CSCE 482-932, Senior Capstone Design
Instructor Tracy Hammond, TA Adrita Anika

Course Overview

Effective design requires identifying the "right" problem to solve, building components that meet that problem's needs, and integrating components into a single solution system. As problems become more challenging, solid design, follow through, and teamwork skills become necessary to developing a solution. Every computer scientist and computer engineer who wants to work on big problems must have these skills.

After this course, you will be able to:
- **analyze** a complex computing problem and **identify** solutions using computing principles,
- **design, implement, and evaluate** a computing-based solution to meet a given set of requirements,
- **apply** computer science theory and software development fundamentals to **produce** computing-based solutions,
- **collaborate** effectively as a member of a team,
- **recognize** professional responsibilities, both legal and ethical, and **make informed judgements** in computing practice, and
- **communicate** effectively.

You will work in groups of 4-5 people to complete a significant engineering design project. Every project requires complete implementation, documentation, evaluation, and demonstration of a computing system design. The focus is not only on the final product but also on design methodology, management process, and teamwork. At the end of the semester, each group will make a public presentation describing and demonstrating their work.

This course offers you a unique learning experience. The TA and I are always especially excited to teach this course, and here is why:
- **You finally get to combine everything that you have learned throughout your entire undergraduate curriculum.** This not only includes the computer science skills you have gained, but also the professional, cultural, and communication skills that you have developed.
- **This is an opportunity for you to try to solve a problem that matters to you.** This course gives you a lot of freedom and choice in your semester-long project. This course can be the first step towards moving to the career of your choice.
- **Building a system from start to finish is fun and rewarding.** Students often tell me that this was the greatest experience of their entire college career.
- **Working on teams can be messy, but it's worth it.** It is amazing what you can accomplish together, so much more than on your own. Working on real problems with real people has its challenges, but it is also very rewarding when you successfully complete your goals.
- **Every semester is different, every team is different, every solution is different.** There is always something new to learn and innovate.
- **Smaller class sizes and weekly meetings allow you to connect** with your classmates and your instructor.

Course Expectations

Inclusion Statement

In this class, we are committed to a culture of inclusivity. We reject and condemn all forms of racism, discrimination, brutality, and violence. We actively promote diversity and inclusion within our field not limited to race, ethnicity, religion, disability, age, sex, gender identity, or sexual orientation. Thus, we are united in our condemnation of racism and any form of injustice. As Martin Luther King Jr. said, "Injustice anywhere is a threat to justice everywhere." If any student wishes to discuss anything regarding inclusivity within the classroom, especially anything contrary to this statement that you have experienced, you are encouraged to contact the TA or instructor. We also endeavor to make the course materials themselves inclusive and accessible, and we encourage you to contact the TA or instructor if you have any concerns or questions regarding class materials.

About Working in Teams

Because your teammates' grades are so tightly coupled with your own dedication to the class, many of the assignments and rules are put in place to protect you and your teammates. These include requirements to participate actively in class, complete assignments in a timely manner, keep the video on with your face visible in virtual meetings, and treat your classmates and instructors with respect.

CSCE 482 is a project-oriented course aimed at developing system integration skills. You will work in groups of 4–5 people to complete a significant software design project. Every project requires you to complete implementation, documentation, evaluation, and demonstration of a software system. The focus is not only on the final product but also on design methodology, management process, and teamwork.

Each team is required to accommodate the following:
- *Time Management:* Manage its own efforts to complete its project in a timely manner. You are graded based on both the quality of the group product and their individual contributions.
- *Scheduled Meetings:* Schedule a weekly meeting with the course instructor and the TAs during the official class hours. These meetings must be attended by every group member. Since the projects will be student managed, the exact nature and style of these meetings is at the group's discretion, e.g., division of tasks among group members. **However, every member of the group is expected to participate in these meetings.**

At the end of the semester, each group will make a public presentation describing and demonstrating their work. These presentations are open to the university community.

Online Elements

We will use Canvas for course materials, assignments, and communication. While most materials and assignments will be handled online, the class itself will be held in-person and synchronously, which means you are required to be present and active during all classes and all class times. If remotely attending for an approved reason, we will require attendees to have your video on with your face visible.

Attendance Policy

Students required to quarantine or self-isolate should still participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students under quarantine or self-isolation are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Instructors teaching courses delivered only face-to-face should work closely with students who are in quarantine or self-isolation to ensure the student keeps up with the work.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (see Student Rule 7, Section 7.2.2). To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, please be understanding as not all illnesses may require a visit to a physician, especially during this time.

- **Importance of Attendance:** Not attending weekly meetings harms the other members of your group and makes it much more difficult for the instructor to assess your contributions to the group effort. Therefore, attendance, punctuality and active participation in the weekly meetings are required. Due to the unfortunate consequences and undue burden your frequent absences would have on the rest of the team, **more than 5 unexcused absences is an automatic failure**.
- **Video Presence:** If you are attending this class online, then you are required to have your video showing your face. Just as it is not appropriate to attend a face-to-face class with a blanket over your head, it is not appropriate to attend class with your video off. If you need to use a bio break or step away briefly, you will need to communicate this with your team as long as an estimate when you will return. This class has a significant communication component, and facial expressions are vital to communication. We understand that you may have a "bad hair day" or some other reason that you will need to keep your video off, and those are completely fine. Just note that **having your video off will count as one of your unexcused absences.**
- **Absence and Tardiness:** Failure to attend a meeting or late arrivals (more than 10 minutes late) will be reflected in your individual grade. Emergencies, however, do happen. Lateness or absence can be excused if there is a valid reason. Illness, job interviews out of town, death in the family, conference attendance, inclement weather or accidents for commuters, etc., are valid reasons.
- **Valid Excuses:** Oversleeping, a term paper due, an exam to cram for, etc., are not valid reasons. Ultimately, the instructor reserves the right to determine what constitutes a "valid reason" on a case-by-case basis.
- **Proper Planning:** If you know you are going to be late or miss a class, please let the instructor **and your teammates know,** so that they may plan for your absence and make the best use of their time.

Student Expectations:

You are expected to:

- Always use your @tamu.edu e-mail account to send correspondence between yourself and the teaching team. Check your @tamu.edu email account daily.
- Use your Canvas account (canvas.tamu.edu) to access course information, assignments, and your grades.
- Be an active problem solver, contributor, and discussant in lecture and lab.
- Be prepared and accountable for both lecture and lab by reading the assigned material ahead of time and be able to answer simple questions over said material.
- Be held accountable for all assigned material that is, or is not, explicitly discussed in class.
- Have a public presence in the class.
- Attend class as a community expectation.

Course Logistics

Course Time:	11:30AM–2:30 PM (Lecture & Lab) on Tuesdays and Thursdays
Location:	EABA 121
Credit Hours:	3
Prerequisites:	Senior classification; CSCE 315, CSCE 411, and two additional CSCE tracked courses.

Instructor:	Dr. Tracy A. Hammond
Office:	EABC 103
E-Mail:	hammond@tamu.edu
Office Hours:	In person after class and online by appointment

TAs:	Adrita Anika and Samantha J. Ray
Office:	EABC 112C
E-Mail:	Adrita: adrita.anika@tamu.edu; Sam: sjr45@tamu.edu
Office Hours:	In person after class and online by appointment

Course Description

Senior Capstone Design is a project-based course to develop system integration skills for solving real-world problems in computer science; a significant team software project that integrates advanced concepts across computer science specializations; projects require design, implementation, documentation and demonstration, as well as design methodology, management process and teamwork.

Special Designation: C (oral communication)

As per university requirements: 1) at least 35% of your grade will involve written or oral communications, 2) 70% of that 35% is based on individual (not group) writing or speaking, 3) at least 1250 words are individually written, 4) feedback is provided to you to allow for revision of some amount of documents or slides, 5) you have at least 5 minutes of individual public speaking.
To receive C credit for this course, you must pass the C component.

Course Objectives

To prepare you for engineering practice with a major design experience based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and realistic constraints that include most of the following considerations: economic; environmental; sustainability; manufacturability; ethical; health and safety; social; and political.

Expected Outcomes

It is expected that successful participation in the course will allow you to demonstrate:

1. **Analyze** a complex computing problem and to **apply** principles of computing and other relevant disciplines to identify solutions.
2. **Design, implement and evaluate** a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. **Communicate** effectively in a variety of professional contexts.
4. **Recognize** professional responsibilities and **make informed judgements** in computing practice based on legal and ethical principles.
5. **Collaborate** effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. **Apply** computer science theory and software development fundamentals to **produce** computing-based solutions.

List of Topics

- Designing engineering problems
- Using project management tools, e.g., Gantt, Trello, Github, Jira, etc.
- Undergoing ethics training: CITI
- Writing project motivation and identifying needs
- Conducting a literature review
- Designing and communicating a user interface
- Designing and running a user study
- Analyzing and interpreting data
- Communicating and summarizing results
- Developing professional writing skills and writing technical reports

Textbook and/or Resource Materials

Required: Design of Everyday Things. Don Norman. (Basic Books 2013). Available free online at TAMU Libraries.

Recommended:

- *The Five Dysfunctions of a Team: a Leadership Fable.* Patrick M. Lencioni. (Jossey-Bass, 2002). Available free online at TAMU Libraries.
- *Design for Electrical and Computer Engineers*. Ralph Ford and Chris Coulston. (McGraw-Hill Science, 2007). Physical copy available at TAMU Libraries.
- Technical material from the literature, manufacturers' data sheets and user manuals.

ABET Accreditation

The program is evaluated every year through the ABET (Accreditation Board for Engineering and Technology) accreditation process. This class is part of the holistic evaluation. ABET accreditation provides assurance that a college or university program meets the quality standards of the profession for which that program prepares graduates. Your degree is a significant achievement and perhaps the largest investment you will make toward your future. The quality of education you receive makes a big difference in your career success.

ABET accreditation:
- **Verifies that your educational experience meets the global standard** for technical education in your profession.
- **Enhances your employment opportunities**—multinational corporations require graduation from an accredited program.
- **Supports your entry to a technical profession** through licensure, registration and certification—all of which often require graduation from an ABET-accredited program as a minimum qualification.
- **Establishes your eligibility** for many federal student loans, grants, and/or scholarships.
- **Paves the way for you to work globally**, because ABET accreditation is recognized worldwide through international agreements, and many other countries' national accrediting systems are based on the ABET model.

In order for the department of Computer Science & Engineering to keep their accreditation, the students must demonstrate their abilities in each of the above expected outcomes of this class. Each of those skills will be evaluated by external industrial affiliate members during your final presentation.

Grading Policy

The final grade you will receive in the class will be **based on points accumulated** during the semester. Thus, both continued progress (the process) and the quality of your product (and other deliverables) will determine your grade. Although the bulk of your grade is based on the performance of your team, individual performance will also be gauged. Unless otherwise noted on the syllabus or class calendar, all assignments will be due before class on the due date. The following is the breakdown of the grading policy.

Grade Scale
F < 60% ≤ D < 70% ≤ C < 80% ≤ B < 90% ≤ A

We make every effort to provide you with the opportunity to earn an A. We do not curve in this class. Rather, we teach to mastery which means that we have clear expectations in terms of what you should complete and what knowledge you should have obtained by the end of the course to succeed and to earn an A. If you are taking this class, participate appropriately, resubmit and fix your work based on our feedback, and work equitably with your team, you should get an A. You will have every opportunity to earn an A, so at the end of the course an 89.9 is a B.

Grade Distribution
1. **Daily Quizzes:**   **3%**

2.	Peer Feedback:	2%
3.	Project Proposal:	5%
4.	Weekly Reports:	5%
5.	Reading Responses:	5%
6.	Poster Design and Presentation:	10%
7.	Auxiliary Deliverables:	5%
8.	Project Testing:	5%
9.	IRB Materials:	5%
10.	User Study:	5%
11.	Final Presentation:	20%
12.	Final Deliverables:	30%

TOTAL	**100%**

Note that you will not receive a passing grade in the class if you do not have a tested working system by the end of the semester. The lower weighted items will significantly help you succeed in your higher-weighted items.

To repeat, while some of these sections might appear to have very low point values, they are crucial to your later success in the higher point sections.

1. Daily Quizzes (3%)

Every class (including the first class) will start with a 10-minute quiz. The quizzes will include material about your assignments, questions about your design choices, and knowledge that you should have gained from your past computer science courses. Research has repeatedly shown that the act of quizzing imparts more knowledge than lecturing or studying. Thus, this not only lets us know where your knowledge might be lacking so that we may be able to correct it within this class, but it also serves to teach you the knowledge that you need to have. This course is your final course in your computer science degree, and should provide you with the capability to put all of your skills together and communicate those capabilities effectively.

2. Peer Feedback (2%)

Peer feedback is crucial. It is also important that your feedback is of high quality. You will be asked to give feedback to your peers regularly throughout the semester. This includes feedback on their presentations, their proposal ideas, and their written work.

3. Project Proposal (5%)
Initial Individual Proposal (1%), Final Individual Proposal (1%), Group Proposal (3%)

This grading criteria focus on formulating iterations of potential project ideas that will eventually lead to your team's final project idea for the rest of the semester. You individually and your team separately will use the feedback from these proposals to help define that final project idea. During each of these proposal phases, you will give feedback to your classmates to help refine the ideas and potentially find teammates with similar interests.

4. Weekly Reports (5%)
Team Updates (2%), Individual Updates (2%), Agile Project Management (1%)

This grading criteria will be based on your team's ability to maintain the project on schedule. Each team submits a weekly report as a group and individually, which should be incremental. The group reports should specifically address the following:

- Minutes from the previous meeting agenda for the weekly meeting with the instructor and the TA
- Team's accomplishments during this period. Accomplishments need to be measurable, e.g., "did more research on such and such" is not an accomplishment, it is an activity (and a loosely defined one).
- Team's goals for the following week

Both team and individual weekly reports are due at 11:59 PM on the Monday of each week starting on Week 4. Reports are limited to one page and should be submitted according to the template provided in the course website. The team leader will be responsible for submitting team reports and leading the discussion during the weekly meeting. One of the team members, acting as a scribe, will be responsible for generating the meeting minutes throughout the semester.

5. Reading Responses (5%)
Book Readings (2%), Literature Review (3%): 10 breadth and 2 depth papers per team member

This grading criteria supplement your project team's work by accumulating the knowledge necessary to design and develop your system through book chapter readings from The Design of Everyday Things by Don Norman and from literature review readings related to your team project. Each team member is expected to identify 10 relevant papers for their project and specify how they should be referenced in their final report. These papers will be different for each team member (so that a team of 4 will have 40 papers to reference in their final report). Of these papers, each person will read two of these papers that are especially relevant in depth and write a reading summary on those two papers. This requirement is to ensure that you have a strong understanding of what relevant work exists.

6. Poster Design and Presentation (10%)
Poster Design & Updates (5%), CDR Midterm Presentation (2%), External Poster Presentations (3%)

This grading criteria evaluate your team's project progress in terms of its critical design in the mid-point of the semester. Your midterm presentation will serve as a critical design review for your project. Your team will demonstrate this progress through a poster design and corresponding in-class discussion of your poster. Your poster will receive feedback from your instructors and peers that you must address in order to receive credit. Additionally, at least one member of your team will present your poster at an external poster presentation, e.g., Student Research Week, the Aggie Research Expo, the TAMU CSCE IAP Spring meeting, or similar, to provide you with extra practice in communicating your work and responding to external feedback.

7. Auxiliary Deliverables (5%)

CITI Training (1%) Gantt Chart (1%), User Stories (1%), References List: 50 papers (1%), GitHub Management (1%)

This grading criteria focus on other assignment contents in the course that relate to your semester progress in preparing your team project. Each team member is expected to commit to your GitHub repository weekly, if not daily.

8. Project Testing (5%)

Your project must be evaluated in accordance with industry standards, so you need to test the technical performance of your developed materials as your project goes on. You are expected to develop an automatic test bed for your project. You should also have appropriate unit testing throughout your code. This grading criteria evaluates the materials that you have taken, written, and conducted for preparing for and executing the evaluation of your team project's system.

9. IRB Materials (5%)

IRB Supplementary Documents (1%), Initial IRB Application (2%), Revised IRB Application (2%),

In order to conduct an evaluation with human participants, e.g., a user study or a survey, you must have an active IRB application with Texas A&M. This process involves writing recruitment materials, an evaluation protocol, and a survey as well as any other materials as needed for your project's evaluation plan. Your team will prepare these evaluation materials throughout the semester, and must complete these contents properly and timely to ensure sufficient time in completing the evaluation of your system.

10. User Study (5%)

User Studies (5%): at least 20 participants

This grading criteria evaluates the materials that you have taken, written, and conducted for preparing for and executing the evaluation of your team project's system. Your team will prepare these evaluation materials throughout the semester, and must complete these contents properly and timely to ensure sufficient time in completing the evaluation of your system. Note that completing this a user study is part of the required final deliverables and it not optional, even if you prefer to abandon the 5%

11. Final Presentation (20%)

Oral Presentation (15%), In-Class Demo (5%)

This grading criteria evaluates the communication and demonstration of your team project's system through a presentation, which you will present to the instructors and to industry panelists on the reading day before finals; and a live system demonstration, which you will present to the instructors in class.

12. Final Deliverables (30%)

Final Report (20%), Documentation & Coding (5%), Demo Video (5%)

This grading criteria evaluates the technical writing of your final outcomes through the final report and through the document and coding of your system. Your final report will be critiqued on its thoroughness and effectiveness in communicating key aspects of your system such as its motivation, approach, evaluation, and engineering standard, while your documentation and coding will be critiqued on its

completeness to properly execute and understand the details of your system. The final deliverables include: a) a video advertisement of your project, b) a live demo, c) a final updated poster, d) a final updated PowerPoint slidedeck, e) fully documented code source, f) user manual, g) evaluation materials, and h) a final project report with all of the required sections. All final deliverables must be submitted in order to receive a grade for this section.

Final Deliverables

1. Team Drive files including the following (please organize into folders, e.g., Docs, Source, Hardware, Media, References, Freeware, etc.)
   a. Designs: code, schematics, data, data sheets, freeware software tools, etc.
   b. Reports: proposal, weekly reports, final report (completed in Overleaf), and ALL presentations
   c. Audiovisual media: close-up pictures of your system and a high-quality video presenting your project (including a system demo and a project description) for posterity (see gallery in the course webpage for movie samples). Final video must be submitted to the instructor
   d. Presentation posters: in PDF and PPT format
   e. Individual assignments: in PDF format
2. Final prototype in the assigned GitHub Repository, as well as any spare parts and supplies
3. Software install, to be demonstrated on several machines

NOTE: Grades will not be assigned until all project deliverables have been turned in (see below), all borrowed items (e.g., keys, books, equipment) have been returned to their proper location or their owner, and the workstations in the lab have been thoroughly cleaned up. All team members are required to be present at the time of the final delivery.

All final deliverables are due **on the last day of class at 11:59 PM (date in Canvas).**

13. Peer Reviews

Each member of your project team will score and review the performance of your other team members through periodic peer review forms throughout the semester. Your peer review responses will be calculated with the instructors' internal scores for adjusting each member's overall semester score. **You must complete all of your peer reviews to get an A in the course.**

14. Class Participation

The instructors will evaluate your attendance to meetings, participation in the discussions, and contributions to the team. **More than five (5) unexcused absences will lead to an automatic failure for the course**. Note that team days in which teams may need to work in a remote location to accomplish certain assignments (e.g., presenting your work at a conference or SRW, interviewing experts, meeting with mentors, accessing technologies outside of the classroom, etc.) do not count toward absences providing they are approved by the instructor in advance, abide by the instructor's requirements for check in during course time, abide by any activity reporting requirements by the instructor, and complete all assignments on-time relevant to that class time.

Late Work Policy

All assignments must be submitted to complete the course. Assignments will be considered late after their given deadline but will be accepted. Late assignments will receive a grade reduction of 10% per day late with a maximum reduction of 30%.

Purchases and Reimbursements

- **Accurate Forms:** Please ensure that purchase order (PO) forms submitted to the department are accurate. Submitting a PO with incomplete specifications or backordered items increases the workload for our accounting staff and causes unnecessary delays to your team. Submitting an incomplete PO will result in the team being prevented from submitting additional POs; and all additional purchases will have to be made by team members themselves and will be reimbursed at the end of the semester.
- **In-Stock Items:** Please verify that items are in stock before submitting a PO, and provide alternative vendors if an item is likely to go out of stock (e.g., if the vendor only has a few units left). If you suspect that a critical item may become backordered, it may be better if you purchase it directly since POs may take several days to go through.
- **Reimbursements Deadline:** Reimbursement requests are due at the time of final deliverables. To minimize overhead on our accounting staff, we will only reimburse up to five purchase orders (of your choice); this policy also encourages teams to plan their purchases in advance. Overnight or express delivery will not be reimbursed unless approved in advance by the instructor. Reimbursement of sales taxes is not allowed by the university; please make sure to bring tax-exempt forms with you whenever you make local purchases (or purchases within the state).
- **Equipment Return:** The equipment and materials that you purchase do not belong to you, they belong to Texas A&M University. Before you will be given a final grade in the course, all equipment and materials must be returned.

Course Schedule

As a *C (communication)* course, you will be continuously taught, and be given experience practicing, how to present their work professionally. This will occur during all of the weeks of the course.

Introduction to Senior Capstone Design: Weeks 1-3

You will learn how to identify and formulate an engineering problem, how to function effectively on multi-disciplinary teams, how to communicate and place their work in the context of other work, how to communicate the motivation, need, and ethical considerations for their system, and how to define success in their projects.

Major Deadlines

Teams Finalized by **the end of the second class meeting of Week 2 (date in Canvas)**.
Finalized Project Proposal Due **at the beginning of the second class meeting of Week 4 (date in Canvas)**.

Project Design and Skill Development: Weeks 4-6

You will learn how to do project management, how to evaluate the success of their project, and how to effectively evaluate their projects and create an evaluation plan according to their definition of success. You will complete a literature review, user stories, Gantt charts, and paper prototypes. They will use project management software such as GitHub and Trello. The groups and individual students will present weekly updates on their project development progress.

Major Deadlines

Submit IRB Application **by the end of the second class meeting of Week 6 (date in Canvas).**

Project Development: Weeks 7-11

The teams will learn how to communicate the user interface design and design choices and how to write technical documentation. The teams will continue to make progress on their projects. There will continue to be weekly reports, peer reviews, and in-class demonstrations. Additionally, teams will continue to make iterative progress on their final reports.

Major Deadlines

Fully working system **by the end of the second class meeting of Week 11 (date in Canvas).**

Project Evaluation: Weeks 12-13

The teams will run and implement a user study to evaluate the success of their system. They will learn how to analyze and interpret data from an experiment and how to communicate about the results of an experiment. The course will shift focus to the teams continuing to make progress on their projects. There will continue to be weekly reports, peer reviews, and in-class demonstrations. Additionally, teams will finalize their final reports.

Major Deadlines

Fully evaluated system **by the end of the second class meeting of Week 13 (date in Canvas).**

Project Finalization: Week 14

The teams will learn how to think critically about the results and their implications and how to effectively summarize their contribution. There will continue to be weekly reports, peer reviews, and in-class demonstrations. Additionally, teams will finish preparing all of their final deliverables (see below).

Major Deadlines

Complete draft of their final deliverables **by the end of the second class meeting of Week 14 (date in Canvas).**

Project Presentations: Week 15
Senior projects will be presented to industry panelists.

Major Deadlines
Final Deliverables Due on **the last day of class** by 11:59pm (date in Canvas)
Final Presentations to IAP members on **Final Reading Day (date in Canvas).**

IMPORTANT DATES:

January 18 (Tue.) –	First day of spring semester classes
January 24 (Mon.) –	Last day for adding/dropping courses
March 07 (Mon.) –	Mid-semester grades due
March 14-18 (Mon.-Fri.) –	Spring Break
April 15 (Fri.) –	Reading day (no class)
April 19 (Tue.) –	Last day to drop classes (TAMU Q-drop)
May 03 (Tue.) –	Redefined Day; attend Friday classes (our class does not meet)
May 04 (Wed.) –	Industry Panel Presentations; Reading day (no class)
May 05-10 (Thurs.-Tues.) –	Final Exams

Course Copyright
The materials used within this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, homework and labwork problems, online handouts, course videos, audio and visual recordings of classes, etc. Because these materials are copyrighted, you do not have the right to copy or distribute these materials, unless permission is expressly granted.

University Policies

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" (Student Rule 7, Section 7.4.1).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, Student Rule 20).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's Title IX webpage.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

COVID Statement

The Faculty Senate has added the following statement as an optional addendum to the Fall 2021 syllabus as part of the university's COVID response.

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

Student Observances for Religious Holy Days

In accordance with Texas Education Code §51.911(b) and TAMU Student Rule 7: Attendance, students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. For more information about excused absences due to religious holy days, please visit the Dean of Faculties website at dof.tamu.edu/rules/religious-observance.