CPEG 2063
Mechanics of Materials
SPRING 2020

Instructor: Dr. Md Jobair Bin Alam, Ph.D.

Section # and CRN: Z01 32280
Office Location: S. R. COLLINS #312
Office Phone: 936-261-1652
Email Address: mdalam@pvamu.edu
Office Hours: MW 11.00-12.20
Mode of Instruction: Face to Face via Zoom
Course Location: Zoom
Class Days & Times: TBA

Catalog Description: Credit 3 semester hours. Mechanical behavior of engineering materials, plane stress, plane strain, stress-strain relationship, shear and moment, torsion, flexural, combined loadings. Introduction to deflections, concepts of stress at a point; stresses in pressured containers; and theories of failures and thermal stress.

Prerequisites: CVEG 2043
Co-requisites: None


The following policy is only for students who have declared a major (Engineering, Computer Science, and/or Technology) in the Roy G. Perry College of Engineering.

College of Engineering (CoE) Textbook Policy:
Students MUST acquire the required textbook that is listed on the course syllabus for this course. The textbook must be acquired by the 10th class day. Students are not allowed to share textbooks with students who are currently registered in the same class. Failure to acquire (or show proof of purchase) the required textbook by the 10th class day will result in the student being administratively dropped from the course. The University will assess financial obligations for the course to the student as with any other dropped class according to the fee schedule as well as your financial aid may be affected.
If you are not financially able to purchase a required textbook for an engineering course prior to the 10th class day, you may apply to the College of Engineering Textbook Fund for a textbook voucher. The voucher can only be used at the Campus Bookstore. Additional information about the College of Engineering Textbook Policy and the CoE Textbook Fund may be found at http://www.pvamu.edu/engineering/. The student may need to contact the Director of Engineering Student Services) in the CoE Dean’s office (350 SR Collins).
Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Course Goals or Overview:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop the ability to apply knowledge of mathematics, science and engineering in solving engineering problems</td>
</tr>
</tbody>
</table>

Course Objectives/Accrediting Body ABET Standards Met: SACS and ABET

To provide the student with a clear and thorough understanding of the theory and applications of Mechanics of Material specifically:

1. to develop the ability to apply knowledge of mathematics, science and engineering
2. to develop the ability to identify, formulate, and solve engineering problems

At the end of this course, the student will demonstrate

<table>
<thead>
<tr>
<th>Civil Engineering Program Objectives</th>
<th>ABET Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>an ability to apply engineering design to produce solutions that meet specified needs with consideration of various Engineering Aspects</td>
<td>1 and 2</td>
</tr>
<tr>
<td>an ability to identify, formulate, and solve engineering problems</td>
<td>1 and 2</td>
</tr>
</tbody>
</table>

Table: Outcome Measures

<table>
<thead>
<tr>
<th>Course</th>
<th>CVEG Objectives</th>
<th>ABET Criterion 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVEG 2063</td>
<td>x x</td>
<td>x</td>
</tr>
</tbody>
</table>

x are the outcomes measured for this course

Civil Engineering Program Outcomes (Student Learning Outcomes)

ABET EAC Criterion 3 {[1] - [7] Student Outcomes (SOs) Beginning Spring 2019

1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

3) an ability to communicate effectively with a range of audiences
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

5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Civil Engineering Program Criteria (2019-2020)

Curriculum: The curriculum must prepare graduates to apply knowledge of mathematics through differential equations, calculus-based physics, chemistry, and at least one additional area of basic science; apply probability and statistics to address uncertainty; analyze and solve problems in at least four technical areas appropriate to civil engineering; conduct experiments in at least two technical areas of civil engineering and analyze and interpret the resulting data; design a system, component, or process in at least two civil engineering contexts; include principles of sustainability in design; explain basic concepts in project management, business, public policy, and leadership; analyze issues in professional ethics; and explain the importance of professional licensure.

Faculty: The program must demonstrate that faculty teaching courses that are primarily design in content are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The program must demonstrate that it is not critically dependent on one individual.

EXPECTED OUTCOME FOR THIS COURSE

Course Evaluation Methods

Based on the topics above, this course will utilize the following instruments to determine student grades and proficiency of the learning outcomes.

Exams - written tests designed to measure knowledge of presented course material
H.W. Assignments - homework assignments designed to supplement and reinforce course material
Class Participation – daily attendance and participation in class discussions

<table>
<thead>
<tr>
<th>TRIBUTION</th>
<th>GRADE SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>2 Tests @ 20%</td>
<td>40%</td>
</tr>
<tr>
<td>QUIZ</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Total 100%

Professional Organizations
ASCE < www.asce.org>

NOTES:
1. Grade will be computed on an absolute scale, i.e., no curve. Final grade will be determined by total points earned.
2. No make-up test/exam will be given in the course. If you miss a test/exam, you will receive zero credit for that test/exam. If you have an excused absence, notify the instructor ahead of time.

3. Assignment is due on assigned date at the beginning of the class. Late assignments will not be accepted. If you have an excused absence, notify the instructor ahead of time.

4. Attendance below 70% will result in an “F” in the course. Remaining absent for four or more classes may constitute sufficient reasons to receive a failing grade in the course. Attendance in the scheduled classes is a requirement for the course. See attached “Attendance Policy”.

5. Any form of cheating, plagiarism and/or academic dishonesty will result in an “F” in the course for the individual(s) involved.

6. If you fail to take the final exam, you will receive an automatic “F” in the course.

7. NO FOOD, NO ELECTRONIC DEVICES, NO CELL PHONE USE ALLOWED during class, tests & exams.

8. NO ELECTRONIC COPY OF TEXT BOOK ALLOWED in class.

9. See the following pages for detailed lesson schedule.

10. See “TEXTBOOK POLICY” below.

SPECIAL NOTES ON HOMEWORK:
All assignments must be submitted to complete the course. The following areas will be graded:
1. Completeness: Did you work all parts of the assignment?
2. Accuracy: Did you get the “correct” answer and indicate the units?
3. Format and Neatness: Is your presentation of the solution easy to follow, legible and in a professional manner?

SPECIAL NOTES ON EXAM/TESTS:
1. The Final Exam will be prepared by the College FE TQM Team in FE Exam Format and will carry 25% of the course grade.
2. Your Instructor will explain and illustrate the examination procedure and format. REMEMBER ABOUT 30% OF YOUR GRADE MAY BE DETERMINED BY FE EXAM FORMAT. PLEASE GET USED TO THE FE EXAM PROCEDURE.

TEXTBOOK POLICY
Students must acquire the textbook that is listed as “required” on the course syllabus. Electrical version of textbook is not accepted. The textbook must be acquired by the 10th class day. Students are not allowed to share textbooks with other students who are currently registered in the same class. Failure to acquire (or show proof of purchase) the required textbook by the 10th class day will result in the student being administratively dropped from the course. The University will assess financial obligations for the course to the student as with any other dropped class according to the fee schedule. In addition, your financial aid may be affected by the subsequent registration action(s).

COURSE OUTCOMES/OBJECTIVES
1. Introduction
   1-1 To comprehend the history of developing mechanics of materials.
   1-2 To review the system equilibrium conditions

2. Axial Loaded members
   2-1 To understand the concept of stress and force as well as strain and deformation.
   2-2 To relate stress or strain for linear elastic materials under axial loads by intro modulus of elasticity.
   2-3 To calculate stress and deformation in an axially loaded member.

3. Mechanical Properties of Materials
   3-1 To understand the shape of stress-strain diagrams for different kinds of materials.
   3-2 To recognize certain technical terms important in characterizing the behavior of materials.
3-3 To comprehend the significance of factor of safety and allowable stress in engineering design.
3-4 To predict the effects of temperature or of geometrical discontinuities in a body.
3-5 To understand the concept of energy to formulate mechanics problem.

5. Shear and Moment in Beams
   5-1 To understand the concept of internal in beams or frame.
   5-2 To evaluate the shear force and bending moment in any cross section of a beam or frame.
   5-3 To comprehend the relationship among load, shear and moment.
   5-4 To be able to construct the shear diagram from load diagram and moment diagram from shear and load diagram or vice versa.

6. Flexural Stress
   6-1 To identify the assumptions used to derive the flexural formula.
   6-2 To evaluate the flexural stress at any point on a section subjected to bending moment.
   6-3 To recognize the potentially critical locations on a beam at which the stresses must be considered.
   6-4 To determine the flexural stresses at any sections of composite

7. Shear/Stress Caused by Transverse Loading
   7-1 To understand the concept of shear stresses in beams subjected to bending moment.
   7-2 To compute the distribution of shear stresses in the axial direction and over the cross sections of beams.
   7-3 To comprehend the variation of shear flow along sections either parallel or normal to the applied shear forces.
   7-4 To define shear center and to determine its location for various cross sections.

4. Torsion
   4-1 To identify the basic assumptions in the derivation of torsion formula.
   4-2 To learn how internal stresses resist the twisting of circular shaft.
   4-3 To apply torsion formula to calculate the shear stress and shear/strain stress and angle of twist of circular shaft.
   4-4 To modify the torsion formula for solid noncircular shaft and for thin-walled non-circular tube.

10. Deflection of Beams
    10-1 To review the basic principles of geometry pertaining of the deflection, shape and curvature of a straight beam.
    10-2 To understand the relationship between bending moment and deflection of a beam.

11. Columns
    11-1 To comprehend that members subjected to axially compressive forces may fail due to buckling.
    11-2 To understand the limitation of Euler's buckling formula.
    11-3 To study the effects of end constraints on the buckling loads.
    11-4 To familiarize design formulas proposed by various organization and to learn how to use them to design columns.
### 16 WEEK CALENDAR FOR SPRING 2016

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>HOMEWORK (To be assigned in class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Equilibrium Conditions&lt;br&gt;Stress, Simple Connection&lt;br&gt;Strain</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Axial Load – Elastic Deformation&lt;br&gt;Statically Indeterminate axially Load member&lt;br&gt;Thermal Stress&lt;br&gt;TEST 1 (Date will be announced)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Torsion, Indeterminate torque-loaded Members, Shear and Moment</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Shear and Moment Diagrams</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Bending Stress&lt;br&gt;Flexure formula&lt;br&gt;Unsymmetrical Bending</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Shear Stress&lt;br&gt;The shear formula&lt;br&gt;Shear flow</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Combined loading&lt;br&gt;Plane-Stress Transformation&lt;br&gt;Mohr’s Circle</td>
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<tr>
<td>9.</td>
<td>Deflection of Beam by integration, Deflection of Beam by moment area method</td>
<td></td>
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<tr>
<td>10.</td>
<td>Final Exam (As per University Calendar)</td>
<td></td>
</tr>
</tbody>
</table>

**University Rules and Procedures**

**Disability statement (See Student Handbook):**
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct (See Student Handbook):**
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 Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

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

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. 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.

Excused Absences
Absences due to illness, attendance at university approved activities, and family or other emergencies constitute excused absences and must be supported by documentation presented to the instructor prior to or immediately upon the student’s return to class. Students are always responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports).

Excessive Absences
Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student’s absence is unexcused.

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 Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Civil Engineering Program Educational Objectives (PEOs)
Graduates from the Civil Engineering program will:

1. Have careers in civil engineering or related fields that lead to increasing levels of responsibility and leadership

2. Obtain professional licensure/certifications

3. Complete graduate studies in civil engineering or related fields

4. Engage in professional development and service
# Mapping of Program Educational Objectives (PEOs) onto Program Outcomes

<table>
<thead>
<tr>
<th>PEO</th>
<th>Objectives</th>
<th>CVEG Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEO 1</td>
<td>have careers in civil engineering or related fields that lead to</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>increasing levels of responsibility and leadership</td>
<td></td>
</tr>
<tr>
<td>PEO 2</td>
<td>obtain professional licensure/certifications</td>
<td>X X</td>
</tr>
<tr>
<td>PEO 3</td>
<td>complete graduate studies in civil engineering or related fields</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>PEO 4</td>
<td>engage in professional development and service</td>
<td>X X X X X X</td>
</tr>
</tbody>
</table>

# Mapping of CVEG Courses onto PEOs and Program Outcomes [Beginning Spring 2019]

<table>
<thead>
<tr>
<th>Course No</th>
<th>Course Title</th>
<th>CVEG Program Educational Objectives</th>
<th>CVEG Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CVEG 1011</td>
<td>Intro to Engineering</td>
<td>X X</td>
<td></td>
</tr>
<tr>
<td>CVEG 1021</td>
<td>Intro to Civil Engineering</td>
<td>X X X I</td>
<td></td>
</tr>
<tr>
<td>CVEG 2001</td>
<td>Emerging Issues in CE Prof</td>
<td>X X X I M I R</td>
<td></td>
</tr>
<tr>
<td>CVEG 2043</td>
<td>Engineering Mechanics I</td>
<td>X X I</td>
<td></td>
</tr>
<tr>
<td>CVEG 2061</td>
<td>Materials &amp; Dynamics Lab</td>
<td></td>
<td>M</td>
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<tr>
<td>CVEG 2063</td>
<td>Mechanics of Materials I</td>
<td>X X I</td>
<td></td>
</tr>
<tr>
<td>CVEG 2081</td>
<td>Surveying &amp; Geospatial Concepts</td>
<td></td>
<td>R M</td>
</tr>
<tr>
<td>CVEG 3023</td>
<td>Geotechnical Engineering</td>
<td>X X I</td>
<td></td>
</tr>
<tr>
<td>CVEG 3031</td>
<td>Concrete &amp; Steel Lab</td>
<td>X X M</td>
<td></td>
</tr>
<tr>
<td>CVEG 3043</td>
<td>Environmental Engineering</td>
<td>X X M</td>
<td></td>
</tr>
<tr>
<td>CVEG 3053</td>
<td>Transportation Engineering</td>
<td>X X R M</td>
<td></td>
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<tr>
<td>CVEG 3063</td>
<td>Hydraulics</td>
<td>X X M R</td>
<td></td>
</tr>
<tr>
<td>CVEG 3073</td>
<td>Structural Analysis I</td>
<td>X X I M</td>
<td></td>
</tr>
<tr>
<td>CVEG 3083</td>
<td>Steel Design</td>
<td>X X X X M M R</td>
<td></td>
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<tr>
<td>CVEG 4013</td>
<td>Reinforced Concrete</td>
<td>X X X X R M</td>
<td></td>
</tr>
<tr>
<td>CVEG 4021</td>
<td>Geotech Engineering Design Lab</td>
<td></td>
<td>R M</td>
</tr>
<tr>
<td>CVEG 4043</td>
<td>Environmental Eng Design</td>
<td>X X X X M M R</td>
<td></td>
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<tr>
<td>CVEG 4053</td>
<td>Transportation Eng Design</td>
<td>X X X X M M M</td>
<td></td>
</tr>
<tr>
<td>CVEG 4063</td>
<td>Water Resources Eng.</td>
<td>X X X X M M I</td>
<td></td>
</tr>
<tr>
<td>CVEG 4072</td>
<td>Systems Engineering and Uncertainty</td>
<td></td>
<td>M M</td>
</tr>
<tr>
<td>CVEG 4141</td>
<td>Engineering Mgmt &amp; Ethics</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>CVEG 4472</td>
<td>Sr. Design &amp; Professionalism I</td>
<td>X X X X M M M M M M M M</td>
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<tr>
<td>CVEG 4482</td>
<td>Sr. Design &amp; Professionalism II</td>
<td>X X X X M M M M M M M M</td>
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<tr>
<td>I</td>
<td>means the described outcome is introduced (not measured) but could be monitored.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>means that the skills described in the program outcome are covered and measured in the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>means the described outcome is reinforced in the course (not measured) but could be monitored.</td>
<td></td>
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</tbody>
</table>

Additionally evidence are to be collected to satisfy CE Program Criteria covering basic concepts in Management (CVEG 3053, 4053, 4472, 4482, 4072), Business (CVEG 2001, 4141, 4472, 4482), Public Policy (CVEG 2001, 4141, 4472, 4482), Professional Ethics (CVEG 3051, 4141), Leadership (CVEG 4472, 4482); and considerations of sustainability in developing engineering solutions (CVEG 4043, 4053, 4063).

Note: Courses with a mixture of students from other Programs are intentionally excluded when possible.

### The Assessment Process

Student Learning outcomes are measured using both **direct** and **indirect** measurements. Direct measurement are derived from either designated homework, tests, lab reports project reports or other assignments. Indirect measurement are drawn from end-of-semester Student Opinion Surveys (SOS) and any surveys completed by graduating Seniors. The above listed Student Learning Outcomes (Program Outcomes) are measured and evaluated in specified cycles and an Assessment Report is prepared annually for the purposes of continuously improving the Program’s learning outcomes.

### 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.

[https://www.pvamu.edu/library/](https://www.pvamu.edu/library/)  Phone: 936-261-1500

**The Learning Curve (Center for Academic Support)**
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

**The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

**Writing Center**
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

**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...
Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

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

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: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
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 Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
5. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
6. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

7. Fabrication: use of invented information or falsified research.

8. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

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

Sexual Misconduct (See Student Handbook): Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

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.

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 Undergraduate 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 7; Mac with OS X; 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, Internet Explorer or Firefox

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 email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

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.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

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 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, it/they should be copied and pasted to the discussion board.

POLICY TO ERADICATE CHEATING (PROTECT INTEGRITY OF EXAMS)

Cheating is unprofessional, unethical and is antithetical to our core value of "Excellence in Civil Engineering Education," and WILL NOT BE TOLERATED at any level. To combat this serious problem, the Civil & Environmental Engineering (CEE) Department has adopted the following rules to eradicate cheating.

• If a student cheats on a test/assignment, the student shall receive an automatic zero for the test/assignment.
• A student who has been determined to have cheated in a course will IMMEDIATELY relinquish his/her leadership position in any of the department’s professional organizations.
• If a student cheats multiple times in a course, the student will receive a grade of “F” for the course.
• The calculators allowed for use in exams is restricted to the latest FE-approved calculators. For the latest NCEES FE approved calculators visit ncees.org or https://ncees.org/exams/calculator/ [This NCEES policy protects the integrity of NCEES exams and has been adopted to do likewise for department’s exams.]

EXAM GUIDELINES

1) All cellphones/smartwatches MUST be placed in a book bags during exams and turned off. Book bags MUST be placed in front of the classroom and away from students. Students without a book bag must place cellphone/smartwatch (turned off) on Instructor’s desk – no exceptions
2) Any student possessing a cellphone/smartwatch or any other unauthorized device WILL receive an automatic zero for the test/assignment. This is cheating.
3) Calculator covers are DISALLOWED during tests and must be placed in students' book bags during exams.
4) There shall be NO SHARING of resources during the exam
5) Restroom Visit: if you need to use the restroom, do so before opening the exam. Once the exam begins, you must submit your work to the instructor if you leave the classroom to visit the restroom (your exam terminates).