ADMN 5300: Theoretical Foundations of EC-12 School Administration

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ZOOM: https://pvpanther.zoom.us/j/98332982119?pwd=dEN0MzZMKzZtaEhqYU5wT1pMK2dNQT09

Course Location: Internet
Class Days & Times: ZOOM-Wednesdays 6:00 p.m.
Catalog Description: This course is a study of educational administration, basic concepts of administrative theory and practice, and the relationship of administrative practice to school organization and control.

Prerequisites: N/A
Co-requisites: N/A


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

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

In order for educators to fulfill the objectives of E-FOLD-P, PVAMU has adopted a six-question model that assists in closing the loop as we attain quality without compromise.
Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The general contributions, basic processes, theories, models, and emerging developments of school administration;</td>
<td>( X )</td>
</tr>
<tr>
<td>2 The roles, functions, and responsibilities of an educational administrator (including techniques, methods and applications);</td>
<td>( X )</td>
</tr>
<tr>
<td>3 Alternatives to public school education and special agencies that influence public education;</td>
<td>( X )</td>
</tr>
<tr>
<td>4 Practical dimensions education and the operational challenges associated with the delivery of the educational programs and services;</td>
<td>( X )</td>
</tr>
<tr>
<td>5 Current issues and challenges that face public schools and public school administrators.</td>
<td>( X )</td>
</tr>
</tbody>
</table>

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

**DOMAIN I — SCHOOL CULTURE (School and Community Leadership)**

**Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

- **A.** *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals*

- **G.** *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment*

- **H.** *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture*

- **I.** *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students*

**Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.**

- **C.** *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning*

- **D.** *Ensures that parents and other members of the community are an integral part of the campus culture*
DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)

 Competency 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.

 A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

 B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

 C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment

 D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

 Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

 A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction

 B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

 C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement

 D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

**Competency 005: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**

A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

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

A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

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

A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences

B. *Develops and implements strategies for systematically communicating internally and externally

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

C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals

DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans
B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes*

C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning*

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

B. *Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan*

C. *Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)*

D. *Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants*

H. *Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)*

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**DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY**

**Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

C. *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community*

D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn*
E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ZOOM meetings</td>
<td>25%</td>
<td>250 pts.</td>
</tr>
<tr>
<td>2) Case Study Responses</td>
<td>15%</td>
<td>150 pts.</td>
</tr>
<tr>
<td>3) Digital Story</td>
<td>25%</td>
<td>250 pts.</td>
</tr>
<tr>
<td>4) Book Review</td>
<td>15%</td>
<td>150 pts.</td>
</tr>
<tr>
<td>5) Interview</td>
<td>10%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>6) Weekly Activities</td>
<td>10%</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
<td>1000 pts.</td>
</tr>
</tbody>
</table>

Grading Criteria and Conversion:
A = 900-1000 pts. Or 90-100%
B = 800-899 pts. Or 80-89%
C = 700 – 799 pts. Or 70-79%
D = 600-699 pts. Or 60 – 69%
F = Below 600 pts. Or <60%

Detailed Description of Major Assignments:
Assignment Title or Grade Requirement | Description
-------------------------------------|-------------------------------------------------------------
Case Study                           | Case Study Paper

Each student will respond in writing to a portion of the iRead (Grogan). The purpose of this assignment is:

• To provide students with the opportunity to be exposed to a variety of ideas that impact leadership theory and practices, and the role of school leaders in educating students in the 21st century.
• To provide students with the opportunity to integrate and synthesize ideas presented
You will conduct a case study based on your research interests. A minimum of three data collection event per person are required to complete the study and may include face-to-face interview, observation, and journal or document analysis. Each of these steps will be discussed more in detail throughout the semester. However, the purpose of this assignment is to encourage self-sufficiency, professional competence, and scholarly research for each of you. It is expected that this will not simply be a professional paper with me as the sole reader. Instead, each group should plan on writing a paper that will be publishable and intended for a large audience of educators and academics. See - http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1001&context=nursing_faculty_pubs

I expect you to expand your current perspective to include ideas put forth in this class and other texts. While you may not agree or find value on the author’s views on a personal level, you are committed in this class to consider on a professional level that the authors’ views have value and have the ability when incorporated into practice to change educational practice in a way that can have a positive impact for all involved.

There will be a total of three case study analyses due throughout the course. For the three case studies, each student will read the case study in the back chapter of the book and write a thoughtful critique of the case and the questions associated with it and are prepared to discuss in class. The case study should be about 2 pages, 12 pt. font, double-spaced.

Case Studies

Each group will select a current issue regarding education/leadership group to be approved of by the instructor. Students will complete a “digital story” that presents both sides of the issue. Please reference research findings or other scholarly work related to the issue chosen, including historical considerations.

Current Issues Digital Story

As a “digital story,” this project is intended to be a creative and engaging method for students to learn more about an issue that is applicable to underserved students. These stories will be shared in class as group presentations. 20 minutes will be allocated for each group presentation. Digital Stories are intended to be a method for people to convey information and experiences from their own perspective. Creativity and freedom of expression are highly encouraged! Grading will be based on presentation of materials, integration of concepts, identification of cultural strengths from an appreciative stance, coherence of final project, and group participation. More information to come…

Digital Story – Digital Story Telling

Digital storytelling combines video, images, music, and spoken word to tell a story in a short video. This technique allows students to familiarize themselves with technology while also expressing themselves creatively and engaging with the subject of their film. By stepping through the process of coming up with a topic, collecting resources, storyboarding the video, and creating a script, you will be exercising many of the same skills involved in writing a paper, as well as developing their visual literacy skills.

Throughout the duration of this course, you and your partner(s) will be using technology to tell the story of a certain culture in the United States. The length of the final product should be about 3-5 minutes. There will be check-in points for discussion, questions, and improvement. The final product can be uploaded on YouTube or saved on a disc. (Your work may be used as an example for other classes or highlighted on the website.)

Here are some websites to assist you, but there are an abundance of resources
To write the (1000 word) critical review of a book, you need to read the text. To go about this process, consider the following three steps.

**Get to know the book you are reviewing**
Look at the Title, the Table of Contents and any Preface or Introduction. These should give you some idea of the central focus and the coverage of the book and, if the Preface is useful, also the author’s reasons for writing the book. Skim quickly through the whole book, running your eye over opening sentences of paragraphs and glancing at any tables, illustrations or other graphic materials. Read more closely the first chapter, which should tell you the main issues to be discussed and indicate the theoretical or conceptual framework within which the author proposes to work. Read closely the final chapter, which should cover the author’s conclusions and summarize the main reasons why these conclusions have been reached. Now that you are familiar with the text, read the whole text thoroughly to develop a basis on which to critically review it.

**Decide which aspects of the book you wish to discuss in detail in your review**
Do you need to critically evaluate the theoretical approach, the content or case studies, the selection and interpretation of evidence, the range of coverage, and/or the style of presentation? Usually you will discuss the main issues which the author has specifically examined. Sometimes you may choose a particular issue because it has importance for you and the course you are studying, even if it is not the main issue for the author.

**Deepen your understanding of the issues that you will be focusing on**
Now, on the basis of your overall knowledge of the book and your decision about which issues you will discuss, read in closer detail the sections of the book which are relevant to these issues. Make notes of the main points and identify key quotations. If necessary, read other articles or books which are relevant to your topic, possibly to provide supporting evidence or alternative theoretical models or interpretations of data. You may also want to glance at other reviews of the book in recent academic journals in order to get a feel for the way the book has been received within the discipline.

Please adhere as closely as possible to the following template:

- **Objectives:** what does the book set out to do?
- **Theory:** is there an explicit theoretical framework? If not, are there important theoretical assumptions?
- **Concepts:** what are the central concepts? Are they clearly defined?
- **Argument:** what is the central argument? Are there specific hypotheses?
- **Method:** what methods are employed to test these?
- **Evidence:** is evidence provided? How adequate is it?
- **Values:** are value positions clear or are they implicit?
- **Literature:** how does the work fit into the wider literature?
- **Contribution:** how well does the work advance our knowledge of the subject?
- **Style:** how clear is the author’s language/style/expression?
- **Conclusion:** a brief overall assessment.
You will conduct an in-depth interview with an educator involved in school leadership. The purpose of the interview is to find out how the theories studied relate to real world experiences in educational systems. You will turn in the interviewee questions and answers to the questions in addition to your analysis about the interview. (Note: The questions should be created by you and linked to curriculum/leadership theory and your proposed case study based on iRead.)

**Interview**

Each week students will complete an activity related to the chapter in the book. These will be posted in the newsroom and each week. Activity responses posted to the discussion board are expected to be supported by text or other professional material. Discussion posts should follow APA format. The professional references that you have used to support your responses should be cited at the end of your post. Students are expected to complete an activity on a weekly basis. To receive full credit for discussion board postings, students must make one initial post in response to the activity topic and must also critically/constructively respond to two other student commentaries during the topic week only. This is a total of three student posts throughout the week. It is suggested that students pace themselves to actively participate throughout the semester. For APA citation supports try this link: http://citationmachine.net/.

Late assignments will not be accepted. Please plan your time accordingly.

**Course Procedures or Additional Instructor Policies**

**Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Student Expectations: It is important to know that I expect all students in the graduate program to be respectful, positive, diligent and responsible. This will include adhering to deadlines, attending to all necessary classes and assignments in a timely manner and with due diligence. All assignments will be turned into e-courses and will not be accepted my e-mail or late. Please communicate with your fellow colleagues and the professor regarding questions or concerns.

Teacher Expectations: My goal is to assist each of you in meeting your goals for the semester. In doing so, I will communicate with you on a weekly basis and answer any questions (unless otherwise noted) within 24 hours. I will hold each student accountable and will be fair in just in grading practices. I want each of you to be successful and will do my part to ensure that together we grow, stretch, and learn.
## Semester Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 01:</td>
<td></td>
<td>Discuss Syllabus and Assignments</td>
</tr>
<tr>
<td>Week 01:</td>
<td>Chapter 1</td>
<td>Case Study 1 due ACTIVITY 1.4</td>
</tr>
<tr>
<td>Week 02:</td>
<td>Chapter 2</td>
<td>ACTIVITY 2.3</td>
</tr>
<tr>
<td>Week 02:</td>
<td>Chapter 3</td>
<td>Case Study 2 due ACTIVITY 3.2</td>
</tr>
<tr>
<td>Week 03:</td>
<td>Chapter 4</td>
<td>ACTIVITY 4.2</td>
</tr>
<tr>
<td>Week 03:</td>
<td>Chapter 5</td>
<td>Case Study 3 due ACTIVITY 5.2</td>
</tr>
<tr>
<td>Week 04:</td>
<td>Chapter 6</td>
<td>ACTIVITY 6.3</td>
</tr>
<tr>
<td>Week 04:</td>
<td>Chapter 7</td>
<td>ACTIVITY 7.4 Interview Due (Check Activity 8.2)</td>
</tr>
<tr>
<td>Week 05:</td>
<td>Chapter 8</td>
<td>ACTIVITY 8.2</td>
</tr>
<tr>
<td>Week 05:</td>
<td>Chapter 9</td>
<td>ACTIVITY 9.2 Current Issue- Digital Story</td>
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<tr>
<td>Week 06:</td>
<td>Chapter 10</td>
<td>ACTIVITY 10.3</td>
</tr>
<tr>
<td>Week 06:</td>
<td>Chapter 11</td>
<td>ACTIVITY 112 Grogan Case Study Due</td>
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<tr>
<td>Week 07:</td>
<td>Chapter 12 - 13</td>
<td>ACTIVITY 12.2 or 13.3</td>
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<tr>
<td>Week 07:</td>
<td>Fullan Book</td>
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<tr>
<td>Week 08:</td>
<td>Chapter 14</td>
<td>Book Review Due</td>
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<tr>
<td>Week 08:</td>
<td>Course Overview</td>
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Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

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. 323. Phone: 936-261-3563

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

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
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. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.
Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters 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 rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 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

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.

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.
**Technical Support:**
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

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

**COVID-19 Campus Safety Measures** [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.

- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
• **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.
  
  o 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
  
  o 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
  
  o Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](#) for additional information on Conduct Probation and Suspension.

**Personal Illness and Quarantine** - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that 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 St