



## **CHEMENG 4W06 (A/B)**

### **Chemical Plant Design & Capstone Project**

#### **Course Outline**

**Fall 2026 – Winter 2027**

The instructional team respectfully acknowledges that McMaster University is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the “Dish with One Spoon” wampum agreement. Wampum belts are beads bound onto strings which narrate Haudenosaunee history, tradition, and laws. The “Dish with One Spoon” wampum was created to bind the nations of the Haudenosaunee Confederacy to the Great Law of Peace. The “Dish” represents the shared land, while “One Spoon” reinforces the idea of sharing and peace.

To say that is to acknowledge a debt to those who were here before us and to recognize our responsibility, as a guest, to respect and honor the relationship Indigenous peoples have to this land.

## **CHEMENG 4W06 (A/B): Chemical Plant Design & Capstone project**

Prerequisite/ Corequisite:

- Being in final year of undergrad studies. Should be graduated by **December 2027**.
- CHEMENG 4N04: Already completed or being taken in Fall 2026.

### **INSTRUCTIONAL TEAM:**

Course coordinators:

Dr. Shelir Ebrahimi, [shelir.ebrahimi@mcmaster.ca](mailto:shelir.ebrahimi@mcmaster.ca)

Dr. Michael Thompson, [mthomps@mcmaster.ca](mailto:mthomps@mcmaster.ca)

Teaching Assistant:

Ava Ettehadolhagh, [ettehada@mcmaster.ca](mailto:ettehada@mcmaster.ca)

### **CLASS INFO:**

Due to the nature of the course, we won't be using the lecture time allocated every single week. But when we do have lecture time, we will be available in person. Some of the scheduled lecture time will be used for workshops, meetings, and any other related course activities, the announcement will be made ahead of time; some of these activities have mandatory attendance. You also, as a team, are encouraged to use the scheduled lecture time to work on your project.

All outside class communications with the course coordinators and TA should be done via E-mail. Replies will be received only during work hours.

Since lots of stakeholders are involved in this course, please be advised that some contents and policies may be modified as we go through the course, especially the pieces related to the final deliverables. The instructional team will make sure to communicate any changes ahead of time with students and provide clarifications and reasoning behind any changes. It is the responsibility of the students to check Avenue to Learn daily during the term and immediately notify the instructors when a conflict arises.

We also consider this classroom to be a place where you will be treated with respect, and we welcome students of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability, and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records.

In this safe environment, you should feel comfortable bringing forward or discussing any concerns, issues or suggestions regarding the delivery or inclusivity of this course. Do not hesitate to reach out to the instructors.

### **COURSE DESCRIPTION:**

CHEMENG 4W06 is the capstone design project intended for students to demonstrate the cumulative engineering principles covered over the entirety of the degree program. The project topic can be multidisciplinary or in a specialized area of chemical engineering. CHEMENG 4W06 is a two-term (six-

credit) course during which students work as a team, just as they will out in industry, to prepare detailed design documents in response to a project introduced by an industry partner as their main client. The administrative requirements of the course are overseen by the course coordinators along with the teaching assistant, whereas mentorship and daily guidance for each project will be provided by a supervising faculty advisor.

The course involves self-directed studies but students are recommended to regularly consult with their faculty advisor to avoid problems becoming insurmountable. Students may need to occasionally seek out other experts from within or outside of the university to assist on a small aspect of the project giving problems but may not continually involve these external persons – including the industry sponsor of the project. Should campus resources be required (ex. obtain missing data for the design), students are encouraged to talk to their faculty advisor and the course coordinators to see if they can be provided. A Resource Guideline document will be shared with students to support their project work.

The course is setup to allow students to use knowledge gained from engineering courses taken throughout their program, including those in design, economics and communications, to successfully conduct **self-guided engineering design** for a specific project of their choice. The course is designed to have students work in teams emulating real-world engineering practice whereby the students must deal with **time management and team dynamics**. The scope of work expected in the design documents cannot be adequately completed by a single student at a passable level, so reliance on a team to distribute the workload is required in this course. Fully defining the nature and scope of the design project in a professionally formatted proposal, along with interim reports, will be major evaluated components of Term 1 whereas preparing a professional quality design report satisfying all project deliverables, along with a final presentation will be the main evaluated deliverables for Term 2. The ability to complete the work in a professional manner, including communications with faculty, team members, and industry, is expected to complete the course.

### **INTENDED LEARNING OUTCOMES AND CEAB INDICATORS**

Based on the Learning Outcomes (LOs) of the course, by the end of this course, the students should be able to:

1. Define and analyze an open-ended Chemical Engineering problem for an industry client by identifying the relevant context, needs, prior approaches, constraints, criteria, assumptions, uncertainties, and applicable engineering knowledge.
2. Select, apply, and critically evaluate appropriate analytical techniques, engineering tools, data, literature, and other external information required to investigate and support the design, including their limitations, uncertainty, bias, and quality.
3. Develop, evaluate, justify, refine, and defend engineering design solutions that address the defined problem and satisfy relevant criteria and constraints, while incorporating feedback, assumptions, limitations, standards, codes, and regulatory requirements.
4. Evaluate the social implications of engineering decisions, including health, safety, legal, cultural, accessibility/equity, and other stakeholder considerations, and account for uncertainty when comparing and refining design alternatives.
5. Demonstrate professional responsibility and ethical engineering judgement by considering duties to the public, client, employer, profession, and stakeholders, applying relevant ethical reasoning, standards, codes, legal/regulatory requirements, and equitable treatment principles.
6. Apply sustainability and economic analysis to assess the feasibility and consequences of engineering design alternatives and the final design, including environmental, social, and economic considerations and long-term decision making.

7. Plan and manage the capstone project by defining tasks, resources, schedules, deliverables, and project risks; monitor progress and adapt the plan in response to changing scope, feedback, uncertainty, and implementation constraints.
8. Contribute effectively to the planning and execution of a team project by fulfilling agreed responsibilities, communicating with team members and stakeholders, providing and responding to feedback, and supporting effective team performance.
9. Critically reflect on personal learning, performance, educational needs, and opportunities for professional growth, and identify concrete actions for continued development as an engineer.
10. Communicate complex engineering work clearly and professionally in written, oral, and visual forms for appropriate technical and non-technical audiences.

The following CEAB (Canadian Engineering Accreditation Board) indicators will be addressed within CHEMENG 4W06. The learning outcomes are mapped with indicators and specific deliverables of the course that will be used to evaluate students for each LO as well as the indicator.

| CEAB Indicator                                                                                                                                                               | Learning Outcomes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 4.1 Defines the problem by identifying relevant context, constraints, and prior approaches before exploring potential design solutions.                                      | LO1, LO2          |
| 4.4 Justifies and reflects on design decisions, giving consideration to limitations, assumptions, constraints and other relevant factors.                                    | LO1, LO3          |
| 6.1 Actively contributes to the planning and execution of a team project.                                                                                                    | LO8               |
| 8.1 Describes the duty of a Professional Engineer to the public, client, employer, and the profession.                                                                       | CLO5              |
| 8.2 Integrates appropriate standards, codes, legal and regulatory factors into decision making.                                                                              | CLO3, CLO5        |
| 9.2 Evaluates the social impact of engineering activities, including health, safety, legal, cultural, and other relevant factors, and identifies uncertainties in decisions. | CLO4, CLO6        |
| 10.1 Applies ethical frameworks and reasoning, including in situations where there are possible conflicting interests among the stakeholders.                                | CLO5              |
| 10.2 Applies the principles of equity and universal design to ensure equitable treatment of all stakeholders.                                                                | CLO4, CLO5        |
| 11.3 Identifies, characterizes, assesses, and manages risks to project success.                                                                                              | CLO7              |
| 12.1 Critically assesses one's own educational needs and opportunities for growth.                                                                                           | CLO9              |
| 12.2 Seeks and acquires appropriate external information as required, including showing awareness of sources of information and ability to critically evaluate them.         | CLO2, CLO9        |

CHEMENG 4W06 (A/B) will be managed on the learning management platform, Avenue to Learn (A2L). Students are required to access the site daily to receive important communications between the teaching team and the class. Course announcements (including important due dates), lecture schedules, notes and other important course information will be posted on the CHEMENG 4W06 course shell on A2L. **Students are solely responsible for keeping up to date with all course announcements, instructional materials, and due dates.** Students should inform the course coordinator if they encounter problems with the course A2L site.

**IMPORTANT DATES**

| Item                                                                                                                                           | Deadline                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fall Term</b>                                                                                                                               |                                                                                                                                                                           |
| Group Formation & Project Ballot Submission                                                                                                    | September 15 <sup>th</sup>                                                                                                                                                |
| Project & Group Assignments by Instructional Team                                                                                              | September 18 <sup>th</sup>                                                                                                                                                |
| Group enrolment on Avenue                                                                                                                      | September 27 <sup>th</sup>                                                                                                                                                |
| Self-Reflection #1                                                                                                                             | September 27 <sup>th</sup>                                                                                                                                                |
| First Draft of the Team Charter & Proposal                                                                                                     | September 27 <sup>th</sup>                                                                                                                                                |
| First Meeting to be scheduled between students' team, faculty mentor, industry partner(s), and course coordinator (responsibility of students) | ASAP and before the final proposal deadline                                                                                                                               |
| Final Team Charter & Proposal & NDA/IP Agreements                                                                                              | October 18 <sup>th</sup>                                                                                                                                                  |
| Fall-Semester Pitch Presentation                                                                                                               | October 23 <sup>rd</sup> - Class time                                                                                                                                     |
| Progress Report 1                                                                                                                              | November 1 <sup>st</sup>                                                                                                                                                  |
| Progress Report 2                                                                                                                              | November 22 <sup>nd</sup>                                                                                                                                                 |
| Interim Report                                                                                                                                 | December 13 <sup>th</sup>                                                                                                                                                 |
| Peer-Evaluation #1                                                                                                                             | December 14 <sup>th</sup>                                                                                                                                                 |
| <b>Winter Term</b>                                                                                                                             |                                                                                                                                                                           |
| Progress Report #3                                                                                                                             | January 24 <sup>th</sup>                                                                                                                                                  |
| Progress Repro #4                                                                                                                              | February 21 <sup>st</sup>                                                                                                                                                 |
| Progress Report #5                                                                                                                             | March 21 <sup>st</sup>                                                                                                                                                    |
| Final Project Video, Poster, & Info (Expo Day)                                                                                                 | April 4 <sup>th</sup> (subject to change based on the requirement of Expo Day)<br><br>The deadline for the poster to be printed for you is week of March 29 <sup>th</sup> |

| Item                                                                                          | Deadline                                                   |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Mac. Eng Capstone Expo Day TBA                                                                | Week of April 5 <sup>th</sup>                              |
| Final Presentation (if needed by Industry Partner)                                            | Flexible based on the availability of the industry partner |
| Final Project Submissions (Final report, project supplementary documents, logbook, portfolio) | April 11 <sup>th</sup>                                     |
| Self-Reflection #2 & Peer-Evaluation #2                                                       | April 12 <sup>th</sup>                                     |

**Note:**

- Unless otherwise noted, all deliverables of the course are due by 11:59pm (EST) on the designated due date and must be submitted to the appropriate A2L assignment Dropbox.
- All coursework must be submitted on time or deductions will be made without valid and documented reasons. All late penalties will be assessed by the course instructors; a deduction of 10% of the total grade per day will be applied to any over-due deliverable.
- For all deliverables, there will be penalties on wrong naming conventions, wrong or missing files, as well as exceeding page limits (if applicable). Professionalism is part of the evaluation in this course.

**EVALUATION CRITERIA & GRADING:**

| Component                                                                                                             | Value | Team or Individual |
|-----------------------------------------------------------------------------------------------------------------------|-------|--------------------|
| Project Ballot                                                                                                        | P/F   | Individual/Team    |
| Self-enrolment on Avenue                                                                                              | P/F   | Individual         |
| Team charter & project proposal                                                                                       | 10%   | Team               |
| Fall Pitch presentation (attending and presenting)                                                                    | P/F   | Team               |
| Progress reports (2% each)                                                                                            | 10%   | Team               |
| Interim report                                                                                                        | 10%   | Team               |
| Final project documents (Final report & any other supporting materials & Logbook)                                     | 20%   | Team               |
| Final Expo documents (Project video, Project info, and Poster)                                                        | 5%    | Team               |
| Capstone Expo Day participation (details will be announced)                                                           | 5%    | Individual         |
| Professionalism: Project management, Contributions, and Communications – evaluated by all stakeholders of the project | 30%   | Individual         |
| Self- reflections                                                                                                     | 5%    | Individual         |
| Peer-Evaluations Completions                                                                                          | 5%    | Individual         |

**Notes:**

- Unless otherwise noted, Pass/Fail items are subjected to penalty; 10% deduction of the total grade for each item though the displayed grade will remain as either Pass or Fail.
- Any submission with wrong convention name or file format will lose 10% (each) of the deliverables' mark.
- Any submission to the wrong assignment folder in A2L will lose 10% of the deliverables mark.
- Project proposal should be approved by the course instructors to make sure it fulfills the CEAB graduate attributes, and the requirements of the capstone course.
- In assessing the performance of each group, the instructional team and the project mentors (both faculty and industry) will be looking not just at the project team's success in completing the project deliverables but also at their individual contributions and ability to work effectively as a team.
- All coursework will be marked on technical content and quality of analysis, organization, spelling, grammar and clarity of language.
- In the rare case that a student receives a failing grade on the professionalism portion of the grading rubric, the instructors may adjust a student's overall individual mark allocated to professionalism, potentially resulting in a failing grade in the course. It is expected that students will use their Peer evaluations and weekly meetings to ensure that each member of the team is contributing effectively, and that they share appropriate and useful feedback to help each other to develop their ability to lead and contribute to a team.
- All queries or appeals of marks received on course work should be directed to Dr. Ebrahimi and Dr. Thompson jointly no later than one week after releasing the grades.

### LECTURE SCHEDULE

The instructional team will make every effort to follow the schedule provided below. However, due to the collaborative nature of the capstone course and the involvement of multiple stakeholders, lecture topics, project check-ins, presentations, and deliverable dates are subject to change. Any changes will be communicated to students through Avenue to Learn with as much advance notice as possible. Students are responsible for regularly reviewing course announcements and the most current course schedule.

Scheduled project check-ins are mandatory course activities and are an important part of monitoring project progress and individual student engagement. All team members are required to attend, be prepared, actively participate in technical and project discussions, demonstrate knowledge of the team's work, and respond appropriately to questions and feedback. Attendance, preparedness, participation, and demonstrated individual contribution during these check-ins will form part of the assessment of Project Management, Contributions, Communications and Professionalism (30% of the final course grade, assessed individually). Repeated absence, lack of preparation or engagement, or inability to demonstrate an appropriate understanding of the project may negatively affect a student's individual grade in this component.

### Fall semester class schedule:

| Friday  | Session                                                                                                                                           |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Sep. 11 | Content Session – Course Launch, and Capstone Expectations                                                                                        |
| Sep. 18 | Content Session – Team Charter, Project Management, Proposal Prep, and NDA/IP Agreements                                                          |
| Sep. 25 | Content Session – Research, Information Literacy                                                                                                  |
| Oct. 2  | Content Session – Proposal Development, PR #1, and Pitch Presentation<br>Required Project Check-in #1: Team/Project Launch and Review of Proposal |

| Friday  | Session                                                                                                                         |
|---------|---------------------------------------------------------------------------------------------------------------------------------|
| Oct. 9  | Show up as needed                                                                                                               |
| Oct. 16 | No Class – Fall Reading Week                                                                                                    |
| Oct. 23 | Presentation – Fall-Semester Pitch                                                                                              |
| Oct. 30 | Show up as needed                                                                                                               |
| Nov. 6  | Content Session – PR#2<br>Required Project Check-in #2 – Finalizing Proposal, Understanding the Project                         |
| Nov. 13 | Show up as needed                                                                                                               |
| Nov. 20 | Content Session – Interim Report and Wrap up of Fall Semester<br>Required Project Check-in #3 – Design Alternatives & Selection |
| Nov. 27 | Show up as needed                                                                                                               |
| Dec. 4  | Show up as needed                                                                                                               |

**Winter semester class schedule:**

| Friday  | Session                                                                   |
|---------|---------------------------------------------------------------------------|
| Jan. 8  | Content Session – Winter Relaunch & Preliminary Design Expectations, PR#3 |
| Jan. 15 | Show up as needed                                                         |
| Jan. 22 | Required Project Check-in #4: Review of Winter                            |
| Jan. 29 | Show up as needed                                                         |
| Feb. 5  | Content Session – PR#4<br>Project Check-in #5                             |
| Feb. 12 | Show up as needed                                                         |
| Feb. 19 | No Class – Winter Reading Week                                            |
| Feb. 26 | Content Session – PR#5<br>Required Project Check-in #6                    |
| Mar. 5  | Show up as needed                                                         |
| Mar. 12 | Show up as needed                                                         |
| Mar. 19 | Content Session – Final Report & Expo Day<br>Required Project Check-in #7 |
| Mar. 26 | No Class – Good Friday                                                    |
| Apr. 2  | Final Project Check-in – Expo Communication & Project Completion          |

**PROJECT INFORMATION****Project Contributions:**

Although CHEMENG 4W06 is primarily a team-based capstone course, each student is expected to demonstrate individual professionalism, engagement, and meaningful contribution throughout the project. Students are being evaluated in this course for their readiness to join the engineering profession. Individual participation and knowledge of the project will be monitored by the course coordinators, faculty mentors, and industry partners throughout the academic year. Students are required to attend and actively participate in scheduled team meetings, meetings with faculty mentors and industry partners, and any lectures, check-ins, presentations, or other course activities identified as required. Students should come prepared to discuss their project, demonstrate an appropriate understanding of the work being completed by the team, contribute to technical and design discussions, respond to questions and feedback, and complete their agreed-upon responsibilities in a timely and professional manner. A student's Professionalism and/or individual course grade may be adjusted where there is evidence of inadequate attendance, engagement, project knowledge, contribution, communication, or fulfilment of responsibilities. Accordingly, successful completion of team deliverables does not, on its own, demonstrate satisfactory individual performance in the course.

## Project Team

Project teams will normally comprise five (5) students who will form their own project team. Students who cannot find a project team will be assigned a team by instructional team, but since this is a self-directed course, it is highly recommended to form your own team. The coordinators reserve the right to re-arrange teams or add members in order to ensure all students can complete the course.

Each five-person team will assign specific roles to each member as follows:

- Team Lead – Responsible for the general organization and management of the project and will be the primary point of contact between the project team and course coordinators. This will also be the person who will be contacted by the Faculty of Engineering in preparation for the final showcase of the projects.
- Communications Lead – Responsible for ensuring the team communicates its progress effectively, both internally and externally to the team. This person will oversee communications with the faculty of engineering, regarding the Capstone Expo Day.
- Design and Simulation Lead – Responsible for details of design aspects of the project and any type of process simulation and PFD and P&ID creation as part of the project deliverable.
- Business and Sustainability Lead – ensuring that the team addresses the economic, social, and environmental impacts and practical application of its work. You can consider two members of the team to take responsibility for this role.
- Safety Lead – Responsible for ensuring designed products or processes are considered in terms of safety requirements, which may include sensors, alarms, standard operating protocols, regulatory limits, handling and storage issues for example, and when the project demands lab work, this person is responsible for ensuring that all team members are working in a safe and secure manner, including the provision/performance of appropriate training and PPE.

The assignment of team members to each role should be included in both the Team Charter and the Project Proposal Document.

**Important Note:** Students should note that the assignment of these roles does NOT mean that other members of the team have no responsibilities in these areas. All team members should be involved in and contribute significantly to all the project activities. However, the assigned lead should exercise leadership in their assigned area and ensure that all team members are aware of the need to address the specific needs of each area.

It should be further noted that we have not asked you to assign a technical lead as it is assumed that all team members will contribute equally to the technical content of the project. However, it is a good practice to have each member of the team as an area expert so they can monitor the group activities related to that specific area of expertise (the areas of expertise should be defined based on the scope(s) of the project).

## Project Selection

Project descriptions will be posted on the CHEMENG 4W06 A2L website. Student teams will be provided a ballot on A2L to indicate their first, second and third project preference choices, which will be due to the appropriate A2L Dropbox on the assigned due date. Students will also submit a max two-page letter of interest summarizing their ideas concerning project choices, which may be used to decide on final project allocations at the discretion of the course coordinator. Students who cannot find a project team should submit the ballot individually.

Students should be aware that, if a particular project is in high demand, they may not be assigned to their first project preference. In such cases, project assignments will be made at the discretion of the course

coordinators on the basis of their submitted first choice ideas document and their desired second or third project preferences. Also, the priority of project assignments will be given to ballots that are submitted by a team not individual students.

Students are also encouraged to develop their own projects for CHEMENG 4W06 with collaboration of their own industry contacts. Potential projects should be submitted for discussion and approval by Dr. Ebrahimi and Dr. Thompson before the start of the semester. Those groups of students who have submitted their project description before the semester starts, and the description has been approved by the course coordinators, can NOT submit a project ballot and switch to a new project. They are committed to working with the industry partner that they have defined in their project description. If for any reason they decide not to do that, it is fully their responsibility to create a new project.

Students, or industry partners are required to cover expenses related to preparation of their design projects. However, on case-by-case discussion, the Department of Chemical Engineering may support capstone projects financially. In this case, the group should submit a financial support request document to the course coordinators to justify the required expenses to complete the capstone project.

#### **Use of Generative AI in Project:**

Students may use generative AI for editing/ translating/ outlining/ revising their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use of [editing/translating/outlining/revising] without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately. It is always the students' responsibility to verify the sources of information that they are using. There will be one lecture to discuss information literacy by a McMaster librarian.

Please note, the confidential information shared by industry partner and acquired during the project should never be fed to an AI agent unless explicitly allowed by the company. There may be legal consequences to the student who publicly discloses confidential information, whether to an AI agent or to any public platform.

#### **Use of Laboratory Facilities (if needed as part of a project)**

It is required of each CHEMENG 4W06 student that they confirm the safety regulations and any training requirements associated with their use of laboratory facilities either internal or external to McMaster University. This may include updating or adding to one's university safety training. Violations of laboratory safety or training protocols will not be tolerated and can result in students being excluded from the use of identified laboratory facilities, along with an accompanying academic penalty.

#### **Project Showcase**

One of the important components of this course is showcasing the outcomes of your project while networking with other students, industry partners, and faculty members. The Faculty of Engineering holds the annual Capstone Expo Day during the last week of classes in April. More details about the submissions and how to participate in the event will be communicated to students closer to the date.

The Chemical Engineering department will pay for poster printing. This is NOT a reimbursement process. Instructions will be provided in the winter semester. Each group needs to submit the pdf file of their poster to the instructional team so that they can be printed for the expo day. If you miss the deadline for printing, the department will not accept any responsibilities for the reimbursement of the costs.

## The P.R.O.C.E.S.S.

As some of you may already be aware, the department of Chemical Engineering has a storied history of education. In addition to teaching and learning, the department is proud of our graduates not only for their academic success, but their more intrinsic traits that make them respected members of the engineering community.

Recently, several high-ranking graduates from the McMaster Chemical Engineering Program employed in various industries were interviewed to ask what traits they look for when hiring for engineering positions. Using this information, the department would like to present to you the **PROCESS**: a code of conduct that we hope will guide our students throughout this program and their careers to come.

- Professionalism
- Responsibility
- Ownership
- Curiosity
- Empathy
- Selflessness
- Service

It is up to YOU to interpret these traits and apply them to your time at McMaster and your career as you see fit. These traits will not be assessed for grades but will be strongly encouraged throughout your time at McMaster. We hope that you identify with these character traits and what they mean to you, and that you **trust the process**.

## APPROVED ADVISORY STATEMENTS

### Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### Courses with an On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s Academic Accommodation of Students with Disabilities policy.

Any student who wished to use their accommodation for individual assessment, should inform the course instructor 48 hours prior to the deadline.

## Requests For Relief For Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the [McMaster Student Absence Form Policy \(MSAF Policy\)](#).

## Academic Accommodation For Religious, Indigenous Or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO policy](#). Students should submit their request to their Faculty Office normally within ten (10) working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

**Important Note: MSAF and RISO can not be used toward team deliverables unless ever single member of the team submits the request.**

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, Avenue to Learn and/or McMaster email.