Historic Site Recording and Assessment

ACSE / CIVE 3207 / ARCN 4100
2023 Fall Session

Instructor:
Mario Santana Quintero, e-mail: Mario.santana@carleton.ca
ph. +1 (613) 520-2600 x 3093, Canal Building, Office 5207 (5th floor)

Teaching Assistants:
Elyse Hamp ElyseHamp@cmail.carleton.ca
Sena Kurcenli Koyunlu SenaKurcenliKoyunlu@cmail.carleton.ca

Class Lectures: Tuesday 2:35 PM - 5:25 PM –
Office Hours: Tuesday 1:00 pm –2:00 pm (email appointment required 24 hours ahead)

Practicum and Fieldwork (3 hours):

<table>
<thead>
<tr>
<th>Tutorials</th>
<th>Day</th>
<th>Times</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCN 4100 A1 / CIVE 3207 A1</td>
<td>Thursday</td>
<td>2:35 pm – 5:25 pm</td>
<td></td>
</tr>
<tr>
<td>ARCN 4100 A2 / CIVE 3207 A2</td>
<td>Friday</td>
<td>2:35 pm – 5:25 pm</td>
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<tr>
<td>ARCN 4100 A2 / CIVE 3207 A3</td>
<td>Wednesday</td>
<td>2:35 pm – 5:25 pm</td>
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Course Description

Recording the physical characteristics of historic structures and landscapes is a cornerstone of preventive maintenance, monitoring and conservation. The information produced by such work guides decision-making by property owners, site managers, public officials, and conservators. Rigorous documentation may also serve a broader purpose: over time, it becomes the primary means by which scholars and the public comprehend a site that has since changed radically or disappeared.
Our team-taught course has two aims: to acquaint students with a wide range of recording techniques and help students decide which methods are best suited to which sites and objectives.

ARCN 4100 / ASCE / CIVE 3207 will be an introduction of condition assessments and will be further examined in the ARCN 4200 / ASCE / CIVE 4601 – Building Pathology & Rehabilitation course.

**Learning Outcomes**

By the end of this course, students should be able to:

- Describe the role of information and digital data in conservation practice of Historic Places, addressing national and international standards
- Distinguish the strengths and limitations of particular recording techniques.
- Demonstrate proficiency by applying specific techniques as a documentation provider and others as an informed user in recording historic sites.
- Analyse sites using these techniques.
- Understand the relationship between recording and good conservation decision-making.
- Design coherent presentations by integrating information gathered through these techniques of historic sites.
- Assemble a report of the course and lessons learned in this term.

**Graduate Attributes**

The Canadian Engineering Accreditation Board (CEAB) requires graduates of undergraduate engineering programs to possess 12 attributes. Courses in all four years of our programs evaluate students' progress towards acquiring these attributes. Aggregate data (typically, the data collected in all sections of a course during an academic year) is used for accreditation purposes and to guide improvements to our programs. Some of the assessments used to measure GAs may also contribute to final grades; however, the GA measurements for individual students are not used to determine the student’s year-to-year progression through the program or eligibility to graduate. This following list provides the GAs that will be measured in this course, along with the Learning Outcomes that are intended to develop abilities related to these attributes.

<table>
<thead>
<tr>
<th>GA - Indicator</th>
<th>Assessment Tool</th>
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</thead>
<tbody>
<tr>
<td>GA 1.12.C (Discipline-specific)</td>
<td>Assignment 6</td>
</tr>
<tr>
<td>5.1 Diagrams and engineering sketches</td>
<td>Assignment 4</td>
</tr>
<tr>
<td>5.2 Document-processing and graphics packages</td>
<td>Assignment 2</td>
</tr>
</tbody>
</table>
5.3 Tools for design, experimentation, simulation, visualization, and analysis

5.5 Limitations of such tools and the assumptions inherent in their use

6.1 Personal and group time management

6.2 Group culture

6.3 Leadership

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Integrated Project Dossier</th>
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</table>

For information on GAs and continual curriculum improvement, visit the Accreditation section of Engineers Canada website.

**Accreditation Units**

<table>
<thead>
<tr>
<th>Math</th>
<th>Natural Science</th>
<th>Complementary Studies</th>
<th>Engineering Science</th>
<th>Engineering Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
<td>60%</td>
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</tbody>
</table>

**Course Instructor**

Mario Santana-Quintero is a professor on Architectural Conservation and Sustainability at Civil and Environmental Engineering Carleton University. He was also the Director of the NSERC Create program "Engineering Students Supporting Heritage and Sustainability (HERITAGEENGINEERING)" based at the Carleton immersive Media Studio Lab (CIMS) from 2015 - 2023. He has an architectural degree, holding a master's in conserving historic buildings and towns and a Ph.D. in Engineering from the R. Lemaire International Centre for Conservation (University of Leuven, Belgium). He is also a guest professor at the Raymond Lemaire International Centre for Conservation (University of Leuven). These past years he has been teaching also at the Universidad Central de Venezuela, Universidad de Guadalajara (Mexico) and Universidad de Cuenca (Ecuador). He was a Professor at the University College St Lieven and lecturer at the University of Aachen RWTH and the Historic Preservation Programme at the University of Pennsylvania between 2006 and 2011. Along with his academic activities, he serves as Secretary-General of the International Council of Monuments and Sites (ICOMOS), and he is the past president of the ICOMOS Scientific Committee on Heritage Documentation (CIPA). Furthermore, he has collaborated in several international projects in heritage documentation for UNESCO, The Getty Conservation Institute, ICCROM, World Monuments Fund, UNDP, Welfare Association, and the Abu Dhabi Department for Culture and Tourism.
Technical Prerequisites

To be able to take the course and produce assignments, students are required access to:

Laptop / Desktop computer minimal configuration (recommended):

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<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Recommended</th>
<th>Optimal</th>
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<tbody>
<tr>
<td>CPU</td>
<td>2.5 GHz; 2+ core Intel 64-bit</td>
<td>3+ GHz; 4+ core Intel 64-bit</td>
<td>4+ GHz; 8+ core Intel 64-bit</td>
</tr>
<tr>
<td>Memory</td>
<td>8-16 GB</td>
<td>16-32 GB</td>
<td>64+ GB</td>
</tr>
<tr>
<td>Storage</td>
<td>256 GB Solid State Drive</td>
<td>512 GB – 1 TB Solid State Drive</td>
<td>1+ TB Solid State Drive(s)</td>
</tr>
<tr>
<td>GPU</td>
<td>Open GL 3.2 or newer Integrated Graphics; or, NVIDIA or AMD graphics card with 2GB dedicated graphics memory and Direct X 11 or newer</td>
<td>NVIDIA GeForce (RTX or GTX) or Quadro with 4GB dedicated graphics memory or more and Direct X 12</td>
<td>NVIDIA GeForce (RTX or GTX) or Quadro with 8 GB dedicated graphics memory or more and Direct X 12</td>
</tr>
<tr>
<td>Networking</td>
<td>WiFi and &gt;1-Gigabit Ethernet Port (or USB 3.0 to ethernet adapter)</td>
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<tr>
<td>Audio &amp; Video</td>
<td>Camera, Microphone &amp; Speaker</td>
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Software: the following software should be installed on students' laptops or desktops before the course:

- AutoCAD and Autodesk Recap (latest versions). Free copies of the AutoCAD and Recap release are available for download by registering at the Autodesk Education Community (http://students.autodesk.com). AutoCAD is also available at the computer lab if you do not have a laptop computer.
- Adobe Creative Suite, a temporary license will be provided by Carleton. In this suite you will be able to use Adobe Photoshop, InDesign, and Illustrator: see https://carleton.ca/its/adobe-creative-cloud/
- Bentley Context Capture & CONNECTION Client
- Note: Make sure video card and graphics drivers are up-to-date

The Department of Civil and Environmental Engineering provides remote access
to computers (see https://carleton.ca/cudesktop/ for downloads and how-to guides) with the following software for completing assignments

- Bentley Context Capture and Point Tools software;
- Eventually Agisoft MetaShape (http://www.agisoft.com), a photogrammetric package will be available for certain areas of the IPD or Autodesk ReCap Photo (https://www.autodesk.com/education/free-software/recap-pro);
- AutoCAD (license available for students: https://www.autodesk.com/education/free-software/all);
- ArcGIS Pro (license available for students: https://library.carleton.ca/services/arcgis-pro);
- Autodesk Recap Pro (license available for students: https://www.autodesk.com/education/free-software/all);

Alternately, you can download the “Getting started with the cuDesktop service” from Brightspace.

Course Requirements

Attendance and participation

Students are required to attend all activities including lectures, site visits and tutorials. A minimum 70% of the course activities attendance is required to pass. Success in the course depends upon participation in course activities, class discussions, and completion of readings. Absences will generally be excused only for emergencies or other reasons given the distance learning environment.

Several assignments in this course are undertaken in teams. Team members are expected to contribute equally to group assignments, be courteous, review each other’s work, and communicate the performance of their group to faculty at regular intervals.

The on-time submission of the Informed Consent Agreement and Student Consent to Publish forms are part of meeting the expectations of this course requirements.

This also includes acknowledging that you have read the course outline, a Quiz has been scheduled about the contents of this document.

Grading

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Description</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Attendance and technical compliance</td>
<td>10% Attendance to class, site visits, and tutorials. Submission of informed</td>
<td>Forms submitted by Sept 19 – 2:30 PM</td>
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<td></td>
<td>consent and Student Consent to Publish</td>
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Assignment descriptions are provided on Brightspace. Individual and group assignments will be submitted on Brightspace. Group assignments will be submitted by the group leader. Late assignments will be accepted but with a 10% per day mark reduction.

Quizzes will be held online on Brightspace. They will be available from 8:30am to end of day on three lecture days (Tuesdays) throughout the semester. The quizzes will cover materials discussed in the lectures and readings. Each quiz is worth 5%.

Additionally, a Bonus Assignment is offered. Submissions will be evaluated at 3% on top of the final course grade.

## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Class</th>
<th>Tutorial</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Sept 6-8 No tutorials this week</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Module 1: Introduction</strong></td>
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</tbody>
</table>
| 1    | Sept 12 | L1: Introduction to Historic Site Recording and Assessment: concepts and ethical commitments  
L2: Course Outline and available Historic Sites  
L3: Making a statement of significance in Canada (Laurie Smith)  
L4: Making a Heritage Site Plan using Geographic Information Systems (GIS), locating the boundaries and urban context (Rebecca Bartlett)  
Sept 13-15 Organize teams and select sites with TAs  
T1: Identifying Character-Defining Elements and drafting a statement of significance.  
T2: Using Geographic Information Systems to make a site plan |
|      |       |          | **Module 2: Digital Photography** |
| 2    | Sept 19 | L5: The Role of Digital Photography in Historic Site Recording and Assessment  
L6: Architectural Photography - Capturing Character: photographing Heritage Architecture (Peter Coffman) (watch online videos)  
L7: Using Photography Historic Site Recording and Assessment (Christian Ouimet)  
**Deadline for submission of informed consent and Student Consent to Publish (2:30 PM)** |
### Online Quiz 1 on the Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sept 20-22</td>
<td>T3: Record Photography and processing&lt;br&gt;T4: Hand Survey, sketching and preparing field notes</td>
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#### Sept 22
- **Deadline to select project sites, groups, and team leader**.

### Module 3: Conventional Recording Tools

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sept 26</td>
<td>L8: Drawing for Historic Site Recording and Assessment&lt;br&gt;L9: Assessing Historic Sites in Ottawa according to site custodians and facility manager's needs&lt;br&gt;L10: Using a Total Station for Historic Site Recording and Assessment</td>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sept 27-29</td>
<td>Site Visits&lt;br&gt;Demo on the use of the Total Station&lt;br&gt;Work on assignments and meetings with Teaching Assistants</td>
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### Module 4: Imaging Recording Tools

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct 3</td>
<td>Case Study 1 – Recording Giardino dei Tarocchi (E. Hamp)&lt;br&gt;Case Study 2 – Recording the Venus Mill (Yukon) (A. Weigert)</td>
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<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct 4-6</td>
<td>Sites Visits or Review of Assignments with TAs</td>
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#### Oct 6
- **Submission of Assignment 1 (deadline 11:55 pm)**

### Module 5: Scanning Recording Tools

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct 10</td>
<td>L11: Rectified Photography for Historic Site Recording and Assessment&lt;br&gt;L12: Photogrammetry for Historic Site Recording and Assessment</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 11-13</td>
<td>Site Visits&lt;br&gt;Work on assignments and meetings with Teaching Assistants&lt;br&gt;Demo on taking photographs for photogrammetry</td>
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### Module 6: Other Recording Tools

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct 17</td>
<td>L13: Introduction to the Dataverse platform to retrieve, upload and store data from historic sites (Guest speaker)&lt;br&gt;L14: 3D Scanning for Historic Site Recording and Assessment&lt;br&gt;L15: The use of Remotely Piloted Aircraft Systems (RPAS) for Historic Site Recording and Assessment</td>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct 18-20</td>
<td>T5: Photogrammetry and CAD overlay to produce a measured drawing</td>
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#### Oct 24
- **Reading Week**

### Module 7: Integrated Project Dossiers of Historic Sites

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct 31</td>
<td>L16: Creating a Virtual Tour using Panoramic images to access sites from home (Online)&lt;br&gt;L17: Global Positioning Navigation Systems for Historic Site Recording and Assessment (Luigi Barazzetti)</td>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov 1-3</td>
<td>Demo on 3D Scanning&lt;br&gt;Work on assignments and meetings with Teaching Assistants</td>
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</tbody>
</table>

#### Nov 3
- **Submission of Assignment 2 (deadline 11:55 pm)**

### Module 8: Best Practices and emerging approaches

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov 7</td>
<td>L18: Making an Integrated Project Dossier&lt;br&gt;Lecture 19: Developing a Digital Workflows for Historic Sites Recording&lt;br&gt;Guest lectures: Project best practices and lessons learned in Historic Site Recording and Assessment (---)</td>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov 8-10</td>
<td>T6: Accessing Heritage Places from home using Panoramic Tours&lt;br&gt;Work on assignments and meetings with Teaching Assistants</td>
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</tbody>
</table>

#### Nov 10
- **Submission of Assignment 3 (deadline 11:55 pm)**

### Module 9: Other Recording Tools

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Nov 14</td>
<td>L20: Project best practices and lessons learned in Historic Site Recording and Assessment around the World: The Tomb of Nefartari</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Nov 15-17</td>
<td>L21: Introduction to Heritage Inventories and the role of historic site recording and assessment</td>
</tr>
<tr>
<td>Nov 15-17</td>
<td>T7: Uploading IPD and Assignment data to Dataverse Work on assignments and meetings with Teaching Assistants</td>
</tr>
<tr>
<td>Nov 21</td>
<td>L22: Project best practices and lessons learned in Historic Site Recording and Assessment around the World (Recording Rock Arts in the Colombian Rainforest)</td>
</tr>
<tr>
<td>Nov 22-24</td>
<td>Tutorial on Assignment 6 Task 2 to produce a Floor plan using the Total Station</td>
</tr>
<tr>
<td>Nov 24</td>
<td>Submission of Assignment 4 (deadline 11:55 pm)</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Module 9: Lessons Learned</td>
</tr>
<tr>
<td>Nov 29 - Dec 1</td>
<td>L24: Emerging Techniques for Historic Site Recording and assessment L25: Key Messages Online Quiz 3 on learning outcomes of Modules 7 and 8</td>
</tr>
<tr>
<td>Nov 29 - Dec 1</td>
<td>Work on assignments and meetings with Teaching Assistants</td>
</tr>
<tr>
<td>Nov 29 - Dec 1</td>
<td>Wrap-up and Final Presentation</td>
</tr>
<tr>
<td>Dec 5</td>
<td>Final Presentations and review Submission of Presentations (assignment 5) of Historic Place (deadline 2:00 PM) in PPT / PDF format</td>
</tr>
<tr>
<td>Dec 6-8</td>
<td>Work on assignment and IPD / meetings with Teaching Assistants after feedback from Final presentation Delivery of assignment 5 and IPD</td>
</tr>
<tr>
<td>Dec 15</td>
<td>Delivery and submission of Assignment 6 (Deadline 11:50 pm) on Brightspace Delivery and submission of the Integrated Project Dossier (Deadline 11:50 pm) and related data to Brightspace and Dataverse</td>
</tr>
</tbody>
</table>

Assignment’s deadlines and lectures might be modified according to course development needs.
Readings

*Assigned readings (order by relevance):


6. A. Federman, M. Santana Quintero, S. Kretz, J. Gregg, M. Lengies, C. Ouimet, & J. Laliberte. (2017). UAV PHOTOGRAMMETRIC WORKFLOWS: A BEST PRACTICE GUIDELINE. The International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences, XLII-2-W5(2), 237–244. [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/doaj_soai_doaj_org_article_d72f057b429b4eadbf4b2de0b70f3b32](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/doaj_soai_doaj_org_article_d72f057b429b4eadbf4b2de0b70f3b32) (last accessed: July 29, 2023)


**Recommended books:**
2. Council of Europe’ Guidance on inventory and documentation of the cultural heritage (2009)
INTELLECTUAL PROPERTY, COPYRIGHT AND FAIR DEALINGS

As a condition of participating in the course and for academic evaluation, students will be required to upload in-progress and completed work to the instructor's desired online platform(s). It is expressly understood that any such records or copies of student work will be used for nonprofit presentation, and for the purposes of this authorization, the nonprofit exhibition includes showing, screening, publication and releases or expression as a public service by internet distribution, commercial broadcasting or publication in furtherance of course-specific and institutional learning objectives.

For intellectual property and copyright reasons, please under no circumstances download course documents or presentations for distribution without first acquiring the written permission of the author/instructor.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation,
including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Learning and Working Environment

The University and all members of the University community share responsibility for ensuring that the University’s educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the Department of Equity and Inclusive Communities at equity@carleton.ca

We will strive to create an environment of mutual respect for all through equity, diversity, and inclusion within this course. The space which we work in will be safe for everyone. Please be considerate of everyone’s personal beliefs, choices, and opinions.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Academic Accommodations for Students with Disabilities**: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca.

You should request your academic accommodations in the Ventus Student Portal, for each course at the beginning of every term. For in-term tests or midterms, please request accommodations at least two (2) weeks before the first test or midterm. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Accommodation for Student Activities**: Carleton University recognizes the substantial benefits, both to the individual student and for the university,
that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the Senate Policy on Accommodation for Student Activities (PDF).

**Pregnancy Obligation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the Student Guide to Academic Accommodation (PDF).

**Religious Obligation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the Student Guide to Academic Accommodation (PDF).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the Sexual Violence Prevention & Survivor Support.

**Engineering Academic Advising**

The Engineering Academic Support Service assists undergraduate engineering students with course selection, registration, and learning support from first-year through to graduation.

Academic Advisors Contact can be found here: https://carleton.ca/engineering-design/current-students/undergrad-academic-support/undergraduate-advisors/.

**Student Mental Health and Wellness**

As a university student you may experience a range of mental health challenges that can significantly impact your academic success and overall well-being.
Carleton's Wellness Services Navigator is designed to help students connect with mental health and wellness resources.

If you need to talk to someone from the department for more information and support with connecting to resources, you can contact the following faculty members, depending on your program. Or contact the department at or CEEUGChair@cunet.carleton.ca.

- **ACSE**: Prof. Scott Bucking / Email: scott.bucking@carleton.ca, Office: 5209 Canal Building

Here is a list of on-campus and off-campus resources:

1. **Carleton’s Health and Counselling Services**: To book an appointment contact the main clinic by calling (613) 520-6674. If urgent, let the Patient Care Coordinator know or go in person to the main clinic (2500 Carleton Technology and Training Centre Building) and indicate that they are in crisis and need to speak to someone right away. For more information, please see [https://carleton.ca/health/](https://carleton.ca/health/)

2. **Emergencies and Crisis** and **Emergency Numbers**

3. **Good2Talk (1-866-925-5454)**: Good2Talk is a free, confidential helpline providing professional counselling and information and referrals for mental health, addictions and well-being to post-secondary students in Ontario, 24/7/36 [https://good2talk.ca/](https://good2talk.ca/)

4. **Empower Me**: Undergraduate students have access to free counselling services in the community through Empower Me, either in person, by telephone, video-counselling or e-counselling. This free service is accessible 24/7, 365 days per year. Call 1-844-741-6389 (toll free) to make an appointment with a counsellor in the community. More information is available [https://students.carleton.ca/services/empower-me-counselling-services/](https://students.carleton.ca/services/empower-me-counselling-services/)

5. **The Walk-In Counselling Clinic (off-campus community resource)**: The walk-in Counselling Clinic have offices in various locations across Ottawa and the greater Champlain region that are open 7 days a week. Individuals will be assisted, with no appointment, on a first-come, first-serve basis during the Walk-in Counselling Clinic hours. The Walk-in Counselling Clinic offers services in many languages and is free and confidential. More information can be found at: [https://walkincounselling.com/](https://walkincounselling.com/)

6. **Distress Centre of Ottawa and Region**: Available 10am-11pm, 7 days/week, 365 days/year. **Distress Line**: 613-238-3311, **Crisis**
7. **Distress and Crisis Ontario**, Available for chat 2 pm – 2 am EST.  
https://www.dcontario.org/

8. **BounceBack Ontario (Toll-Free: 1-866-345-0224)** is a free skill-building program managed by the Canadian Mental Health Association (CMHA). It is designed to help adults and youth 15+ manage low mood, mild to moderate depression and anxiety, stress or worry. Delivered over the phone with a coach and through online videos, you will get access to tools that will support you on your path to mental wellness.  
https://bouncebackontario.ca/.

**SELF-DECLARATION FORM AND DEFERRED TERM WORK**

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases. This must occur no later than three (3) days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Consult [Section 4.4 of the University Calendar](#).

**ACCESSIBILITY**

Students with disabilities requiring academic accommodation in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608 every term to ensure that instructor receives your Letter of Accommodation no later than two weeks before the first assignment is due or the first-in-class test/midterm requiring accommodations. If you only require accommodations for your formally
scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website:

   https://carleton.ca PMC/

   https://carleton.ca/registrar/registration/dates-and-deadlines/

STUDENT CONDUCT

Please refer to https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity for specific information regarding Student Conduct and Academic Integrity standards.

STUDENT RESPONSIBILITY

https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/student-responsibility/

CONDUCT DISCRIMINATION AND HARRASSMENT

https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/

ACADEMIC INTEGRITY

The University has adopted a policy to deal with allegations of academic misconduct. This policy is expressed in the document Carleton University Academic Integrity Policy, found here: https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academic-integrity-and-offenses-of-conduct/

SECURITY AND SAFETY

Avoid Working Alone After Hours · In Case of Emergency, Dial Extension 4444 from any campus phone.
Appendix 1: digital files format and naming

The following guidelines pertain to the creation and manipulation of digital files for the historic site recording assessment course, the purpose is to provide a framework for appropriate storage, retrieval and provenance of files prepared during the course. The data produced in the course will be uploaded and therefore stored for posterity on Carleton's dataverse system: https://library.carleton.ca/services/dataverse. This will make it available to the university community.

Digital Images

File Name

Image files should be named according to the following format:
AC_ SITE# _ YEAR _ PHOTO# . EXTENSION

The following explains each site within this file naming convention:
AC: Letter “AC” precedes SITE# to indicate ARCN /CIVE course.

SITE#: 3-digit acronym, which indicates the acronym assigned to each of the groups in the course. This suffix will be decided by your group on Assignment 1, for example Bytown museum can be BTM or Mayfair building could be MFB.

YEAR: 4 digit number indicating year in which photo was taken (i.e., created).

INITIALS: 3-digit acronym, indicating the name of the author taking the photograph (i.e., MSQ).

PHOTO#: 4 digit number assigned to the photo to distinguish it from other photos of the same site created in the same year. If the number is less than 4 digits, then it should be preceded by an appropriate number of 0’s.

EXTENSION: The file type, such as JPG.
The following is an example of an image file name following this convention:
AC_MFB_2016_ARCH0002.jpg

File Format

It is recommended that image files be in the JPG format to minimize file size.

File Size

It is recommended that image files be no larger than one megabyte (6 MB) in size.
Description Information

The following information should be recorded to describe the photograph in the accompanying spreadsheet:

- Specific date photo taken/created (in the following format): YEAR (4 digit number) MONTH (3 digit alphabetic abbreviation) DAY (2 digit number; if date is only 1 digit, then precede with a 0); 
- Photographer name (in the following format): SURNAME, GIVEN NAME 
- Image copyright holder: indicate name of institution(s) or individual(s) holding image copyright; if copyright no longer held (e.g., expired) then indicate “no copyright”, in most cases indicate Carleton University. 
- Site name: indicate the site primary name in agreement with instructors. 
- Subject of photograph: indicate the subject of the photograph, which should describe the reason for taking the photo; the following are examples:
  - Context photography: interior and exterior (eg. Situating the site in its environment, west facade, general exterior view, etc) 
  - Character defining elements (eg. Ornamentation, hardware, etc) 
  - Condition photography (eg. Disturbances, threats, decay). 

CAD drawings, point clouds and other electronic files

File Name

AutoCAD files should be named according to the following format: 
AC _ SITE# _ YEAR _ DREWINGNAME# . EXTENSION  

The following explains each site within this file naming convention:
AC: Letter “AC” precedes SITE# to indicate ARCN /CIVE course. 
SITE#: 3-digit acronym, which indicates the acronym assigned to each of the groups in the course. This suffix will be decided by your group on Assignment 1, for example Bytown museum can be BTM or Mayfair building could be MFB. 
YEAR: 4 digit number indicating year in which photo was taken (i.e., created). 
DREWINGNAME#: 4 digit number assigned to the drawing to distinguish it from other drawings of the same site created in the same year. If the number is less than 4 digits, it should be preceded by an appropriate number of 0’s. 
EXTENSION: The file type, such as DWG. 
The following is an example of an image file name following this convention: 
AC_001_2012_0002.DWG 
Description Information

The following information should be recorded to describe the photograph in the accompanying spreadsheet:

- The specific date when the drawing was last updated (or created) (in the following format): YEAR (4 digit number) MONTH (3 digits alphabetic abbreviation) DAY (2 digit number; if the date is only 1 digit, then precede with a 0);
- Author name (in the following format): SURNAME, GIVEN NAME
- Drawing copyright holder: indicate name of institution(s) or individual(s) holding image copyright; if copyright no longer held (e.g., expired) then indicate “no copyright”, in most cases indicate Carleton University.
- Site name: indicate the site primary name in agreement with instructors.
- Subject of the drawing: describe the context and contents of the drawing (e.g. Plan section: level 1: condition assessment)

Guidelines for the layer naming and structure will be discuss during the class and agreed for submission of the assignments.

Other electronic files’ submission

Students are expected to submit all the files used to produce the different assignments and course report in digital format. Please consider using similar naming guidelines as provided for digital images and CAD drawings to name and organize all your files. The provenance information of your files is crucial for the storage, management and retrieval of these files in the future.
Appendix 2: upload protocol for Dataverse

Prepare Data for Upload

Before the dataset is uploaded to Dataverse one must ensure that the data is clear so others may use it in the future. Remember that you need to upload your Integrated Project Dossier, assignments and all the accompanying files that were used to prepare these deliverables (e.x. InDesign files, PPT; DWG, PDF, Illustrator, Photoshop, etc).

1. Ensure that your files comply with the digital file formatting and naming protocol in Appendix 1 of CIVE3207_2021 _Historic_Site_Recording. If mass renaming is needed use Adobe Bridge for efficiency.

a. Open Adobe Bridge opens your file containing your data right click and choose batch rename
b. Rename your files according to the protocol.

2. Compress your files. Dataverse will unzip your files upon uploading so zip the files twice.
   a. Right click on the file >send to> compressed (zipped) file

**Uploading the Data**

Once the data is ready it’s time to upload it to Dataverse.

1. Ensure you have the proper permissions to contribute **to the dataset of your site**. If not, you must request access from the owner (Mario Santana Quintero).
2. With this permission you are free to upload the dataset.

a. Select the upload button
b. From here you can and either drag and drop your files or find them on the computer.

3. Write a description for your dataset. Ensure this is clear so future downloaders understand exactly what files they are getting.
   a. Complete the upload by saving changes.

4. Ensure your dataset is complete and to your liking and uploaded properly.
a. You will be brought to the main page for that data set. Click on the data and check that it is to your satisfaction.

5. Send an email to your instructor and Teaching Assistant that the data has been uploaded correctly.