BIOL 3044 Immunology
Spring 2021
REVISED- 2/2021

Instructor: Dr. Victoria Mgbemena

Section # and CRN: Y01 and 26354
Y61 and 26946
Y62 and 28578

Office Location: E.E. O’Banion Science Building room 430 AC
Office Phone: 936-261-3171 (email preferred)
Email Address: vemgbemena@pvamu.edu

Office Hours: M 8-9 a.m.; TR 8-10 a.m.; 12-1pm by appointment, Zoom

Mode of Instruction: Hybrid/Blended

Course Location: Lecture: online, Lab: E.E. O’Banion Science Building room 407

Class Days & Times: Lecture: TR 1:00-2:50 p.m.; Lab TR 3:10-5:00 p.m. (by assignment, contact instructor for details)

Catalog Description: [BIOL 3044, Immunology, (3-1) Credit 4 semester hours. Fundamentals aspects of immunology, antigenic systems, hypersensitivity, and serology]

Prerequisites: Passing grade of C or better in BIOL 1015 General Biology I, BIOL 1025 General Biology II, and BIOL 2054 Genetics

Co-requisites: None

Publisher: W.W. Norton Publishing Company
Paperback:
ISBN: 978-0-815-34466-7
E-book:
ISBN: 978-0-393-44172-7

Purchase through the bookstore
https://wwnorton.com/books/9780815344667
This Ebook digital resource comes complete with practice assessments, animations and access to student site.

Student Resources are available on the Howard Hughes Medical Institute (HHMI) website
https://www.hhmi.org/biointeractive/immunology-virtual-lab
Interactive activities can also be found on the following website:
http://www.bio-alive.com/laboratories/immunology-lab.htm
End-of-Chapter Questions for self-testing is highly encouraged.

Materials needed to enhance learning immunology:

1. Students should read the Required Course Textbook chapters prior to class and be prepared to be quizzed by the instructor over the information covered.
2. Students should maintain a folder with all class notes, handouts and quizzes.

### Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the basic concepts of immunology.</td>
<td>Discipline Specific Knowledge</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Demonstrate knowledge of innate immunity, which provides the first line of defense against infection.</td>
<td>Critical Thinking</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Demonstrate knowledge of the adaptive immune response.</td>
<td>Critical Thinking</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Demonstrate an understanding of the development and activation of B and T lymphocytes.</td>
<td>Critical Thinking</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Demonstrate knowledge of how the immune response is shaped during health and disease.</td>
<td>Integration of Broad Knowledge</td>
<td>Critical Thinking</td>
</tr>
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</table>

### Major Course Requirements

**Method of Determining Final Course Grade**

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) 3 Lecture Exams</td>
<td>50 pts</td>
<td>150 pts</td>
</tr>
<tr>
<td>2) 1 Lab Exam</td>
<td>50 pts</td>
<td>50 pts</td>
</tr>
<tr>
<td>3) 3 Lecture Quizzes</td>
<td>10 pts</td>
<td>30 pts</td>
</tr>
<tr>
<td>4) 3 Lab Quizzes</td>
<td>10 pts</td>
<td>30 pts</td>
</tr>
<tr>
<td>5) Participation</td>
<td>100 pts</td>
<td>100 pts</td>
</tr>
<tr>
<td>6) Final Exam</td>
<td>150 pts</td>
<td>150 pts</td>
</tr>
</tbody>
</table>

**Total:** total points earned/510 X 100 = percentage

**Grading Criteria and Conversion:**

- A = 89.45% to 100%
- B = 79.45% to 89.44%
- C = 69.45% to 79.44%
- D = 59.45% to 69.44%
- F = 0% to 59.44%

*This grading criteria is set and will not change under any circumstances*

**Detailed Description of Major Assignments:**

<table>
<thead>
<tr>
<th>Assignment Title or Grade Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture Exams</td>
<td>Posted on eCourses; exams will cover those topics covered in class, from the textbook and laboratory exercises. A combination of multiple choice, true or false, fill in the blank and essay. Lecture exams will be no more than 25 questions long. Worth 50 points each.</td>
</tr>
<tr>
<td>2. Lab Examination</td>
<td>Taken at the end of the semester. Based off of all laboratory activities and techniques learned in the laboratory. Consist of multiple choice, short answer/essay, true or false, fill in blank. Up to 50 questions. Worth 50 points each.</td>
</tr>
<tr>
<td>3. Lecture Quizzes</td>
<td>Posted on eCourses; Quizzes based on up to two chapters at a time; derived from lecture content. Must be completed through Connect resource. Usually 10-20 questions in length. Worth 10 points each.</td>
</tr>
<tr>
<td>4. Lab Quizzes</td>
<td>Posted on eCourses: To be completed during the indicated lab period. Questions based on laboratory activities; application of concepts learned in the laboratory. Consist of multiple choice, short answer/essay, true or false, fill in blank, practice of technique graded by the instructor in lab. Worth 10 points each.</td>
</tr>
<tr>
<td>5. Participation</td>
<td>Participation will be assessed based on the completion of assignments in the course. View the participation section of the course policy for details. Worth 100 points.</td>
</tr>
<tr>
<td>6. Final Examination</td>
<td>Taken at the end of the semester. A culmination of all content learned in the lecture component. Consist of multiple choice, short answer, essay, true or false, fill in blank. Up to 50 questions. Worth 150 points.</td>
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</tbody>
</table>
The following schedule is **TENTATIVE** only. The academic schedule is subject to change. The student is advised to read the assigned chapter for each class day **before** he/she comes to class. Dr. Mgbemena reserves the right to change the calendar as she deems fit for the class. All times are Central Standard Time (CST).

<table>
<thead>
<tr>
<th>Module</th>
<th>Date (week)</th>
<th>Lecture (Online)</th>
<th>Lab (one day: T/R, Face-to-Face)</th>
</tr>
</thead>
</table>
| **Module One: The Innate Response to Infection** | Jan 18-Jan 22 (Week 1) | Mon: Welcome, Introduction  
Wed: CH 1 Elements of the Immune System and their roles in Defense | R: Laboratory Safety Contracts  
Introduction to the Lab (online) |
| | Jan 25-Jan 29 (Week 2) | Mon/Wed: CH 2 Innate Immunity: Immediate Response to Infection  
**Lecture Quiz#1**  
Posted: 1/27/21  
Due: 3/1/21, 11:59 pm | **Introduction to Serology**  
Serial Dilutions Introduction  
(All labs online T/R) |
| | Feb 1-Feb 5 (Week 3) | Mon/Wed:  
CH 2 Innate Immunity: Immediate Response to Infection | **Serial Dilutions Review**  
Pipetting Techniques  
(Labs proceed in person this week unless otherwise noted) |
| | Feb 8-Feb 12 (Week 4) | Mon/Wed: Self-Study | **Self-Study – Pipette Lab and Practice** |
| | Feb 15-Feb 19 (Week 5) |  |  |
| | Feb 22-Feb 26 (Week 6) | Mon: CH 2 Innate Immunity: Immediate Response to Infection  
Wed: CH 3 Innate Immunity: The Induced Response to Infection | Labster demo and registration  
Pipette Review  
Virtual Labs |
| | Mar 1-Mar 5 (Week 7) | Mon/Wed: CH 3 Innate Immunity: The Induced Response to Infection  
**EXAM 1, CH 1, 2 &3**  
Posted 3/5/21, Due: 3/17/21, 11:59 pm | Lab Quiz 1: Tuesday group: 3/2, Thursday group: 3/4  
**Intro to Serology, Serial Dilutions, Pipetting**  
(TR – no Face to Face lab meeting this week) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 8-Mar 12 (Week 8)</td>
<td><strong>Mon:</strong> CH 3 Innate Immunity: The Induced Response to Infection</td>
<td><strong>Wed:</strong> CH 4 Antibody Structure and the Generation of B-Cell Diversity</td>
<td>Complement Fixation Test</td>
<td></td>
</tr>
</tbody>
</table>
| Mar 15-Mar 19 (Week 9) | **Mon/Wed:** CH 4 Antibody Structure and the Generation of B-Cell Diversity | Lecture Quiz #2-Chp 3,4  
Posted: 3/11/21  
Due: 3/25/21, 11:59 pm | Dot Blot Virtual Labs  
**TR – no Face to Face labs this week** |
| Mar 22-Mar 26 (Week 10) | **Mon:** CH 4 Antibody Structure and the Generation of B-Cell Diversity  
**Wed:** CH 5 The Development of T Lymphocytes  
CH 9 Immunity Mediated by B Cells and Antibodies | Protein Estimation-Biuret Assay  
Virtual Labs | |
| Mar 29-Apr 2 (Week 11) | **Mon/Wed:** CH 5 The Development of T Lymphocytes  
EXAM 2, CH 4 & 5:  
**Complement Fixation, Dot Blot**  
(TR – no Face to Face lab meeting this week) | |
| Apr 5-Apr 9 (Week 12) | **Mon/Wed:** CH 6 The Development of T lymphocytes  
Lecture Quiz#3-  
Posted: 4/9/21  
Due: 4/23/21, 11:59 pm  
**Extra credit assignment posted:** 4/3; due 5/5 by 11:59 pm | Case Study: Ebola Virus  
Antibody: Antigen Interactions- Ouchterlony Assay  
Virtual Labs | |

Module Three: Immunity and Memory
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<tr>
<th>Module Four: Host Response and Disease</th>
<th>Apr 12-Apr 16 (Week 13)</th>
<th>Mon/Wed: CH 9 Immunity Mediated by B Cells and Antibodies</th>
<th>Enzyme-linked Immunosorbent Assay (ELISA) Virtual Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 19-Apr 23 (Week 14)</td>
<td>Mon/Wed: CH 11 Immunological Memory and Vaccination</td>
<td>Lab Quiz 3: T groups-4/13, R groups-4/15 Biuret Assay, ELISA (TR – no Face to Face lab meeting this week)</td>
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<tr>
<td>Apr 26-Apr 30 (Week 15)</td>
<td>Mon/Wed: CH 13 Failures of the Body’s Defenses/ CH 15 Transplantation of Tissues and Organs</td>
<td>Case Study/Discussion: CAR-T and T-cell targeted immunotherapies - Acquired Immunodeficiency Disease Testing Simulation/ABO Blood Typing Virtual Labs</td>
<td></td>
</tr>
<tr>
<td>May 3-May 5 (Week 16)</td>
<td>Mon/Wed: CH 17 Cancer and Its Interactions with the Immune System</td>
<td>Lab Examination, April 29th, 8:00a-11:59p (no lab meeting)</td>
<td></td>
</tr>
<tr>
<td>May 6-May 14 (Week 17)</td>
<td>Study/Review Days</td>
<td>Final Exams (Date TBA)</td>
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**Course Evaluation Methods and Instructor Policies:**

**QUIZZES:** The University’s Academic Catalog grading policy is used in this course. The instructor will provide instructions for preparing for each lecture and lab quiz. Lecture Quizzes will be completed through eCourses/Canvas. A two-week period is allotted for completion of each Lecture Quiz; please refer to schedule for dates. Lab Quizzes will be taken remotely, during the assigned lab period. Each student will be placed into one of two lab groups: Monday Group or Thursday Group. Depending on your group designation, you will complete and submit your lab quiz during your regularly scheduled lab period. Please refer to schedule for dates. Based on the class’ progression, the instructor reserves the right to amend the quiz dates. Students will be notified of date changes at least one week in advance. Each individual quiz is worth 10 pts each. **Late or otherwise missing quiz assignments will not be accepted.** With a valid and verifiable excuse, the student may be able to drop up to one quiz from the grade total. Refer to attendance/absence policy below. The instructor may reserve the right to drop a low quiz score at the end of semester.

**EXAMS:** There are 3 lecture exams and one final exam. The exams may be a combination of multiple choice, true or false, fill in the blank, short answer or essay. Lecture exams are worth 50 pts each. The final exam is worth 150
points The mid-term grade will be calculated according to points earned up until that date. The final exam will not be cumulative. The final exam period for this course is scheduled May 6-May 14. A confirmation on the date will be provided by the instructor prior to the final exam week. The instructor will be unable to accommodate any final exams before or after the scheduled exam period, so students should plan accordingly. With a valid and verifiable excuse, the student may be able to drop up to one lecture exam (not the final) from the grade total.

PARTICIPATION: The instructor understands that these are unusual times. If a break in participation is anticipated, please notify the instructor as soon as possible. The participation grade will be calculated as follows:

- Submission of all assignments by the deadline + participation in a minimum of one discussion board = 100
- No submission for 1 quiz (Lecture or Lab) + participation in a minimum of one discussion board = 98
- No submission for 2 quizzes (Lecture or Lab) + participation in a minimum of one discussion board = 95
- No submission for 3 or more quizzes (Lecture or Lab) + participation in a minimum of one discussion board = 90
- No submission for 1 or more lecture or lab exams + participation in a minimum of one discussion board = 85
- No submission for final exam = 70

Multiple missing submissions (failure to submit more than 3 quizzes and 1 exam) will earn a participation grade of 65.

Note that this is the policy for participation only. If the student has not submitted the assignment, without a valid excuse, they will also incur a grade of zero in the gradebook for that assignment.

ATTENDANCE/ABSENCES: The instructor understands that the unexpected may happen. The instructor will follow the university policy on absences. The instructor must report attendance per university guidelines. You must read the section entitled “Class Attendance Policy”. If a student is absent for class, it is that student’s express responsibility to retrieve any content and material covered. Valid and verifiable excuses include those due to due to unforeseen and irreparable issues with technology, illness, attendance at university approved functions, civil or military services, or family bereavements.

EXTRA ASSIGNMENTS: The instructor retains the right to add more assignments to the course in order to assess student outcomes. One extra credit assignment will be offered for up to two points added to the final grade (see course calendar for date). Other assignments may also be provided as extra credit opportunities. Students will be given at least one week’s notice for completion and submission of such assignments. No late submissions will be accepted.

Additional Instructor Policies and Course Procedures

I. Taskstream:
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be considered 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.

II. Type of Course:
This is a one semester comprehensive coverage of modern concepts of human and mouse immunology concepts for upper division biology majors. This four-semester credit hour course presents two lecture meetings and two laboratory periods. This type of class requires student participation in class discussions and demonstrations. Students are provided opportunities to raise questions, respond to questions asked by the instructor, and solve problems by using either audiovisual or oral presentations to the class. Therefore, students must be prepared to actively participate in class by studying the topics before they are discussed in class. Students must be prepared to demonstrate their knowledge of immunology concepts being studied by
participating in the classroom setting. The lecture periods are designed to reinforce the textbook and enhance the student’s understanding of biological concepts.

III. **Course Sub-objectives:**

1. To study a historical perspective of Immunology.
2. To study the latest developments in innate sensing mechanisms and new findings in innate lymphoid cells and the concept of “immune effector modules”.
3. To develop an understanding of innate and adaptive immune responses to pathogens around the effector module concept and the function of tissue-resident memory T cells.
4. To develop an understanding of the many new techniques, including the CRISPR/Cas9 system and mass spectrometry/proteomics.
5. To enhance knowledge of the chemokine networks.
6. To study the new findings for γδ T cell recognition and for the targeting of activation-induced cytidine deaminase (AID) class switch recombination.
7. To learn new knowledge on integrin activation, cytoskeletal reorganization, and Akt and mTOR signaling.
8. To understand the quickly advancing field of mucosal immunity.
9. To develop an understanding of CD4 T cell subsets including follicular helper T cells that regulate class switching and affinity maturation.
10. To develop knowledge of primary and secondary immune-deficiencies to include new treatment of immune evasion by pathogens and HIV/AIDS.
11. To learn about allergy and allergic diseases.
12. To develop an understanding of autoimmunity and tissue transplantation.
13. To learn of new breakthroughs in cancer immunotherapy, including “checkpoint blockade” and chimeric antigen receptor (CAR) T-cell therapies.
14. To develop an understanding of the fundamental concepts and principles of immunology and the contributions of Prairie View A & M faculty and graduates to establishing these concepts.
15. To develop an understanding for the scientific method and its applications to problem solving in clinical immunology case studies.
16. To inspire students to enhance their critical thinking skills through the study and discussion of clinical immunological case studies.
17. To stimulate students of immunology to become intellectually self-reliant.
18. To develop an understanding of important concepts of the mammalian immune response.
19. To enhance the understanding of how immune responses can either provide protection from infections and cancer or result in a range of disorders.
20. To develop an understanding the cells and molecules of the immune system and how they work together in providing defenses against invading microorganisms.
21. To develop knowledge of the different types of cells, organs, and microenvironments that make up the immune system and the functions they perform.

22. To develop an understanding of the structure and functions of receptors and signaling in the immune response.

23. To develop an understanding of the principles of innate immunity.

24. To develop knowledge of how antigens are recognized by cells and molecules of the immune system.

25. To develop an understanding of the repertoire development for an immune response.

26. To develop an understanding of other cells that provide both the front line defenses of innate immunity and inflammation necessary to stimulate B and T lymphocytes such as macrophages, dendritic cells, granulocytes, mast cells, and natural killer cells.

27. To develop an understanding of the principles of adaptive immunity.

28. To learn how T-Cells and B-Cells develop.

29. To develop an understanding of how innate and adaptive immunity work together to battle common types of infection.

30. To develop an understanding of how cells adapt to infection and provide long lasting protective immunity.

31. To develop an understanding of how the activation, differentiation, and generation of memory occurs in T lymphocytes and B lymphocytes and the effector function of B and T lymphocytes.

32. To develop knowledge of the organization and expression of lymphocyte receptor genes

33. To develop an understanding of the organization, inheritance and expression of the Major Histocompatibility Complex (MHC) genes into MHC proteins and their role in antigen presentation

34. To develop knowledge of tolerance, autoimmunity, and tissue transplantation and how some diseases arise from inadequacies of the immune system.

35. To develop an understanding of situations where infections fail to be controlled because the pathogens actively evades, exploits, or subverts the immune responses.

36. To develop an understanding of the various cellular molecules and mechanisms that function in immunology to protect humans and other mammals from infection by prokaryotes, viruses, protozoa, fungi, toxins, and the onset of cancer.

37. To develop an understanding of conditions in which the immune system overreacts to innocuous substances in the environment and causes chronic-inflammatory diseases such as allergies and asthma.

38. To develop knowledge of the autoimmune diseases, such as Graves’ disease, insulin-dependent diabetes, rheumatoid arthritis, etc. in which the immune system attacks healthy cells and causes tissue damage and loss of function.

39. To develop an understanding of how the immune system can be manipulated to improve human health, vaccination and transplantation as well as the emerging field of cancer immunology.

40. To acquaint students with applications and principles of immunological laboratory techniques used in research, to detect, measure, and characterize biological molecules.

In order to be successful in this course a student must conceptualize immunology by during the following:
1. Read the assigned immunology textbook (The Immune System, Fourth Edition) chapters before they are covered by lecture by the instructor. Write notes that summarize the concepts of the chapters in a notebook. The student should be prepared to discuss lecture topics in class and ask questions in order to gain a better understanding of immunology. Students are encouraged to ask questions at the beginning of class about concepts that they studied but they need a clearer understanding. All questions are welcome. The instructor will work to foster an environment in which students can freely and constructively participate with each other.

2. Take notes in class that will add to their study notes. **Student course notebooks should be studied each day.** Students should bring their immunology textbook and course notebook when they meet with the instructor for office hours. These items are essential for enhanced learning.

3. The course notebook and textbook should be reviewed daily in order to learn to distinguish between important and subordinate points.

4. Be prepared to respond to questions asked by the instructor in class discussions.

5. Students are encouraged to ask questions during the class discussion.

The following are not allowed in any component of this course:

1. Students are not allowed to use cellular phones, I-pods, I-pads, lab-top computers, smart watches, cameras and other high technological communication instruments during any assessments. **Do not bring these instruments to the exam.** If instruments or any non-compliance during testing is discovered, the student may be subject to reporting for Academic Misconduct and receive a zero for the assessment/assignment.

2. **Do not bring food or beverages into the labs for this course.**

3. Students **MUST** be in compliance with the laboratory dress code. No students will be permitted to enter the lab if they are non-compliant.

**Student Support and Success**

**John B. Coleman Library**
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](http://library.pvamu.edu).

**Academic Advising Services**
Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor’s location by academic major at the [Academic Advising Website](http://advising.pvamu.edu), 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
is offered face-to-face in the UTC, in virtual face-to-face sessions, and through online sessions at PVPlace. Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: University Tutoring Center.

The Writing Center
The Writing Center provides well-trained peer tutors that 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. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: The Writing Center; Grammarly Registration.

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

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

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

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 hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: Disability Services.

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

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; Website: Veteran Affairs.

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

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

University Rules and Procedures

Academic Misconduct (See Student Planner)
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see University Administrative Guidelines on Academic Integrity). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

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. **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.

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

5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student’s academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)
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, or (2) the ability of students to benefit from the instructional program, or (3) the rights of
others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct under nonacademic procedures.

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

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

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 nondiscrimination 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 936-261-1744 or 1792.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in 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.

As is done each semester, faculty will record attendance and report absences per the Attendance Reporting schedule as determined by the Office of the Registrar. Faculty members must work to create opportunities to maintain course participation and engagement while ensuring that students experiencing symptoms of illness do not physically attend class. Alternative course participation includes:

- Recording and posting classroom lectures (via Zoom and eCourses)
- Allowing students to attend class remotely (via Zoom)
- Permitting alternative participation via discussion board activities in eCourses
- Reducing the weight of attendance in favor of other performance indicators

Students who are sick or self-quarantined due to COVID-19 related illnesses or exposure must not attend in-person class sessions. Students who are feeling sick should follow the guidelines of PVAMU’s COVID guidelines posted at www.pvamu.edu/coronavirus.

Students will not be required to provide documentation for absences of less than two weeks and will not be penalized for absences. However, if a student has to miss more than two weeks, then a doctor’s note must be provided to the Division of Student Affairs Dean of Students, Mr. Steve Ransom at saransom@pvamu.edu.

If possible, students should do the following:
- Notify instructor of record by email in advance of missing class
- Attend and/or review online lectures to stay abreast of all class notes
- Submit assignments electronically if permissible
- Reschedule all face-to-face exams and/or assignments with their instructors

This temporary policy relies on the trustworthiness of each student. Adherence to the student code of conduct policies is required.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests 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 Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](https://www.example.edu/academic-appeals).

**Technical Considerations**

**Minimum Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari or Firefox

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

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

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

**Netiquette (online etiquette)**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

**Technical Support**

Students should go to the [Password Reset Tool](https://www.example.edu/password-reset) 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 (CIITS) 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 take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

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

COVID-19 Campus Safety Measures
To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

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

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.

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

- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Nov 13, 2020 - Jan 21, 2021</td>
<td>Registration for all students begins for Spring Semester</td>
</tr>
<tr>
<td>Friday through Thursday</td>
<td><strong>Dr. Martin Luther King, Jr. Day Holiday (University Closed)</strong></td>
</tr>
<tr>
<td>Jan 18 Monday</td>
<td>First Class Day</td>
</tr>
<tr>
<td>Jan 19 Tuesday</td>
<td>Tuition &amp; Fees Payment Due Date</td>
</tr>
<tr>
<td>Jan 19 - Jan 21 Tuesday through Thursday</td>
<td>Late Registration/Late Registration Fee Begins ($50.00)</td>
</tr>
<tr>
<td>Jan 19 - Jan 27 Tuesday through Wednesday</td>
<td>Attendance Reporting Period. Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled</td>
</tr>
<tr>
<td>Jan 19 Tuesday</td>
<td>Financial Aid Refunds begin</td>
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<tr>
<td>Feb 03 Wednesday</td>
<td>12th Class Day (Census Date)</td>
</tr>
<tr>
<td>Feb 03 Wednesday</td>
<td>Final Day to Drop/Withdraw from Course(s) without Academic Record (A Financial Record will still exist)</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Feb 04</td>
<td><strong>Withdrawal from Courses with Academic Record (“W”) Begins</strong></td>
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<tr>
<td>Feb 09</td>
<td><strong>Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.</strong></td>
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<tr>
<td>Feb 15</td>
<td><strong>20th Class Day</strong></td>
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<tr>
<td>Mar 11 - Mar 13</td>
<td><strong>Mid-Semester Examination Period</strong></td>
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<tr>
<td>Mar 17</td>
<td><strong>Mid-Semester Grades Due</strong></td>
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<tr>
<td>Mar 18 - Mar 19</td>
<td><strong>Spring Break (University Closed)</strong></td>
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<tr>
<td>Mar 24</td>
<td><strong>Founders Day/Honors Convocation</strong></td>
</tr>
<tr>
<td>Mar 30</td>
<td><strong>Final Date to Apply for Spring 2021 Graduation (ceremony participation)</strong></td>
</tr>
<tr>
<td>Mar 31</td>
<td><strong>Application for Graduation-Degree Conferral only for Spring 2021 Graduation Begins (no ceremony participation or name listed in the program)</strong></td>
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<tr>
<td>Apr 02</td>
<td><strong>Good Friday (No Classes)</strong></td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Apr 05</td>
<td>Final Day to Withdraw from Course(s) with Academic Record (&quot;W&quot;)</td>
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<tr>
<td>Monday</td>
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<tr>
<td>Apr 12 - Apr 16</td>
<td>Priority Registration for continuing students begins for Summer and Fall 2021 Semesters</td>
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<tr>
<td>Monday through Friday</td>
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<tr>
<td>Apr 16</td>
<td>Registration for all students begins for Summer and Fall Semesters</td>
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<tr>
<td>Friday</td>
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<tr>
<td>Apr 30</td>
<td>Final Day to Apply for Degree Conferral only for Spring 2021 Graduation (no ceremony participation or name listed in the program)</td>
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<tr>
<td>Friday</td>
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<tr>
<td>Apr 30</td>
<td>Final Day to Submit Application for Tuition Rebate for Spring Graduation 2020 (Undergraduate Candidates)</td>
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<tr>
<td>Friday</td>
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<tr>
<td>May 03</td>
<td>Final Day to Withdraw from the University (from all courses) for the Spring 2021 16-week session</td>
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<tr>
<td>Monday</td>
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<tr>
<td>May 05</td>
<td>Last Class Day</td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>May 06 - May 13</td>
<td>Final Exams</td>
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<td>Thursday through Thursday</td>
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<tr>
<td>May 13</td>
<td>Final Grades Due for Graduation Candidates (12:00 pm)</td>
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<tr>
<td>Thursday</td>
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<tr>
<td>May 15</td>
<td>Commencement</td>
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<tr>
<td>Saturday</td>
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</table>
May 18
Tuesday
Final Grades due for all other students (11:59 pm)