SYLLABUS
EGS 4034: ENGINEERING ETHICS AND PROFESSIONALISM

Section GEN1 (11378)

Academic Term: Summer C 2022
Credit Hours: 1

INSTRUCTOR

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f. Web site: UF course Canvas web site
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COURSE DESCRIPTION

Provides students with an interactive study of ethical theory and the development of professionalism. Students review case studies of ethical conflicts in engineering practice. Course covers engineering codes of ethics and requires students to resolve theoretical situations through application of ethical codes.

> *Albert Einstein was quoted as stating: "Relativity applies to physics, not ethics." This relates to the fact that ethics is not a "90% deal" -- you can't be "pretty ethical." You're either ethical or you're not. These statements hold great relevance and significance in understanding yourself as a Gator Engineer, and fully appreciating the role that ethics plays in your academic and professional career as an engineer.*

COURSE PRE-REQUISITES/CO-REQUISITES

junior or senior level classification

COURSE OBJECTIVES

The engineers' primary obligation is to protect the public health, safety and welfare in performing their duties. Society places a great deal of responsibility and "silent trust" on its professionals and requires that they conduct themselves in a manner fitting to the place of prominence afforded to them.

As we should, we spend a lot of time working on our competence as engineers. However, we also need to spend time understanding and developing our character as individuals and Gator Engineers. Accordingly, studying and understanding professional ethics is as much a part of your engineering development as is the study of higher order mathematics, engineering problem solving, and technology applications and innovations. You must develop an awareness of ethical issues and challenges encountered in engineering; similar to the design process, you must understand ways to evaluate and select solutions to sometimes complex ethical problems.

You must also be able to broaden your mind and be aware of society's ever-changing character, both in the U.S. and globally. Especially when it comes to engineering ethics, it is important that you learn to share ideas and concepts and consider various perspectives, regardless of whether or not you always agree. Accordingly, you will be working in teams on some of the course assignments.

This course introduces and reinforces the concepts, theories, and practice of engineering ethics. Through assignments, videos, teamwork and online lectures, students explore the relationship between ethics and engineering, and apply classical moral theory and decision making to engineering issues that could be encountered in academic and professional careers.

The objectives of this course are to provide students of engineering with:

- an improved awareness and understanding of potential ethical issues within an engineering context;
- knowledge and tools to apply in making an informed decision when confronted with ethical issues in an engineering working environment;
- an understanding about their duties and responsibilities as practicing engineers, and the components that comprise professionalism, professional credibility and the profession of engineering;
- an understanding about some of the classic cases and outcomes, as well as contemporary issues, related to engineering ethics
- improved communications skills with regard to professional and ethical issues in engineering.

MATERIAL AND SUPPLY FEES

Not applicable

PROFESSIONAL COMPONENT (ABET)

This course will prepare students with fundamental knowledge to successfully handle ethical/moral situations that might be encountered in their engineering careers.

RELATION TO PROGRAM OUTCOMES (ABET)

Outcome	Coverage*
1. An ability to identify, formulate, and solve engineering problems by applying principles of engineering, science, and mathematics.	
2. An ability to apply both analysis and synthesis in the engineering design process, resulting in designs that meet desired needs.	

3. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	
4. An ability to communicate effectively with a range of audiences	medium
5. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.	high
6. An ability to recognize the ongoing need for additional knowledge and locate, evaluate, integrate, and apply this knowledge appropriately.	low
7. An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty	medium

- Students will have the improved ability to function on multidisciplinary teams.
- Students will have an understanding of professional and ethical responsibility.
- Students will have an improved ability to communicate effectively.
- Students will have the broad education necessary to better understand the impact of engineering solutions in a global/societal context.
- Students will have recognition of the need for and an ability to engage in lifelong learning.
- Students will have knowledge of contemporary issues.

REQUIRED TEXTBOOKS AND SOFTWARE

Fleddermann, Charles B., *Engineering Ethics*, 2012, 4th Edition. ISBN: 978-013-214-5213.

This course is participating in UF All Access, which is a program designed to provide the most affordable option for materials to everyone in this course. The required course material is Engineering Ethics by Fleddermann, 2012, 4th Edition (ISBN: 978-013-214-5213) and can be delivered digitally through aVital Source etext. To opt in to the program, please go to https://www.bsd.ufl.edu/G1C/bookstore/allaccess.asp. Should you feel you need additional print support, please contact the University Bookstore located in the Reitz Union. The text is also available either in hard copy or e-version formats, available through mypearsonstore.com Select the appropriate country and then enter the ISBN number for options.

Students are expected to have computer and internet access. Standard software, i.e. MS Office suite, and a .pdf reader are required.

RECOMMENDED MATERIALS

The following references are recommended for additional insight on the course topic but are not required for completion of the course:

- Martin, M.W. and R. Schinzinger. *Ethics in Engineering*. 4th Edition. (McGraw-Hill, Inc., 2005).
- Harris Jr., C.E., Pritchard, M.S., Rabins, M.J., *Engineering Ethics, Concepts, and Cases*: 4th edition (California: Wadsworth Learning, 2009).

- Whitbeck, Caroline. *Ethics in Engineering – Practice and Research*: 2nd edition (Cambridge: Cambridge University Press, 2011).
- McGinn, Robert, *The Ethical Engineer*: (Princeton University Press, 2018)

Students will have additional reading assignments (4) available electronically through the Canvas course website that will be part of course completion requirements (see Discussion Boards Policy later in the syllabus). From time to time, the instructor may announce and assign review of other required reading materials (such as articles) that will be posted and available electronically through the Canvas course website.

COURSE SCHEDULE

This course is being delivered in an "asynchronous online" format. All students will view prescribed lectures in video format and submit assignments electronically through the CANVAS course website, in accordance with instructions provided. Quizzes will also be taken electronically through the CANVAS course website.

The expected course schedule is indicated in the table below (pgs.5-7). The individual CANVAS assignments and quizzes will contain specific availability and due dates. The schedule is subject to change at the course instructor's discretion. Schedule revisions, if any, will be placed on the CANVAS course website as soon as the adjustments are known. Students will receive announcements and emails about the revised schedule availability through the CANVAS system.

The course content is broken into four units. Each unit corresponds to specific sections of the textbook, supported by learning modules that include recorded lectures as well as completion of assignments and quizzes. The course contains 12 learning modules that are covered (after the first week) at the pace of 1 module per week, for a total of 12 modules in 12 effective content weeks during the compressed Summer C semester.

Each unit consists of a team-based assignment, quiz and discussion board activity. Completion of the assignments will assist students in grasping key concepts. Completion of quizzes will also confirm understandings about key content. The assigned individual reading insights and corresponding discussion boards will expand student perspectives on ethical issues and dilemmas relevant to an engineering career.

NOTE: EXTRA WORK FOR EXTRA OR REMEDIAL CREDIT WILL NOT BE AVAILABLE IN THIS COURSE. PLEASE DON'T INSIST!

The table below contains an outline of expected topics to be covered in each unit and the modules within the units. The CANVAS course website contains the specific dates for team-based assignments, quizzes, and discussion boards.

Unit	Modules (Weeks)	Expected Coverage and Discussion Topics	Student Learning Objective for Unit	Text Readings for Unit [1]	Unit Activities
	1 (May 08-14)	course introduction; concept of morals and ethics; study of engineering ethics; laws and ethics; personal and professional ethics	• Identify the difference between the concepts of morals and ethics, as well as personal and professional ethics • Understand and develop an awareness for various moral and ethical issues that exist within the practice of engineering. • Create an awareness of the types of ethical issues and challenges that exist in engineering, and their potential implications on engineering judgment and decisions • Develop an understanding for the concept of professions,	Chapters 1 - 2	Reading Insights 1 / Discussion Board 1 Assignment 1 Quiz 1 (Unit 1)
	2 (May 08-14) **NOTE: Modules 1 and 2 are combined into the first week of the course**	professionalism and professional credibility			
	3 (May 15-21)	ethical organizational cultures; ethics in the work place; global and cultural considerations			

1	4 (May 22-28)	the role of codes of ethics in engineering	describe the key components of professional credibility, and understand the relevance of core values • Develop an understand for the concept of ethical cultures, and how to assess the ethical "pulse" in the workplace • Interpret codes of ethics as standards of obligations and expected behavior of engineers • Explain the professional and ethical responsibilities of engineers • Create student personal dedication to exemplary conduct in their academic and professional careers as engineers	Chapters 1 - 2	Reading Insights 1 / Discussion Board 1 Assignment 1 Quiz 1 (Unit 1)

2	5 (May 29-Jun 4)	overview of ethical theories; global and cultural considerations; ethical analysis and problem-solving approaches	• Identify the common ethical theories and assess their potential engineering applications • Develop an awareness of how ethics can vary globally • Understand and apply ethical decision-making approaches • Assess potential implications of ethical issues on engineering judgment and decisions through developing an awareness of the types of related issues and challenges that exist	Chapters 3-4	Reading Insights 2 / Discussion Board 2 Assignment 2 Quiz 2 (Unit 2)
	6 (Jun 5-11)	ethical analysis and problem-solving approaches…cont.			
	7 (Jun 12-18)	ethical analysis and problem-solving approaches…cont.			
	(Jun 19-25)	SUMMER BREAK			
3	8 (Jun 26-July 2)	rights and responsibilities of engineers (including the concepts of the standard of care and responsible charge) engineers, organizations and ethics: moral responsibilities; conflicts of interests; confidentiality	• Develop an understanding for, and interpretation of, the professional and ethical responsibilities of engineers • Develop an awareness for, and appraise the • implications of, the concept of the standard of care in engineering • Assess the concept of conflicts of interests and their implications	Chapter 6	Reading Insights 3 / Discussion Board 3 Assignment 3 Quiz 3 (Unit 3)
	9 (Jul 3-9)	engineers, organizations and ethics (cont.): engineer-manager relationships; loyalty; the concept of whistleblowing	• Understand the engineer's roles in organizations and identify common ethical dilemmas that may exist	Chapter 5	Reading Insights 3 / Discussion Board 3 Assignment 3 Quiz 3 (Unit 3)

3	9 (cont.) (Jul 3-9)	risks and safety in engineering	• Interpret and describe the concept of risks, risk analysis, risk assessment and risk management • Appraise methods to analyze, interpret and assess risks and approaches to manage risks • Identify and assess the roles and responsibilities of the engineer in evaluating and managing risks in projects and technology development	Chapter 5	Reading Insights 3/ Discussion Board 3 Assignment 3 Quiz 3 (Unit 3)
4	10 (Jul 10-16)	other ethical issues and challenges in engineering	• Develop an understanding for, and interpretation of, other key topics with respect to the professional and ethical responsibilities of engineers • innovations and ethics • intellectual property concepts • research misconduct	Chapters 7-8	Reading Insights 4 / Discussion Board 4 Assignment 4 Quiz 4 (Unit 4)
	11 (Jul 17-23)	other ethical issues and challenges in engineering	• Develop an understanding for, and interpretation of, other key topics with respect to the professional and ethical responsibilities of engineers • ethics and the electronic age • ethics, sustainability and the environment		
	12 (Jul 24-30)	professionalism	• Develop an awareness for, and appraise the key aspects of, the concept of professionalism in engineering	none	**NO FINAL EXAM**
	[1] Fleddermann, Charles B., 2012. Engineering Ethics, 4th Edition. Pearson Education, Inc. Prentice-Hall Publishing				

POLICIES AND EXPECTATIONS

Per UF guidelines, a credit hour is the amount of work represented by time spent in the classroom, and **a minimum** of two hours (per credit hour) out of class student work, for each week of the semester.

Students are expected to fully engage in completion of the course materials in a sequential and timely manner, in accordance with the schedule for the class.

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

More specific policies and expectations follow:

TEAMS

The four main assignments (one each, for Units 1-4) are team-based. Students are allowed to form their own teams (consisting of 4 students per team, with possibly a few teams having 3 members, depending on total course enrollment) and self-assign themselves to one of the teams set up by the instructor in CANVAS (see below under ***Team-Based Assignments***). This must occur within the first week of the course (period prescribed by the instructor). Once this prescribed period ends, the instructor will use CANVAS to randomly assign the remaining students (who opted to NOT self-assign) into teams. **NOTE: The team structure so established is FINAL for the length of the course. NO MOVEMENT OF STUDENTS BETWEEN TEAMS WILL BE ALLOWED!**

Expectations for Teams:

Engineering is a team-based "sport" in most organizations. As such, it's important to learn to work effectively in student teams, including working through differences and issues that will likely occur, in order to create a quality submittal within a scheduled delivery date. To this end, the expectations for the assignment teams in this course are summarized below:

- A different team member must take on the role of task manager (TM) on each team-based assignment. So, the role will shift to a different team member for each assignment. Note that in some cases (e.g., when teams consist of 3 members), a team member will have to serve in the TM role more than once during the semester.

- The TM has the primary responsibility to coordinate with the other team members in terms of their specific contributions to the assignment, and the schedule to develop and complete the assignment. The TM also has the responsibilities for: the completeness and quality of the submittal (which may be delegated to another team member); resolving conflicts with participation levels of other team member(s); ensuring completion of a team assessment (see below); and for making the final Assignment Canvas submittal.

- Participating team members must be listed in the header of the assignment document. (The TM for the assignment should also be identified in the header entry.) Everyone listed will receive the same grade for the assignment, subject to the team assessment described below; those not listed in the header will receive a grade of "0" for the assignment. **IT IS UP TO THE TEAM** to assess and decide if an individual's contributions and activity levels were sufficient to be considered as a participating team member as discussed more fully below.

- ***Team Assessments***

  Team members are expected to actively and fully participate in the development of each team-based assignment. There is ONE submittal per team, which is graded, and the grade applies to all team members, subject to the following team assessment process:

  - It would be unfair to team members, and unacceptable to the instructor, for an individual to not meet their team obligations and yet receive the same grade as the other teammates on an assignment. If an individual has valid extenuating circumstances impacting their participation, they have the obligation to communicate this to their team members in a timely manner. Note that communicating issues of this nature at the "last minute", or after the fact, is unacceptable except in specific and documentable instances. Such documentation will be required, in case the instructor needs to get involved.

  - To this end, in order to receive an assignment grade, the team is required to complete a team performance assessment matrix. The assignment template contains such a matrix, and it is each TM's responsibility to make sure that all members complete their portion of the matrix. Every member of the team must complete the assessment in order to have their names listed in the assignment header as a participating member. This means EVERY MEMBER filling out the line of the matrix that has his/her name in the first column (in "matrix language", $\mathbf{E_{IJ}}$ is member **I**'s evaluation of member **J**), according to the following qualitative rating system:

    100% – team member participated in all respects during development of the assignment; and all contributions were made in a timely manner

    90% – team member participated in most respects during development of the assignment; and all contributions were made in a timely manner

    80% – team member participated to some degree during development of the assignment; or some contributions were not made in a timely manner

    70% – team member participated only to a limited degree during development of the assignment; or some or all contributions were not made in a timely manner

0% – TEAM member did not participate

- The TM must also record the average rating for each individual and ensure that the team convenes to agree with the content of the assignment, including the content of the assessment matrix, prior to submittal. Each team member will have their average percentage assessment score applied to the team grade on each assignment. For example, if a team member receives an average assessment score of 80% on an assignment, and the team grade on that assignment is 90, then that team member's score on the assignment will be recorded as 72 (90 x 0.80). The Team Assessment Matrix should show ONLY ONCE in the assignment submittal (preferably on the last page), and NOT on every page.

QUIZZES

Quizzes are individual, will be open-book, open-note format, and UF Honor Code provisions apply. Students will be expected to complete the quizzes electronically through the CANVAS course website within prescribed periods in the course schedule. Students are encouraged to stay on top of the CANVAS course calendar, which contains all assignments dates and times. The instructor will remind students in weekly updates of upcoming such dates and times.

Unit quizzes will take place the week following the weeks of the last modules of each unit (4, 7, 9, and 12), available from that Sunday at 12 am to Monday at 11:59 pm.

No make-up quizzes will be available, subject to UF attendance policies. See UF attendance policy in the UF catalog.

ASSIGNMENTS

Team-Based Assignments

Normally, two weeks are allowed for completion of the team-based assignments. The CANVAS assignment pages provide general instructions for their preparation, including the release and due dates. Students should expect a minimum 10% grade penalty for failure to follow all assignment instructions.

Assignments will be evaluated objectively against rubrics available for each assignment.

In the first week of the course the students will be asked to self-assign to teams of 4 students (typically). A team structure has been set up in the course CANVAS for this purpose and students are free to join teams with others who they may know. Students who haven't self-assigned by the end of the second week of the course will be randomly assigned to a team by CANVAS.

PLEASE NOTE: you are NOT supposed to form a Student Group or a Project Group for this purpose. You are supposed to self-assign yourselves and your team mates to one of the teams already set up in CANVAS ("People" tab → "Groups" tab).

No late assignments will be accepted, subject to UF attendance policy.
These team-based assignments can be turned in at any point of the available period and we encourage early submittals as feasible. Ample time is provided to complete these assignments and the choice of submittal time is yours.

READING INSIGHTS ASSIGNMENTS/DISCUSSION BOARDS

Each unit includes a supplemental reading, and corresponding individual participation discussion board. The articles are relatively brief, designated by unit, and are posted on the Canvas course website ("Discussion Readings" folder under "Files" tab). For full credit on each discussion board, students must provide an original posting addressing the question(s) in the discussion board instructions, as well as reply to at least one previous original posting by a colleague, by the dates discussed in more detail below.

Discussion Boards Policy

The discussion boards should further explore the topics covered in each unit. Each of these discussion boards will be available for one week within its corresponding unit (open on a Sunday, and close the following Sunday) with opening and closing days/times prescribed in the course CANVAS schedule. **Original postings addressing the discussion board questions will be due by 11:59 pm on the Thursday of the period in which the discussion board is available** (**the Thursday date is not CANVAS-enforced, but is TA-Grader enforced); replies to colleagues postings will be due by 11:59 pm on the closing Sunday (CANVAS-enforced)**. Both the original post and a response provided within the prescribed periods are needed to obtain full points on each discussion board. Participation will be evaluated against discussion board rubrics that will be available and will consider both the content of the postings as well as how well ideas were communicated. Remember to exercise courtesy and proper etiquette when responding to colleagues' postings.

No late postings on the Discussion Boards (for both the original posting AND the reply components) will be accepted, subject to UF attendance policy.

GENERAL EXPECTATIONS

Students are expected to fully engage in completion of the course materials in a sequential and timely manner, in accordance with the schedule for the class.

Requests (to the instructor or TA graders who may assist the instructor) for acceptance of late assignments or discussion board postings due to travel schedules, power outages, similar due dates for multiple class assignments, technology malfunctions, or similar issues will not be considered. If a student believes that a CANVAS-related issue was the cause of the late submittal or posting, then it is that student's responsibility to discuss the issue with the UF HELP Desk and follow-up with the instructor upon their resolution that a CANVAS issue was in fact involved, and with corroborating documentation. The instructor will make time extensions for students having other legitimate reasons (for example, a documented health issue) for a late posting.

Instructions for ALL Written Assignments

Effective written communications are an important part of being an engineer and professional. While students are not expected to be able to write like English majors or accomplished authors, all students are expected to take sufficient care to produce assignment submittals that reflect a collegiate level of effort in terms of compositional structure and correct grammar usage. To this end, the instructor's expectations for all assignment (team and individual) submittals are outlined below:

- ✓ All team-based assignments will be completed using the MS Word assignment template provided ("Files" tab → "Assignment Materials" folder). Team-based Assignments submittals will be in PDF format. Reading Insights Assignments are submitted as postings in the corresponding Discussion Boards.
- ✓ Students will take ownership of producing high-quality assignment "deliverables" that they would submit to their employer
- ✓ Submittals will reflect good, common practice in developing paragraphs and sentences (such as one topic per paragraph, complete sentences and not fragments, one thought per sentence that supports the paragraph, etc.). Responses that involve long blocks of text containing multiple topics are not considered good, common practice for this course.
- ✓ Standard resources available through MS Word will be used to search for and correct grammatical issues prior to assignment submittal.
- ✓ Team-based submittals mean that the document reflects a team compilation endorsed by **all** participating team members. In finalizing the submittal, remember that there is no "I" in "team" and submittals should reflect this concept by removing words (such as "I" or "me") that reflect only individual perspectives. ONLY ONE SUBMISSION PER TEAM IS REQUIRED!
- ✓ The final draft should be reviewed carefully and often to ensure that the writing is clear and correct. The TM may choose to designate an "editor" to review the final document but remember that this is a shared responsibility.
- ✓ To ensure that assignments are well-structured and carefully written, students are encouraged to avail themselves of the University of Florida's writing studio that offers free online writing assistance on writing projects and is available to students of all levels. The instructor clearly understands that English may not be the first language of many students at the University of Florida. However, this fact is not an excuse for poorly structured and carelessly written assignment submittals. Online appointments with the studio staff are strongly encouraged. Call (352) 846-1138 for more information.
- ✓ Reference listings are a normal component of team-based assignment submittals. Assignments that fail to include references, as may or may not be explicitly requested, will be considered incomplete. Teams may use a citation method of their choice as long as it is used consistently

EVALUATION OF GRADES

Components	Points	Weighting Percentage of Final Grade
Reading Insights Assignments / Discussion Boards (4 total - 1 per unit)	• 20 points (maximum) for each Unit Discussion Board. • Point adjustments will be made based on rubrics for the Reading Insights Assignments / Discussion Boards	30%
Quizzes (4 total – 1 per unit)	• 4 quizzes worth 10 points each.	30%
Team-based Assignments (4 total – 1 per unit)	• 100 points (maximum) each. • Point adjustments will be made based on rubrics for the assignments.	40%
	Total:	**100%**

GRADING POLICY

The grading scale for the course is provided below. Final course grades will be determined by summing the weighted points associated with each of the grade components. Weighted points for each component will be calculated as the ratio of the points earned to the maximum points possible, multiplied by the grade weighting percentage for the component. The cumulative weighted points will be multiplied by 100, rounded to the nearest first decimal digit, and compared against the scale:

A = 93.4 or above	C = 73.4 – 76.6
A- = 90.0 – 93.3	C- = 70.0 – 73.3
B+ = 86.7 – 89.9	D+ = 66.7 – 69.9
B = 83.4 – 86.6	D = 63.4 – 66.6
B- = 80.0 – 83.3	D- = 60.0 – 63.3
C+ = 76.7 – 79.9	E = 59.9 or below

More information may be found at UF grading policy

Students with a question about a grade should e-mail the graders first, and if the issue is unresolved after this interaction, e-mail their instructor, with a copy to the graders.

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when

requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary Results of these assessments are available to students.

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or graders in this class.

SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity. The "Additional Materials" folder under the "Files" tab in the course CANVAS contains a file with the Privacy and Accessibility Policy Statements for the tools used in the course.

STUDENT PRIVACY

There are regulations protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, click on this link. In this course, as in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COMMITMENT TO A SAFE AND INCLUSIVE LEARNING ENVIRONMENT

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination.

It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- Jennifer Nappo, Director of Human Resources, 352-392-0904, jpennacc@ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@ufl.edu

SEXUAL DISCRIMINATION, HARASSMENT, ASSAULT, or VIOLENCE

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu/ so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies)

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus*:* https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/;https://care.dso.ufl.edu.