The University of Texas at Tyler
Department of Civil and Construction Engineering and Management

CENG 5393|MSEL 5396 - Engineering Leadership Project (Capstone)
Course Syllabus (Spring 2026)

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Office Hours: By appointment (please schedule via email)
Course Modality: 100% Online (Canvas LMS)
Meeting Times: Asynchronous – no set class meetings (individual Zoom consultations scheduled as needed)

Course Overview

MSEL 5396 *Engineering Leadership Project* is the culminating capstone project for the Master of Science in Engineering Leadership program. This one-on-one, fully online course provides an opportunity for students to independently design and execute a **leadership-focused project** tied to a real-world work context or a realistic simulated professional role. Under instructor supervision, each student will identify a unique leadership challenge or research question in an engineering or technical environment and carry out a project to address it. Projects may take various forms – for example, an experimental study, a modeling or simulation-based analysis, a human-subjects research project, or an organizational leadership initiative – but all will require applying engineering leadership principles in a practical way.

All course activities are conducted through Canvas and remote communication. Students will propose **3–5 potential project topics** and submit a recorded presentation early in the semester to outline their ideas. After a review and discussion with the instructor (via Zoom), one topic will be selected and developed into a formal project plan. The chosen project is then executed over the semester with **bi-weekly progress updates** (written reports and/or short presentations submitted via Canvas) to track development. The course emphasizes professional communication and strict adherence to writing and formatting guidelines: students must prepare a final leadership project report in a format similar to National Science Foundation (NSF) research reports/proposals, as provided in the course resources. By the end of the term, students will produce a polished project report and a final recorded presentation that communicates their project results and leadership learnings. This capstone is graded on a Pass/Fail basis, with successful completion requiring timely submission of all milestones and high-quality deliverables that demonstrate mastery of engineering leadership skills.

Student Learning Outcomes

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

- **Propose and plan an engineering leadership project** that addresses a complex problem or opportunity in a real or simulated organizational context, clearly defining project objectives, scope, and methodology.
- **Apply research methods and leadership principles** to execute the project, including data collection, analysis, and project management techniques appropriate to the chosen topic.
- **Integrate knowledge from engineering, management, and leadership literature** by conducting a relevant literature review and incorporating best practices and theoretical frameworks into the project design and execution.
- **Demonstrate professional communication skills** through the creation of well-organized project proposals, comprehensive written reports (following NSF-style formatting guidelines), and effective oral presentations (recorded for remote delivery).
- **Evaluate project outcomes and leadership effectiveness** by analyzing data or results, assessing the impact of leadership interventions or decisions, and reflecting on lessons learned to provide recommendations for future improvement.
- **Observe ethical and professional standards** throughout the project, including responsible conduct of research (e.g., obtaining IRB approval for human-subject studies if applicable) and integrity in data reporting and collaboration.

Prerequisite

Enrollment is restricted to MSEL students in their final semester of the program. It is recommended that students have completed the core MSEL coursework (27 credit hours) or obtain department approval before enrolling in MSEL 5396. *Instructor permission is required.* (This ensures the student is prepared for an independent capstone project.)

Required Textbooks and Readings

No required textbook. There is no official textbook for this course – students are expected to perform an independent literature review relevant to their chosen project. The instructor will provide guidance and recommend resources as needed (such as research articles, case studies, leadership frameworks, or methodology references) via Canvas. All necessary materials for research methodology and report format (including an NSF-style report template and example) will be available through Canvas. Students should utilize the UT Tyler library and online databases to find scholarly and professional literature related to their project topic.

Milestones and Deliverables

This course is structured around key milestones and deliverables that guide you from project inception to completion. Below is a tentative schedule of activities and due dates (subject to minor adjustments). All assignments are submitted via **Canvas** by 11:59 PM on the due date (typically Sunday of the week indicated, unless otherwise noted):

1. **Week 1:**
    - **Orientation & Planning** – Introductory meeting (Zoom) with instructor to review course expectations, project guidelines, and brainstorming of potential project ideas. Students begin identifying possible project topics.

- **Project Topic Proposals Due** – Submit a list of **3–5 potential project topics**, ranked by preference, along with a brief description of each. **Deliverable:** a short recorded presentation (~5 minutes) introducing your proposed topics and your objectives for each (upload video to Canvas).

2. **Week 2:**
   - **Topic Review & Selection** – One-on-one consultation with instructor via Zoom to discuss the proposed topics. Feedback is provided on feasibility, scope, and alignment with course outcomes. By the end of the week, **one project topic is finalized**. Student begins preliminary work on that project (background research, refining questions).
   - **Formal Project Proposal Due** – Submit a written Project Proposal (NSF-style format) outlining the project's background, problem statement, objectives, methodology/approach, expected outcomes, and a project plan/timeline. This serves as the project charter. **Deliverable:** Project Proposal document (submitted on Canvas).
3. **Weeks 3–4:**
   - **Weekly Progress Updates** – Every two weeks, students must submit a progress report or presentation via Canvas. These **Progress Updates** should summarize work completed, data collected or results obtained, any challenges encountered, and plans for the next phase. *Alternate formats:* On some update cycles, a short **written report** may be required; on others, a **brief recorded presentation** (5–10 minutes) may be assigned to practice verbal communication. The instructor will provide a schedule for which format to use for each update. Feedback will be given after each submission.
4. **Week 5 (Mid-Semester):**
   - **Midpoint Check-In** – A live progress review will be conducted around the middle of the term. **Deliverable:** Zoom meeting with instructor to evaluate progress, troubleshoot issues, and ensure the project is on track for successful completion. (This meeting complements the written updates.)
5. **Week 6:**
   - **Full Draft of Project Report Due** – Submit a **complete draft** of your Leadership Project Report in the required format (NSF-style) for final review. This draft should be as close to final as possible, incorporating all major sections: executive summary/abstract, introduction & background, methods, results/findings, analysis/discussion, conclusions and leadership lessons, references, and any appendices. The instructor will review the draft and may return it with required revisions.
6. **Week 7:**
   - **Final Deliverables Due** – **(1)** Submit the **polished final version** of the Leadership Project Report, revised per instructor feedback (if any). The report must adhere to all formatting guidelines and be of professional publishable quality. **(2)** Submit **verification of external submission** – for instance, an email or letter confirming that the final report was shared with the intended recipient or stakeholder (this could be your workplace supervisor, project sponsor, or simply the course instructor if no external audience). This step is to simulate real-world accountability for your work. **(3)** Submit your **Final Project Presentation** (a recorded presentation ~15–20 minutes, with slides) summarizing the project's objectives, methodology, key results, and leadership insights. All final deliverables are uploaded to Canvas.
   - **Final Assessment Quiz** – Complete a short **Final Quiz** on Canvas during finals week. The quiz will consist of questions about your project and general leadership concepts learned during the MSEL program. It is an open-book, reflective assessment to ensure you can articulate the outcomes of your project and the leadership principles applied. (Due by the end of Week 7.)

Note: All dates are tentative and will be confirmed in Canvas. Students are responsible for managing their time to meet project deadlines. Regular communication with the instructor is expected throughout the project. If you encounter significant obstacles or require adjustments to the timeline, inform the instructor as early as possible.

Grading Policy

This course is graded on a **Credit/No-Credit (Pass/Fail)** basis. **To earn a "Pass"**, you must **satisfactorily complete all required deliverables** and **meet the course expectations** for quality and timeliness. Failure to submit a key deliverable or substandard performance (below graduate-level quality) may result in a "Fail" grade for the course. There are no traditional exams or letter grades; instead, evaluation is based on the cumulative performance on the project milestones and final outputs.

Evaluation Components (Tentative Weighting):

- **Project Topic Proposal & Presentation:** 100 points (10%) – *Clarity and thoughtfulness of initial topic ideas and presentation.*
- **Formal Project Proposal:** 100 points (10%) – *Quality of written project plan (problem definition, objectives, methodology).*
- **Bi-Weekly Progress Updates:** 200 points (20%) – *Consistent progress and quality of updates (4 updates at 50 pts each).*
- **Final Project Report (NSF-style):** 300 points (30%) – *Depth of analysis, quality of writing, and adherence to format.*
- **Final Project Presentation:** 200 points (20%) – *Effectiveness of oral presentation and visual communication of the project.*
- **Final Quiz (Project & Leadership Knowledge):** 100 points (10%) – *Understanding of project outcomes and key leadership lessons.*

Total: **1000 points (100%)**. A minimum of **70%** (700 points) is generally required to receive credit (Pass) in the course. However, **completion of all major deliverables** (project proposal, updates, final report, final presentation, quiz) is mandatory – missing any of these will result in No Credit regardless of point total. The weighting above is provided for transparency in feedback; exact point allocations may be adjusted, but the Pass/Fail decision will hinge on holistic satisfactory performance. There is no curve or letter-grade scale since the final grade will be reported as either *CR (Credit)* or *NC (No Credit)*.

Late Work / Assignment Policy

Late Submissions. It is a basic principle of professionalism that **"Professionals are not late."** In this course, meeting deadlines is critical. If you know you will be unable to submit an assignment on time, contact the instructor *before* the due date to discuss the situation.

A **"COORDINATED LATE"** submission is one where you have notified the instructor **in advance** that you will miss a deadline and have obtained approval for a brief extension. (Simply notifying the instructor right before the deadline or after missing it **will not** guarantee that it's considered coordinated.) Depending on the circumstances, late work may be accepted with a penalty. The following penalties **may** be applied for coordinated late submissions:

1. **0–24 hours late:** up to **–25%** of the earned grade
2. **24–48 hours late:** up to **–50%** of the earned grade
3. **48–72 hours late:** up to **–75%** of the earned grade
4. **More than 72 hours late: No credit** (0 points). *Note:* Even if no credit is earned, all major assignments **must** still be submitted to satisfy course requirements.

Unapproved late submissions (no prior coordination) may receive a zero. Repeated or significantly late work may lead to course failure (No Credit). **Technology issues** are not an excuse for late work – have backup plans

and submit early to avoid last-minute problems. If an emergency or serious issue arises, please communicate with the instructor as soon as possible to make appropriate arrangements.

Sample Leadership Project Topics (Examples)

To help you envision appropriate projects for MSEL 5396, below are several **sample project scenarios**. Each example includes a simulated professional role, the type of data involved, and the core objectives of the project. These are **illustrative examples only** – students are encouraged to conceptualize their own projects relevant to their interests and workplaces.

- **Role:** *Civil Engineering Project Manager (City Public Works)*
  Data: Infrastructure condition surveys, maintenance records, and budget data
  Objectives: Develop and lead the implementation of a **pavement management plan** for city roads. The project involves analyzing road condition data to prioritize maintenance, optimizing the use of limited budget funds, and coordinating with teams to schedule repairs. A key goal is to improve infrastructure quality while demonstrating effective leadership in inter-departmental collaboration.
- **Role:** *Construction Site Safety Officer*
  Data: Safety incident reports, compliance audit data, and worker feedback surveys
  Objectives: Improve construction site safety culture by designing and executing a new safety training and incentive program. The project will implement weekly safety briefings and a reporting system for near-misses. The effectiveness is measured by a reduction in incident rates and improved safety compliance over a 3-month period. Leadership focus is on changing behaviors and gaining buy-in from contractors and crew members.
- **Role:** *Manufacturing Process Improvement Lead (Mechanical Engineering)*
  Data: Production output metrics, defect rates, and process simulation results
  Objectives: Increase production efficiency in a manufacturing line by introducing automation and process optimizations. The project includes using simulation software to model workflow changes, implementing a Lean Six Sigma technique on the factory floor, and training operators on new procedures. Success is measured by higher throughput, lower defect rates, and enhanced team adaptability to process changes.
- **Role:** *Quality Assurance Team Leader (Aerospace Manufacturing)*
  Data: Quality inspection results, testing data, and rework statistics
  Objectives: Reduce product defects in an aerospace component production process. The project entails leading a cross-functional team to analyze root causes of failures, implementing a revised quality control protocol (e.g., new inspection checkpoints and employee training), and evaluating the impact on defect rates. The leadership challenge includes promoting a culture of quality and accountability among engineers and technicians.
- **Role:** *Electrical Engineering R&D Project Lead*
  Data: Laboratory experiment data, prototype performance metrics, and project timelines
  Objectives: Lead development of a new electronic sensor from concept to prototype. The project involves coordinating an R&D team through design, fabrication, and testing iterations. Data from experiments guide design modifications. The leader must manage technical tasks while facilitating innovation, ensuring timely progress, and communicating results to stakeholders. The outcome is a working prototype and a documented process for future product development efforts.
- **Role:** *IoT Systems Deployment Manager (Electrical/Computer Engineering)*
  Data: Sensor readings, network performance logs, and user data analytics
  Objectives: Implement an "Internet of Things" monitoring system in a manufacturing facility to enable predictive maintenance. The project covers installing IoT sensors on equipment, integrating data streams into a dashboard, and analyzing patterns to predict machine failures. Objectives include reduced downtime and maintenance cost savings. The project leader oversees technical deployment and also

trains maintenance staff to utilize the new system, bridging technical and human factors for successful adoption.

- **Role:** *Power Systems Operations Supervisor (Electrical Engineering)*
  Data: Electrical grid load data, outage frequency records, and simulation models
  Objectives: Enhance power grid reliability by leading an initiative to integrate a smart grid technology (such as automated switchgear or energy storage) into a local utility's network. The project uses simulation modeling to predict outcomes of the upgrade and involves coordinating with engineers and utility linemen for implementation. Leadership aspects include risk management and communication with both technical teams and the public about improvements to service reliability.
- **Role:** *Engineering Team Training Coordinator*
  Data: Employee skills assessments, training program feedback forms, and performance KPIs
  Objectives: Develop and evaluate a technical training program for a team of engineers to improve competency in project management and leadership. The project includes creating a curriculum (workshops, online modules), delivering the training, and then measuring effects on team performance (e.g., project delivery times, collaboration metrics). The goal is to build leadership and project management skills within the team, and the project lead must demonstrate mentorship and effective knowledge transfer.
- **Role:** *Process Automation Project Manager (Chemical/Mechanical Engineering)*
  Data: Process flow data, production rate statistics, and safety incident logs
  Objectives: Automate a critical process in a chemical plant to improve safety and efficiency. This project will introduce robotic or automated solutions in a currently manual process (for example, an automated chemical mixing system). The manager collects baseline data on process times and incident occurrences, oversees the design/install of automation equipment, and then compares performance post-implementation. Leadership challenges include change management and ensuring staff are trained and comfortable with the new technology.
- **Role:** *Organizational Change Analyst (Engineering Firm)*
  Data: Employee satisfaction surveys, productivity metrics, and interview transcripts
  Objectives: Assess and improve organizational communication within a mid-sized engineering firm. The project involves conducting a survey-based study on communication bottlenecks and information flow in the company's project teams. Based on findings, the student will propose and pilot new communication protocols or tools (for example, a weekly huddle or an online collaboration platform) in one department. The effectiveness is evaluated via follow-up surveys and productivity indicators. The project emphasizes data-driven leadership decisions and managing change in organizational behavior.
- **Role:** *Human Factors Researcher (Engineering Leadership Study)*
  Data: Behavioral observations, experiment results, and statistical analysis
  Objectives: Investigate the impact of leadership style on team performance in an engineering design project setting. The student designs an experiment (or case study) where teams are led using different leadership approaches (e.g., authoritative vs. democratic) in a simulated task. Data on team output, creativity, and morale are collected through observations and questionnaires. The study aims to provide empirical insights into which leadership techniques foster the best performance among technical professionals, and the project report would offer recommendations for leadership practice in engineering teams.

(These examples span civil, mechanical, and electrical engineering contexts, demonstrating how leadership projects can be integrated into various technical domains. Students should select a project relevant to their own field and professional goals.)

The following sections contain standard University of Texas at Tyler syllabus policies and student resources. All students are expected to be familiar with these.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: **Honor and integrity** that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students' Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please refer to the official **Students' Rights and Responsibilities** information posted at **http://www.uttyler.edu/wellness/rightsresponsibilities.php**:contentReference[oaicite:7]{index=7}.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry a concealed weapon. **License holders** are expected to behave responsibly and keep a handgun secure and concealed. More information is available at **http://www.uttyler.edu/about/campus-carry/index.php**:contentReference[oaicite:8]{index=8}.

UT Tyler a Tobacco-Free University

All forms of tobacco are **prohibited** on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This policy applies to all members of the University community (students, faculty, staff, affiliates, contractors, and visitors). **Prohibited tobacco products** include, but are not limited to: cigarettes, cigars, pipes, water pipes (hookahs), bidis, kreteks, electronic cigarettes (vapes), smokeless tobacco (snuff/chewing tobacco), and *all other tobacco products*. There are several cessation programs available to students who are looking to quit smoking or using tobacco, including counseling, quit-lines, and group support. For more information on cessation programs, please visit **www.uttyler.edu/tobacco-free**:contentReference[oaicite:11]{index=11}.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) **must file a Grade Replacement Contract** with the Enrollment Services Center (ADM 230) **on or before the Census Date** of the semester in which the course will be repeated. Grade Replacement Contracts are available from the Enrollment Services Center or online at the Registrar's website. Each semester's Census Date can be found on the academic calendar. **Failure to file a Grade Replacement Contract** will result in both the original and repeated grade being used to calculate your overall GPA. Undergraduate students are permitted a grade replacement for up to three course repeats; graduate students are permitted two grade replacements in total. (See the UT Tyler Catalog for full policy details.)

The Census Date (usually the 12th class day in a regular semester) is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- **Submitting Grade Replacement Contracts, Transient Forms,** and any requests to withhold directory information; approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- **Receiving 100% refunds for partial withdrawals** (note: there is **no refund** for partial withdrawals after the Census Date).
- **Schedule adjustments** (such as section changes, adding a new class, or dropping a class *without* a "W" grade).
- **Being reinstated or re-enrolled** in classes after being dropped for non-payment.

- **Completing the process for tuition exemptions or waivers** through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or later from dropping more than **six courses** during their entire undergraduate career. This includes courses dropped at other public institutions in Texas. For the purposes of this law, a "dropped course" is any course dropped after the Census Date. **Exceptions** to the 6-drop rule may be found in the UT Tyler catalog. If you believe you must drop a course that would put you over the limit, you can petition for an exemption through the Enrollment Services Center – documentation of extenuating circumstances will be required. Please contact the Enrollment Services Center if you have any questions. *(Note: While this law applies to undergraduate students, UT Tyler includes this statement in all syllabi. Graduate students typically are not affected by the six-drop rule.)*

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, **Americans with Disabilities Act (ADA)** and the ADA Amendments Act (ADAAA), UT Tyler provides accommodations to students with documented disabilities. If you have a disability, including a non-visible diagnosis (e.g., learning disorder, chronic illness, traumatic brain injury, PTSD, ADHD) or have had accommodations in a previous educational environment, you are encouraged to contact the **Student Accessibility and Resources (SAR) Office**. Start by registering at **https://hood.accessiblelearning.com/UTTyler** and filling out the New Student Application. The SAR office will reach out to you to schedule an appointment (Office located in University Center #3150, phone 903.566.7079). For more information, visit the SAR webpage at **http://www.uttyler.edu/disabilityservices**. It is important to make accommodation requests early in the semester so that we can meet your needs promptly.

Student Absence for Religious Observance

Students who anticipate being absent from class due to a religious holy day or observance are required to inform the instructor of such absences **by the second class meeting of the semester** (or, for an online course, within the first two weeks of the term). Arrangements will be made to permit a student to complete assignments/exams scheduled on the observance day within a reasonable time after the absence.

Student Absence for University-Sponsored Events and Activities

If you must miss coursework to participate in an official university-sponsored event or activity (for example, intercollegiate sports, academic competitions, band, etc.), you or the event sponsor **must notify the instructor at least two weeks in advance** of the absence. The instructor will work with you to set a schedule for making up any missed work or assignments. It is your responsibility to follow up and complete these make-up assignments by the agreed deadline.

Social Security and FERPA Statement

It is the policy of UT Tyler to protect the confidential nature of social security numbers. The University assigns each student a unique student ID number for use in our systems. **Please use your student ID** (not your SSN) for any university forms or correspondence.

In addition, **privacy of student education records** is governed by the Family Educational Rights and Privacy Act (FERPA). **Grades or confidential course information will not be transmitted via e-mail** or other unsecured methods. In this course, individual grades will be posted in Canvas (which is FERPA-compliant). If

you have questions about how your information is handled, please discuss them with the instructor. *Note:* The University is not allowed to send grades through email as it could violate FERPA; final grades are officially available through the Patriot Portal.

Emergency Exits and Evacuation

For courses that have an on-campus component (if any), familiarize yourself with the emergency exit routes for each classroom. **If an alarm sounds**, everyone is required to evacuate the building immediately in a calm and orderly manner. Follow any instructions from your instructor or emergency personnel regarding which exit to use. If you require assistance to evacuate (due to a mobility or medical condition), please inform the instructor in the first week of class so arrangements can be made in the event of an emergency. Do not re-enter the building until UT Tyler police or fire officials give the all-clear signal.

Student Standards of Academic Conduct

Students at UT Tyler are expected to **maintain absolute integrity and a high standard of individual honor in academic work**. Any form of *scholastic dishonesty* will not be tolerated. Scholastic dishonesty includes, but is not limited to: **cheating, plagiarism, and collusion**. Definitions and examples of these violations are as follows:

- **Cheating** – includes, but is not limited to: copying from another student's exam or assignment; using unauthorized materials or devices during a test; failing to comply with instructions given by the exam proctor; possessing unauthorized notes or crib sheets during an exam (for instance, having textbooks or notes open when not permitted); stealing, buying, or otherwise obtaining unauthorized copies of an exam or assignment; soliciting or providing answers to an exam in advance; working with another student on a test or homework **without permission**; or any other action that gives an unfair advantage to a student. Engaging in any form of cheating will result in disciplinary action.
- **Plagiarism** – includes the appropriation, buying, receiving as a gift, or obtaining by any means another person's work (such as text, data, images, or ideas) and submitting it as one's own academic work for credit. In simpler terms, do not copy someone else's writing or research without proper citation. All sources used in your assignments must be cited appropriately. Plagiarism can range from copying phrases or paragraphs from a book or website into your paper without citation, to turning in someone else's entire work as your own. It is your responsibility to understand how to paraphrase and quote sources correctly – please ask if you are uncertain.
- **Collusion** – includes unauthorized collaboration with another person in preparing any work offered for credit, or collaborating with another person to commit a violation of any academic conduct rule. You should assume that all assignments in this course are meant to be completed individually *unless* explicitly stated otherwise (e.g., designated group projects). Discussing general concepts with classmates is fine, but sharing written work, code, or answers is not allowed.

All written work submitted in this course will be subject to review by plagiarism detection software. This software may include Turnitin or other tools integrated with Canvas. Instances of scholastic dishonesty (cheating, plagiarism, collusion, etc.) **will be reported** to university authorities and may result in serious consequences, including a zero on the assignment, a failing grade in the course, and further disciplinary action through the Office of Student Conduct.

UT Tyler Resources for Students

UT Tyler offers a variety of resources to support students academically and personally:

- **UT Tyler Writing Center:** Provides writing tutoring and assistance with essays, reports, and other assignments (phone: 903.565.5995, email: writingcenter@uttyler.edu).
- **UT Tyler Tutoring Center:** Offers free tutoring in various subjects (phone: 903.565.5964, email: tutoring@uttyler.edu). Check the schedule for available tutoring in your course area.
- **Mathematics Learning Center (RBN 4021):** This is an open-access computer lab for math students, with tutors on duty to assist students in freshman and sophomore-level math courses.
- **UT Tyler Counseling Center:** Provides confidential counseling services to students (phone: 903.566.7254). If you are feeling overwhelmed, anxious, or depressed, or just need to talk to someone, professional counselors are available to help.

(Don't hesitate to take advantage of these resources to enhance your success and well-being during the semester.)

Information for Classrooms and Laboratories

(While this is an online course, the following health and safety guidelines are included for your general awareness and in case any on-campus sessions or meetings occur.)

Students are **strongly encouraged** to wear face masks covering the nose and mouth in public indoor settings (including classrooms and labs) during times of elevated health risk. The UT Tyler community views the adoption of health and safety practices as consistent with our Patriot **Honor Code** – it is a sign of respect and concern for the well-being of classmates, faculty, and staff.

Students who feel ill or exhibit symptoms such as coughing, sneezing, fever, or other potential signs of illness should **stay home** and notify the instructor as soon as possible. **Do not attend any face-to-face meetings if you are sick.** Students who need additional accommodations due to illness or quarantine may contact the Office of Student Accessibility and Resources (SAR) to discuss options. The instructor will work with you to ensure you have the ability to make up any missed work due to illness.

Recording of Class Sessions

Class sessions or meetings in this course (including Zoom meetings) **may be recorded** by the instructor for the benefit of students. These recordings might be made available on Canvas to assist those who could not attend or to review content. **Recorded sessions that include students' voices or images are protected under FERPA** and are intended only for students in this course. **Do not share** class recordings (videos or audio) with anyone outside the class, and do not post them to external sites. Recordings are to be used for **educational purposes only** by students enrolled in the class. Any student who has concerns about being recorded (for example, due to a FERPA consideration or personal privacy concern) should inform the instructor as soon as possible. We will work together to accommodate reasonable requests (such as blurring your video or allowing you to keep your camera off). By remaining in the course, you consent to being recorded as needed for course purposes.