



# SYLLABUS

**Whitlowe R. Green College of Education  
ADMN 5316 - Research, Evaluation and Data Analysis in Schools  
Spring Semester 2024**

<b>Instructor:</b>	Madu Ireh, Ph.D.
<b>Section # and CRN:</b>	ADMN5316 Z01; CRN 24681
<b>Office Location:</b>	via Zoom in eCourses
<b>Office Phone:</b>	936-261-3565
<b>Email Address:</b>	maireh@pvamu.edu
<b>Office Hours:</b>	10:00 - 11:30 M & W; 3:00 – 5:00 PM T, TR & F; or by appointment.
<b>Mode of Instruction:</b>	<b>Online; Asynchronous</b>
<b>Course Location:</b>	Online; eCourses via Canvas
<b>Class Days &amp; Times:</b>	March 19 - May 7, 2024 (2 <sup>nd</sup> eight weeks)
<b>Catalog Description:</b>	This course is designed to introduce graduate students in education to action research as a method of inquiry to address problems and inform research-based best practices in educational settings. Topics include peer-reviewed literature critiques, ethical issues in research, construction and evaluation of measurement tools, critical analysis of research methods, use and interpretation of numerical data and analysis, and synthesis of qualitative data.
<b>Prerequisites:</b>	<b>None</b>
<b>Co-requisites:</b>	<b>None</b>
<b>Required Text:</b>	Mills, G.E., & Jordan, A. W. (2022). <i>Educational research: Competencies for analysis and applications</i> , <b>Enhanced Pearson eText – Access Card, 13<sup>th</sup>. Ed.</b> ISBN: 9780133972078, 0133972070 Available at: <a href="http://www.mypearsonstore.com/bookstore/educational-research-competencies-for-analysis-and-9780133972085?xid=PSED">http://www.mypearsonstore.com/bookstore/educational-research-competencies-for-analysis-and-9780133972085?xid=PSED</a>

**Supplemental Text(s):** Bambrick-Santoyo, P. (2018). *Leverage leadership 2.0: A practical guide to building exceptional schools*, Jossey-Bass.  
ISBN-10: 9781119496595; ISBN-13:978-1119496595

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.

This course is designed to provide aspiring instructional leaders with real-world, authentic, scaffolded, experiential, and relevant learning opportunities that align with the role of campus principal by applying various components of the action research process. Learning experiences will focus on improving instruction and student learning outcomes through an applied lens of equity and include reviewing current literature on an educational topic of interest, conducting root cause and data analysis, and creating and using measurement tools.

### **Course Overview:**

### **Course Objectives:**

1. Students will engage in scaffolded opportunities to complete real-world, authentic, and experiential learning tasks throughout the course. The learning tasks are aligned to the 368 Performance Assessment for School Leaders (PASL) Exam <https://www.ets.org/pasl.html>, the Effective Schools [Framework](#), and the Texas Principal as Instructional Leader Certificate Standards.
2. Students will demonstrate the ability to collaborate with the campus principal and other colleagues to: (a) identify a campus-specific problem or challenge related to student achievement, (b) conduct research, (c) analyze data, (d) identify the root cause(s), and (e) develop a plan to address the problem or challenge through an applied lens of equity.

### **Texas Principal as Instructional Leader Standards:**

Course Learning Objectives are aligned to the following Principal Standards: Texas Administrative Code; Title 19 - Education; Part 7 - State Board of Educator Certificate; Subchapter A - Principal as Instructional Leader Certificate and Endorsement: 241.15 - Standards Required for Principal as Instructional Leader Certificate

### **(c) Leading Learning. The principal:**

- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;

- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs, including the needs of students with disabilities;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

**(e) Executive Leadership. The principal:**

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

**(g) Ethics, Equity, and Diversity. The principal:**

- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs, including instructional and curricular supports for students with disabilities;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and

(10) treats all members of the community with respect and develops strong, positive relationships with them to create an inclusive school environment.

**Source Note:** The provisions of this §241.15 adopted to be effective December 23, 2018, 43 TexReg 8114; amended to be effective December 29, 2022, 47 TexReg 8666

**Student Learning Outcomes:**

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Student Learning Outcome # Alignment</b>
	<b>Objective 1:</b> Learning how to find, evaluate, and use resources to explore a topic in depth.	
<b>1</b>	Use library resources to find relevant, current, empirical or peer-reviewed literature.	SLO 1.1
<b>2</b>	Conduct a review of literature on an education-related topic and compare relevant opposing and supporting empirical and/or peer reviewed literature.	SLO 1.2
<b>3</b>	Demonstrate professional scholarly writing that is clear and well-articulated using appropriate APA Style scholarly communication.	SLO 1.3
<b>4</b>	Demonstrate academic integrity by appropriately citing sources by applying APA Style scholarly writing guidelines.	SLO1. 4
	<b>Objective 2:</b> Learning to apply course material and use resources (to improve thinking, problem solving, and decisions) that support action research.	
<b>1</b>	Examine data and develop a problem statement with evidence from scholarly literature.	SLO 2.1
<b>2</b>	Examine data and apply root cause analysis techniques to improve problem solving and student learning outcomes.	SLO 2.2

3	Formulate evidence-based recommendations and utilize research-based best practices to improve education effectiveness and outcomes.	SLO 2.3
4	Use library resources to develop an instrument that measures perceptions about a specific topic.	SLO 2.4
5	Learn in collaboration with others.	SLO 2.5

**TEA Principal as Instructional Leader Pillars: Domains and Competencies and Aligned KSMs**

<b>DOMAINS AND COMPETENCIES</b>	<b>KNOWLEDGE, SKILLS, AND MINDSETS (KSMs)</b>
<p><b><i>DOMAIN II—LEADING LEARNING</i></b> <i>(Instructional Leadership/Teaching and Learning)</i></p> <p>Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction (Descriptive Statements A, B, C, and D)</p> <p>Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement. (Descriptive Statements C, D, and E)</p> <p><b><i>DOMAIN IV—EXECUTIVE LEADERSHIP</i></b> <i>(Communication and Organizational Management)</i></p> <p>Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change</p>	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Construct assessment questions</li> <li>• Develop rigorous end-of-course summative assessments and aligned formative assessments</li> <li>• Use of daily formative assessments</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Break down standards into component parts</li> <li>• Identify the rigorous end-of-course assessment</li> <li>• Align questions on rigorous end-of-course assessment to standards</li> <li>• Break down rigorous assessment questions to include requisite skills, vocabulary, and other non-content specific skills</li> <li>• Incorporate formative questions into daily lesson plans and other formative assessments</li> <li>• Data collection tools and analysis</li> <li>• Implement consistent systems for the collection of student achievement data</li> </ul> <p><b>MINDSETS</b></p> <ul style="list-style-type: none"> <li>• Use rubrics containing a progressive continuum of performance expectations that better supports teacher reflection and development is best practice</li> </ul>

<p>management (Descriptive Statements C and E).</p> <p><b>DOMAIN VI – Ethics, Equity, and Diversity</b></p> <p>Competency 011: The entry-level principal know how to provide ethical leadership by advocating for children and ensuring student access to effective educators programs and services.(Descriptive Statements D, E, F, G).</p>	<ul style="list-style-type: none"> <li>• Use data to drive instruction and identify gaps in performance</li> <li>• Provide students with feedback and practice until they demonstrate mastery of the skill entirely on their own</li> </ul>
--	---

### Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement		Value	Total
1)	Literature Review PPT	15%	
2)	Certificate of Completion - Academic On-line Library Course	5%	
3)	Creating a Survey	15%	
4)	Root Cause Analysis Meeting Video	15%	
5)	Capstone	26%	
6)	Discussion Reflections (3 @ 8% each)	24%	
<b>Total:</b>		<b>100%</b>	

### Grading Criteria and Conversion:

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

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

**General Description of Major Assignments:**

<b>Assignment Title or Grade Requirement</b>	<b>Description</b>
<b>Literature Review</b>	<p><b>Each student will:</b></p> <ol style="list-style-type: none"> <li>1. Access and review his/her school's TAPR Report and Campus Improvement Plan for the past three years, and in collaboration with their principal, the student will identify one instructional/academic area in need of improvement.</li> <li>2. Students will research a minimum of <b>four (4)</b> peer-reviewed journal articles on the topic. Students will develop a PPT Presentation and follow the PPT Slide Structure Template provided, adhere to all APA, 7th edition guidelines, and include a title page and APA- formatted reference page. Submit the assignment in eCourses.</li> <li>3. Write a reflection to include the following: (1) What did I learn from this experience?; and (2) How can research about this topic be applied in current or future leadership roles? (SLO 1.1, 1.2, 1.3, 1.4)</li> </ol>
<b>Root Cause Analysis</b>	<p><b>Each student will:</b></p> <ol style="list-style-type: none"> <li>1. Develop a <b>problem statement</b> for the identified instructional/academic area in need of improvement and as researched in the literature review assignment.</li> <li>2. Assemble a campus team of 4-5 people (excluding the principal candidate). <i>(The team may consist of a grade level or subject area team. The team will analyze student performance data found in the most recent three years of TAPR Reports).</i></li> </ol>

	<p>3. Conduct a root cause analysis with a campus team using the 5 Why's process.</p> <p>4. <b>Videotape</b> him or herself leading the root cause analysis meeting and submit the videotape as an <b>artifact or evidence</b> in eCourses.</p> <p>5. Write a reflection to include the following:  (a) What did I learn from this experience?; (b) How can this process be applied in current or future leadership roles?; and (c) How can this experience benefit instructional leaders and also ensure equitable outcomes for your students? (SLO 2. 1, 2.2, 2.3)</p>
<b>Creating a Survey</b>	<p><b>Each student will work with the root cause analysis team to:</b></p> <p>1. Develop a survey as part of a campus Needs Assessment about the instructional problem identified in the literature review and in the root cause analysis meeting.</p> <p>2. Develop an 8 - 12 item (questions) survey. Demographic questions about the survey participants are <i>not</i> to be counted as survey items (questions); however, the survey should include some demographic questions (i.e., position held, gender, age category, etc.). Each student will create 4 - 6 quantitative items and 4 - 6 qualitative items to the survey.</p> <p>3. Write and submit a reflection in Discussion and include the following: (1) What did I learn from this experience?; (2) How can this process be applied in current or future leadership roles?; (3) How can this experience benefit instructional leaders?; and (4) How did your campus team work together? (SLO 2. 4, 2.5)</p>
<b>Capstone</b>	<p><b>Each student will complete the Capstone assignment.</b> The capstone assignment aligns with PASL Task 2 - <i>Supporting Continuous Professional Development</i>. “In this task, you will demonstrate your skills in establishing and supporting effective and continuous professional development with your assigned staff for the purpose of improved instruction and student learning” through an applied lens of equity. Submit the assignment in eCourses.</p> <p><b>Instructions:</b> Each student will design a comprehensive Professional Development Plan based on the instructional area in need of improvement identified for his or her campus. The Professional Development Plan will consist of the following five (5) steps:</p>



	<ul style="list-style-type: none"> <li>• Step 1: Design a Building-level Professional Development Plan based on your literature view and data analysis.</li> <li>• Step 2: Describe how the Professional Development Plan would be implemented.</li> <li>• Step 3: Describe how you would select three participants to survey and analyze their responses to determine effectiveness of the Professional Development Plan.</li> <li>• Step 4: Reflect on the Building-level Professional Development Plan. Describe the outcomes you could anticipate for teachers with the implementation of this comprehensive professional development plan.</li> </ul> <p>Step 5: As an equity-focused instructional leader/principal, how would you implement these recommendations to ensure successful and equitable learning outcomes for all students in your school? Describe 2-3 strategies. (SLO 1.1, 2.1, 2.3)</p>
<b>Discussions (3)</b>	<p><b>Each student</b> will write a one-page reflection for a total of three discussion assignments on each of the following: (1) conducting a review of peer-reviewed literature, (2) conducting a root cause analysis, and (3) creating a survey. The discussions should be posted in Discussion. (SLO 1.1., 1.2, 2.1, 2.2, 2.3, 2.4)</p>

**Discussions: Instructions**

Excluding the "Getting to Know You" discussion assignment, each student will complete **three (3)** discussion reflection assignments for a grade. **Discussion questions** provide you with an opportunity to have scholarly discussions with your peers. Responses should demonstrate a thorough and thoughtful understanding of the topic(s) being discussed. Discussion questions will be based on the text, student's learning experiences, and/or supplemental readings listed in the Syllabus. **After submitting your initial post, please respond to two peers by the due date.**

**a. Initial Post** - Discussion Reflection using the Reflection Template provided. The initial post and/or response to the question must be posted by **Wednesday** of the week of the discussion assignment in order to give your peers ample time to respond.

b. **Response** - Students must then provide a substantive response to **two peers** with a minimum of *five (5) detailed lines* in each response. Cursory thoughts (i.e., "good idea," "thanks for sharing", etc.) are not considered substantive. You must respond to the posts of two other peers not later than **Sunday**. Also include any thought-provoking questions and real-world connections with the readings and/or your personal experiences.

c. **Grading** - Both the initial post and response are graded for depth of information, rigor, and application of the material studied.

Discussion questions will be graded holistically by the professor as follows:

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

### **Discussion Questions:**

**Discussion - "Getting to Know You"** - This discussion is an opportunity for you to introduce yourself and meet other classmates. **Post and reply to at least two classmates.**

**Discussion Reflection #1 - "Reviewing the Literature"** - Complete a minimum one page reflection. **Type directly in the textbox. Do not** post a Word document. Answer each of the following questions: (1) What did I learn from this experience? and (2) How can research about this topic be applied in current or future leadership roles? **You must respond to the initial post of two peers.**

**Discussion Reflection #2 - "Conducting a Root Cause Analysis"** - Complete a one-page minimum reflection. **Type directly in the textbox. Do not** post a Word document. Answer each of the following questions: (1) What did I learn from this experience?; (2) How can this process be applied in current or future leadership roles?; and (3) How can this experience benefit instructional leaders? **You must respond to the initial post of two peers.**

**Discussion Reflection #3 - "Creating a Survey"** - Complete a minimum one-page minimum reflection. **Type directly in the textbox. Do not** post a Word document. Answer each of the following questions: (1) What did I learn from this experience?; (2) How can this process be applied in current or future leadership roles?; (3) How can this experience benefit instructional leaders?; and (4) How did your team work together? **You must respond to the initial post of two peers.**

## Tentative Course Schedule

Module/ Week	Learning Module Resources, Assignments, and Due Dates
<p>1 3/21 - 3/26/23</p>	<p><b>Read/review the resources in this learning module.</b>            Post your self-introduction in the “getting to know you” discussion - <b>Due Date - 3/24/23 (Fri)</b>            Respond to two classmates in the “getting to know you” discussion - <b>Due Date - 3/24/23 (Fri)</b>            Read and reflect on the AERA Code of Ethics.  <b>Review the course Syllabus and other resources in the Resources Module.</b>            Sign-up on line at John B. Coleman Library &amp; complete the <b>Academic Library Online Course</b> (one-hour ). <b>Submit certificate of completion for Academic Library Online Course. Due Date - 4/2/23 (Sun)</b>  <b>Go to the TEA Website to access the most recent three years of TAPR data for your campus.</b>  <a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html</a></p>
<p>2 3/27 - 4/2/23</p>	<p><b>Read/review the resources in this learning module.</b>  <b>Read Chapters in Required Text and/or Supplemental Text</b>            View the resources on APA style (located in Resources Module in eCourses)</p>
<p>3 4/3 - 4/9/23</p>	<p><b>Read/review the resources in this learning module.</b>  <b>Read Chapters in Required Text and/or Supplemental Text</b>            Find 4 peer-reviewed journal articles related to your academic area of focus.            View the video on analyzing a journal article and apply the information to your article.            Read the resource on quoting, paraphrasing, and summarizing, and practice summarizing your article’s content without quoting.            Take notes on the journal article section and create a reference for each of the four articles you have chosen for the literature review.            Using the Slide Structure, complete article summary according to detailed instructions for the PPT.  <b>Submit your Literature Review PPT - Due Date - 4/9/23 (Sun)</b></p>
<p>4 4/10 - 4/16/23</p>	<p><b>Discussion Reflection #1 - "Conducting a Literature Review " – Initial Post Due 4/12/23 (Wed); Peer Response Due Date - 4/14/23 (Fri)</b>  <b>Read/review the resources in this learning module on root cause analysis techniques.</b>  <b>Assemble your committee/team for the root cause analysis meeting.</b>  <b>Read Chapters in Required Text and/or Supplemental Text</b></p>

	<p>Create a spreadsheet for organizing your data in your committee/team meeting. Compile the data in the spreadsheet you created.</p>
<p>5 4/17 - 4/23/23</p>	<p><b>Read/review the resources in this learning module.</b> <b>Read Chapters in Required Text and/or Supplemental Text</b> <b>Submit Video artifact of Root Cause Analysis Meeting - Due Date - 4/23/23 (Sun)</b></p>
<p>6 4/24 - 4/30/23</p>	<p><b>Discussion Reflection #2</b> - "Conducting Root Cause Analysis" - <b>Initial Post Due 4/26/23 (Wed); Peer Response Due Date - 4/28/23 (Fri)</b> Evaluation, Selecting Samples and Measures - Introduction to Survey Design <b>Read Chapters in Required Text and/or Supplemental Text</b> <b>Read/review the resources in this learning module.</b> Choose your collaborative team of 2-3 class members. View the resources on creating survey questions. Each team member creates two (2) quantitative survey questions and two (2) qualitative survey questions prior to the team meeting.</p>
<p>7 5/1 - 5/7/23</p>	<p><b>Read/review the resources in this learning module.</b> <b>Read Chapters in Required Text and/or Supplemental Text</b> View the resources on analyzing quantitative data. Read the resources on coding qualitative data. <b>***Submit Survey created by your campus team. Due Date 5/5/23 (Fri)</b> <b>Discussion Reflection #3</b> - "Creating a Survey" – <b>Initial Post Due Date - 5/7/23 (Sun); Peer Response Due Date - 5/9/23 (Tues)</b> Begin your Capstone Assignment that is aligned to PASL Task 2 on "Supporting Continuous Professional Development."</p>
<p>8 5/8 - 9/23</p>	<p><b>Submit your Capstone Assignment on PASL Task 2</b> in eCourses on "Supporting Continuous Professional Development" - <b>Due Date - 5/9/23 (Tues)</b> <b>***Each student will complete a questionnaire about your preparation to date in the Educational Administration Program at PVAMU. - Due Date - 5/9/23</b></p>

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

## **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 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 eCourses. All written communication with students will take place in the following ways: announcements posted in eCourses or PVAMU email account. To receive important updates, please check announcements in eCourses 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 (713-259-6540). 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](http://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](mailto: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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://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, 2<sup>nd</sup> 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](mailto:titleixteam@pvamu.edu). More information can be found at [www.pvamu.edu/titleix](http://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](mailto: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](mailto: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 \(Links to an external site.\)](#)

eCourses Frequently Asked

Questions: [https://ecourses.pvamu.edu/pluginfile.php/1679315/mod\\_resource/content/3/FAQ\\_Distance\\_Ed.pdf](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/eCourses 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-reporting** – Students who test positive for COVID-19 are required to report their positive test results within 48 hours using the [PVAMU Self-Reporting Form](#). Proof of off-campus and self-administered home test results must be sent to [covid-19@pvamu.edu](mailto:covid-19@pvamu.edu). Proof for self-administered home test is a picture of the test with a photo ID in the same photo.
- **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](mailto:studentconduct@pvamu.edu).

### *Texas Code of Ethics*

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

## Principal Certification Test Information

General information in a PDF pertaining to the TExES Principal (268) Exam and the 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 3-9-23***

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:** \_\_\_\_\_