

NOTE: Some links in this syllabus may only be accessible to currently enrolled students.

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CS 469 Structured Project — Syllabus

Course Overview

Credits: 2 *

Terms Offered: Every Term **

Instructor Name: Eric L. Vogel

Instructor Email: eric.vogel@oregonstate.edu

* With instructor approval, CS 406 can be taken concurrently to boost the credit hours for longer projects (up to 4 credit hours between CS 469 and CS 406 combined), and time spent working on the project will scale correspondingly. Both courses follow the CS 469 curriculum, evaluation, and grading approach and receive the same grade. Contact the instructor for details.

** CS 469 can be repeated for up to 16 credits total. Of those, a maximum of 6 credits combined between CS 469 and CS 406 can be applied toward an OSU CS degree.

Course Description

Facilitates the completion of a working software product chosen and designed by the student. Guides students on planning, implementing, and reporting progress on software development work carried out as a structured project.

Prerequisites

The official course prerequisite of CS 162 (which also implies CS 161 or ENGR 103) has not yet been added to the Course Catalog, nor has the name change from Real-World Project Management in Computer Science to simply Structured Project. Nonetheless, you should be aware that CS 162 is the expected level of programming experience for this course. Please withdraw if you do not have that background.

This syllabus and schedule are subject to change.

Late Enrollment

If you are enrolling late, you must complete all OSU approvals and appear as a registered student on the course Canvas site **no later than noon Pacific time Friday of week 1 of the term**. The instructor will not allow new students to join the course after that due to the amount of material to make up. You must **contact the instructor by that deadline** with your enrolled status visible in Canvas to receive extensions for assignments already past their deadlines.

Introduction

Welcome to CS 469! My name is Eric Vogel, and it is both my pleasure and my privilege to be your instructor for this course. I will do my best to provide you an informative and encouraging course with a great learning experience. If you have any suggestions on this course, you're welcome to contact me at any time.

This course allows you to create a software product of your choice, structured as a software development project. The course materials guide you in planning your project, then provide you with mechanisms for reporting on your project throughout the term until the final results are due. Your work is considered to be a portfolio project, so you can post it publicly on GitHub or on a personal website.

Course Topics

We will be covering several topics geared towards helping you select, plan for, execute, and then report on your project:

- Motivations and Project Selection
- Planning Your Work
- Managing Changes
- Reporting Progress
- Final Reporting and Demonstration

Course Structure

This is an *independent study* course, and you will be spending most of your time pursuing your project. Before you start your project work, however, you need to have a plan approved by your instructor. So the first week of the course is ***quite intense*** so you can create a Project Plan for your project, after learning about these topics:

- Motivations & Project Selection & Goals
- Breaking Down Your Work
- Sequencing Your Work
- Prioritizing Your Work

Your Project Plan will be your guide for all the project work you carry out over the next 9 weeks (6 weeks during Summer term). During that project work, you will follow your plan to guide your work, and you will also submit a short video progress report each week so your instructor is kept aware of your progress, based on this topic:

- Reporting Progress

As your project or product changes, you will need to make adjustments to your Project Plan, following this topic:

- Managing Changes

And at the end of the course, you will have produced a product, and you will have written a report about the project and your development experience, submitted the results of your project, and demonstrated your product:

- Final Project Report, Final Product Deliverables & Demonstration

Expectations for Time and Participation

This course combines approximately 60 total hours of instruction, online activities, assignments, and project work for 2 credits. In CS 469, most students spend 10-20 hours on instruction, online activities, and

assignments, and 40-60 hours actually working on their project. If you are taking CS 406 concurrently, the time spent working on the project will scale correspondingly.

This course is asynchronous and somewhat flexible, but not self-paced. The schedule of course content and the due dates that appear in Canvas provide guidelines for how you'll interact and with what frequency. I recommend that you create your own workload schedule and set reminders for assignment due dates.

Expectations for Effort During Project Work Phase

During the project work phase of the course (weeks 2-10; 2-7 during Summer term), your work is entirely self-directed except for a short weekly progress report. You are expected to have the personal discipline to expend effort commensurate with a two-credit 400-level course, regardless of other academic, work, or personal challenges. Situations like "I had other midterms that were more important this week, so I didn't make any progress on my project", or "I had to work, so I didn't get much done" are not acceptable reasons to let the project work for this course slide. Just as you would not expect the instructor for another course be gracious upon hearing "I worked a lot on my project, so I did not get my assignments done for your course", I will look askance at such signs of lack of commitment to your self-directed project work. (Personal emergencies or illness are understandable exceptions, with instructor approval for such circumstances.)

Your measure of success will largely be defined by you in your Project Plan (with my agreement). Therefore, it is important that you stay on top of your work so you can meet the commitments laid out in the plan. If things start going south, I expect you to reach out immediately and not wait until it is too late to make adjustments.

Please go over all the content in the [Start Here](#) module, and read the course syllabus carefully. It is also a good idea to look ahead to what you will be expected to produce at the end of the term so you can make informed decisions to maximize your chances of success.

Responding to Instructor Feedback on Assignments

Each assignment has a rubric that defines the criteria used to grade it, and I will give you personalized feedback as I grade each of your assignments, especially your Project Plan and your first few Weekly Progress Reports. I don't provide this feedback for my benefit — it is to help you improve your ability to carry out your work as a structured project. Please read that feedback, take appropriate action based on its recommendations, and in the case of the Weekly Progress Reports, make adjustments to subsequent assignments.

Measurable Student Learning Outcomes

The learning outcomes for this course are:

1. Apply design, programming, and testing skills to real-world projects.
2. Evaluate and select tools and other resources when implementing projects.
3. Communicate project accomplishments to technical and non-technical audiences.

Course Schedule

You can see the assignment due dates in Canvas.

Fall, Winter, Spring Term Topics by Weeks		
Week	Topics	Due
1	Motivations and Project Selection End-User Functionality and Tools	Flowchart: Understanding Our Own Motivations

	Breaking Down, Sequencing, and Prioritizing Your Work	Discussion: Post-Project Actions
2	< Project work begins >	Project Plan
3	Managing Changes Reporting Progress	Change Management Quiz Week 2 Progress Report
4	Reporting Progress	Week 3 Progress Report
5	Reporting Progress	Week 4 Progress Report
6	Reporting Progress	Week 5 Progress Report
7	Reporting Progress	Week 6 Progress Report
8	Reporting Progress	Week 7 Progress Report
9	Reporting Progress	Week 8 Progress Report
10	< Project work ends >	Week 9 (last) Progress Report
11	Final Reporting	Final Project Report Final Product Deliverables Final Product Demonstration

U.S. holidays this term:

- Mon 15-Jan

You can see the assignment due dates in Canvas.

Grading

Letter Grade

Grading	
Letter Grade	Percent Floor
A	92
A-	90

Grading	
B+	88
B	82
B-	80
C+	78
C	72
C-	70
D+	68
D	62
D-	60
F	<60

Evaluation of Student Performance

- Project Planning Explorations, Assignments and Quizzes: 45 points
- Weekly Progress Reports: 40 points (25 points Summer term)
- Final Project Report, Final Product Deliverables & Demonstration Assignments: 90 points
- Total: 175 points (160 points Summer term)

Grade Weighting

- Project Planning: 35%
- Weekly Progress Reports: 20%
- Final Results: 45%

Late Work

Assignments are accepted up to 24 hours late with a penalty of 10% of the earned points applied. Assignments are accepted from 24 to 48 hours late with a penalty of 25% of the earned points applied. Assignments are not accepted past 48 hours late unless an extension is granted by the instructor.

Late Penalties	
Time elapsed past the due date	Penalty Applied (if no extension is granted)
Up to 1 day	-10%
Up to 2 days	-25%
More than 2 days	-100%

Extensions

Requests for extensions are considered on a case-by-case basis. Non-emergency requests must be submitted **via email at least 48 hours before the due time**. (Not having enough time to get the assignment done does not, by itself, constitute an emergency — sorry!). If you have a really tough situation that might affect your progress a lot (illness, job duties, family emergency...), you should contact the instructor immediately. Don't

wait until the due date or later to explain your personal situation and ask for an extension. If you don't know if you will need an extension but might, **you should ask for one.**

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has at least a C in the course at the time the Incomplete is requested. If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term or even after you have missed deadlines. Let me know right away — I'm here to help, but I can't make special arrangements that are unfair to the other students after assignments are due.

Course Policies

Taking Capstone Concurrently with CS 469

Taking two project courses like capstone and CS 469 is not recommended — students who have done so in the past have found that the project workload becomes overwhelming. However, if you are taking one of your capstone courses concurrently with CS 469, you *cannot* share work between your CS 469 project and your capstone project, or use time spent on one to do work for the other or both. The two types of courses are intended to be independent of each other, and double-dipping between them is not allowed.

It *is* allowed to use your CS 469 project to add features or functionality to your capstone project *only if the additional features were not already planned as part of your capstone project commitment*. If you do not get approval from your instructor for this approach to your CS 469 project before submitting your Project Plan, that project will not be allowed. You should also check with your instructor if you are in a situation that may give the appearance of shared work between the two projects, to see what would be acceptable and what would result in an academic misconduct violation and report.

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course.

Proctored Exams

There will be no exams in this course.

Incompletes

According to Academic Regulation 17 of [OSU Academic Regulations](#), when a requirement of a course has not been completed for reasons acceptable to the instructor and the rest of the academic work is passing, a report of "I" (incomplete) may be made and additional time granted. For CS 469, this will only be in emergency cases (such as a death in the family, major illness or injury, or the birth of your child), and only if you have submitted and passed 85% of the points possible (typically everything but the Final Project Report). If you are having any difficulty that might prevent you from completing the coursework, please don't wait until the end of the term; let me know right away.

Class Participation and Building Community

Active interaction with peers and your instructor is essential to everyone's success in this online course. I encourage you to please practice the following:

- Value the diversity of the class. Recognize and respect the experiences, abilities, and knowledge each person brings to our learning environment.
- Challenge others' ideas with the intent of facilitating growth. Acknowledge your peers' contributions and highlight areas of further inquiry.
- Be open to being challenged on your ideas or prejudices.
- Practice self-awareness in your communication with peers and consider that your comments may hurt others unintentionally.
- Assume the best of your classmates and instructor and expect the best from them.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the Code of Student Conduct (<https://beav.es/codeofconduct>). Students are expected to behave in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standards](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

Code of Conduct

The Code of Student Conduct prohibits Academic Misconduct and defines it as:

Any action that misrepresents a student or group's work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process.

To support understanding of what can be included in this definition, the Code further classifies and describes examples of Academic Misconduct, including cheating, plagiarism, assisting and others. See the Code of Student Conduct: <https://beav.es/codeofconduct> for details.

You are expected to do your own work and demonstrate academic integrity in every aspect of this course. Familiarize yourself with the standards set forth in the OSU Code of Student Conduct Section 4.2. You must only access sources and resources authorized by the instructor. You may not show your work to any other current or future students without the instructor's authorization. Violations of these expectations or the Code of Student Conduct will be reported to the Office of Student Conduct and Community Standards. If there is any question about whether an act constitutes academic misconduct, it is your responsibility to seek clarification and approval from the instructor prior to acting.

Netiquette Expectations and Harassment of Instructional Staff

The kind of negative discourse often seen on social media is not acceptable in an industry environment. Period. In industry, that kind of online communication style will cause you to lose your job — you will be fired! And here at OSU, such online behavior is a significant offense that could result in academic penalties and other sanctions, including suspension or expulsion from the university. While at OSU, you should practice professional online interactions just as you will be expected to in industry.

It is normal for students to feel frustrated or even upset when they are struggling with a difficult assignment, or have received painful-to-hear feedback about their work. However, it is not acceptable for students to behave uncivilly when communicating with the OSU instructional staff (professors, instructors, graduate teaching assistants, and undergraduate learning assistants). That kind of uncivil behavior is considered harassment, both defined in and prohibited by the Code of Student Conduct.

Harassment is commonplace in social media, but is not tolerated at OSU any more than it is in industry. Examples of harassment of the instructional staff include having a confrontational tone; being overly demanding or argumentative; making repeated grading appeals (especially when explanatory grading comments were already provided); demanding of grade adjustments; posting public negative comments referring to the instructor and/or teaching assistants. OSU instructional staff will not allow inappropriate, harassing posts in online chat, discussion boards, or email. Students who exhibit harassing behavior will be given a single warning. Sanctions for further misconduct may include being banned from posting on Teams or discussion boards, blocked from using office hours, and/or reported to the Office of Student Conduct.

The instructional staff for your course has many responsibilities and are often busy helping students. They have graded many assignments and projects, and have a solid understanding of how to be successful in this course. You can best support your learning process by planning ahead and asking thoughtfully-considered questions, even when challenging whether a grade was appropriate for work submitted, or inquiring about the possibility of a deadline extension for a legitimate personal situation. You can catch more flies with honey than you can with vinegar!

Because OSU has the same expectations as industry, communicating in an appropriate manner with your instructional staff — as well as your classmates! — is a good opportunity to learn how to separate your personal vs. professional approach to online communications. That will better prepare you to meet the expectations of your future industry career.

AI Chatbot Policy

The policy for this course is as follows:

1. You ARE allowed to use ChatGPT, Google Bard, Bing AI, or similar AI chatbots as you would a library resource. For example, you can use ChatGPT to find solutions for errors the same way you would use Stackoverflow or other Internet resources, or to understand and improve software you are developing.
2. You ARE allowed to use AI chatbots to verify algorithms. You will learn more if you develop your algorithms yourself and use a chatbot to verify them, rather than taking the shortcut of simply (for example) asking ChatGPT to generate the algorithms for you. In fact, you'll learn more about both the problem you are trying to solve and the critical thinking skills that AI cannot replace. In your career, there are guaranteed to be problems for which AI cannot propose algorithms or solutions. If you have not developed the critical thinking skills to develop solution algorithms on your own, you will be unable to deliver the value your employer expects from a practicing engineer.
3. You ARE allowed to use AI chatbots for *small* snippets of code, as you would by using online reference like Reddit or a language-specific website that helps engineers understand how to implement certain tasks in different programming languages. In industry, you must be careful that small snippets obtained *regardless of the source* do not introduce software license restrictions or the possibility of copyright, trademark, trade secret, or confidentiality agreement violations that could put your company at great legal peril. That's why you should be cautiously selective about the number and size of code snippets you include in commercial products, whether they come from programming websites or an AI chatbot. It is wiser and safer to adapt the principles demonstrated in those snippets to your own code, and to the context in which the snippets need to run in the software system you are helping develop, rather than simply pasting something into your code verbatim. Practicing this kind of appropriate use as a student will help establish a foundation for behaviors in your career that will be consistent with your employer's

code of ethics.

4. You ARE allowed to use chatbots in manners similar to the above for generating written reports or other creative elements that are not related to code. These uses come with the same possibilities of not learning to think, write, or be creative on your own, and as a result being less able to fulfill employer expectations for high-quality written documents or uniquely creative non-code-related work products.

While you are allowed to use AI chatbots as described above, they are not a panacea. You should never blindly submit something based on AI chatbots without using critical thinking and good judgment to assess the correctness and validity of their results. You won't get proper credit for work based on incorrect or invalid output from these (or any!) sources. (Assessing validity is a wise practice for any tool or source of information you use. Just as you would ignore an Internet source if you determined that the information it provided was wrong, it's no different to apply that same level of discernment to the output of AI chatbots.) And abdicating your creative thought processes to any tool won't necessarily grow your abilities to think creatively, unless you shift your creative focus to other areas. So be thoughtful and judicious about how much you use these or any tools as a replacement for your work rather than a just as a supplement to it.

If you are unsure if your intended use of an AI chatbot matches any of the above purposes, send me an email explaining your planned use, and I will give you feedback on whether or not I would consider this to be an allowable use both in the course and in industry.

5. You ARE NOT allowed to use AI chatbots to simply write your software for you, or write your documents for you. Just as you have tools to generate code and documents, we instructors have tools to identify code and documents that were generated. Any student that submits generated responses will be subject to an Academic Integrity violation. Here's why:

Our goal at OSU is to prepare you for a career in industry, where you will be expected to solve problems through critical thinking, and adhere to industry norms for high-integrity, ethical behavior. You will not be expected to let a tool do all your work for you, without you yourself understanding the engineering problem solving process, recognizing whether what you are asking it to do is within its capability, applying it in an appropriate manner, and then being able to assess if its results are credible and reliable enough to be trusted as the basis for making business-critical decisions.

If you want to start to use AI chatbots for the described allowed purposes so you understand the capabilities and limitations of these tools, that's good preparation for being in industry with a broad toolkit at your disposal, and behaviors that mimic industry best practices both technically and ethically. If you want to use AI chatbots to do your work for you so you can skate by at OSU with minimal thought and effort, you will limit your career opportunities to those that do not require the level of diligence, thoughtfulness, professionalism, integrity, and ethics that are the hallmarks of high-performing software engineers.

There is no question that the use of artificial intelligence and machine learning tools will continue to increase in the fields of software engineering and computer science. At their current stage of development, they are language models that can generate text based on input, and have been successfully able to generate code as well. However, they were not designed to be learning tools, or to understand the context or nuances of a particular software problem. And they are not the only tools or technologies you will need to use to develop software, so it is still important that you learn and develop a strong foundation in the fundamental principles and concepts of software development. This will enable you to understand and adapt to new technologies and tools as they emerge during your software career, and use them effectively and responsibly on behalf of your employer.

Communication & Where to Go for Help

Eric L. Vogel (instructor): eric.vogel@oregonstate.edu

I am available **weekdays from 8am-11am Pacific time**. Contact me using the above OSU email address; per university policy, this must be from your OSU email account. Please put [CS 469] in the subject line so your email won't get lost, and use an email program. ***I will not respond to messages from Canvas Messaging or from a personal email account.*** You can expect a response from me within one business day of when you email me.

Live Office Hours: I'm available for regularly-scheduled live office hours using Teams **Tuesdays from 10am-11am Pacific time**, or by appointment.

Microsoft Teams: You can ask me questions (response time determined by my availability) or communicate with your classmates using Microsoft Teams:

1. To join us on Microsoft Teams, visit the Microsoft Teams link in the Canvas nav bar.
2. Login with your OSU ONID and password.
3. Join the CS 469 Team General Channel using the Team Code **831mpcb**.

Ed Discussion: There is no Ed Discussion board for this course.

Assignment Grading: You can expect your assignments to be graded within three business days of the due date, except for the Project Plan which may take up to two weeks to be graded.

Teaching Assistants: There are no GTAs or ULAs for this course.

Learning Resources

This course provides all required materials at no cost to you. There is no required textbook; all materials are available within Canvas.

College of Engineering Computing

The College of Engineering (COE) has extensive computing resources available to you as an engineering student. You can read about them in this [overview](#).

Required Software

For CS 469, the minimum required software is a web browser (OSU recommends Google Chrome) and the OSU-provided Kaltura video creation software. There are some assignments that require you to record a video, for which Kaltura is the simplest approach. Many assignments require turning in a PDF file, which you can create by printing to your computer's PDF printer (such as the Microsoft Print to PDF printer on Windows or the Save as PDF option from the Mac Print menu). You can choose to use other apps if you want; Microsoft Office 365 is available free for student use through OSU, as are many other software packages listed [here](#).

Engineering Server File Storage Space

As a College of Engineering student, you have access to [your own space](#) on Engineering servers where you can store files.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24/7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in,

or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [Service Desk](#) online.

Help with University Life

For those of you who are new to OSU and the College of Engineering, there are many resources available to support you. Some of these are relevant to all students, and some (like walk-in services) are only really available to students on campus, but that includes Corvallis-area-based Ecampus students. Don't hesitate to take advantage of these resources, since they are funded by your fees and you are completely entitled to use them for your benefit!

[This is the exhaustive list](#). A subset is listed below:

Mental/Physical Care:

[Counseling & Psychological Services \(CAPS\)](#)

[Anytime Anywhere app](#)

[OSU Assist: Mobile Crisis Response](#)

[Student Health Services](#)

[Survivor Care & Prevention \(CAPE\)](#)

Academic Resources:

[Academic Success Center](#)

[CoE IT Help Desk](#)

[File Space on Engineering Servers](#)

[Myoregonstate.edu](#)

[Oregon State Page](#)

[Study Spaces](#)

[Valley Library](#)

[Writing Center](#)

[Educational Opportunities Program](#)

[Disability Access Services](#)

[Cultural Resource Centers](#)

[Leadership Academy](#)

[Ecampus Student Services](#)

[Student Success Team](#)

Tutoring:

[Engineering Tutoring](#)

[The Mole Hole \(Chemistry help\)](#)

[The Wormhole \(Physics help\)](#)

[The Mathematics and Statistics Learning Center \(MSLC\)](#)

Jobs/Career:

[Career Center](#)

[Career Coach](#)

[Ecampus Career Hub](#)

[Job Shadow Program](#)

[OSU Employment/Job Search](#)

[Undergraduate Research Opportunities](#)

Financial Aid:

[Basic Needs Center](#)

[Financial Aid Office](#)

[Scholarship Universe](#)

[Scholarships](#)

[Ecampus Financial Hardship Grant](#)

Recreation:

[Adventure Leadership Institute \(ALI\)](#)

[Recreational Sports](#)

[Wellness Coaching](#)

[Student Clubs](#)

Student and Community Support

We just came out of a global pandemic. Systemic racism, especially anti-Black racism, economic disparities, and a divisive political landscape are additional challenges in our current community. Let us acknowledge that it is an extremely stressful time, with challenges that are affecting some of us in deeper ways than others. As we work together, let's actively practice compassion, understanding, flexibility, and care. Our safety, health and well-being are prerequisites to learning. Let's work together to find creative solutions that promote your well-being and learning. Join me and others across campus as we collectively stay mindful of circumstances, and provide both hope and solidarity toward each other by extending grace generously, giving ourselves and others patience, and honoring the humanity in us all.

Establishing a Positive Community

It is important you feel safe and welcome in this course. If somebody is making discriminatory comments against you, sexually harassing you, or excluding you in other ways, contact the instructor, your academic advisor, and/or [report what happened here](#) so we can connect you with resources. Note: Most OSU employees, including faculty, may be required to report suspected sexual misconduct, domestic violence, or discrimination to the Office of Equal Opportunity and Access.

Resources for Underrepresented Students

- [Educational Opportunities Program](#) serves students from historically underrepresented backgrounds, including (but not limited to) students of color, low-income students, first-generation in college and undocumented or DACAmented students. If you identify as a student from a historically underrepresented background, please consider applying to EOP.
- Consider joining the [Louis Stokes Alliance for Minority Participation \(LSAMP\)](#) program at Oregon State University. LSAMP is dedicated to increasing the number of traditionally underrepresented students successfully completing science, technology, engineering and mathematics (STEM) baccalaureate degree programs through programs and resources. They have [an extensive list of resources available](#) to underrepresented students in COE.

Togetherall

As we all know, Oregon State University students are going through a tough time right now, which is why we have chosen to partner with a company providing virtual peer-to-peer mental health and wellbeing support - Togetherall. Togetherall is now available for free to all OSU students who register with their Oregon State University email address. Togetherall's online community is clinically moderated by mental health professionals, and offers students a safe and anonymous place to express their thoughts, concerns and triumphs. Resources are free for students to use and are available 24/7/365. Students are able to draw strength and insights from peers that have real lived experiences, as well as access a range of self-directed, clinically validated tools to promote positive mental health and wellbeing. Togetherall integrates with Oregon State University's existing campus counseling services and after-hours emergency phone lines.

For more information, visit Togetherall's [website](#), see counseling.oregonstate.edu/togetherall, or watch this short [informational video](#).

Parents

If you are a parent, the [Family Resource Center](#) has many things (events, resources) to support you through your time at OSU.

University Policies

Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar:

<https://registrar.oregonstate.edu/osu-academic-calendar>

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Statement Regarding Religious Accommodation

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#).

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Ecampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#).

Ecampus students are always encouraged to discuss issues that impact your academic success with the [Ecampus Success Team](#). Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

[Other Ecampus Student Resources](#)

For mental health:

Learn about [counseling and psychological resources for Ecampus students](#). If you are in immediate crisis, please call or text the Suicide & Crisis Lifeline at 988 or text the Crisis Text Line at 741741.

In addition, the [Anytime Anywhere app](#) from OSU Counseling gives students access to free and confidential mental health and wellness counseling at any time of day, from anywhere in the world, 365 days a year.

For financial hardship:

Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support

(541-737-8748).

Tutoring and Writing Assistance

You can connect live with experienced online tutors by accessing TutorMe in the side navigation bar of your Canvas course. You are eligible for up to 5 hours of tutoring each week. To learn more, go to [Online Tutoring - Overview](#).

To get help with any form of writing, you can contact [Oregon State Online Writing Support](#) for feedback via email or live Zoom appointment.

Turnitin

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#).

Student Learning Experience Survey

During Fall, Winter, and Spring term the online Student Learning Experience surveys open to students the Wednesday of week 9 and close the Sunday before Finals Week. Students will receive notification, instructions, and the link through their ONID email. They may also log into the survey via MyOregonState or directly at <https://beav.es/Student-Learning-Survey>. Survey results are extremely important and are used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity of written comments) and are not available to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Student Bill of Rights

OSU has twelve established student rights. They include due process in all university disciplinary processes, an equal opportunity to learn, and grading in accordance with the course syllabus: <https://asosu.oregonstate.edu/advocacy/rights>.