SYLLABUS

Whitlowe R. Green College of Education
ADMN 5307: School Curriculum and Instructional Leadership
Spring 2024

Instructor:	Lisa K. Thompson, Ph.D., MBA
Sections # and CRN:	23989 & 24680, ZO1
Office Location:	Virtual
Office Phone:	936.261.3653 (main)
Email Address:	LKThompson@pvamu.edu
Office Hours:	M-F, 10-12 pm
Mode of Instruction:	Online; Asynchronous
Course Location:	eCourses/Canvas
Class Days & Times:	January 16-March 10 (8 weeks) Class will meet on January 17, 2024 via ZOOM at 7:00 p.m.
Catalog Description:	An examination of educational leadership as it relates to curriculum development and improvement. Consideration is given to the administrator's role in identifying and implementing innovations in curriculum construction at all levels; furnishing leadership in coordinating educational offerings in elementary and secondary schools; diagnosing and prescribing learning activities for all students' needs; planning and evaluating curriculum content and changes; and designating personalized programs in specific skill areas such as reading, math, etc.
Prerequisites:	Admission to Graduate Program
Co-requisites:	N/A

Course Overview:

This on-line asynchronous course has been designed in an eight-week format. The overarching goal for this course is to examine the role of the principal as instructional leader, as it relates to curriculum development/evaluation; implementing innovative practices that address the needs of all learners; and ensuring high quality instruction and teacher effectiveness - all for the purpose of improving student learning outcomes in a culture of high expectations for all stakeholders. To this end, the following questions will serve as guideposts for this course:

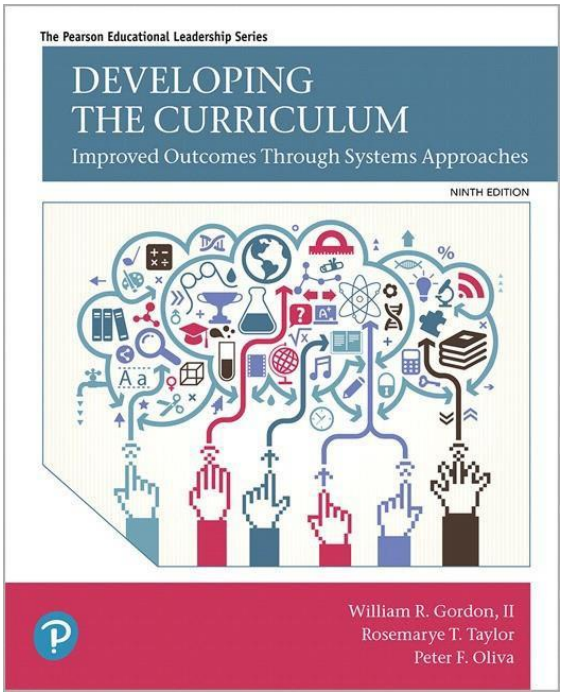
Overarching and Essential Questions:

1. How does curriculum affect society?
2. What is the purpose of schools?
3. How might courses and programs be designed to produce ongoing student achievement and learning?
4. Why do we assess, and why should we assess?
5. What is the role of professional development in the curriculum improvement process within the context of improving academic performance for all students?
6. How do school administrators establish an “accountability environment” to improve student

achievement and learning?

7. What role does teacher professional development play in improving student outcomes?
8. Why must future instructional leaders understand emerging and evolving digital trends and how to incorporate them into online learning innovations within the curriculum?

Required Text: Gordon, W., Taylor, R., & Oliva, P. (2019). *Developing the curriculum: Improved outcomes through systems approaches* (9th ed.). Boston, MA: Pearson.
ISBN- 10: 0-13480038-9
ISBN-13:978-0-13-480038-7



Suggested Resource: American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000
ISBN 978-1-4338-3215-4 (Hardcover)
ISBN 978-1-4338-3216-1(Paperback)
ISBN 978-1-4338-3217-8 (Spiral)

Major Concepts Covered in Course:

- ❑ The curriculum development process
- ❑ How to articulate, coordinate, and align curriculum
- ❑ Definition of curriculum and other related terms
- ❑ Curriculum audit
- ❑ Skills and abilities required to supervise and implement a curriculum program.
- ❑ **C**urriculum and instruction evaluation and process
- ❑ The improvement and effectiveness process
- ❑ Student achievement and learning
- ❑ Create a teaching and learning organization
- ❑ Curriculum mapping
- ❑ Function of curriculum in schools

Student Learning Objectives/Outcomes:

	Upon successful completion of this course, students will be able to:	**TEA Principal as Instructional Leader Pillars: Domains and Competencies and Aligned KSMs** • **Domain I**: School Culture (Competency 001) • **Domain II**: Leading Learning (Instructional Leadership/Teaching and Learning) (Competencies 003, 004) • **Domain III**: Human Capital (Human Resource Management) (Competency 005) • **Domain IV**: Executive Leadership (Communication and Organizational Management) (Competency 008) • **Domain V**: Strategic Operations (Alignment and Resource Allocations) (Competency 009) • **Domain VI**: Ethics, Equity, and Diversity (Competency 011)
1.	*Demonstrate an understanding of best practices that promote the success of all students*	**Competency 001:** The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community). **Competency 003:** The beginning principal knows how to collaboratively develop and implement high-quality instruction. **Competency 004:** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. **Competency 009:** The entry level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. **Competency 011:** The entry level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
2.	*Apply the necessary knowledge and skills to design and implement district- wide curriculum*	**Competency 003:** The beginning principal knows how to collaboratively develop and implement high-quality instruction. **Competency 004:** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. **Competency 008:** The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

3.	*Demonstrate the competencies necessary to provide an effective instructional program*	**Competency 003:** The beginning principal knows how to collaboratively develop and implement high-quality instruction. **Competency 004:** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
4.	*Evaluate program effectiveness through federal, state, and local assessments and program evaluation tools*	**Competency 004:** The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
5.	*Demonstrate skill in providing a comprehensive professional development plan for staff*	**Competency 005:** The entry level principal knows how to provide feedback, coaching and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice and strives to grow professionally.

Supplemental Readings:

Burns, R.C. (2001). *Curriculum mapping.* Retrieved from http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx

Cashman, K. (2008). *Leadership from the inside out* (pp. 21-29). San Francisco, CA: Berrett-Koehler.

Bryk, A. S. (2010). *Organizing schools for improvement. Phi Delta Kappan, 91*(7), 23-30

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007a). *Executive summary* Boston, MA: Mass Insight Education and Research Institute. Retrieved from http://www.massinsight.org/stg/research/challenge/.

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007b). *The turnaround challenge*. Boston, MA: Mass Insight Education and Research Institute. Retrieved from http://www.massinsight.org/stg/research/challenge/.
Report - 1st Half
Report - 2nd Half

Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007c). *The turnaround challenge: Supplement to the main report*. Boston, MA: Mass Insight Education and Research Institute. Retrieved from http://www.massinsight.org/stg/research/challenge/.
Report - 1st Third
Report - 2nd Third
Report - 3rd Third

Fulmer, C. L., & Basile, C. (2006). Investigating distributed leadership in professional development schools: Implications for principals, schools and school districts. In J. E Neapolitan & T. R. Berkeley (Eds.), *Issues in the sustainability of professional development school partnerships* (pp. 127-148). New York: Peter Wang.

Northouse, P. G. (2009). *Leadership: Theory and practice* (pp. 1-11). Thousand Oaks, CA: Sage Publications.

Kaiser, R. B., Hogan, R., & Craig, S. B. (2008). Leadership and the fate of organizations. *American Psychologist, 63*(2), 96-110.

Knapp, M. S., Copland, M. A., Honig, M. I., Plecki, M. L., & Portin, B. S. (2010). *Learning focused leadership and leadership support. Meaning and practice in urban systems* Seattle, WA: Center for the Study of Teaching and Policy. Retrieved from http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreas of Focus/EducationLeadership/Pages/default.aspx.

Kutash, J., Nico, E., Gorin, E., Rahmatullah, S., & Tallant, K. (2010). *The school turnaround field guide*. Retrieved from http://www.fsg.org/.
Part One
Part Two

Leithwood, K. (2001). School leadership in the context of accountability policies. *Leadership in Education,4*(3), 217-235.

Meadows, D. (1999). *Leverage points: The places to intervene in a system* (pp. 1-19). Heartland, VT: The Sustainability Institute.

Northouse, P. G. (2009). *Leadership: Theory and practice* (pp. 1-11). Thousand Oaks, CA: Sage Publications

Ryan, J. (2006). Inclusive leadership and social justice. *Leadership and Policy in Schools, 5*(1), 3-17.

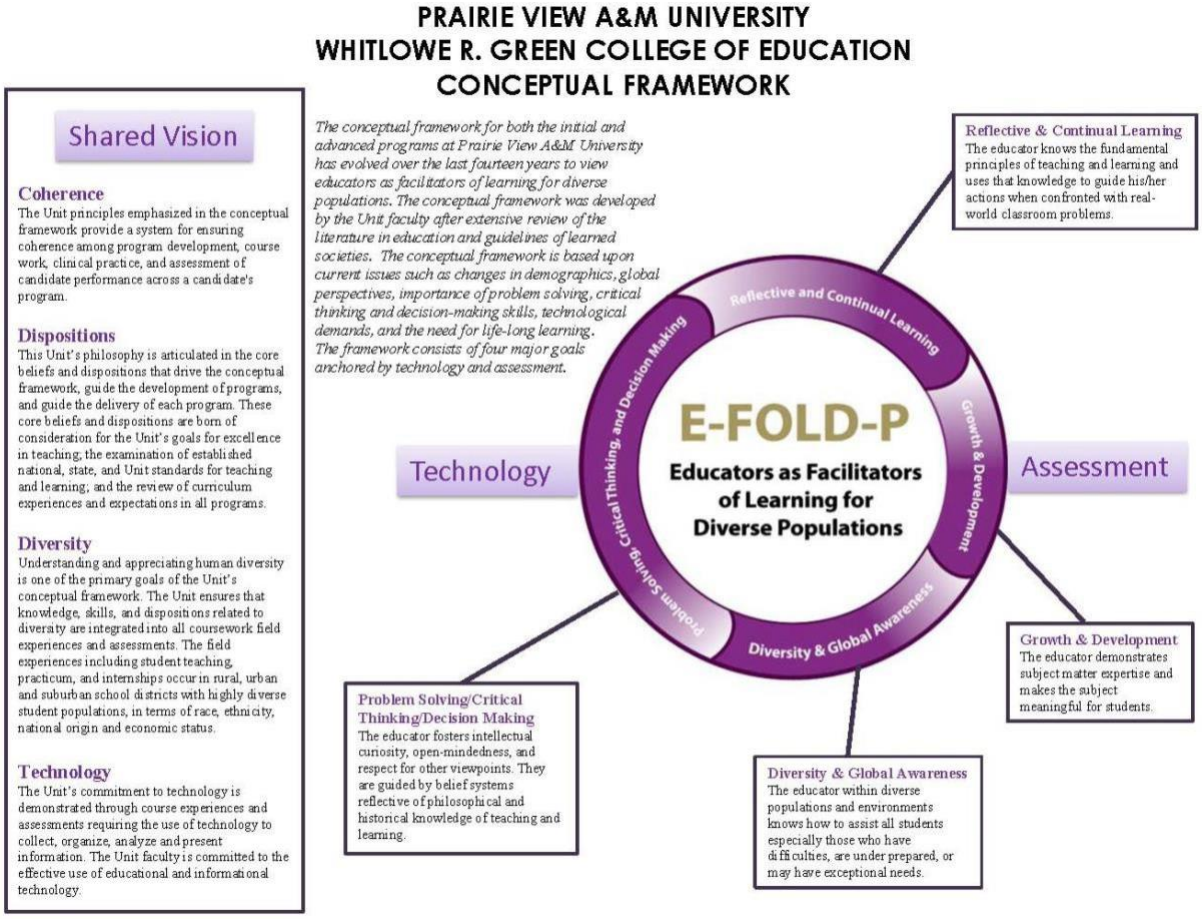
Spillane, J. P., Halverson, R., & Diamond J. B. (2004). Towards a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies, 36*(1), 3-34.

Seashore-Louis, K., Leithwood, K., Wahlstom, K. L., & Anderson S. E. (2010). *Investigating the links to improved student learning* St. Paul, MN: The Center for Applied Research and Educational Improvement. Retrieved from http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasof Focus/EducationLeadership/Pages/default.aspx.

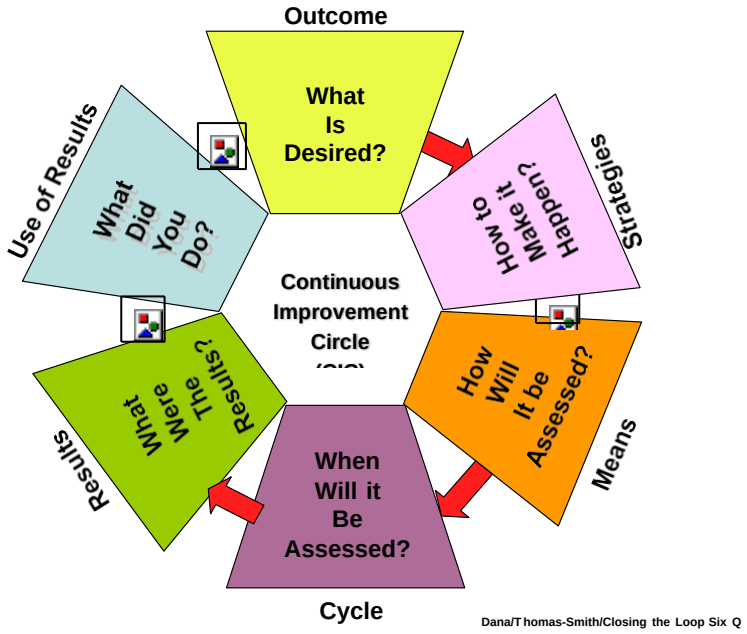
Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2006). *The essential supports for school improvement* Chicago: Consortium on Chicago School Research at the University of Chicago. Retrieved from http://www.ccsr.uchicago.edu/content/publications.php.

E-FOLD-P (Conceptual Framework)
(Educator As Facilitator For Diverse Populations)

- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University



Final Course Grade Determination

Major Assignments	Value	Total
1) TAPR Report/PPT	20%	
2) Discussion Questions/Postings	20% (5% each)	
3) Analysis of School Curriculum Map	15%	
4) Case Studies/Journal Articles - 2	20% (10% each)	
5) Curriculum Audit	25%	
Total:	**100%**	

Grading Criteria and Conversion:

A = 90 -100%
B = 80 - 89%
C = 70 - 79%
D = 60 – 69%
F = <60%

Major Assignments

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	**Description**
Curriculum Audit:	**Curriculum Audit (GROUP PROJECT)** In this assignment, you will conduct a comprehensive school district curriculum audit and prepare a report. You will identify, collect, and analyze data, synthesize your findings, make recommendations for improvement, and present the information in a scholarly manner. The report should reflect the successful understanding, integration, synthesis, and application of the content/activities of the course. The purpose of this assignment is: ✓ To analyze data (most recent TAPR Report) ✓ To apply theoretical perspectives to a real-life situation ✓ To formulate an action plan that addresses needs of students and faculty with the goal of improving the performance of students throughout the district ✓ To organize and communicate effectively through a formal report to the school community ✓ To tackle a "messy" problem with limited parameters and guidance and engage in higher order and critical thinking ***For our purposes, pretend the Superintendent has commissioned you, because of your vast knowledge on curriculum leadership, to conduct a thorough analysis of the district curriculum and how it relates to the schools in the district and ultimately student achievement.*** The curriculum audit report should be a **minimum/maximum of five pages**, excluding the title and reference pages, and should include the following sections with headings: 1. **Title Page**: APA-formatted. 2. **Introduction**: a summary of what is included in the report and other important information you deem necessary to introduce the report. 3. **District Background**: relevant information about the district/campuses that will help provide an understanding of the context for curriculum improvement. 4. **Needs Assessment**: identification of the major curriculum issues found in the TAPR Report that will be addressed in your audit. There should be three to five broad, district-wide issues that when addressed, will impact the district as a whole. 5. **Action Plan**: a detailed plan of action to address each need you identified in the needs assessment. The action plan **must** include specific and numbered action steps with a timeline to address each need **and** a theoretical foundation or research-based support for each action step. The theoretical foundation should provide meaning and substance to your action steps. It is suggested that this section be based on a typical District Improvement Plan format (table format).

6. **Conclusion**: a brief statement bringing your thoughts to a meaningful conclusion.
8. **References**: A minimum of **three scholarly APA-formatted references** used to construct your curriculum report (i.e., theoretical foundation and/or research-based support). *(Learning Objectives/Outcomes 1, 2, 3, 4, 5)*

Analysis of School Curriculum Map

Read the article *"Curriculum mapping and research-based practice"* by Jennifer Herbold. Choose a curriculum area of focus in your school or district. In a **two-page minimum/maximum paper**, excluding the title page and reference page, analyze and describe how the implementation of the curriculum mapping process/strategy is used or can be used to impact instruction and student achievement in your school or district. Also, describe how curriculum mapping can impact professional development and instructional leadership in a school or district. Include an APA-formatted title page. *(Learning Objective/Outcome 1, 2, 3, 5)*

Journal Articles

There will be a total of **two journal article analyses** in this course to enhance and inform your knowledge about the dynamics and impact of school leadership on teaching and learning. For the assignment, each student will choose **two different articles** *(excluding the assigned readings)* of their choosing from the list of supplemental readings in the Syllabus and write a thoughtful critique. Each journal article analysis should be a **minimum/maximum of two pages**, 12 pt. font, double-spaced and include the following:

1. Title page (not included in the two pages)
2. Summary of journal article
3. Questions regarding the journal article
4. Personal reflections on the journal article
5. As a prospective school leader, how can you apply the information?
6. References, if used (not included in the two pages)

(Learning Objective/Outcome 1)

Discussion Questions

Discussion questions provide you an opportunity to have scholarly discussions with your peers. Responses should demonstrate a thorough and thoughtful understanding of the topic(s) being discussed. Discussion questions will be based on the text and/or supplemental readings listed in the Syllabus.

a. Initial Post - Discussion board assignments require a substantive (minimum of *10 detailed lines*) initial post/response to the question (s) listed. Also include any thought-provoking questions and real-world connections with the readings and/or your personal experiences.
The initial post and/or response to the question must be posted by **Wednesday** of the week of the discussion assignment in order to give your peers ample time to respond.

b. **Response** - Students must then provide a substantive response to **two peers** with a minimum of *five (5) detailed lines* in each response. Cursory thoughts (i.e., "good idea," "thanks for sharing", etc.) are not considered substantive. You must respond to the posts of two other peers not later than **Sunday** of the same week.

c. **Grading** - Both the initial post and response are graded for depth of information, rigor, and application of the material studied. Discussion questions will be graded holistically by the professor as follows:

1) Initial post **and** *two* peer responses = 100
2) Initial post **and** *one* peer response = 85
3) Initial post only; *no* peer responses = 70
4) *No* initial post or peer responses = 0

There will be a total of four discussion questions. After submitting yourinitial post, please respond to two peers by the due date.
(Learning Objective/Outcome 1)

Discussion Questions

Discussion Question 1 - Parts A, B & C:

- **A.** *What is the purpose of schools?*
- **B.** *What is curriculum (define in your own words)? How is curriculum socially, historically and politically constructed to impact society?*
- **C.** *How do you perceive the relationship, if any, between curriculum and instruction? Explain.*

Discussion Question 2 - Parts A & B:

A. *Identify and describe which of the curriculum models in chapter 5 is used by your school or district for curriculum development? Does this model work? List pros and cons. As the school leader, would you use another model for curriculum development? Explain.*

B. *Briefly describe the community of learners and academic expectations at your current school. Based on the two philosophies subscribed to or believed to have significance as described in chapter 6 in today's schools (essentialism and progressivism), write a statement that describes your philosophy of education? Explain why you have adopted this philosophy and how this philosophy will impact your role as an instructional leader.*

Discussion Question 3 - Parts A & B:

A. *How have the curriculum, instructional goals and objectives, or learning targets been impacted by the COVID-19 pandemic at your school? How has the pandemic affected instructional planning? As a prospective school leader, what would you do different to guide and develop teachers during the crisis? How would this impact student performance?*

B. *How does poverty impact the role of school leadership and the quality of learning in K-12 schools?*

Discussion Question 4 - Parts A & B:

A. *What do we assess, why do we assess, and who should we assess?*
B. How have available technology and digital tools impacted the practice of curriculum development and implementation during the COVID-19 pandemic in your school and/or district? Provide one example that resulted in changes in teaching effectiveness and student learning.

TAPR Report/PPT

Access the most recent TAPR Report for your school district by copying and pasting the following link:

https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports

You will prepare a Power Point Presentation (10 - 12 slides maximum) based on an analysis of your district's TAPR Report. Examine the significant strengths and weaknesses. The report should include **four sections**: introduction (district background information), strengths, weaknesses, and recommendations for improvement. *(Learning Objective/Outcome 1, 3, 4)*

Assignments are due by 11:59 p.m. on the due date. Late assignments will not be accepted. Please plan your time accordingly.

Tentative Course Schedule

Date	Readings	Assignments
Week 01: Jan 16-21 Zoom Meeting – January 17, 2024 @ 7 pm	**Chapters 1 - 2** **Supplemental Reading:**	• Review the syllabus • Review Canvas • Attend Zoom meeting • Order books • Complete Week 1 attendance **Due Week 1 Attendance**
Week 02: Jan 22-28	**Chapters 3 - 4**	**Due Discussion 1** **Due Journal Article Analysis 1**
Week 03: Jan 29-Feb 4	**Chapters 5 - 6**	**Due Discussion Question 2** **Due Curriculum Map Analysis**
Week 04: Feb 5-11	**Chapters 7 - 8** **Supplemental Reading:** Burns	**Due: TAPR School Performance Report**
Week 05: Feb 12-18	**Chapters 9 - 10** **Supplemental Reading:** Calkins, Guenther, Belfiore & Lash (2007c) - Report - 3rd Third	**Discussion 3**
Week 06: Feb 19-25	**Chapters 11, 12 & 13** **Review website:** Digital Promise.org *COVID-19 Online Learning* https://digitalpromise.org/	**Due: Journal Article Analysis 2**
Week 07: Feb 26-Mar 3	**Review website** ASCD (Association for Supervision and Curriculum Development),	**Due: Discussion 4** **Due: Curriculum Audit**

	specifically featured articles under Educational Leadership: http://www.ascd.org/publications/educational-leadership.aspx **Read Article:** http://www.ascd.org/publications/educational-leadership/feb21/vol78/num05/Learning-to-Challenge-Racial-%C2%A3Colorblindness%C2%A3.aspx	**Due: Curriculum Map Analysis**

The professor reserves the right to make changes to this syllabus during the semester.

Student Expectations
All students in the graduate program are expected to be respectful, positive, diligent, responsible, and produce quality work by investing graduate-level effort. All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, double-spaced, and margins must be 1-inch.

You will greatly benefit from being punctual. It is essential that you adhere to deadlines and attend to all assignments in a timely manner with due diligence. It is your responsibility to ensure that the professor receives your documents on time. ***All assignments will be turned into eCourses/Canvas and will not be accepted via e-mail. Assignments are due by 11:59 p.m. on the due date. Late assignments will not be accepted***, which will negatively impact your final course grade. Please plan accordingly. Feedback on all written assignments will be completed within one week of the assignment submission. Grades will be posted in Grades in Canvas. All written communication with students will take place in the following ways: announcements posted in Canvas, email via Canvas, or PVAMU email account. To receive important updates, please check announcements in Canvas often.

Professor Expectations/Availability/Office Hours
My goal is to assist each of you in meeting your professional goals for the semester. Two-way communication is of utmost importance. I will be available during office hours for scheduled appointments and to provide proactive clarifications, offer additional guidance, and answer any questions about assignments. Using this opportunity may enhance your course experience/mastery and efficiency, and maximize valuable additional insights from discussion between peers and the professor during Q and As. My office hours are posted on page one in the Syllabus. Email (LKThompson@pvamu.edu) is the preferred way to contact me to schedule an appointment. You may also leave me a voice message on my mobile number. I will reply to emails and voice messages within 24 to 48 hours. It is strongly recommended that you seek the professor's assistance and support early in the semester; please do not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation can be effective. I want each of you to be successful, and I will do my part to ensure that together we grow, stretch, and learn.

Student Support and Success Services

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/ Phone: 936-261-1500

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, 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.

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.

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, adaptedfurniture, 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 studentlearning 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: Evans Hall Rm. 217. Phone: 936-261-3570.

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 oressays 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 properlyacknowledging 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 Officefor 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 theTexas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies, and can be reached at Harrington Science Building, Suite 109 or by phone 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 fullacademic 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 andsummer 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 University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Studentscan file Academic Complaints and/or Grade Appeals at this webpage.

Technology Requirements/Considerations

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.
- Video conferencing software

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 soundoffensive.

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 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.

***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

eCourses Assistance: eCourses help: (Links to an external site.)http://ecourses.pvamu.edu (Links to an external site.)

eCourses Frequently Asked Questions: https://ecourses.pvamu.edu/pluginfile.php/1679315/mod_resource/content/3/FAQ_Distance_Ed.pdf (Links to an external site.)

Zoom Assistance: https://www.pvamu.edu/dlearning/zoom-at-pvamu/

Google Drive Assistance: https://support.google.com/drive/?hl=en#topic=14940

CANVAS Support

https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A000000gJzlo (Links to an external site.)

***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 response in MS Word and save it to their PC or a removable drive before posting to discussions. This is important for two reasons: (a) if for some reason your discussion responses are lost in your online course, you will have another copy, and (b) 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 MS Word, it/they should be copied and pasted to the discussion board. Please post the response directly in the textbook. Do NOT submit as an attachment.

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.

- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.

    - 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation

    - 2nd incident: upon review of Incident Report and finding of responsibility — Suspension

    - Consult the Code of Student Conduct in the Student Planner or Student Conduct website for additional information on Conduct Probation and Suspension.

- **Personal Illness and Quarantine** - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that istoo severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

Texas Code of Ethics

All candidates seeking licensure as a Teacher, Principal, Superintendent, Counselor or other state certificated position must read and submit a signed Texas Code of Ethics. Please read and sign and upload to eCourses.

Principal Certification Test Information

General information in a PDF pertaining to the TExES Principal (268) Exam and the Performance Assessment for School Leaders (PASL) can be accessed by copying and pasting the following link into your address bar. Google Chrome web browser may work best.

https://www.esc20.net/upload/page/0765/docs/PrincipalAssessmentFlyertoEPPs.pdf

TEXAS BOARD OF EDUCATOR ETHICS

Texas Administrative Code	
TITLE 19:	EDUCATION
PART 7:	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247:	EDUCATORS' CODE OF ETHICS
RULE §247.2 :	Code of Ethics and Standard Practices for Texas

a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward candidates, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from candidates, parents of candidates, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of candidates.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when candidates are present.

(2) Ethical Conduct toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal or personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct toward Candidates.

(A) Standard 3.1. The educator shall not reveal confidential information concerning candidates unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a

(II) student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) The nature, purpose, timing, and amount of the communication;

(ii) The subject matter of the communication;

(iii) Whether the communication was made openly or the educator attempted to conceal the communication;

(iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I certify that I have read the Syllabus and Texas Code of Educator Ethics during Dr. Thompson's course

ADMN 5307: School Curriculum and Instructional Leadership
Spring Semester 2022

Name of Student: _____

Signature of Student: _____

Date: _____ **TEA ID:** _____