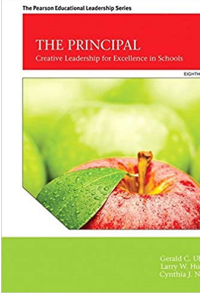




**PRAIRIE VIEW
A&M UNIVERSITY**

SYLLABUS

ADMN 5304: The Role of the Principal Fall 2023	
Whitlowe R. Green College of Education Department of Educational Leadership & Counseling	
Instructor:	Dr. Tia N. Locke Simmons
Section # and CRN:	ADMN 5304 Z03; CRN: 30312
Office Location:	Main Campus: Delco #207
Office Phone:	(713) 832.477.3306 (mobile)
Email Address:	tlsimmons@pvamu.edu
Office Hours:	Wednesdays: 6:30 -7:20 p.m.
Mode of Instruction:	On-line; eCourses via Canvas
Class Meeting Days & Times:	
Dates of Semester & Class Meeting Days & Times:	August 30, 2023 – October 11, 2023 (8-weeks) Class will meet on designated dates via ZOOM; 6:30 - 7:20 p.m. (see <i>Course Schedule in Syllabus for dates of Zoom class meetings</i>)
Catalog Description:	(3-0) Credit 3 semester hours. Catalog Description: The Role of the Principal. (3-0) Credit 3 semester hours. 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). <i>The principal: Creative leadership for excellence in schools</i> . (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 Goals or Overview:

Course Objectives/Accrediting Body –Standards Met: See below.

ELCC Standards - [http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

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)
- TEExES 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	Candidates will apply principles of effective leadership and

		5 – Learner-Centered Organizational Leadership and Management	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 Values and Ethics	Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.

Course Evaluation Methods

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

Grading Matrix - All assignments /learning activities will be graded based on a maximum 100-point scale.

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

Course Assignments/Learning Activities:

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 **Sunday** 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.

Guiding Interview Questions

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. Does COVID-19 continue to 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?

Principal Interview Reflection

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
- Resumé
- Philosophy of Education/Belief Statement
- Copies of Certificates

5. TAPR Report – Access the 2021-2022 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.

PLEASE NOTE: **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.aace.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

Course Schedule

Learning Module & Week	Domain & Competencies	Instructional Focus & Assigned Readings	Assignments
1 <i>Week of August 30, 2023</i>		This Zoom session is scheduled for a course overview and opportunity for scholars to ask questions. This is not a mandatory meeting.	Course Overview <i>Zoom Class Meeting; Wednesday, August 30, 2023 6:30 - 7:20 p.m.</i>
2 <i>Week of September 6, 2023</i>	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. <i>Educational Leadership</i> , 61(8), 6-11. David, J.L, (2008). Small learning communities. <i>Educational Leadership</i> , 65(8), 84-85.	Review Syllabus; Complete Introduction Discussion - due Tuesday, September 5, 2023; DB #1 due Friday, September 8, 2023 Reflection #1 due Sunday, September 10, 2023; <i>*Schedule Principal Interview</i>
3 <i>Week of September 13, 2023</i>	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 Addtl Required Readings: <i>"The Principals' Role in Successful Schools"</i> by Habegger <i>"The Best Practices for Shaping School Culture for Instructional Leaders"</i> by Lewis et al. <i>"Increasing "Equity for All Students"</i> by S. Yost Supplemental Reading: <i>"Understanding Equity v. Equality in Schools"</i>	DB #2 due Friday, September 15, 2023 Reflection #2 due Sunday, September 17, 2023
4	Domain II - Leading Learning	Chapter 7: Promoting Student Achievement Chapter 8: Special Students and Special Services	DB #3 due Friday , September 22, 2023;

<i>Week of September 20, 2023</i>		Add'l Reading: Cashman, K. (2008). Leadership from the inside out (pp. 21-29). San Francisco, CA: Berrett- Koehler.  	Principal Interview Due Sunday, September 24, 2023
<i>5 Week of September 27, 2023</i>	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: <i>"Organizing Schools for Improvement"</i> by Byrk <i>"Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color"</i> by Carver-Thomas	DB #4 Due Friday, September 29, 2023 Reflection #3 due Sunday, October 1, 2023;
<i>6 Week of October 4, 2023</i>		This Zoom session is scheduled for a course overview and opportunity for scholars to ask questions. This is not a mandatory meeting.	Course Overview <i>Zoom Class Meeting; Wednesday, October 4, 2023 6:30 - 7:20 p.m.</i>
<i>7 Week of October 11, 2023</i>	Domain V - Strategic Operations	Chapter 12: Restructuring Time Chapter 13: Fiscal Accounting, Budgeting, and Building Management Chapter 14: Technology Applications for School Management Chapter 15: Marketing the Schools	TAPR Report & 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.

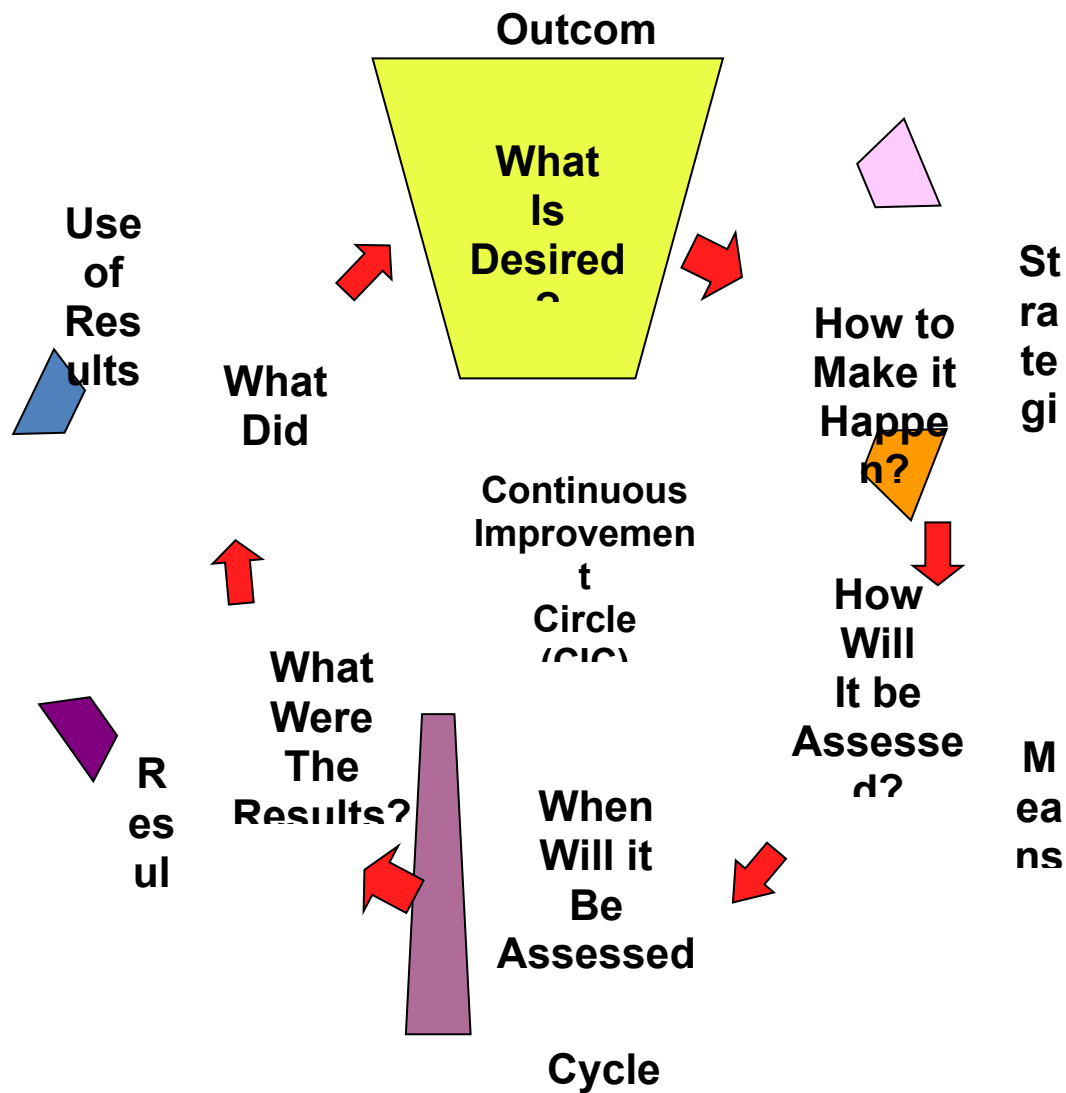
Note: DB indicates a Discussion assignment

REVISED AUGUST 2023

Quality Without Compromise

Closing the Loop

The Six Question Model at Prairie View A&M



THE SIX-QUESTION MODEL

**Quality Without
Compromise**

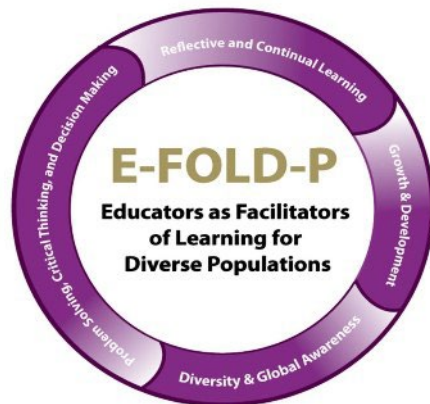
Closing the Loop



**PRAIRIE VIEW
A&M UNIVERSITY**

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.



Course Procedures and/or Additional Instructor Policies

Learner Expectations

All students in the graduate program are expected to be respectful, positive, diligent, responsible, and produce quality work by investing graduate-level effort.

Professor Expectations and Communication

My goal is to assist each of you in meeting your professional goals for the semester. Feedback and/or grades will be provided within approximately one week on most assignments. Some assignments may take longer to grade. Check announcements often for updated information.

Two-way communication is of utmost importance. Early and honest proactive communication from you is vital in ensuring your access to full support and successful mastery of student learning objectives for this course. Promptly and consistently communicate with me at all times but especially when you encounter unforeseen personal life/work challenges (s), obstacle(s), or crisis situation(s) that may interfere with your course experience or ability to fully engage in assignments/discussions, or on-time completion of all assignments. Communicate early before the due date, to allow me the necessary time to process proactive adjustment(s) and/or additional intervention (s) to support your success.

I will be available during office hours for schedule 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 discussions between peers and the professor during Q and As. My office hours are posted on page one in the Syllabus. Email (jltaylor@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 will do my part to ensure that together we grow, stretch, and learn.

Late Assignments

This is an **five-weeks** course, fast-paced summer course. You will greatly benefit from being punctual in submitting your assignments. It is essential that you adhere to deadlines, actively participate in class, and complete assignments in a timely manner and with due diligence. It is your responsibility to ensure that the professor receives your documents on time. All assignments will be turned into Canvas/eCourses 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.

Attendance/Absences

An absence is defined as a student who is not present/logged in or completing and/or submitting the assignments by the due date or not attending designated virtual class meetings. Please keep the professor informed of any emergency circumstances ***before*** an absence occurs.

APA Style

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. Where applicable, a reference page, consistent with APA style rules, should be included. All written assignments must reflect both scholarly and graduate-level quality.

APA Resources

Direct from the source! This is the American Psychological Association's website on APA style. Although it does not cover every aspect of the manual, it is a good place to start, if you have questions.
<https://apastyle.apa.org/>

This is a comprehensive, detailed examination of APA style, 7th edition, from formatting a paper to citations and references.

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_change_s_7th_edition.html

Naming Files

Please name the file using your last name, your first name, and the name of the assignment, separated with underscores. For example:

Lastname_Firstname_Position Paper

Lastname_Firstname_Case Study 1

etc. This will expedite grading!

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, ensure you use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. **Please do not submit assignments in zip files.**

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Student Support and Success Services

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. Website: <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 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 PantherTracks. Advisors with Academic Advising Services are

available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. 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, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/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: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

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; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

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 Alerts help 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 PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/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 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; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a 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: www.pvamu.edu/testing

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; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

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

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

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: <https://www.pvamu.edu/studentengagement/>

Career Services

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

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.

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 inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated.

An individual engaging in such disruptive behavior may be subject to disciplinary action. 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 at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, 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 conditions, 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.

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.

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.

Technology Requirements/Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox
- Smartphone, Google Chrome books and Android tablets may not be supported. iPads are the only tablets supported.

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

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving 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

Netiquette (online etiquette):

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

Video Conferencing Etiquette

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

Technical Support

Students should go to the [Password Reset Tool](#) 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 issues not directly related to eCourses should be

directed to the Center for Information Technology Excellence (CITE) at 936-261-2525.

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

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 coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **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.) are recommended in 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 challenging to maintain reliably.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to 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 is too 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.

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.