# SYLLABUS

## ADMN 5304 The Role of the Principal

<table>
<thead>
<tr>
<th>Department of</th>
<th>Educational Leadership and Counseling</th>
<th>College of</th>
<th>Education</th>
</tr>
</thead>
</table>

**Instructor’s Name:** Arthur L. Petterway, Ph.D.  
**Semester:** Spring 2022  
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- Mail Stop MS 2420  
- Prairie View, TX 77446  
**Office Hours:** ZOOM Mon. and Wed 10 a.m.-3 p.m.  
[https://pvpanther.zoom.us/j/98332982119?pwd=dEN0MzZMKzZtaEhqYU5wT1pMK2dNQT09](https://pvpanther.zoom.us/j/98332982119?pwd=dEN0MzZMKzZtaEhqYU5wT1pMK2dNQT09)  
**Course Location:** Internet  
**Class Meeting Days & Times:** Internet  
**Course Abbreviation and Number:** ADMN 5043 32509  
**Catalog Description:** (3-0) Credit 3 semester hours.  
**CATALOG DESCRIPTION The Role of the Principal.** (3-0) Credit 3 semester hours. An examination of elementary and secondary school administration with emphasis on the organization, administration, and supervision of curricular and extra-curricular programs, and the management of school personnel and students.

**Prerequisites:** Admission into graduate school and program.  
**Co-requisites:** N/A  
**Required Text:**  

**Access to Learning Resources:**  
- PVAMU Library: phone: (936) 261-1500; web: [http://www.tamu.edu/pvamu/library/](http://www.tamu.edu/pvamu/library/)  
Course Goals or Overview:

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

RATIONALE FOR COURSE: This course is for students of school administration, whether a practitioner or a graduate student preparing to enter school administration. A panoramic view of the complex field rather than an in depth analysis of each major dimension of administration will be presented. Special emphasis will be placed on professional competencies in leadership, decision-making, planning and management techniques, the structure of public education, the administration hierarchy and team, and the operational problems in public schools. The social and political dimensions of the art of administration will be described.

Course Objectives:
1. To provide insight into the major roles of the school principal and factors affecting these roles.
2. To provide participants the opportunity and challenge of relating and responding to the simulated administrative problems.
3. To provide participants with the knowledge of the relationship between successful school administration and change.
4. To assist participants in developing knowledge of stages and forces of leadership as they relate to successful schools.
5. To provide participants with skills for evaluating school problems.
6. To provide participants with the skills for evaluating the operation of schools in a legal and ethical manner.
7. To prepare beginning administrators with skills in problem resolution, critical thinking, and decision-making.
8. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions of administration.
9. To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
10. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for strong personnel commitment.

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

DOMAIN I — SCHOOL CULTURE (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

At the end of this course, the candidate will …
1. Understand the major roles of the school principal and factors that affect the role.
2. Understand the skills for effective conflict management and problem solving methods.
3. Understand the value of professional development and teacher supervision methods.
4. Recognize the influence of external agencies, learning communities, and parental involvement on the development of school goals and decision making.
5. Understand the skills for evaluation the operation of schools in a legal and ethical manner.
6. Understand the role of principal as facilitators of teacher and student growth.
7. Recognize the influence and importance of education law and policies.

<table>
<thead>
<tr>
<th>Candidates will be able to:</th>
<th>ELCC and SBEC Standards</th>
<th>M. Ed. &amp; M.S. Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Be able to create a vision for student learning.</td>
<td>ELCC #1 2 – Learner-Centered Leadership and Campus Culture</td>
<td>Candidates will demonstrate the ability to design and implement curriculum and strategic plans that improve instructional pedagogy, student learning and assessment.</td>
</tr>
<tr>
<td>2 Be able to manage the organization for student success.</td>
<td>ELCC # 3 5 – Learner-Centered Organizational Leadership and Management</td>
<td>Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.</td>
</tr>
<tr>
<td>4 Be able to communicate with diverse stakeholders through collaborations and mobilization of community resources.</td>
<td>ELCC # 4 ELCC # 6 4 – Learner-Centered Communication and Community Relations</td>
<td>Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.</td>
</tr>
</tbody>
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Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- **Exams** – written tests designed to measure knowledge of presented course material
- **Exercises** – written assignments designed to supplement and reinforce course material
- **Projects** – web development assignments designed to measure ability to apply presented course material
- **Class Participation** – daily attendance and participation in class discussions

### Grading Matrix

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>Value</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation, Discussions &amp; Professionalism</td>
<td>Weekly Participation in discussions...post responses to at least two others comments for each unit topic.</td>
<td>300</td>
</tr>
<tr>
<td><strong>DUE WEEKLY</strong></td>
<td></td>
<td></td>
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<tr>
<td>Two Principal Interviews: Interview, Analysis, and Reflection</td>
<td>250 points each interview</td>
<td>750</td>
</tr>
<tr>
<td><strong>DUE (SEE SCHEDULE)</strong></td>
<td>250 points analysis</td>
<td></td>
</tr>
<tr>
<td><strong>DUE (SEE SCHEDULE)</strong></td>
<td>250 points reflection</td>
<td></td>
</tr>
<tr>
<td>TAPR Report</td>
<td>Introduction, commendations, recommendations for improvement, assignment reflection statement.</td>
<td>1000</td>
</tr>
<tr>
<td><strong>DUE (SEE SCHEDULE)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education/Resume</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td><strong>DUE MARCH 12, 23017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANDATORY WEEKLY CHATS</td>
<td>See assignment box for questions and requirements.</td>
<td>30</td>
</tr>
<tr>
<td><strong>DUE WEEKLY (TBD)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Unit Assessments</td>
<td>10 points each</td>
<td>110</td>
</tr>
<tr>
<td>Unit Discussions <strong>DUE WEEKLY</strong></td>
<td>100 points each</td>
<td>1100</td>
</tr>
<tr>
<td>11 Unit Article Summaries <strong>DUE WEEKLY</strong></td>
<td>100 points each</td>
<td></td>
</tr>
<tr>
<td>Mid-term and Final Examination</td>
<td>TBD</td>
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</tbody>
</table>
Grade Determination:
A = 90-100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 68 and Below

Course Outline

Unit 1: The Principal: A Creative Blend of Substance and Style.
- The School: The Context for Leadership.
- The Principalship: The Role in Context.
- The Principal: The Leader within the Role.
- The Leadership Background.

The Learning Community.
- Learning Communities.
- High Performance Organizations.

Unit 2: Decision Processing and Decision Making at the School Site.
- Decision Making: A Perspective.
- Decision Making as Problem Solving.
- Decision Settings.
- Decision Processing.
- The Work Group as a Problem Solving Unit.
- Problem-Solving Work Groups.

Unit 3: School Improvement through Systematic Planning.
- The Principal's Role.
- Gathering Baseline Data.
- Determining Vision and Mission.
- Clarifying Expectations for Student Learning.
- Analysis of Instructional and Organizational Effectiveness.
- Action Planning/Project Management.
- The Project Calendar: Gantt Charting.

Unit 4: Creating a Positive Learning Climate.
- It's No Secret.
- The School as a Culture.
- Positive Student Control.
- Actively Encouraging a Positive Learning Environment.
- The Counseling Program.
- Student Services.

Promoting Student Achievement.
- Individual Differences among Children.
- Grouping Students.
- Instructional Processes and Types of Instruction.
- Research on Teaching.

Unit 5: The School Curriculum.
- The Principal's Role in Curriculum Administration.
- Curriculum Analysis.
- Curriculum Design and Development.
- Curriculum Delivery.
- Curriculum Flexibility.
• Curriculum Continuity.
• Curriculum Balance.
• Curriculum Classification System.
• A Curriculum Model.
• Offering Curricular Breadth.

Unit 6:
  Special Students and Special Services.
  • The 1997 IDEA Amendments.
  • Special Education and Related Services.
  • Disciplining Students with Disabilities.
  • Dealing with Parents of Special Children.
  • The Role of the Principal.
  • The Role of the Regular Classroom Teacher.
  • Outside Public Agencies.

Unit 7:
  Human Resources Development.
  • Human Resource Development and Organizational Context.
  • Individual and Group Needs.
  • Professional Development.
  • Personnel Evaluation and Supervision.
  • The Staff Evaluation Cycle.
  • Mentoring.
  • Organizational Development.
  • Implications for Leaders.
  Staffing the School—Recruitment, Selection, and Termination Processes.
  • Recruitment.
  • The Selection Process.
  • Employee Probationary Status.
  • Teacher Tenure.
  • Involuntary Termination.
  • Voluntary Termination.

Unit 8:
  Restructuring Time—Scheduling.
  • Schedule Flexibility.
  • Schedule Design.
  • Learning Community Planning Time.
  • Elementary School Schedules.
  • Middle School Schedules.
  • Secondary School Schedules.
  • Block Schedules—Middle and High School.
  • Year-Round Schools.

Unit 9:
  Creative Budgeting, Fiscal Accounting, and Building Management.
  • The Budgeting and Planning Process.
  • Implementing a Planning, Programming, Budgeting System.
  • Accounting for Financial Resources and Expenditures.
  • Supplies and Equipment Management.
  • Care of the School Plant.
  • Working with Classified Personnel.
Unit 10:
The School and the Community.
- The Community.
- The School in the Complex Community: The Impact of the Gesselschaft Society.
- Informal Community Forces.
- Anticipate Obvious Flashpoints.
- Formal Community Forces.
- Promising Public Relations Techniques: Dealing with the Formal and Informal Forces.

Unit 11:
Legal Rights and Responsibilities of Students and Staff.
- Due Process.
- Issues of Equity.
- First Amendment Rights.
- Sexual Harassment.
- Common Tort Liability Settings.
- Privacy and Confidentiality of Student Records.

Course Procedures: Submission of Assignments:
Assignments, Papers, Exercises, and Projects will be distributed and submitted through eCourse Directions for accessing eCourse will be provided. Additional assistance can be obtained from the Office of Distance Learning.
Please do not submit assignments in zip files.

Communication Expectations and Standards:
You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) within day two following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Online Discussion Requirement:
Because this is an online course, there will be no required face-to-face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board and ZOOM!

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate; must post a response statement and respond to a minimum of two other responses. 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 should be copied and pasted to the discussion board.
Submission of Assignments:
Pre-test – complete pre-test within first week of class. See assessments link.

1. Unit Completions: Each unit will contain the following assignments.

- **Article Reviews:** Each student will complete article reviews/summary on ONE OF THE POSTED article(s) for each unit. Articles will be submitted in the eCourse assignment drop box. Reviews should be written according to APA guidelines and provide a statement on the application of information to the role of a principal.
- **Discussion Postings:** Students are required to participate weekly in discussion postings over specified “In Baskets”.
- **Unit Quizzes:** Each student will complete a quiz over each unit.

2. Principal Interviews: Each student is expected to interview two principals (not assistant principals) (elementary, middle/junior, and High school…must not be at same level, i.e. chose one at elem. and one middle or one high sch.). Questions and responses should be submitted for each principal interviewed. Upon the completion of the interviews, the student will be required to do a minimum two-page summary of the interviews indicating responses, differences, and commonalities. Reflections on the assignment are required. See Course Resources for more information on this assignment.

3. Becoming a Principal – Professional Portfolio (True Outcomes Project):

Student will create an electronic professional portfolio. The components of this portfolio are as followings:

- Letter of Interest
- Resume
- Philosophy of Education/Belief Statement
- Copies of Certificates

4. TAPR Report – Evaluate an TAPR campus report (report can be found on the TEA website). Review report and write a summary consisting of an overview of the campus performance, make commendations and make recommendations for campus improvement. Be sure to compare the campus performance to that of the district and state. Do not assess TAPR report from campus where you are employed. See Course Resources for more information.

5. Final Exam – Assessment Chapters 1-16 Comprehensive final over chapters 1-16. Exam will consist of true and false, fill in the blank and multiple-choice questions.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, ensure you use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

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

Professional Organizations, Resources, and Journals
http://www.aaspa.org/ American Association of School Administrators
http://www.tepsa.org/ Texas Association of Elementary Principals and Supervisors
http://www.tassp.org/ Texas Association of Secondary School Principals
http://www.tasanet.org/ Texas Association of School Administrators
http://www.naesp.org/ National Association of Elementary School Principals
http://www.nmsa.org/ National Association of Middle School Principals
http://www.nea.org/ National Education Association
http://www.aect.org/ Association of Educational Communication & Technology
Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

Outcome

What Is Desired?

Continuous Improvement Circle (CIC)

When Will it Be Assessed?

Use of Results: What Did You Do?

Results: What Were the Results?

THE SIX-QUESTION MODEL
Quality Without Compromise
Closing the Loop

1. OUTCOME
What is desired?

2. STRATEGIES
How to make it happen?

3. MEASURES
How will it be assessed?

4. CYCLE
When will it be assessed?

5. RESULTS
What were the results?

6. USE OF RESULTS
What did you do?

CONTINUOUS IMPROVEMENT CIRCLE

PRAIRIE VIEW A&M UNIVERSITY
E-FOLD-P (Conceptual Framework)
(Educator as Facilitator for Diverse Populations)

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

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

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.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. 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.

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 for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins

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
- 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 when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. 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 should be copied and pasted to the discussion board.

**NOTICE OF EQUAL OPPORTUNITY**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name:  *Renee R. Williams*  
Title:  Equal Opportunity Compliance Officer/Title IX Coordinator  
Institution:  Prairie View A&M University  
Office of Student Affairs & Institutional Relations  
Address:  
P.O. Box 519: MS 1107  
A.I. Thomas Building, St 013  
Prairie View, Texas 77446  
Telephone:  936-261-2123  
Fax:  936-261-2138  
Email:  rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name:  *Dr. Kay Norman*  
Title:  Administrator for Diagnostic Testing and Disability Services  
Institution:  Prairie View A&M University  
Email:  kfnorman@pvamu