Instructor: Dr. Janice L. Taylor, Ed.D.
Section # and CRN: Z01, 21339
Office Location: Main Campus; Delco 207
Office Phone: 936.261.3030; 713.854.9531 (mobile)
Email Address: jltaylor@pvamu.edu
Office Hours: Wednesdays; 11:00 - 5:00 p.m.
Mode of Instruction: On-line
Time & Class Meetings: March 22 - May 10, 2022 (8-weeks)
Catalog Description: The analysis and study of theory, practice, and research as they relate and interrelate to effective educational management. This course includes an in-depth study of contemporary research and practice in educational administration.
Co-requisites: All students are required to have email accounts and internet access for this on-line course.
ISBN: 9780078024528
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.
The overarching goal for this course is to analyze and study theory, practice, and research as they relate and interrelate to effective educational management. This course includes an in-depth study of contemporary research and practice in educational administration. Major concepts include the following: latest theory and research on teaching and learning and school culture, an analysis of organizational climate, accountability, academic achievement, and school effectiveness. Each task and assignment in the course is designed to improve your skills and knowledge in educational administration. Each learning module focuses on one or two topics and consists of a series of resources and tasks, culminating in assignments that you submit to your professor for feedback and/or a grade.

### Student Learning Objectives (SLO):
**Upon successful completion of the course, the learners will be able to:**

1. Identify and analyze structure, power and politics, culture, and climate within educational organizations.

2. Research and apply appropriate models, theories, and researched-based practices to address various scenarios as a prospective educational leader.

3. Develop a comprehensive improvement plan to address academic areas in need of improvement.

### Student Learning Outcomes:
**Upon successful completion of the course, the learners will be able to:**

1. Demonstrate an awareness and understanding of the nature of the administration of educational organizations.
2. Apply knowledge of relevant developments in the field, which includes models, theories, and related research.

3. Problem solve, think critically, and make decisions.

4. Demonstrate an awareness of human diversity and knowledge of the importance of effective community and parental involvement.

5. Demonstrate knowledge about the organizational perspectives of the school and the school as a social system.

6. Apply knowledge of the process, science, and innovative dimensions of educational administration.

7. Effectively utilize insight about the organizational culture and climate of schools.

**Instructional Leader Expectations**

The Texas Education Agency Principal as Instructional Leader Pillars: Domains and Competencies with Aligned knowledge, skills and mindsets are what Texas principal candidates should master as practitioners (see TEA website). Other standards such as the Principal as Instructional Leader Certificate Standards, as outlined in the Texas Administrative Code for the State Board of Educator Certification (SBEC) and Professional Standards for Educational Leaders, should also be practiced by aspiring educational leaders and are described below.

**Texas Administrative Code: State Board for Educator Certification - The Principal as Instructional Leader Certificate Standards** have been developed in accordance with Chapter 241 of the Texas Administrative Code. The standards serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30.

**School Culture:** The principal ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals.

**Leading Learning:** The principal invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes.

**Human Capital:** The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

**Executive Leadership:** The principal reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow.

**Strategic Operations:** The principal assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan.

**Ethics, Equity, and Diversity:** The principal implements policies that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics).

**Professional Standards for Educational Leaders; National Policy Board for Educational Administration** (formerly known as ISLLC Standards - Interstate School Leaders Licensure Consortium) - are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being.

**STANDARD 1:** Mission, Value and Core Values - Effective leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student.

**STANDARD 2. Ethics and Professional Norms** - Effective educational leaders act ethically and
according to professional norms to promote each student's academic success and well-being.

**STANDARD 3. Equity and Cultural Responsiveness** - Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

**STANDARD 4. Curriculum, Instruction, and Assessment** - Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

**STANDARD 5. Community of Care and Support for Students** - Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

**STANDARD 6. Professional Capacity of School Personnel** - Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

**STANDARD 7. Professional Community for Teachers and Staff** - Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

**STANDARD 8. Meaningful Engagement of Families and Community** - Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

**STANDARD 9. Operations and Management** - Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

**STANDARD 10. School Improvement** - Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.


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**Final Course Grade Determination**

Final course grade determination will be based on completion and quality of the following assignments that must adhere to the detailed instructions and expectations as outlined in this Syllabus.

<table>
<thead>
<tr>
<th>Major Assignments</th>
<th>Value</th>
<th>Maximum Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Final Product/Final Exam</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>2) Discussions (4)</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>3) Case Studies (3)</td>
<td>30%</td>
<td>100</td>
</tr>
<tr>
<td>4) Mid-term/Position Paper</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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</tr>
</tbody>
</table>

**Final Grading Criteria:**

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

**Detailed Description of Major Assignments:**

<table>
<thead>
<tr>
<th>Assignment Title or Requirement</th>
<th>Description</th>
</tr>
</thead>
</table>
| Mid-term/Position Paper          | The purpose of this assignment is:  
  ✓ To provide students with an opportunity to develop their professional competence and expand their knowledge of scholarly research on a topic  
  ✓ To provide students with the opportunity to be exposed to a variety of theories and concepts that impact educational administration practice  
  ✓ To provide students with the opportunity to integrate and synthesize ideas presented in research in a way that can be applied to the world of professional work  
  ✓ To provide students with the opportunity to consider the views of others, such as authors, researchers, and practitioners, that can be integrated into, change and/or positively impact educational practice  
  ✓ To provide students with the opportunity to present their thoughts in a scholarly and meaningful manner, using APA-style rules (*SLO 1, 2*) |

You are required to write a paper that describes the **power, structure, and politics** in your school. As a prospective educational leader, discuss **which theory (ies) or practice(s)** you would apply. Provide the **rationale** for your choice of theories and practices. Your position should be supported with: (a) current research, (b) your own personal reflections, and (c) knowledge on the topic. In summary, determine to what extent your perspective and practices align with the theories discussed in this class.

A **minimum of three scholarly references** are required to complete the paper. For your convenience, you may find some of the references helpful that are included in *Supplemental Readings/Resources* found within this document. The position paper should be written using APA style rules and consist of a **minimum/maximum of five pages**, including the title and reference pages. References and title page should be APA-formatted.

**Case Studies:**

Case studies provide a variety of settings to increase the candidate's depth of understanding and critical thinking skills through pragmatic, applied learning. There will be a total of **three case studies** in this course. You are to read the following case studies: **Case Study 1**: Chapter 3 (p. 131 - 133), **Case Study 2**: Chapter 5 (p. 214), and **Case Study 3**: Chapter 9 (p. 325). For the assignment, each student will write a thoughtful critique. Each case study should be a **maximum of two pages**, excluding the title and reference page (if used), and include the information below. (*SLO 1, 2*)

1. Title page (not included in the two pages)  
2. Summary of case  
3. Responses to questions at the end of each case study  
4. Personal reflections on the case  
5. Application to current and/or future career assignment
5. References, if used

**Discussion assignments** provide you with an opportunity to have scholarly communications with your colleagues, elicit critical thinking, and allow exposure to a different perspective on a topic. There will be a total of **four discussions** in this course. All discussions will take place in the Discussion Forum, and the assignments will be graded. Responses to the discussion **prompt** (question) should demonstrate a thorough and thoughtful understanding of the topic being discussed. The rules of Netiquette should be applied. *(SLO 1, 2)*

**Initial Response/Post:**
Discussion board assignments require a substantive (minimum of 10 detailed lines) in the response/post to the question(s) listed. Also include:
(a) your perspective, real-world connections, including personal experiences with the topic;
(b) interesting research that you have found to support or challenge the notions in the text about the topic and/or information from the readings assigned; and
(c) any thought provoking questions for your colleagues to discuss about the text or topic.

You may choose to type your response to the prompt in MS Word; however, please cut and paste the response into the textbox. DO NOT post as an attachment.

The response to the prompt must be posted by **Tuesday** of the week of the discussion assignment in order to give your colleagues ample time to reply to the responses of two other colleagues no later than **Friday** of the same week.

**Peer Replies:**
Please write a substantive reply to at least **two colleagues** by the due date with a minimum of five lines. Cursory thoughts (i.e., "good idea, thanks for sharing," etc.) are not considered substantive and will not meet the required expectations. Points will be deducted for late replies. Peer replies must be posted no later than **Friday** of the discussion assignment.

**Grading Guidelines for Discussion Assignments:**
Discussion assignments will be graded holistically as follows:
a. Response *(meets requirements)* to discussion prompt and two peer replies = 100
b. Response *(meets requirements)* to discussion prompt and one peer reply = 85
c. Response to discussion prompt only *(meets requirements)*; no peer replies = 70
d. No response to prompt or peer replies = 0
Discussion Prompts

Discussion 1 - Employees have needs for security, respect, self-actualization, autonomy, satisfaction, and achievement. Give some examples of the needs listed that are most important. Justify your answer. What is the case in your school? Discuss ways educational leaders might help teachers fulfill these needs and help them be more productive. As an educational leader, which theory (ies) would you apply and explain why. (SLO 1, 2)

Discussion 2 - Read Chapter 7, "Power and Politics in Schools," in the textbook. Consider the differences in the two types of power in schools - informal and formal. Identify specific examples of the two types of power in schools. Describe how power may vary in elementary v. secondary schools. Provide a rationale for your response. As an educational leader, describe how you would apply the Mintzberg Framework to leverage the power in your school and positively impact student learning outcomes. (SLO 1, 2)

Discussion 3 - Describe a recent administration problem in your school. How did the administration respond? What decision strategy was used? Did the administration choose a satisficing model or an incremental model? How open was the decision-making process? What were the consequences of the administrative action? Assess the success of the action. What advice would you give prospective educational leaders? (SLO 1, 2)

Discussion 4 - Analyze decision-making styles using Hoy and Tarter's five leader roles. Can an educational leader use all five roles? Explain. In your experience, what role have you observed most often in school leaders? What leader role is used least often? What style have you observed most often in educational leaders? How has this impacted their leadership effectiveness? What advice would you give prospective educational leaders about styles and roles? (SLO 1, 2)

Final Product/Final Exam

The final exam will be available in Canvas during the last full week of classes. You will have one week to complete the final exam. Please follow the instructions to complete and submit the final exam according to the due date in the Course Schedule. (SLO 3)
### Commonly Used APA Guidelines, 7th edition

- Times New Roman (preferred in this class)
- 12 pt. font
- Margins - 1" top, bottom, left and right
- Double-space the entire paper, including between paragraphs. In a PC, go to Page Layout and make sure the “points” are set to “0”. Highlight the entire document first. In a Mac, go to Format and then go to Paragraph. Make sure the “points” are set to “0”. Highlight the entire document first.
- Indent new paragraphs five spaces or tab.
- Use one space after a period.
- Do not use abbreviations.
- Do not use contractions.
- When using an acronym, write out the words, and then place the acronym in parenthesis next to the word separated by a space. For example, State of Texas Assessments of Academic Readiness (STAAR) or The Admission, Review and Dismissal (ARD) process.
- Do not start a sentence with an acronym.
- Usually, numbers 1-9 are written (one, two, first, second, etc.) and numbers 10 and higher are numerals (10, 11, 10th, 11th, etc.). Spell out the number at the beginning of a sentence or rewrite the sentence with the number in the sentence.
- Percents are written as follows: 3%, 11%, 95%, etc. If you use a percent at the beginning of a sentence, you should spell the word. For example - Ten percent of the students passed the exam.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1:</strong></td>
<td>Week 01: Mar. 22 - 25; <em>Schools as Social Systems: Learning &amp; Teaching</em></td>
<td>*Discussion - &quot;Getting to Know You&quot; due 3/25/22 (Fri.)</td>
</tr>
<tr>
<td></td>
<td>*Readings: Chapters 1 - 2; <em>Supplemental reading: Dahiru, Basri, Aji, &amp; Asimiran (2018)</em></td>
<td><em>Review Syllabus</em></td>
</tr>
<tr>
<td><strong>Module 2:</strong></td>
<td>Week 02: March 28 - April 2; <em>Structure &amp; Individuals in Schools</em></td>
<td>*ZOOM Meeting: 6:30 - 7:20 p.m.; Tues. March 29 Discussion 1 due 4/1/22 (Fri.)</td>
</tr>
<tr>
<td></td>
<td>*Readings: Chapters 3 - 4; <em>Supplemental reading: Byrk (2010)</em></td>
<td><em>Case Study 1; Chp. 3 due 4/3/22 (Sun.)</em></td>
</tr>
<tr>
<td><strong>Module 3:</strong></td>
<td>Week 03: April 4 - 8; <em>Culture, Climate, Power &amp; Politics in Schools</em></td>
<td><em>Discussion 2 due 4/8/22 (Fri.)</em></td>
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<tr>
<td></td>
<td>*Readings: Chapters 5 - 7; <em>Supplemental reading: Northouse (2009)</em></td>
<td><em>Case Study 2; Chp. 5 due 4/10/22 (Sun.)</em></td>
</tr>
<tr>
<td><strong>Module 4:</strong></td>
<td>Week 04: April 11 - 15; <em>School Accountability</em></td>
<td><em>Mid-term/Position Paper due 4/17/22 (Sun.)</em></td>
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<tr>
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<td>*Readings: Chapters 8; <em>Supplemental reading: Sebring, Allensworth, Easton, &amp; Luppescu (2006).</em></td>
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<tr>
<td><strong>Module 5:</strong></td>
<td>Week 05: April 18 - 22; <em>School Effectiveness &amp; Decision Making</em></td>
<td><em>ZOOM Meeting: 6:30 - 7:20 p.m.; Tues. April 19 Discussion 3 due 4/22/22 (Fri.)</em></td>
</tr>
<tr>
<td></td>
<td>*Readings: Chapters 9 - 10; <em>Supplemental reading: Calkins, Guenther, Belfiore, &amp; Lash (2007a) or Kutash, Nico, Gorin, Rahmatullah, &amp; Tallant (2010) - Part One</em></td>
<td><em>Case Study 3; Chp. 9 due 4/24/22 (Sun.)</em></td>
</tr>
<tr>
<td><strong>Module 6:</strong></td>
<td>Week 06: April 25 - 29; <em>Empowering Teachers &amp; Communication</em></td>
<td><em>Discussion 4 due 4/29/22 (Fri.)</em></td>
</tr>
<tr>
<td></td>
<td>*Readings: Chapter 11 - 12; <em>Supplemental reading: Fulmer &amp; Basile (2006)</em></td>
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</tr>
<tr>
<td><strong>Module 7:</strong></td>
<td>Week 07: May 2 - 6; <em>Leadership in Schools</em></td>
<td><em>Begin Final Product/Final Exam; Exam available Tues. May 3</em></td>
</tr>
<tr>
<td></td>
<td>*Readings: Chapter 13; <em>Supplemental readings: Ryan (2006); Cashman (2008)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Module 8:</strong></td>
<td>Week 08: May 9 - 13</td>
<td><em>Final Product/Final Exam due 5/10/22 (Tues.)</em></td>
</tr>
</tbody>
</table>

*Hyperlinks to supplemental readings are found on pages 22 - 24 in this document. The professor reserves the right to make changes to this syllabus during the semester. REVISED - 1-18-22*
Course Procedures and/or Additional Instructor Policies

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

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

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

I will be available during office hours for schedule appointments and to provide proactive clarifications, offer additional guidance, and answer any questions about assignments. Using this opportunity may enhance your course experience/mastery and efficiency, and maximize valuable additional insights from discussions between peers and the professor during Q and As. My office hours are posted on page one in the Syllabus. Email (jltaylor@pvamu.edu) is the preferred way to contact me to schedule an appointment. You may also leave me a voice message on my mobile number. I will reply to emails and voice messages within 24 to 48 hours. It is strongly recommended that you seek the professor’s assistance and support early in the semester; please do not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation can be effective. I want each of you to be successful and will do my part to ensure that together we grow, stretch, and learn.

Late Assignments
This is an eight-weeks course. You will greatly benefit from being punctual in submitting your assignments. It is essential that you adhere to deadlines, actively participate in class, and complete assignments in a timely manner and with due diligence. It is your responsibility to ensure that the professor receives your documents on time. All assignments will be turned into Canvas/eCourses and will not be accepted via e-mail. Assignments are due by 11:59 p.m. on the due date. Late assignments will not be accepted, which will negatively impact your final course grade. Please plan accordingly.

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

APA Style
All work must be written in APA style using MS Word. Font must be Times New Roman, 12-point, double-spaced, and margins must be 1-inch. Where applicable, a reference page, consistent with APA style rules, should be included. All written assignments must reflect both scholarly and graduate-level quality.
APA Resources
Direct from the source! This is the American Psychological Association's website on APA style. Although it does not cover every aspect of the manual, it is a good place to start, if you have questions. 
https://apastyle.apa.org/

This is a comprehensive, detailed examination of APA style, 7th edition, from formatting a paper to citations and references. 
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7thEdition.html

Naming Files
Please name the file using your last name, your first name, and the name of the assignment, separated with underscores. For example:
Lastname_Firstname_Position_Paper
Lastname_Firstname_Case_Study_1
etc. This will expedite grading!

Student Support and Success Services

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

Academic Advising Services
Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/pyplace/). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam.
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.

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.

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.

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.
proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: https://www.pvamu.edu/disabilityservices/

Center for Instructional Innovation and Technology Services (CIITS)
Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283

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

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

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

University Rules and Procedures

Academic Misconduct
Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

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

**Forms of Academic Dishonesty:**

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

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

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

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

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

**Nonacademic Misconduct**

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

**Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-
Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

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

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

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technology Requirements/Considerations

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

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

Participants should have a basic proficiency of the following computer skills:
• Sending and receiving email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.
• Video conferencing software

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

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

Technical Support
Students should go to the Password Reset Tool if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu. Technical issues not directly related to eCourses should be directed to the Center for Information Technology Excellence (CITE) at 936-261-2525.

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

eCourses Frequently Asked Questions: https://ecourses.pvamu.edu/pluginfile.php/1679315/mod_resource/content/3/FAQ_Distance_Ed.pdf (Links to an external site.)

Zoom Assistance: https://www.pvamu.edu/dlearning/zoom-at-pvamu/

Google Drive Assistance: https://support.google.com/drive/?hl=en#topic=14940
CANVAS Support

https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A000000gJzlo (Links to an external site.)

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion response in MS Word and save it to their PC or a removable drive before posting to discussions. This is important for two reasons: (a) if for some reason your discussion responses are lost in your online course, you will have another copy, and (b) grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in MS Word, it/they should be copied and pasted to the discussion board. Please post the response directly in the textbook. Do NOT submit as an attachment.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

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

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

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

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.
Texas Code of Ethics

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

TExAS BOARD OF EDUCATOR ETHICS

<table>
<thead>
<tr>
<th>Texas Administrative Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE 19: EDUCATION</td>
</tr>
<tr>
<td>PART 7: STATE BOARD FOR EDUCATOR CERTIFICATION</td>
</tr>
<tr>
<td>CHAPTER 247: EDUCATORS’ CODE OF ETHICS</td>
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</tbody>
</table>

a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward candidates, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

b) Enforceable Standards.
(1) Professional Ethical Conduct, Practices and Performance.
(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from candidates, parents of candidates, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of candidates.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when candidates are present.

(2) Ethical Conduct toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

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

(D) Standard 2.4. The educator shall not interfere with a colleague’s exercise of
political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct toward Candidates.
(A) Standard 3.1. The educator shall not reveal confidential information concerning candidates unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a
(II) student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) The nature, purpose, timing, and amount of the communication;

(ii) The subject matter of the communication;

(iii) Whether the communication was made openly or the educator attempted to conceal the communication;

(iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Supplemental Readings/Resources


  Report - 1st Half
  Report - 2nd Half

  Report - 1st Third
  Report - 2nd Third
  Report - 3rd Third


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: ________________________________