes or outside offices, via their personal or business phone, or via social media.*

### Open Office Hours

Full time faculty and coordinators share their drop in hours and information on how they want you to arrange time to meet with them outside of class. Outside of open office hours, it is best practice to email to set up a time to meet instead of just dropping by the office. This also goes for meetings with the associate dean.

Contract faculty members who are not full time at Humber do not have open office hours. If you need to speak with a contract faculty member outside of class, please contact them via their Humber email. Please be aware that they may not be able to reply to email the same day, and that they may not have time outside of class, depending on their own schedule.

The best practice is to endeavor to be in class in order to speak with your faculty about your work or any concerns you have.

\* What to do if you cannot get a helpful response from a faculty member

Please reach out to:

- the coordinator for information about the course content, or
- to the associate dean in situations where the professor is not responding or you cannot get a clear answer to your inquiry.

# RESOLVING CONFLICTS AND CONCERNS

## Academic Issues

In situations when you have concerns about your grades, work, course, program or any other academic issue, this is the process to follow. Note that it is important to try to address concerns when they arise and not to wait until the end of the semester as much more can be done to help get things back on track in the earlier weeks. That said, any time you have an issue, we are here to help.

### Process guidelines:

First, speak with your professor directly in class, during office hours (for full time), via his or her Humber email or via Blackboard. Keep the conversation to the facts and request clarification about the issue of concern.

If that does not resolve the issue:

- contact the coordinator if the issue is about the academic side of things – the course, a project, deductions for lateness, writing a test you may have missed, concerns about safety and a classmate, any issue of discrimination or bias, etc.
- contact the associate dean if the issue is about conduct, classroom management, the course outline being followed, academic misconduct, concerns about safety and a classmate, any issue of discrimination or bias, concerning communication or behaviour by a classmate or faculty member, etc.

*If you have contacted the coordinator about an academic issue and still do not have a resolution, please contact the associate dean.*

In every case, please use courteous language and manner, and include your student number and name as shown on MyHumber. Humber is a professional environment and communication should be appropriate between all parties at all times.

## Registration, Fees, Tutoring, Accessibility Services, Career Services, Health

Contact the Registrar's Office for help with holds on your account, fees, critical dates and anything to do with registration.  
<http://humber.ca/admissions/office-of-the-registrar.html>

Contact Student Life for help with counseling, tutoring, health services, career services, financial aid, accessible learning support, and other helpful areas of support.  
<http://humber.ca/student-life/>

### \* Need more help?

Visit Humber's website or ask any of the helpful staff members at the front desk in the Media Studies & IT office if you need any help with anything not covered above.

## **The Academic use of other people's code**

Working with someone else's code or code found online is a common situation for a professional Web developer. However, as a student, simply copying and pasting someone else's code could lead to plagiarism and academic misconduct. Which could result in expulsion at the worst or a zero grade at best.

Recognizing that there are tutorials, online resources, and other materials the Web development community use we have created this procedure to help insure that you are using this material in a proper academic manner.

If you find code, a tutorial, or other material that you feel you can use to achieve the assignment's goals you may do so under the following conditions:

1. You have typed it out yourself.
2. You have properly cited the source of the information using comments in the code. The citation will include:
  - a. The author.
  - b. The Web site and url of the code.
  - c. The date you accessed it.
3. You have spoken with your professor and they have allowed you to use it.
4. You will submit this code within the assignment and separately so that your professor can evaluate it.
5. You will make sure that you can fully explain the functions and features of this code.

Similarly, if you are using third party libraries, such as JQuery or Lightbox, or any other source of code or behavior you must make sure you have acquired the permission of your professor before submitting them as part of an assignment.

If you are uncertain about whether to use something it is up to you to acquire the permission of your professor before submitting it. Failure to do so may result in a finding of plagiarism and the assignment of a zero to your assignment or the course itself. Failure such as this may also result in your withdrawal from the program and delaying your graduation by at least a year.

Your program coordinator will be glad to answer any questions about this policy.