SYLLABUS

ADMN 5304: The Role of the Principal
Fall 2023

Instructor:	Dr. LaTracy Harris, Ed.D.
Section # and CRN:	ADMN 5304 Z01; CRN 11844
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Office Hours:	Mondays: 6:30 p.m.
Mode of Instruction:	On-line
Dates of Semester & Class Meeting Days & Times:	August 21 – October 13, 2023 (8 weeks) Class will meet on designated dates via ZOOM; 6:30 - 7:20 p.m.
Catalog Description:	An examination of elementary and secondary school administration with emphasis on the organization, administration, and supervision of curricular and extra-curricular programs, and the management of school personnel and students.
Prerequisite:	Admission into graduate school.
Co-requisites:	N/A
Required Text:	Ubben, G.C., Hughes, L.W., & Norris, C.J. (2017). *The principal: Creative leadership for excellence in schools.* (8th ed). Pearson. ISBN-13: 978-0133488999 /ISBN-10: 0133488993

Access to Learning Resources:	PVAMU Library:
	        phone: (936) 261-1500;
	        web: http://www.tamu.edu/pvamu/library/
	University Bookstore:
	        phone: (936) 261-1990;
	        web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Learning Objectives

RATIONALE FOR COURSE: This course is for students of school administration, whether a practitioner or a graduate student preparing to enter school administration. A panoramic view of the complex field rather than an in-depth analysis of each major dimension of administration will be presented. Special emphasis will be placed on professional competencies in leadership, decision-making, planning and management techniques, the structure of public education, the administration hierarchy and team, and the operational problems in public schools. The social and political dimensions of the art of administration will be described.

Course Objectives:
1.   To provide insight into the major roles of the school principal and factors affecting these roles.
2.   To provide participants the opportunity and challenge of relating and responding to the simulated administrative problems.
3.   To provide participants with the knowledge of the relationship between successful school administration and change.
4.   To assist participants in developing knowledge of stages and forces of leadership as they relate to successful schools.
5.   To provide participants with skills for evaluating school problems.
6.   To provide participants with the skills for evaluating the operation of schools in a legal and ethical manner.
7.   To prepare beginning administrators with skills in problem resolution, critical thinking, and decision-making.

8. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions of administration.
9. To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
10. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for strong personnel commitment.

The Test Framework (Knowledge and Skills Statements) The content assessed by the TExES Principal as Instructional Leader Certification Assessment (268) is provided below.

DOMAIN I — SCHOOL CULTURE

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).
A.*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.
C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
D. *Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II — LEADING LEARNING

Competency 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.
A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL

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.

A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — EXECUTIVE LEADERSHIP

Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences
B. *Develops and implements strategies for systematically communicating internally and externally

Competency 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

DOMAIN V — STRATEGIC OPERATIONS

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.

A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
B. *Establishes structures that outline and track the progress using multiple data points and adjusts as needed to improve teacher effectiveness and student outcomes
C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements) TExES Principal as Instructional Leader (268) 16

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

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.

C. *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

At the end of this course, the candidate will …
1. Understand the major roles of the school principal and factors that affect the role.
2. Understand the skills for effective conflict management and problem-solving methods.
3. Understand the value of professional development and teacher supervision methods.
4. Recognize the influence of external agencies, learning communities, and parental involvement on the development of school goals and decision making.
5. Understand the skills for evaluation the operation of schools in a legal and ethical manner.
6. Understand the role of principal as facilitators of teacher and student growth.
7. Recognize the influence and importance of education law and policies.

	Candidates will be able to:	ELCC and SBEC Standards	M. Ed. Program Outcomes
1	Be able to create a vision for student learning.	ELCC #1 2 – Learner-Centered Leadership and Campus Culture	Candidates will demonstrate the ability to design and implement curriculum and strategic plans that improve instructional pedagogy, student learning and assessment.
2	Be able to manage the organization for student success.	ELCC # 3 5 – Learner-Centered Organizational Leadership and Management	Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.
4	Be able to communicate with diverse stakeholders through collaborations and mobilization of community resources.	ELCC # 4 ELCC # 6 4 – Learner-Centered Communication and Community Relations	Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.
5	Be able to act with integrity, ethics, and professionalism to ensure student learning.	ELCC # 5 1- Learner-Centered	Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource

		Values and Ethics	utilization, financial management and the use of technology.

Major Course Requirements

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

- **Discussions** – designed for students to demonstrate a thorough and thoughtful understanding of the topic being discussed and engage in professional and respectful discourse with colleagues for the purpose of learning, along with considering and appreciating diverse perspectives.

- **Reflections** – written assignments designed to supplement and reinforce course material and help students (aspiring leaders) in the following areas: understand own knowledge and capabilities; develop effective strategies for problem-solving; build capable teams; reflect on lessons learned to plan for future leadership development; shape efficacy to address future challenges; and enhance the skills and competencies required to become better versions of themselves.

- **Major Assignments** – include conducting research, scholarly writing and field-based assignments that are designed to measure one's ability to apply, evaluate, and synthesize presented course material

- **Class Participation** – active engagement as demonstrated via participation in discussion assignments and virtual class sessions via Zoom

Method of Determining Final Course Grade

Assignment/Learning Activity	Weighted Value	Total Percentage
Class Participation, Discussions (4) & Professionalism	4 @ 5% each - 20%	20%
Principal Interview and Reflection	15%	15%
TAPR Report	20%	20%
Electronic Professional Portfolio	15%	15%
Reflections (3)	3 @ 10% each	30%
		100%

Course Grade Determination:
A = 90-100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 68 and Below

Course Outline   **Part One: Creating a Vision of Leadership and Learning**

Chapter 1: The Principal: A Creative Blend of Substance and Style
Chapter 2: The Learning Community
Chapter 3: Decision Processing and Decision Making at the School Site.
Chapter 4: School Improvement through Systematic Planning

Part Two: Developing a Positive School Culture
Chapter 5: Creating a Positive Learning Climate.

Chapter 6: The School Curriculum
Chapter 7: Promoting Student Achievement
Chapter 8: Special Students and Special Services
Chapter 9: Human Resources Development

Part Three: Managing the Organization
Chapter 10: Staffing the School: Recruitment, Selection, and Termination
Chapter 11: Restructuring the Deployment of Instructional Personnel
Chapter 12: Restructuring Time
Chapter 13: Fiscal Accounting, Budgeting, and Building Management
Chapter 14: Technology Applications for School Management

Part Four: Interacting with the External School Environment
Chapter 15: Marketing the Schools

Detailed Description of Major Assignments:

Categories (5) include: Discussions, Reflections, Principal Interview & Reflection, TAPR Report, and Electronic Professional Portfolio

1. Discussions: Four (4) graded discussion are assigned in this course . All discussion responses should demonstrate a thorough, thoughtful understanding of the topic being discussed. A satisfactory initial post **and** response will include a minimum of 5 - 7 detailed sentences. Cursory thoughts (i.e., "good idea", "thanks for sharing", etc.) are **not** considered satisfactory and will not be considered in the minimum sentence count.
2. The **initial post and/or response** to the question(s) must be posted by **Tuesday** of the week of the discussion assignment in order to give colleagues ample time to **respond** to the posts of **two other classmates** not later than **Friday** of the same week. Points will be deducted for late postings as indicated below (see #4).
3. Discussion assignments will be graded holistically by the instructor as follows:
      a. Initial post to discussion board **and** two peer responses = 100
      b. Initial post to discussion board and one peer response = 85
      c. Initial post to discussion board only; no peer responses = 70
      d. No initial post or peer responses = 0
4. Each day that a discussion board initial post and/or response is submitted **late**, a deduction of five (5) points will be made.
5. The discussion grade recorded in Canvas Grades will reflect the numerical grade earned minus any late submission points.

2. Reflections: A total of **three (3) reflections** are assigned. Follow the instructions provided for each Reflection assignment.

Reflection #1 - Read the article by Rooney, J . (2008) "What New (Young) Principals Need to Know" *Educational Leadership*, 66, pp. 84-85. Write a one- page minimum reflection. How can this information benefit you as a first-year principal? Provide examples of how you can use the information to grow into the role of principal.

Reflection #2 -   Read the following articles: "The Principal's Role in Successful Schools: Creating a Positive School Culture" by Habegger, S. (2008) in *NAESP Principal 8* and "The Best Practices for Shaping School Culture for Instructional Leaders" by Lewis, Asberry , DeJarnett, and King (2016) in *Alabama Journal of Educational Leadership*. For this assignment, each student will write a thoughtful critique, consisting of two pages minimum**,** excluding the title and reference page. Include the information below.
1. Title page (not included in the two pages)
2. Summary of articles
3. Personal reflections about the articles
4. Application, benefits, and value to your future career as an administrator
5. References

Reflection #3 - Review Case Studies 11, 14, 18, and 23 in Appendix A at the end of the text. Analyze

the problems presented and apply the concepts of staff evaluation developed in chapter 10. What approach would you use in addressing the problems? Set forth a strategy to overcome the difficulties faced by the individuals in these cases. In the Instructional Leader Pillars, to which specific **competency (ies) and skills** in **Domain III** are your strategies aligned? Explain the rationale for your choices. Write a two-page minimum response.

3. Principal Interview: Each student will interview **one principal (not assistant principal)** (elementary, middle/junior/intermediate, or high school) in a rural, urban, suburban, or charter school district. You may conduct the interview either in person, via phone or electronically (i.e., email, Zoom, Microsoft Teams, Webex, Skype, etc.) and complete a 2-3 page reflection using the instructions provided. Use the following questions to guide and collect information from the interview.

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Guiding Interview Questions

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1. Describe the district where you work (include student and staff demographic data, number of personnel, etc.).

2.   Describe your educational background and job experiences.

3. Describe your pathway to become a principal.

4.   How did you prepare for this position?

5. Describe some of the duties and responsibilities of your current position. Has COVID-19 impacted your job functions? If so, explain how.

6. How do you train and support teachers to have a positive impact on instruction and the academic achievement of your students?

7. How to you use data in decision making?

8. What strategies do you use to build conditions and capacities for equitable, culturally responsive instruction within your school?

9. What role has your school's culture played in achieving your school's academic goals?

10. What strategies have you implemented to increase parental involvement and build community relations?

11. What best practices do you follow to ensure a diverse teacher workforce at your school?

12. How do you train and support assistant principals?

13. What are some of the most rewarding aspects of your current position? Challenges of your current position?

14. Describe the strategies that you use when having crucial conversations (i.e., unacceptable social media use, etc.) with an employee.

15. What advice would you give someone like me who is an aspiring administrator?

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Principal Interview Reflection

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Instructions: Write a **2-3 page minimum/maximum** reflection in narrative form about the interview. Answer **ALL** questions listed below in the reflection.

a. Begin by introducing the principal and his/her educational background, primary job duties, pathway into his/her current position, and description of the school district where the administrator works.

b. Summarize some of the principal's comments that were ***noteworthy.***

c. What answers or comments shared by the principal were ***interesting, surprising or important?***

d. Describe some ***best practices*** the principal implements as he/she fulfills his/her daily responsibilities.

e. Describe some of the most important ways in which principals assist and support campus teachers and assistant principals.

f. Based on the interview, explain how one or more of the ***six competencies in the 268 Instructional Leader Pillars: Domains and Competencies*** resonated with you as an aspiring school principal.

g. How can this interview ***benefit*** you as you prepare to become a school principal?

 4. **Becoming a Principal – Electronic Professional Portfolio -***(True Outcomes Project)***:**

Student will create an Electronic Professional Portfolio. The components of this portfolio are as follows:
* Letter of Interest for Administrator (Principal or Asst. Principal) Position
* Resume'
* Philosophy of Education/Belief Statement
* Copies of Certificates

5. TAPR Report – Access the most current Texas Academic Performance Report (TAPR) for any campus report other than your own (report can be found on the TEA website). Review and carefully analyze the report and write a three-page summary consisting of the following: (a) an overview of the campus performance in all tested subject areas, including a comparison of the campus performance to that of the district and state; (b) commendations; and (c) a detailed action plan of recommendations for campus improvement in each area by subgroup. **Do not** assess TAPR report from campus where you are employed.

Professional Organizations, Resources, and Journals
http://www.aaspa.org/ American Association of School Administrators
http://www.tepsa.org/ Texas Association of Elementary Principals and Supervisors
http://www.tassp.org/ Texas Association of Secondary School Principals
http://www.tasanet.org/ Texas Association of School Administrators
http://www.nassp.org/ National Association of Secondary School Principals
http://www.naesp.org/ National Association of Elementary School Principals
http://www.nmsa.org/ National Association of Middle School Principals
http://www.nea.org/ National Education Association
http://www.aect.org/ Association of Educational Communication & Technology
http://www.aaee.org/ American Association for Employment in Education
http://www.humanresources.org/ National Human Resources Association
http://www.gallup.com/Home.aspx - Gallup Group
http://www.tea.state.tx.us   Information about Texas Education Agency
http://www.tasb.org   Information on the Texas Association of School Boards

ELCC Standards - http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Tentative Course Schedule

Learning Module & Week	Domain & Competencies	Instructional Focus & Assigned Readings	Assignments
Week 1 *August 21*	Review Syllabus, Purchase Textbooks, and Complete Introduction **(due Sunday August 27, 2023)**		
Week 2 *August 28*	Domain IV - Executive Leadership & Domain V - Strategic Operations	Chapter 1: The Principal: A Creative Blend of Substance and Style Chapter 2: The Learning Community Chapter 3: Decision Processing and Decision Making at the School Site. Supplemental Readings: Dufour, R. (2004), What is a professional learning community. *Educational Leadership, 61*(8), 6-11. David, J.L, (2008). Small learning communities*. Educational Leadership, 65*(8), 84-85.	DB #1 due Friday, September 1, 2023 Reflection #1 due Sunday September 3, 2023 *Schedule Principal Interview*
Week 3 *September 4*	Domains I - School Culture & Domain V - Strategic Operations	Chapter 4: School Improvement through Systematic Planning Chapter 5: Creating a Positive Learning Climate. Chapter 6: The School Curriculum Addt'l Required Readings: *"The Principals' Role in Successful Schools"* by Habegger *"The Best Practices for Shaping School Culture for Instructional Leaders"* by Lewis et al. *"Increasing "Equity for All Students"* by S. Yost Supplemental Reading: *"Understanding Equity v. Equality in Schools"*	DB #2 due Friday, September 8, 2023 Reflection #2 due Sunday, September 10, 2023
Week 4 *September 11*	Domain II - Leading Learning	Chapter 7: Promoting Student Achievement Chapter 8: Special Students and Special Services Addt'l Reading: Cashman, K. (2008). Leadership from the inside out (pp. 21-29). **San Francisco, CA: Berrett-Koehler.**	DB #3 due Friday, September 15, 2023 Principal Interview Due Sunday, September 17, 2023
Week 5 *September 18*	Domain III - Human Capital; Domain VI- Ethics, Equity & Diversity	Chapter 9: Human Resources Development Chapter 10: Staffing the School: Recruitment, Selection, and Termination Chapter 11: Restructuring the Deployment of Instructional Personnel **Supplemental Readings**: *"Organizing Schools for Improvement"* by Byrk *"Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color"* by Carver-Thomas	Discussion #4 Due Friday, September 22, 2023 Reflection #3 due Sunday, September 24, 2023

Week 6 September 25	Domain V - Strategic Operations	Chapter 12: Restructuring Time Chapter 13: Fiscal Accounting, Budgeting, and Building Management	TAPR Report Due Sunday, October 1, 2023
Week 7 October 2	Domain V - Strategic Operations	Chapter 14: Technology Applications for School Management Chapter 15: Marketing the Schools	Electronic Professional Portfolio Due Sunday, October 8, 2023

Note: *The instructor reserves the right to make changes to this syllabus during the semester. Students should check Canvas on a regular basis for updated information, announcements, etc.*
Note: DB indicates a Discussion assignment

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.

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.

Student Support and Success

John B. Coleman Library
The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Library Website Phone: 936-261-1500

Academic Advising Services
Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in Panther Tracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the advising website. Phone: 936-261-5911

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; University Tutoring Website

Writing Center
The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Writing Center Website, Grammarly Registration

Panther Navigate
Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus, and request assistance. Students who recognize that they have a problem that negatively affect their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; Panther Navigate Website

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

Office of Testing Services
The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring

services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the OTS – Proctoring Service website. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Testing Website

Office of Diagnostic Testing and Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Disability Services Website

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

Veteran Affairs
Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Veteran Affairs Website

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

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

University Rules and Procedures

Academic Misconduct
Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional

information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

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

5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom
Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the University's Administrative Guidelines on Academic Integrity and its underlying academic values.

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

Sexual Misconduct
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about

which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at Title XI Website, including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students
The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement
Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences
Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process
All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the Online Reporting Forms to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's

assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations
Minimum **Recommended Hardware and Software:**
- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

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

Netiquette (online etiquette)
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette
When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support
Students should go to Password Reset Tool if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.
Communication Expectations and Standards
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board

will accomplish this. The instructor will determine the exact use of discussion boards.

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

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to TimelyCare, a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.