

SEMESTER PROJECT FINAL REPORT

COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

CRINGE CODERS TEAM

**AUSTIN BAILEY
MYA BELL
LINDSEY LANGDON
NOLAN "OG" GREGORY**

SEMESTER PROJECT FINAL REPORT FOR THE
COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

DR. HARVEY SIY; COLLEGE IS&T
UNIVERSITY OF NEBRASKA - OMAHA
CAPSTONE COURSE
OCTOBER 12TH, 2023

Report prepared in fulfillment of CSCI 4970: Computer Science Capstone Project

Contents

1	Introduction	3
1.1	Motivation	3
1.2	Similar Applications	3
1.3	Theoretical Foundations of the Project	4
1.4	Software Engineering Challenges	4
1.5	System Context	4
1.5.1	Subject Facet	4
1.5.2	Usage Facet	5
1.5.3	IT System Facet	5
1.5.4	Development Facet	5
1.5.5	Legal & Ethical Facet	5
2	Requirements	6
2.1	Goals	6
2.1.1	Goal Model	6
2.1.2	Goal Descriptions	6
2.2	Functional Requirements	6
2.3	Wireframes	7
2.4	Object Model	8
2.5	Nonfunctional Requirements	8
2.6	Analysis Requirements	8
2.7	External System Interfaces	8
2.8	Requirements Not Implemented	9
3	Architecture and Design	10
3.1	Overview	10
3.2	Logical Decomposition View	10
3.3	Technology Stack	11
3.3.1	Languages	11
3.3.2	Libraries & Services	11
3.4	Deployment View	11
3.5	Development View	11
3.6	Data View	12
3.7	Concurrency View	13
3.8	Execution Flow View	13
3.9	Screenshots	13
3.10	Summary of Design Changes	16
3.11	Design Modularity and Extensibility	16
4	Implementation	17
4.1	Directory Structure	17
4.2	Technical Issues Encountered	17
4.3	User-Reported Bugs	17
5	Testing	18
5.1	Test Plan	18
5.2	Obtaining Realistic Test Data	18
5.3	Tests Conducted	18
5.4	Test Results	18
5.5	Automated Test Outputs	18
5.6	Tests Not Conducted	19
6	Summary	20

6.1	Summary of Project Organization	20
6.2	Outcome of Risks	20
6.3	Milestone Summary	20
6.4	Lessons Learned	20
6.5	Future Extensions	20
7	Local and Global Impacts	21
8	Appendix	22
8.1	Project Proposal	23
8.2	Project Plan	40
8.3	Initial Requirements	62
8.4	Context Document	64
8.5	Mid Semester Project Report	67
8.6	Setup & Deployment Instructions	85
8.7	Team Meeting Notes	90
8.8	Individual Journals	91
8.8.1	Austin Bailey	91
8.8.2	Mya Bell	91
8.8.3	Nolan Gregory	92
8.8.4	Lindsey Langdon	92
8.9	Transcripts of Client Meetings	93
8.9.1	Transcript of Initial Client Meeting	93
8.9.2	Transcript of 19 October Client Check-In Meeting	105
8.9.3	Transcript of the Turbo Encabulator Meeting	140
8.10	Rasterized Documentation of Module Interfaces	143
8.10.1	Sphinx/about.html.pdf	143
8.10.2	Sphinx/course.html.pdf	145
8.10.3	Sphinx/genindex.html.pdf	149
8.10.4	Sphinx/index.html.pdf	155
8.10.5	Sphinx/index.html.pdf	156
8.10.6	Sphinx/issue.html.pdf	157
8.10.7	Sphinx/load-semester.html.pdf	161
8.10.8	Sphinx/modules.html.pdf	162
8.10.9	Sphinx/professor.html.pdf	163
8.10.10	Sphinx/py-modindex.html.pdf	167
8.10.11	Sphinx/search.html.pdf	168
8.10.12	Sphinx/section.html.pdf	169
8.10.13	Sphinx/settings.html.pdf	170
8.10.14	Sphinx/ticket.html.pdf	171
8.10.15	Sphinx/user.html.pdf	176
9	References	181

CHAPTER 1

Introduction

1.1 Motivation

The Computer Science Learning Center (CSLC), is a student service hosted through the College of Information Science & Technology (IS&T) for academic assistance and tutoring. The CSLC accepts tutoring by appointment or walk-ins Monday through Saturdays, and distance tutoring over Zoom. Student-tutors are paid for their services, and the University has administrators to oversee and manage CSLC staffing levels, work shifts, and payroll.

The existing CSLC portal has incomplete or missing features, functionality, and services. The current ticket submission system functions through a Google Form tied to a spreadsheet with the resulting student information.

To better meet the needs of the CSLC, the Cringe Coders Team proposes a full stack refresh of the existing technology stack. The ticketing system at present will be rebuilt to provide tutors and students with a more efficient way for exchanging essential information. This encompasses sharing specifics about the class assistance needed, articulating the present comprehension of the problem, identifying the respective course instructor, and the level of priority. The new portal will be able to facilitate this seamless sharing of this information between tutors and students.

1.2 Similar Applications

Last semester's capstone course had a group lay the foundations of the project work, including a basic website with some more advanced functionality like authentication. While a CSLC tutoring portal exists, the current solution does not have the full suite of functionality that the client desires. This includes a ticketing for students to request tutoring, dynamic web page elements to show new tickets without the need to refresh the page, UI/UX considerations, and report generation for tracking ticket trends.

Core elements of infrastructure were established with the prior group, but some supplemental features were given work-around solutions. Case and point is the ticketing and reporting functionality. The current implementation is to use Google Forms to submit tickets, which allows for a limited (albeit incorrectly and partially formatted) report.

In light of the limitations of current solutions, the Cringe Coders Team takes this as a motivation to overhaul the UI/UX and add further back-end functionality, as is highlighted in our Motivation section via a proposed solution outlined in Chapter 3: Architecture and Design.

Comment 1.1: Your application type is a little harder to pin down. It is also similar to IT help desk ticketing systems like Zendesk, SolarWinds or ServiceNow. Can you look up some features from such systems? Also, it is similar to tutor tracking systems, like this one:
<https://www.go-redrock.com/solutions/tutortrac/>

The Cringe Coders Team's current conception of such a project would take inspiration from ticket management solutions, such as ServiceNow. ServiceNow provides ticketing for requests, incidents, and miscellaneous processes that allows an organization a central way of tracking and administrating business processes. More in line with Cringe Coders Team's focus would be a solution like

<https://www.go-redrock.com/solutions/tutortrac/>

1.3 Theoretical Foundations of the Project

The back-end database structure established by the prior group will likely need modification and updates, and thus necessitates additional modeling and design of structured tables and potentially databases (Connolly & Begg, 2014). Additionally, the data needs to be accessible via REST API, such that Django REST can make API calls to the database, for both read and write operations (Fielding, 2000).

Though the CSLC is labeled 'Computer Science', the CSLC services all IS&T majors and students. Consequently, security practices should be implemented in the development and deployment of a CSLC portal. This includes protecting against common security flaws, such as Cross-Site Scripting (XSS), and Cross-Site Request Forgery (CSRF) (OWASP, 2021). Much of this security will derive from proper implementation of front-end developments through proper project management of Django (Django Project, 2021).

1.4 Software Engineering Challenges

We anticipate only trivial computer science challenges will arise in the scope of work. The only challenge revolves around the synchronization of the front-end and back-end for real-time updates. Successfully establishing seamless communication between these elements, alongside the portal's relational sqlite database, is mentioned because the implementation is novel to the Cringe Coders Team.

This is not to suggest we anticipate no challenges. The success of this project hinges on everyone's familiarity with the technology stack in use. For some team members, and potentially the entire team, this means dedicating time to become acquainted with new frameworks and programming languages. The capacity to acquire new skills is essential in the world of software engineering. Also, given that not all team members have worked together before, getting an understanding on each other's work processes presents an additional challenge. In essence, the success of this project not only hinges on the team's technical expertise but also equally relies on the team's collaboration and communication.

1.5 System Context

The CSLC portal will occupy the intersection of faculty and student academic interests. The current and proposed solution are designed to facilitate tutoring by, and for, IS&T students. Below Cringe Coders Team outlines the various facets of the system's context.

1.5.1 Subject Facet

Kyle runs the CSLC, which tutors students via a ticketing system. Students request help in a certain subject or class, and the CSLC pairs them with an appropriate tutor. The CSLC is the official tutoring center for IS&T. Kyle uses ticket history to run a periodic report, detailing the classes that students struggle with most. Tutors at the center are paid employees and they use the ticket queue to find students they're qualified to help.

Comment: 1.2: Explain the scope of topics that CSLC can help with. For example, programming assignments, maybe discrete math? Does CSLC help with database questions or environment/configuration troubleshooting? How about Git?

The Cringe Coders Team's scope of topics include, but are not limited to, UI/UX, Database design, software engineering, and version controlling via Github. We anticipate that various MIS

electives and the software engineering course to be a primary source of inspiration and guidance in addressing the broader scope.

1.5.2 Usage Facet

The primary stakeholder is Kyle Reestman, who is the director of the Computer Science Learning Center and therefore oversees all of the operations within. The users of the system will include the students, student-tutors, teachers, and other staff members associated with the computer science department of the University of Nebraska at Omaha.

Comment 1.3: Discuss what information is usually tracked in the old system. Another aspect to describe here is the state of the students who are asking for help. Based on your experience, what are common student attitudes when they ask for help? Sometimes, when students are tired or stressed, it affects how they interact with systems.

It is important to take note of the mental state of students who are using the portal. Most of the time that students are seeking help with school work, they are in a stressed and somewhat agitated state. This is another reason why having an easily usable interface for the tutoring portal is important.

1.5.3 IT System Facet

Submitting a ticket on the CSLC Portal will be one of the first interactions a student will have with the CSLC. Therefore, it is crucial that this application will seamlessly fit into the already established technological environment. For context, the CSLC is tied to the University of Nebraska-Omaha. As a result, the reconstructed portal will have to conform with UNO's current authentication system and present a polished and professional user interface.

1.5.4 Development Facet

The main development concern with this portal is the familiarity with technology stack. To create a web application up to professional standards, everyone must be well-versed with the languages at hand. The team's overall proficiency with the technology stack will not only enhance the development process but also contribute to the long-term success and sustainability of the project.

1.5.5 Legal & Ethical Facet

We foresee no legal requirements, as the ingestion of data is self-reported by students, and only the tutors and Kyle can see it. Since this project will not integrate with other systems, basic security and architecture protections will suffice. The only possible issue we foresee is FERPA regulations limiting the projects integrating or sharing data with other systems.

Ethically, we believe any value-added aspects, such as 'About Us' or mission and vision statements have been addressed by the last capstone group. Our focus ethically will be around presenting a clean and professional interface for students. We believe that a haphazard or poorly designed interface will reflect poorly on the CSLC and serve to discredit the tutors by showing poor computer science principles on the CSLC website.

Comment: 1.4: Another important ethical concern is fairness. This influences which students are helped next, and may affect how long they are being helped. Another is respect, providing a welcoming and inclusive feel, including from using the app.

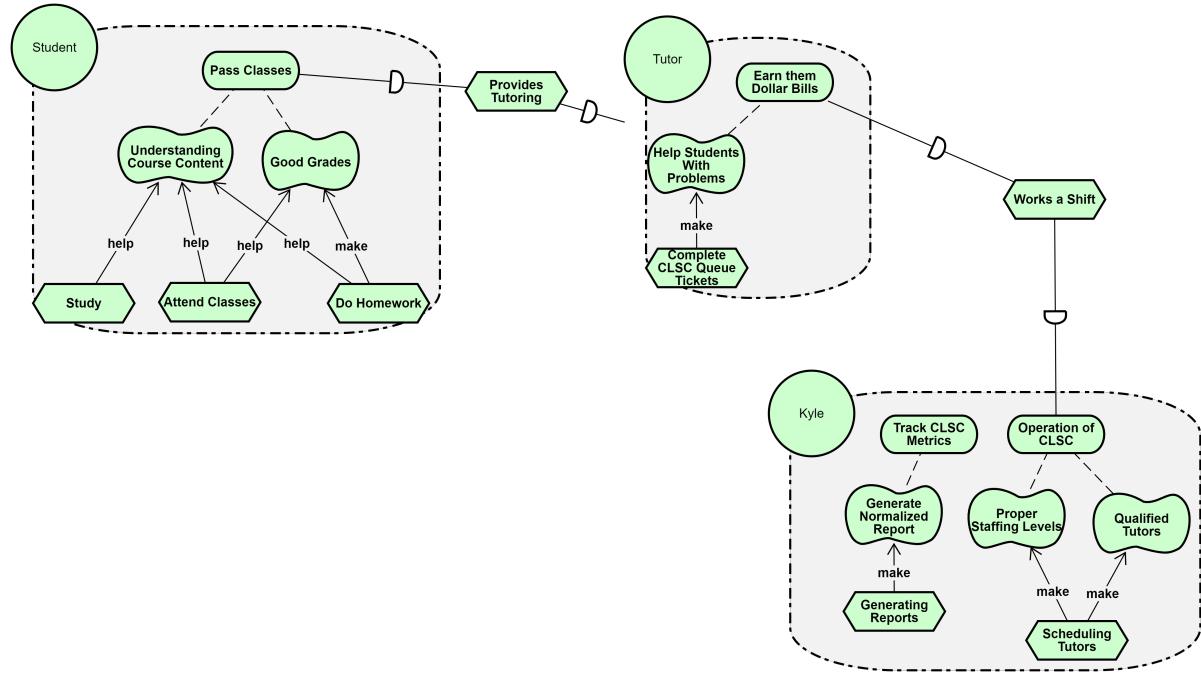
Cringe Coders Team will implement the ticketing system to holistically mirror the prior online version and the in-person experience. As such, ticketing will be on a first-come-first-serve basis, with small caveats for specialty topics or courses, that only specific tutors may be able to cover. In such circumstances, the new version will follow the principles of the old and in-person system, with advanced notice or scheduling requirements. This conforms to the clients specifications and produces an egalitarian system.

CHAPTER 2

Requirements

2.1 Goals

2.1.1 Goal Model



2.1.2 Goal Descriptions

The Student is one of the users of the system. Each student has an overarching goal of passing their classes, which the CSLC portal is designed to aid in. Students will use the portal as a tool that will connect them with people who will help them to understand the content they need help with.

The Tutor is employed by the CSLC to tutor students. One of the main functionalities of the CSLC portal is the ticketing system. This function makes it easy for tutors to plan and organize what they need to do.

Kyle oversees the CSLC, so he has a goal of ensuring the smooth operation of the whole thing. The CSLC portal is designed to aid him in this goal by making it easy to schedule tutors and track what is actually going on.

2.2 Functional Requirements

1. Must have. As the director of the Computer Science Learning Center, I want the CSLC portal to have efficient ticket management, so that tutoring requests can be managed.

2. Must have. As a tutor at the Computer Science Learning Center, I want to be able to interact with students and administrators regarding tutoring requests and progress as well as close and edit tickets, so that I can effectively provide help to students.
3. Must have. As a student I want to be able to make tutoring requests and see available tutors so that I can receive the help I need.
4. Should have. As an administrator, I want to be able to view and manage student requests, so that I can monitor progress and efficiency within the CSLC.
5. Could have. As a student, I want to be able to see how tutors are rated among other students, so that I can make an informed decision about choosing a tutor.
6. Won't have. As a user of the CSLC portal, I do not want to have to log in and authenticate redundantly, so that ticket submission is time efficient.

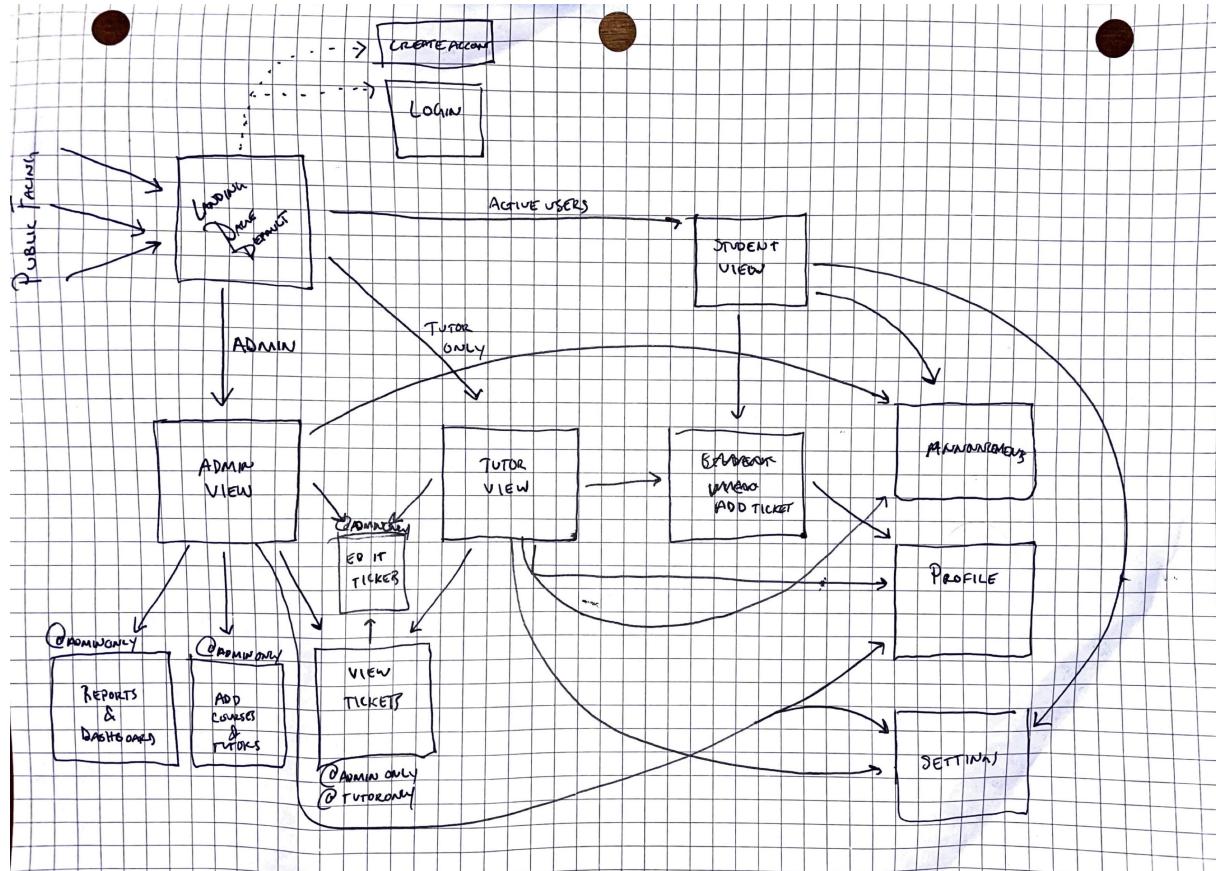
Comment 2.1.1: Connect the “so that” statements to goals in your goal model. This may mean adding more high level goals to the goal model.

Comment 2.1.2: Review these functional requirements and make sure that this section has covered all the features you actually implemented and that they behave consistently as described. Add any missing ones. In particular, User Stories #1 and #2 need to be expanded into multiple user stories for each feature you implemented in support of efficient ticket management and student interaction. Other additional features include querying capabilities, importing the current semester’s schedule to identify instructors and courses, etc.

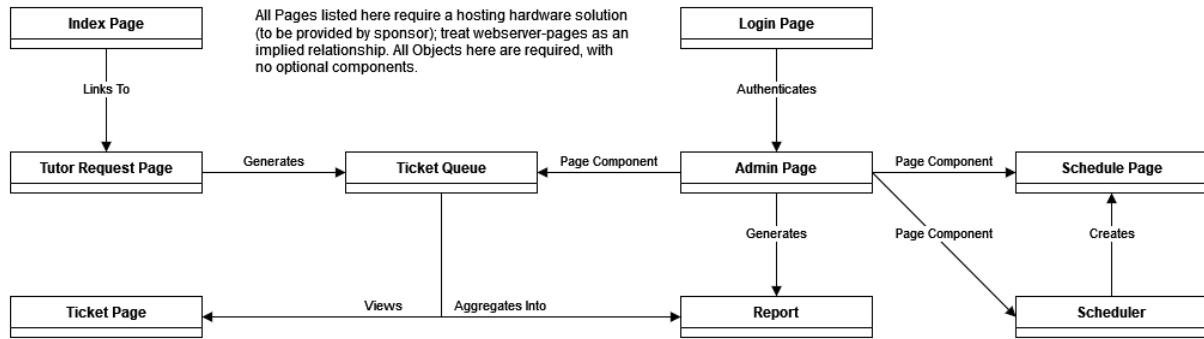
Comment 2.1.3: Move any unimplemented requirements to Section 2.8.

Added filler to 2.8

2.3 Wireframes



2.4 Object Model



2.5 Nonfunctional Requirements

1. Must have: Evaluating the CSLC Tutoring Portal application on ease of use from the point of view of the students in the context of submitting a ticket for help.
 - Q1: How easy is it to navigate the user interface?
 - M1. Task time
 - M2. Stroke count
 - M3. Problem count
 - Q2: How quickly can tasks be accomplished?
 - Reuse M1, M2, M3
 - Q3: Do users feel satisfied after using the portal?
 - M4. Conduct surveys to find the percentage of students reporting high satisfaction after using the portal
2. Should have: Assess the CSLC Tutoring Portal application on maintainability from the point of view of the developers in the context of ensuring that the application is up to date.
 - Q1: How maintainable are the languages in the stack?
 - M1. Check how often the languages are updated
 - Q2: How many dependencies are there?
 - M2. Count the dependencies

2.6 Analysis Requirements

Cringe Coders Teamdetermined that we have no analysis requirements.

2.7 External System Interfaces

- API specifications of existing systems that interact with your product, e.g., the name of the application being accessed, services called, parameters passed, outputs returned, set up instructions (e.g., API keys)
- file formats your product is required to use, e.g., if you had to input from, or output to a file with a certain csv format
 - (add content as needed) Microsoft SSO API? Report style?

Attached in the appendix is a static copy of the Sphinx auto documentation that clarifies the full API interface, both internal and external. additionally, within the administrative interface, Kyle or another administrator can download a csv of the tickets table.

2.8 Requirements Not Implemented

Cringe Coders Team was able to quickly prototype, develop, and implement our capstone solution. Therefore, we have implemented all requirements, and were able to address small stretch goals.

CHAPTER 3

Architecture and Design

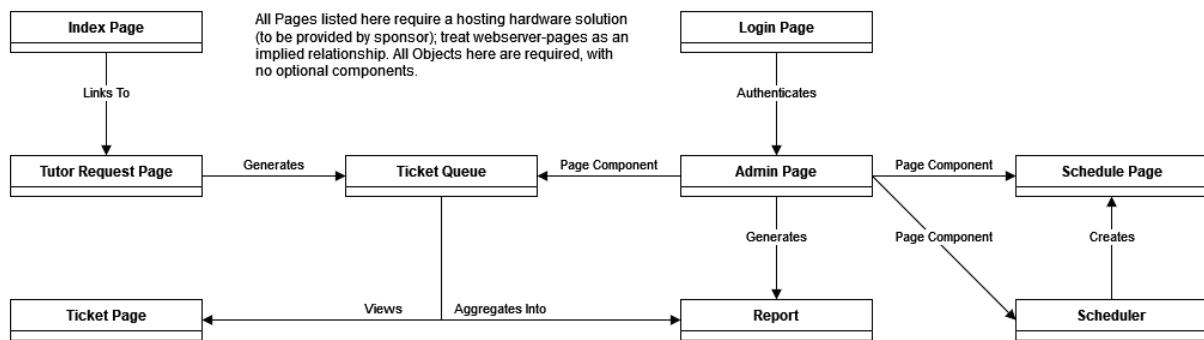
3.1 Overview

The CSLC portal will comprise a handful of web pages hosted on the <https://cslc.unomaha.edu/> subdomain, with integration of a back-end database. at a high-level technology-agnostic view, we have the following design requirements

1. A guest, index, or public page that links to the portals resources.
2. A ticket or tutoring request submission resources.
3. A tutor or employee view that allows access to the ticket queue and shift schedules of tutors.
4. An admin view that allows the client to export reports based on ticket history, and to configure work schedules.
5. A back-end database to facilitate the ticketing processes.

Subsequent sections will cover these designs through the various lens, culminating in a more concrete description of architecture.

3.2 Logical Decomposition View



Cringe Coders Team provides a simplified UML diagram of both the public and administrative functions of the CSLC portal. Note that the decomposition has merged the employee and admin pages, as the Cringe Coders Team's current intent is to implement RBAC roles associated with authenticated users that reveal components of the admin page. This will ideally minimize redundant pages and code.

For the sake of simplicity and ease of conveying design, the database subsystem has been omitted, as it will integrate with almost every other subsystem.

to see the Cringe Coders Team's accompanying functional requirements, see the Functional Requirements section.

Comment 3.1: Based on this object model, the system can be broken down into two subsystems: Ticket Management that encompasses every feature related to submitting and processing tickets, and Tutor Management which is the administrative side of the CSLC (adding and updating tutors, scheduling

tutors, etc.).

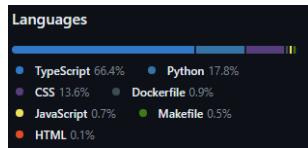
3.3 Technology Stack

The Cringe Coders Team intends to replace the current portal with a full refresh of the technology stack. Additionally, will add database tie-ins to the portal to replace the current Google Form solution.

Comment 3.2: Make sure to update this to reflect the technologies used in the final implementation.

3.3.1 Languages

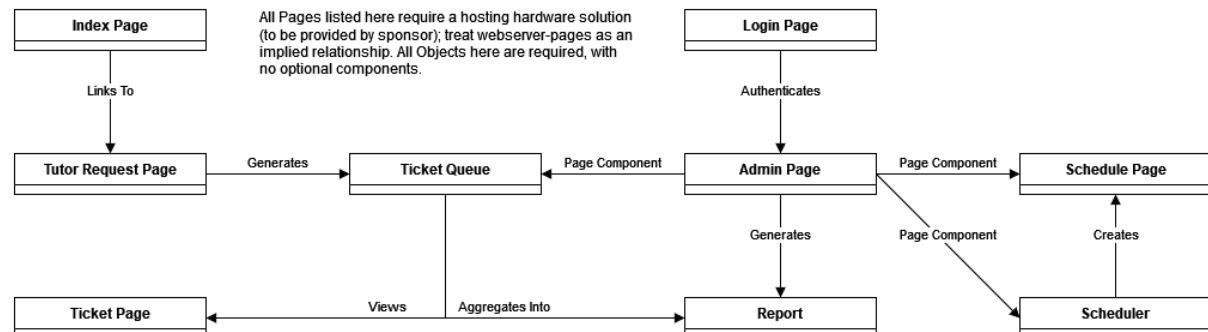
For this project, we used the following languages: Python, JavaScript, TypeScript, HTML, and CSS. We also had a marginal presence of the Makefile and Dockerfile languages to aid in deployment of the project. The language usage stems primarily from the Django, React, and Tailwind frameworks and libraries.



3.3.2 Libraries & Services

The front-end uses the React library and Tailwind CSS to enable better UI/UX. While our back-end is written using the Django ORM. We treated it as a REST back-end by using the Django REST framework. This will allow us to populate the webpage with real time database information via API calls. We used Postman to test our API, and we used sqllite as our database. Additionally, we can deploy our application using docker for containerization, Kubernetes for automating deployment/management of containerized applications, and we can host our application on Azure, pending any client instantiation specifications.

3.4 Deployment View



(add content)

Comment 3.3: Replace with deployment diagram, including Docker, NGINX. Describe the deployment process and tools (e.g., ngrok) you utilized.

3.5 Development View

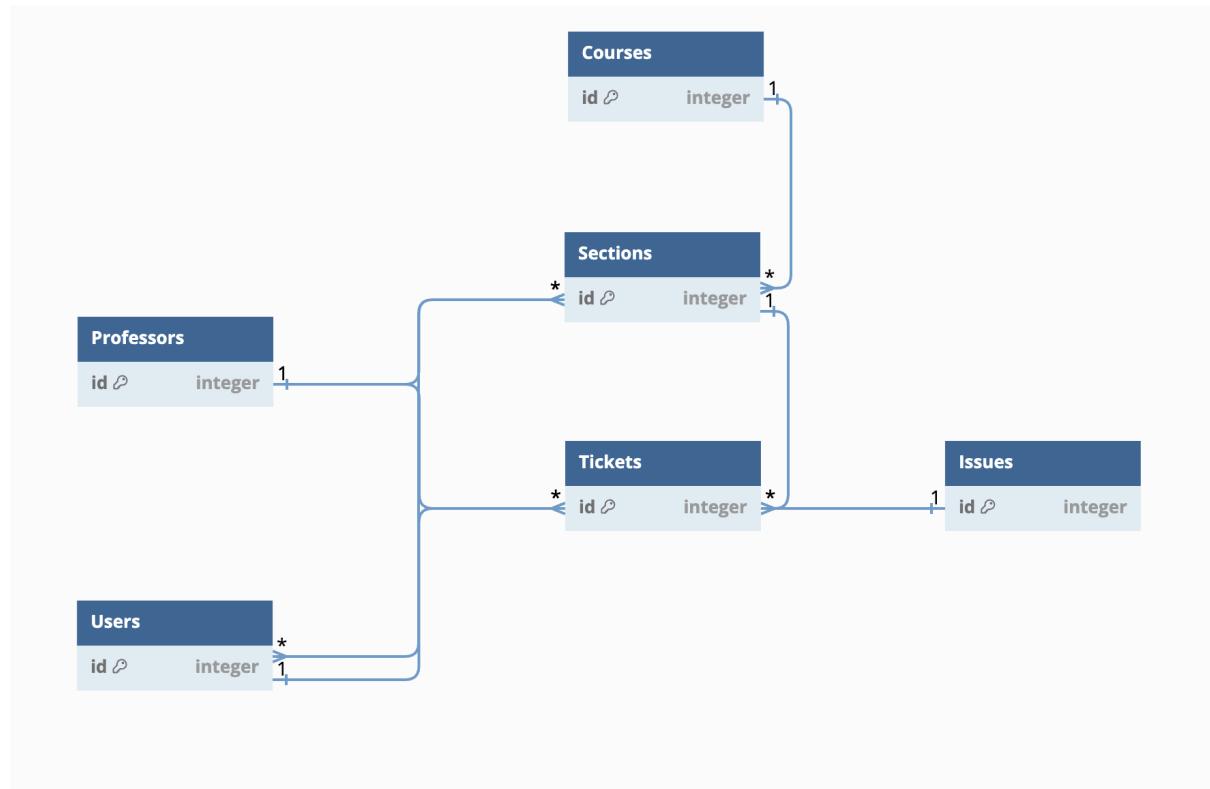
- discuss how the code is organized and how this organization is related to the previously identified subsystems

- discuss the role of the framework(s) used and how your code interacts with them
 - identify which code modules or components were reused (e.g., open source libraries, existing code from another project, etc.)
 - describe API calls to external services and third-party libraries
 - corresponds to C4
 - Links to an external site. Levels 3 and 4 diagrams
 - 1 or more UML class diagrams are required
 - if there are 15 or less modules/classes, show interconnections between classes
 - if there are more than 15, use a UML package diagram to show the hierarchy
- (add content)

Comment 3.4.1: Add separate diagrams for the frontend and backend showing the package structure down to React components and Python modules and the front and backend, respectively.

Comment 3.4.2. Explain how the classes are divided up and add rationale explaining why. For example, you can relate this to principles of modular design (e.g., separation of concerns, low coupling/high cohesion, etc) as well as requirements imposed by the frameworks used. Discuss also any alternative designs considered.

3.6 Data View



Our current back-end relational database uses six tables. A More detailed version, and additional details will be made available in the final report.

Comment 3.5: Update to match final database implementation.

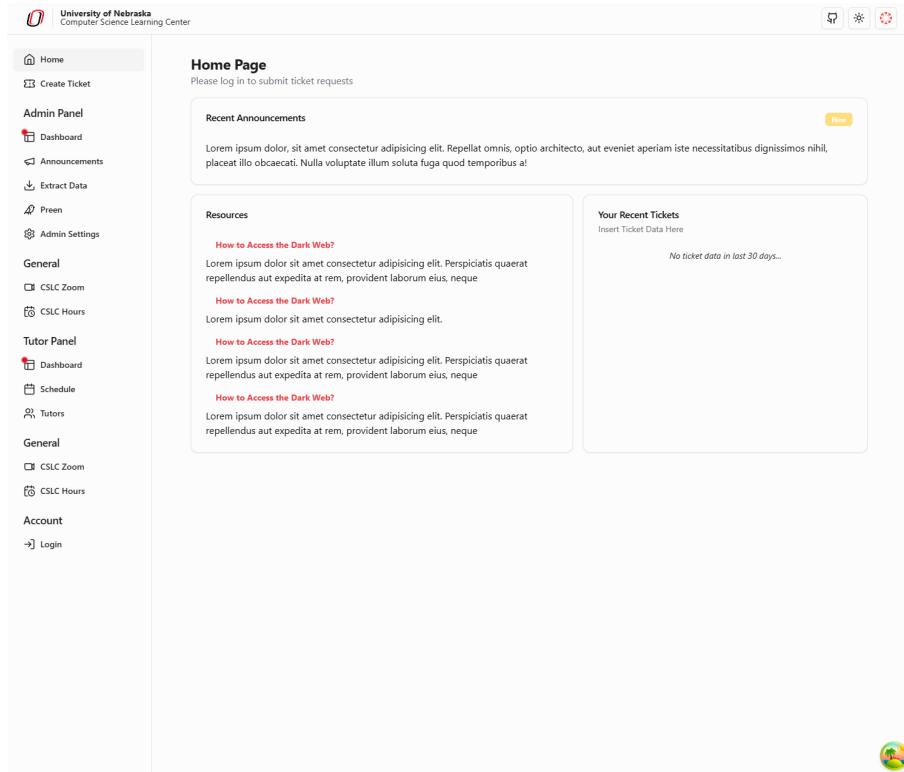


Figure 3.1: CSLC Home Page

3.7 Concurrency View

Cringe Coders Team does not anticipate work that would involve this section. we include this section as a placeholder and an acknowledgement that future work may re-scope us into this area.

3.8 Execution Flow View

- discuss illustrative scenarios that show data and control flow through the application modules to deliver a particular service
- 1 or more UML sequence diagrams are required
(add content)

Comment 3.6.1: For the execution flow view, show the interaction as sequence diagrams among the code modules from frontend to backend. Identify 1-2 scenarios from your functional requirements to illustrate the flow and use sequence diagrams to show how the execution flows from one module to another.

Comment 3.6.2: For one of the scenarios, illustrate how the web sockets push works.

3.9 Screenshots

Below are several static captures of the website prior to deployment on UNO architecture. Some placeholder values and text are used.

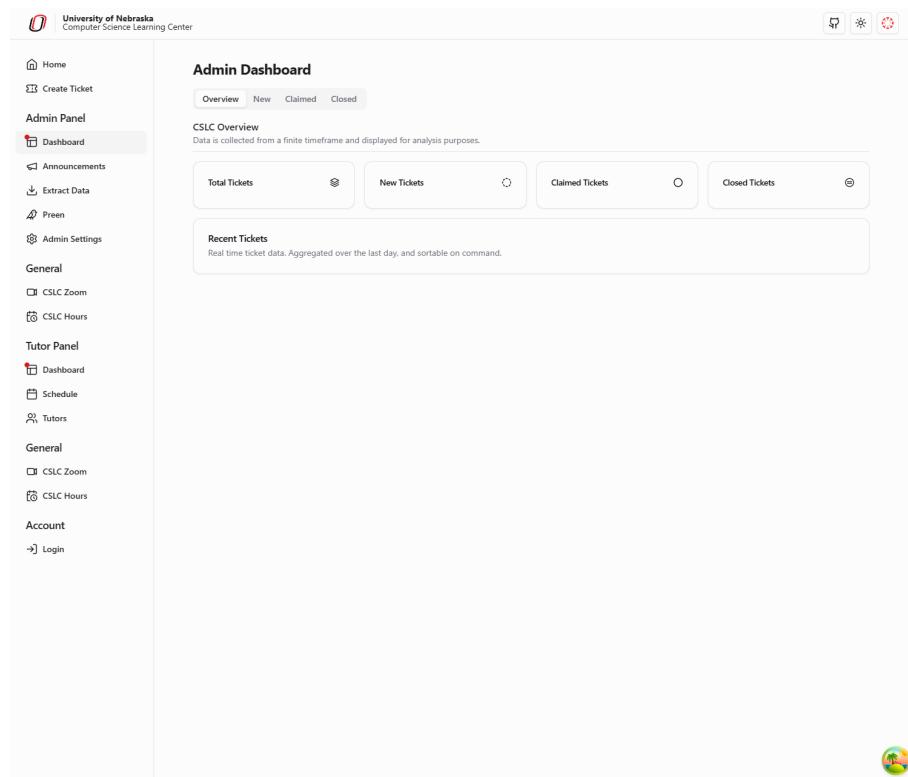


Figure 3.2: CSLC Dashboard

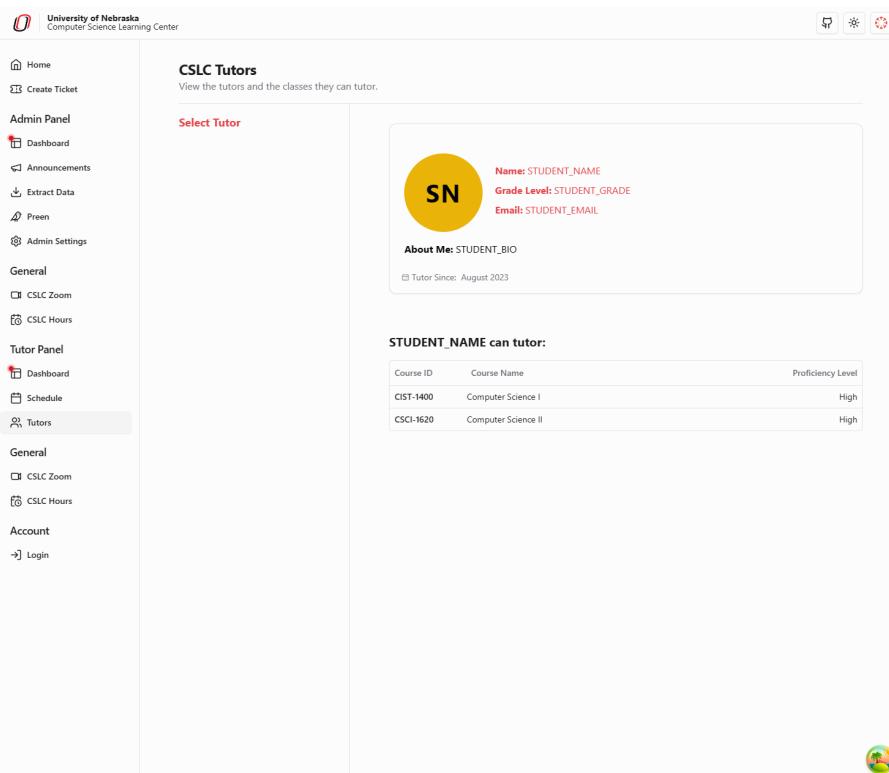


Figure 3.3: CSLC Tutor Page

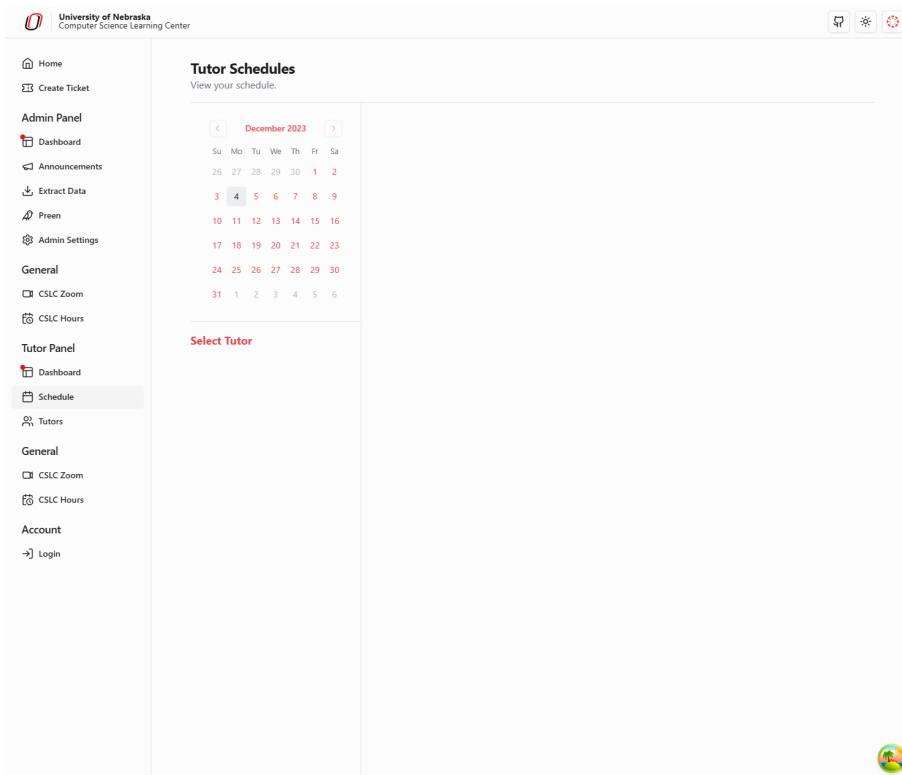


Figure 3.4: CSLC Schedule Page

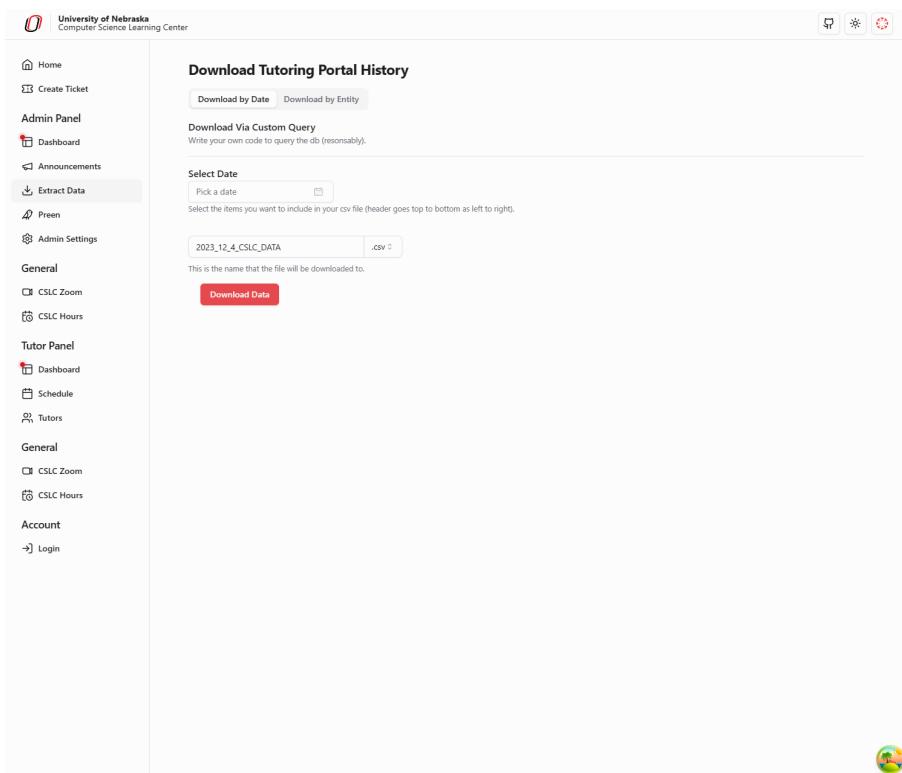


Figure 3.5: CSLC Download Page

3.10 Summary of Design Changes

- summarize as applicable how the design has evolved from the original concept to the final version and explain the reason for the changes
(TBD in Final Draft)

3.11 Design Modularity and Extensibility

A stretch goal Cringe Coders Teamslated for work (but was unfortunately not accomplished within the scope of our work) was an integration with the registrar's office to automatically populate current IS&T courses. Both the client and the Cringe Coders Team discussed this in our client meetings. While IS&T has a table of courses, the upcoming changes in structure and shifting semester structure made this semester an inopportune time to tackle the issue.

Future work would involve scoping and understanding the data's formatting requirements. A likely implementation would be an ingestion of a csv file through the admin portal. Via REST API, the csv data would populate a table in the back-end that would populate elements such as drop down menus for selecting a course on tutoring tickets.

Comment 3.7: In addition to describing the possible extensions, talk about your application's potential for extensibility. For example, what needs to change in your code to integrate with the registrar's class schedule system?

acknowledging that this potential work is a likely future endeavor, we have attempted to structure our database around semesters markers. However as Kyle clarified, changes to back-end nomenclature on semesters may make database refactoring a necessity, despite our best effort. Any future implementations would likely involve re-keying the database or potentially archiving historic data and repopulating with a new schema and data.

CHAPTER 4

Implementation

4.1 Directory Structure

(TBD in Final Draft)

4.2 Technical Issues Encountered

(TBD in Final Draft)

Comment 4.1: Discuss any implementation task that took longer than expected, for example, web sockets. Discuss any issues that arose.

4.3 User-Reported Bugs

Due to scheduling conflicts with UNO's hosting subject matter experts, Cringe Coders Team has been unable to deploy the service on UNO's architecture. Consequently, wide-scale user testing has not been conducted. In lieu of this, we have done extensive unit testing.

CHAPTER 5

Testing

5.1 Test Plan

This test plan outlines the high level testing strategy for the CSLC Tutoring Portal. The primary objective of this testing plan is to ensure the robustness, functionality, and performance of the web application. This plan includes both integration testing and end-to-end testing, enabling our team to deliver a high performing web application that will meet the demands of the end users.

In the integration testing scenario, we need to test the API integration and the component integration. With testing the API integration, we need to verify that the front-end properly communicates with the REST API back-end by testing API calls and responses for different endpoints. For component integration testing, Jest can be employed to ensure that the different web components of the application work together as expected. As Jest is primarily known for its unit testing, we plan to develop unit tests for our components to help identify potential bugs during the testing phase.

The end-to-end testing approach in this plan is designed to comprehensively evaluate the users' journey from start to finish. We plan on using Selenium to stimulate users actions such as clicks and inputs to assess the application's performance. Additionally, Selenium can be used for cross-browser compatibility testing to ensure that our application works across a variety of browsers. Similar to the integration testing, the end-to-end testing process is focused on identifying any potential bugs during the testing phase, ensuring the delivery of a dependable and user-friendly application.

Comment 5.1: Looks good. Update as needed to reflect how testing was carried out.

5.2 Obtaining Realistic Test Data

(TBD in Final Draft)

5.3 Tests Conducted

(TBD in Final Draft)

5.4 Test Results

(TBD in Final Draft)

5.5 Automated Test Outputs

(TBD in Final Draft)

5.6 Tests Not Conducted

(TBD in Final Draft)

CHAPTER 6

Summary

6.1 Summary of Project Organization

Cringe Coders Team largely upheld the initially outlined roles, as our record-keeping reflects. Throughout the course of Work, Nolan maintained his roles as the architect, technical lead, back-end developer and dev-ops and database developer. Nolan was continually the lead developer, working with Lindsey as the UI/UX and front-end & mobile lead to develop the code base. Mya and Austin worked as client liaison and quality assurance testers. Mya oversaw large portion of the requirements chapter as the requirements analyst.

6.2 Outcome of Risks

(TBD in Final Draft)

6.3 Milestone Summary

(TBD in Final Draft)

6.4 Lessons Learned

(TBD in Final Draft)

6.5 Future Extensions

(TBD in Final Draft)

CHAPTER 7

Local and Global Impacts

The establishment of the IS&T's CSLC is a transformative initiative with far-reaching positive impacts, both locally and globally. This tutoring center, designed to harness the intellectual prowess of students within the university, not only contributes to the academic success of individuals but also serves as a catalyst for societal advancement.

At its core, the CSLC plays a pivotal role in building academic excellence within IS&T. By providing a dedicated space for students to receive personalized tutoring in various technology courses, the center becomes a nexus of knowledge and collaboration. The employment of student tutors ensures a relatable and accessible learning environment, fostering a sense of camaraderie and peer support. This not only enhances the academic performance of the tutored students but also cultivates a culture of knowledge-sharing and mentorship within the university.

One of the immediate local impacts is the empowerment of students to overcome academic challenges. As the CSLC aids in comprehension and mastery of complex computing concepts, it acts as a springboard for students to excel in their coursework. This success, in turn, contributes to the overall reputation of the college, attracting prospective students and faculty, thereby bolstering the academic community.

On a global scale, the CSLC contributes to the advancement of information science and technology. In an era where computing applications have become ubiquitous and integral to various aspects of society, the center becomes a hub for cultivating the next generation of tech leaders. Graduates of the College of IS&T, shaped by the support and guidance received at the CSLC, are poised to make meaningful contributions to client organizations, local communities, and business and industrial communities worldwide.

The positive impact of the CSLC extends beyond academic success. It serves as a cornerstone for the development of well-rounded individuals who not only excel in their chosen field but also understand the broader implications of their work on society. As computing applications continue to shape the fabric of our interconnected world, the CSLC emerges as a beacon of education, collaboration, and societal progress within the realm of information science and technology.

CHAPTER 8

Appendix

This Page is intentionally left blank

Project Proposal

PROJECT PLAN DOCUMENTATION

Cringe Coders

AUSTIN BAILEY
MYA BELL
NOLAN GREGORY
LINDSEY LANGDON

COMPREHENSIVE PROJECT OVERVIEW
FOR THE CSLC PORTAL

DR. HARVEY SIY; COLLEGE IS&T
UNIVERSITY OF NEBRASKA - OMAHA
CAPSTONE COURSE
AUGUST 31ST, 2023

Project Proposal

Contents

1 Client Information	2
1.1 Organization	3
1.2 Point of Contact	3
2 Motivation	4
2.1 Context	5
2.2 System Needs	5
2.3 Proposed Solution	5
2.4 Client Role	5
3 Project Description	6
3.1 Project Overview	7
3.2 Features and Services	7
3.3 Languages	7
3.4 Technology Stack	7
3.5 Documentation	7
3.6 Potential Features and Services	7
4 Implementation Strategy	8
4.1 Website Refresh	9
4.2 Back-End Database & New Features	9
4.3 Security Controls	9
5 Computer Science Challenges	10
5.1 Challenges	11
6 Computer Engineering Challenges	12
6.1 New Frameworks & Technologies	13
7 Team Members	14
7.1 Background on the Cringe Coders	15
7.2 Austin Bailey	15
7.3 Mya Bell	15
7.4 Nolan Gregory	15
7.5 Lindsey Langdon	16

Project Proposal

CHAPTER 1

Client Information

Project Proposal

CHAPTER 1. CLIENT INFORMATION

1.1 Organization

The Computer Science Learning Center (CSLC), is a student service hosted through the College of Information Science & Technology (IS&T) for academic assistance and tutoring. The CSLC accepts tutoring by appointment or walk-ins Monday through Saturdays, and distance tutoring over Zoom. Student-tutors are paid for their services, and the University has administrators to oversee and manage CSLC staffing levels, work shifts, and payroll.

1.2 Point of Contact

Kyle Reestman is the director of the Computer Science Learning Center. Apart from his directorial position, he also serves as an instructor for CIST1400, an introductory computer science course. This course is designed to provide students with a comprehensive overview of programming basics utilizing the Python programming language. Furthermore, as the director of the CSLC, Kyle oversees the orchestration and management of the tutoring center's operations. He coordinates the tutors schedules, supervises the tutors, and ensures that the center's tutors are well-equipped with the necessary teaching materials. Through his capacities as both an educator and a director, Kyle Reestman guarantees the smooth operation of the CSLC while fostering students' development in computer science.

For the duration of this capstone, Kyle Reestman will be the primary point of contact. Secondaries, subject matter expert, and other consultation contacts will be at the delegation of Kyle Reestman, to be determined as necessary throughout the course of the project.

Project Proposal

CHAPTER 2

Motivation

Project Proposal

CHAPTER 2. MOTIVATION

2.1 Context

The Computer Science Tutoring Portal is a comprehensive web application designed to streamline and enhance the tutoring experience within the Computer Science Learning Center. This portal serves as a centralized platform for students, tutors, and administrators to manage tutoring requests, track progress, and facilitate efficient communication. The application's key features include ticket management, tutor and course administration, and seamless interaction between students, tutors, and administrators.

2.2 System Needs

The existing CSLC portal has incomplete or missing features, functionality, and services. The current ticket submission system functions through a Google Form tied to a spreadsheet with the resulting student information.

2.3 Proposed Solution

To better meet the needs of the CSLC, the Cringe Coders proposes a full stack refresh of the existing technology stack. The ticketing system at present will be rebuilt to provide tutors and students with a more efficient way for exchanging essential information. This encompasses sharing specifics about the class assistance needed, articulating the present comprehension of the problem, identifying the respective course instructor, and the level of priority. The new portal will be able to facilitate this seamless sharing of this information between tutors and students.

2.4 Client Role

The client holds the important role of qualifying goals, and acceptance criteria. Throughout this project the client will be the source of truth and final authority for product quality and completeness. This power requires that the client provides periodic input into goals and the scope of work. To prevent redundant or extraneous work, a scheduled periodic meeting and an ad hoc communication channel are required during the continuous delivery process.

Project Proposal

CHAPTER 3

Project Description

Project Proposal

CHAPTER 3. PROJECT DESCRIPTION

3.1 Project Overview

The initial conception of the scope of work involves a complete overhaul of front-end and back-end frameworks. Feature augmentations will be added as part of the refresh.

3.2 Features and Services

Concurrent with the replacement the current portal with a full refresh of the CSLC portal, Cringe Coders will add database tie-ins to the portal to replace the current Google Form solution.

3.3 Languages

For this project, we anticipate using the following languages: Python, JavaScript, HTML, and CSS. We will also use the following frameworks and libraries: Django, React, and Tailwind.

3.4 Technology Stack

The front-end will use the React library and Tailwind CSS to enable better UI/UX. While our back-end will be written using the Django ORM. We will treat it as a REST back-end by using the Django REST framework. This will allow us to populate the webpage with real time database information via API calls. We will use Postman to test our API, and we will use sqllite as our database. Additionally, we will deploy our application using docker for containerization, Kubernetes for automating deployment/management of containerized applications, and we will host our application on Azure, pending any client objections.

3.5 Documentation

Lastly, we will use a combination of Sphinx and Autodoc for our technical documentation. We will also use LATEX to write our documentation (such as this document you are reading).

3.6 Potential Features and Services

At present no further work is scoped. This will be revisited and addressed according to client needs.

Project Proposal

CHAPTER 4

Implementation Strategy

Project Proposal

CHAPTER 4. IMPLEMENTATION STRATEGY

4.1 Website Refresh

This transformation starts with a redesign of the website's user interface. This shift requires moving away from the CSLC's current reliance on Google Forms. It involves constructing a new front-end using react, a widely recognized Javascript framework, and Tailwind CSS. This front-end will be intricately linked to a back-end using the Django REST framework and a database server.

4.2 Back-End Database & New Features

Later continuous delivery cycles will focus on creating a sqllite database and integrating it with the refreshed portal website.

4.3 Security Controls

At all stages of delivery, security controls will be implemented at an architectural level, and periodically audited for validity and completeness.

Project Proposal

CHAPTER 5

Computer Science Challenges

Project Proposal

CHAPTER 5. COMPUTER SCIENCE CHALLENGES

5.1 Challenges

We anticipate only trivial computer science challenges will arise in the scope of work. The only challenge revolves around the synchronization of the front-end and back-end for real-time updates. Successfully establishing seamless communication between these elements, alongside the portal's relational sqlite database, is mentioned because the implementation is novel to the Cringe Coders team.

Project Proposal

CHAPTER 6

Computer Engineering Challenges

Project Proposal

CHAPTER 6. COMPUTER ENGINEERING CHALLENGES

6.1 New Frameworks & Technologies

The success of this project hinges on everyone's familiarity with the technology stack in use. For some team members, and potentially the entire team, this means dedicating time to become acquainted with new frameworks and programming languages. The capacity to acquire new skills is essential in the world of software engineering. Also, given that not all team members have worked together before, getting an understanding on each other's work processes presents an additional challenge. In essence, the success of this project not only hinges on the team's technical expertise but also equally relies on the team's collaboration and communication.

Project Proposal

CHAPTER 7

Team Members

Project Proposal

CHAPTER 7. TEAM MEMBERS**7.1 Background on the Cringe Coders**

The Cringe Coders consists of four members with a range of hard skills; soft skills; professional computer science experience; and, experiences in adjacent fields of information assurance and mathematics. Based on internal deliberation among team members, we have aligned ourselves to the roles most apt for individual skill sets.

7.2 Austin Bailey

*Client Liaison
Information Security Analyst
Quality Assurance Tester*

Austin Bailey is responsible for thoroughly testing the application to identify vulnerabilities, usability issues, and performance bottlenecks. Austin will create and execute test cases, provide feedback to the development team, and ensure a high-quality final product. Likewise, Austin will simulate real-world cyberattacks to identify vulnerabilities and weaknesses. Austin will help our team improve our security posture and protect sensitive information by uncovering any potential security flaws.

7.3 Mya Bell

*Requirements Analyst
Quality Assurance Tester
Client Liaison*

Mya Bell will oversee the development process, and ensure that the project stays on track, objectives are met, and communication flows smoothly between team members. Likewise, Mya will facilitate communication and collaboration between leadership and team players to ensure a successful outcome. Lastly, Mya will create and execute test cases to ensure a high-quality final product.

7.4 Nolan Gregory

*Architect
Technical Lead
Back-End Developer
Dev-Ops and Database*

Nolan Gregory is responsible for making technical decisions and guiding the development process. Nolan will provide technical expertise, review code, and ensure that the architecture and technologies chosen align with the project's goals. Nolan will handle all server-side logic, database management, and API calls. Nolan will build the core functionalities of the application, including ticket management, user authentication, and communication features. Nolan will design and maintain the database structure, ensuring efficient data storage, retrieval, and integrity. Lastly, Nolan will set up the deployment infrastructure, manage continuous integration/continuous deployment (CI/CD) pipelines, and ensure smooth deployment and scaling of the ticketing portal.

Project Proposal

CHAPTER 7. TEAM MEMBERS**7.5 Lindsey Langdon**

UI/UX Lead

Front-End Developer

Mobile Design Lead

Lindsey Langdon is responsible for creating an intuitive and visually appealing user interface. Lindsey will design wireframes, mockups, and prototypes, ensuring a user-friendly experience and consistent branding. Lindsey will be responsible for implementing the user interface and ensuring that the application is responsive and visually engaging. They work closely with the UI/UX Designer to translate design concepts into functional front-end components. Lindsey will ensure that the front-end can run on mobile or tablet devices, as well as on desktop systems, with a focus on mobile-first design.

Project Plan

PROJECT PLAN DOCUMENTATION

CRINGE CODERS

AUSTIN BAILEY
MYA BELL
NOLAN GREGORY
LINDSEY LANGDON

COMPREHENSIVE PROJECT OVERVIEW
FOR THE CSLC PORTAL

DR. HARVEY SIY; COLLEGE IS&T
UNIVERSITY OF NEBRASKA - OMAHA
CAPSTONE COURSE
AUGUST 25TH, 2023

Project Plan

Contents

1	Introduction	3
2	Project Organization	4
2.1	Austin Bailey	5
2.2	Mya Bell	5
2.3	Nolan Gregory	5
2.4	Lindsey Langdon	6
3	Risk Analysis	7
3.1	Data Breach or Unauthorized Access	8
3.2	Application Vulnerabilities	8
3.3	Denial of Service (DoS) Attacks	8
3.4	Inadequate Authentication and Authorization	8
3.5	Poorly Managed Sessions and Cookies	8
3.6	Data Loss or Corruption	9
3.7	Lack of Input Validation	9
3.8	Third-Party Dependencies	9
4	Requirements	10
4.1	Software Requirements	11
4.1.1	Integrated Development Environments	11
4.1.2	Version Control System	11
4.1.3	Languages	11
4.1.4	Front-end and UI/UX	11
4.1.5	Back-end and Database	11
4.1.6	Deployment	11
4.1.7	Documentation	11
4.1.8	Management	11
5	Work Breakdown Structure	12
5.1	Role Assignment	13

Project Plan

CONTENTS	2
5.2 Project Initiation	13
5.3 Requirements Gathering and Analysis	13
5.4 System Design	13
5.5 Front-End Development	13
5.6 Back-End Development	14
5.7 Database Development	14
5.8 Testing and Quality Assurance	14
5.9 Security and Performance Optimization	14
5.10 Documentation	14
5.11 Deployment and Launch	14
5.12 Project Closure	15
6 Project Schedule	16
6.1 Milestone One	17
6.2 Milestone Two	17
6.3 Milestone Three	18
6.4 Milestone Four	18
6.5 Wrapping Up	19
7 Monitoring and Reporting Mechanisms	20
7.1 Project Management Tools	21
7.2 Version Control and Collaboration	21
7.3 Meetings and Client Communication	21
7.4 Document Sharing	21
7.5 Code Reviews, Testing, and QA	21

Project Plan

CHAPTER 1

Introduction

The Computer Science Tutoring Portal is a comprehensive web application designed to streamline and enhance the tutoring experience within the Computer Science Learning Center. This portal will serve as a centralized platform for students, tutors, and administrators to manage tutoring requests, track progress, and facilitate efficient communication. The application's key features include ticket management, tutor and course administration, and seamless interaction between students, tutors, and administrators.

Project Plan

CHAPTER 2

Project Organization

Project Plan

CHAPTER 2. PROJECT ORGANIZATION

5

2.1 Austin Bailey

*Client Liaison
Information Security Analyst
Quality Assurance Tester*

Austin Bailey is responsible for thoroughly testing the application to identify vulnerabilities, usability issues, and performance bottlenecks. Austin will create and execute test cases, provide feedback to the development team, and ensure a high-quality final product. Likewise, Austin will simulate real-world cyberattacks to identify vulnerabilities and weaknesses. Austin will help our team improve our security posture and protect sensitive information by uncovering any potential security flaws.

2.2 Mya Bell

*Requirements Analyst
Quality Assurance Tester
Client Liaison*

Mya Bell will oversee the development process, and ensure that the project stays on track, objectives are met, and communication flows smoothly between team members. Likewise, Mya will facilitate communication and collaboration between leadership and team players to ensure a successful outcome. Lastly, Mya will create and execute test cases to ensure a high-quality final product.

2.3 Nolan Gregory

*Architect
Technical Lead
Back-End Developer
Dev-Ops and Database*

Nolan Gregory is responsible for making technical decisions and guiding the development process. Nolan will provide technical expertise, review code, and ensure that the architecture and technologies chosen align with the project's goals. Nolan will handle all server-side logic, database management, and API calls. Nolan will build the core functionalities of the application, including ticket management, user authentication, and communication features. Nolan will design and maintain the database structure, ensuring efficient data storage, retrieval, and integrity. Lastly, Nolan will set up the deployment infrastructure, manage continuous integration/continuous deployment (CI/CD) pipelines, and ensure smooth deployment and scaling of the ticketing portal.

Project Plan

CHAPTER 2. PROJECT ORGANIZATION

6

2.4 Lindsey Langdon

*UI/UX Lead
Front-End Developer
Mobile Design Lead*

Lindsey Langdon is responsible for creating an intuitive and visually appealing user interface. Lindsey will design wireframes, mockups, and prototypes, ensuring a user-friendly experience and consistent branding. Lindsey will be responsible for implementing the user interface and ensuring that the application is responsive and visually engaging. They work closely with the UI/UX Designer to translate design concepts into functional front-end components. Lindsey will ensure that the front-end can run on mobile or tablet devices, as well as on desktop systems, with a focus on mobile-first design.

Project Plan

CHAPTER 3

Risk Analysis

Project Plan

CHAPTER 3. RISK ANALYSIS

8

3.1 Data Breach or Unauthorized AccessThreat Level: **Moderate** to **High**

Our team will implement encryption algorithms for sensitive data in transit. We will use a multi-factor authentication for user accounts (*OAuth*). Our team will conduct security reports and vulnerability assessments. Lastly, we will employ access control mechanisms to limit access based on user roles and user permissions.

3.2 Application VulnerabilitiesThreat Level: **High**

Our team will follow secure coding practices such as: conducting regular security code reviews, implementing input validation and output encoding to prevent common vulnerabilities like SQL injection and cross-site scripting (XSS), and keep libraries and frameworks up to date to address known vulnerabilities.

3.3 Denial of Service (DoS) AttacksThreat Level: **Moderate**

Our team will implement rate limiting and CAPTCHA mechanisms to mitigate automated attacks and monitor server and network performance for unusual spikes in traffic.

3.4 Inadequate Authentication and AuthorizationThreat Level: **High**

Our team will implement a strong authentication mechanism, namely OAuth, and enforce role-based access control.

3.5 Poorly Managed Sessions and CookiesThreat Level: **Moderate**

Our team will use secure session management techniques, such as session timeouts and unique session identifiers.

Project Plan

CHAPTER 3. RISK ANALYSIS

9

3.6 Data Loss or CorruptionThreat Level: **MODERATE**

Our team will implement regular data backups and ensure data integrity. Likewise, we will use redundancy for pivotal components of the system.

3.7 Lack of Input ValidationThreat Level: **HIGH**

Our team will implement strict input validation for all user inputs. We will validate and sanitize user inputs to prevent malicious input from causing security vulnerabilities.

3.8 Third-Party DependenciesThreat Level: **HIGH**

Our team will carefully review third-party libraries and components for security vulnerabilities, as these libraries can sometimes be the target for attacks.

Project Plan

CHAPTER 4

Requirements

Project Plan

CHAPTER 4. REQUIREMENTS

11

4.1 Software Requirements

Listed below are the software requirements for the CSLC Tutoring. These requirements are necessary in order to correctly and reliably implement the application. Likewise, these requirements are needed to appropriately develop the codebase.

4.1.1 Integrated Development Environments

For this application, we will use several Integrated Development Environments (IDE's). These include Visual Studio Code for full stack development, JetBrains WebStorm for front-end development, and JetBrains PyCharm for back-end development.

4.1.2 Version Control System

For this application, we will use Git as our version control system. Similarly, we will use GitHub to track changes and branches across members. We have chosen to use this Version Control System (VCS) as it is simple to use and easy to keep tabs on.

4.1.3 Languages

For this application, we will use the following languages: Python, JavaScript, HTML, and CSS. We will also use the following frameworks and libraries: Django, React, and Tailwind.

4.1.4 Front-end and UI/UX

Our front-end will be written using the React library. Likewise, we will use Tailwind CSS to develop elegant user interfaces and components.

4.1.5 Back-end and Database

Our back-end will be written using the Django ORM. We will treat it as a REST back-end by using the Django REST framework. This will allow us to populate the webpage with real time database information via API calls. We will use Postman to test our API, and we will use SQLite as our database.

4.1.6 Deployment

We will deploy our application using Docker for containerization, Kubernetes for automating deployment/management of containerized applications, and we will host our application on Azure.

4.1.7 Documentation

We will use a combination of Sphinx and Autodoc for our technical documentation. We will also use L^AT_EX to write our documentation (such as this document you are reading).

4.1.8 Management

We will use Jira and Trello for managing tasks and tracking project progress. We will communicate through a designated discord server, and use Google as our file distribution network.

Project Plan

CHAPTER 5

Work Breakdown Structure

Project Plan

CHAPTER 5. WORK BREAKDOWN STRUCTURE

13

5.1 Role Assignment

ROLE ASSIGNMENT	
Ticket Management System	Nolan Gregory
User Roles and Authentication	Nolan Gregory & Lindsey Langdon
Tutor and Course Management	Nolan Gregory
Communication and Feedback	Lindsey Langdon & Mya Bell
Analytics and Database Architecture	Nolan Gregory
UI/UX Design	Lindsey Langdon
Front-End Implementation	Lindsey Langdon
Back-End Implementation	Nolan Gregory
Testing and Quality Assurance	Mya Bell & Austin Bailey
AGILE Management	Mya Bell
Cybersecurity Analyst	Austin Bailey
Documentation	Austin Bailey
Deployment and Infrastructure	Nolan Gregory

5.2 Project Initiation

- Define project scope and objectives
- Identify stakeholders and establish communication plan
- Create project plan and timeline

5.3 Requirements Gathering and Analysis

- Define user stories and use cases
- Gather functional and non-functional requirements
- Conduct interviews with stakeholders to gather detailed requirements

5.4 System Design

- High-level architecture design
- Database schema design
- UI/UX wireframing and design
- Design API endpoints and data flow

5.5 Front-End Development

- Set up project structure and version control
- Develop user registration and login components
- Create user dashboard for students, tutors, and admins

Project Plan

CHAPTER 5. WORK BREAKDOWN STRUCTURE

14

- Implement ticket creation and management UI
- Develop UI for communication features (messaging, feedback)

5.6 Back-End Development

- Set up server environment and framework
- Develop authentication and authorization logic
- Create API endpoints for user management
- Implement ticket management and linking with tutors, courses, and students
- Develop tutor and course management functionalities
- Integrate messaging and communication features

5.7 Database Development

- Set up database server
- Create tables for users, tickets, courses, messages, etc.
- Implement relationships between database entities
- Establish data integrity constraints and indexes

5.8 Testing and Quality Assurance

- Develop unit tests for individual components
- Conduct integration testing of front-end and back-end
- Perform user acceptance testing (UAT)
- Identify and fix bugs and issues

5.9 Security and Performance Optimization

- Implement encryption for sensitive data
- Conduct security testing and vulnerability assessment
- Optimize database queries for performance
- Implement caching mechanisms for improved responsiveness

5.10 Documentation

- Create user documentation for students, tutors, and admins
- Document API endpoints and usage
- Prepare deployment and setup guides
- Compile project documentation for future reference

5.11 Deployment and Launch

- Prepare production environment
- Deploy application to hosting server or cloud platform
- Configure domain and SSL certificates
- Perform final testing in the production environment

Project Plan

CHAPTER 5. WORK BREAKDOWN STRUCTURE

15

5.12 Project Closure

- Perform final project review
- Document lessons learned and best practices
- Hand over project to maintenance and support team

Project Plan

CHAPTER 6

Project Schedule

Project Plan

CHAPTER 6. PROJECT SCHEDULE

17

6.1 Milestone OneTime to complete: *Four Weeks***1. Project Initiation**

- Define project scope and objectives
- Identify stakeholders and establish communication plan
- Design and develop project plan and timeline

2. Project Planning

- Define user stories and use cases
- Gather detailed functional and non-functional requirements
- Conduct product owner meetings for clarification

3. Project Setup

- Setup VCS
- Establish environments

6.2 Milestone TwoTime to complete: *Three Weeks***1. Architecture Design**

- Develop high-level architecture design
- Create database schema design
- Define API endpoints and data flow
- Create API endpoints for user management

2. Develop Database Schema

- Develop database model diagram
- Write Database models
- Develop authentication and authorization logic

3. User-Interface Design and Setup

- Design UI/UX wireframes and layouts
- Develop UI for communication features
- Implement ticket creation and management UI
- Develop user registration and login components
- Create user dashboard for students, tutors, and admins

4. Application Logic Design

- Develop authentication and authorization logic
- Implement ticket management and linking with tutors, courses, and students
- Develop tutor and course management functionalities
- Integrate messaging and communication features

Project Plan

CHAPTER 6. PROJECT SCHEDULE

18

6.3 Milestone Three

Time to Complete: *Three Weeks*

1. Testing

- Develop unit tests for components
- Conduct integration testing of front-end and back-end
- Perform user acceptance testing
- Create API endpoints for user management

2. Rudimentary Optimization

- Identify and fix bugs and issues
- Optimize database queries for performance [potential]
- Implement caching mechanisms for responsiveness

3. Security Perspectives

- Conduct security testing and vulnerability assessment
- Implement encryption for sensitive data

6.4 Milestone Four

Time to complete: *Two Weeks*

1. Wrap-up Documentation

- Finalize user documentation for students, tutors, and admins
- Finalize documentation of API endpoints and usage
- Design deployment and setup guides
- Perform final testing in the production environment

2. Continuous Delivery and Integration

- Finalize the CI/CD pipeline
- Prepare production environment
- Configure domain and SSL certificates
- Deploy application to hosting server or cloud platform

3. Security Perspectives

- Conduct security testing and vulnerability assessment
- Implement encryption for sensitive data

Project Plan

CHAPTER 6. PROJECT SCHEDULE

19

6.5 Wrapping Up

Time to complete: *< 1 Week*

1. KT on Prod

- Conduct training sessions for tutors
- Conduct training sessions for product owner
- Conduct training sessions for application maintainers

2. Final Loose Ends

- Document lessons learned and best practices
- Hand over project to owner

Project Plan

CHAPTER 7

Monitoring and Reporting Mechanisms

Project Plan

CHAPTER 7. MONITORING AND REPORTING MECHANISMS

21

7.1 Project Management Tools

We will use Jira to create tasks, assign responsibilities, set due dates, and track progress. By using Jira, we will be able to manage tasks, prioritize work, and monitor the project status.

7.2 Version Control and Collaboration

We will use a version control system (Git) with GitHub to manage code changes, collaborate on code, and track contributions.

7.3 Meetings and Client Communication

We will schedule regular team meetings to discuss progress, challenges, and upcoming tasks. Likewise, we will conduct daily stand-up meetings for brief updates and address any "blockers".

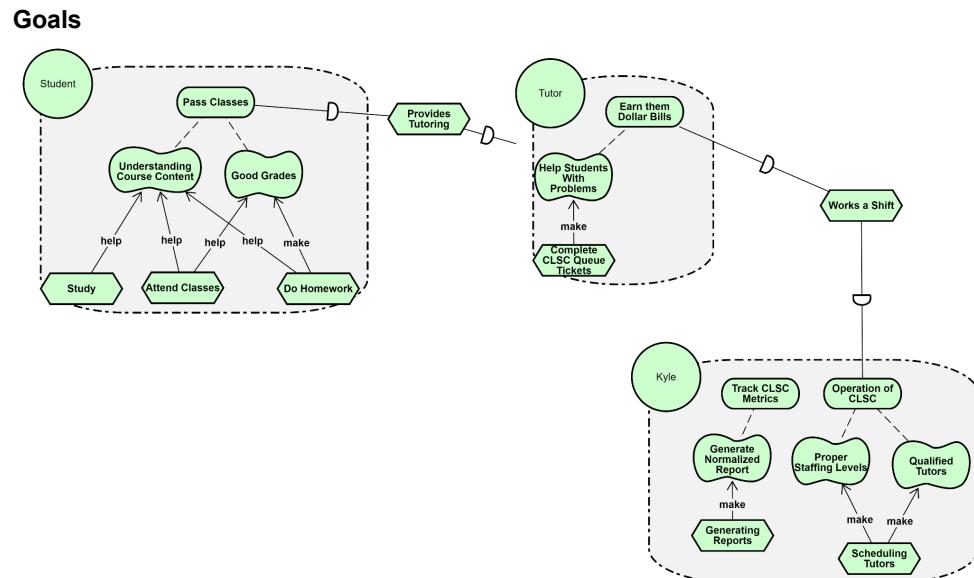
7.4 Document Sharing

We will use Google Drive and Confluence to share project-related documents, reports, and documentation. This will ensure that everyone has access to the latest information.

7.5 Code Reviews, Testing, and QA

We will implement a code review process using GitHub's pull request feature. We will also set up a testing environment and conduct regular testing and quality assurance activities. By setting up our GitHub integration testing, we can ensure each push is valid and will not break the production environment.

Initial Requirements

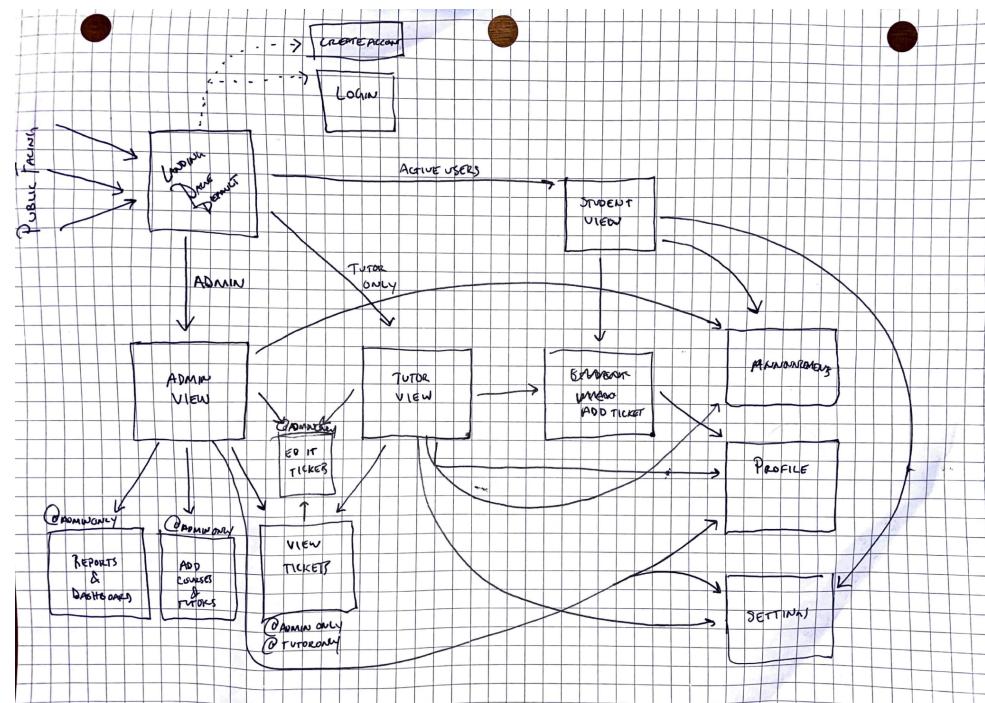


Functional Requirements

1. Must have. As the director of the Computer Science Learning Center, I want the CSLC portal to have efficient ticket management, so that tutoring requests can be managed.
2. Must have. As a tutor at the Computer Science Learning Center, I want to be able to interact with students and administrators regarding tutoring requests and progress as well as close and edit tickets, so that I can effectively provide help to students.
3. Must have. As a student I want to be able to make tutoring requests and see available tutors so that I can receive the help I need.
4. Should have. As an administrator, I want to be able to view and manage student requests, so that I can monitor progress and efficiency within the CSLC.
5. Could have. As a student, I want to be able to see how tutors are rated among other students, so that I can make an informed decision about choosing a tutor.
6. Won't have. As a user of the CSLC portal, I do not want to have to log in and authenticate redundantly, so that ticket submission is time efficient.

Initial Requirements

Wireframes



Context Document

CONTEXT DOCUMENT

CRINGE CODERS

**AUSTIN BAILEY
MYA BELL
LINDSEY LANGDON
NOLAN "OG" GREGORY**

CONTEXT DOCUMENT FOR THE
COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

DR. HARVEY SIY; COLLEGE IS&T
UNIVERSITY OF NEBRASKA - OMAHA
CAPSTONE COURSE
SEPTEMBER 7TH, 2023

Context Document

Contents

Subject Facet	2
Usage Facet	2
IT System Facet	2
Development Facet	2
Legal & Ethical Facet	2

Context Document

CONTENTSCONTENTS**Subject Facet**

Kyle runs the CLSC, which tutors students via a ticketing system. Students request help in a certain subject or class, and the CLSC pairs them with an appropriate tutor. The CLSC is the official tutoring center for IS&T. Kyle uses ticket history to run a periodic report, detailing the classes that students struggle with most. Tutors at the center are paid employees and they use the ticket queue to find students they're qualified to help.

Usage Facet

The primary stakeholder is Kyle Reestman, who is the director of the Computer Science Learning Center and therefore oversees all of the operations within. The users of the system will include the students, student-tutors, teachers, and other staff members associated with the computer science department of the University of Nebraska at Omaha.

IT System Facet

Submitting a ticket on the CSLC Portal will be one of the first interactions a student will have with the CSLC. Therefore, it is crucial that this application will seamlessly fit into the already established technological environment. For context, the CSLC is tied to the University of Nebraska-Omaha. As a result, the reconstructed portal will have to conform with UNO's current authentication system and present a polished and professional user interface.

Development Facet

The main development concern with this portal is the familiarity with technology stack. To create a web application up to professional standards, everyone must be well-versed with the languages at hand. The team's overall proficiency with the technology stack will not only enhance the development process but also contribute to the long-term success and sustainability of the project.

Legal & Ethical Facet

We foresee no legal requirements, as the ingestion of data is self-reported by students, and only the tutors and Kyle can see it. Since this project will not integrate with other systems, basic security and architecture protections will suffice. The only possible issue we foresee is FERPA regulations limiting the projects integrating or sharing data with other systems.

Ethically, we believe any value-added aspects, such as 'About Us' or mission and vision statements have been addressed by the last capstone group. Our focus ethically will be around presenting a clean and professional interface for students. We believe that a haphazard or poorly designed interface will reflect poorly on the CLSC and serve to discredit the tutors by showing poor computer science principles on the CLSC website.

Mid Semester Project Report

MID-SEMESTER PROJECT REPORT

COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

CRINGE CODERS TEAM

AUSTIN BAILEY
MYA BELL
LINDSEY LANGDON
NOLAN "OG" GREGORY

MID-SEMESTER PROJECT REPORT FOR THE
COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

DR. HARVEY SIY; COLLEGE IS&T
UNIVERSITY OF NEBRASKA - OMAHA
CAPSTONE COURSE
OCTOBER 12TH, 2023

Report prepared in partial fulfillment of CSCI 4970: Computer Science Capstone Project

Mid Semester Project Report

Contents

1	Introduction	3
1.1	Motivation	3
1.2	Similar Applications	3
1.3	Theoretical Foundations of the Project	3
1.4	Software Engineering Challenges	4
1.5	System Context	4
1.5.1	Subject Facet	4
1.5.2	Usage Facet	4
1.5.3	IT System Facet	4
1.5.4	Development Facet	5
1.5.5	Legal & Ethical Facet	5
2	Requirements	6
2.1	Goals	6
2.1.1	Goal Model	6
2.1.2	Goal Descriptions	6
2.2	Functional Requirements	6
2.3	Wireframes	7
2.4	Object Model	7
2.5	Nonfunctional Requirements	8
2.6	Analysis Requirements	8
2.7	External System Interfaces	8
2.8	Requirements Not Implemented	8
3	Architecture and Design	9
3.1	Overview	9
3.2	Logical Decomposition View	9
3.3	Technology Stack	10
3.3.1	Languages	10
3.3.2	Libraries & Services	10
3.4	Deployment View	10
3.5	Development View	10
3.6	Data View	11
3.7	Concurrency View	11
3.8	Execution Flow View	11
3.9	Screenshots	11
3.10	Summary of Design Changes	12
3.11	Design Modularity and Extensibility	12
4	Implementation	13
4.1	Directory Structure	13
4.2	Technical Issues Encountered	13
4.3	User-Reported Bugs	13
5	Testing	14
5.1	Test Plan	14
5.2	Obtaining Realistic Test Data	14
5.3	Tests Conducted	14
5.4	Test Results	14
5.5	Automated Test Outputs	14
5.6	Tests Not Conducted	14
6	Summary	15

Mid Semester Project Report

<i>CONTENTS</i>	<i>CONTENTS</i>
6.1 Summary of Project Organization	15
6.2 Outcome of Risks	15
6.3 Milestone Summary	15
6.4 Lessons Learned	15
6.5 Future Extensions	15
7 Local and Global Impacts	16
8 Appendix	17
8.1 Project Proposal	18
8.2 Project Plan	35
8.3 Initial Requirements	57
8.4 Context Document	59
8.5 Setup/build/installation/deployment Instructions	62
8.6 Team Meeting Notes	62
8.7 Individual Journals	63
8.7.1 Austin Bailey	63
8.7.2 Mya Bell	63
8.7.3 Nolan Gregory	64
8.7.4 Lindsey Langdon	64
8.8 Transcripts of Client Meetings	64
8.9 Transcript of Initial Client Meeting	64
9 References	76

Mid Semester Project Report

CHAPTER 1

Introduction

1.1 Motivation

The Computer Science Learning Center (CSLC), is a student service hosted through the College of Information Science & Technology (IS&T) for academic assistance and tutoring. The CSLC accepts tutoring by appointment or walk-ins Monday through Saturdays, and distance tutoring over Zoom. Student-tutors are paid for their services, and the University has administrators to oversee and manage CSLC staffing levels, work shifts, and payroll.

The existing CSLC portal has incomplete or missing features, functionality, and services. The current ticket submission system functions through a Google Form tied to a spreadsheet with the resulting student information.

To better meet the needs of the CSLC, the Cringe Coders Team proposes a full stack refresh of the existing technology stack. The ticketing system at present will be rebuilt to provide tutors and students with a more efficient way for exchanging essential information. This encompasses sharing specifics about the class assistance needed, articulating the present comprehension of the problem, identifying the respective course instructor, and the level of priority. The new portal will be able to facilitate this seamless sharing of this information between tutors and students.

1.2 Similar Applications

Last semester's capstone course had a group lay the foundations of the project work, including a basic website with some more advanced functionality like authentication. While a CSLC tutoring portal exists, the current solution does not have the full suite of functionality that the client desires. This includes a ticketing for students to request tutoring, dynamic web page elements to show new tickets without the need to refresh the page, UI/UX considerations, and report generation for tracking ticket trends.

Core elements of infrastructure were established with the prior group, but some supplemental features were given work-around solutions. Case and point is the ticketing and reporting functionality. The current implementation is to use Google Forms to submit tickets, which allows for a limited (albeit incorrectly and partially formatted) report.

In light of the limitations of current solutions, the Cringe Coders Team takes this as a motivation to overhaul the UI/UX and add further back-end functionality, as is highlighted in our Motivation section via a proposed solution outlined in Chapter 3: Architecture and Design.

1.3 Theoretical Foundations of the Project

The back-end database structure established by the prior group will likely need modification and updates, and thus necessitates additional modeling and design of structured tables and potentially databases (Connolly & Begg, 2014). Additionally, the data needs to be accessible via REST API, such that Django REST can make API calls to the database, for both read and write operations (Fielding, 2000).

Mid Semester Project Report

1.4. SOFTWARE ENGINEERING CHALLENGESCHAPTER 1. INTRODUCTION

Though the CSLC is labeled 'Computer Science', the CSLC services all IS&T majors and students. Consequently, security practices should be implemented in the development and deployment of a CSLC portal. This includes protecting against common security flaws, such as Cross-Site Scripting (XSS), and Cross-Site Request Forgery (CSRF) (OWASP, 2021). Much of this security will derive from proper implementation of front-end developments through proper project management of Django (Django Project, 2021).

1.4 Software Engineering Challenges

We anticipate only trivial computer science challenges will arise in the scope of work. The only challenge revolves around the synchronization of the front-end and back-end for real-time updates. Successfully establishing seamless communication between these elements, alongside the portal's relational sqlite database, is mentioned because the implementation is novel to the Cringe Coders Team.

This is not to suggest we anticipate no challenges. The success of this project hinges on everyone's familiarity with the technology stack in use. For some team members, and potentially the entire team, this means dedicating time to become acquainted with new frameworks and programming languages. The capacity to acquire new skills is essential in the world of software engineering. Also, given that not all team members have worked together before, getting an understanding on each other's work processes presents an additional challenge. In essence, the success of this project not only hinges on the team's technical expertise but also equally relies on the team's collaboration and communication.

1.5 System Context

The CLSC portal will occupy the intersection of faculty and student academic interests. The current and proposed solution are designed to facilitate tutoring by, and for, IS&T students. Below Cringe Coders Team outlines the various facets of the system's context.

1.5.1 Subject Facet

Kyle runs the CLSC, which tutors students via a ticketing system. Students request help in a certain subject or class, and the CLSC pairs them with an appropriate tutor. The CLSC is the official tutoring center for IS&T. Kyle uses ticket history to run a periodic report, detailing the classes that students struggle with most. Tutors at the center are paid employees and they use the ticket queue to find students they're qualified to help.

1.5.2 Usage Facet

The primary stakeholder is Kyle Reestman, who is the director of the Computer Science Learning Center and therefore oversees all of the operations within. The users of the system will include the students, student-tutors, teachers, and other staff members associated with the computer science department of the University of Nebraska at Omaha.

1.5.3 IT System Facet

Submitting a ticket on the CSLC Portal will be one of the first interactions a student will have with the CSLC. Therefore, it is crucial that this application will seamlessly fit into the already established technological environment. For context, the CSLC is tied to the University of Nebraska-Omaha. As a result, the reconstructed portal will have to conform with UNO's current authentication system and present a polished and professional user interface.

Mid Semester Project Report

1.5. SYSTEM CONTEXT

*CHAPTER 1. INTRODUCTION***1.5.4 Development Facet**

The main development concern with this portal is the familiarity with technology stack. To create a web application up to professional standards, everyone must be well-versed with the languages at hand. The team's overall proficiency with the technology stack will not only enhance the development process but also contribute to the long-term success and sustainability of the project.

1.5.5 Legal & Ethical Facet

We foresee no legal requirements, as the ingestion of data is self-reported by students, and only the tutors and Kyle can see it. Since this project will not integrate with other systems, basic security and architecture protections will suffice. The only possible issue we foresee is FERPA regulations limiting the projects integrating or sharing data with other systems.

Ethically, we believe any value-added aspects, such as 'About Us' or mission and vision statements have been addressed by the last capstone group. Our focus ethically will be around presenting a clean and professional interface for students. We believe that a haphazard or poorly designed interface will reflect poorly on the CLSC and serve to discredit the tutors by showing poor computer science principles on the CLSC website.

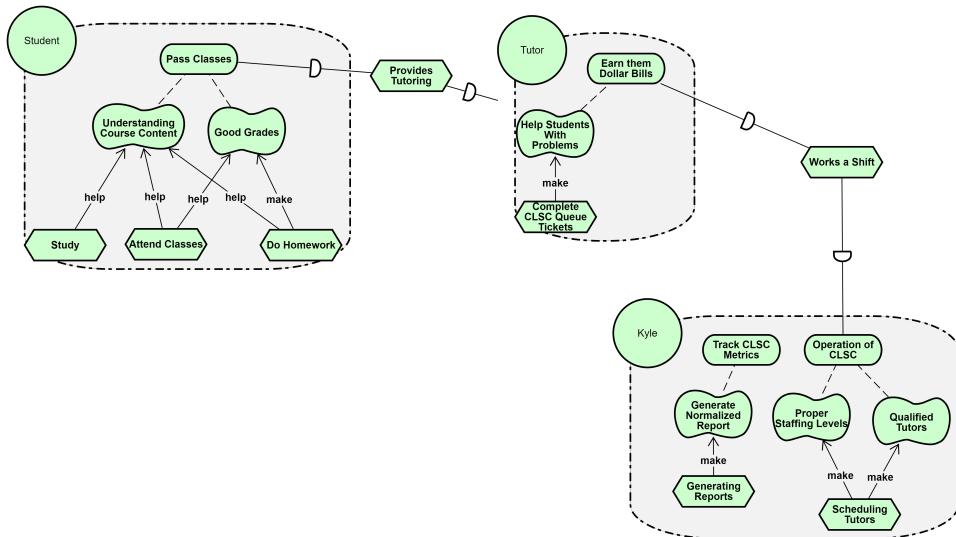
Mid Semester Project Report

CHAPTER 2

Requirements

2.1 Goals

2.1.1 Goal Model



2.1.2 Goal Descriptions

The Student is one of the users of the system. Each student has an overarching goal of passing their classes, which the CSLC portal is designed to aid in. Students will use the portal as a tool that will connect them with people who will help them to understand the content they need help with.

The Tutor is employed by the CSLC to tutor students. One of the main functionalities of the CSLC portal is the ticketing system. This function makes it easy for tutors to plan and organize what they need to do.

Kyle oversees the CSLC, so he has a goal of ensuring the smooth operation of the whole thing. The CSLC portal is designed to aid him in this goal by making it easy to schedule tutors and track what is actually going on.

2.2 Functional Requirements

1. Must have. As the director of the Computer Science Learning Center, I want the CSLC portal to have efficient ticket management, so that tutoring requests can be managed.
2. Must have. As a tutor at the Computer Science Learning Center, I want to be able to interact

Mid Semester Project Report

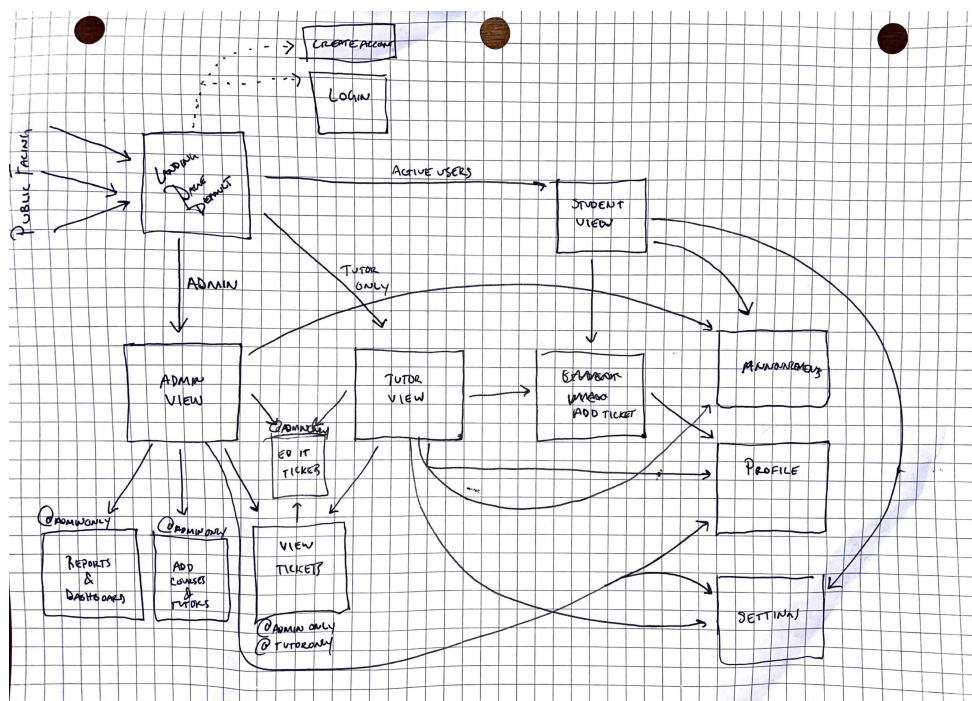
2.3. WIREFRAMES

CHAPTER 2. REQUIREMENTS

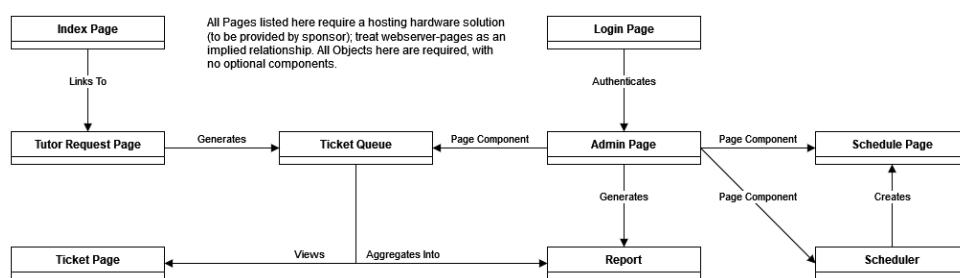
with students and administrators regarding tutoring requests and progress as well as close and edit tickets, so that I can effectively provide help to students.

3. Must have. As a student I want to be able to make tutoring requests and see available tutors so that I can receive the help I need.
4. Should have. As an administrator, I want to be able to view and manage student requests, so that I can monitor progress and efficiency within the CSLC.
5. Could have. As a student, I want to be able to see how tutors are rated among other students, so that I can make an informed decision about choosing a tutor.
6. Won't have. As a user of the CSLC portal, I do not want to have to log in and authenticate redundantly, so that ticket submission is time efficient.

2.3 Wireframes



2.4 Object Model



Mid Semester Project Report

2.5. NONFUNCTIONAL REQUIREMENTSCHAPTER 2. REQUIREMENTS**2.5 Nonfunctional Requirements**

1. Must have: Evaluating the CSLC Tutoring Portal application on ease of use from the point of view of the students in the context of submitting a ticket for help.
 - Q1: How easy is it to navigate the user interface?
 - M1. Task time
 - M2. Stroke count
 - M3. Problem count
 - Q2: How quickly can tasks be accomplished?
 - Reuse M1, M2, M3
 - Q3: Do users feel satisfied after using the portal?
 - M4. Conduct surveys to find the percentage of students reporting high satisfaction after using the portal
2. Should have: Assess the CSLC Tutoring Portal application on maintainability from the point of view of the developers in the context of ensuring that the application is up to date.
 - Q1: How maintainable are the languages in the stack?
 - M1. Check how often the languages are updated
 - Q2: How many dependencies are there?
 - M2. Count the dependencies

2.6 Analysis Requirements

No Analysis requirements have been determined as of yet. (TBD in Final Draft)

2.7 External System Interfaces

- API specifications of existing systems that interact with your product, e.g., the name of the application being accessed, services called, parameters passed, outputs returned, set up instructions (e.g., API keys)
 - file formats your product is required to use, e.g., if you had to input from, or output to a file with a certain csv format
- (add content as needed)

2.8 Requirements Not Implemented

(TBD in Final Draft)

Mid Semester Project Report

CHAPTER 3

Architecture and Design

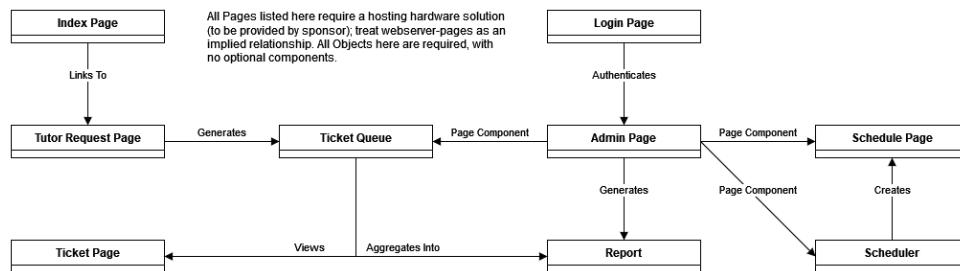
3.1 Overview

The CSLC portal will comprise a handful of web pages hosted on the <https://cslc.unomaha.edu/> subdomain, with integration of a back-end database. at a high-level technology-agnostic view, we have the following design requirements

1. A guest, index, or public page that links to the portals resources.
2. A ticket or tutoring request submission resources.
3. A tutor or employee view that allows access to the ticket queue and shift schedules of tutors.
4. An admin view that allows the client to export reports based on ticket history, and to configure work schedules.
5. A back-end database to facilitate the ticketing processes.

Subsequent sections will cover these designs through the various lens, culminating in a more concrete description of architecture.

3.2 Logical Decomposition View



Cringe Coders Team provides a simplified UML diagram of both the public and administrative functions of the CLSC portal. Note that the decomposition has merged the employee and admin pages, as the Cringe Coders Team's current intent is to implement RBAC roles associated with authenticated users that reveal components of the admin page. This will ideally minimize redundant pages and code.

For the sake of simplicity and ease of conveying design, the database subsystem has been omitted, as it will integrate with almost every other subsystem.

to see the Cringe Coders Team's accompanying functional requirements, see the Functional Requirements section.

Mid Semester Project Report

3.3. TECHNOLOGY STACK

CHAPTER 3. ARCHITECTURE AND DESIGN

3.3 Technology Stack

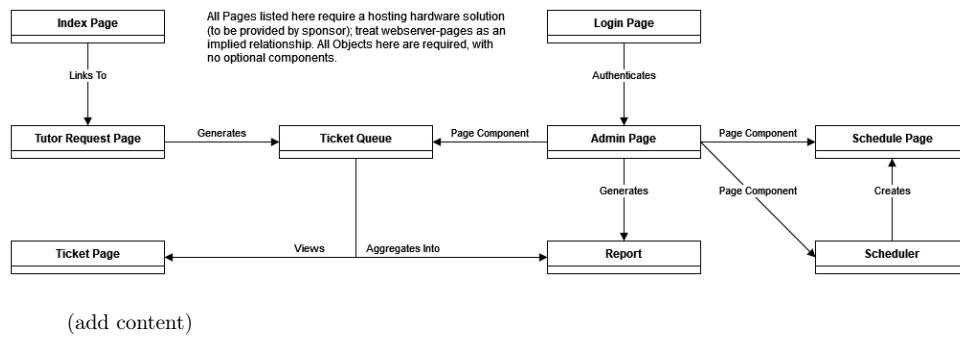
The Cringe Coders Team intends to replace the current portal with a full refresh of the technology stack. Additionally, will add database tie-ins to the portal to replace the current Google Form solution.

3.3.1 Languages

For this project, we anticipate using the following languages: Python, JavaScript, HTML, and CSS. We will also use the following frameworks and libraries: Django, React, and Tailwind.

3.3.2 Libraries & Services

The front-end will use the React library and Tailwind CSS to enable better UI/UX. While our back-end will be written using the Django ORM. We will treat it as a REST back-end by using the Django REST framework. This will allow us to populate the webpage with real time database information via API calls. We will use Postman to test our API, and we will use sqlite as our database. Additionally, we will deploy our application using docker for containerization, Kubernetes for automating deployment/management of containerized applications, and we will host our application on Azure, pending any client objections

3.4 Deployment View**3.5 Development View**

- discuss how the code is organized and how this organization is related to the previously identified subsystems
- discuss the role of the framework(s) used and how your code interacts with them
- identify which code modules or components were reused (e.g., open source libraries, existing code from another project, etc.)
- describe API calls to external services and third-party libraries
- corresponds to C4
- Links to an external site. Levels 3 and 4 diagrams
- 1 or more UML class diagrams are required
 - if there are 15 or less modules/classes, show interconnections between classes
 - if there are more than 15, use a UML package diagram to show the hierarchy

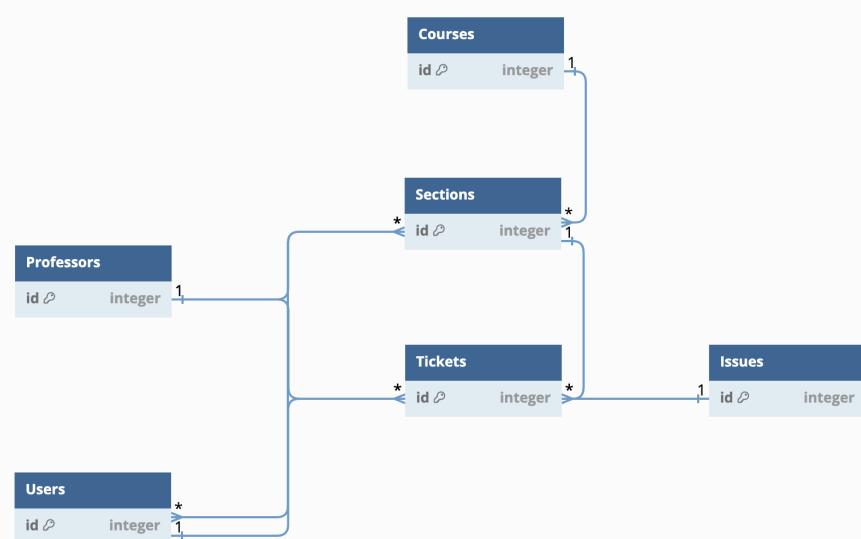
Mid Semester Project Report

3.6. DATA VIEW

CHAPTER 3. ARCHITECTURE AND DESIGN

(add content)

3.6 Data View



Our current back-end relational database uses six tables. A More detailed version, and additional details will be made available in the final report.

3.7 Concurrency View

Cringe Coders Team does not anticipate work that would involve this section. we include this section as a placeholder and an acknowledgement that future work may re-scope us into this area.

3.8 Execution Flow View

- discuss illustrative scenarios that show data and control flow through the application modules to deliver a particular service
 - 1 or more UML sequence diagrams are required
- (add content)

3.9 Screenshots

(TBD in Final Draft)

Mid Semester Project Report

3.10. SUMMARY OF DESIGN CHANGESCHAPTER 3. ARCHITECTURE AND DESIGN**3.10 Summary of Design Changes**

- summarize as applicable how the design has evolved from the original concept to the final version and explain the reason for the changes
(TBD in Final Draft)

3.11 Design Modularity and Extensibility

A stretch goal currently slated for work (but unlikely to be accomplished within the scope of our work) would be an integration with the registrar's office to automatically populate current IS&T courses. Both the client and the Cringe Coders Team is unaware of an existing structured data source.

Future work would involve scoping and understanding the data's formatting requirements. A likely implementation would be an ingestion of a csv file through the admin portal. Via REST API, the csv data would populate a table in the back-end that would populate elements such as drop down menus for selecting a course on tutoring tickets.

Mid Semester Project Report

CHAPTER 4

Implementation

4.1 Directory Structure

(TBD in Final Draft)

4.2 Technical Issues Encountered

(TBD in Final Draft)

4.3 User-Reported Bugs

(TBD in Final Draft)

CHAPTER 5

Testing

5.1 Test Plan

This test plan outlines the high level testing strategy for the CSLC Tutoring Portal. The primary objective of this testing plan is to ensure the robustness, functionality, and performance of the web application. This plan includes both integration testing and end-to-end testing, enabling our team to deliver a high performing web application that will meet the demands of the end users.

In the integration testing scenario, we need to test the API integration and the component integration. With testing the API integration, we need to verify that the front-end properly communicates with the REST API back-end by testing API calls and responses for different endpoints. For component integration testing, Jest can be employed to ensure that the different web components of the application work together as expected. As Jest is primarily known for its unit testing, we plan to develop unit tests for our components to help identify potential bugs during the testing phase.

The end-to-end testing approach in this plan is designed to comprehensively evaluate the users' journey from start to finish. We plan on using Selenium to stimulate users actions such as clicks and inputs to assess the application's performance. Additionally, Selenium can be used for cross-browser compatibility testing to ensure that our application works across a variety of browsers. Similar to the integration testing, the end-to-end testing process is focused on identifying any potential bugs during the testing phase, ensuring the delivery of a dependable and user-friendly application.

5.2 Obtaining Realistic Test Data

(TBD in Final Draft)

5.3 Tests Conducted

(TBD in Final Draft)

5.4 Test Results

(TBD in Final Draft)

5.5 Automated Test Outputs

(TBD in Final Draft)

5.6 Tests Not Conducted

(TBD in Final Draft)

Mid Semester Project Report

CHAPTER 6

Summary

6.1 Summary of Project Organization

(TBD in Final Draft)

6.2 Outcome of Risks

(TBD in Final Draft)

6.3 Milestone Summary

(TBD in Final Draft)

6.4 Lessons Learned

(TBD in Final Draft)

6.5 Future Extensions

(TBD in Final Draft)

Mid Semester Project Report

CHAPTER 7

Local and Global Impacts

(TBD in Final Draft)

Mid Semester Project Report

CHAPTER 8

Appendix

This Page is intentionally left blank

8.6 Setup & Deployment Instructions

The most detailed and up to date instructions for deploying the project are available through the GitHub repository: <https://github.com/nulzo/University-Nebraska-Tutor-Portal>. The as-is rendering the markdown instructions is given below for the sake of completeness.

Github README.md Instructions (*As of 26-Nov-23*)



University of Nebraska CSLC Tutoring Portal

This application is designed to facilitate communication between students and tutors by allowing students to create, manage, and track tickets for tutoring assistance. Tutors can view, modify, claim, and close these tickets, ensuring a smooth and efficient tutoring experience. Additionally, an admin panel is available for database management and data retrieval.

[Explore the docs »](#)

[View Demo](#) . [Report Bug](#) . [Request Feature](#)

Project

build passing issues 3 open Version Alpha 0.0.1

style black Python 3.11 Poetry Django 4.2.3

React 18.2.0 TypeScript 5.2.2 npm 9.6.7 ESlint linting

coverage unknown Stars 6 commit activity 21/week

Contributors

Github nulzo

contributors 1

Table Of Contents

- [Table Of Contents](#)
- [About The Project](#)
- [Built With](#)
- [Getting Started](#)
 - [Prerequisites](#)
 - [Installation](#)
- [Usage](#)
- [Roadmap](#)

Github README.md Instructions (*As of 26-Nov-23*)

- [License](#)
- [Authors](#)
- [Acknowledgements](#)

About The Project

There are many great README templates available on GitHub, however, I didn't find one that really suit my needs so I created this enhanced one. I want to create a README template so amazing that it'll be the last one you ever need.

Here's why:

- Your time should be focused on creating something amazing. A project that solves a problem and helps others
- You shouldn't be doing the same tasks over and over like creating a README from scratch
- You should element DRY principles to the rest of your life :smile:

Of course, no one template will serve all projects since your needs may be different. So I'll be adding more in the near future. You may also suggest changes by forking this repo and creating a pull request or opening an issue.

A list of commonly used resources that I find helpful are listed in the acknowledgements.

Built With

- **Backend:** [Django REST framework](#)
- **Frontend:** [React](#) and [TypeScript](#)
- **Proxy Server:** [Nginx](#)
- **CSS Framework:** [Tailwind CSS](#)

Getting Started

This is an example of how you may give instructions on setting up your project locally. To get a local copy up and running follow these simple example steps.

Prerequisites

You will need the following packages and libraries in order to successfully run the application:

1. **npm**

```
npm install npm@latest -g
```

Github README.md Instructions (*As of 26-Nov-23*)

2. Poetry

```
curl -sSL https://install.python-poetry.org | python3 -
```

3. Docker

```
sudo apt-get update
sudo apt-get install docker.io
```

4. Python

- Python is often pre-installed on many systems, or you can install here: [Python Images](#)

5. TypeScript

```
npm install -g typescript
```

Installation

1. Clone the repo

```
git clone https://github.com/nulzo/University-Nebraska-Tutor-Portal
```



2. Run Docker Compose

```
docker compose up --build -d
```

Usage

Use this space to show useful examples of how a project can be used. Additional screenshots, code examples and demos work well in this space. You may also link to more resources.

For more examples, please refer to the [Documentation](#)

Roadmap

See the [open issues](#) for a list of proposed features (and known issues).

License

Distributed under the MIT License. See [LICENSE](#) for more information.

Github README.md Instructions (*As of 26-Nov-23*)

Authors

- **Nolan Gregory** - Lead Developer - [Nolan Gregory](#) - Created the application

Acknowledgements

- [ShaanCoding](#)
- [Othneil Drew](#)
- [ImgShields](#)

8.7 Team Meeting Notes

Sans the initial client meeting, the Cringe Coders Team has felt no sense of urgency or disconnect between us and our client that would necessitate extra-ordinary meetings outside of class time. Consequently, we have held no meetings outside of class times, and our meetings during class time typically span about five minutes. Therefore, we have neglected to keep a record of internal team meeting notes.

We do have a record and transcription of our initial client meeting attached in the appendix separate from our team meetings, and we do have the below interaction with our client Kyle. Much, if not all of the intended content, such as assignment of work and completion of work are readily implied by the Cringe Coders Team's individual journals.

October 3rd Mid-Semester Meeting Scheduling

Nolan Hey [Kyle]! Hope everything has been going well these past few weeks. We have made some pretty solid progress on the portal so far. During our first meeting we talked about meeting up sometime around mid-October for another, so I was just reaching out to get a date figured out. I think fall break is in two weeks, so would you have availability to meet up sometime next week? I think the best time for our group is Tuesday/Thursday from 1:00-1:30 or sometime around 2:00ish - it's hard to tell how long Harvey will lecture for. Just let us know if any of those times work for you, and we can figure something else out if you're booked during those times. thanks!

Kyle Well, I don't know if any of you are going out of town for Fall Break, but I could do the Tuesday during it (the 17th) in the afternoon and then you wouldn't have to worry about when the lecture gets out. If not, we could do that Thursday (the 19th).

Also I forgot to give the order I was wanting the reports to be in. Here is that order: URL, Student Email, Student First Name, Student Last Name, Assignment, Question, Problem Type, Status, Time Created, Time Closed, Was Successful, Primary Tutor, Assistant Tutor, Semester, Course Number, Section Number, Professor, ANYTHING NEW

And the url it should use: <https://cslc.unomaha.edu/>

Nolan Hey Kyle, I have spoken with the group and I believe Thursday will work best as some team members have plans for the midterm break. I'd be happy to meet you in your office or at the CSLC or something and pick out a time that works!

Also, we have some exciting news to share: Harvey looks to have gotten some VMs for us to use, so hopefully we can get that figured out so you can have an easy test environment to mess around with instead of pulling down and running docker containers :) I'll keep you posted with that, still need to figure out exactly how he has them set up!

Looking forward to seeing you soon, and let us know if you have any questions in the meantime :) have a good weekend!

8.8 Individual Journals

8.8.1 Austin Bailey

*Client Liaison
Information Security Analyst
Quality Assurance Tester*

Austin Bailey is responsible for thoroughly testing the application to identify vulnerabilities, usability issues, and performance bottlenecks. Austin will create and execute test cases, provide feedback to the development team, and ensure a high-quality final product. Likewise, Austin will simulate real-world cyberattacks to identify vulnerabilities and weaknesses. Austin will help our team improve our security posture and protect sensitive information by uncovering any potential security flaws.

Journal

8/31 - built project context with lindsey
 9/05 - met with client; record and will transcribe
 9/07 - met helped build context document
 9/12 - record context document with Mya
 9/14 - Attended class; Built a goal model; provided pen + paper for wire framing
 9/19 - Attended class; consolidated documents for submitting to canvas with team; scoped work of UML diagram to be done by EOD thursday (9/21)
 9/21 - attended class
 9/26 - Weekly Meeting with Siy; attended class
 9/28 - Attended class
 10/03 - Coordinated with Nolan for follow-up meeting with client; attended class
 10/05 - no changes to project; team agreed no changes were necessary. Attended class
 10/10 - context document formalization; project report work; attended class
 10/12 - Mid-semester Project report finalization
 10/17 - Fall Break 10/19 - Client meeting; recorded meeting; attended class
 10/24 - Attended Class; Studying for MFT; Formatting transcript
 10/26 - Attended Class; Professor Check-In; Studying for MFT; Formatting transcript
 10/31 - Attended Class; Formatting transcript
 11/02 - Attended Class; Professor Check-In; Addressed any IP concerns (N/A)
 11/07 - Attended Class; Formatting transcript
 11/09 - Attended Class; Professor Check-In
 11/14 - Attended Class
 11/16 - Attended Class; Professor Check-In
 11/21 - Finalizing transcript
 11/23 - Thanksgiving
 11/28 - Attended Class; Review mid-semester report comments; Begin drafting final report
 11/30 - Attended Class; Professor Check-In; drafting final report

8.8.2 Mya Bell

*Client Liaison
Requirements Analyst
Quality Assurance Tester*

Mya Bell will oversee the development process, and ensure that the project stays on track, objectives are met, and communication flows smoothly between team members. Likewise, Mya will facilitate communication and collaboration between leadership and team players to ensure a successful outcome. Lastly, Mya will create and execute test cases to ensure a high-quality final product.

Journal

August 31 - Discussed and finalized individual roles, project proposal, and project plan
 September 5 - First meeting with client

September 7 - Wrote and recorded context document
 September 12 - Wrote initial requirements document
 September 14 - Finished requirements document
 September 19 - Started nonfunctional requirements
 September 21 - Discussed object model and finished nonfunctional requirements and updated requirements
 September 26 - Went over progress on code milestone 1
 September 28 - Check in with Mr. Siy
 October 3 - Updated client on progress and scheduled next meeting with client
 October 5 - Check in with Mr. Siy and reviewed current project plan
 October 10 - Automated testing tools demo
 October 12 - Check in with Mr. Siy and worked on midsemester project report

8.8.3 Nolan Gregory

Architect
Technical Lead
Back-End Developer
Dev-Ops and Database

Nolan Gregory is responsible for making technical decisions and guiding the development process. Nolan will provide technical expertise, review code, and ensure that the architecture and technologies chosen align with the project's goals. Nolan will handle all server-side logic, database management, and API calls. Nolan will build the core functionalities of the application, including ticket management, user authentication, and communication features. Nolan will design and maintain the database structure, ensuring efficient data storage, retrieval, and integrity. Lastly, Nolan will set up the deployment infrastructure, manage continuous integration/continuous deployment (CI/CD) pipelines, and ensure smooth deployment and scaling of the ticketing portal.

Journal

(add content)

8.8.4 Lindsey Langdon

UI/UX Lead
Front-End Developer
Mobile Design Lead

Lindsey Langdon is responsible for creating an intuitive and visually appealing user interface. Lindsey will design wireframes, mockups, and prototypes, ensuring a user-friendly experience and consistent branding. Lindsey will be responsible for implementing the user interface and ensuring that the application is responsive and visually engaging. They work closely with the UI/UX Designer to translate design concepts into functional front-end components. Lindsey will ensure that the front-end can run on mobile or tablet devices, as well as on desktop systems, with a focus on mobile-first design.

Journal

8/31 - built project context with Austin and worked on Project Proposal
 9/5 - went over client meeting notes
 9/7 - worked on wireframing exercises
 9/12 - assisted with writing context documentation
 9/14 - recorded Wireframes and Goal Model Requirements presentations
 9/19 - worked on GQM Modeling
 9/21 - attended class
 9/26 - weekly Meeting with Siy
 9/28 - attended class
 10/3 - attended class
 10/5 - team agreement that there were no changes to project plan

10/10 - recorded Testing Tool Demo presentation

10/12 - worked on Mid-semester Project report

8.9 Transcripts of Client Meetings

Transcript of Initial Client Meeting

TRANSCRIPT OF INITIAL CLIENT MEETING

COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

CRINGE CODERS TEAM

AUSTIN BAILEY
MYA BELL
LINDSEY LANGDON
NOLAN "OG" GREGORY

TRANSCRIPT OF INITIAL CLIENT MEETING FOR THE
COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

DR. HARVEY SIY; COLLEGE IS&T
UNIVERSITY OF NEBRASKA - OMAHA
CAPSTONE COURSE
SEPTEMBER 7TH, 2023

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Nolan So this is Austin.

Austin Hi.

Kyle Nice to meet you

Nolan And Maya.

Kyle Okay, Nice meet you.

Nolan I think they both you took cs1 in Java, right? Okay.

Kyle Okay.

Austin Yeah. Also I'm old guard.

Kyle Did you take cs2 and grab with them as well?

Austin Yeah, I started in 2018.

Kyle Okay.

Austin So i i've been here a minute

Kyle may or may not have had me for CS2 then depending on

Austin Um, i don't, no, i took a cs2 in the summer so i had So the guy teaches theory of Comp.

Austin, Kyle Solheim.

Austin Yeah, I had him because I decided to do calc 3 and java 2 in the summer com-pressed.

Kyle Yeah. But, Yeah, because i yeah, i was doing cs2 the online section of cs2 for A while when i was in java.

Austin Was that during COVID or?

Kyle Yes. During COVID as well.

Austin Okay, Because I I was here 2018 to 19 and then 19 to 20 activity gap year, a lot and then I came back to COVID but I had already finished up pretty much all the The low level cores.

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Kyle Yeah, I don't know. Do you want it closed or not? I don't know if you're recording, if it's going to screw with sound or something

Austin it shouldn't And it doesn't have to be perfect

Nolan Leave it cracked because I don't know how people, you know, everyone else reacts to sound traveling. Don't want to step on any of your professor's toes.

Kyle So yeah, awesome. Um I know that i think they got in contact with you the previous group, but yeah, what the code base looks like

Nolan Yep. So they used flask and pretty much just flask for everything. Um, just fine. So i looked at a probably going to reuse all their model, like their database diagrams that they have But we're going to use a different ORM.

We're gonna use Django instead Just so that can plug in with any I guess the database structure that you choose. Uh, whether that be like mysql or postgres or anything like that, And then, We're going to use react also, so that like whenever we have a component change or something like that, like if a student submit a ticket we don't have to refresh the page. So it's all like Loaded dynamically.

Kyle Okay

Nolan Just because that's kind of annoying. Whatever. I was working with the tutoring center. You always had. Like, I remember I downloaded a chrome extension. That's like an auto refresher like every five seconds or something. Just get the students.

Kyle Oh Okay

Nolan They're like submitted a ticket but it didn't pop up or something like that. Um, and then because that was something that Clim and Clayton, Clayton? Yeah, yeah. That was what they wanted to do that but they ran out of time because they said that, they Something happened where they weren't able to start development until the end of march.

Kyle Yeah, so there was an issue with originally we had we didn't have a hosting solution

Nolan okay?

Kyle So our first thought was trying to host it on the UNO community page. Which doesn't allow python for some reason. You can do it. The thing like, is set up to do it. But like UNO, specifically doesn't allow python for it.

Nolan What do they prefer

Kyle PHP.

Nolan Seriously? In 2023?

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Kyle So so they were they were like looking into that as a potential option to do like a lamp stack and pHP. Um, but then decided that that was just called That was just a bit too much. So we pivoted at the last minute and tried to find other hosting solutions, I do think O have a hosting solution now.

Nolan Cool.

Kyle Which is the good news, I haven't super logged on to it much. But I was just looking at that information.

Nolan Uhm

Kyle So, there is A new domain here. I'm just compiling kind of a list of notes of things. Um, That'll be cslc.umaha.edu, so like there should be a domain created and everything

Nolan okay

Kyle I will have access to it. So you had mentioned like late november. Part of this will be to help deploy it. So I have access to that so we can like meet and set up a time to actually deploy.

Austin It's just a working session for an hour or two?

Kyle Essentially. Yeah, just to get it up and running and then from there, you can only do your testing on it. If things need to change, then it should be easier for me to do redeploys the second time after i, like go through the first time. So

Nolan cool. Yeah we can help set up like a integration or something just so that it's easier to deploy if something happens or something needs to change the code base or something. Its just a quick little thing push it and it just automatically.

Kyle Yeah. I like the script essentially again. Cool, that sounds great. Um, so yeah, i think that that will be part of the the goals i guess is because i know i know you had mentioned like late, november?

Nolan that's, Yeah. it's like ideal

Kyle if that's the if that works. Um, And then they have some documentation. I don't know how much more documentation we'll need to be added, of course, with this, which to django, there will be somethings Um, Because i, i, All of the set up documentation as well. Should be updated then. To be django.

Nolan Yeah. Like to build stuff.

Austin It'll mostly just be translating it from

Kyle basically. Yeah

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Nolan that's a big part of this is basically just making it jump over from flask to django to Django. So that's easier.

Kyle Um yeah there is one thing i don't i didn't get to look too much at their reporting piece because that was one thing that i had talked to them about and asked about and they they had showed it off a little bit but didn't fully look into it. There is a format that i would prefer because i have a program on my end, that does an analysis. Of the report file and like, spits out things for me.

Nolan You want it as a CSV or a JSON or something?

Kyle Yeah, i take it in as a CSV,

Nolan okay?

Kyle And I have like, the specific. Fields. That i'm kind of looking for like we, we can add more fields, that's perfectly fine. Um –

Nolan but it's like a base

Kyle but that'd be a base of like what i'm looking for in that report. Um, and then if we add anything else, probably best at the end, just i'm thinking backwards compatibility-wise for my analysis program. So don't have to change too much myself.

Nolan Um, so like an advent panel sort of thing.

Kyle Yeah, yeah. So there should be an admin panel that set up in there and then there should be a way to generate a report. Um, i don't remember if they set up like Over certain times that you can generate it or for certain classes, i'm not certain.

Nolan It could be pretty. I mean doing it for a certain things. Like you could like filter it but things that would be pretty easy to do. That was one of the things that I worked on previously, actually. So,

Kyle So so yeah, so that's kind of the That's I guess the first goal and I don't know if we wanted to to meet up. Maybe sometime around fall break. Just to kind of see where you were at, as well.

Nolan Yeah, when it's fall break is that

Austin it's like October 18th or something?

Kyle yeah, like 16

Austin october.

Nolan Yeah, i'm trying to remember when the First milestone is okay. So i think it's around that time now, october something,

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Austin I mean, in all honesty, I'm not too concerned with the capstone's milestones. I'm more so concerned with Incremental progression the end state which i don't think will have an issue with scopes.

Kyle Yeah. And that would be six weeks as well. So that's that's a decent amount of time. Just to at least, you know, Start work on it but also like have an idea of it so that we can talk more about it on like what exact expectations will be

Nolan okay.

Kyle But um, Yeah, definitely. Like if you want to switch over to Django, get react up. That'd be great.

Nolan Yeah. Is there like, i mean, if that seems too com – not complex, but anything that's like out of the, ordinary.

Kyle I I think that should work because there is already a code base, it's just shifting the framework, and then adding a little bit on top. I think that'll be fine. Get the reports working and, like, to to the set standard because I don't know if they quite match the standard with their report that I would prefer, okay? And then, Uh getting the deploy set up.

Nolan Okay?

Nolan So that that really are the main takeaways that i'd like from this.

Nolan Yeah, that's um, easy, right? Easy. But that'll be, yeah. Fun to do.

Kyle And then so like if we want to meet around like that week after fall break or something, Like so that'd be six weeks. Um, so we could chat.

Nolan Okay, let me throw it out little thing here. So don't forget so that week after fall break

Kyle or the week of fall but would whichever whichever Sometime around that ever. Yeah, sometime mid october. Um, And then maybe. Is it, is it due? The eighth is that when Like due date is for the capstone.

Nolan Oh, the final report? Yeah, it's sometime around the eighth of July, something like that.

Austin Yeah, the cyber capstone is the eighth or at least that's when they do the presentation,

Nolan i think. Mya i think, oh, yeah, the eighth, Mya i put it on the check at the Jira board here. So yeah

Austin I know for the cyber one. They they actually start winding down about the 24th of november because then you go into Um,

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Kyle thanksgiving.

Austin Yeah, thanksgiving and then you have dead week.

Nolan Yeah. That i would want it to be live like the last week of november at the latest just so that we could test it and see if there's any bugs.

Austin If we can get it live before thanksgiving, then that just gives us kind of three weeks. Of –

Kyle yeah

Austin bug fixing UI/UX

Kyle that was kind of my thoughts. So either either that week before, thanksgiving, or the week of like the first few days of that, um, i think would work. And then, yeah, because always, after thanksgiving, there's a week of class dead week, finals week, and that dead week is when the The final milestones are due, so, If we can get it done before thanksgiving, then you can have that last week of like class after Thanksgiving to Actually, do testing and, and milestone checking and all that correct.

Nolan And then, if i set up like a little test, like a production environment, like, do you know what type of database this we'll use or does it?

Kyle I'm guessing it's my sequel. I don't quite remember, i'm pretty sure they have it in the documentation which one they used as well.

Nolan Okay, oh yeah.

Kyle But i would, i would guess

Nolan I think that they used mySQL. Also.

Austin I mean, that's what they teach. So

Kyle It's it's what should be on all the things? Um, and then, i don't know if you want to set up like a discord group for, if you have another way that you're communicating,

Nolan yeah, we have one Clim was saying that they had one with you last semester. Um, if you want, we could just do that one. Also, if you already have that or

Kyle oh, if you want to join that.

Nolan Yeah. Because he was saying, like, it's just so that you don't have a million different chats all the time. Other things. Doesn't matter to us and we have a discord chat. We could add you to it. Or

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Kyle whichever one, you're more comfortable with because if you still want to have one without me, that's that's fine. Okay.

Nolan Like we could

Kyle I encourage you to not always have to bring me into the conversation.

Nolan Yeah, we could do it. Like the way that tutoring one's set up where it's just like you have the one channel, like an advisor channel or something like,

Kyle oh, you have like a, you have like a server?

Nolan Oh yeah, we have a server.

Kyle Oh, yeah. Yeah. If you want to do it that way. That's easy. Okay. So sorry they had a group chat.

Nolan Yeah, i actually a group, would be better because i want to clog out your left side screen with another server because that happens about this – every class.

Austin Don't you group yours at all?

Nolan No, i just

Kyle oh, i do some grouping. I have like a

Nolan i don't even know that

Kyle you know, everything folder

Austin like i have. Like my UNO ones. I like my friends, social ones and gaming and like one tab and yeah, i'll just like minimize them and then i have like three things over there.

Nolan I didn't know that i'll have to do that because

Austin you're looking all cluttered over there bud.

Nolan Yeah, this isn't even my this is just my like one of my personal discords

Kyle I just have the one that i use for everything.

Nolan I got scared, i didn't want to like have my personal one, be linked to school stuff and then accidentally send like a meme and like a school server or something. I don't know.

Austin Are you saying your memes are too spicy?

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Nolan Maybe, i don't know.

Austin I don't believe you.

Nolan Uh, okay, so cool. That's a That's good, like starting.

Kyle Well and then and then i can send you so so once once you, you end up setting that up,

Nolan okay? Okays

Kyle Um, like the the url to use, because i know that that's something that Clim was asking for toward the end of the last semester was that he needed an actually, a URL. So, i can do that and, as well as the report Uh, Fields.

Nolan Oh yeah, that would be perfect. Just database like relationships and stuff. But yeah, voice for voice pulling stuff down. It should be pretty easy with like the relationality of the database just to like filter things to grab like Oh i want all of these professors and stuff like that, that would be pretty easy. But there was like some things i was thinking. And i don't know, like how Not ethical, but like Uh, rating system for like tutors, for example, like a student could leave, like a thing, that's kind of like In concept. It's good. But i feel like i'm practice really bad idea.

Kyle Yeah, what we've used and i don't know. I haven't checked it in a little while. But we had like a A feedback form.

Nolan Okay

Kyle not many students would go and do it. It's only if they had like a particularly bad experience is when they would do.

Nolan Yeah that seems

Kyle but um we did have a link to a feedback form. So, i mean, i could I could, we could look to that and include that. Otherwise,

Nolan it's up to you. Yeah. I was just kind of thinking of things that could be fit up at me.

Kyle Yeah, there's a few other things. Um, One that i would like that is not currently a field. But i would like to be a field is whether it was an online ticket or not. And some way of marking it as an online ticket. I think i think they did do that, but i definitely want that to be included. Um, And then i was also thinking of

Nolan We could make it like a required one too, so, it's not always like, uh, you forget them?

Kyle Yeah.

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Nolan Or something like that. That would be really good.

Kyle Because then the other one that i was thinking of and this would be A lot more work. So this is very much not a requirement. Um, but if there was an easy way, a script that could run That could. Look through the corse search or maybe i know that there was a group, a capstone group that did like the course scheduler for the university.

Nolan Oh, and like auto populate

Kyle auto populate for the semester because currently what happens is i go into and did it by hand. Yeah i would like look through the course search populated by hand. Okay. So if there was some way of Automating that if not like i can look into that myself in the future but

Nolan yeah we definitely could because i've written scripts before that will go through and create the like database fields and stuff but I don't know what that looks like.

Kyle Exactly.

Austin So does UNO publish it. Outside of mavlink.

Nolan Probably not. I don't think that it's going to be public data. I think it probably would have to get it from the university, maybe.

Kyle Yeah, that's, that's the question. I don't quite know.

Nolan Okay.

Kyle So that's why it's, it's not a requirement it's something to maybe think about. Would it be possible? But it's definitely not a request.

Nolan Yeah, sometimes i don't know, once we start getting the main stuff done, if we have like an extra bit of time, i can go to the registrar and ask or if you want to. You can just

Kyle yeah, i could talk to and i could also talk to Dr. C there there was a group i know. Last semester. That was doing like a computer science registrar system.

Nolan Yeah, yeah, i've seen that. I think that's what ethan did. Also, he did the schedule. Yeah, he did it with Con but they scrapped theirs. I'm guessing because they were rendering all their back end like aligning and padding and i like no, no other front end stuff was being calculated in the back end. It was very, it was very interesting setup. It was all c, sharp. So, That's okay to do, but I guess i didn't follow up with it. They had another takeover but That's a tough. That's a tough one, because they were having to write, like, genetic algorithms to, like, determine if they were, like, if this room was taken by the next best fit for the room, and i remember at the end of the semester, Ethan was almost like, i'm just, we just can't do this. Like, this is just too much for, you know, four months of work.

Transcript of Initial Client Meeting

Transcript of Initial Client Meeting

Nolan Yeah. So, i I don't know how possible it is, but Yeah, thatd be something id like to add making a little bit easier for you so you don't have to go through manually. Add every single professor update things, if things need to be updated.

Kyle But again, if if you don't do it, no worries. I can always try and figure something out of myself.

Nolan Okay. Um, we have to go because the class start.

Kyle Yeah, i'm sorry. Taking you right after the time.

Nolan Yeah. I'll make a chat and then, yeah.

Kyle And then i can Get back to you on in there.

Nolan Cool.

Kyle And we'll keep in touch.

Nolan Yeah

Austin perfect.

Nolan And let's schedule some time in mid october.

Kyle Awesome

Nolan Cool

Kyle Have a good rest of the day

Nolan Yeah, see you later. Yeah.

Transcript of 19 October Client Check-In

TRANSCRIPT OF 19TH OCTOBER CLIENT CHECK-IN MEETING

COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

CRINGE CODERS TEAM

AUSTIN BAILEY
MYA BELL
LINDSEY LANGDON
NOLAN "OG" GREGORY

TRANSCRIPT OF 19 OCTOBER CLIENT CHECK-IN MEETING FOR THE
COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

DR. HARVEY SIY; COLLEGE IS&T
UNIVERSITY OF NEBRASKA - OMAHA
CAPSTONE COURSE
OCTOBER 20TH, 2023

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Austin The recording is live last time. It was 11 pages of transcript. Let's see if we can

Nolan So we talked about using the rest framework yes, and I built that out so we have like the back end is all restful

Nolan And just use this it's pretty cool. I've never done that before so it's pretty fun to actually write the API stuff is it

Kyle AWS or is it so with hosting it?

Nolan Okay, but the Django rest oh, yes

Nolan Yeah, so the you can like I've written all the endpoints for it so all the URLs work

Nolan I can query stuff perfect

Nolan Which is pretty pretty cool to write yeah, and then we did all the react front end stuff

Nolan I'm still working on that just because

Nolan I've never done react before so I've had to learn react and it's like I

Nolan Don't like JavaScript to begin with and it is like JavaScript, but

Nolan Worse, it's very there's like things that just don't make any sense in it. Have you ever used it before I?

Kyle Don't remember if I've used react. I mean I've used like no JS. Okay a little bit

Kyle So I mean I have familiar

Kyle Familiarity with certain types of JavaScript, but I don't know

Nolan React necessarily okay.

Nolan Yeah, there's just things that don't make any sense like there's a there's like state like each component has like

Nolan Components just like any aspect of a screen essentially like you could have anything

Nolan Component and they could have state so like whether they're like on or off

Nolan But state isn't

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan saved through page refreshes

Nolan Which I guess would make sense

Nolan And then there's also

Nolan Yeah, so there's a couple different ways that you could do that, but state also does not get

Nolan Instantly updated so if you call the update function on the state what gets shown on the screen is the previous state

Nolan That was not updated so I'm trying so the thing I was facing is you know when you're typing a ticket

Nolan You can only submit X amount of characters

Nolan I was sent to like a thousand twenty four right now

Nolan And while they're typing you know like Twitter will have the thing with a like countdown

Nolan Yeah, he's to at least I haven't used Twitter in a while

Nolan I was adding that and it was showing the previous count so

Nolan I would type something it would still say

Nolan 1024 and then you type another

Austin It was updating the last one yeah, it would show the last one which was

Nolan Pretty tough to figure out and react does not make that very easy

Austin I feel like that would almost be better to have a JavaScript

Austin Running in the page on the client side rather than have server communication on that

Nolan Yeah for some small things like yeah, yeah, and there's we use feet for it instead of woodpeck

Nolan So there's some things that get rendered out that way

Austin I have dealt with some front-end rendering because there was a remote code execution

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Austin I've been working on for a while and the way they do that is they have an object. It's called double underscore view state and

Austin You you hold that basically cookie on your machine

Austin And then anytime you send a get or a post or anything to that host

Austin You serialize the data and then encrypt it with a public key

Austin which

Austin That's practice should be instantiated when you can create a session it creates a new private public key

Austin You encrypt it with public key and on the server can decrypt it you don't do it properly you get remote code execution because you're

Austin deserializing actual data and it

Austin Becomes a very big issue very quickly, but if if we do it right, that's what I've seen done, and that's by Oracle

Nolan Mm-hmm that was actually a lot of people didn't use the rest framework at the Django one at first

Nolan That's what that was a problem that they had was that exact thing

Nolan But they fixed it now obviously

Austin They'll come in and fix all the issue you've run into that is if you have dynamic keys determined by session

Austin You have a cluster of servers and there's inter server communication

Austin they can't have dynamic keys and so then you have to have a static key and

Austin A lot of times what ends up happening is software companies push out

Austin Software and they populate it with a predefined key and then people build up these instances and then don't

Austin Rotate the keys with the session and if they leave it at the default, then you can deserialize it and payload it

Nolan Yeah, the other group did they had session keys and I'll probably just use what they had they had

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan They had 30 minute session keys, which I feel like is pretty I think that's what the old

Nolan Portal had was it might have I don't remember there was something about the old portal

Nolan I've been trying to remember and I cannot remember like certain aspects of it

Nolan But

Nolan Yeah, we got the Django stuff built out and it's been a that's been a hurdle just good said

Nolan Yeah, that's something I've never done before and I didn't like JavaScript to begin with so

Nolan Yeah, yeah

Nolan callbacks

Austin Only through Linux. Yeah. Yeah, there's

Nolan Basically everything with the state is it I mean the way to solve that one the thing I was talking about was

Nolan Callback functions because all the state like whenever you saying like set the state

Nolan Asynchronous call to set it. So yeah, like a

Nolan Fetch or promise or whatever where it's just saying oh this is gonna happen at some point

Nolan But you don't know when so you can't count on the state being

Nolan updated which is just that was another thing with getting the

Nolan The API calls and stuff. That was also tough because it's all promise-based and I had no

Kyle It's all it's all more more more event based in general. Yeah. Yeah

Nolan So that was something I had to learn was promises and the concept of you know

Nolan It's not actually there. It's just a promise that it will happen

Nolan So I was like, why is this not updating and I had I asked clip because clement experience with it

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan I think then why is it's not updating and he's like, oh cuz it's just a promise that it will happen

Nolan You're never like actually not calling that promise. But like yeah, I guess calling that promise. I'm like

Nolan But we got it we got it working with all the promises and stuff and then we have a

Nolan The

Nolan Download thing is working, but it's using a library that was last updated in 2022. So I'm not like super

Nolan stoked about that just because with this like

Nolan Another thing I mean, I'm just gonna bash on react the whole time when it changes so often that you know

Nolan A year feels like forever. Uh-huh. Usually I feel like a year shouldn't make that big of a difference

Nolan But I feel like it makes a huge difference with this

Austin It depends on what kind of open-source project notepad plus plus

Austin Once every three months that is fine with me, but like all the the web things like angular react

Nolan They're all and they all instantly change and they change it. Yeah. Yeah. Sorry CI CD. Yeah

Nolan yeah, there was a there was a

Nolan One thing I was using for this that hadn't been updated for two years and I didn't realize that I built it all into the

Nolan Application with like a rich text editor in the ticketing system so that people could put in code blocks or whatever. Mm-hmm

Nolan I was like, okay, let me see

Nolan You know, there's an issue. So I was gonna post it on github and I was like there are

Nolan 1020 issues on this github page. I probably should not use this. So I got rid of it

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Austin I got hit by the lottery bus. Yeah, they got hit by they didn't want to do open-source anymore probably because

Nolan There was too much work before

Nolan Oh, so the current courses I was thinking of a way that we could I haven't reached out to the

Nolan Department downstairs yet. Okay registrar's but

Nolan Is there like any data that you want like seeded into the database by default?

Kyle We could do it that way, okay because we could essentially just take

Kyle The list of courses that we see the database to start with

Kyle Because we could come up with that

Kyle Like I could even you know

Kyle Or one of you could just pull like a list of the courses. Okay in general because that's what I've been doing

Nolan It worked now just in like development just to test things. I've just been using like faker which is like a JavaScript thing

Nolan Just fake data

Nolan But that's obviously not really good for production because you don't want random professor names and stuff

Austin I still have that listed as like a stretch goal

Austin But I already started pre populating the report saying this is future work

Austin And we haven't really scoped it yet because I don't know that the register has any structured data for it

Austin So I mean at least not public I know that the downstairs

Kyle Because I think it was last semester there. There was a team capstone team that was working on a scheduler

Nolan Oh, that was yeah, Ethan did that wasn't Ethan. Yeah, he did that and there was another group

Nolan They did it last semester, but they didn't finish it. Oh, okay

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Austin It's a reoccurring topic to try to write genetic algorithms to book rooms for classes and to that's the toughest do all of that stuff

Austin Yeah, every three years they come back

Austin We need a new genetic algorithm and they take a non bioinformatics major and they say why don't you do it?

Nolan Yeah, I don't know how to do that. Best best match stuff like that. That's what I was trying to do

Austin It's genuinely higher-level

Austin bioinformatics because all of their algorithms are heuristic because if you try and do

Austin Computational algorithms that are well definite then get into computational issues very quickly. I mean, that's that's a machine learning issue

Kyle I mean as well and so it doesn't always have to be bio

Austin Most of those algorithms aren't even machine learning they're

Austin They're holistic and heuristic algorithms

Austin but

Nolan Like that's a I don't know

Kyle I remember in what I I don't know if the AI class now still does it but I know when I took it

Kyle We talked about like heuristic algorithms and work with others. Yeah. Yeah

Nolan Yes, I don't know I think so the way that they got it

Nolan I think it's something that was a big CSV that they had or a JSON. Okay, either which I mean

Nolan They're both easy to go through

Kyle Yeah, I mean and we could honestly I could just go on I mean after here

Kyle I could just go downstairs and try and talk to Carly

Kyle And see if like what she uses for it if she just has like a big file

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Okay, that like she could just even just send me every year and then yeah every semester

Nolan I'll be honest to have so I could test and just test loading data in from that and it and if there's a

Kyle possibility then we could make it so that like

Kyle Upload a CSV when you want to create a new semester and then you could just go through that data

Nolan Yeah through the data be perfectly the only thing I was pivoted to other tables probably. Yeah, I was thinking and

Nolan Yeah, you could do that based off of this but like if there's professors, you know

Nolan We load all the professors into the database and some professors let's say like I know Santos isn't teaching C

Nolan I don't know if he's teaching anymore. But right now I don't think he is

Nolan Yeah, so like if or if a professor were to leave I

Nolan Don't know if you would want those deleted from the database entirely because I don't know

Nolan I mean, I think it's fine to leave them in especially because then you can keep legacy data in yeah

Nolan I was wondering I was worried about losing like relationships like

Nolan So it's fine to leave it in okay, probably

Austin What you'll do is it'll be class

Austin section teacher

Austin and then you'll have

Austin Fall or spring and then the calendar what it and then you'll filter if you're gonna populate a form with a ticket

Austin It's gonna be current semester. But if you're gonna pull historic data, you're gonna pull

Kyle The way that I think the old database was set up was that it was all based on

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Semester and so like you would have to recreate a class every semester because it didn't have that information

Kyle So it depends on how you want to do it if you want to base it on semester like that

Kyle Or if you want to base it on class and then add a new semester with a new professor

Nolan Okay up to you on how you yeah right now. I have it as like sections a section

Nolan We'll store a course ID professor stuff like that and it has a semester in it as well

Nolan just as like an enumeration class, but

Nolan We could do the other way that's the way that they did it before that's the way they've worked

Nolan So I'll probably just stick with that and I don't know too much about database design

Nolan So that's all I never took like a class. I didn't help you. There's something like this. It's

Austin Not terribly difficult and there's there's no real concern. You're not dealing with such large data

Austin Yeah, it matters. But if you want to get into the relational algebra just to look cool. I can teach you that as well

Nolan Yeah, I just don't want to lose

Nolan Like have something get deleted and then that propagate and delete everything and the database like everything's like an on delete

Austin So just just make a backup of the database and then we can quote unquote normalize

Nolan Just right through to another database and then you know right through to three other databases just for data redundancy

Nolan So, yeah, we got that and then I guess with the

Nolan Courses, I'll be really cool to have just so that we could test it. Yeah, I can I can talk to currently about that here

Nolan Okay, cool. Yeah, just write like some sort of script that would go through and

Nolan Do that

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan Loaded into the database and stuff and I get if it is based on semester previously

Nolan I can just rewrite what we have now to do that except my makes more sense. Anyway, I

Nolan Don't know the way the last group did it. I was going through all their models and stuff. It looks like they I

Nolan Think they did it based off semester two from what I could tell them because they

Nolan how everything was linked to a semester but is that because I think

Kyle Because I because I know that Clem was really familiar with the system

Kyle So I wouldn't be surprised I know Clem talked to like Jean as well. Okay, she had been working on stuff. So yeah

Nolan yeah, there's there when it comes to like the semester was it like

Kyle Was it just spring and fall or some spring fall summer, okay

Nolan And then do you want to do like a J term or no, I

Kyle Don't know how long if that's not like I mean it sounds like it might be sick. Oh god, there's a whole thing

Kyle We might be going down to 14 weeks

Kyle Semesters really?

Kyle We're technically at 15 and then the 16 is the finals week

Kyle but we might be losing a week in each of our semesters and just because they want people to be more stressed or

Kyle Because we're going down to try and keep the J term and also expanding the summer and right now the schedule for I think

Kyle 2026 as the current schedule stands doesn't work. So they're like we need to make some sort of change and

Nolan Term that's the change

Kyle See apparently it's been good for you. I know

Kyle Really Lincoln and Carney hate it, but it's been good for you

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Austin But I like this so my critique is there's nothing you can teach me in three weeks that I will retain

Austin Three weeks after that. Yeah, they were teaching a calculus class during J term

Nolan They were saying this is not enough to learn calculus

Austin It is because when I was in my freshman year, I did calc 3 in 28 days and that includes weekends

Austin So it was 20 days at least count three was

Nolan More fun than how to play it is cuz like I know they teach oats here or zaps intact. Oh, yeah

Kyle I think that's about the only thing we can teach other than like

Kyle Hey, we're gonna teach you like a random programming language that maybe you're interested in

Nolan Yeah, it could be cool for stuff like like fundamental or like yeah, like stuff like

Austin I can't honestly tell you the last time I have done calc 3 but be how do we even do it anymore?

Nolan They should do I guess they already do have summer terms. Yeah. Yeah, it's just like glorified summer

Kyle Well, it will essentially what the idea with summer is then if that summer will be the same length as fall and spring

Nolan Oh, so they're not gonna do I like sections anymore. There's gonna do well

Kyle You could so we have trimester could still do sections in summer

Kyle But the idea would be that it could be a full end of the plans. I'm just sorry

Kyle I don't we don't need to have this on them. Oh

Austin Sorry, sorry. Sorry. Sorry. No, it's all good. It transcribes automatically. So I just touch it up

Nolan Okay, that's interesting. Yeah, I think the first time I was here was like 16 weeks or something

Kyle It was it was originally a 13 week summer

Kyle with

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle As far as summer courses 13 weeks summer with a one week break in the middle and then to six weeks on

Kyle other side and now it's just 12 weeks with the to six weeks no break and

Kyle Now with J term we've lost the break before between spring and summer. We just didn't have a break week this year

Kyle Which is fun. That's insane. Yeah for the professors

Nolan I mean, it seems like from what I saw like in the discord

Nolan It was like it was like no turnaround like it just like relax a little bit after grading

Nolan It was like the week after things like guys. It's literally no break. That is fun

Kyle But yeah, so I don't know about J term I mean

Kyle Honestly, they don't even consider J term a separate semester. Currently they consider it spring semester J term

Kyle Okay, so we could just throw it in spring semester. Okay, and so we don't think you need a separate

Nolan Okay, cool

Nolan And if something did need to change I guess it won't be hard to change the scheme I just to support like

Nolan Spring

Nolan So, let's see I've got I

Nolan Guess I'm going to show you what we've got so far

Nolan So we have

Nolan This is just a default like landing page and then this is like this is all

Nolan Not everyone would see this right? Yes, you were an admin you would see that

Nolan And if you were a student you would have a second one is just called

Nolan Like general I mean they have a place to submit a ticket

Nolan And then like look at the zoom hours and stuff like that. All the elements are back

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan Yeah, and then so on like the admin panel, you know, you have your dashboard where you would see everything

Nolan So this is just dummy data right now, obviously, but you'd be able to select up here like a time frame

Nolan So you'd say okay. Well from this length to this length

Nolan I want to see the amount of tickets closed how many were open success and then you know a breakdown of that

Nolan And then I guess here would be the same thing

Nolan I've really touched this part too much just because I want to get feedback a little bit. What's the what's the tutors tab?

Kyle What would that miss?

Nolan So what I was thinking is that would show active tutors like ones that are right now because down here

Nolan You would also have a tutors tab, but then my owners my thinking here would be this would be like where you would assign tutors

Nolan Like give tutors their

Kyle Tutor privilege. Yes. Yes, because because right now because the way that it used to work

Kyle Is that there was like a place to Oh enter in an email address or whatever and then give them okay tutor privileges

Nolan Yeah, see that's I was thinking like we could do that here

Nolan Sure, and then here you would be able to set the hours for the CSLC if you want

Nolan Sure, and then these are just two placeholders because I haven't I thought about what else to put here. Yeah, they're

Kyle So if you go back here to home

Kyle Okay, so that announcements that would be something that I could set as it I haven't been as well yeah

Nolan Yeah, so right here you'd be able to set your announcement so you could say like oh I want to put my like that the

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Title the well because what what I used to do is I would set an announcement every time that we were

Kyle Closed for a break or something. Okay

Kyle We haven't been able to do that because it's just a bit weird now on the website

Kyle But I just set them all at the start of the semester. But okay

Nolan Yeah, so you'd be able to say like, you know fall break and then closed for that. We

Nolan I was working on this at like 3 last night. So don't know if this is still gonna work. This was okay

Nolan Yeah, that's just my default like page right now. Please don't burn yourself. Yeah. Oh, no, don't worry

Nolan but yeah, this is the one that I was trying to

Nolan Fix last night where I'm typing up you can see it's not working at all anymore. Oh

Nolan I see. Uh-huh. When I change the state I change the state of this. So this is it

Nolan Oh, so when I select one of these, you know, you have general informative alert warning. Okay, so if I

Nolan Click on it now, it's not gonna work

Nolan It's probably gonna say that I'm trying to access a state that doesn't exist

Nolan I'm trying to change the state or update it to something

Nolan Sure, and then you have your date range to it. You could say like I want it to be displayed

Kyle Yep, only between these dates. Yeah, great. And then you could say here if you want those dates to be shown actually on the announcement

Kyle Okay, cool

Kyle You know if that that ever needed to happen like we're gonna be closed. I'm sorry. I just I just I just recognized

Nolan So what's that? Oh, it's like I like the feature of get help where you can see who did something

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan I was like thinking in my head. Oh, well, what if someone came in and they're like, oh I had this ticket on this day

Nolan But I don't remember who it was, but it was horrible and you're like, oh, okay

Nolan Let me go right now. There's nothing there

Austin You made a blame. Yeah, it's like it's a blame panel

Nolan I mean, we don't have to keep that. I just I love that feature on get because it's so it's like it doesn't lie

Kyle It doesn't lie. We we maybe want to rename it

Kyle But but I I'd like the idea. But yeah

Nolan Yeah, so yeah, we can we can change the name. I just kept it like that cuz I

Nolan Just love you like I think it's awesome and then this is the download thing. So you can see here

Nolan By default, it's like everything I want and that's the way that you had it. Also like the URL student email first and last name

Kyle Oh, yeah, can we had shoot? I don't remember if I included it

Kyle Can we add online to this because I forgot that was one of the things that I wanted to also yeah

Nolan Totally this is super easy to change around to and then also one of my favorite is this one

Nolan So custom lets you select anything

Nolan So let's say you only wanted a certain professor or a certain section

Kyle I mean just the section the section and course thing is something that happens all the time

Kyle Like I'll have a professor asked me. Hey, how many students come in for this course?

Nolan So so and then you could select I guess this would maybe make more sense also to have one

Nolan I was like a certain semester. Yeah, I only want it from the 2nd of October to you know, the 28th of October

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Yeah, I mean, I I think that day range could work

Kyle But I think having an option to have it be a semester would be nice

Nolan Well, that would be super easy to add and then this, you know, you can export as a CSV in Excel or XML

Nolan And this is just by default the name that it's just the date the words

Nolan It just updates each day. Obviously

Nolan And then this one this will be cool. I haven't added it yet, but this will essentially allow you to

Nolan say

Nolan Instead of I might switch these two because custom this seems more like an entity based than custom and then this one

Nolan Because what I was thinking is you could say you could type your own or not type your own but access your own a like API

Nolan link because basically with the API you can like obviously do like the question mark and then say professor equals my professor name and then

Nolan Some section and then sure pull all that data just by the way that is querying it

Nolan These are the two that

Nolan Important and if I have time, okay, I'll do that. Sure

Nolan So yeah, then under the settings, I guess where you went over that and so for the tutor panel, you have the dashboard

Nolan So it's very similar. I right now they're not padding

Nolan I was working on this because I'm probably gonna make this only I just called it pulse

Nolan Another github thing because I just like that sure and I was thinking this could be 24 hours

Nolan So it'll show like the total tickets over the past 20 and they can't change this because I don't want them to be able to

Nolan See, you know two years worth of data. Yeah, you know to it or trying to crash the database every two seconds

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Yeah, I think 24 hours is good

Nolan Yeah, so it'll show them their total tickets close and just in that amount of time and then here

Nolan I'll probably get rid of this total ticket overview. I might keep recent stuff, but yeah, but I like the idea of the recents

Kyle especially because you know, sometimes we'll have someone who like

Kyle Comes back in or something and you're like wait. Wait, what happened there? Yeah

Nolan But yeah, I'm just trying to think so right now what to put here, but here this is cool

Nolan So I have populated database. You can see these are just be a brand them. Yeah. Yeah, so these are actually names

Nolan It's just these are the ID IDs of the news. Yeah, so I just need to when I'm serializing the data

Nolan I found that last night that when I'm posting

Nolan Serializing is different than what I'm getting so I have to write the serializers

Nolan But again the post because I was like why this post was working last night then I serialized it now

Austin It's not working. Is there not an innate serialization function that you can use writing your own there. They have one

Nolan That's called like, you know model serializer or something

Nolan But whenever you're trying to serialize the strings because these are all foreign keys, so they're like relationships

Nolan So it's just getting the ID associated with those

Nolan So that's what it's showing on the page

Nolan It's when I'm trying to make that post request

Nolan It's trying to take in instead of the ID which is what I need to send in

Nolan It's trying to take in the actual string of the professor, which I don't want to send

Austin So you're not serializing you're sanitizing in the no no and from getting it

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan Yeah, I'm serializing from the database to

Nolan From database to JSON sending it and then from this way it's going JSON back to

Nolan Whatever is going into the database. So with the post, I don't know

Nolan That's the one I have to fix because that's the string issue that's happening right now

Nolan And then yes is just paper data. So you can see there's an error right here. Cuz

Nolan This will never happen

Nolan And that's why you see like you shouldn't be seeing this because this once you make a ticket actually in the order

Nolan But there's a section to make the ticket and this gets auto populated

Nolan So these are right now these are just like

Nolan Empty and they don't okay functionality, but I'm thinking

Nolan If I'm trying this is what I was trying to think about with the old system

Nolan I don't remember the process of claiming a ticket. I think yes opened up

Kyle So it opened up like the edit screen of the ticket like you could do this differently if you want to but what it did

Kyle Is it opened the edit screen of the ticket and then you would have to go down and then like find your name in?

Kyle The list of tutors and put your name in for in the claim box

Nolan Would it be cool if I just said like here if I just the person pressed it and pressed it

Nolan Oh and said like you are gonna claim the ticket as then the person saying that. Yes. Yes

Kyle The one thing you might want to account for though is multiple people claiming a ticket because if you know multiple people end up helping

Kyle That might be something to consider as well and then

Nolan Yeah, and then someone can close the ticket without having claimed it as well because I know there's situations. I'm sure you're familiar where

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Students like help someone they finish up but then they're like they're leaving and they forget to close the ticket

Kyle But then that person's gone

Kyle So someone else can go in and like close the ticket for them. Okay. Yes kind of the idea

Nolan I guess once they're in the section where it's open or you're going to close the ticket

Nolan Maybe it opens up a more comprehensive thing

Nolan It says like, you know, then you can slap the primary tutor or the assistant to the secondary whatever it's called

Kyle Yeah

Kyle I mean I and I'm even fine with having not just primary and secondary like if you want to have more even more people on

Kyle I think that's fine. You can even just have that as like a list and then you like list the tutors on it

Kyle Okay, instead of having separate

Kyle Pieces of the database the separate columns. You can just have like a single column then just like yeah populate with that whoever totally

Nolan Yeah, we can do that. That way they could just select any arbitrary. Yeah people that helped

Nolan And yeah, I guess you could then trace back those tickets to the

Nolan So yeah this so I guess on this first page this would just be like a claim and then instantly

Nolan Claim it or show some modal. I sure it would be more comprehensive if you're trying to close it

Kyle Yeah, especially because then close you want to account for the potentially I mean potentially the time taken

Kyle I mean that could be automatic though when you close it

Kyle But then you do want to figure out that successful on successful. Mm-hmm. Yeah. Yeah, and actually if I

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan So, let me let me go here real fast and go to the

Nolan It's gonna go to the admin page

Nolan Or this is like the Django admin default screen so if I go here

Nolan and then if I go to tickets and I say that this one was

Nolan completed started and was successful and I

Nolan Say today

Nolan Now today now say I go back here

Nolan Refresh it should show right? Okay here. So

Kyle What's it going closed yeah, oh yeah so close right now open and close should be no

Nolan But yeah, it will show and I did add a feature here I go back

Nolan Oh my gosh, there's so much

Nolan That thing at the react projects are just they have so much code cheese, so I go

Nolan Should be something here. I had it. So if it was successful, I guess I could just tell you that's a new screenshot

Nolan If it was successful, so it'll say, you know, these will get populated down so it might look that's something like this

Nolan Kind of looks weird all the way the top

Nolan So I don't think it might start at the bottom and they get pushed to the top

Nolan Progressively because this gets filled down all the way. So this will say claimed by and that's like their idea

Nolan Yeah, and then it'll say closed at and then a time time and then it'll have either a little check mark or an X

Nolan Oh, sure. I'm sure just saying if it was successful or not. Cool and then

Nolan Under

Nolan Schedule that's there's nothing there yet

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan We actually I do have this implemented like a table that shows everyone's times that they work

Nolan But I just don't have it here because I had it as a different view and then change that

Nolan And then this is the zoom thing. This is pretty cool. I think that this could work
Wow

Nolan It's working right now if I were to say that I'm an active tutor and I'm working this would show up instead of red

Nolan It would be green and say one tutor. Oh, yeah

Nolan And then this is just a zoom like obviously I wanted this to integrate like actually open zoom, but if you go here

Nolan It'll just like sign in sign ins. Yeah

Nolan Yeah, I'm not too there's like an SDK you could use to like integrate zoom into the browser and I was like that is too

Kyle Yeah, that's too much. And then ours this also

Nolan It's it's working. It's just if you were to look it's probably gonna say that there's a API error because yeah, I

Nolan Changed the API endpoint for this one. So it's it still works

Nolan This is just saved in the database as a random table

Nolan Which I don't know

Nolan If that's the best way to do it with the hierarchical database because it kind of just sits there without any

Nolan Relations, it's a flat table. So I don't know if that's the best for what it's just the hours

Nolan So like if you wanted the hours to change or something

Nolan You would go in and change them in the admin settings

Nolan Which then would update them in that database and then this queries them from the database

Austin Are you talking like the weekly hours?

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Austin having that

Nolan Alone is perfectly fine because it's really small. It just doesn't have like any relations like

Austin potentially something like that you would also tie into

Austin Scheduling for tutoring hours

Austin Okay, so you might have some limitations when you go to schedule that you can't have them before open and after close. Okay

Nolan Yeah, so oh, yeah, then you have all my favorite part right here I added

Nolan But here you can see now we have

Nolan It's pretty pretty cool

Kyle So here's what's the other account pieces? What's oh the message?

Nolan Yeah

Nolan So profile is just I'm thinking that this is just going to be like I feel like everything needs to have like something to see

Nolan So just like the

Nolan basic stuff that you would like their name maybe if people wanted to go like

Nolan If they wanted to add like are their pronouns to their page or if they wanted to say, you know

Nolan This is my because I don't I don't want them to be able to change their you and oh student

Nolan Yeah, say I want to go buy a different name like show a different name on my tickets

Nolan They would be able to update it here. Uh-huh, but you'd still be able to query it as

Nolan You know

Nolan And then messages this is kind of crazy I am I actually added web sockets into this so it does support real-time messaging

Nolan But the whole point of that was if I'm on at my ticket page and I make a post request

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan What that then does is through web sockets will send from my client to the server something saying I just made a post request

Nolan issue back to all the clients that have stateful components that they need to re-render those components because

Nolan State from the database is not changed. So we're gonna call that and

Nolan So basically if I'm here and I'm you know, maybe I'm a tutor and I'm sitting here talking to my this is empty

Nolan If someone makes a post request, it's this page is gonna update one of these components will update adding that ticket right here

Nolan Okay, without a refresh being required. Okay. So the whole point is I did not like the refresh system

Nolan Portal. Oh, yeah. Yeah, I think you'd mess much of that. Yeah. Yeah, so I was messing around with it and the

Nolan I was thinking oh I could just ping the database every so often

Nolan I was like, well you have 50 people on their computers to just have this passively open

Nolan I don't want them to all be hitting the database with the API calls

Nolan Yeah, like every ten minutes or five minutes or two minutes or something

Nolan So this I feel like it's a better way to only does it when someone actually does something sure

Austin It's just one time. We'll see if I can make a dose out of it. I doubt it

Nolan It seems pretty I like looked into the package that I use. It seems pretty good

Nolan So this is just how I like what I'm using right now to populate all the stuff in the database

Nolan And this is just gonna be a little test field where I can test out the API call endpoints

Nolan Okay, mostly just for postman stuff and then this will be the same thing like this testings

Nolan But I haven't added these yet just because I was working on actually gonna be API working

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle What is the student view look like then? Yeah, so if I go here and I go to my dashboard

Nolan Oh

Nolan Yeah, the I didn't realize that there were gonna be so many files in here it's been like

Nolan kind of overwhelming

Austin Front-end development does that? Yeah

Nolan The back end looks so small and dinky in comparison, there's just so much stuff here

Nolan Yeah, so this would be the student views

Nolan Okay, actually you wouldn't have the development portal that one's just like sure present there right now. So they would have it. Oh

Nolan Yeah, and then search I'll probably get rid of search. I don't think that there's not really I'm not gonna be used to more

Nolan What is the search that would be like if they typed in like search or ticket

Nolan Okay, like, you know submit a ticket or something, but I feel like it's such a small application doesn't really

Nolan Shooters, oh, yeah, this this is a this is the old this was my very first mock-up here

Nolan It's funny that it still works. I'm very surprised that this is still working

Nolan Because yeah, this is just saying these are showing tickets actually not even yeah

Nolan So this is the very first mock-up I had you can see how much everything's yeah

Nolan But yeah, this is the first mock-up. That's funny. That's though because because I'm curious I do wonder

Kyle I mean we used to have a thing

Kyle And I'm

Kyle I'm torn on whether I liked it or not, but

Kyle One thing we used to have was on the home page if you remember it would show

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Certain set of classes and how many tutors are available for yeah class

Nolan The problem was people want to update update and update what classes they could help with eyes

Nolan Yes, that is one of the big things that's actually I made that a field and tutors

Nolan So tutors can add you know courses that they've taken and courses that they want to help with and then I assume that that's something

Nolan That they can't change or that you would change and generally it was something that they would change. Okay? Yeah

Nolan So I have that added. I don't know if it's something. Yeah, you want to implement

Kyle Cuz because that was one of my only thoughts for like if there is a page like this

Kyle That is talking about tutors open. That's what I think something that could happen on that. Okay, whether whether

Kyle We want to implement that or not. It depends because like I said it, you know

Kyle It was it was sometimes

Nolan Really work in practice. Yeah, I think it's a girl. Yes. I would like to see it work

Nolan But yeah, I don't know if it was

Nolan Always working the best. I was trying to figure out a way, you know how like on discord or on Microsoft Teams or something

Nolan it'll show like

Nolan if you're

Nolan Active like oh, yes. I really wanted to implement something like that. I just don't know how to do it

Nolan I've been like looking into it and I have no idea how that yeah

Nolan Yeah, well I was thinking in the terms of sewing people who like tutors that are like

Nolan Currently working because yeah

Kyle the old way of doing that was literally like you would have to go into your own profile and

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Click hey, I'm working and I'm in turn it off very easy to forget

Nolan Yeah, so an automated way if you're logged in show you something like that

Austin Probably be to query the shift schedule

Nolan Yeah

Kyle You just go off the shift schedule

Austin You just got a look at the hours. I have some arithmetic

Nolan Yes, I could work. I might just make a mock-up of that then but yeah this I don't think I'm gonna add this just for

Nolan the fact that

Nolan We've had things in the past from people knowing when tutors work. Yeah, that's that's one of the things that

Kyle That's why I I wouldn't want names

Nolan Yeah

Nolan That's here

Nolan That's what I I had this and the thought of oh it'll show all the people who are working on what teach it

Nolan Of course, they can teach but but then I know that there's been things. Yeah, I definitely don't want the names to be shown

Kyle But I would be fine with like courses and number of people working those courses

Kyle People just like they're like certain tutors and like if they know that that's fine, but

Kyle Sometimes it ends up being I like this tutor because I know they will give me more

Kyle Than others will so they like they keep

Austin They single you out because they know they're gonna get something from you

Kyle Yes

Kyle when it's like we've had that situation before we're like as

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Students like I feel like I'm doing so much like research to try and help them and it's like that doesn't feel like no

Kyle That's not part of it. So I'm like trying to set those boundaries

Nolan See yeah

Nolan So I don't think yeah, so this is this page works right now what it's trying to do is query

Nolan But this is that's where you create yeah

Nolan And it does a drop-down of all the professors in the database and the courses

Nolan Just so people don't have to enter it themselves. Just nice which is so so nice

Nolan So they're not just like random course random course names super easy to query things get actual data from it

Nolan What I was trying to do is like once they press, you know

Nolan Oh, I'm doing this course then it would update the professor's and say okay

Nolan Well only show professors that are teaching that course. Yeah or vice versa

Nolan And I have like a prototype of that, but it's just a lot. It's like very chunky

Nolan So I don't yeah know how well that would actually work

Kyle I mean, I think it will be better once you actually like if you're taking the data from it

Kyle So like once the course is set, yeah, you can kind of limit it from there

Kyle I mean, there's there's some ways of doing that. Yeah, it just depends and then yeah view tickets

Nolan What I was thinking is that this would only show the tickets

Nolan I don't know why these are here, but this would show the tickets for the students for them. Yes

Kyle Yeah, I don't think they need to edit after they

Kyle Made it the only thing that I would like is

Kyle And I don't know the best way to do this either so it might not be possible

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle but the thing that I would be interested in is

Kyle so remember when students would enter in their like

Kyle Problem because they would have to enter in a problem and they'd enter in something random. Yeah, because they had to enter it

Kyle Yeah, I don't know if there's a way that we could make it be more

Kyle Actually useful information. Yeah, I actually random

Kyle if it's

Austin What?

Nolan database here

Kyle So there there would normally be like a problem field where it's like hey

Kyle So tell us a little bit about what problem you're having and a lot of students would just be like

Kyle Random letters just to fit it and then they'd be like, oh cuz I'm gonna talk to them about it myself

Kyle But it's like well that doesn't help our records. Yeah

Nolan I had I had so like one it's a drop-down field and it's in the database called issues

Nolan You can make issues and then you know, you'd say what type of issue it was and then give some severity

Nolan So if you wanted to I mean, this is just like

Austin Something like that

Austin I've dealt with because ServiceNow tickets are the same way you make it a required field and then people throw in crap

Austin And they refuse to work with you and then you just get frustrated

Austin Yeah drop downs and if you have a

Austin Semblance of a taxonomy of we people come to me for this sort of problem and you can make three or four categories

Austin Drop down and then give a fill-in so we have a taxonomy as far as like

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle I don't know if you remember it like I'm struggling with this part of the process

Kyle Mm-hmm taxonomy, but I feel like students don't really use it. Well to describe it

Nolan Yeah, I was thinking like when I populate I have something that seeds the issue types and I just have like a homework

Nolan Exam help or study help or stuff like that like very basic one or two word

Kyle Just because one of the things that I really do want to get track of is I want to know which assignment they're working on

Kyle Because that's something that people ask all the time

Kyle They're like we which assignments do that have trouble with and then I have to go and parse through their problem statements

Kyle Sometimes nothing

Kyle so like getting a sense of like what us what the assignment actually is would be very helpful and

Kyle Then getting some sort of issue they're having with it. Okay, just because again

Kyle and

Kyle Sometimes we would try and ask the tutors to help fill in and as well like if it if it's maybe not quite

Kyle Great what they put in can you go and fill it in but that's always hard to do

Kyle Especially if you're helping out people so I don't know what the best solution is there

Kyle But I that's something that I think we can think about a little bit. Yeah

Nolan I mean we could make it based off of like

Nolan See, that's you just have to get the assignments from every single

Kyle That's so hard

Austin You have to make it a free form

Austin Unfortunately, there's no way of doing it. I feel like for certain things like if you were saying maybe they selected data structures

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan We know what data structures are going to be very specific things

Kyle So I think that's something that we could build into in the future

Kyle This is one of the problems

Kyle Is that like if I can get better data on it and I can analyze that I can build it into the future

Kyle But I feel like I don't know if I have that right now in a way that we could

Kyle Individualize it per per course. Yeah

Austin I can work with you on UX UI

Austin It like I said, I've done some work with us and service now and stuff

Austin Yeah, people are stupid and if you give them too much freedom, they give you bad tickets. Yeah. Yeah

Kyle They take the easy way out right because it's like hey, I know that I just want to help and I'm coming in here

Kyle I'm already sitting here in the center and you're just like hey fill out a ticket. It's like, okay

Kyle I just fill out whatever I need to do so I can get help

Austin You do the bare minimum to get through and so yeah, I'll think think about that

Nolan Way to try to do that

Nolan Yeah, right

Austin Essentially you have to hold their hand through the process and give them a branching option

Austin that pigeonholes them in a way that forces them to think about it and if they're incapable of thought which

Austin Fortunately, there are a handful of people in this world that get by by that

Austin Then you at least have the the tree structure to go off of and it's

Austin bucketed in like one of 16 ways and then

Austin You can do further analysis from there and kind of fill in the gaps. Okay

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle Yeah, so I can I can get you that old tax on me. I'll go find it and get you that

Kyle Yeah, so so at least there's like a taxonomy to use but then yeah to kind of think about

Kyle What what else to do there because that's

Kyle Just an issue that's an issue. So it's universal. Yeah

Nolan Okay, I think that's mostly it for now just crack what what we have

Nolan Is there anything else that you want that you'd like to see here?

Kyle I mean just some of the stuff we had talked about so like this

Kyle Or at least showing showing like what classes are currently

Nolan Yeah, something like that works

Nolan And then I guess I could pull back up these other ones as we can see

Nolan And then I've been so claims group did all of the

Nolan What do you call that like SSL or whatever?

Nolan Certifications and oh, yeah signing which is insane. So I was looking at that and

Nolan That is tough and I was like how'd you do it and he just laughs he's like that is

Nolan One of the hardest things I've ever done. Oh

Austin Trying to do certain work

Nolan Yeah. Yeah a little bit. I don't see I haven't delved too much into it yet. I can help you. Okay, perfect

Austin Yeah, because there's two people that do it who sit right next to me Todd

Austin Oh perfect, Josh, but I can help you with SSL certs because if you use 1.1 or 1.0

Austin I will beat you to a pole. Okay 1.2. I'm sorry. Yeah. These are just yeah dates. Yeah

Kyle one thing that that might be nice here is

Kyle Breaking down my class as well because that's something that I do on my own anyway. Oh

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Kyle So like I I mean I create it and see it in my own visual form

Kyle But if it's available on here, it makes a bit easier. Okay, so I mean if you if you yeah

Kyle And I you want to otherwise, it's fine. Okay, I do it anyway, but

Kyle Announcements good downloads great. Oh, yeah. Sorry, not that one

Kyle Admin settings. Yeah, kind of see where those go

Kyle Yeah, otherwise, I think it's I think it's good. I mean that schedule

Nolan Yeah, yeah, this is like every single view so this would be like

Nolan Okay, awesome, so

Nolan And I'll change this

Nolan No

Kyle Cuz cuz what was what's it doing exactly again?

Nolan It's looking for it would be saying like maybe you had a tutor who said they had someone that wasn't good

Nolan You would basically find that it would show you you'd let you query based off specific things and I'll show you

Nolan This is a very like get blame ask away

Kyle Like an advanced search or something. Yeah, basically

Nolan Yeah

Nolan And then

Nolan Yeah, I don't know what else would have to be changed through here

Kyle I'm guessing that there's probably at least something but we could get yeah, we could talk more about them later

Nolan Okay, so I'll work on that and then I want to have some my my idea of what kind of trying to crank this out

Nolan Right now is because I want to have it done by the by the very very very beginning of November like the actual

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan Okay, all of this done so that we can focus on getting it hosted sure cuz that'll probably take

Nolan That'll take a little bit. Yeah, so I want to make sure we have enough time for that. So I'm I

Nolan Think that this will be done by now. I'm not certain that it will if not sooner. So that gives me ten days

Austin I feel like and I'm not terribly concerned because after

Austin Probably the fifth or 12th of November my schedule should clear up a little more so I can help you with

Austin Implementation. Yeah. Yeah, hopefully

Nolan We have it up and getting tested by that just so that we could see it if people like if the tutors

Nolan Suggest anything up there like oh we have this bug

Nolan Yeah, but so if you want to meet some time around yeah, yeah if we want to try and meet

Kyle Really maybe we make it maybe we make it the second week just to be a bit more clear there

Kyle Is it is it still like Thursdays are the best day for you all or is it Tuesday Thursday?

Kyle Before or after class, I mean it says Election Day, but we don't have elections this year

Kyle So I think Tuesday the 7th would work for me

Austin I'll still come in with

Kyle Pretty sure we don't I got I got

Kyle Summoned after but I got drafted to be an election worker because apparently they can draft you to be an election worker

Kyle I thought you were just gonna say I got drafted. Oh, I didn't know they brought that back yet. I

Kyle Would have gotten a notice of sourcing before you get drafted

Nolan That's I got selected for jury duty, but I got out of it

Transcript of 19 October Client Check-In

Transcript of 19 October Client Check-In Meeting

Nolan So it's important and I sent a message to the judge and I was like, hey, I'm like not there

Nolan So, please don't make me come because I would be very upset with you not it's at

Nolan That's your simple responsibility. I hope that someday in the future you

Nolan Will become a juror just to you know, fulfill your duty

Kyle I mean, I I would have loved to be on jury duty

Kyle I had the time that I got called I was in the middle of my thesis though

Kyle So I was like, hey, can I get it deferred because I'm in my thesis?

Kyle Pushed back and then the day that I would have gone was a massive snow day

Kyle So they just didn't call me in

Austin They pay you \$13 a day and they still make you pay for the goddamn parking come on

Nolan I've got to be more than that a day an hour

Austin I want to say I got maybe 50 bucks for a day and a half a day or something

Austin It was some pittance, but they still also make you pay for parking. Yeah, they made you come here. They give you lunch, right? No

Nolan Oh

Austin They're like, there's a cafe downstairs

Austin Yeah, anyway, I'm wrap on the transcript there good

Transcript of the Turbo Encabulator Meeting

TRANSCRIPT OF THE TURBO ENCAPULATOR MEETING

COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

AN EASTER EGG DOCUMENT

BUD HAGGERT

TRANSCRIPT OF THE TURBO ENCAPULATOR MEETING FOR THE
COMPUTER SCIENCE LEARNING CENTER WEBSITE PROJECT

DR. HARVEY SIY; COLLEGE IS&T
UNIVERSITY OF NEBRASKA - OMAHA
CAPSTONE COURSE
NOVEMBER 23RD, 2023

Transcript of the Turbo Encabulator Meeting

Transcript of the Turbo Encabulator Meeting

- Bud Haggert** For a number of years now,
- Bud Haggert** work has been proceeding in order to bring perfection to the crudely conceived idea of a transmission that would not only supply inverse reactive current for use in unilateral phase
- Bud Haggert** detractors,
- Bud Haggert** but would also be capable of automatically synchronizing cardinal grammeters.
- Bud Haggert** Such an instrument is the turbo encabulator.
- Bud Haggert** Now basically
- Bud Haggert** the only new principle involved is that instead of power being generated by the relative motion of conductors and fluxes,
- Bud Haggert** it is produced by the modal interaction of magneto-reluctance and capacitive diractance.
- Bud Haggert** The original machine had a base plate of pre-famulated amulite surmounted by a malleable logarithmic casing
- Bud Haggert** in such a way that the two spurving bearings were in a direct line with the pana-metric fan.
- Bud Haggert** The latter consisted simply of six hydrocoptic marzlevanes,
- Bud Haggert** so fitted to the ambifacient lunar waneshift that side fumbling was effectively prevented.
- Bud Haggert** The main winding was of the normal lotus-o-delta type placed in panendermic semi-boloid slots of the stator,
- Bud Haggert** every seventh conductor being connected by a non-reversible tremie pipe to the differential girdle spring on the “up” end of the grammeters.
- Bud Haggert** The turbo-encabulator has now reached a high level of development,
- Bud Haggert** and it's being successfully used in the operation of novertrunnions.
- Bud Haggert** Moreover,
- Bud Haggert** whenever a foresent skor motion is required,
- Bud Haggert** it may also be employed in conjunction with a drawn reciprocation dingle arm,

Transcript of the Turbo Encabulator Meeting

Transcript of the Turbo Encabulator Meeting

Bud Haggert to reduce sinusoidal repleneration.

Bud Haggert It's not cheap,

Bud Haggert but I'm sure the government will buy it.

8.10 Rasterized Documentation of Module Interfaces

The documentation for the CSLC portal was created via Sphinx. Here, we use the python package `weasyprint` to crudely cast the html documentation into a pdf format for the sake of appending a static copy to the final report. This is not meant as a replacement to Sphinx's html documentation; instead, the pdf renderings provide proof of work. We converted the html files to pdf by running the following bash commands:

```
1 find -name "*.html" | while read -r file; do
2     weasyprint "\$file" "./\$file.pdf";
3 done
```

This documentation is provided as-is of the 26th November, 2023. For the most up to date version, please see the github and generate the Sphinx documentation via the `make html` in the `/docs` directory. Not only will that version be more up to date, but the UI will look better, as Sphinx documentation is designed to be viewed in a web browser, not as a pdf.

Sphinx/about.html.pdf

About

Copyright © 2023, Nolan Gregory
Made with [Sphinx](#) and @pradyunsg's [Furo](#)



University of Nebraska Tutoring Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/course.html.pdf

Source code for api.models.course



University of
Nebraska Tutoring
Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

```

from django.db import models

class Course(models.Model):
    """The course table holds all information about a specific course.

    Important:
        A course can have many sections, while a section can only be attributed to a
        single course. The course represents what you would see in a catalog (e.g., CIST-1400 & CSC
        1400). Courses and sections are specific instances of the course (online, in person, etc.).
        Unlike sections, a course does not have a directly assigned professor;
        this data is stored in sections.

    Attributes:
        course_department (:obj:`CharField`): The department code of the course (e.g., "CIST").
        course_name (:obj:`CharField`): The name of the course as it appears
            in the catalog (e.g., "Operating Systems").
        course_id (:obj:`IntegerField`): The unique identifier for the course.
        course_code (:obj:`CharField`): The code associated with the course (e.g., "CIST-1400").

    Manager:
        generic (:obj:`Manager`): The default manager for the `Course` model.

    Example:
        Examples can be given using either the ``Example`` or ``Examples`` sections. Sections support any reStructuredText formatting, including
        literal blocks:::

        $ python example_google.py

    Todo:
        * For module TODOs
        * You have to also use ``sphinx.ext.todo`` extension
    """

    course_department = models.CharField(max_length=10, blank=False, default="CSCI")
    course_name = models.CharField(max_length=100, blank=False)
    course_id = models.IntegerField(blank=False, null=False)
    course_code = models.CharField(max_length=15, blank=False, null=False, unique=True)

    generic: models.Manager = models.Manager()

    def __str__(self) -> str:
        """(:obj:`str`): Returns the string representation of the course.

    Returns:
        str: _description_

```

Sphinx/course.html.pdf

```
"""
return str(self.course_name)
```

Sphinx/course.html.pdf

Made with [Sphinx](#) and [@pradyunsg's Furo](#)

Index

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [S](#) | [T](#) | [U](#) | [W](#)

A

- [admin](#) (api.models.user.User attribute)
- [AdminManager](#) (class in api.models.user)
- api.models.course
 - [module](#)
- api.models.issue
 - [module](#)
- [api.models.professor](#)
- [module](#)
- [api.models.ticket](#)
 - [module](#)
- [api.models.user](#)
 - [module](#)



University of
Nebraska Tutoring
Portal

B

- base
 - [module](#)
 - base.asgi
 - [module](#)
- CSLC PORTAL BACKEND
- [About](#)
 - [API Endpoints](#)

- base.settings
 - [module](#)
- base.wsgi
 - [module](#)

C

- CSLC PORTAL FRONTEND
- [API Scripts](#)
 - [CLOSED](#) (api.models.ticket.Ticket attribute)
 - [closed_at](#) (api.models.ticket.Ticket attribute)
 - [course](#) (api.models.ticket.Ticket attribute)
 - [Course](#) (class in api.models.course)
 - [Course.DoesNotExist](#)
 - [Course.MultipleObjectsReturned](#)
 - [course_code](#) (api.models.course.Course attribute), [1]

Database Models

- [course_department](#) (api.models.course attribute), [1]
- [course_id](#) (api.models.course.Course attribute), [1]
- [\(api.models.ticket.Ticket attribute\)](#)
- [course_name](#) (api.models.course.Course attribute), [1]
- [courses_taken](#) (api.models.user.User attribute)
- [courses_tutoring](#) (api.models.user.User attribute)
- [created_at](#) (api.models.ticket.Ticket attribute)

D

- [description](#) (api.models.ticket.Ticket attribute)

E

- [email \(api.models.professor.Professor attribute\)](#)
 - [\(api.models.user.User attribute\)](#)

F

- [first_name \(api.models.professor.Professor attribute\)](#)
- [full_name \(api.models.professor.Professor attribute\)](#)

G

- [generic \(api.models.course.Course attribute\)](#)
 - [\(api.models.issue.Issues attribute\)](#)
 - [\(api.models.professor.Professor attribute\)](#)
 - [\(api.models.ticket.Ticket attribute\)](#)
 - [\(api.models.user.User attribute\)](#)
- [get_active\(\) \(api.models.ticket.TicketManager method\)](#)
- [get_admins\(\) \(api.models.user.AdminManager method\)](#)
- [get_all\(\) \(api.models.ticket.TicketManager method\)](#)
- [get_completed\(\) \(api.models.ticket.TicketManager method\)](#)
- [get_course\(\) \(api.models.ticket.TicketManager method\)](#)
- [get_issues\(\) \(api.models.issue.IssueManager method\)](#)
- [get_next_by_created_at\(\) \(api.models.ticket.Ticket method\)](#)
- [get_next_by_updated_at\(\) \(api.models.ticket.Ticket method\)](#)
- [get_previous_by_created_at\(\) \(api.models.ticket.Ticket method\)](#)
- [get_previous_by_updated_at\(\) \(api.models.ticket.Ticket method\)](#)

H

- [hour_set \(api.models.user.User attribute\)](#)

I

- [id \(api.models.course.Course attribute\)](#)
 - [\(api.models.ticket.Ticket attribute\)](#)
- [is_active \(api.models.professor.Professor attribute\)](#)
 - [\(api.models.user.User attribute\)](#)
- [is_admin \(api.models.user.User attribute\)](#)
- [is_tutor \(api.models.user.User attribute\)](#)
- [is_working \(api.models.user.User attribute\)](#)

- [issue \(api.models.ticket.Ticket attribute\)](#)
- [issue_id \(api.models.issue.Issues attribute\)](#)
 - [\(api.models.ticket.Ticket attribute\)](#)
- [IssueManager \(class in api.models.issue\)](#)
- [Issues \(class in api.models.issue\)](#)
- [Issues.DoesNotExist](#)
- [Issues.MultipleObjectsReturned](#)

L

- [last_name \(api.models.professor.Professor attribute\)](#)

M

- [messages_set \(api.models.ticket.Ticket attribute\)](#)
 - [\(api.models.user.User attribute\)](#)
- [module](#)
 - [api.models.course](#)
 - [api.models.issue](#)
 - [api.models.professor](#)
 - [api.models.ticket](#)
 - [api.models.user](#)
 - [base](#)
 - [base.asgi](#)
 - [base.settings](#)
 - [base.wsgi](#)
- [MSOID \(api.models.user.User attribute\)](#)

N

- [name \(api.models.ticket.Ticket attribute\)](#)
 - [\(api.models.user.User attribute\)](#)
- [NEW \(api.models.ticket.Ticket attribute\)](#)

O

- [OPENED](#) (api.models.ticket.Ticket attribute)

P

- [problem_type](#) (api.models.issue.Issues attribute)
- [professor](#) (api.models.professor.Professor attribute)
 - (api.models.ticket.Ticket attribute)
- [Professor](#) (class in api.models.professor)

- [opened_at](#) (api.models.ticket.Ticket attribute)

S

- [section_set](#) (api.models.course.Course attribute)
 - (api.models.professor.Professor attribute)
- [severity](#) (api.models.issue.Issues attribute)
- [status](#) (api.models.ticket.Ticket attribute)
- [STATUS_CHOICES](#) (api.models.ticket.Ticket attribute)

- [student](#) (api.models.ticket.Ticket attribute)
 - (api.models.user.User attribute)
- [student_id](#) (api.models.ticket.Ticket attribute)
- [student_nuid](#) (api.models.user.User attribute)
- [student_ticket](#) (api.models.user.User attribute)
- [StudentManager](#) (class in api.models.ticket)

T

- [ticket](#) (api.models.ticket.Ticket attribute)
- [Ticket](#) (class in api.models.ticket)
- [Ticket.DoesNotExist](#)
- [Ticket.MultipleObjectsReturned](#)
- [ticket_set](#) (api.models.course.Course attribute)
 - (api.models.issue.Issues attribute)
 - (api.models.professor.Professor attribute)

- [TicketManager](#) (class in api.models.ticket)
- [title](#) (api.models.ticket.Ticket attribute)
- [tutor](#) (api.models.ticket.Ticket attribute)
 - (api.models.user.User attribute)
- [tutor_id](#) (api.models.ticket.Ticket attribute)
- [tutor_ticket](#) (api.models.user.User attribute)
- [TutorManager](#) (class in api.models.ticket)

U

- [updated_at](#) (api.models.ticket.Ticket attribute)
- [User](#) (class in api.models.user)
- [User.DoesNotExist](#)

- [User.MultipleObjectsReturned](#)
- [user_bio](#) (api.models.user.User attribute)
- [user_tocourse_set_taken](#) (api.models.course.Course attribute)
- [user_tocourse_set_tutor](#) (api.models.course.Course attribute)

W

- [was_reopened \(api.models.ticket.Ticket attribute\)](#)
- [was_successful \(api.models.ticket.Ticke attribute\)](#)

Sphinx/genindex.html.pdf

Made with [Sphinx](#) and @pradyunsg's [Furo](#)

Sphinx/index.html.pdf

All modules for which code is available

- [api.models.course](#)
- [api.models.issue](#)
- [api.models.professor](#)
- [api.models.ticket](#)
- [api.models.user](#)



University of
Nebraska Tutoring
Portal

Copyright © 2023, Nolan Gregory
Made with [Sphinx](#) and @pradyunsg's [Furo](#)

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/index.html.pdf

All modules for which code is available

- [api.models.course](#)
- [api.models.issue](#)
- [api.models.professor](#)
- [api.models.ticket](#)
- [api.models.user](#)



University of
Nebraska Tutoring
Portal

Copyright © 2023, Nolan Gregory
Made with [Sphinx](#) and @pradyunsg's [Furo](#)

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/issue.html.pdf

Source code for api.models.issue



University of
Nebraska Tutoring
Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/issue.html.pdf

```

from django.db import models
from django.db.models.query import QuerySet

class IssueManager(models.Manager):

    def get_issues(self) -> QuerySet:
        return super().get_queryset()

class Issues(models.Model):
    """
    Issues are a field in the ticket that a user will choose to describe the
    issue they are having. This allows for ticket issues to be comprehensively
    studied, and provides cleaner data as opposed to users entering their
    issue type manually. With this style of ticket issue, data analysis can be
    done more rapidly and with a higher confidence than previous methods allowed.
    The fields in the table are the problem type (i.e. homework), the severity (
    used for data collection purposes). The admin is able to quickly add and
    modify the issues with no consequence to the attributed tickets.
    """

    issue_id = models.AutoField(primary_key=True, editable=False)
    problem_type = models.CharField(
        max_length=25, null=False, blank=False, default="Problem"
    )
    severity = models.CharField(
        max_length=1,
        choices=[("1", "1"), ("2", "2"), ("3", "3"), ("4", "4"), ("5", "5")],
        default="1",
    )

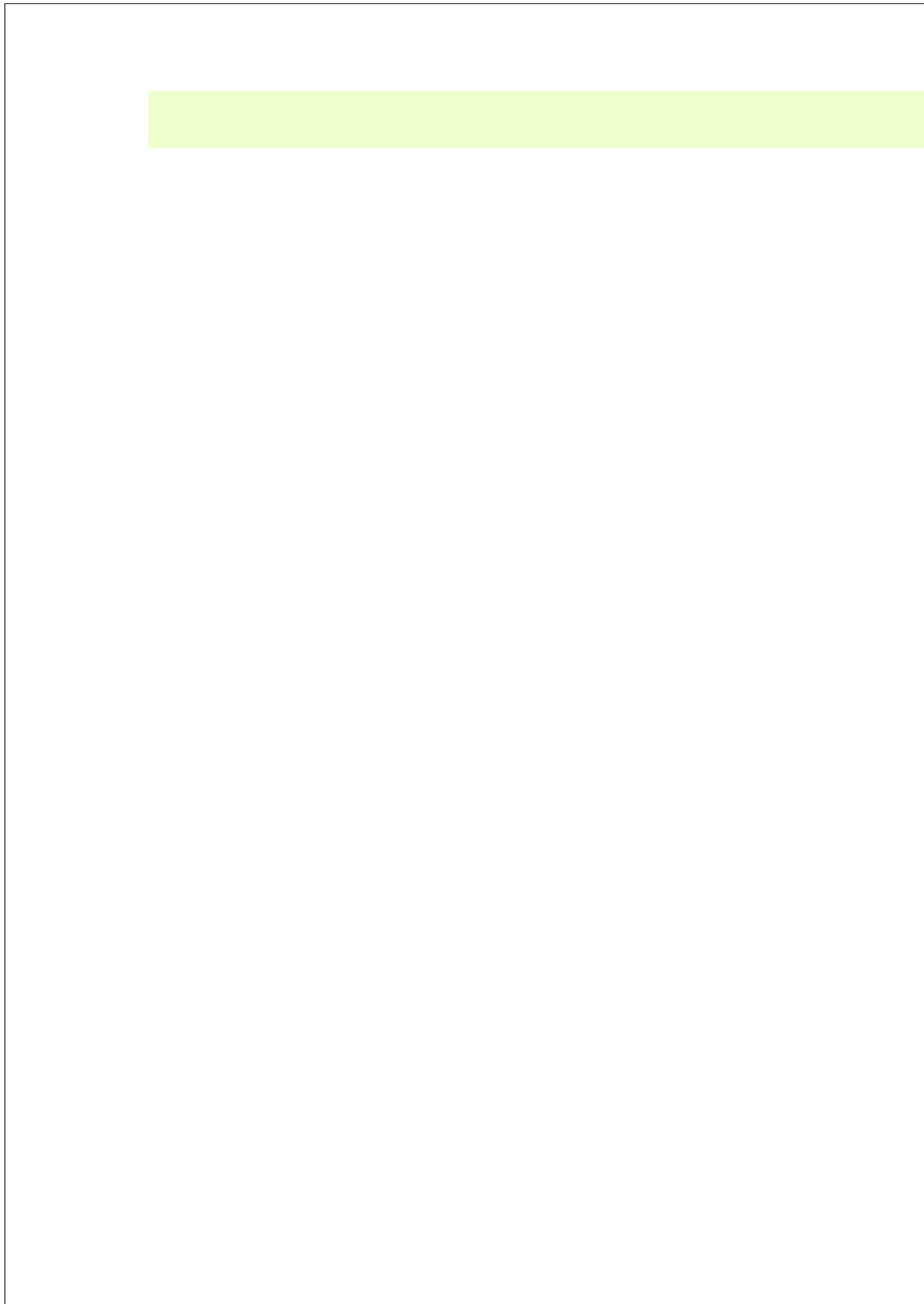
    def __str__(self) -> str:
        return str(self.problem_type)

    # issue = IssueManager()
    generic: models.Manager = models.Manager()

    class Meta:
        verbose_name_plural: str = "issue_types"

```

Sphinx/issue.html.pdf



[Sphinx/issue.html.pdf](#)

Made with [Sphinx](#) and [@pradyunsg's Furo](#)

Sphinx/load-semester.html.pdf

Ticket

Copyright © 2023, Nolan Gregory
Made with [Sphinx](#) and @pradyunsg's [Furo](#)



University of Nebraska Tutoring Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/modules.html.pdf

University of Nebraska Tutor Portal

Copyright © 2023, Nolan Gregory
Made with [Sphinx](#) and @pradyunsg's [Furo](#)



University of Nebraska Tutoring Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/professor.html.pdf

Source code for api.models.profess



University of
Nebraska Tutoring
Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/professor.html.pdf

```
from django.db import models
from django.db.models.query import QuerySet

class ProfessorManager(models.Manager):

    def get_professors(self) -> QuerySet:
        return super().get_queryset().all()

    def get_professor(self, professor: str) -> QuerySet:
        return super().get_queryset().filter(full_name=professor)

class Professor(models.Model):
    """
    The professor table holds all details attributed to a professor.
    This table contains a professors first name, their last name,
    their full name, their email address, whether they are currently
    active (see "semester" for more detail on that), and their prof.
    ID. Since the professor ID is guaranteed to be unique, we have opted
    to use this as the primary key for the table. As such, professors
    are searchable by their unique ID, and the serializer will likewise
    return the str representation as well.
    """

    first_name = models.CharField(max_length=30)
    last_name = models.CharField(max_length=50)
    full_name = models.CharField(max_length=80)
    email = models.CharField(max_length=50)
    is_active = models.BooleanField(default=True)
    professor_id = models.BigIntegerField(
        unique=True, null=False, blank=False, primary_key=True
    )

    professor = ProfessorManager()
    generic = models.Manager()
```

Sphinx/professor.html.pdf

```
def __str__(self) -> str:
    return str(self.full_name)
```

Sphinx/professor.html.pdf

Made with [Sphinx](#) and [@pradyunsg's Furo](#)

Python Module Index

[a](#) | [b](#)

a

api

[api.models.course](#)

[api.models.issue](#)

[api.models.professor](#) University of

[api.models.ticket](#) Nebraska Tutoring

[api.models.user](#) Portal



b

base

CSLC PORTAL BACKEND

[base.asgi](#)

About

[base.settings](#)

API Endpoints

[base.wsgi](#)

Database Models

[API Scripts](#)

[API Config](#)

Copyright © 2023, Nolan Gregory

Made with [Sphinx](#) and @pradyunsg's [CSLC PORTAL FRONTEND](#)

[About](#)

Error

Please activate JavaScript to enable the search functionality.

Copyright © 2023, Nolan Gregory
Made with [Sphinx](#) and @pradyunsg's [Furo](#)



University of Nebraska Tutoring Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/section.html.pdf

Section

Copyright © 2023, Nolan Gregory
Made with [Sphinx](#) and @pradyunsg's [Furo](#)



University of Nebraska Tutoring Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

Course

Issues

Professor

Section

Ticket

User

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/settings.html.pdf

Settings



base.asgi module

ASGI config for University-Nebraska-Tutor-Portal project.

It exposes the ASGI callable as a module-level variable named `application`.

For more information on this file, see <https://docs.djangoproject.com/en/4.2/howto/deployment/asgi/>

University of Nebraska Tutoring base.settings module

Settings for University-Nebraska-Tutor-Portal project.

CSLC PORTAL BACKEND

base.urls module

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

WSGI config for University-Nebraska-Tutor-Portal project.

[Settings](#)

It exposes the WSGI callable as a module-level variable named `application`.

For more information on this file, see <https://docs.djangoproject.com/en/4.2/howto/deployment/wsgi/>

[base.urls module](#)

[base.wsgi module](#)

[Module contents](#)

CSLC PORTAL FRONTEND

Copyright © 2023, Nolan Gregory

[About](#)

Made with [Sphinx](#) and [@pradyunsg's Furo](#)

Sphinx/ticket.html.pdf

Source code for api.models.ticket



University of
Nebraska Tutoring
Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/ticket.html.pdf

```
from django.db import models
from django.db.models.query import QuerySet

class TicketManager(models.Manager):

    def get_all(self) -> QuerySet:
        return super().get_queryset()

    def get_student(self, student: str) -> QuerySet:
        return super().get_queryset().filter(student=student)

    def get_professor(self, professor: str) -> QuerySet:
        return super().get_queryset().filter(professor=professor)

    def get_tutor(self, tutor: str) -> QuerySet:
        return super().get_queryset().filter(tutor=tutor)

    def get_section(self, section: str) -> QuerySet:
        return super().get_queryset().filter(section=section)

    def get_course(self, course: str) -> QuerySet:
        return super().get_queryset().filter(section__course=course)
```

Sphinx/ticket.html.pdf

```
def get_active(self) -> QuerySet:
    return super().get_queryset().exclude(completed=True).exclude(started=False)

def get_completed(self) -> QuerySet:
    return super().get_queryset().filter(completed=True)

def get_unclaimed(self) -> QuerySet:
    return super().get_queryset().exclude(started=True).exclude(completed=True)

def get_successful(self) -> QuerySet:
    return super().get_queryset().filter(was_successful=True).filter(completed=True)

class Ticket(models.Model):
    """
    The base class for tickets in the database. This is where the meat of the
    application purpose lies, as this table will hold all fields associated
    with a specific ticket. These fields are the professor, the section, the
    semester, the issue, the student who submitted the ticket, the tutor who
    primarily helped with the ticket, the tutor(s) who assisted the primary
    tutor, the name of the student, whether it was a successful ticket,
    the time the ticket was created, the date the ticket was created, the
    time the ticket was claimed (different than created), the time the
    ticket was closed, additional tutor comments, and if the ticket was
    reopened after it was closed.
    """

    NEW = "NEW"
    OPENED = "OPENED"
    CLOSED = "CLOSED"
```

Sphinx/ticket.html.pdf

```
STATUS_CHOICES = [
    (NEW, "New"),
    (OPENED, "Opened"),
    (CLOSED, "Closed"),
]

professor = models.ForeignKey("api.Professor", on_delete=models.PROTECT)
# section = models.ForeignKey("api.Section", null=True, on_delete=models.PROTECT)
course = models.ForeignKey("api.Course", null=True, on_delete=models.PROTECT)
issue = models.ForeignKey("api.Issues", null=True, on_delete=models.PROTECT)
student = models.ForeignKey(
    "api.User",
    null=True,
    on_delete=models.PROTECT,
    related_name="student_ticket",
    blank=True,
)
tutor = models.ForeignKey(
    "api.User",
    null=True,
    on_delete=models.PROTECT,
    related_name="tutor_ticket",
    blank=True,
)
name = models.CharField(blank=False, max_length=50)
title = models.CharField(blank=False, max_length=25)
description = models.TextField(max_length=1024)
status = models.CharField(max_length=10, choices=STATUS_CHOICES, default=NEW)
created_at = models.DateTimeField(null=False, blank=False, auto_now_add=True)
opened_at = models.DateTimeField(null=True, blank=True)
updated_at = models.DateTimeField(null=False, blank=False, auto_now_add=True)
closed_at = models.DateTimeField(null=True, blank=True)
was_successful = models.BooleanField(default=False)
was_reopened = models.BooleanField(default=False)

generic = models.Manager()
ticket = TicketManager()

def __str__(self) -> str:
    return self.name + " - " + str(self.course)
```

[Sphinx/ticket.html.pdf](#)

Made with [Sphinx](#) and @pradyunsg's [Furo](#)

Sphinx/user.html.pdf

Source code for api.models.user



University of
Nebraska Tutoring
Portal

CSLC PORTAL BACKEND

[About](#)

[API Endpoints](#)

[Database Models](#)

[API Scripts](#)

[API Config](#)

CSLC PORTAL FRONTEND

[About](#)

Sphinx/user.html.pdf

```
from django.db import models
from django.db.models.query import QuerySet

from .course import Course


class StudentManager(models.Manager):

    def get_students(self) -> QuerySet:
        return super().get_queryset().filter(is_tutor=False).filter(is_admin=False)

    def get_student(self, name: str) -> QuerySet:
        return (
            super()
            .get_queryset()
            .filter(is_tutor=False)
            .filter(is_admin=False)
            .filter(name)
        )

class TutorManager(models.Manager):

    def get_tutors(self) -> QuerySet:
        return super().get_queryset().filter(is_tutor=True)

    def get_tutor(self, name: str) -> QuerySet:
        return super().get_queryset().filter(is_tutor=True).filter(name)
```

```
class AdminManager(models.Manager):

    def get_admins(self) -> QuerySet:
        return super().get_queryset().filter(is_admin=True)

class User(models.Model):
    """
    Generic user model for all active users of the application. Flags are used
    to indicate whether a user is an admin, a tutor, or a regular student. This
    currently will hold all data, such as tutor and admin specific data, but
    this might lead to empty fields within many of the objects in the table.
    This will be updated in the future to allow specific roles to be relations
    in the database, thus preventing empty fields (i.e. empty cells).
    """

    student_nuid = models.BigIntegerField(
        primary_key=True, unique=True, blank=False, null=False, default=1
    )
    courses_tutoring = models.ManyToManyField(
        Course, related_name="usertocoursestutored", blank=True
    )
    courses_taken = models.ManyToManyField(
        Course, related_name="usertocoursestaken", blank=True
    )
    name = models.CharField(max_length=100)
    is_active = models.BooleanField(default=False)
    is_working = models.BooleanField(default=False)
    is_tutor = models.BooleanField(default=False)
    is_admin = models.BooleanField(default=False)
    user_bio = models.TextField(blank=True, max_length=500)
    email = models.EmailField(blank=False, unique=True)
    MSOID = models.CharField(max_length=75, unique=True)

    generic = models.Manager()
    student = StudentManager()
    tutor = TutorManager()
    admin = AdminManager()
```

Sphinx/user.html.pdf

```
def __str__(self) -> str:
    return str(self.name)
```

Sphinx/user.html.pdf

Made with [Sphinx](#) and [@pradyunsg's Furo](#)

CHAPTER 9

References

- Connolly, T. M., & Begg, C. E. (2014). *Database Systems: A Practical Approach to Design, Implementation, and Management*. Pearson.
- Django Project. (2021). *Django Documentation*. Django. <https://docs.djangoproject.com/en/3.2/>
- Fielding, R. T. (2000). *Architectural Styles and the Design of Network-based Software Architectures*. Doctoral dissertation, University of California, Irvine.
- Open Web Application Security Project (OWASP). (2021). OWASP Top Ten. <https://owasp.org/www-project-top-ten/>
- OpenAI. (2023, November 17). *OpenAI/Whisper: Robust Speech Recognition via Large-Scale Weak Supervision*. GitHub. <https://github.com/openai/whisper/tree/main>