



**ELEG 4300-CRN 25520 – COMMUNICATION THEORY – P01 – SPRING 2024**

**General Course Information**

<b>Information Item</b>	<b>Information</b>
<b>Instructor:</b>	Prof. Cajetan M. Akujuobi, Ph.D., P.E., MBA, F.I.A.A.M.
<b>Section # and CRN:</b>	ELEG 4300-P01 and CRN 25520
<b>Office Location:</b>	RM 123, Gilchrist Engineering Building
<b>Office Phone:</b>	936-261-9991
<b>Email Address:</b>	cmakujuobi@pvamu.edu
<b>Student Support Hours:</b>	10:00 AM – 12:00 Noon; MW & 1:00 PM – 2:00 PM; MW
<b>Mode of Instruction:</b>	Face to Face (In-Person)
<b>Course Location:</b>	Room NENR 115
<b>Class Days &amp; Times:</b>	Tuesdays and Thursdays, 8:00 AM – 9:20 PM
<b>Catalog Description:</b>	(3-0) Credit 3 semester hours, Signals and spectra. Transmission and processing of signals. Continuous-wave modulation and pulse modulation. Baseband pulse transmission and passband digital transmission. Signal space analysis. Information measures.
<b>Brief Course Description:</b>	This course is designed to provide an understanding of the basic principles of telecommunications. The emphasis is on fundamentals and a few applications. For specific topics covered, see below. The issues discussed are genuinely global in that the software and hardware involve participation and collaboration among multiple countries – the U.S., China, Hong Kong, Taiwan, Malaysia, Japan, and Finland, to mention a few. The recent tariffs imposed on China created a global need to revisit the needed collaborations that, in turn, require an understanding of the subject material's cultural, economic, and commercial aspects.
<b>Prerequisites:</b>	ELEG 3302 (old 3023) and MATH 3302 (old 3023).
<b>Co-requisites:</b>	None
<b>Required Text(s):</b>	Samuel O. Agbo and Matthew N.O. Sadiku, “Principles of Modern Communication Systems,” Cambridge University Press; 1st edition (February 6, 2017), Language: English, Hardcover: 454 pages., ISBN-10: 110710792X, ISBN-13: 978-1107107922
<b>Recommended Text(s):</b>	Modern Communications: A Systematic Introduction, Daniel W. Bliss 1st Edition ISBN-13: 978-1108833431 (2022)  B. P. Lathi and Zhi Ding, Modern Digital and Analog Communication Systems, 5th edition, Oxford University Press: 2018 ISBN13: 9780190686840  Hwei P. Hsu, Analog and Digital Communications, Schaum’s Outline Series, 2003, ISBN: 0-07-140228-4

<p><i>“The first rule of any technology used in a business is that automation applied to an efficient operation will magnify the efficiency. The second is that automation applied to an inefficient operation will magnify the inefficiency.” – Bill Gates</i></p>	<p><i>“A young person in Africa with a smartphone has more communications technology than the U.S. president had 25 years ago. So if the tools to change the world are now in everyone's hands, then the individuals now have the power that only governments and corporations used to have a couple of decades ago. I get excited by how that increases our capacity to be creative, and how that increases our capacity to create transformative things in the world.”</i></p> <p>– Jason Siva, Futurist</p>
<p><i>“Technology gives us power, but it does not and cannot tell us how to use that power. Thanks to technology, we can instantly communicate across the world, but it still doesn't help us know what to say.”</i></p> <p>– Jonathan Sacks, Clergyman</p>	
<p><i>“We are in an age of technology where we sit in our little cubicles and we IM each other and Skype each other and never connect as human beings.” – Sarah McLachlan, Musician</i></p>	

**Course Learning Outcomes:**

Upon successful completion of this course, students will be able to:	Program Learning Outcome Alignment: ABET Criterion 3
1. Demonstrate an understanding of a basic communication system and its components.	<p><b>Relevant ABET Student Outcome Criterion:</b> <b>Outcome 1:</b> An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.</p>
2. Demonstrate an ability to represent a signal in time and frequency domains.	
3. Demonstrate a working knowledge of MATLAB.	
4. Compute source entropy and channel capacity and apply the Huffman Coding technique.	
5. Characterize error-control codes and apply the encoding and decoding processes.	
6. Demonstrate an understanding of privacy, security, and ethical issues related to communications technology and their global implications.	

**Course Contents:**

1. Overview of telecommunications – historical review and current state-of-the-art
2. Introduction to communication theory – Communication systems, design challenges, signal preparation, modulation, source coding and error correction, signal transmission issues (channel capacity, noise and distortion error correction)
3. Review of signals and systems
4. Review of probability and random processes
5. Introduction to Information Theory – source coding, channel capacity, noise effects
6. Project #1
7. Baseband pulse transmission
8. Passband digital transmission
9. Continuous-wave modulation – AM and FM
10. Project #2
11. Signal-space analysis
12. Wireless communications
13. New developments in communications
14. Project #3 – ABET Outcome Assessment Project

## Major Course Requirements

This course introduces the basic principles of analyzing and designing communication systems. Areas of study include signals and spectra, transmission and processing of signals, continuous-wave modulation and pulse modulation, baseband pulse transmission and passband digital transmission, signal space analysis, and information measures. Modern communication systems will also be introduced and used as examples. Computer use is emphasized through class assignments, projects using MATLAB/SIMULINK, and the generation of graphical results. Students are expected to gain an understanding of communication theory methodologies employed to design communication systems.

## Why is This Course Relevant to You?

First, you are surrounded by extremely powerful communication systems – cellphones with a capability that was present only in the most potent and expensive supercomputers only a few decades ago; tall digital towers with various size antennas that were fewer and far between just a few years ago; communications, while convenient and entertaining, also possess security risks such as malware, denial of service, ransomware, etc. As an aspiring electrical engineer, you are expected to possess knowledge of such systems and issues.

Additionally, the world where you live and work fundamentally differs from where your parents, grandparents, and teachers grew up. The economy is global. The digital revolution connected the entire world but also made it more dangerous. Such occurrences demand a new kind of graduate who is technically competent and understands economic, social, and cultural issues.

*Specifically, globally competent students can perform the following four competencies (from Veronica Boix Mansilla, in "Educating for Global Competence: Learning Redefined for an Interconnected World."):*

- *Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted, age-appropriate research. (Global Awareness)*
- *Recognize perspectives, others, and their own, articulating and explaining such perspectives thoughtfully and respectfully.*
- *Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers. (Cultural Knowledge)*
- *Take action to improve conditions, viewing themselves as players in the world and participating reflectively.*

## B-GLOBAL:

This course aligns with the Global Awareness and Cultural Knowledge outcomes. Students enrolled in this course will develop "global competence." Global competence is defined broadly as a set of values, skills, and behaviors that allow someone to interact appropriately with other cultures understand world issues, and take responsible local action to address global challenges. Of the four learning outcomes that align with this definition – self-awareness, global awareness, cultural knowledge, and social responsibility – this course addresses the second and third outcomes (see table below). These metrics align with existing PVAMU and state core curriculum objectives.

## B-GLOBAL LEARNING OUTCOMES

<b>B-GLOBAL Learning Outcome</b>	<b>How is it included?</b>	<b>How is it assessed or evaluated?</b>
<p><i>Global Awareness:</i> Students will be able to describe significant issues that impact local and international communities and begin to connect local actions to global contexts.</p>	<p>The course deals with the underlying principles that govern analog and digital communication systems, focusing on exposing the students to the state-of-the-art 5G and proposed 6G technologies. The course is primarily mathematical, involving Information Theory, probability, and stochastic processes, and focuses on various coding techniques. The global concern will include the role of specialized electronic chips in these systems and their ability to participate in each other's markets. Security issues will also be of paramount importance. The recent tariffs imposed on companies such as Huawei in China created a global need to revisit the needed collaborations that, in turn, require an understanding of the subject material's cultural, economic, and commercial aspects.</p>	<p>Students are typically assigned a review paper and an ABET Assessment Project (Outcome #1). The requirements for these projects will be discussed in class and posted online. A rubric will be developed and used to assess and evaluate the projects.</p>
<p><i>Cultural Knowledge:</i> Students will be able to demonstrate a comparative understanding of another culture's history, values, politics, communication styles, economy or beliefs and practices</p>	<p>The class discussions will include technical issues and another (above-mentioned country's) cultural history, values, politics, communication styles, economy, or beliefs and practices. For instance, the Chinese have been very aggressive in their policies on telecommunications. In our cyber-integrated society, mutual trust is of utmost importance. The students will also be exposed to China's changing history and how it impacts the U.S. and its allies. Additionally, the students will learn about the interdependence of chip availability (Huawei vs. U.S. Qualcomm, for instance).</p>	<p>The students will be provided with articles from technical and economic journals and several web links with videos that address the U.S.-China Decoupling. Each student will be asked to write a short but detailed paper on how he/she will approach addressing such an issue. As the instructor, I will share my experiences from my visits to China, Malaysia, Singapore, and Ghana and from my extensive library of books and journals. Student groups will be formed to discuss these issues. The goal is for the students to have a truly global perspective of what they study in this course and develop an ability to transfer their learning to other related subjects, particularly the course ELEG 3303 -Physical Principles of Solid State Devices.</p>

### Method of Determining Final Course Grade

Course Grade Requirement [Name each major requirement]	Value	Weight
1. Examination I	100	10%
2. Project 1	50	5%
3. Examination II (Mid-Term)	100	15%
4. Project 2	50	10%
5. Examination III	100	10%
6. B-Global Session	50	5%
7. Final Project – ABET Assessment	100	20%
8. Examination IV (Final – Cumulative)	200	15%
9. Quizzes		10%
<b>Total:</b>		<b>100%</b>

### Grading Criteria and Conversion:

A: 90% or higher	B: 80% - 89%	C: 70% - 79%	D: 55%-69%	F: < 55%
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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 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 but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

### Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that proves that course objectives are met. If applicable, your department will provide more information during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**Assessment:** Assessment is an important activity to conduct during and at the end of the semester. The purpose is to assess the student's learning level to ensure that each student leaving the class has the appropriate level of expertise and is prepared for the subsequent course(s). **Both formative and summative assessments will be conducted in the course.** Formative Assessment allows the student to assess their learning throughout the semester. Four levels of competence will be assessed. The goal is to help students progress toward the highest level of competence. Details will be discussed in the class sessions.

### Four Levels of Competence Assessed:

<https://trainingindustry.com/wiki/strategy-alignment-and-planning/the-four-stages-of-competence/>

- a. **Unconscious Incompetence**  
In unconscious incompetence, the learner isn't aware that a skill or knowledge gap exists.
- b. **Conscious Incompetence**  
In conscious incompetence, the learner knows a skill or knowledge gap and understands the importance of acquiring the new skill. It's in this stage that learning can begin.
- c. **Conscious Competence**  
In conscious competence, the learner knows how to use the skill or perform the task, but doing so requires practice, conscious thought, and hard work.
- d. **Unconscious Competence**  
In unconscious competence, the individual has enough experience with the skill that he or she can perform it so quickly they do it unconsciously.

**Detailed Description of Major Assignments:**

<b>Assignment Title or Grade Requirement</b>	<b>Description</b>
<b>1. Examinations</b>	There will be three examinations, including the mid-term and the final. Exams are closed-book and closed-notes. Every student must take all exams on the assigned dates. Any student who misses an exam without a valid excuse will automatically receive a zero for that exam. Make-up exams will be administered in accordance with university policy.
<b>2. Projects</b>	There will be three assigned projects using MATLAB/SIMULINK. The projects will help the students to absorb the lectures through an interactive approach. Students are required to submit the project reports. These projects will also conduct a formative assessment of student learning during the semester and the required summative assessment at the end of the semester. Examples of projects from previous semesters will be made available to give you an idea of what is involved.
<b>3. Project 1</b>	Source Coding
<b>4. Project 2</b>	Enhanced Source Coding
<b>5. Project 3</b>	This will be aligned with ABET Outcome 1. It will involve some computation and writing a report. The report should be submitted to TaskStream.
<b>6. Panel Discussion session – Global Issues</b>	One class session will be reserved for this. This session will focus on the national and global environments impacting digital and wireless communications. You will be provided with articles from technical and economics journals and several web links with videos that address global issues, such as the U.S.-China Decoupling, wireless technology wars, etc. During the session, each student will share a brief impression of the global implications of the subject from their point of view. They might also recommend one or more ways of addressing those issues. Each student will be asked to write a short but detailed paper on how he/she will approach addressing such an issue. As the instructor, I will share my experiences from my visits to China, Malaysia, Singapore, and Ghana and from my extensive library of books and journals. The goal is for the students to have a truly global perspective of what they study in this course and develop an ability to transfer their learning to other related subjects.
<b>7. Term Paper</b>	You will be asked to submit a brief review of a technical article/paper.
<b>8. Homework</b>	I will be assigning several problems throughout the semester. They need not be submitted. They are assigned for the purpose of giving you practice.
<b>9. Quizzes</b>	A few of the quizzes will be pop-up quizzes – not announced earlier.
<b>10. Classwork</b>	During some sessions, classwork will be given to you to practice a new topic covered in the class.
<b>Please Note:</b>	No makeup examinations will be given except in cases of emergency. No "WP"s will be given, except under very special circumstances, and even then only while passing. No "I"s will be given unless the stringent conditions specified in the University Catalog are satisfied.

## CONDUCT AND ETHICS

A strict code of ethics will be imposed in the class and in the examinations. It is a sign of impoliteness and disrespect to your professor and to your colleagues if you make a practice of coming to the class late. Your presence is necessary for everyone's success in this course. You are allowed to miss three class meetings. Any absence after the third may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.

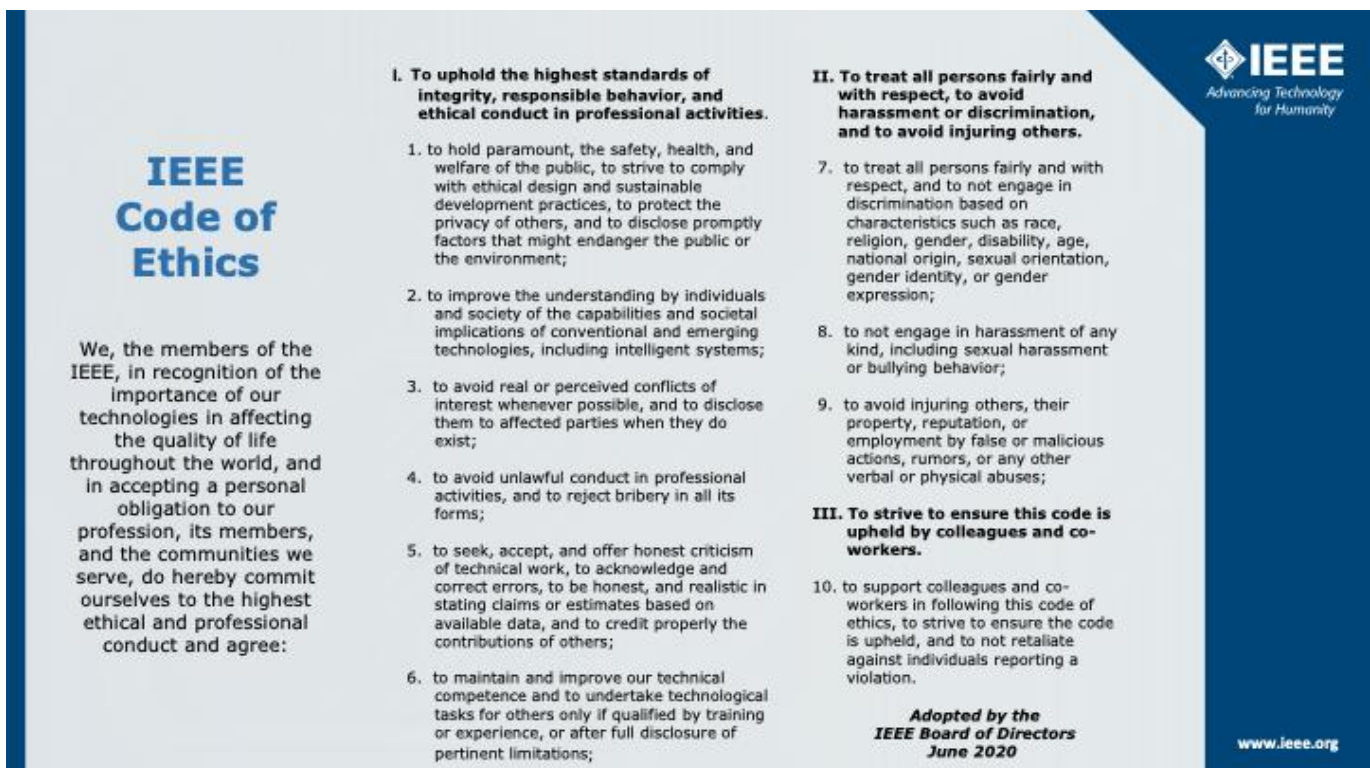
Absolutely no cheating will be permitted during the examinations. You shall take a pledge that you will not copy, steal or plagiarize someone else's work nor will you tolerate anyone else doing the same. It shall be the policy in this course to discourage any such activity to the extent possible rather than punish. HOWEVER, IN FAIRNESS TO ALL CONCERNED, CHEATING AND PLAGIARISM WILL BE DEALT WITH SEVERELY WHEREVER THEY ARE FOUND.

Most importantly, as aspiring electrical engineers, you are expected to conduct yourselves according to the IEEE (Institute of Electrical and Electronics Engineers) Code of Ethics. (See below.)

You are advised to read and abide by the rules and the regulations of the University as mentioned in the Catalog, in particular the topics Student Life and Academic Regulations. Graduating means more than completing a certain number of hours and obtaining a reasonable GPA. You must strive to develop a code of strict conduct, acquire a sense of discipline, serve as a role model to your juniors and in particular experience the feeling of accomplishment.

***If you have any questions or have any problems that you think I may be able to help with, please do not hesitate to contact me. I am here to help.***

### LET US WORK TOGETHER TO EXPERIENCE A PRODUCTIVE AND AN ENJOYABLE SEMESTER!



The poster features a blue and white color scheme. On the left, the text reads: "IEEE Code of Ethics. We, the members of the IEEE, in recognition of the importance of our technologies in affecting the quality of life throughout the world, and in accepting a personal obligation to our profession, its members, and the communities we serve, do hereby commit ourselves to the highest ethical and professional conduct and agree:". The center contains three numbered sections: I. To uphold the highest standards of integrity, responsible behavior, and ethical conduct in professional activities. II. To treat all persons fairly and with respect, to avoid harassment or discrimination, and to avoid injuring others. III. To strive to ensure this code is upheld by colleagues and co-workers. The right side features the IEEE logo with the tagline "Advancing Technology for Humanity" and the website "www.ieee.org". At the bottom right, it states "Adopted by the IEEE Board of Directors June 2020".

**IEEE Code of Ethics**

We, the members of the IEEE, in recognition of the importance of our technologies in affecting the quality of life throughout the world, and in accepting a personal obligation to our profession, its members, and the communities we serve, do hereby commit ourselves to the highest ethical and professional conduct and agree:

**I. To uphold the highest standards of integrity, responsible behavior, and ethical conduct in professional activities.**

1. to hold paramount, the safety, health, and welfare of the public, to strive to comply with ethical design and sustainable development practices, to protect the privacy of others, and to disclose promptly factors that might endanger the public or the environment;
2. to improve the understanding by individuals and society of the capabilities and societal implications of conventional and emerging technologies, including intelligent systems;
3. to avoid real or perceived conflicts of interest whenever possible, and to disclose them to affected parties when they do exist;
4. to avoid unlawful conduct in professional activities, and to reject bribery in all its forms;
5. to seek, accept, and offer honest criticism of technical work, to acknowledge and correct errors, to be honest, and realistic in stating claims or estimates based on available data, and to credit properly the contributions of others;
6. to maintain and improve our technical competence and to undertake technological tasks for others only if qualified by training or experience, or after full disclosure of pertinent limitations;

**II. To treat all persons fairly and with respect, to avoid harassment or discrimination, and to avoid injuring others.**

7. to treat all persons fairly and with respect, and to not engage in discrimination based on characteristics such as race, religion, gender, disability, age, national origin, sexual orientation, gender identity, or gender expression;
8. to not engage in harassment of any kind, including sexual harassment or bullying behavior;
9. to avoid injuring others, their property, reputation, or employment by false or malicious actions, rumors, or any other verbal or physical abuses;

**III. To strive to ensure this code is upheld by colleagues and co-workers.**

10. to support colleagues and co-workers in following this code of ethics, to strive to ensure the code is upheld, and to not retaliate against individuals reporting a violation.

**Adopted by the IEEE Board of Directors June 2020**

**IEEE**  
Advancing Technology for Humanity

[www.ieee.org](http://www.ieee.org)

**ACADEMIC CALENDAR**

**SPRING 2024 – Full Term**

<https://www.pvamu.edu/registrar/academic-calendars/spring-2024-16-week-session/>



## 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. [Library Website](#) Phone: 936-261-1500

### Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect 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 within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). 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 and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); [University Tutoring Website](#)

### 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; [Writing Center Website](#), [Grammarly Registration](#)

### Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

### Student Counseling Services

The Student Counseling Services 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, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

### Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); [Testing Website](#)

### 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; [Disability Services Website](#)

### 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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### Veteran Affairs

Veteran 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; [Veteran Affairs Website](#)

### 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; [Student Engagement Website](#)

### Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

## 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.

### PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

### 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 ability 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](mailto: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, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [Title XI Website](#), including confidential resources available on campus.

#### Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

#### 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.

#### Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

#### Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation,

for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: [deanofstudents@pvamu.edu](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu) or phone: (936) 261-3524.

#### 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 Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- 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

\* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

##### **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 (Zoom)

#### *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 [Password Reset Tool](#) 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](mailto: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

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.