Industrial Engineering 340/Psychology 358: Human Factors

University of Illinois at Urbana-Champaign
Department of Industrial and Enterprise Systems Engineering
Spring 2024

Course Description

Introduction to human factors and ergonomics, covering topics of human information processing, physiological and biomechanical functioning, and implications for design of the workplace and jobs in that workplace. The field of Human Factors and Ergonomics (HFE) is interdisciplinary, with applications wherever humans interact with equipment in a system context. Examples will be drawn from manufacturing, medicine, aerospace, ground transportation, and computing. Students will learn an overview of HFE principles and understand how they fit into engineering design and analysis. Typical design and operational problems in work domains, as well as their HFE solutions, will be highlighted. Students will apply HFE principles to design problems Also, the course will seek to improve the teamwork, written and oral presentation skills of each student.

Credits: 4

Schedule:

Lectures: Mondays and Wednesdays, 2:00-3:20 p.m.
In-person: 4029 Campus Instructional Facility

Laboratories: Thursdays, in-person by section:
AB1 9-9:50 a.m. in 203 Transportation Building
AB2: 10-10:50 a.m. in 305 Materials Science & Engineering Building
AB3: 11-11:50 a.m. in 3217 Everitt Laboratory
AB 4: 12:00-12:50 p.m. in 204 Transportation Building
Note: room assignment may change after 10th day of classes, TBD – watch Canvas Announcements.

Instructor:

Dr. Abigail R. Wooldridge
Office: 209A Transportation Building
Lab: 2311/2313 DCL
Email: arwool@illinois.edu
Phone: 217-300-8086
Office Hours: Mondays, 12:30-1:30 p.m., or by appointment (email with appropriate subject heading, see below)
DCL 2311

Teaching Assistants:

Kaitlyn Hale-Lopez
Email: klh5@illinois.edu
Office Hours: Fridays, 11:30 a.m.-12:30 p.m.
DCL 2311

Carolina Carvalho Manhães Leite
Email: leite2@illinois.edu
Office Hours: Thursdays, 4-5 p.m.
DCL 2311

Last updated: January 11, 2024

Course Goals:
1. Demonstrate the relevance and importance of human factors and ergonomics in society and industry.
2. Increase your interest and awareness of human factors and ergonomic issues in and outside of work.
3. Illustrate how to recognize and identify human factors and ergonomics problems.
4. Provide you with basic concepts, tools and methods to solve these problems.

Course Outcomes:
1. Identify ergonomic problems.
2. Use ergonomic tables in ergonomic problem solving.
3. Use basic biomechanical formulas to analyze ergonomic problems.
4. Use basic cognitive ergonomics concepts and formulas in solving ergonomic problems.
5. Use basic physiological concepts to analyze ergonomic problems.
6. Use anthropometric data in design.
7. Use organizational (macro) ergonomics concepts and theories to analyze ergonomics problems.
8. Prepare ergonomics analysis reports.

Course Prerequisites:
PSYC 100, PSYC 103 (not necessary, updating system), or consent of instructor.

Textbook:
"Designing for People: An Introduction to Human Factors Engineering"
(3rd edition, August 31, 2017)
Editors: J. D. Lee, C. D. Wickens, Y. Liu, and L. N. Boyle.
Publisher: CreateSpace Independent Publishing Platform
ISBN-10: 1539808009; ISBN-13: 978-1539808008

Canvas: https://canvas.illinois.edu
Course materials such as syllabus, handouts, notes, assignment instructions, lecture recordings, etc. can be found on the Canvas Learning management system course website at **https://canvas.illinois.edu.** You are responsible for regularly checking the course site as well as your email and Canvas messages to learn of any updates.
Note: Class material is copyright to the University of Illinois at Urbana-Champaign and should not be distributed or disseminated.

Grading Scale: Straight (i.e., no +/-)
90% and up: A   80% - 89%: B   70% - 79%: C   60% - 69%: D   below 59%: F

Grade Determination
- 25% Quizzes: One quiz/week, except the week of the midterm and the last week, for 13 in the semester. Your grade is based on the top 10 (lowest 3 are dropped) - each one kept is 2.5% of your final grade.
- Labs: Lab meetings are each week – you are expected to attend!
  - 6% Individual labs: The lab in weeks 1, 2, and 15 are completed individually. Each is worth 2% of your final grade.
  - 20% Team labs: There are five labs that will be completed in teams assigned by the instructor. For each of these labs, you will have one week to get and review the assignment and begin working on it, followed by a second week dedicated for your team to work on writing up your findings in a full laboratory report (template and rubric will be provided). Lab reports are due via Canvas on the weekly due date in the second week (i.e., Friday at 11:59 p.m.). Each lab report is 4% of your final grade.
- 10% Exam 1
- 10% Exam 2

- 2% Student bio – based on turning in your student bio by 11:59 p.m. on Friday of the first week.
- 2% come to my office hours during the first three weeks of class (slots of 5 minutes will be available during regularly scheduled office hours plus extra time to accommodate students as needed).
- 20% Project – 5-page maximum written report and poster presentation equally weighted (each component worth 10%). Additional details below with more to be provided.
- 5% Team contribution – determined by averaging results of two peer evaluations performed by your colleagues on your lab and project team.

Project:

Projects are to be done in teams, assigned by instructor. The project will be one of your own design. However, the project topic and design must be approved by the instructor. Deadline for topic approval and more details will be announced at a later date. Expectations are that the project is representative of the knowledge, tools, and techniques obtained in this course. To govern these criteria, each report should be done as if it was to be submitted to the Human Factors and Ergonomics Society (HFES) conference. The project has two components:

1. **Written report:** Reports will be written as a technical document using proper spelling and grammar (i.e., technical writing). The structure will be done in *HFES Annual Meeting paper* format. Reports should be typed and formatted in style of conference of submission. The report will be worth 50% of the total project points.
2. **Posters presentations:** The last two days of class will be presentations (half of the class will go on the Monday, half on Wednesday – each half should bring their posters to their respective day). Poster sessions will be given in a gallery format. Poster presenters will field questions from faculty, staff, and students.
3. **Electronic copies of both the written report and the poster are due by 11:59 p.m. the day of the final exam period.**

Extra Credit:

You can earn 0.5 extra credit point (to be added on to your final grade, i.e., worth 0.5% extra) by coming to at least one of the office hours of the instructor or TAs any week other than the first three weeks to *have a conversation* (can be about this course, it could be about HFE in a broader sense, career advice, life advice, etc.). This can be repeated each week, before the last day of class, for a total of 6 extra credit points over the course of the semester. Note: no sign up is needed for those visits, just log in to zoom. Other opportunities for extra credit may be announced throughout the semester.

Summary of Grade Determination

Item	Points out of Maximum Points	
Quizzes	Sum of top 10 scores	out of 25 points
Individual Labs	Sum of scores	out of 6 points
Team Labs	Sum of scores	out of 20 points
Exam 1	Score	out of 10 points
Exam 2	Score	out of 10 points
Student Bio Survey	2 points	out of 2 points
Office Hours Visit	2 points	out of 2 points
Project	Score	out of 20 points
Team Contribution	Score	out of 5 points
Extra Credit (optional)	*Extra credit points will be available over the course of the semester as described above; additional opportunities may be announced during class*	
Final Grade	Summation of all the above, out of 100 points (i.e., it works just like a percentage – look at the scale above for letter grades)	

Email policy
Please check the syllabus and Canvas before asking questions. When sending an email, observe the following rules or professionalism:

- Title the email **"IE340 – (subject of your email)"** in the subject line. This prevents your email from going to the junk folder.
- Maintain [professional etiquette](), including a respectful greeting, and clear, polite body of the email.
- Frame your question clearly and professionally. Include all relevant information about what you need up front.
- Email in advance. Allow 48 business hours for a response.

Expectations for course meetings
- Participate in class discussions, contribute individual experiences when relevant to the topic so that others can benefit and learn.
- Ask questions…there is no bad question if you learned something from the response.
- Maturity and respect for others is mandatory (see statement on diversity).
- Cell Phones should be turned off at the beginning of class unless you are emergency personnel on-call. Activation or use of a cell phone will be penalized.
- Use other electronic devices (tablets, laptops, etc.) for course-related purposes only. Do not bring any electronic devices to exams.
- Take individual responsibility for completing assignments on time.
- Check e-mail and Canvas frequently (just not in class)
- All readings should be completed prior to class (except for first day, but those need to be done before the first lab).
- Partial lecture notes will be available in the "Lectures" tab prior to class. I recommend you bring them (printed or otherwise) to help you take notes and fill in blanks.
- Class begins and ends on time. Arriving late or leaving early may result in missed points on the exercise.

Absences and make up assignments
- Attendance and participation are expected as part of the course. If you miss, you should:
  - Read all assigned materials.
  - Watch the recording of the lecture.
  - Speak with another student about in-class discussion and activities.
- Missing a class will result missing any available points for that period. Make up points are rarely granted, due to the large amount of extra credit; to receive makeup points, you must:
  - Provide appropriate documentation from the Office of the Dean of Students.
  - Make-up for examinations and presentations must have absence letter from the Office of the Dean of Students (https://odos.illinois.edu/community-of-care/resources/students/absence-letters/).
  - With a verified absence letter and email letting the professor know to check for your letter, you will receive an automatic 1-week extension on all individual assignments due within your excused absences timeframe.
  - Please coordinate with your team to determine if and why the team needs an extension for any team-based assignments in that timeframe and contact the professor to communicate such.
    - A good example of a justification would be: We need to conduct in person data collection for Laboratory 4, and XXX [fill in the student name, not XXX] will not be able to participate until mm/dd/yy which is the day the lab report is due.

Late assignments not related to absences
- Any late assignments submitted within 1 week of the due date will be subject to an automatic 20% point reduction (except in the cases outlined above for excused or verified absences).
  - Late assignments will not be accepted after grades are released (i.e., no corrections for points).
- Any assignments submitted later than 1 week after the due date will not receive any points, as we aim to release solutions by that point.

Regrade Requests

Any request for a regrade must be made within one week (7 days) from grading. We will review the grading for the entire assignment, not only the question/item you request.

Before requesting a regrade, please prepare a clear and concise argument for your stance by carefully reading the comments we provide on your work and consider their meaning and what you feel was wrong in the graded work.

Examples of good regrade requests include:
- The TA said I left Problem 4 blank, but I have Problem 4 right here, and they just didn't see it.
- The TA said this solution was wrong, and I realize it is not the same as the one in the solution set, but here is a clear and informal explanation of why my alternate solution is correct. I have also attached a statement addressing any concerns the TA may have raised in a comment.

Examples of bad regrade requests include:
- I think this rubric is unfair.
- I deserved to get "minor error (-1 points)" instead of "major error (-4 points)."
- I know I said X, but what I really meant was Y. (We can only grade what's on the page!)
- I gave several distinct answers to the problem, and one of them was correct! (Even if another was wrong).
- I gave a correct answer to a different problem from the one on the problem set.
- Any request that asserts your solution is correct without giving new information that helps the instructor and TAs interpret your solution. If your regrade request just says, "My solution is correct, please take another look at it," the answer will probably be "I looked at it the first time, and I disagree with you, so you are getting no points back." Regrade requests result from communication failures (either the grader has failed to properly explain to you why your answer is wrong, or you have failed to clearly communicate your solution and why it is correct). So, if there is no new information, the grader is unlikely to change their mind.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices regarding admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and follow the procedure at https://odos.illinois.edu/community-of-care/resources/students/religious-observances/ to request appropriate accommodations. This should be done in the first two weeks of classes.

Academic Integrity

As a student it is your responsibility to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. A short guide to academic integrity issues may be found at www.provost.illinois.edu/academicintegrity/students.html. The authoritative source is the Student Code (http://studentcode.illinois.edu/). If you are unsure whether a situation may violate Academic Integrity, you can visit https://engineering.illinois.edu/online/current-students/policies/academic-integrity.html for examples or ask me for clarification.

I will enforce the university's standards of Academic Integrity. All alleged infractions will be documented in the campus-wide FAIR database and investigated, and all committed infractions will result in sanctions.

Accommodations for Individuals with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible **during the first week of the course**. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail disability@illinois.edu or go to the http://www.disability.illinois.edu/. If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting "Sign-Up for an Academic Screening" at the bottom of the page.

Additional University Resources

If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

- Writer's Workshop
    - Undergrad Library
    - 217-333-8796
- http://www.cws.illinois.edu/workshop
- https://www.disability.illinois.edu/strategies
- http://www.counselingcenter.illinois.edu/self-help-brochures/

Also, most college offices and academic deans provide academic skills support and assistance for academically related and personal problems. Links to the appropriate college contact can be found by going to this website and selecting your college or school: http://illinois.edu/colleges/colleges.html.

If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

Counseling Center
206 Student Services Building
7:50 a.m.-5:00 p.m., Monday through Friday
Phone: 217-333-3704

McKinley Mental Health
313 McKinley Health Center
8:00 a.m.-5:00 p.m., Monday through Friday
Phone: 333-2705
McKinley Health Education offers individual consultations for students interested in learning relaxation and other stress/time management skills, call 333-2714.

General Emergency Response Recommendations

Emergency response recommendations can be found at the following website: http://police.illinois.edu/emergency-preparedness/. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/. Check out campus safety video and be sure to join Illini Alerts.

Family Educational Rights and Privacy Act (FERPA)

Any student who has suppressed their directory information pursuant to *Family Educational Rights and Privacy Act* (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See https://registrar.illinois.edu/academic-records/ferpa/ for more information on FERPA.

Sexual Misconduct Policy and Reporting

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

Statement on Diversity and Inclusion
The Grainger College of Engineering is committed to the creation of an anti-racist, inclusive community that welcomes diversity along several dimensions, including, but not limited to, race, ethnicity and national origins, gender and gender identity, sexuality, disability status, class, age, or religious beliefs. The College recognizes that we are learning together during the Black Lives Matter movement, that Black, Hispanic, and Indigenous voices and contributions have largely either been excluded from, or not recognized in, science and engineering, and that both overt racism and micro-aggressions threaten the well-being of our students and our university community.

The effectiveness of this course is dependent upon each of us to create a safe and encouraging learning environment that allows for the open exchange of ideas while also ensuring equitable opportunities and respect for all of us. Everyone is expected to help establish and maintain an environment where students, staff, and faculty can contribute without fear of personal ridicule, or intolerant or offensive language. If you witness or experience racism, discrimination, micro-aggressions, or other offensive behavior, you are encouraged to bring this to the attention of the course director if you feel comfortable. You can also report these behaviors to the Bias Assessment and Response Team (BART) (https://bart.illinois.edu/). Based on your report, BART members will follow up and reach out to students to make sure they have the support they need to be healthy and safe. If the reported behavior also violates university policy, staff in the Office for Student Conflict Resolution may respond as well and will take appropriate action.

The diversity of the participants in this course is a valuable source of ideas, problem solving strategies, and engineering creativity. If you feel that your contribution is not being valued for any reason, please speak with me privately. If you wish to communicate anonymously, you may do so in writing. We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Developing and maintaining that climate is part of the expectations for this course. If you have made it this far paying attention, thank you. Email me a cute of funny picture of your favorite animal before the third week of class, using the correct subject line format with your name in the subject line to receive 1 extra credit point.

Run > Hide > Fight

Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with almost any kind of emergency – like severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.

Run
Leaving the area quickly is the best option if it is safe to do so.

▶ Take time now to learn the different ways to leave your building.
▶ Leave personal items behind.
▶ Assist those who need help, but consider whether doing so puts yourself at risk.
▶ Alert authorities of the emergency when it is safe to do so.

Hide
When you can't or don't want to run, take shelter indoors.

▶ Take time now to learn different ways to seek shelter in your building.
▶ If severe weather is imminent, go to the nearest indoor storm refuge area.
▶ If someone is trying to hurt you and you can't evacuate, get to a place where you can't be seen, lock or barricade your area if possible, silence your phone, don't make any noise and don't come out until you receive an Illini-Alert indicating it is safe to do so.

Fight
As a last resort, you may need to fight to increase your chances of survival.

▶ Think about what kind of common items are in your area which you can use to defend yourself.
▶ Team up with others to fight if the situation allows.
▶ Mentally prepare yourself – you may be in a fight for your life.

Please be aware of people with disabilities who may need additional assistance in emergency situations.

Other resources

▶ **police.illinois.edu/safe** for more information on how to prepare for emergencies, including how to run, hide or fight and building floor plans that can show you safe areas.

▶ **emergency.illinois.edu** to sign up for Illini-Alert text messages.

▶ **Follow the University of Illinois Police Department** on Twitter and Facebook to get regular updates about campus safety.

Schedule

Week	Day	Date	Lecture/Lab Topic	Reading
1	Wed	1/17/24	Lec 1: Course organization, overview of HFE (key concepts and goals), examples of good/bad design	T: 1-15
	Thu	1/18/24	Lab 1: Examples of bad design on campus and human subject research. Review lab report format, CATME. **Individual lab.**	
	Fri	1/19/24	**Week 1 due date:** Quiz 1 due by 11:59 p.m. via Canvas Lab 1 due by 11:59 p.m. via Canvas Student Bio due by 11:59 p.m. via Canvas	
2	Mon	1/22/24	Lec 2: Vision	T: 85-103
	Wed	1/24/24	Lec 3: Vision Search and perception	T: 103-111
	Thu	1/25/24	Lab 2: Presentation on Technical Writing and Writers Workshop Resources **Individual lab - human subjects research training**	
	Fri	1/26/24	**Week 2 due date:** Quiz 2 due by 11:59 p.m. via Canvas Lab 2 due by 11:59 p.m. via Canvas CATME survey by 11:59 on CATME	
3	Mon	1/29/24	Lec 4: Auditory processes *Note: Last day to add full semester class.*	T: 123-141
	Wed	1/31/24	Lec 5: Noise and hearing protection	T: 131-135
	Thu	2/1/24	Lab 3a: Workspace noise and work performance	
	Fri	2/2/24	**Week 3 due date:** Quiz 3 due by 11:59 p.m. via Canvas Office hours visit due	
4	Mon	2/5/24	Lec 6: Anatomy and Physiology	T: 449-476
	Wed	2/7/24	Lec 7: Anthropometry	T: 389-405
	Thu	2/8/24	Lab 3b: Workspace noise and work performance (writing)	
	Fri	2/9/24	**Week 4 due date:** Quiz 4 due by 11:59 p.m. via Canvas Lab 3 due by 11:59 p.m. via Canvas	

NOTE: Schedule subject to change with fair notice, check "Announcements" on Canvas for updates.

Week	Day	Date	Lecture/Lab Topic	Reading
5	Mon	2/12/24	Lec 8: Workspace design	T: 405-417
	Wed	2/14/24	Lec 9: Cumulative trauma	T: 439-445
	Thu	2/15/24	Lab 4a: Work station design	
	Fri	2/16/24	**Week 5 due date:** Quiz 5 due by 11:59 p.m. via Canvas Project proposal topic due by 11:59 p.m. via Canvas	
6	Mon	2/19/24	Lec 10: Biomechanics and NIOSH	T: 419-439
	Wed	2/21/24	Lec 11: Environmental stressors	T: 479-485
	Thu	2/22/24	Lab 4b: Work station design (writing)	
	Fri	2/23/24	**Week 6 due date:** Quiz 6 due by 11:59 p.m. via Canvas Lab 4 due by 11:59 p.m. via Canvas	
7	Mon	2/26/24	Review for Exam 1	
	Wed	2/28/24	Exam 1	
	Thu	2/29/24	Project work day - no class	
	Fri	3/1/24	**Week 7 due date:** No quiz!	
8	Mon	3/4/24	Lec 12: Memory and attention	T: 161-199
	Wed	3/6/24	Lec 13: Decision making	T: 201-228
	Thu	3/7/24	Lab 5a: Decision making	
	Fri	3/8/24	**Week 8 due date:** Quiz 7 due by 11:59 p.m. via Canvas Deadline to respond to feedback on project topic - finalize, clarify, etc. Early informal feedback by 11:59 p.m. Note: Last day to drop full semester class without "W" and elect credit/no credit.	
9	Mon	3/11/24	Spring break! No class.	
	Wed	3/13/24		
	Thu	3/14/24		
	Fri	3/15/24		

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Week	Day	Date	Lecture/Lab Topic	Reading
10	Mon	3/18/24	Lec 14: Signal detection and warnings	T: 111-117
	Wed	3/20/24	Lec 15: HCI	T: 323-355
	Thu	3/21/24	Lab 5b: Decision making (writing)	
	Fri	3/22/24	**Week 10 due date:** Quiz 8 due by 11:59 p.m. via Canvas Lab 5 due by 11:59 p.m. via Canvas	
11	Mon	3/25/24	Lec 16: Displays	T: 243-279
	Wed	3/27/24	Lec 17: Controls	T: 283-302
	Thu	3/28/24	Lab 6a: Usability	
	Fri	3/29/24	**Week 11 due date:** Quiz 9 due by 11:59 p.m. via Canvas	
12	Mon	4/1/24	Lec 18: Automation	T: 357-387
	Wed	4/3/24	Lec 19: Job evaluation and design (including work system model)	T: 17-47, 74-75
	Thu	4/4/24	Lab 6b: Usability (writing)	
	Fri	4/5/24	**Week 12 due date:** Quiz 10 due by 11:59 p.m. via Canvas Lab 6 due by 11:59 p.m. via Canvas	
13	Mon	4/8/24	Lec 20: Work study	Readings on Canvas
	Wed	4/10/24	Lec 21: Workload, fatigue and stress	T: 485-499
	Thu	4/11/24	Lab 7a: Work study	
	Fri	4/12/24	**Week 13 due date:** Quiz 11 due by 11:59 p.m. via Canvas	
14	Mon	4/15/24	Lec 22: Teams	T: 581-604
	Wed	4/17/24	Lec 23: Accidents and errors	T: 511-546, readings on Canvas
	Thu	4/18/24	Lab 7b: Work study (writing)	
	Fri	4/19/24	**Week 14 due date:** Quiz 12 due by 11:59 p.m. via Canvas Lab 7 due by 11:59 p.m. via Canvas	

NOTE: Schedule subject to change with fair notice, check "Announcements" on Canvas for updates.

Week	Day	Date	Lecture/Lab Topic	Reading
15	Mon	4/22/24	Project work day - no class	
	Wed	4/24/24	Review for Exam 2	
	Thu	4/25/24	Lab 8: Repeat Lab 1 (examples of bad design on campus), reflect on changes. **Individual lab.**	
	Fri	4/26/24	**Week 15 due date:** Quiz 13 due by 11:59 p.m. via Canvas Lab 8 due by 11:59 p.m. via Canvas Optional: submit paper and/or poster for feedback	
16	Mon	4/29/24	Group 1 presents posters	
	Wed	5/1/24	Group 2 presents posters Last day of class!	
	Thu	5/2/24	Reading day! No class.	
	TBD	TBD	**Final Exam Period TBD** Exam 2 (not cumulative) during final exam period **Week 16 due date:** Poster and paper due by 11:59 p.m. via Canvas CATME Team Evaluation survey due by 11:59 p.m. via CATME.org	

NOTE: Schedule subject to change with fair notice, check "Announcements" on Canvas for updates.