

This is a draft syllabus, submitted one month in advance of the beginning of classes to meet department requirements. The instructor reserves the right to change or update the syllabus prior to the beginning of class, due to changes in UF policy or other reasons. The resulting Version 1 of the syllabus will be provided via Canvas.

Nuclear and Radiological Engineering Design
ENU 4192, Section 12389, Spring 2024
W 1500-1800, UF “Periods” 8-10, MAE-B 229
Final Exam: None

1 Instructor

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352-294-7870

dlschubring@ufl.edu (Note: The Canvas “Inbox” feature *is not* e-mail. Messages sent via that system will not be acknowledged.)

1.1 Office Hours

Official Office Hours (Zoom and in-person): T 1515-1615, W 1230-1430, R 1415-1515, and by appointment

Zoom-only office hour: F 1315-1415. Not held on February 9 or March 22.

Beginning and end times of office hours will be enforced strictly. There are no office hours on days on which no UF classes are held, including spring break and reading days.

Online availability is via the following Zoom link: <https://ufl.zoom.us/j/9057355922>

At the beginning of a hybrid office hour block, all those in line in person at the start of the office hour block will be addressed first, followed by those on Zoom who have been there since the start of the office hour block. If there is a line, office hour visits are limited to 10 minutes regardless of the size of your group. (If you have further questions, you may go to the back of line and potentially return.) Once both lines are cleared, I will continue on a first-come, first-served basis with no preference for in-person vs. Zoom.

For Zoom attendees: if you are in a private space (e.g.; your own house or apartment, a dorm room, etc.), please turn your camera off. If you are in a public space (e.g.; unused classroom, outdoors at UF), your camera status is at your discretion.

2 Course Description

Continuation of ENU 4191. Nuclear reactor theory and engineering as applied to design synthesis of reactors. Nuclear, material, thermo-fluid and/or mechanical design considerations of nuclear reactors with particular emphasis on design characteristics. Analytical methods and application of computer codes for design analysis and evaluation. Individual and/or group design involving integration of reactor neutronics, dynamics and control, thermal hydraulics, transient analysis and safety, power production, instrumentation, control, radiation shielding and protection, fuel cycle, fuel behavior and/or cost.

3 Prerequisites

ENU 4134, ENU 4191 with a minimum grade of C, ENU 4612, and ENU 4630. Co-requisite: ENU 4641.

4 Course Objectives

This Senior Capstone course will train students in a large team-based reactor design project, including all technical areas within the NE undergraduate program. Written and oral communication will be emphasized through three reports/presentations, along with weekly progress updates through Informal Discussions.

By this point in your college career, it is assumed that you have developed communication and team skills, assimilated a large volume of technical information, and begun to develop engineering judgment. As a capstone course, ENU 4192 will test the degree to which you have achieved these goals. It is a *sink or swim* experience – if you complete this course, you’ll likely get your degree and be allowed to do engineering out in the real world. Passing grades will not be granted to those unable to do so safely and effectively.

This course is meant as a transition to employment from the typical ENU course. Throughout your college experience (and before), instructors expended considerable effort to organize the material for your rapid consumption, but in ENU 4192 *you will not be led step-by-step* through the design project. It is *your job* to formulate design questions, *your job* to break them into manageable chunks, *your job* to acquire and use the tools needed to do the analysis, and *your job* to communicate the results and/or ask for assistance when necessary.

5 Student Outcomes Supported by Course

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics (low coverage)
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (high coverage)
3. an ability to communicate effectively with a range of audiences (high coverage)
4. 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 (medium coverage)
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives (medium coverage)
6. n/a
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies (medium coverage)

6 Textbook

None

7 Reference Materials

Useful references for ENU 419x include, but are not limited to:

1. FE Reference Handbook from NCEES:
<http://ncees.org/exams/study-materials/download-fe-supplied-reference-handbook/>
2. Handbook of Nuclear Reactors Calculations, Vol. I, Ed. Y. Ronen, CRC Press, 1986.
3. A Guide to Nuclear Power Technology, F.J. Rahn, et al., J. Wiley & Sons, 1984.
4. Structural Materials in Nuclear Power Systems, J.T.A. Roberts, Plenum Press, 1981.
5. Principles of Design Improvement for Light Water Reactors, L.S. Tong, Hemisphere Publishing, 1988.
6. Thermal Design of Nuclear Reactors, R.H.S. Winterton, Pergamon Press, 1981.
7. Nuclear Power Plant Design Analysis, Alexander Sesonske, NTIS TID 26241, 1973.
8. Nuclear Reactor Analysis, J.J. Duderstadt & L.J. Hamilton, J. Wiley & Sons, 1976.
9. Nuclear Systems I & II, N.E. Todreas & M.S. Kazimi, HPC, 1990.
10. Heat Transfer and Fluid Flow in Nuclear Systems, Henri Fenech, Pergamon Press Inc, 1981, ISBN 0-08-027 181-2.
11. Nuclear Power Plant Engineering, James H. Rust, Haralson Publishing Company, 1979, ISBN 0-934534-00-4.
12. Nuclear Heat Transport, M.M. El-Wakil, Intöel Textbook Co (and ANS), 1971, ISBN 0-7002-2309-6.
13. Nuclear Power Plant's FSARs
14. Nuclear Fuel Cycle: Analysis and Management, Robert Cochran and N. Tsoulfanadis, 1993.
15. Nuclear Power Reactor Instrumentation Systems Handbook, Vol. I & II, J. M. Harrer and G.Beckerely, USAEC, 1973.
16. PE Review Manual
17. Nuclear Reactor Kinetics, 2nd Edition, M.S. Ash, 1979.
18. Radiation Detection and Measurement, 2nd Edition, G. F. Knoll, 1979.
19. Radiation Shielding, J. K. Shultis and R. E. Faw, 2000.
20. Nuclear Reactor Theory, Bell and Glasstone, VanNostrand Reinhold Company, New York, 1970.

+ any other textbooks you've accumulated along the way.

8 Course Schedule

Details of each week's timing are subject to change until 1300 on that day – changes of ± 15 minutes or less are fairly routine. All-class meetings or joint meetings between the two Jamaica groups may be scheduled between the Informal Discussions if needed. Do not make firm conflicting plans with any time in the 1500-1800 block on Wednesdays.

- January 10 – Intro and Ungraded Informal Discussions
 - Syllabus and Assignments (1500-1530)
 - HPC Resources (1530-1600)
 - Group 1 (1605-1640)
 - Group 2 (1640-1715)
 - Group 3 (1715-1750)
- January 17 – Graded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- January 24 – Graded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- January 31 – Graded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- February 7 – Presentation 1
 - Group A (1500-1540 presentation, 1540-1555 Q&A)
 - Group B (1600-1640 presentation, 1640-1655 Q&A)
 - Group C (1700-1740 presentation, 1740-1755 Q&A)
- February 14 – Ungraded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- February 21 – Graded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- February 28 – Graded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- March 6 – Graded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- March 13 – No Class (Spring Break)

- March 20 – Presentation 2
 - Group A (1500-1540 presentation, 1540-1555 Q&A)
 - Group B (1600-1640 presentation, 1640-1655 Q&A)
 - Group C (1700-1740 presentation, 1740-1755 Q&A)
- March 27 – Ungraded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- April 3 – Ungraded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- April 10 – Graded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- April 17 – Graded Informal Discussions
 - Group 1 (1500-1550)
 - Group 2 (1555-1645)
 - Group 3 (1650-1740)
- April 24 – Presentation 3
 - Timings TBD

9 Evaluation of Grades

9.1 Grading Items

- 20% – Graded Informal discussions (200 points, 25 each)
- 20% – Report 1 (200 points)
- 20% – Report 2 (200 points)
- 40% – Report 3 (400 points)

Each score will be independently rounded to a whole number of points. Report scores include the corresponding presentation. In the event that one or more graded Informal Discussions are cancelled or you are excused from one or more graded Informal Discussions, the only available accommodation is to exclude the score(s), while maintaining their overall weight in grading at 20%.

9.2 Grading Scale

Any student earning 259 or fewer points on Report 3 will automatically fail the course, regardless of grades on other items. Otherwise, final grades will be assigned based on percentages as follows:

- A: 87%+
- A-: 85-86.99%
- B+: 83-84.99%

- B: 75-82.99%
- C: 66-74.99%
- E: < 66%

I reserve the right to grant higher grades at the end of the course at my sole discretion and to round assignment grades to full points. Under no circumstances will grades of C- or any flavor of D be used (they are insufficient for the major, besides).

9.3 Grading Notes

Per UF policy, grades are entered into Canvas to enable you to look up grades quickly. These grades are manually copied from other documents. I reserve the right to correct data-entry errors, as well as other errors, until finalization of grades with the registrar.

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

9.4 Grade Appeal

All appeals of grades, including those from clerical/grade-calculation errors, must be made within 1 week of return, except appeals on Report 3 which must be made within 24 hours of the time I send the class list e-mail indicating grading is complete. Appeals will be considered for clerical errors and addition errors. Appeals will also be considered with regard to inconsistent scoring. It is inevitable that scoring in those course is somewhat subjective; a margin of error of one point per line item is allocated for this. That is: if you receive a grade of 27/30 on a line item, only those appeals that propose a grade of 29/30 or better will be considered. Grade appeals will not be entertained if you simply do not like the distribution of points among line-items in the project.

Grade appeals must be provided in the following format:

- Provide, in PDF format only, a written summary of which line-item(s) you believe were graded inaccurately. Be as specific as possible. In particular, be clear about page numbers – PDF vs. bottom-of-page page numbers.
- Send your appeal in the form of an e-mail with “ENU 4192” and “Grade Appeal” in the subject line.

You will be informed of the result of your appeal via e-mail reply.

If I believe you are not acting in a good faith belief that more points are deserved, I will deem the appeal frivolous. Requests to change a line-item by only one point will also be considered frivolous. Following two frivolous appeals, your grade appeal privilege through this method will be *revoked*. Further appeals must be done through the petitions process, which requires formal paperwork and department/program level involvement.

10 Reports

You will receive formal assignments for each of these, including detailed grading and logistical information. Detail instructions on turn-in are provided as part of these assignments. For Reports 1 and 2, progress milestones for all future reports are included, in draft form. The assignments will

be finalized a minimum of one week before the due date for Reports 1 and 2 and two weeks before the due date for Report 3.

A peer review system is in place to assure equitable workload. In the event the workload is not equitable, I reserve the right to adjust individual grades to accurately reflect contributions to the work.

You must write your reports in either Microsoft Word or L^AT_EX. Professional document and figure standards will be enforced on the project; *the onus is on you to figure out how to meet these standards in whatever programs you use to write the document and make figures*. I have no sympathy and will offer no accommodations for those who select a word processor without knowing how to format their text using it – complaints that the standards are not the same as a particular piece of software’s defaults will not lead to a revision of requirements or grading. The same principle applies to “upgrades” to your writing environment that break formatting.

Note that 87% is necessary and sufficient to earn an A, a score of 90% on a report line-item is a praise-worthy achievement that can be interpreted as “fully meets expectations”. A score of 95% represents genuine excellence. A 100% can be interpreted as “the instructor can hardly imagine a student doing a better job” – on average, there are fewer than half a dozen perfect scores earned among all Informal Discussions for all students and all line-item grades in all reports.

11 Informal Discussions

There are 12 Informal Discussion scheduled. The first of the semester, the first following Report 1, the first following Report 2, and that during the ANS Student Conference week are ungraded.

I will evaluate your performance at Informal Discussions. These are individual grades, though they will likely be correlated to those of your group members. The grades will be assigned based on your preparation for the meeting (being ready to discuss progress, having visuals if needed), with an emphasis on completion of Action Items from the previous meeting. You are not required to prepare a written report or slide deck for these Informal Discussions. Between the end of your Informal Discussion and 2 pm on the following day (Thursday), I will send the list of Action Items that I have recorded to your group leader. Any requests to modify these Action Items must be made, via e-mail, by your group leader by 1415 on Friday – requests are not necessarily approved. Your work will be evaluated relative to these action items, even if you did not attend the Informal Discussion at which they were written.

The Informal Discussion grades are not intended to evaluate the *quality* of your design work as much as your consistent *process*. Therefore, Informal Discussion grades tend to not strongly correlate with report grades. Since 87% will earn a grade of A in this course, a score of 22/25 represents an effective “checking off boxes” effort and scores of 36 or higher are reserved for demonstration of unusual initiative.

Note that Informal Discussions are not Lectures, as defined in Section 14.3, and thus you are not permitted to record them.

12 Attendance and Late Work

Attendance is required at Informal Discussions and will be taken, starting the first day of class. Requests to miss presentations will only be granted if mandated by UF policy or in other genuinely

exceptional circumstances. I reserve the right to require a make-up presentation in a form I choose or to base your grade on the written report (or the written report and slides) only, at my discretion.

Absences and late-work excuses can be grouped into the categories of *professional*, *medical*, and *personal*.

Professional: Reasonable extensions for job/internship interviews, technical conferences, or other professional/career development reasons should be requested. Most requests are granted, excluding those that provide a student or group of students an unfair advantage, cause significant disruption to the course or grading schedule, or violate some UF policy.

Medical: Extensions will also be granted for (your own) medical reasons – please do not come to class if you are ill. Per UF policy, in the case of medical issues that are frequent or suspiciously-timed (*e.g.*; you are repeatedly, suddenly ill at deadlines), I may request a signed note from a physician or similar professional practitioner.

Personal: In addition, UF policies require accommodation for several non-academic, non-medical reasons. Extensions for these personal issues are limited to those mandated by the letter of UF policies. The list of UF-approved personal reasons changes from time to time. If you have a question regarding your personal issue and if it qualifies under one of the excused absence/late-work policies, contact me in advance.

All requests for extensions, including excused absences from presentations or in-class work, must be submitted in writing, preferably via e-mail.

The 12-day rule will be enforced strictly. Note that the count of days is based on a per-student, not per-approved-activity basis.

One UF-allowed personal reason for absence or extension is “serious accidents or emergencies affecting the student, their roommates, or their family”. The word “roommates” is ambiguous between those with whom a student shares a residence (“housemate” or “flatmate”) and only those with whom a student shares a bedroom. For the purposes of this course, “roommates” shall be taken to mean those with whom a student shares a residence. Further, no definition of “family” is provided. Therefore, the following people shall be taken as included as “family” for the purposes of this course:

- Spouse, domestic partner, great-grandparent, grandparent, parent, brother, sister, child, grandchild, or the grandparent, parent, brother, sister, child, grandchild, or great-grandchild of the student’s spouse or domestic partner, or the spouse or domestic partner of any of them. This also includes individuals for whom the student is the current legal guardian. These are based on the UF definition of “immediate family”, which can be accessed at:

http://benefits.hr.ufl.edu/wp-content/uploads/sites/3/2018/05/immediate_family_defs.pdf

Note that the term “domestic partner” does not apply automatically to any partner with whom you cohabitate (formal registration with UF is required). That is, if you have not registered with UF, an accident involving your partner would count, but not one involving your partner’s parent, child, etc.

- Your own aunt/uncle, great-aunt/uncle, nibling (niece or nephew), or great-nibling.

More distant relatives (a cousin, your spouse’s nibling, etc.), partners (excluding spouses or those with whom you cohabitate), friends (other than roommates), and pets are not included. Minor illnesses (guideline: anything meriting home care only or care at a walk-in clinic, as opposed

to an ER) of family members, including minor children, do not count as emergencies, nor do events such as birthdays, anniversaries, weddings, etc.

Political activities, including protests, demonstrations, and the like are considered personal matters and not generally permitted as reasons for extensions. This includes activities related to nuclear engineering or nuclear power. Exceptions: (1) A student who is pursuing nuclear-related (whether pro- or anti-) politics as a career path may be granted extensions, at my discretion, on condition of providing evidence of *bona fide* efforts to secure a full-time position or to secure admission to a relevant, non-STEM degree-granting graduate program and (2) activities that are connected to the 2024 ANS Student Conference between April 3 and April 7 will be taken as related to that professional activity and potentially grounds for extensions.

Further, be advised that any approved reasons for extensions do not reduce the amount of work you are expected to complete, but merely rearranges the timing. For those issues that are predictable (interview, holidays, etc.), you should work ahead to avoid disruption.

Pursuant to HWCOE policy, the following statement is required: Excused absences are consistent with university policies in the undergraduate catalog

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
and require appropriate documentation.

13 Other Course-Specific Policies

13.1 Limitations on Assistance from Instructor

E-mail assistance between 2:15 pm Friday and late Monday afternoon will be limited and meetings are not available. That is, you should not routinely send e-mails requiring urgent and/or lengthy responses at or near COB Friday or over the weekend. I *very* rarely work on Saturdays and you should not expect any reply on that day. Your group is strongly encouraged to meet either on Thursday or before 1:45 pm on Friday so that any issues can be brought up during Friday office hours. In particular, I will not review drafts of report text, figures, or slides (etc.) nor engage in further clarifications of or comparisons of your work/progress to requirements following 2:15 pm on the Friday before a report deadline.

13.2 Obtaining Assistance from Other Faculty

A list of other faculty, their areas of expertise, and office hours will be made available on Canvas. Please note that all faculty have significant other responsibilities and most frequently travel. Further, with the exclusion of the lead instructor, assisting ENU 4192 students is not a particularly high priority for the faculty, who must focus on their own teaching, research, chasing money, mentoring graduate students, committee work, etc. before helping you all on this course.

In short: poor planning on your part does not constitute an emergency on our part.

13.3 Changes to Syllabus

Changes to this syllabus will be provided via the Canvas platform. Such changes may include those required by policy changes, my travel, changes in the speed of course coverage, university closure, errors in previous syllabus versions, and other reasons.

13.4 Collaboration

The project will be done in groups. I will assign the groups. A peer review system is in place to assure equitable workload. In the event the workload is not equitable, I reserve the right to adjust individual grades to accurately reflect contributions to the work.

The ground rules for collaboration should be decided by each group through compromise and consensus. However, regardless of the preferences of the Group as a whole, each student retains the individual right to privacy and to maintain good mental and physical health. To this end, no student shall be compelled:

- To join a real-name social networking site or modify their existing use of such a site, or
- To accept a 24/7 or other onerous on-call policy.

That is: each member holds a unilateral veto on using Facebook (or some such) for your group's work or for being contacted at all hours of the day and night.

Inter-personal issues within your group stemming from deciding group rules must be brought to me *promptly* for arbitration. This arbitration will focus on the guidelines above and in forming an equitable compromise (essentially, equal marginal/new inconvenience) among group members and not on determining whose activities outside this course (including personal pursuits, situations, and choices) are more meritorious.

The following collaborations between groups are allowed, though not required:

- Sending links to files/resources or the resources themselves, provided they were written by someone not in the course. For example, you may send web links, PDFs, online calculation tools, etc.
- Assisting one another with debugging code input files.

The following collaborations between groups are not allowed:

- Exchange of any files, including code input files, code output files, calculation files, and reports (including in PDF format) that you prepared yourself.
- Providing information known to be wrong or any other form of sabotage.

13.5 Computers/Software/Canvas

A research computing (HiPerGator) allocation of 32 cores may be available. It will be requested for this course; however, HiPerGator policies may change and access is not guaranteed. If available, this will be a shared resource between all groups. *No drama will be tolerated regarding the distribution of this resource between the groups.* In the event of such drama, I will request that the allocation be *revoked*.

ENU 4192 is often quite taxing on student computers, particularly for those that are nearing end-of-life status, as befits many students' final undergraduate semesters. It is important that you develop a plan for how to move forward if your computer fails and requires either replacement or a long repair time. There are no program-level resources, beyond my recommendations for how to reallocate work within your group, available to help with personal computer issues.

I will not open e-mailed files from students in the following formats: .ppt, .pptx, .doc, .docx. Presentation and word processing documents are best converted to .pdf. I will open spreadsheets in .csv, .xls, or .xlsx format.

The Canvas platform will be used for file storage, assignment posting, and posting grades. I take no responsibility for downtime of this service, nor for actions of University of Florida staff that affect the website (including Canvas upgrades).

13.6 Feedback

You will receive feedback live at all Informal Discussions and presentations and in written form for reports. It is vital that you respond to feedback by improving your work *promptly*. Do not wait for the grade to come in before responding to the live feedback in the presentation and any early written feedback. You should have already made progress by the next week's Informal Discussion. Issues brought up in one presentation that are not addressed by the next will lead to *major* reductions in your grade.

Consider: if you were working in a real reactor vendor design group, would your supervisor tolerate a 3-4 week turnaround time for response?

13.7 Key Success Strategies

1. Particularly in the first 6-8 weeks of the course, focus on the longest sequential process in the course – selection of core materials (excluding enrichment/fissile fraction and/or burnable poison), geometric design of core, basic thermal analysis (in-core), determination of enrichment and burnable poison, detailed thermal analysis (in-core) including coupling to reactor physics, [optimization/iteration, if needed], heat exchanger design, power cycle design, detailed economic analysis. No more than 2 of your group members should be focused on other areas, such instrumentation/controls or shielding, at this time.
2. Be clear what your time frame is when asking me questions such as, “Is this enough work on instrumentation/economics/licensing?” I answer these questions as presented, which has often been in the present tense, leading to student frustration when time passes and their stagnated work falls back below expectations. A level of work that is adequate (for example) for an Informal Discussion in late February may not meet the requirements for Report 2 and will be woefully short for Report 3.
3. Spring Break is one week, not two. A group that makes no progress between the Wednesday before break and the Wednesday after break will inevitably find that it has fallen behind when it returns to work. Groups should plan on one week's worth of productivity during this period.

13.8 E-mail

The primary means of communication with the class outside of class time will be e-mail listserv. These listserv will send to your @ufl.edu address only. Any inquiries regarding grading will be directed towards your @ufl.edu address only, per FERPA .

Technical and procedural questions will be answered as a reply to whatever e-mail address you used to send them. If the entire class will benefit from the answer, I may send to the class list (either in lieu of or in addition to a direct reply to you, at my discretion). If you do not wish to have a specific e-mail to me regarding technical content or course procedures replied to through the class list, you must explicitly state this in that e-mail. In such a case, I will reply directly to

you and send a general-purpose announcement to the class list, not indicating who caused me to send it.

13.9 Letters of Recommendation/Evaluation Policy

To request a letter of recommendation/evaluation (for graduate school or otherwise), you must provide (all in a single e-mail):

- A copy of your UF transcript.
- A copy of a résumé (or CV).
- A copy of the following form with all four circles checked (requests with three or fewer circles checked will be denied):
<http://www.registrar.ufl.edu/pdf/ferparelease.pdf>.

Letters are typically filed once per week. For those of you whom I know only through coursework, my letter typically focuses on an estimate of their rank-in-class and on their performance on projects and challenging problems.

I will only file *one batch* of letters for each of you during the term. (This policy is designed to keep me from looking up slight changes in your rank/performance multiple times for multiple batches of letters.) I recommend that this batch occur as late as possible in the term to allow me sufficient information (sample size) on your performance to write a useful letter.

I reserve the right to refuse to provide a letter for anyone and am not obligated to provide a reason for such refusal.

14 Syllabus Boilerplate

The following statements were written by people other than your instructor. Questions on these items will usually be referred to the responsible level/office within the university, which will take longer than for the sections written by your instructor

14.1 Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>

It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

14.2 Course Evaluations

The University of Florida expects students to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at:

<https://gatorevals.aa.ufl.edu/students/>

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via

<https://ufl.bluera.com/ufl/>

Summaries of course evaluation results are available to students at:

<https://gatorevals.aa.ufl.edu/public-results/>

14.3 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.

14.4 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:

<https://www.dso.ufl.edu/sccr/process/student-conduct-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 TAs in this class.

14.5 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 discrimina-

tion. 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 Undergraduate/Graduate Program Coordinator [for NE/NES students, these are both also your instructor]
- Robin Bielling, Director of Human Resources, 352-392-0903, rbielling@eng.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

14.6 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.

14.7 Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<https://registrar.ufl.edu/ferpa.html>

14.8 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:

<http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>

14.9 Academic Resources

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

<https://lss.at.ufl.edu/help.shtml>

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

<https://www.crc.ufl.edu/>

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

<http://cms.uflib.ufl.edu/ask>

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

<https://teachingcenter.ufl.edu/>

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

<https://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints:

<http://www.distance.ufl.edu/student-complaint-process>