

Syllabus - CVEN 626 – Highway Safety

Course Information

Course Number:	CVEN 626
Course Title:	Highway Safety
Section:	600
Time:	Friday, 1:50 pm – 4:40 pm
Location:	ZACH 345
Credit Hours:	3 hours

Instructor Details

Instructor:	Dominique Lord
Office:	301B
Phone:	(979) 458-3949
E-Mail:	d-lord@tamu.edu
Office Hours:	Thursday: 1:00 pm - 2:30 pm (please contact me via email to confirm my availability)

Course Description

Fundamental concepts for performing traffic safety analyses; crash data collection and database management; safety improvement programs; accident data analysis; development of statistical models; before-after studies; economic analyses; accident risk.

Course Philosophy and Structure

During each session (week) I will assign work to be done. I strongly believe that one learns more from reading and discussing with your colleagues than from listening. The work may take the form of problem sets, readings, or small projects. Class participation is essential for course. In addition, I will ask each student to prepare a term paper on a specific topic in traffic safety. The paper will deal with a specific problem statement in traffic safety. At the end of the course, each student will present the results of their research/term paper. Additional information will be provided at the beginning of the class.

Course Prerequisites

Recommended courses: traffic engineering (CVEN 457), geometric design (CVEN 456) and statistics (STAT 601 or STAT 211) and/or approval from the instructor.

Special Course Designation

Elective course for the graduate transportation track.

Course Learning Outcomes

1. Provide fundamental engineering bases for conducting traffic safety analyses and a critical look at the state-of-the-art methods in traffic safety.
2. Understand the basic concepts of highway safety and the crash process. Conduct safety-related studies: safety performance functions, before-after studies and identification of hazardous sites. Critically review the literature

Textbook and/or Resource Materials

Textbook:

- **Highway Safety Analytics and Modeling** by D. Lord, X. Qin and S.R. Geedipally, 1st edition, Elsevier Publishing Co., Amsterdam, The Netherlands, 2021. (Below, it is referred to as "HSAM.")

Highly recommended Textbooks:

- **Road Safety Fundamentals: Concepts, Strategies, and Practices that Reduce Fatalities and Injuries on the Road.** (2017) FHWA-SA-18-003, Federal Highway Administration, Washington D.C.
(https://rspcb.safety.fhwa.dot.gov/rsf/docs/Road_Safety_Fundamentals.pdf)
- **Road Safety Manual** (2025, 2019, 2015 & 2003) World Road Association. (RSM below)
(<https://roadsafety.piarc.org/en> for 2015 and 2019 versions) (I will provide the PDFs for all the sections)
(<http://www.piarc.org/en/knowledge-base/road-safety/safety-manual/> for 2003 version)
- **Artificial Intelligence in Highway Safety** (2023) by Subasish Das. CRC Press, Taylor & Francis Group, Boca Raton, FL.
- Chandler, B. (2016) **Roadway Safety: Identifying Needs and Implementing Countermeasures.** Momentum Press, LLC. New York, N.Y.
- AASHTO (2010) **Highway Safety Manual.** 1st Ed. American Association of State Highway and Transportation Officials. Washington, D.C. (HSM below)
- Hauer, E. (1997) **Observational Before-After Studies in Road Safety: Estimating the Effect of Highway and Traffic Engineering Measures on Road Safety.** Elsevier Science Ltd, Oxford. (Hauer below)
- Hilbe, J.M. (2011) **Negative Binomial Regression.** 2nd Ed. Cambridge University Press, Cambridge, UK. (Hilbe below)

Additional relevant material:

- WHO (2025) *World health statistics 2025: monitoring health for the SDGs, Sustainable Development Goals* (2025). World Health Organization.
(<https://www.who.int/publications/i/item/9789240110496/>)
- WHO (2023) *World health statistics 2023: monitoring health for the SDGs, Sustainable Development Goals*. World Health Organization, Geneva.
(<https://www.who.int/data/gho/data/themes/mortality-and-global-health-estimates>)
- United Nations (2020) *Decade of Action for Road Safety 2021-2030, with the ambitious target of preventing at least 50% of road traffic deaths and injuries by 2030*.
(<https://www.who.int/teams/social-determinants-of-health/safety-and-mobility/decade-of-action-for-road-safety-2021-2030>)
- ITF (2022) *ROAD SAFETY ANNUAL REPORT 2021*. International Transport Forum.
(<https://www.itf-oecd.org/sites/default/files/docs/irtad-road-safety-annual-report-2021.pdf>)
- WHO (2015) *Global status report on road safety*. World Health Organization, Geneva.
(<https://apps.who.int/iris/handle/10665/189242>)
- Hauer, E., (2015) *The art of regression modeling in road safety*. Springer, USA.
- Cameron, A.C., and P.K. Trivedi (2013) *Regression Analysis of Count Data*. 2nd Ed., Cambridge University Press, Cambridge, U.K.
- Elvik, R. and T. Vaa (2009) *Handbook of Traffic Safety Countermeasures*. Elsevier Science. 2nd Ed., Amsterdam, The Netherlands.
- WHO (2004) *World Report on Road Traffic Injury Prevention*. Eds. Peden et al. World Health Organization, Geneva.
(http://www.who.int/violence_injury_prevention/publications/road_traffic/world_report/en/)
- Persaud, B.N. (2001) *Statistical Methods in Highway Safety Analysis*. NCHRP Synthesis of Highway Practice 295, TRB, Washington, D.C.
(http://gulliver.trb.org/publications/nchrp/nchrp_syn_295.pdf)
- ITE (1999) *The Traffic Safety Toolbox: a primer on traffic safety*. Institute of Transportation Engineers, Washington, D.C.

Additional reading material will be provided in class. Additional references will be provided during class.

Grading Policy

Grading Scheme: Assignments: 40% (6-8 assignments)
 Term Paper: 40% (grading criteria and due date will be provided when the paper is assigned) (Presentation Dec 5th; Paper due on Dec. 8th)

Class Participation: 20%

Note: This course requires the participation of the attendees. The students are expected to read assigned material beforehand and be ready to discuss it during the class as well as actively answering questions during the lectures. Grades vary between 16 to 20 points but can be lower if there is no participation.

Grading Scheme: A = 90% and above, B = 80 to 89%, C = 70 to 79%, D = 60 to 69%, F = below 60%

Graded Class Participation – 20%

Graded Attendance – No grade assigned

Grades for Stacked Course – No grade assigned

Grading Policy Changes – No anticipated grade change

Late Work Policy

Late work: 10% after the deadline; 0% three days after the deadline.

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. (See Student Rule 7.)

Course Schedule

Topics:

1. Introduction: Traffic Safety Definition and Global Impacts of Traffic-Related Injuries (1 week)

Key Topics: Definition and meaning of “safety” and “motor vehicle accident.” Magnitude of the problem in the U.S. and around the world.

Material: HSAM: Chapters 1 and 2, RSM: Chapter 1, Hauer: Chapter 1, WHO: Chapter 2.

- NHTSA (2025) Traffic Safety Facts 2022. US Department of Transportation, Washington, D.C. (<https://crashstats.nhtsa.dot.gov/Api/Public/ViewPublication/813656>) (<https://crashstats.nhtsa.dot.gov/#!//DocumentTypeList/12>)
- Practical guide on road safety: A toolkit for National Red Cross and Red Crescent Societies (2007) (<http://www.ifrc.org/Global/Publications/road-safety/road-safety-en.pdf>)

2. Crash Contributing Factors and Traffic Safety Costs (1 week)

Key Topics: Interaction between the driver, the road and the vehicle. Human contribution in road accidents. Effects of gender and age on crash risk. Issues with perception, work load and

driver expectancies. Economic costs of crashes, both societal and human related. Methods for evaluating crash costs (value of life). Relationship between crash costs and injury costs in other health areas.

Material: HSAM: Chapter 2, RSM: Part III – Human Factors, Evans (2004) Traffic Safety: Chapters 2 and 5, RSM: Chapter 1, Evans (1991): Chapter 1, WHO: Chapter 2.

- AAHSTO (2010) Highway Safety Manual: Chapter 2. 1st Edition. Washington, D.C.
- Dewar, R.E., and P.L. Olson. (2007) Human Factors in Traffic Safety. 2nd edition, Lawyers & Judges Publishing Company, Inc., Tucson, AZ.
- Shinar, D. (2007) Traffic Safety and Human Behavior. Elsevier Ltd, Oxford, U.K.
- Lundberga, J., C. Rollenhagenb, and E. Hollnagel (2010) What you find is not always what you fix—How other aspects than causes of accidents decide recommendations for remedial actions. *Accident Analysis & Prevention*, Volume 42, Issue 6, 2010, pp. 2132–2139.
- AAHSTO (2010) Highway Safety Manual: Chapter 7. 1st Edition. Washington, D.C.
- Niroomand, N., Jenkins, G.P. (2016) Estimating the Value of Life, Injury, and Travel Time Saved Using a Stated Preference Framework. *Accident Analysis & Prevention*, Vol. 91, pp. 216-225.
- Miller, T.R., Bhattacharya, S., Zaloshnja, E. (2011) Fruits of 20 years of highway safety legislative advocacy in the United States. *Annals of Advances in Automotive Medicine*, Volume 55, pp. 357-363
- Czech, S., A.P. Shakeshaft, J.M. Byrnes, and C.M. Doran (2010) Comparing the cost of alcohol-related traffic crashes in rural and urban environments. *Accident Analysis & Prevention*, Vol. 42, No. 4, pp. 1195-1198.
- Svensson, M., and M.V. Johansson (2010) Willingness to pay for private and public road safety in stated preference studies: Why the difference? *Accident Analysis & Prevention*, Vol. 42, No. 4, pp. 1205-1212.
- Zaloshnja, E, T. Miller, E. Romano, and R. Spicer. (2004) Crash Costs by Body Part Injured, Fractured Involvement, and Threat-to-Life Severity, United States, 2000. *Accident Analysis and Prevention*, Vol. 36, No. 3, pp. 415-427.
- Blincoe, L.J., A.G. Seay, E. Zaloshnja, T.R. Miller, E.O. Romano, S. Luchter, and R.S. Spicer (2002) The Economic Impact of Motor Vehicle Crashes. NHTSA Technical Report HS-809 446, NHTSA, Washington, D.C.
<http://www.nhtsa.dot.gov/staticfiles/DOT/NHTSA/Communication%20&%20Consumer%20Information/Articles/Associated%20Files/EconomicImpact2000.pdf>
- Hauer, E. (1994) Can One Estimate the Value of Life or is it better to be Dead than Stuck in Traffic? *Transportation Research, Part A*, Vol. 28, No. 2, pp. 109-118.
- Lawson, J. (1988) The Cost of Road Accidents. In Proceedings of the 3rd World Congress of the International Road Safety Organisation PRI, June 10-14 1999, Montreal, Canada, pp. 34-47.

3. Crash Data Collection and Database Management (1 week)

Key Topics: Methods for collecting data. Sources of data needed for conducting safety studies. Database management. Geo-referenced database. Issues with crash data.

Material: HSAM: Chapter 2, RSM: Chapter 4, Hauer: Chapter 4.

- AAHSTO (2010) Highway Safety Manual: Chapter 3. 1st Edition. Washington, D.C.
- Elvik, R., A.B. Myson (1999) Incomplete Accident Reporting: a Meta-Analysis of Made in Thirteen Countries. *Transportation Research Record 1665*, pp. 133-140.
- Hauer, E., and A.S. Heckert (1987) Extent and Some Implications of Incomplete Accident Reporting. *Transportation Research Record 1185*, pp. 1-8.
- James, H.F. (1991) Under-Reporting of Road Traffic Accidents. *Traffic Engineering & Control*, Vol. 32, pp. 574-583.

4. Exploratory Analysis of Crash Data (1 week)

Key Topics: Exploratory Data Analysis of Crash Data. Estimation of confidence intervals.

Material: HSAM: Chapter 6, RSM: Chapter 4, Tukey (1977) Exploratory Data Analysis: Chapters 1-5, Class notes.

- Washington, S.P., Karlaftis, M.G., Mannering, F.L., Anastasopoulos, P. (2020) Statistical and Econometric Methods for Transportation Data Analysis. 3rd Ed., Chapman Hall/CRC, Boca Raton, FL.

5. Crash Modeling Fundamentals (1 week)

Key Topics: Basic principles of crash count data. Crash process. Overdispersion in crash data. Causal-relationship models.

Material: HSAM: Chapter 2, RSM: Chapter 4, Hauer: Chapter 4, Class notes

- AAHSTO (2010) Highway Safety Manual: Chapter 3. 1st Edition. Washington, D.C.
- Lord, D., S.P. Washington, and J.N. Ivan (2005) Poisson, Poisson-gamma and Zero-Inflated Regression Models of Motor Vehicle Crashes: Balancing Statistical Fit and Theory. *Accident Analysis & Prevention*, Vol. 37, No. 1, pp. 35-46.
- Davis, G. (2004) Possible Aggregation Biases in Road Safety Research and a Mechanism Approach to Accident Modeling. *Accident Analysis & Prevention*, Vol. 36, No. 6, pp. 1119-1127.
- Elvik, R. (2003) Assessing the Validity of Road Safety Evaluation Studies by Analyzing Causal Chains. *Accident Analysis & Prevention*, Vol. 35, No. 5, pp. 741-748.

6. Crash-Frequency, Crash-Severity Modeling, and Applications of Safety Models (3 weeks)

Key Topics: Development and application of statistical predictive models in traffic safety.

Material: HSAM: Chapters 3, 4 and 6, RSM: Chapter 5, Hauer: Chapter 12, Cameron and Trevedi: Chapter 3, Persaud: Chapter 2.



- Shirazi, M., Lord, D., Dhavala, S.S., Geedipally, S.R. (2016). A semiparametric negative binomial generalized linear model for modeling over-dispersed count data with a heavy tail: Characteristics and applications to crash data. *Accident Analysis & Prevention* 91, 10-18.
- Mannering, F.L., Shankar, V., Bhat, C.R. (2016). Unobserved heterogeneity and the statistical analysis of highway accident data. *Analytic Methods in Accident Research* 11, 1-16.
- Mannering, F.L., Bhat, C.R. (2014) Analytic methods in accident research: Methodological frontier and future directions. *Analytic Methods in Accident Research* 1, 1-22.
- Geedipally, S.R., D. Lord, S.S. Dhavala (2012) The Negative Binomial-Lindley Generalized Linear Model: Characteristics and Application using Crash Data. *Accident Analysis & Prevention*, Vol. 45, No. 2, pp. 258-265.
- Savolainen, P.T., F.L. Mannering, D. Lord, and M.A. Quddus (2011) The Statistical Analysis of Highway Crash-Injury Severities: A Review and Assessment of Methodological Alternatives. *Accident Analysis & Prevention*, Vol. 43, No. 5, pp. 1666-1676.
- Lord, D., and F. Mannering (2010) The Statistical Analysis of Crash-Frequency Data: A Review and Assessment of Methodological Alternatives. *Transportation Research - Part A*, Vol. 44, No. 5, pp. 291-305.
- Miaou, S.-P., and D. Lord (2003) Modeling Crash Traffic-Flow Relationships for Intersections: Dispersion Parameters, Functional Forms, and Bayes versus Empirical Bayes. *Transportation Research Record* 1840, pp. 31-40.
- Lord, D. (2005) Modeling Motor Vehicle Crashes using Poisson-gamma Models: Examining the Effects of Low Sample Mean Values and Small Sample Size on the Estimation of the Fixed Dispersion Parameter. Presented at the 85th Annual Meeting of the TRB.
- Maher M.J., and I. Summersgill. (1996) A Comprehensive Methodology for the Fitting Predictive Accident Models. *Accident Analysis & Prevention*, Vol. 28, No. 3, pp.281-296.
- Wood, G.R. (2002) Generalized Linear Accident Models and Goodness of Fit Testing. *Accident Analysis & Prevention*, Vol. 34, pp. 417-427.

7. Before-After Studies (1 week)

Key Topics: Fundamental principles for evaluating the effects of traffic safety interventions. Before-after study with and without control groups. Site selection and regression-to-the-mean biases. Empirical Bayes and Full-Bayes methods.

Material: HSAM: Chapter 7, RSM: Chapter 4, Hauer: Chapters 6-12, Persaud: Chapter 2 & Appendices D & E

- Kuo, P.-F., and D. Lord (2013) Accounting for Site-Selection Bias in Before-After Studies for Continuous Distributions: Characteristics and Application Using Speed Data. *Transportation Research Part A* (forthcoming)
- Lord, D., and P-F. Kuo (2012) Examining the Effects of Site Selection Criteria for Evaluating the Effectiveness of Traffic Safety Improvement Countermeasures. *Accident Analysis & Prevention*, Vol. 47, pp. 52-63.
- Maher, M., and L. Mountain (2010) The sensitivity of estimates of regression to the mean. *Accident Analysis & Prevention*, in press.
- Park, E.S., Park, J., Lomax, T.J. (2010) A fully Bayesian multivariate approach to before-after safety evaluation. *Accident Analysis & Prevention*, Vol.42, No. 4, pp. 639 1118-1127.



- Persaud, B.N., and C. Lyon. (2007) Empirical Bayes Before-and-After Safety Studies: Lessons Learned from Two Decades of Experience. *Accident Analysis & Prevention*, Vol. 39, No. 3, pp. 546-555.
- Persaud B.N., R. Retting, P. Garder and D. Lord (2001) Observational before-after study of U.S. roundabout conversions using the empirical Bayes method. *Transportation Research Record 1751*, pp. 1-8.

8. Network Screening (Identification of Hazardous Sites) (1 week)

Key Topics: Methods for identifying deviant or high hazardous sites. Black Spot Analysis. Diagnosis techniques.

Material: HSAM: Chapter 8, RSM: Chapters 5 & 6, Persaud: Chapter 2.

- Park, B.-J., D. Lord, and C. Lee (2014) Finite Mixture Modeling for Vehicle Crash Data with Application to Hotspot Identification. *Accident Analysis & Prevention*, Vol. 71, pp. 319-326.
- Yu, J., Liu, Y. (2012) Prioritizing highway safety improvement projects: A multi-criteria model and case study with SafetyAnalyst. *Safety Science* 50 (4) , pp. 1085-1092.
- Lan, B., Persaud, B. (2011) Fully Bayesian approach to investigate and evaluate ranking criteria for black spot identification. *Transportation Research Record* (2237) , pp. 117-125.
- AAHSTO (2010) Highway Safety Manual: Chapter 4. 1st Edition. Washington, D.C.
- Miranda-Moreno, L., L. Fu, S. Ukkusuri, and D. Lord (2009) How to Incorporate Accident Severity and Vehicle Occupancy into the Hotspot Identification Process? *Transportation Research Record* 2102, pp. 53-60.
- Miranda-Moreno, L.F., Labbe, A., and Fu, L. (2007) Multiple Bayesian Testing Procedures for Selecting Hazardous Sites. *Accident Analysis and Prevention*, 39 (6), pp. 1192-1201.
- Miaou-S.P., and J. Song (2005) Bayesian Ranking of Sites for Engineering Safety Improvements: Decision parameter, Treatability Concept, Statistical criterion, and Spatial Dependence. *Accident Analysis & Prevention*, Vol. 37, No. 4, pp. 699-720.
- Hauer, E. (1996) Identification of Sites with Promise. *Transportation Research Record* 1542, pp. 27-32.
- Konokov, J., and B.N. Benson (2003) Diagnostic Methodology for the Detection of Safety Problems at Intersections. *Transportation Research Record* 1784, pp. 51-56.
- Hauer, E., J. Konokov, B. Allery, and M.S. Griffith (2003) Screening of Road Network for Sites with Promise. *Transportation Research Record* 1784, pp. 27-32.

9. Data Mining, Machine Learning and Artificial Intelligence (1 week)

Key topics: Techniques and methods for mining safety data. Machine learning methods. Use of artificial intelligence in highway safety.

Material: HSAM: Chapter 12, research papers

- **Artificial Intelligence in Highway Safety** (2023) by Subasish Das. CRC Press, Taylor & Francis Group, Boca Raton, FL.

10. Study Design (1 week)

Key Topics: Characteristics of different study types. Estimation of sample size. Use of appropriate statistical tests.

Material: HSAM: Chapter 6, Class Notes.

- Spiegelman, C., Park, E.S., Rilett, L.R. (2010) Transportation Statistics and Microsimulation. Chapman and Hall/CRC.
- Keppel, G. (1991) Design and Analysis: A Researchers Handbook, 3rd Ed. Prentice Hall, Englewood Cliffs, N.J.

University Policies

This section outlines the university level policies that must be included in each course syllabus. The TAMU Faculty Senate established the wording of these policies.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

Texas A&M at College Station

You can learn more about the *Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities* at aggiehonor.tamu.edu.

Use of Artificial Intelligence (AI) Policy

With the emergence of artificial intelligence (AI) technologies, the ways in which we define our creative processes continue to transform. AI generators are rapidly evolving from simple editing for grammatical errors and spelling mistakes (Grammarly, MS Word Spell Check) to sophisticated text production (ChatGPT, Google Bard, etc.), as well as image, computer code, and audio generation. The presence of such tools, however, does not replace our need to learn how to draft, revise, and reflect on texts, programs, drawings and how to exercise information literacy and personal responsibility in how we locate, evaluate, incorporate, and cite primary/ secondary sources. For example, the Association for Writing Across the Curriculum states the following: Writing to learn is an intellectual activity that is crucial to the cognitive and social development of learners and writers. This vital activity cannot be replaced by AI language generators (AWAC).

See <https://cte.tamu.edu/transform-learning/respond-to-generativeai>

Statement from Professor:

The reports are to be prepared by individual members of the team and must be original work. Programs such as ChatGPT, Bard, Grammarly or Quillbot (all AI as commonly defined) can be used as a preliminary tool and for grammar correcting purposes, but the final product must be clearly written by the students. **At the bottom of the front/title page of each submitted report, laboratory, assignment, the team needs to include a statement indicating whether or not AI was used** (e.g., “No AI was used in any shape or form in the production of this report”). If AI was used, the team needs to indicate **how** AI was utilized (such as to generate an outline, search the literature, for grammar correction, etc.). If the statement is not present or if AI is found to be used, this will be considered as plagiarized work.

General Note: the use of AI programs such as ChatGPT, Grammarly or others for improving grammar or sentence structure often leads to generic text, or text “without a soul,” so to speak. This ultimately affects the overall quality of the report, which can turn off the reader. Therefore, it is highly recommended that the students do not rely on AI for the final product (as stated above, the final product must be written by the students).

Notice of Nondiscrimination

Texas A&M University is committed to providing safe and non-discriminatory learning, living, and work environments for all members of the University community. The University provides equal opportunity to all employees, students, applicants for employment or admission, and the public regardless of race, color, sex (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, or veteran status. Texas A&M University will promptly, thoroughly, and fairly investigate and resolve all complaints of discrimination, harassment (including sexual harassment), complicity and related retaliation based on a protected class in accordance with System Regulation 08.01.01, University Rule 08.01.01.M1, Standard Administrative Procedure (SAP) 08.01.01.M1.01, and applicable federal and state laws. In accordance with Title IX and its implementing regulations, Texas A&M does not discriminate on the basis of sex in any educational program or activity, including admissions and employment. The following person has been designated to handle inquiries and complaints regarding the non-discrimination policies: Jennifer M. Smith, TAMU Associate VP & Title IX Coordinator at YMCA Ste 108, College Station, TX 77843, 979-458-8407, or email civilrights@tamu.edu. For other reporting options, visit <https://ocrcas.ed.gov/contact-ocr> to locate the address and phone number of the office that serves your area, or call 1-800-421-3481.

Civil Rights, Free Speech, and Title IX Policies

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit discrimination and harassment based on an individual's race, color, sex, (including pregnancy and related conditions), religion, national origin, age, disability, genetic information, veteran status, or any other legally protected characteristic. This includes forms of sex-based violence, such as sexual assault, sexual harassment, sexual exploitation, dating/domestic violence, and stalking.

Students can report discrimination/harassment, access supportive resources, or learn more about their options for resolving complaints on the [University's Civil Rights & Title IX webpage](#).

Students should be aware that all university employees (except medical or mental health providers) are mandatory reporters, which means that if they observe, experience or become aware of an incident that they reasonably believe to be discrimination/harassment alleged to have been committed by or against a person who was a student or employee at the time of the incident, the employee must report the incident to the university.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Resources and their instructors as soon as possible.

To request academic accommodations, contact the designated ADA office based on your location:

- Texas A&M University, College of Nursing, College of Dentistry, Irma Lerma Rangel College of Pharmacy College Station, College of Medicine, School of Public Health, Institute of Biosciences

and Technology, EnMed Program, Bush School in Washington DC, Mays Business School – CityCentre, TAMU Engineering Academies, Texas A&M University Higher Education Center at McAllen and Texas A&M University at Galveston should contact [Disability Resources](#) at (979) 845-1637 or disability@tamu.edu.

- Texas A&M University School of Law should contact the Office of Student Affairs at (817) 212-4111 or law-disability@law.tamu.edu to request accommodations.
- Irma Lerma Rangel College of Pharmacy in Kingsville should contact the Disability Resource Center at Texas A&M University - Kingsville at (361) 593-3024 or drc.center@tamuk.edu to request accommodations.
- Texas A&M University College of Veterinary Medicine & Biomedical Sciences in Canyon should contact the Office of Student Accessibility at West Texas A&M University – Canyon at (806) 651-2335 or osa@wtamu.edu.
- Texas A&M University at Qatar (TAMUQ) should contact the campus psychologist, Dr. Steve Wilson +974-4423-0047 or stephen.wilson@qatar.tamu.edu.

If you are experiencing difficulties with your approved accommodations, contact the office responsible for approving your accommodations or the Texas A&M ADA Coordinator Julie Kuder at ADA.Coordinator@tamu.edu or (979) 458-8407.

Pregnancy Accommodations

Texas A&M provides reasonable accommodations to students due to pregnancy and/or related conditions, such as childbirth, recovery and lactation. Students should contact the University's [Pregnancy Coordinator](#) as soon as they become aware of the need for accommodation.

Depending on the circumstances, accommodations could include extended time to complete assignments or exams, changes in course sequence, or modifications to the physical classroom environment. Texas A&M will also allow a voluntary leave of absence, ensure the availability of lactation space, and maintain grievance procedures to provide for the prompt and equitable resolution of complaints of sex discrimination. For information regarding pregnancy accommodations, email TIX.Pregnancy@tamu.edu.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors influencing a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care practices by utilizing the resources and services available through [University Health Services](#) on its [mental health webpage](#). The [TELUS Health Student Support app](#) provides access to professional counseling in multiple languages anytime, anywhere by phone or chat, and the 988 Suicide & Crisis Lifeline offers 24-hour emergency support at 988 or [988lifeline.org](https://www.988lifeline.org).

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Students needing a listening ear can contact University Health Services (979.458.4584) 24-hour emergency help is also available through the 988 Suicide & Crisis Lifeline (988) or at [988lifeline.org](https://www.988lifeline.org).

Statement on the Family Educational Rights and Privacy Act

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete FERPA Notice to Students and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

Free Speech and Civil Discourse

Texas A&M recognizes that the pursuit of truth through open and robust discourse is critical to academic inquiry. However, as a community of scholars, the university has an aspirational expectation that such discourse will be conducted in accordance with Aggie Core Values. In this "marketplace of ideas," we encourage civil dialogue creating an environment that allows individuals to express their ideas and to have their ideas challenged in respectful and responsible ways. Students can learn more about Freedom of Expression and Free Speech on the University's [website](#) about the [First Amendment](#).

Note: Any alterations to the content of the course will be discussed in class before implementation. The student is responsible for all the material presented above and covered in the textbooks, manuals and papers.

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