

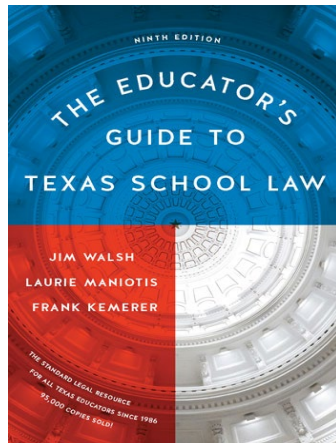
**ADMN 5302: Public School Law
Spring 2024
Whitlowe R. Green College of Education
Department of Educational Leadership & Counseling**

Instructor: Dr. LaTracy Harris
Section # and CRN: ADMN5302Z05-2420-25340
Office Location: Virtual
Office Phone:
Email Address: lvharris@pvamu.edu
Office Hours: Mondays; 7:00-8:00 p.m..
Mode of Instruction: Internet; Online; eCourses via Canvas

Course Location: Canvas
Dates of Semester & Class Days & Times: January 16 - March 7, 2024
Class will meet on designated dates via Zoom; 7:00 - 8:00 p.m.
(See Course Schedule in Syllabus for dates of Zoom class meetings)
Catalog Description: An examination and study of legal principles as they apply to public education (Credit 3 semester hours).

Prerequisites: Admission to Graduate School
Co-requisites: N/A

Required Texts:



Kemerer, J., Walsh, F., & Maniotis, L. (2022). *The educator's guide to Texas school law* (10th ed.). Austin, TX: University of Texas Press.
ISBN-13: 978-1477324714 or ISBN-10: 1477324712

Suggested Resources: American Psychological Association (2020). *Publication manual of the*

American Psychological Association (7th ed).<https://doi.org/10.1037/0000165-000>
 ISBN 978-1-4338-3215-4 (Hardcover)
 ISBN 978-1-4338-3216-1(Paperback)
 ISBN 978-1-4338-3217-8 (Spiral)

Wilmore, E. (2013). *Passing the Principal TExES Exam: Keyes to Certification & School Leadership*. Thousand Oaks, Ca.: Corwin Press, Inc. 2nd Edition ISBN: 978-0-7619-3986-3

Course Learning Objectives:

Texas Administrative Code; Title 19 - Education; Part 7 - State Board of Educator Certification, Chapter 241 - Principal Certificate; Subchapter A - Principal as Instructional Leader Certificate and Endorsement; §241.15 - Standards Required for the Principal as Instructional Leader Certificate

1. To prepare principal candidates with the knowledge required to operate within a legal contextual framework.
2. To prepare candidates with the knowledge required to model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
3. To prepare candidates to provide equity-centered leadership by advocating for all children and ensuring effective educators, programs, and services.
4. To prepare candidates with the knowledge required to implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of the Educators' Code of Ethics and Standard Practices for Texas Educators.

Student Learning Outcomes (SLO):

Accrediting Body: (NCATE) **Standards Met:** (ELCC Standards 3.0, 5.0, & 6.0) (ISLLC Standards 3.0, 5.0, & 6.0)

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Demonstrate and apply knowledge of the American and Texas legal systems and the impact on schools including US and Texas constitutional provisions, statutory enactments, administrative regulations, and court decisions (3.0).		
2	Demonstrate and apply technological innovation in the development of legal issue course components that influence the policy process in schools (3.0).		
3	Demonstrate and apply knowledge of the legal framework governing education and the federal, state and local levels including the structure and function of courts, legislative bodies, administrative agencies and local school boards in the process of formulating policy relative to all school operations and programs (3.0).		

4	Demonstrate an ability to make decisions based upon ethical and legal principles (5.0).		
5	Demonstrate and ability to implement policies and procedures that encourage all campus personnel to comply with the Code of Ethics and Standard Practices for Texas Educators (5.0).		
6	Demonstrate and apply knowledge about the Texas Education Code and the Texas Administrative Code (5.0).		
7	Demonstrate and apply legal, ethical, social, historical and political issues in the process of formulating policy, rules, regulations and procedures (6.0).		
8	Demonstrate and apply knowledge about state, federal, and local legal provisions to school legal problems (6.0).		
9	Demonstrate and apply knowledge about how the legal and political systems and the institutional framework of schools shape a school and community (6.0).		
10	Demonstrate an ability to research a legal problem and apply this knowledge to solving school legal problems (6.0).		

(ELCC and ISLLC Standards are the same.)

State Board of Educator Standards and Competencies (TAC §241.15)

Standard 1 Competency 003

1. (Comp 3)(b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) model and promote the continuous and appropriate development of all learners in the campus community;
- (4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
- (5) articulate the importance of education in a free democratic society.

Standard 6 Competency 004

6. (Comp 4)(g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

- (1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;
- (2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;
- (3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and

(5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.

Standard 5 Competencies 008 & 009

5. (Comps 8 & 9) (f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(2) gather and organize information from a variety of sources for use in creative and effective campus decision making;

(3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(4) develop, implement, and evaluate change processes for organizational effectiveness;

(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;

(8) collaboratively plan and effectively manage the campus budget;

(9) use technology to enhance school management; and

(10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

Major Course Requirements

Final Course Grade Determination

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

Course Grade Requirement	Weighted Value	Total Percentage
1) Discussion Questions & Participation	3 @ 5% each	15%
2) Court Case Summaries	2 @ 10% each	20%
3) Short Paper	1 @ 15%	15%
4) Cooperative Learning Group (CLG) Chapter Assignment	1 @ 25%	25%
5) Final Project/Research Paper	1 @ 25%	25%
Total	100%	100%

Grading Criteria and Conversion:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60 – 69%

F = <60%

Detailed Description of Major Assignments/Learning Activities:

Assignment Title or Grade Requirement

Description

Discussions

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 7 - 10 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. (*SLO 1, 3, 4, 5*)

Court Case Summaries

Two (2) **one-page** court case summaries are required. Court cases will be assigned by the end of the first week of class. Check Canvas Announcements for your assigned court case. Court cases may be researched in Westlaw and LexisNexis databases. Be prepared to present your court case in a five-minute presentation in a class session. Also, be sure to include the citation. The court case summary must adhere to APA style rules. A sample court case summary and the grading rubric can be found in the Grading Rubrics Module. (*SLO 1, 3, 4, 5, 6, 9, 10*)

Short Paper

One (1) short paper is required. The short paper should include answers to the four (4) questions listed. The paper should be a **minimum/maximum of two pages**, not including the title page and reference page, and adhere to APA, 7th edition style rules. (*SLO 1, 2, 3, 7, 8, 9*)

View video in Canvas. Research and read in the LexisNexis and/or the Westlaw databases about the landmark case *Brown v. Board* (1954) as it related to equal access for ALL children (facilities, resources, course offerings, transportation, etc.) Although the male plaintiff, Brown, was from Topeka, Kansas, the case challenged state statutes in Kansas, South Carolina, Virginia, and Delaware when Black children attempted to enroll in schools that were historically White schools.

1. Summarize *Brown v. Board of Education* (1954), which is also known as *Brown I*. What was the ruling of the U.S. Supreme Court? What were the challenges associated with implementing *Brown I*?
2. Summarize *Brown II*. How did *Brown II* address the challenges of implementing *Brown I*? Was *Brown II* successful where *Brown I* was not

successful in the desegregation of public schools? Briefly describe three court cases that contributed to Supreme Court's decision.

3. Define De jure segregation. Define De facto segregation. How were transportation/bussing, free transfers, freedom of choice, and faculty desegregation handled during the desegregation of public schools?

4. In your opinion, how are public schools impacted today by the *Brown* decision?

Cooperative Learning Group Chapter Assignment

The Cooperative Learning Group (CLG) Chapter Assignment is designed to provide your group with a summary of the laws in Texas that pertain to key educational issues. Cooperative Learning Group assignments will be made during the second week of class. (SLO 1, 3,7, 6)

Chapter PowerPoint Presentation

1. You will be assigned to work with a Cooperative Learning Group of 3 or 4 members.
2. Your group will be assigned a chapter from the textbook, *The Educator's Guide to Texas School Law*.
3. Based on the assigned topic, your group is required to submit a PowerPoint presentation with a **minimum of 20 slides** (not including the title slide or reference page slide) and include the following:
 - ✓ **Five (5) court cases** not found in (but related to the assigned chapter)
 - ✓ Define the term "Landmark Cases" as it pertains to the chapter(s) and include a list of those landmark cases.
 - ✓ Facilitation Questions - The last slide with include facilitation discussion questions. Each team member will **present** one thought-provoking question/scenario, for a total of three or four for the team, to facilitate class-wide discussion on your topic/study among classmates. In the slide note section, disclose which team member contributed which question/scenario, and briefly state your rationale.
 - ✓ Only one member of the group should submit the PPT presentation and list all last names in the group using the naming convention: Last Name_ Last Name_ Last Name_ CLG Chapter PPT

Instructions: PowerPoint (ppt) Slides and APA Style

Only MS ppt files (pptx) are accepted. Do not use Google, Mac, or any other type of files. Other software does not have the feedback capabilities to provide you with in-line feedback.

PowerPoint slides are specifically used for this assignment to encourage succinct, concise expression and discussion of target content. Appropriate APA Style grammar and mechanics, punctuation, clarity, ethical academic integrity citations/references, student title cover pages[slides], any visual reporting (i.e., images, charts, graphs, etc.) and organization rules are required and must be followed. Quality of Communication, not quantity, is an integral part of the competency components.

Follow the rules for creating readable, clear, consistent PowerPoint slides with no content under **18** point font size including slide notes. The formatting rules for PowerPoint presentations will on rare occasion differ from some rules for an APA

paper; however, all APA rules for title pages, level headings, tables, paraphrasing, quotations, citations, reference listing, reduction of bias, and grammar/mechanics guidelines must be fully adhered to.

Final Product/Research Paper

The paper should be written in APA format and consist of **five pages minimum/maximum**, not including title page and references. (*SLO1, 2, 4, 6, 7, 8, 9, 10*)

Instructions: Choose a topic. Provide background about the issue, describing why it was controversial or important. Discuss the major court cases connected with the issue, as well as any important legislation related to it. Review your own district's policies on the issue. Finally, tell us where we stand now with regards to this issue and what school administrators need to know about or pay attention to connected with this issue. In summary, the paper will include the following information:

- ✓ Background/Importance
- ✓ Major cases/laws (3 - 5)
- ✓ Your district's policies on the issue
- ✓ Where we stand now
- ✓ Ramifications for school administrators
- ✓ References
- ✓

Sample Topics:

- Monetary assistance from tax dollars to non- public schools or to parents of private school students
- Student freedom of speech—school newspapers
- Drug testing of staff or students
- Policies for use of social media by students and staff
- School admission issues concerning immunization
- Educational rights of homeless students
- Bullying policies
- Sexual harassment of staff or students
- FERPA
- Due process rights of staff
- Staff freedom of speech
- Control of public school curriculum and educational materials
- Equity in public school funding
- Searches of students, their lockers or their property
- Prayer at graduation
- Use of school facilities by groups outside of the school day
- Process, procedures and rules when students apply to be admitted to your public school district

****If you have another topic that you wish to research, email the professor with a request describing the topic.

Tentative Course Schedule

Learning Module & Week	Instructional Focus	Readings and Major Assignments
1 Week of Jan. 16 - 21	Review Syllabus Court Cases Summaries Assigned Sign up for Research Paper topic	LM: 1 Review Syllabus ✓ Complete Introduction Discussion ✓ Complete Pre-test by 1/23/24 ✓ Complete Discussion Sign Up for Court Case Summaries (2) Due 1/25/23
2 Week of Jan. 22- 28	Assign Cooperative Groups & Chapter(s) Overview of Education Law Student Attendance & the Instructional Program	LM:2 Text: Chapters 1 & 2 ✓ Complete Discussion Sign Up for Final Product/Research Paper Topic by 1/25/24 ✓ Discussion #1 Due 1/26/24& ✓ Court Case Summary #1- Due 1/28/24 Zoom Class Meeting - 1/25/23 @ 7:00 p.m.
3 Week of Jan. 29 - Feb. 4	Special Education Employment Law	Text: Chapter 3 & 4 View Video: IDEA Act Discussion #2 Due 2/2/24 & Court Case Summary #2 - Due 2/4/23
4 Week of Feb. 5 - 11	Personnel Issues Expression and Associational Rights	LM: 4 Text: Chapters 5 & 6 Cooperative Learning Group Chapter PPT Assignment - Due 2/11/23
5 Week of Feb. 12 - 18	School Religion Student Discipline	Text: Chapters 7 & 8 Zoom Class Meeting on 2/15/24 @ 7:00 p.m. View Video: Freedom of Religion in Schools View Video: Brown v. Board of Education (1954) Discussion #3 Due 2/16/24

6 Week of Feb. 19 - 25	Privacy Issues Legal Liability	LM: 6 Text: Chapters 9 & 10 Short Paper - Due 2/20/24 Begin Final Product/ Research Paper
7 Week of Feb. 26- March 4		Final Product/Research Paper Due 3/4/24

*The instructor reserves the right to make changes to this syllabus during the semester.
Students should check Canvas Announcements on a regular basis for updated information.*



Professional Organizations and Journals
American Association for School Administrators

Education Law Association
National Association of Elementary School Principals
National Association of Secondary School Principals
Phi Delta Kappa
Texas Elementary Principals and Supervisors Association
Texas Association of Secondary School Principals
American Journal of Education
American School Board Journal
Education Administration Abstracts
Education Administration Quarterly
Education Week
Educational Leadership
NASSP Bulletin
National FORUM Journals (www.nationalforum.com)
Phi Delta Kappan
TASSP News Highlights
TEPSA Journal
Texas Study
Theory Into Practice
Today's Education
West Education Reporter

References

American Association for School Administrators (<http://www.aasa.org/aboutcontent.cfm?ItemNumber=21>)
American Psychological Association (2009). Publication manual of the APA (6th ed.). Washington DC: Au
Educational Leadership Constituents Council (ELCC) Standards
(http://www.npbea.org/ELCCStandards%20_5-02.pdf)
Interstate School Leaders Licensure Consortium (ISLLC) Standards
(www.ccsso.org/projects/education_leadership_initiatives/ISLLC_standards/)
Journals of Law and Education
LexisNexis Database
National Council for the Accreditation of Teacher Education (NCATE) (www.ncate.org/public/standards)
Westlaw Database

Course Procedures or Additional Instructor Policies

Student Expectations

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

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

Professor Expectations 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.

Two-way communication is of utmost importance. 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 phtyler@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.

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.

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.

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.

Texas Code of Ethics

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

Principal Certification Test Information

General information in a PDF pertaining to the TExES Principal (268) Exam and the 368 Performance Assessment for School Leaders (PASL) can be accessed by copying and pasting the following link into your address bar. Google Chrome web browser may work best.

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

TEXAS BOARD OF EDUCATOR ETHICS

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

- a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward candidates, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.
- b) Enforceable Standards.
- (1) Professional Ethical Conduct, Practices and Performance.
- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

- (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
 - (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
 - (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from candidates, parents of candidates, or other persons or organizations in recognition or appreciation of service.
 - (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
 - (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
 - (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
 - (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of candidates.
 - (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
 - (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
 - (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
 - (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when candidates are present.
- (2) Ethical Conduct toward Professional Colleagues.
- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
 - (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

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

REVISED 1-2-23

I certify that I have read the Syllabus and Texas Code of Educator Ethics during this course.

Name of Student: _____

Signature of Student: _____

Date: _____ **TEA ID:** _____