**Course Title:** Special Topics in EDADMN  
**Course Prefix:** ADMN  
**Course No.:** 5083  
**Section No.:** N01

**Department of:** Educational Leadership & Counseling  
**College of:** Whitlowe R. Green College of Education

**Instructor Name:** Arthur L. Petterway, PhD  
**Office Location:** Delco Building - Suite # 215  
**Office Phone:** 936-261-3649  832-693-2809 (Cell)  
**Fax:** 936-261-3617  
**Email Address:** alpetterway@pvamu.edu and drpetterway@gmail.com  
**U.S. Postal Service Address:** Prairie View A&M University  
P.O. Box 519  
Mail Stop 2420  
Prairie View, TX 77446

**Office Hours:** (Main Campus) 10:00 AM – 12:00 PM & 1:00 PM – 3:00 PM (M, TH)  
Please Call for an Appointment

**Virtual Office Hours:**

**Course Configuration:** Face to Face

**Course Location:** NW Houston Center, Room 207  
**Class Meeting Days & Times:** Thursday 5:30 PM – 8:20 PM

**Catalog Description:** This course is designed to prepare graduate students who are aspiring to become school administrators to pass the required state exam for certification. During this course, these future administrators will thoroughly examine the TExES domains and competencies for the purpose of understanding the job of an administrator, the test format, and pertinent study techniques and resources. The learning experiences in this course will derive from understanding how to properly prepare for taking the TExES exam, and taking representative tests that cover each of the respective domains and competencies. Students should find these experiences very insightful mechanisms for the development of more effective learning and application of knowledge.

**Prerequisites:** Completing 12 hours of these courses: ADMN 5003, 5023, 5033, 5043, and 5073


**Supplemental Text/Readings:** SBEC Documents – Visit this link [http://www.texas.ets.org/prepMaterials/]

1. Study Tips: Preparing for the Texas Educator Certification Tests (PDF)  
2. Reducing Test Anxiety (PDF)  
3. Preparation Manual for Principal 068 test
House Bill 2504:

Please Note: House Bill 2504 does allow students the choice not to purchase the class textbook(s). Students have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc). Students are required and held accountable to complete all assignments as noted in the syllabus.

Access to Learning Resources:

<table>
<thead>
<tr>
<th>Library</th>
<th>Phone Number</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVAMU Library</td>
<td>(936) 261-1500</td>
<td><a href="http://www.tamu.edu/pvamu/library/">http://www.tamu.edu/pvamu/library/</a></td>
</tr>
</tbody>
</table>

Course Goal or Overview:
This course is designed to prepare graduate students who are aspiring to become school administrators to pass the required state exam for certification. During this course, these future administrators will thoroughly examine the TExES domains and competencies for the purpose of understanding the job of an administrator, the test format, and pertinent study techniques and resources. The learning experiences in this course will derive from understanding how to properly prepare for taking the TExES exam, and taking representative tests that cover each of the respective domains and competencies. Students should find these experiences very insightful mechanisms for the development of more effective learning and application of knowledge.

Course Outcomes/Objectives:
The objectives of this course are to:

1. Provide students with the knowledge that is needed to pass the TExES exam.
2. Provide students with knowledge of the roles, functions, and responsibilities of an educational administrator (including techniques, methods and applications).
3. Provide students with an awareness of the principles and techniques of decision making, school funding, procedures involved in facility organization and planning, and issues related to facility management.
4. Provide students with the knowledge of alternatives to public school education and special agencies that influence public education.
5. Provide students with an understanding of the practical dimensions of education and the operational challenges associated with the delivery of educational programs and services.
6. Familiarize students with current issues and challenges that face public schools and public school administrators.

<table>
<thead>
<tr>
<th>Alignment with Academic Program</th>
<th>Alignment with Core Curriculum</th>
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<tbody>
<tr>
<td>Artifact {1}</td>
<td>Artifact {2}</td>
</tr>
<tr>
<td>Competency 3</td>
<td>Competency 4, 5 &amp; 6</td>
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<tr>
<td>ELCC, NCATE, TExES</td>
<td>ELCC, NCATE, TExES</td>
</tr>
<tr>
<td>ELCC 3.1,3.2,3.3,4.2,1.5</td>
<td>ELCC 3.1,3.2,3.3,4.2,1.5</td>
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<tr>
<td>Artifact {1}</td>
<td>Artifact {3}</td>
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<tr>
<td>Competency 7, 8&amp;9</td>
<td>Competency 4, 5 &amp; 6</td>
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<tr>
<td>ELCC, NCATE, TExES</td>
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<tr>
<td>ELCC 3.1,3.2,3.3,4.2,6.2</td>
<td>ELCC 3.1,3.2,3.3,4.2,6.2</td>
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<tr>
<td>Artifact {2}</td>
<td>Artifact {3}</td>
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<tr>
<td>Competency 7, 8&amp;9</td>
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<td>ELCC, NCATE, TExES</td>
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<tr>
<td>ELCC 3.1,3.2,3.3,4.2,6.3</td>
<td>ELCC 3.1,3.2,3.3,4.2,6.3</td>
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</tbody>
</table>
Course Objectives/Accrediting Body (NCATE) ELCC, TExES Standards, (SBEC). Standards Met (standards will depend on the course) NCATE, Met: ELCC: Standard 1.5, 3.1, 3.2, 3.3, 4.2, 4.3, 6.1, 6.2, 6.3; TExES,
Domain I    School Community Leadership
Domain II    Instructional Leadership
Domain III   Administrative Leadership

- Provide students with the knowledge that is needed to pass the TExES exam.
- Provide students with knowledge of the roles, functions, and responsibilities of an educational administrator (including techniques, methods and applications).
- Provide students with an awareness of the principles and techniques of decision making, school funding, procedures involved in facility organization and planning, and issues related to facility management.
- Provide students with the knowledge of alternatives to public school education and special agencies that influence public education.
- Provide students with an understanding of the practical dimensions of education and the operational challenges associated with the delivery of educational programs and services.
- Familiarize students with current issues and challenges that face public schools and public school administrators.

Domain I - School Community Leadership

Domain II - Instructional Leadership

Domain III - Administrative Leadership

**Competency 001**: The principal knows how to shape campus culture.

**Competency 002**: The principal knows how to mobilize resources to promote student success.

**Competency 003**: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

**Competency 004**: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

**Competency 005**: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

**Standard 1**: Learner-Centered Values and Ethics

**Standard 2**: Learner-Centered Leadership and Campus Culture

**Standard 3**: Learner-Centered Human Resource Leadership and Management

**Standard 4**: Learner-Centered Communication and Community Relations

**Competency 006**: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

**Competency 007**: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

**Competency 008**: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

**Competency 009**: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

**Standard 5**: Learner-Centered Organizational Leadership and Management

**Standard 6**: Learner-Centered Curriculum Planning and Development

**Standard 7**: Learner-Centered Instructional Leadership Management
NCATE STANDARDS & [TExES COMPETENCIES]

1. To prepare beginning professional as problem solvers, critical thinkers and decision makers. *5.0 [TExES Competency 8]

2. To prepare beginning administrators as facilitators of teacher and student growth and development. *6.0 [TExES Competency 7]

3. To prepare beginning administrators who understand human diversity by recognizing that all learners can meet all learner outcomes. *7.0 [TExES Competency 3]

4. To prepare beginning administrators as reflective and continual learners who use self-evaluate and consistently incorporate professional growth. *8.0 [TExES Competency 6]

TExES Practice Materials and Exams

The Whitlowe R. Green College of Education has purchased TEExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. The lab will be open from 8:00 am to 9:00 pm Monday through Thursday and 8:00 am to 5:00 pm on Friday and four hours on Saturday. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase their success on the TEExES. You have to take this electronic exam to get permission to take the TEExES.

E-FOLD-P (CONCEPTUAL FRAMEWORK)
Educator as Facilitator of Learning for Diverse Populations

5.0 To prepare beginning administrators as problem solvers, critical thinkers and decision makers.

6.0 To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.

7.0 To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.

8.0 To prepare beginning administrators to be reflect and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Program Title:</strong> Educational Administration</td>
</tr>
<tr>
<td></td>
<td>To provide students with knowledge of general contributions, basic processes, theories, models and emerging developments in educational administration and leadership.</td>
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<tr>
<td></td>
<td>To provide students with knowledge of the roles, functions and responsibilities of educational administrators (including techniques, methods and applications).</td>
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<tr>
<td></td>
<td>4. To provide students with an awareness of the principles and techniques of decision making involved educational administration.</td>
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<td></td>
<td>5. To provide students with the knowledge of how to apply the legal requirements for educational administration.</td>
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<td></td>
<td>6. To provide students with knowledge of practical dimensions involving education and the operational challenges associated with educational administration management, programs and services.</td>
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<td></td>
<td>7. To familiarize students with current issues and challenges for the purpose of broadening their knowledge and skills concerning developing and/or revising a comprehensive campus professional development plan.</td>
</tr>
<tr>
<td>Number</td>
<td>Course Title</td>
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<td>------------------------------------------</td>
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<tr>
<td>ADMN 5023</td>
<td>School Law</td>
</tr>
<tr>
<td>ADMN 5033</td>
<td>School Business Management</td>
</tr>
<tr>
<td>ADMN 5073</td>
<td>School Curriculum Leadership</td>
</tr>
<tr>
<td>SUPV 5113</td>
<td>Principles of Supervision</td>
</tr>
<tr>
<td>ADMN 5133</td>
<td>School Community Relations</td>
</tr>
<tr>
<td>ADMN 5013</td>
<td>Theory Practice and Research</td>
</tr>
<tr>
<td>ADMN 5103</td>
<td>School Personnel Administration</td>
</tr>
<tr>
<td>ADMN 5533</td>
<td>Decision Making</td>
</tr>
<tr>
<td>ADMN 5053</td>
<td>Special Programs</td>
</tr>
<tr>
<td>ADMN 5083</td>
<td>Special Topics</td>
</tr>
<tr>
<td>ADMN 5173</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>ADMN 5503</td>
<td>Mid-Management Internship</td>
</tr>
</tbody>
</table>

T – Competency is taught    R – Competency is reinforced    I – Competency is utilized/integrated

McKinney-Vento Act (Federal Law) 2013

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

TExES Practice Materials and Exams

The Whitlowe R. Green College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. The lab will be open from 8:00 am to 9:00 pm Monday through Friday and 8:00 am to 4:00 pm on Saturday. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase their success on the TExES. You have to take this electronic exam to get permission to take the TExES.

Certification Students ONLY

All students pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

WWW.CERTIFYTEACHER.COM

WEEKLY CALENDAR

Week 1: Jan. 17, 2013  Topic: Introduction to class, discussion of syllabus, Sign up for chapter presentation, and pretest Assignment: Read chapters 1 & 2, & The Present ... book


Week 3: Jan. 31, 2013  Topic: Module One- Key Terms, Important Points to Remember, Test Tips Assignment: Read Chapter 3, Work on Presentation, & Read The Present ... book

Week 4: Feb. 07, 2013  Topic: Chapter 3: Learner–Centered Leadership, Practice Questions, Flashcard Drill Assignment: Read Chapter 4, Work on Presentation, & Read The Present ... book

Week 5: Feb. 14, 2013  Topic: Chapter 4: Learner-Centered Communications & Community Relations, Practice Questions, Flashcard Drill Assignment: Read Chapter 5, Work on Presentation, & Read The Present ... book

Week 6: Feb. 21, 2013  Topic: Chapter 5: Learner-Centered Values and Ethics of Leadership, Practice Questions, Flashcard Drill Assignment: Read Chapter 6, Work on Presentation, & Read The Present ... book


Week 8: Mar. 07, 2013  Topic: Mid-Term Exam, Chapter 7:Learner-Centered Institution Leadership & Management, Practice Questions, Flashcard Drill (I Read Summary Due) Assignment: Read Chapter 8, Work on Presentation

Week 9: Mar. 14, 2013  SPRING BREAK

Week 10: Mar. 21, 2013  Topic: Chapter 8: Human Resource Leadership & Management, Practice Questions, Flashcard Drill Assignment: Read Chapter 9, Work on Presentation

Week 11: Mar. 28, 2013  Topic: Chapter 9: Learner-Centered Organizational Leadership & Management, Practice Questions, Flashcard Drill Assignment: Read Chapter 10, Work on Presentations


Week 13: Apr. 11, 2013  Topic: Independent Class-Students visit the Educator Preparation Lab (Delco, Rm. 332) Assignment: Take a Practice TExES Principal Exam
Course Requirements & Evaluation Methods

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

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

Methods of Instruction

1. Group interactions and discussions
2. Lectures
3. Testing

Behavioral Objectives

1. Students are required to attend classes that have been designated as mandatory.
2. Future principals should be prepared to discuss and/or analyze practice test questions and responses, and state significance to the field of educational administration.
3. Take practice tests and a final comprehensive examination.

Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>15 pts.</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Post-Test</td>
<td>15 pts.</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts.</td>
<td>100 pts.</td>
</tr>
<tr>
<td>I Read Paper</td>
<td>50 pts.</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Portfolio/Notebook</td>
<td>50 pts.</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Study Time (CertifyTeacher)</td>
<td>15 Classes X 5 Hrs. X 3 pts.</td>
<td>225 pts.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15 Classes X 3 pts.</td>
<td>45 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>500 pts.</strong></td>
</tr>
</tbody>
</table>

Grading Scale:

A = 451 -- 500 pts.;
B = 401 -- 450 pts.;
C = 351 -- 400 pts.;
D = 301 -- 350 pts.;
F = 300 pts. or below

Pre/Post Test:
You are required to take a pre and post-test of your knowledge relative to passing the Principal TExES Exam. You will not receive any points if you fail to complete the exams. **Due: Assigned dates**

I Read Paper:
You will read *The Present: Making good and bad times work for you- at work and in life* by Johnson (2009). After reading the
book, you will write a six (6) page summary, including the title and reference page. Please make sure to use APA (6th edition) formatting. You will need to submit a hard copy and CD to Dr. Petterway. There will be a 20 point reduction for a late submission. **Due: Mar. 07 2013**

**Study Time (Certify Teacher):**
The Whitlowe R. College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. You are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. You must provide, on a weekly basis, an electronic copy as documentation of your study time to Dr. Petterway. At the end of your session, you will either save your session in pdf format on your flash drive or print out a copy of your session that you will scan to your computer, save, and then email to Dr. Petterway. Email it titled with your name and date of session. You will lose your points for the week for this assignment if not submitted by the deadline. (alpetterway@pvamu.edu)  **Due: Every Sunday by 5:00 PM**

**Portfolio/Notebook:**
The Portfolio is a compilation of all pertinent information given by Dr. Petterway. There will be a 20 point reduction for a late portfolio. **Due: Apr. 18, 2013**

**TRUE OUTCOMES**
True Outcomes was a tool used by the University for Assessment Purposes. Currently, PVAMU is transitioning from it to another assessment tool for students. The new assessment tool. Artifacts that will be uploaded will be announced during the course of the semester.

eCourses (Moodle)
PVAMU is moving to a new course management system (CMS) for online and web-assisted courses. Starting in the 2013 Fall semester, eCourses will use the Moodle System.

**Course Procedures**

**Submission of Assignments:**
Assignments, Papers, and Exercises will distributed and submitted in class. Hard copies and CDs of all assignments will be submitted to Dr. Petterway. Please use APA guidelines (6th edition, double spaced that includes references and citations).

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

**Exam Policy**
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies and at the professor’s discretion. (See Student Handbook).

**Professional Organizations and Journals**
Education Law Association  
National Association of Elementary School Principals  
National Association of Secondary School Principals  
Phi Delta Kappa  
Texas Elementary Principals and Supervisors Association  
Texas Association of Secondary School Principals  
American Journal of Education  
American School Board Journal  
Education Administration Abstracts  
Education Administration Quarterly
Resources and References
http://www.uni.edu/stdteach/TWS/BloomRevisedTaxonomy_KeyWords-1-1.pdf
http://www.texes.ets.org/assets/pdf/test_descriptions/te_facmanappendixc fld068_r.pdf
http://www.apastyle.org/

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 tardies and absences will result in lowered grades and count against the student’s participation grade. 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.

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.

Two “C” Rule
Please Note: Continual matriculation at PVAMU requires that no more than two C’s shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of “C” or below will be accepted toward certification.

TEA ID Number Requirements and Process:
Prairie View A&M University, County-District # 237501, will receive an Oversight visit by the Texas Education Agency (TEA), Division of Educator Standards during the academic year 2013-2013. This visit is to comply with the Texas Administrative Code (TAC) 229.6(a)-the continuing approval of an educator preparation program.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- 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
  - 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 when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails will receive a response from the instructor within 48 hours.
You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

**State Ethics Law:**
Texas Educators’ Code of Ethics-TAC 247.2

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**NOTICE OF EQUAL OPPORTUNITY**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams  
Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
Institution: Prairie View A&M University  
Office of Student Affairs & Institutional Relations  
Address: P.O. Box 519: MS 1107  
A.I. Thomas Building, St 013  
Prairie View, Texas 77446  
Telephone: 936-261-2123  
Fax: 936-261-2138  
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
Title: Administrator for Diagnostic Testing and Disability Services  
Institution: Prairie View A&M University  
Email: kfnorman@pvamu.edu

**Important Dates:**

**Academic Calendar – Spring 2013**

**January 9, Wednesday**  
New Student Orientation

**January 10 - 11, Thursday – Friday**  
Regular Registration for Returning Students

**January 12, Saturday**  
Regular Registration for Graduate Students (UG students if advised and issued alternate pin)

**January 14, Monday**  
Instruction Begins  
Late Registration and Drop/Add Begins

**January 18, Friday**  
Late Registration, Add Courses, Change Major/Certification or any Matriculation
Change **Ends** for Undergraduate Students – **Student Web Registration Access Closed**

**January 19, Saturday**
Late Registration, Add Courses, Change Major/Certification or any Matriculation Change **Ends** for Graduate Students – **Student Web Registration Access Closed**

**January 21, Monday**
Dr. Martin Luther King Jr. Day (**University Closed**)

**January 24, Thursday**
General Student Assembly-**All Students Attend**

**January 30, Wednesday**
12th Class Day (Census Date)
Last Day to Withdraw from Course(s) **without Academic Record**
**Late Deadline** to apply for Spring 2013 graduation

**January 31, Thursday**
Withdrawal from courses **with Academic record** ("W") **Begins**

**February 11, Monday**
20th Class Day

**March 7 – 9, Thursday – Saturday**
Mid-Semester Examination Period

**March 11 - 16, Monday – Saturday**
Spring Break

**March 12, Tuesday**
Mid-Semester Grades Due

**March 15, Friday**
Spring Break (University Closed)  
**March 18, Monday**
Instruction Resumes

**March 27, Wednesday**
Founders Day/Honors Convocation

**March 29 - 30, Friday - Saturday**
Good Friday/Easter (**Student Holiday**)

**April 1, Monday**
Withdrawal from Course(s) **with Academic record** ("W") **Ends**

**April 9, Tuesday**
Priority Registration **Begins** for Summer/Fall 2013

**April 12, Friday**  
Graduation Application Deadline for SUMMER 2013 AND FALL 2013

**April 29-30, Monday-Tuesday**  
Course Review Day [Classes **must** convene and instructors will prepare students for Final Exams]

**April 30, Tuesday**  
Last Class Day for Spring Semester  
**Last Day to Withdraw from the University (From All Courses)** for the Spring 2013 Semester

**May 1 - 7, Wednesday-Tuesday**  
Final Examination Period

**May 7, Tuesday**  
Final Grades due for Graduating Candidates

**May 11, Saturday**  
Commencement

**May 14, Tuesday**  
Final Grades Due for All Other Students  
Commencement

**December 18, Tuesday** Final Grades Due for All Other Students

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**TExES Principal (068) 2013-2013 Schedule (Paper-Based Tests)**

<table>
<thead>
<tr>
<th>TExES Test Dates</th>
<th>Regular Registration Date</th>
<th>Late Registration Date</th>
<th>Emergency Registration Date</th>
<th>Score Reporting Date for Tests w/ Multiple Choice Questions Only*</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/8/2013</td>
<td>05/10/2013</td>
<td>05/17/2013</td>
<td>05/31/2013</td>
<td>06/24/2013</td>
</tr>
</tbody>
</table>

**Computer Based Test Dates:**  
Continuous Seven days a week