



**CHEG 2308-P02: Economic Analysis and Technical Applications
Spring 2024 Syllabus**

Information Items	Information
Instructor:	Dr. Michael Gyamerah
Section # and CRN:	P02: 23494
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Office Hours:	TR 10 am - 11:30 am; TR 2:00 pm – 4:00 pm; In-person or by Virtual
Mode of Instruction:	Face-to-face
Course Location:	Gilchrist Engineering Bldg. 104
Class Days & Times:	MWF 1:00 pm – 1:50 pm
Catalog Description:	CHEG 2308. Economic Analysis and Technical Applications. (3-0) Credit 3 semester hours. Fundamental concepts of economic principles. Evaluation of technical alternatives, economic significance of technical proposals; interest, description, analysis, and forecasting
Prerequisites:	MATH 2413 or MATH 1124
Co-requisites:	
Required Texts:	Open Educational Resource prepared by Instructor
Recommended/Supporting Texts:	<ol style="list-style-type: none"> "Engineering Economic Analysis" By Donald G. Newman, Ted G. Eschenbach, and Jerome P. Lavelle. 2017. Oxford University Press 13th ed (ISBN 9780190296902) or 14th ed (ISBN 9780190931919) "Basics of Engineering Economy" By Leland Blank and Anthony Tarquin. 2008. McGraw- Hill Higher Education. ISBN 978-0-07-340129-4 C. S. Park, Contemporary Engineering Economics, 4th Ed. 2007, Prentice-Hall. ISBN- 0-13-187628 Sullivan, W.G., Wicks and Koelling, J.A. Engineering Economy, 14th Edition, 2009, Prentice-Hall. ISBN -10-0136142974
Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990;

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Distinguish between simple & complex problems. Understand the role & purpose of engineering economic analysis and apply the economic decision making process. Understand cost, benefit concepts and cost estimation	D1	3 & 4

	models. Estimating and developing relationship between engineering costs and benefit. Depict cash flow estimation pictorially on cash flow diagrams Understand common ethical issues of decision making. Solve engineering problems with current costs and with multiple objectives.		
2	Understand time value of money and also distinguish between simple & compound interest. Understand cash flow equivalence while same concept to solve single payment compound interest formulas problems. Solve problems using spreadsheet factors and uniform series compound interest formulas. Use arithmetic & geometric gradients in modeling economic analysis. Understand why cash flows assume uniformity Use spreadsheet to model & solve economic analysis problems	D1	3 & 4
3	Apply the present worth (PW) criteria to compare and select best alternatives (viable projects). Apply PW in cases with equal, unequal, & infinite project lives. Use spreadsheets as tool for present worth calculations. Define equivalent uniform annual cost and benefit. Express problem as annual cash flow equivalent and conduct equivalent uniform annual worth analysis Compare alternatives using equivalent uniform worth for project with equal equal, a common multiple, or infinite lives. Develop & use spreadsheets to analyze loans. Use annuity due for beginning of period cash flows	D1	3 & 4
4	Evaluate cash flows with internal rate of return and plot PW vs. interest rate to find IRR. Use incremental rate of return to evaluate alternatives and also develop and use spreadsheet in solving rate of returns. Use graphical technique to choose between mutually exclusive alternatives Define incremental analysis and use spreadsheets to solve incremental analysis problem	D1	3 & 4
5	Apply future worth, benefit-cost ratio, payback period, & sensitivity analysis methods. Relate future worth analysis to present worth & annual worth methods. Develop the benefit-cost ratio and understand the concept of "payback period". Conduct sensitivity & breakeven analyses using spreadsheets. Understand depreciation, deterioration, and obsolescence and different types of depreciable property. Use classic methods and MACRS to calculate annual depreciation charge & book value. Account for capital gains/losses, ordinary losses, & depreciation recapture due to asset disposal. Use unit-of-production & depletion methods and spreadsheets to calculate depreciation	D1	3 & 4

SACSCOC/ABET: Outcome 8

An ability to identify, formulate, and solve fundamental engineering problems by applying principles of engineering, science, and mathematics."

1. Identify and Formulate engineering/technical/computing problems using principles of engineering/mathematics/science

Given a complex engineering problem, the students are able to:

- i. Understand the given problem and identify the subject area and concepts involved.
- ii. Convert the problem into a well labeled sketch (such as free body diagram, flow chart,
 - a. functional block diagram, schematic diagram).
- iii. Formulate the fundamental engineering problem (FEP) into a mathematical model [using basic, intermediate and advanced mathematics ranging from algebra & trigonometry, calculus, probability & statics, complex analysis to Fourier transform & Laplace transforms] or experimental framework stating all relevant assumptions.
- iv. Formulate the FEP into an engineering model [using relevant laws and equations from engineering and science areas) stating all relevant assumptions.

2. Solve FEP/computing problems

Given a FEP that has been formulated, students are able to:

- i. Solve the resulting engineering/mathematical/science formulations analytically, numerically, experimentally or through the use of appropriate software or computer program.
- ii. Evaluate and interpret the result.

SACSCOC/ABET: Outcome 3

An ability to communicate effectively with a range of audiences (Oral Communication)

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)

Students are able to:

- (i) 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 public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors and impacts*),
- (ii) prepare and display prototypes or models when they are necessary to support the presentation, and
- (iii) 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

Students are able to:

- (i) use correct grammatical English and technical terms appropriate to technical area and audience type; speak with clarity and confidence;
- (ii) maintain good posture and eye contact with the audience (should not read from prepared notes) and elicit the attention of the audience and
- (iii) dress appropriately for the occasion.

Instructor may record the presentation for assessment display purpose and must ensure to get consent for witness protection from the students

An ability to communicate effectively with a range of audiences (Written)

1. Ability to prepare an executive summary for the report

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.

Students are able to:

- (i) properly apply capitalization, punctuation, and penmanship, to communicate clearly,
- (ii) spell proficiently,
- (iii) 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) 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

Students are able to clearly

- (i) Summarize the goals, objectives, and indicate whether they were met.
- (ii) Summarize the project design chapter by chapter
- (iii) Summarize constraints and codes and indicate whether they were met.
- (i) Summarizes 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.
- (iv) Provide logical conclusions and recommendations (including strengths and weaknesses).

SACSCOC/ABET: 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

Students will have the ability to:

1. recognize ethical and professional responsibilities in engineering situations involving global, and societal contexts
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. make informed judgements on ethical and professional responsibilities in engineering while considering the impact of engineering solutions in global, economic, environmental, and societal contexts.

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)

Major Course Requirements

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

- Exams, Tests or Quizzes** – written tests designed to measure knowledge of presented course material
Exercises or Homework – written assignments designed to supplement and reinforce course material
Projects or Assignments – designed to measure ability to apply presented course material
Class Participation – daily attendance and participation in class discussions

Method of Determining Final Course Grade

Course Grade Requirement	Value (points or percentages)	Total
Test or popup questions & Quizzes	2-4 Tests and popup quiz	10 %
Mid Term Exam	Mandatory	15%
Exams	2	20%
Homework or projects*	2	15%
Attendance, participation and presentation and solving problems in groups in the lab is Mandatory from 3:00-3:50 PM)	Very important	10%
Final Exam		30%
Total:		100%
Discount for lack of participation		-10%

Grading Criteria and Conversion:

Grade	Meaning	Score Range	Grade Values
A	Excellent	90 – 100	4
B	Good	80 – 89	3
C	Satisfactory	70 – 79	2
D	Passing	60 – 69	1
F	Failing	0 – 59	0
S	Satisfactory	70 – 100	0
U	Unsatisfactory	0 – 69	0
I	Incomplete		0
W	Withdrawal from a course		0
WV	Withdrawal from the University Voluntarily		0
MW	Military Withdrawal		0

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Course Regulations in Addition to University Rules and Procedures

- **NO make-up exams unless there is an appropriate written excuse**
- **Failing to attend Mid-term and Final Exams will result in "F" grade in the final course grade.**
- **Review Session will be in the last day of class and the Final Exam time will be onreview session class. This is due to my travel overseas for a meeting or a conference. However, if I am not traveling the exam will be as scheduled by the university.**

Special attention must be taken in case of unexpected circumstances in case of not attending the Mid-term or final exam. You need to get the appropriate approval, signature and documentation from the university. Otherwise the final grade will result in "F" Grade. With appropriate documentation and you have attended the class during semester in all class time and you have taken all previous exams and submitted the popup quizzes ...etc. you will be assigned a "grade I" with appropriate approval from Head of the Department, Dean of the College, and the University Academic Affairs.

Semester Calendar

Hybrid CHEG 2003 Course Schedule

Modules	Topic	Assignment/Activity (Online)	Assignment/Activity (Face-to-Face[F2F])/ Online	Due Date
Start Here/ Course Introduction Module: [Jan 16-Jan 20]	Course Introduction		<ul style="list-style-type: none"> Review Syllabus Review Course policy with the students Update with student with Rubric for the class Present a general overview of the course Inform student of the new course management system (Canvas) 	[No Due Date]
Module 1: [Jan 16-Jan 20]	Making Economic Decisions		<ul style="list-style-type: none"> Recitation problem solving session In-class problem solving session 	[No Due Date]
Module 2: [Jan 23-Jan 27] F2F Meeting on [Jan 23-Jan 27]	Estimating Engineering Costs and Benefit Interest and Equivalence		<ul style="list-style-type: none"> Recitation problem solving session Homework 1 review session Homework assignment review session In-class activities session Test 1 review session Week 	[Jan 27, 2023]
Module 3: [Jan 30 – Feb 3] F2F Meeting on [Jan 30 – Feb 3]	Equivalence for Repeated Cash Flows		<ul style="list-style-type: none"> Online Recitation problem solving session Online-class activities session 	[Jan 31, 2023]
Module 4: [Feb 6 – Feb 10] F2F Meeting on [Feb 6 – Feb 10]	Present Worth Analysis		<ul style="list-style-type: none"> Recitation problem solving session Homework 1 review session In-class activities session 	[N/A]
Module 5: [Feb 13 – Feb 17]	Annual Cash Flow Analysis		<ul style="list-style-type: none"> Recitation problem solving session 	[Feb 14, 2023]

Modules	Topic	Assignment/Activity (Online)	Assignment/Activity (Face-to-Face[F2F])/ Online	Due Date
			<ul style="list-style-type: none"> Online-class activities session Online Quiz 1 	
Module 6: [Feb 20 – Feb 24]	Rate of Return Analysis		<ul style="list-style-type: none"> Recitation problem solving session In-class activities session Project Review session Midterm Exam review session 	[Feb 20, 2023]
Module 7: [Feb 27 – Mar 3] F2F Meeting on [Feb 27 – Mar 3]	Choosing the Best Alternative		<ul style="list-style-type: none"> Recitation problem solving session In-class activities session Midterm Exam In-class problem solving session 	[Mar 2, 2023]
Module 8: [Mar 6 – Mar 10]	Other Analysis Techniques		<ul style="list-style-type: none"> Online Recitation problem solving session Online Homework 2 assignment review session Online class problem solving session 	[N/A]
Module 9: [Mar 13 – Mar 17] F2F Meeting on [Mar 13 – Mar 17]	Uncertainty in Future Events		<ul style="list-style-type: none"> Recitation problem solving session In-class problem solving session Test 2 review session Homework 2 out-of-class activities 	[Mar 16, 2023]
Module 10: [Mar 20 – Mar 24] F2F Meeting on [Mar 20 – Mar 24]	Depreciation		<ul style="list-style-type: none"> Recitation problem solving session In-class problem solving session Test 2 activities 	[Mar 21 2023]
Module 11: [Mar 27- Mar 31]	Income Taxes for Corporations		<ul style="list-style-type: none"> Recitation problem solving session Homework assignment review session In-class activities session 	[Mar 28, 2023]

Modules	Topic	Assignment/Activity (Online)	Assignment/Activity (Face-to-Face[F2F])/ Online	Due Date
			<ul style="list-style-type: none"> In-class activities session 	
Module 12: [Apr 3- Apr 7] F2F Meeting on [Apr 3- Apr 7]	Replacement Analysis		<ul style="list-style-type: none"> Recitation problem solving session In-class activities session Quiz 2 	[Apr 4, 2023]
Module 13: [Apr 10- Apr 14]	Inflation and Price change		<ul style="list-style-type: none"> Recitation problem solving session Project Presentation session Project review session Final Exam review session 	[Apr 11, 2023]
Module 14: [Apr 17- Apr 21]	Inflation and Price change		<ul style="list-style-type: none"> Recitation problem solving session Project Presentation session Project review session Final Exam review session 	
Module 14: [Apr 24- Apr 28]	Final Exam Review		<ul style="list-style-type: none"> 	
Final Exam: [May 3- May 10]				[TBD]

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; [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, 2nd 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, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: 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.

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, 2nd 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.

Statement Regarding the Usage of Artificial Intelligence in the CHEG 2308 Classroom:

Artificial intelligence (AI) language models, such as ChatGPT, may be used for assignments and other projects ONLY with approval from the Instructor and with appropriate citation. If you are in doubt as to whether you are using AI language models appropriately in this course, please see me for guidance. You are responsible for fact checking statements composed by AI language models.

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) 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. 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. 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 or phone: (936) 261-3550 or Office for Student Conduct via email: 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.

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.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.