ELEG 4247 P01/P81 SENIOR DESIGN AND PROFESSIONALISM I

Course Information

Instructor:	Vewiser Turner, Annamalai Annamalai
Section # and CRN:	Section: P01/P81, CRN: TBD
Office Location:	347 Electrical Engr. Bldg. (Turner), 315G Electrical Engr. Bldg. (Annamalai)
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Office Hours:	W: 11:30am – 1:00pm, R: 11:30am – 1:00pm (Turner)
	M: 8:30am – 10:00am, T: 8:30am – 10:00am (Annamalai)
Mode of Instruction:	Face to Face
Course Location:	Electrical Engr. Bldg.137/139
Class Days & Times:	W 10:00am – 10:50am, R 2:00pm – 4:50pm
Catalog Description:	(1-3) Credit 2 semester hours. This is the first course of a two-semester capstone experience (ELEG 4248 or sequence must restart with ELEG 4247) involving engineering design of an industrial or advanced team project. Elements of ethics and professionalism in engineering practice will be integrated into the project experience. The project will include application of relevant engineering codes and standards, as well as realistic constraints. Design achievements are demonstrated by written reports, oral presentation, and professional standards and ethics examinations.
Prerequisites:	(CHEG 2308 with a minimum grade of C or CHEG 2003 with a minimum grade of C) and (ELEG 3307 with a minimum grade of C or ELEG 3073 with a minimum grade of C) and (ELEG 3304 with a minimum grade of C or ELEG 3043 with a minimum grade of C)
Co-requisites:	None
Required Text(s):	"Senior Project Manual" by Prairie View A & M University College of Engineering
Recommended Text(s):	1. "Fundamentals of Engineering Design" by Barry Hyman, 2nd Edition, Prentice Hall: 2003
	2. "Design for Electrical and Computer Engineering" by Ralph Ford and Chris Coulston, McGraw-Hill: 2005

Course Overview

This is the first course of a two-semester capstone experience involving engineering design principles of an advanced team project with realistic constraints as well as application of relevant engineering codes, standards, ethics and professionalism in the engineering practice. Design achievements are demonstrated by written technical reports and oral presentations.

Course Learning Objectives:

The following ABET EAC outcomes will be measured in this course:

Outcome 3: An ability to communicate effectively with a range of audiences (Oral Presentation).

Outcome 3: An ability to communicate effectively with a range of audiences (Written Technical Communication).

Outcome 4: An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

Outcome 5: An ability to (1) function effectively on a team whose members together (2) provide leadership, create a collaborative and inclusive environment, (3) establish goals, plan tasks, and meet objectives.

Major Course Requirements

Method of Determining Final Course Grade

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Class Attendance & Participation – regular class attendance, punctuality and participation in class discussions are required.

Homework – assignments will be designed and assigned at the end of each unit of instruction to supplement and reinforce course material. Students may work in groups (discussions allowed) but must submit their completed individual or group assignments on time. Late homework submissions will not be accepted.

Course Projects – assignments designed to measure students' ability to apply the presented course material in engineering applications, enhance their ability to carry out independent projects, and to better prepare them for writing technical reports and oral presentations.

The final grade of each student will be determined by the following weights:

Items	Value (percentages)
On Time and Attendance ##	10 %
Ethics Assignment	10 %
Mid-Term Team Presentation/Technical Report	20 %
Semester Final Team Presentation	25 %
Semester Final Team Technical Report	25 %
Demonstrated Progress Towards Final Project Design – Firm Conceptual Design and Parts Ordered	10 %
Total:	**100 %**

- I will not tolerate late to class and unexcused absences. I will reduce final grades if you interrupt class by being late and/or do not attend class. Class will start promptly at the scheduled time and at 5 mins you will be considered late and at 10 mins you will be marked absent. Excessive late/absenteeism will result in lower grade.

Grading Criteria and Conversion:

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Course Procedures or Additional Instructor Policies

Submission of Assignments:
All completed assignments must be uploaded onto the e-courses web-portal. Only one report submission is required for each group or project team. Each team must also submit a hard copy of their completed assignment at the beginning of the class period when the assignment is due.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy:
Exams should be taken as scheduled. No makeup tests/examinations will be allowed except under documented

emergencies (See Student Handbook).

Professional Organizations and Journals:
IEEE, NSBE, SWE, Eta Kappa Nu & Tau Beta Pi Engineering Honor Society
John Coleman Library (including e-journal portal such as the IEEE/IET Electronic Library)
IEEE Standards and Codes

Semester Calendar

16 WEEK CALENDAR
1. COURSE OVERVIEW & INTRODUCTION TO DESIGN
2. ENGINEERING DESIGN PROCESS (Problem Formulation)
3. PROJECT PLANNING
4. LITERATURE REVIEW (Information Gathering)
5. PRELIMINARY DESIGN (Concept generation
6. EVALUATIONS OF ALTERNATIVES
7. DETAILED DESIGNS
8. DETAILED DESIGNS (Analysis & Refinement)
9. DETAILED DESIGN (Analysis & Refinement) process/Component/System Optimization, Probabilistic Considerations in Design and Risk Assessment
10. DETAILED DESIGN (Analysis & Refinement) Impact of Engineering on Society, Professionalism and Ethics, Codes & Standard and Application to Project
11. DETAILED DESIGN (Analysis & Refinement) System Analysis and Layout, Materials Selection, and Application to Project
12. DETAILED DESIGN (Analysis & Refinement) Economic Evaluation, Economic Decision Rules and Cost Estimation
13. DETAILED DESIGN (Analysis & Refinement) Additional Economic Analysis Review, Effects of Taxes & Inflation and Professional & Product Liability
14. DETAILED DESIGNS (Analysis & Refinement) Final Phase of Detailed Deign
15. FINAL PROJECT PRESENTATION
16. FINAL PROJECT REPORT DUE

Rubrics for ABET EAC Outcomes

ABET EAC OUTCOME "3 (ORAL)" RUBRIC
An ability to communicate effectively with a range of audiences, orally
1. Ability to organize, plan, design/prepare and use appropriate visual aids for communication/presentation to a range of audiences (executives, technical and non-technical).
    i. Students are able to organize presentation in well-structured logical sequence making it easy for technical or non-technical or the appropriate audience to follow the content with clear understanding.
    ii. Students are able to prepare effective slides (adequate and relevant technical content and viewgraphs that are legible, completely labeled/annotated/dimensioned to illustrate important features of the work being presented).
    iii. Students are able to use modern presentation techniques (may include visually enhanced transitions, animations, video, and sound clips).
    iv. Students are able to stay within time limits.

2. Ability to Articulate Subject Knowledge (Technical Content)
    i. Students demonstrate technical knowledge and understanding of the subject. (This may be demonstrated by presenting literature review, originality, creativity, required standards, constraints, and other appropriate considerations such as economics, environmental, and societal impact).
    ii. Students are able to prepare and display prototypes or models when they are necessary to support the presentation.
    iii. Students respond clearly to questions in a professional manner (after restating questions to audience if necessary).

3. Appearance and Ability to Provide Good Oral Delivery to a Range of Audiences
   i. Students are able to use correct grammatical English and technical terms appropriate to technical area and audience type; speak with clarity and confidence.
   ii. Students are able to maintain good posture and eye contact with the audience (should not read from prepared notes) and elicit the attention of the audience.
   iii. Dress appropriately for the occasion.

ABET EAC OUTCOME "3 (WRITTEN)" RUBRIC
An ability to communicate effectively with a range of audiences (Written Technical Communication)
1. Ability to prepare an executive summary for the report
   i. Students are able to prepare an executive summary of 5 to 8 pages.

2. Ability to organize, plan and properly format a written technical report
   i. Students are able to organize report by categorizing ideas for the report into well and logically organized chapters, major sections, subsections and paragraphs blended within the larger units.
   ii. Students provide Title Page, and Table of Contents, list of Figures, and List of Tables properly formatted.
   iii. Students provide figure number and title for each figure in the report, reference each figure, and completely discuss each figure in the report in accord with standards in the project manual.
   iv. Students provide table number and title for each table in the report in accord with standards in the project manual, reference each table, and completely discuss each table in the report.
   v. Students properly cite references in the report and provide well formatted reference list at the end.
   vi. Students prepare the written report in accord with standard report formatting provided in the Senior Projects Report Manual.

3. Ability to compose original texts and properly apply the conventions of written language.
   i. Students are able to properly apply capitalization, punctuation, and penmanship, to communicate clearly
   ii. Students are able to spell proficiently
   iii. Students are able to apply standard grammar and usage to communicate clearly and effectively in writing including:
      • using complete sentences, varying the types such as compound and complex to match meanings and purposes
      • properly employing standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech
      • properly using adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise
      • properly using prepositional phrases to elaborate written ideas
      • properly using conjunctions to connect ideas meaningfully
   iv. Students are able to use available technology to support aspects of creating, revising, editing, spell checking, and publishing the report.

4. Ability to provide appropriate discussion, conclusions and recommendations
   i. Students are able to clearly summarize the goals, objectives, and indicate whether they were met.
   ii. Students are able to clearly summarize the project design chapter by chapter
   iii. Students are able to clearly summarize constraints and codes and indicate whether they were met.
   iv. Students are able to clearly summarize how issues relating to public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors were considered/addressed. in the design.
   v. Students are able to clearly provide logical conclusions and recommendations (including strengths and weaknesses).

ABET EAC OUTCOME "4" RUBRIC
An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

1. Ability to recognize ethical and professional responsibilities in engineering situations involving global, and societal contexts
   i. Students are able to demonstrate the knowledge of professional code of ethics (Review code of ethics from your specific professional society and from your State board of professional Engineers. Students may be tested on these).

2. Ability to make informed judgements on ethical and professional responsibilities in engineering while considering the impact of engineering solutions in global, economic, environmental, and societal contexts
    i. Students will study several ethics case studies and make informed judgements on them with regard to the impact of engineering solutions on (a) global, (b) economic, (c) environmental, and (d) societal contexts. (There should be enough case studies that cover all the four areas of global, economic, environmental and societal context)
        • Global Impact: The student is able to investigate a given engineering problem, and explain how proposed engineering solutions to similar problems may be adopted in different parts of the world.
        • Societal Impact: The student is able to investigate a given engineering problem, and develop engineering solutions that take into account societal factors.
        • Economic Impact: The student is able to investigate a given engineering problem, and develop solutions that take into account economic factors.
        • Environmental Impact: The student is able to investigate a given engineering problem, and develop solutions that take into account environmental impact.

ABET EAC OUTCOME "5" RUBRIC
An ability to (1) function effectively on a team whose members together (2) provide leadership, create a collaborative and inclusive environment, (3) establish goals, plan tasks, and meet objectives.
1. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment
    i. Organize and assign team roles
    ii. Plan and keep good record of team meetings including documentation of individual contributions
    iii. Share ideas, complete assigned task on time, help others, and be professional to each other (through peer evaluation of team members on these characteristics).
    iv. Resolve conflicts professionally within the group with the view of creating an inclusive and collaborative environment

2. Establish goals, plan tasks, and meet objectives.
    i. List goals and objectives.
    ii. Identify and break down work into tasks and subtasks and identify the personnel and deliverables for each.
    iii. Develop a Gantt chart and critical path analysis for managing the project.
    iv. Establish major milestones for tracking progress and define performance metrics to measure success.
    v. Track progress of team members to ensure project is on schedule and meets objectives (through submission of progress reports).

Student Support and Success

John B. Coleman Library
The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: https://www.pvamu.edu/library/; Phone: 936-261-1500

Academic Advising Services
Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/pvplace/). Other

support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: https://www.pvamu.edu/student-success/sass/university-tutoring-center/

Writing Center
The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: https://www.pvamu.edu/student-success/writing-center/; Grammarly Registration: https://www.grammarly.com/enterprise/signup

Academic Early Alert
Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: https://www.pvamu.edu/student-success/early-alert/

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: https://www.pvamu.edu/healthservices/student-counseling-services/

Office of Testing Services
Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: https://www.pvamu.edu/disabilityservices/

Center for Instructional Innovation and Technology Services (CIITS)
Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: https://www.pvamu.edu/sa/departments/veteranaffairs/

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: https://www.pvamu.edu/studentengagement/

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: https://www.pvamu.edu/careerservices/

University Rules and Procedures

Academic Misconduct
Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the Academic Integrity webpage*.* Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement
Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum **Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space

- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette **(online etiquette)**
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette
When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.