Metropolitan State University
ICS 499-01
Software Engineering and Capstone Project
Course Syllabus, Fall 2021 Semester

Instructor	Ismail Bile Hassan
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Office Hours	By appointment Location: Zoom
Class Hours	Tuesday, 6:00 PM to 9:20 PM, August 24th, 2021 – November 30th, 2021
Class Location	• Join Zoom Meeting: https://minnstate.zoom.us/j/96102606029 • Passcode: 815254

Department Information

Name:	Computer Science and Cybersecurity
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The class will be held online every week on the scheduled time using Zoom. The attendance is compulsory unless there are unforeseen issues. Generally speaking, I'll respond on a first-come, first-serve basis. If you have an urgent matter, please contact me to schedule a time before or after class. Scheduled time will take precedence over non-scheduled time.

I encourage you to email me as soon as you have questions. I make every effort to respond as quickly as I can, but please plan on 24 hours. I don't recall ever responding to anybody later than that. If your question is private, it will remain as such. If it is a question that will benefit the class, I may copy the class on the question and the response so that everybody benefits.

Basic Information:
This is the syllabus for ICS 499 - Software and Engineering Capstone Project. The class schedule details weekly lectures and assignments. Both documents, along with all others in this class, will be available in D2L. I'll go over the folder structure in the first class.

Textbook:
1. Software Engineering Practitioner's Approach (8th Ed.), by Roger S. Pressman and Bruce R. Maxim, ISBN 0078022126, McGraw-Hill Education, 2018. (Required)
2. A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the Internet (4th Ed.), by Sara Baase, ISBN 9780132492676, Pearson, 2013. (Recommended)

Course Administration:
I administer the class using D2L and Zoom. If you need further assistance on using it, contact me, and I will direct you to appropriate resources where you can learn more.

Course Description:
This course focuses on the theory and practice of effectively and efficiently building software systems that satisfy the requirements placed upon them by customers. This course gives an overview of the software lifecycle and introduces various process models used to develop software.

Course Outcomes:
- Effectively and efficiently build software systems.
- Design and document a complete system and implement it.
- Write user manuals.
- Present work orally.
- Understand Computer Ethics issues.
- Elucidate requirements, and use those to build a system that fulfills those requirements.
- Manage the software lifecycle.
- Select an appropriate process model for a project.
- Verify and validate a system.
- Manage a software project, including estimating effort, time, and resources needed.
- Work cooperatively in a group.
- Create a project plan and execute it.
- Elicit and document system requirements.

Activities:
This course gives you
1) Experience in a small group project carried from inception through delivery,
2) Awareness of professional responsibility issues surrounding the work of a computer professional,
3) The principles (knowledge and skill) of software engineering,
4) Further experience in researching and reporting on a computer technology subject.
5) The importance of collaboration and teamwork skills in the workplace.

And finally,
6) You do us in the department a big favor by completing a survey of your experience in the CS or CIT major at Metropolitan State University. So, in this course, you do the following basic things:

(Activity #1) A group project, from group formation through demonstration of a working system to the class**.** We will use a project methodology based on the Unified Process (UP) that you used in ICS 370. You will keep a simple journal of your actions. There will be group project peer evaluation.
This course is specifically designed to be much broader in scope than a heads-down coding exercise. Your grade will be strongly influenced by the quality of your documentation, your presentations, and of course, the quality of your design and code.

(Activity #2) Read and discuss the professional responsibilities of information systems professionals. This is done from the A Gift of Fire book. There will be one quiz on professional responsibility.

(Activity #3) There will be written handouts, lectures/discussions, and assignments on a variety of software engineering topics. Software engineering principles need to be incorporated into the group project. Also, there will be two quizzes on the software engineering principles that we covered in the lectures.

(Activity #4) Each of you individually selects a paper in Computer Science/CIT and writes a summary of the article. Research of a topic and writing are professional skills that need to be developed. Check the sample paper under the week 2 module in D2L.

(Activity #5) Collaboration/Teamwork Skills: There are four quizzes about collaboration/teamwork skills, which is one of the 21st-century career readiness modules. The collaboration covers four sub-competencies: listen actively, strengthen relationships, focus on solutions, and incorporate diverse perspectives. A content that includes the importance of collaboration and teamwork skills in the workplace is uploaded into the D2L. Students are expected to study the material first before they start answering the quizzes' questions.

(Activity #6) The capstone course survey. This is a survey to gather your feedback on which courses contributed the most, and which contributed the least for your work in your major. It will also ask for what you have found most relevant in your work in the computer field if you are already holding a related job.

(Students' Introduction#7) In this introduction discussion, you will introduce yourself to the rest of the class after reading the description given in the D2l. The introduction discussion will be like an icebreaker to build community in our online course. Your initial discussion board post should be at least 200-250 words in length and should also include a descriptive subject line in this initial post. At a minimum, you must create your initial discussion board post by Wednesday at midnight (Central Time) of each week, and reply on the discussion board to at least two classmates' introductions by Sunday at midnight (Central Time) during the discussion's week. There will be ten points in total allocated for both the initial posts and responses.

(Activity #8): Presentation Topic: This course covers significant amount of Software Engineering related topics, and few topics about ethical issues for computing technology. The purpose of this assignment is to enable teams to contribute to the class discussion based on their research findings.

Activity Descriptions:

Activity 1: The Group Project

The group project is the single most significant component of the course. It is a team project, perhaps with an external customer.

Overview:

Many people choose to do a 3-tier web application with a database management system for their Capstone project. This is acceptable. But some very beaten-to-death projects like a shopping cart are not encouraged.

Typical customers for Capstone projects include:

- Employers of one of the group members
- Community groups
- Someone within the Metro State community

If you need an additional refresher in RUP or UML, just ask.

The project will be completed in four iterations, where each iteration will enhance the functionality of the previous one, along with enhancements to the corresponding design, code development, etc. The project must be of good size. Many projects will use a database. If so, it must have at least five relations based on entity sets; relations based on relationships would be extra. For example, a database that contains relations for students, courses, faculty, books, and staff is fine; you will have other relations based on relationships such as takes-classes, teaches-classes, etc.

If you don't have much of a database, which may be the case if you are designing a game or an app for a smartphone, the code size must be significant: a couple of thousand lines at least by the end of the term. So plan your project carefully. It is your responsibility to ensure that the project is a substantial one. Each team will use https://trello.com/ tool and any other tool that you can discover for teamwork and collaboration.

Work Product Handling, Availability, and Privacy:

All deliverables should be submitted to the appropriate D2L drop box in a single zip file. Do not ask me to read documentation posted elsewhere: I will not.

IMPORTANT: Projects are not private. See the next paragraphs.

All project deliverables may be made available for inspection by the Technical Advisory Committee (TAC) of the CCS department, which consists of a group of executives in the computer and cybersecurity industries, and by CCS department faculty. This includes analysis and design information, as well as the final working project. Note: This is not a guarantee that the projects will be shown to such a group, but is a warning that they may be.

Analysis and design information for each project will also be available for browsing by future generations of capstone students. Therefore, your project must not contain any analysis or design information that is proprietary to you or your customer. In the past, this has not been a problem. Usually, it is the data that is private, not the existence of a tool. People just do the course project with fake data and save the real data for the customer.

Project Journal:

The journal records the major issues and decisions between class meetings. Use the following template. A table with the following information for each meeting date:

Meeting Date
Members Present
Major Issues for Discussion (brief)
Major Decisions (brief)
Signatures of all team members present

Make sure all journal entries are signed.

Project Documentation:

1. On the dates indicated in the course schedule, you are required to submit documentation on the project – Softcopy into D2L (Check the documentation format file uploaded in D2L). Project report documentation template is uploaded in D2L, prepare the report based on the given template. Some of the following can be part of the project report:
    1. Vision document
    2. Functional Requirements documents (use cases, data definitions, and anything else, such as decision tables or state diagrams, if necessary.
    3. Non- functional requirements
    4. Design documents (includes class diagrams, sequence diagrams, and UI design)
    5. Program code and listings
    6. Test data
    7. User guide or online help
    8. Product data sheet
    9. Project journal

    I'd like all the documentation of each iteration to be submitted online. The file can be Word/PDF type.

    For iterations 2, 3, 4:
    - Project description, scope, mission, goals, requirements (only if they have changed), and why they have changed
    - The use case diagram: each iteration implements only the full use case(s), no partial use cases.
    - The sequence diagram, highlighting how it has expanded since the last iteration
    - The class diagram, highlighting how it has expanded since the last iteration
    - The UI as it now exists, highlighting how it has expanded since the last iteration
    - Softcopy of the project log for this iteration, signed by every team member
    - Source code for this iteration.
    - A demo of the system as it now works (and the implemented use cases all need to work, including those from previous iterations)
    - Walkthrough the highlights of the code, highlighting new code since the last iteration.
    - Project presentations must be made in the evening they are due.

    For the 1st iteration, I will accept UI prototypes or code. After that, all iterations must include the working code that you will demonstrate to the class. This is in line with the agile principles that there should be working code at each release that becomes a permanent part of the working code library.

That code should implement an integral number of use cases. (A use cases must be implemented in one iteration, never spanning across two or more iterations.) **Each iteration will have 50 points. There will be 18 points allocated for the peer group evaluation.**

Final Presentation:

- Covers
    i. Progress since iteration presentations
    ii. Product demonstration

Final Project Report Submission:

- The table of content for the final project report can be found in the documents provided in the D2L.
- When submitting the final report, the student is expected to submit
    i. Softcopy of the final report (submit online)
    ii. Zip Folders attached to each final report, source code and database. The zip folder should contain
        1. The source code of the project
        2. The SQL needed to recreate all the project's tables
        3. Executables for all the software used in the project
        4. A user manual intended to assist people on how to use a product and how to set up /install the system from scratch. A good user manual supports users on how to use a product safely, healthily, and effectively. (Check the Sample file under project resources, and teams link in D2L)
        5. PowerPoint slides used in an oral presentation
        6. A PDF version of the final report
- **Failure to meet the deadline will result in the student receiving a 0 in their final report**

Activity 2: Professional Responsibility

The textbook is Ring of Fire.

1. You will be assigned chapters to read on an assigned schedule.
2. There will be discussions in class. There will be two quizzes from this textbook.

Activity 3: S/W engineering

There will be several homework assignments to be turned in. There are two quizzes from the Software Engineering textbook, and each quiz will have 20 points. Submit your work to D2L, or some of the assignments might be done online in D2l.

Many people falsely believe that software engineers just develop software. While software craftsmanship and ingenuity are certainly vital core skills, an effective software engineer also needs to think critically and communicate effectively. For example, you may have a great idea that you want to share with your manager and your peers. Just answering the question will satisfy the minimum requirements. To get an A or a B, I will be expecting you to go further, for example, you can add some additional perspective or

critical thinking. Be forewarned, though, and the content has to be relevant and concise. I believe that this is a fair and reasonable expectation for an upper-level class such as this.

Activity 4: Term Paper

You have to read one paper in any area of computer science and write a summary. **The paper must have a length between 800 and 1200 words.**

Requirements:

1. It must be done individually.
2. You must read a significant, peer-reviewed article that must have appeared in a decent conference or journal. You must get my permission before using the paper. Otherwise, you will get a 0 for the paper.
3. Your report must be original – not one that you used elsewhere.
4. Your paper should be a summary of the paper. Do not plagiarize and do not quote from the paper or related papers. Do not copy or redraw figures from the paper.
5. The paper should be submitted single-spaced in font 11 or 12. If you use Word, use the Times New Roman font.

Submit:

1. By due date indicated in the course schedule: The paper you plan to read. You must upload a soft copy of the paper to the appropriate D2L dropbox.
2. Within three days, I will let you know if the selection is acceptable. If it is not approved, you will need to ensure that you interact with me to get an acceptable selection by the date indicated in the course schedule. The paper cannot be changed after this date.
3. By due date indicated in the course schedule: The term paper.

Paper Organization: The paper that you write has to be based on the paper you read and any other paper related to that topic. Pages must be numbered.

Evaluation:

1. An initial selection of paper by the due date. If the paper is from a non-refereed journal or conference, you will not get any points.
2. Final selection of papers by the due date.
3. Final Paper.

For all three parts of the evaluation, the late grading policy applies. See Appendix A policies.
The paper will be evaluated on several criteria, including the following:

Dimension	Summary
Accuracy and depth	The paper had to reflect the main points of the article accurately.
Length	800 to 1,200 words
Structure	A well-crafted paper should have, at the minimum, an introduction, the main body, and a conclusion.
Readability / Structure	The paper had to be readable with a sound structure to it. For example, a paragraph had to be a cohesive collection of sentences, and sentences needed to be well structured.

Dimension	Summary
Other considerations	There were other considerations, as well. For example, abbreviations or non-standard terms had to be called out. Any additional references have to be cited, etc.

Generally speaking, meeting the above criteria represents the minimal acceptance criteria. To get an A or a B grade, your paper has to exceed the minimum requirements. For example, it has to be exceptionally readable, or it has to be exceptionally well structured. For instance, complex topics are well summarized; for example, using tables, graphs, charts, etc.

Activity 5: Collaboration

There will be assignments and Reflection quizzes on teamwork and collaboration module. In this module, students will learn about the importance of collaboration and teamwork skills in the workplace, as well as be guided through multiple exercises to help them learn and practice these skills. The Module is broken out into four sub-competencies, which together constitute a comprehensive set of skills.
Each sub-competency is identified as a Learning Objective, and for each one, the student will be provided a shortlist of reading/viewing assignments, a reflection exercise to practice what they've learned, and then an assessment activity, which will be reviewed by your instructor. Additionally, there is an IT case study at the end of the Module, which provides a real-life IT workplace scenario, and asks the student to answer a series of multiple-choice questions to test their knowledge of the material. By the completion of this module, the student will have learned and practiced each of these four sub-competencies:
Strengthen relationships, Listen actively, Incorporate diverse perspectives, and Focus on solutions. There is a quiz that assesses each sub-competency, which makes a total of four quizzes. Each quiz is allocated to 25 points.

Digital Badge: it is a micro-credential achieved/gained by students who complete any of the 21st-century career readiness modules. The badge earning process for each module is as follows:

a) Satisfactorily complete each Experience and Reflection exercise (which are in the Modules as Quizzes), and
b) Complete each Assessment exercise and achieve "Meets Criteria = Yes" for at least 70% of the criteria in each Rubric (Note: each Module has four or five Assessments with associated Rubrics)

As an example, on point b, if the Rubric has four criteria (like the one below), then the student must achieve at least three "Yes" scores:

Criteria	Description
Language is unique to the recipient	You cater your message to each colleague
Encourage open dialogue	You establish an open and candid environment
Justification for a mode of outreach	You justify why you selected your mode of outreach
Demonstrates respect for another person (s)	Your tone and word choice exhibit respect

c) 360-Degree Assessment/Feedback

A big part of the badge-earning process for students is for them to participate in a 360-degree assessment of their current competency in Career Readiness skills. Education Design Lab has setup free online

assessments for students and their peers to complete on Checkster.com, one for each skill. In this course, every student will do one 360-degree individual-self-evaluation during the second week of the class, and again, every student will do a 360-degree peer-group evaluation before the last class of the semester. Your peer evaluator can be your project mate or anybody else that you collaborate on a project. Every student will have an account in the Checker.com system and will upload the account set up the process into the D2L.

Activity 6: Capstone Surveys

The department develops the survey, and the results are taken seriously, so please be candid and honest. The responses are tracked anonymously and I will summarize the results after the survey. All students will receive the same grade: 50 points * fraction of students who complete the survey. For example, if 12 out of 16 students complete the survey, all students will get 50 * 12/16 = 37.5 points. There will be student feedback survey about the teamwork and collaboration module as well.

Activity 8: Presentation Topic

This course covers a significant amount of Software Engineering related topics and a few topics about ethical issues for computing technology. The purpose of this assignment is to enable teams to contribute to the class discussion based on their research findings. In this assignment, each team will select a social, legal, and ethical issue for a computing-related topic and conduct extensive research on the selected topic. You can use any source to collect the latest literature about the selected topic. Teams will then prepare a ppt presentation slide about their finding to share with the rest of the class. Use your imagination and creativity to make the presentation more interesting and informational. The presentation content depends on your research findings. You can include videos in the presentation. Each team will have 45 minutes for the ppt presentation and the QA session. The deliverable item that you will submit is the ppt slide only. You can come up with any topic that you like or select from the below list.

List of potential topics related to social, legal, and ethical issues in the context of computing technology: The presentation topics should be from the following book: A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the Internet (4th Ed.), by Sara Baase, ISBN 9780132492676, Pearson, 2013. Teams can select any topic from the book which is not in the list below. Check the ppt slides of the book uploaded in the D2L.

Topics		Other Option
• Privacy Risks and Principles • Location Tracking • Video Surveillance and Face Recognition • The NSA and Secret Intelligence Gathering • Protecting Privacy: Technology and Markets • Protecting Privacy: Theory, Rights, and Laws • Changing Work patterns: From Telecommuting to Gigs	• Evaluating and Controlling Technology • Failures and errors in Computer Systems • Freedom of Speech: Controlling Speech in the Cyber Space • Intellectual Property • Crime and Security	You can come up with other topic related to Data Mining

Assessment of Student Academic Performance:

The instructor is looking for the student's demonstrated ability to extract from course subject matter those facts and concepts which are necessary to analyze issues, and to then communicate the analysis effectively. Total points for the assignments and exams are as follows:

Item	Total Points
Group Project(Iteration 1-3), 4 Project presentations with one final project report, peer evaluation, Team formation, and GitHub tool adoption	260
Students' introduction discussion	10
Quizzes	80
Term Paper	110
Capstone Surveys	50
Collaboration and Teamwork quizzes	100
Presentation Topic	20
Total	630

Prerequisites:
ICS 370 Software Design Models OR ICS 372 Object-Oriented Design and Implementation and completion of at least 24 hours of upper-division work in the major. This class will incorporate content that was previously taught in ICS 470: Software Engineering. The course is no longer offered.

Schedule (subject to change): note that the lecture topics and assignment plans shown below are tentative and subject to change.

Week	Date	Topics	PTS	Group Project Deliverables	PTS	Other Deliverables	PTS
1	8/24	• Course Overview, Forming Groups • Review the Agile method and UML		Team Name and Members Students' Introduction Discussion			10
2	8/31	• Introduction to Software Engineering and Principles (Chapter 1 and 2) • Online-class Project work • Collaboration and Teamwork		360-degree feedback: Individual Assessment-		Initial term paper selection Students' introduction due	5
3	9/07	• Models and Design Principles (Chapter 4 and 12) • Online-Class Project Work • Presentation Topic (Team#1)		Online Project activities		Quiz 1	20
4	9/14	Online Project Presentation 1		• Iteration1 Documentation/ Journal* • Peer Evaluation**	32* 18**	-Final term paper selection -Quiz1: Collaboration	5 25
5	9/21	• Understanding Requirements and Modeling (Chapter 9 and 10) • Online Project Work • Presentation Topic (Team#2)		Online Project activities		Quiz 2	20
6	9/28	• Component-Level Design (Chapter 14) • Online-Class Project Work • Presentation Topic (Team#3)		Online Project activities			
7	10/05	- Online Project Presentation 2		• Iteration2 Documentation/ Journal* • Peer Evaluation**	32* 18**	-GitHub	5
8	10/12	• UI Design (Chapter 15) • Online Project Work • Presentation Topic (Team#4)		Online Project activities		-Quiz2: Collaboration	25

9	10/19	Project Management Concepts(Chapter 31)		Online Project activities			
10	10/26	• Software Testing Strategies (Chapter 22) • Online Project Work • Target Guest Speaker		Online Project activities		Quiz 3	20
11	11/02	Iteration 3 project Presentation		• Iteration3 Documentation/Journal* • Peer Evaluation**	32* 18**		
12	11/09	• Software Configuration Management (Chapter 29) • Online Project Work • Presentation Topic (Team#5)		Online Project activities		Quiz3: Collaboration	25
13	11/16	• Professional Responsibility for CS and IT professionals in particular • Estimation for Software Projects and Risk Management • Presentation Topic (Team#6)	50	Online Project activities		Quiz4: Collaboration	25
14	11/23	• Project Management Topic • Online Project work • Capstone Survey • Term paper also due**	100**			• Term paper also due • Capstone Survey	
15	11/30	• Project Presentation 4*		• Iteration4 Documentation/Journal* • Peer Evaluation**	82* 18**	GitHub Presentation Topic Quiz 4	5 20 20
Column totals			150		250		230
Total Points			630				

Appendix A – Policies

Student review of the graded item

You have two weeks to challenge a grade. After that, I will not honor requests to re-grade. Sorry, but I need to focus on moving the class forward.

Grading Policy

The final grade is determined by the total points you have earned for each deliverable, divided by the maximum number of points. Example:

- Total points earned = 400
- Max points = 500
- Final grade = 400/500 = 80% = B-

See the class schedule for details on the points for each assignment.

The final grade is calculated as follows:

Grade	Range for final grade
A	≥ 95.00
A-	≥ 90.00
B+	≥ 88.00
B	≥ 85.00
B-	≥ 80.00
C+	≥ 78.00
C	≥75.00
C-	≥ 70.00
D+	≥ 68.00
D	≥ 65.00
D-	≥ 60.00
F	< 60.00

Attendance:

I place a high value on creating an engaging and lively classroom experience, and I need your participation to help achieve this goal. I will allow up to two missed classes. After that, I will deduct 25 points from your total score for each class missed. If you think this will create a problem, see me soonest.

Project Grading:

Generally speaking, all members of the project will be assigned the same grade. I reserve the right to adjust this grade for a certain team member or team member if I come to know that they contributed more or less than others in the same project.

Termination:

Although I expect, and certainly hope, that there will be no reason to do this, I allow teams to dismiss team members. This can happen only if all other team members agree to it, and I am convinced that there is sufficient cause. A team that decides to dismiss a member must notify the member and me by e-mail. I will then work with the team members and make a decision.

A dismissed team member may choose to join another group provided every member of that group, and I allow that. A dismissed team member who is unable/unwilling to join another group may opt to complete the project on his/her own. A dismissed team member who works alone for the rest of the term is entitled to the set of all artifacts produced by the team up to the date of being dismissed and is required to do their work after that. A team will be permitted to dismiss at most one member.

Being dismissed from a team may affect the grade you receive for the project.

Late Work and Late Penalties:

All assignments are due at 6 pm on the date they are due. Late work is discounted 25% per day after that. In this context, a day means 24 hours after it was due. No late work is accepted after three days late.

In the event you miss a class, you can still post your work to D2L without a penalty for not having a hard copy. Naturally, the work has to be posted on time.

What You Can Expect from Me:

1. Show up to teach a class as scheduled online. Please note that there are situations beyond my control (illness, transportation /internet issues, weather, and so on) that may result in our failing to show up late or not come to class at all.
2. Treat you with respect. I may not honor all of your requests, but we will listen to what you have to say.
3. Do my work to the best of my ability.
4. Grade your work within two weeks after your submission or in a reasonably prompt manner if I got emergency issues.
5. Try my best to give you feedback on your work.

What We Expect from You:

Among other things, we expect that you will:

1. Attend to class online regularly. Obviously, factors that prevent us from showing up may prevent you from coming as well.
2. Ensure that you have the necessary prerequisites for taking the class.
3. Read any material needed ahead of time before they are discussed in class.
4. Treat the term paper and project seriously.
5. Be respectful of your classmates and me.
6. Cooperate with your team members.
7. Understand the syllabus well.

Incompletes:

From time to time, I am asked to consider assigning a grade of incomplete. My experience at Metro State with incomplete grades makes it unlikely that I will grant you one, except in the most justified cases. A grade of incomplete may be considered if the person requesting has completed most of the class and is a student in good standing in the class. Good standing means that the requester is earning a minimum of a C grade and has attended class regularly. I reserve the right to say no to any request for an incomplete without justifying my position.

Complaints:

If you have any complaints, I suggest that you first try to resolve it by taking up the matter directly with me. If that does not resolve the problem, you could take up the issue with the Department Chair, who is Dr. Michael Stein. His email is Michael.Stein@metrostate.edu. If that does not resolve the issue, then you might contact the College of Science Dean, Dr. Kyle Swanson (Kyle.Swanson@metrostate.edu.)

Students with disabilities: It is the policy and practice of the university to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to an accurate assessment of achievements—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Center for Accessibility Resources.
The Center for Accessibility Resources is located in New Main, room L223. Phone number is 651-793-1549 and email is disability.services@metrostate.edu

Statement on Academic Integrity:

Academic integrity is a fundamental element of your learning process. Only by assessing your original work can I determine whether you've learned and met the educational goals I have developed for you in this course. For that reason, we should take academic integrity very seriously in our learning community.

It is your responsibility as a student to read and understand the Metropolitan State's *Academic Integrity Policy and Procedures*, which can be found here:

Procedure: http://www.metrostate.edu/Documents/university-policies-procedures/section-ii-b-academic-affairs-procedures/procedure-219-student-academic-integrity-01062014.pdf
Policy: http://www.metrostate.edu/Documents/university-policies-procedures/section-ii-a-academic-affairs-policies/policy-2190-student-academic-integrity-01062014.pdf

In this course, I will administer penalties for integrity violations following the University's policy. First-level violations will receive a zero for the assignment and a referral to the Provost's office (for further sanctions and educational intervention as warranted); second-level violations will receive an F for the course and a referral to the Provost's office, and third-level violations will receive an F for the course and the Provost's office will pursue further sanctions (which will include suspension or expulsion).

As this is a senior capstone course, keep in mind that any violation of academic integrity in your senior capstone paper (or thesis, or final project, or dissertation) constitutes a third-level violation.

Please feel free to contact me if you have questions about academic integrity and this course's assignments: I'm here to help you learn. Also, please keep in mind that the Center for Academic Excellence (CAE) maintains tutoring services on many campuses as well as online and telephone presences. You can find out more about CAE's Writing Center, Math Center, Science Center, and other services here: http://www.metrostate.edu/msweb/resources/academic_ss/cae/index.html

Metropolitan State University librarians also offer assistance with all kinds of academic work (including instruction in avoiding plagiarism) at the Reference and Research Assistance Desk at the university library in St. Paul.

Additional Resources for Students

Tutoring:
The Center for Academic Excellence provides tutoring services free of charge in most academic areas. They can be reached at centerfolk@metrostate.edu or 651-793-1460. Tutoring is available on Saint Paul and Midway campuses.

Makeup Exams and Placement Testing:
The Academic Testing Center is located on the Saint Paul Campus in New Main L205. The Academic Testing Center provides make-up, independent study, and waiver exam services. You may reach them via email at testingcenter@metrostate.edu or 651-793-1576.

Veterans and Military Student Services:
Programs and support for veterans and students connected to the military. They can be reached at veterans.services@metrostate.edu or 651-763-1561.

TRIO Student Support Services:
Support for first-generation students, low-income students, and students with disabilities. They can be reached at trio.center@metrostate.edu or 651-793-1525.

Counseling Services:
Mental health support for individuals and groups. They can be reached at counseling.services@metrostate.edu or 651-763-1568.

Library and Information Services:
The university's hub for information, research help, study rooms, and more. You may reach them online through the Library pages on the Metropolitan State University website or at 651-793-1616.

Zoom Policies and Resources

We will be using Zoom in this course to meet as a class and for small-group or one-on-one meetings. When using Zoom in this course, you are not required to use the web camera function. You are expected to actively engage in the sessions by asking questions (using your microphone and/or the chat function), and/or participating in discussions. Students are not allowed to share Zoom links with people outside this course.

For help getting started with Zoom, see Getting Started with Zoom
You can access your Minnesota State Zoom account from: https://minnstate.zoom.us/, just click the "Sign on" button and login with your StarID and password.
Visit the following link to learn more about connecting to a Zoom conference: https://services.metrostate.edu/TDClient/1839/Portal/KB/ArticleDet?ID=101232
Visit the following link to learn more about hosting a Zoom conference for presenting or teaching: https://services.metrostate.edu/TDClient/1839/Portal/KB/ArticleDet?ID=100273

If you get stuck or need some extra help, you can reach out to our Information Technology Services or the Center for Online Learning.

Also, the Zoom Help Center has many great resources, live trainings, and even fantastic technical support representatives waiting to help you if need-be. As part of being a student within the Minnesota State Colleges and Universities System, you have access to a premium license of the web conferencing tool and can use Zoom to engage with your classmates and for other personal reasons.

Resources

Information about other Students Success resources that are available to students:

- The Center for Academic Excellence, http://www.metrostate.edu/student/learning-resources/learning-resources/center-for-academic-excellence
- Veterans and Military Student Services, http://www.metrostate.edu/student/student-services-support/student-services/veterans-and-military-student-services
- Student Services, http://www.metrostate.edu/student/student-services-support/student-services
- Counseling Services, http://www.metrostate.edu/student/student-services-support/student-services/counseling-services
- Library and Information Services, http://www.metrostate.edu/library