Course: ADMN 5320 – Leadership in a Multicultural Society

Instructor: Madu Ireh, Ph.D.
Credit Hours: Three (3)
Class Time: Online
Classroom/Location: Online
Office Location: 202B NWHC
Office hours: 10:00 - 11:30 M & W; 3:00 – 5:00 PM T, TR & F; or by appointment.
Telephone: 936-261-3565 Main Campus; 713-790-7107 NWHC
Fax: 713-790-7295
E-mail: maireh@pvamu.edu
Postal Address: Prairie View A&M University, P. O. Box 519; Mail Stop MS 2420; Prairie View, TX 77446.
Mode of Delivery: Lecture - Online
Prerequisites: Admission into Graduate School and Program.
Co-requisites: NA

Course Description
Leadership in a Multicultural Society addresses theories, research, and practices for achieving and sustaining excellence in schools through leadership actions built around the participation of diverse communities and cultures. Emphasis is on how leadership intersects with socio-historical and socio-cultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. The course is based on the basic premise that a socially-just learning theory begins with using all the resources and knowledge of families, communities, and cultures in formulating policy and practice.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1) Reflect on and explain how educational leadership is influenced by evolving political, historical, social, economic, and cultural contexts.
2) Describe models of culture and their relationship to school administrators/leaders’ actions.
3) Develop and evaluate strategies for effectively dealing with diversity, culturalism, teaching, and students’ performances in P-12 school settings.
4) Evaluate and apply/link findings from research on issues of social justice to own leadership style(s).
5) Discuss socio-political and socio-cultural variations affecting leadership practices in schools.
6) Articulate a variety of leadership skills focused on organizational culture, diversity, multiculturalism, systems thinking, and cultural proficiency as frameworks.

7) Address the diverse expectations, needs, aspirations and goals of students, family; community groups using knowledge gained as basis for planning and decision-making.

8) Apply theories, frameworks, and research of multicultural education to classrooms, teaching, and school administration/leadership.

9) Recommend equitable learning opportunities that ensure success for all students.

10) Provide examples of how school leaders can be culturally responsive to students’ needs and create positive, collaborative, and equitable communication to promote success for all students.

Note: The above learning outcomes, as well as the assessment measures and learning activities included in this course have been aligned to the following Texas State Board of Educator Standards and Competencies (TAC §241.15; Domains and Competencies Addressed—Ethics, Equity, and Diversity)

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).
- Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. (L)

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.
- Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs (D);
- Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment (E);
- Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards (F);
- Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning. (K)

Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
- Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction (C);
- 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) (G);
- Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement (H);
- Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap (I); and
- 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 (J).

KSM
Knowledge: Candidates demonstrate an understanding of (the)...
Culturally responsive teaching best practices (A)

- Cultural self-awareness (experiences, knowledge, skills, beliefs, values, and interests) including biases and blind spots (B)
- Student cultures (experiences, knowledge, skills, beliefs, values, and interests) (C)
- Staff cultures (experiences, knowledge, skills, beliefs, values, and interests) (D)

Skills: Candidates demonstrate an ability to...

- Share focus of bringing equitable practices to the school community and hold cultural competence to be a key component of the school’s culture and practices (A)
- Communicate and maintain high expectations for all students (B)
- Facilitate the development and integration of culturally responsive teaching (C)
- Lead conversations with staff about inequities and about honoring diversity (D)
- Lead teachers through a process to identify students’ strengths and assets as a bridge to new learning (E)
- Communicate and maintain positive perspectives for all parents and families (F)
- Facilitate the development of culturally competent educators by institutionalizing cultural knowledge (G)
- Model cross-cultural communication, recognize when an adjustment is necessary and adjust as needed (H)
- Analyze and recognize instances and outcomes that represent misalignment of cultural competence and inequity (I)
- Address and correct instances that represent a misalignment of cultural competence and inequity (J)

Mindsets: Candidates demonstrate the belief that...

- An effective principal accepts and respects all cultural backgrounds, customs, traditions, values, and communication as assets (A).

Required Text


Recommended Text


Required Readings:
- The Challenge of Defining "Multicultural Education:"
  http://www.edchange.org/multicultural/initial.html
• Transforming Myself to Transform My School: http://www.edchange.org/multicultural/papers/edchange_10things.html
• Journal Articles (varied, may be selected and/or assigned by course instructor).

Critical Reading: Readings will include a variety of articles, chapters and books. There are a wide variety of constructs included in your reading material from educational scholars and practicing teachers and administrators. I encourage you to read interactively as you consider and reconsider the reading material.

Course Assignments
All assignments and/or written documents are due on the date(s) indicated in the syllabus, on the assignment (if separate), or by the instructor. They must be word-processed, double-spaced, with standard margins, and in APA format/style (newest edition). All assignments should reflect graduate-level composition and exposition. You are strongly encouraged to use electronic spelling and grammar checking. Detailed guidelines for each assignment are provided; adhere to these guidelines to produce quality work.

1. Participation (7%)
You are to take active roles in discussions, major assignments, assigned readings, and other class activities. The quality of the course rests upon the quality of your preparation and participation. You are required to attend, be prepared to contribute, and be an active participant. The richness of discussions depends on the level of readiness of discussants; be prepared for each discussion and be actively engaged.

2. Introductory Discussion (3%): In 125 words or less, introduce yourself to other class members. Briefly discuss your (1) educational background and (2) specific work experiences, and how these have shaped your view about leadership. Then, discuss your leadership style; how will the style help you become a successful and effective leader in a multicultural or diverse setting? Give an example of how you will apply this style towards solving a given problem in your current organization/place of work/setting. Post your discussion and then read and respond to another person’s posting (at least one). (Due Date: 3/26; also see Course Calendar section of this syllabus)

3. Discussions (2 x 7.5% = 15%)
As an educator/educational leader, you cannot avoid getting involved in discussions of current events that could affect your school/school system or education in general. Sometimes, such discussions take place in the public square. You will discuss, as well as respond to the discussion postings of others in the class on several ongoing national conversations about race, culture, or other narratives that influence school communities, especially school culture. There will be two (2) different discussions of current events/short readings. (Due Dates: 4/2 & 4/16; also see Course Calendar section of this syllabus)

4. Case Studies (2 x 10% = 20%)
In this assignment, you (student) will analyze two (2) case studies that will be assigned by the instructor. Your thoughtful analysis of each case and attendant questions must be presented in “not more than three-page double-spaced paper (per case) using a 12-point font. Each submission must include title page (not included in page count), summary of case, answers to questions or dilemmas raised, reflections on the implications of the case, and a reference page (not included in the page count). (Due Dates: 4/9 & 4/30; also see Course Calendar section of this syllabus)

5. Article Critique (2 x 10 = 20%)
Students will locate/find, review two (2) refereed or peer-reviewed articles (note: article may be assigned by the instructor) and write a critique of each one. Each critique should include major points made by author(s), description of the main points in your own words, using appropriate scholarly terminology.
Each critique must be presented in not more than three-page double-spaced paper (per case) using a 12-point font. Include title page (not included in page count), summary of article, reflection on the implications of the findings and/or views expressed by the author(s), and a reference page (not included in the page count). The overarching goal of each critique is to synthesize your thinking on the readings in relation to views expressed by article author(s), your experiences inside and outside of the class, and your own interest in becoming an educational/organizational leader. The focus or broad issues for each of the two critiques are described below. Think about these issues as you progress through the course readings and class discussions; write each critique from the perspective of a “school principal,” “school administrator/leader” or “organizational leader”:

a) **Issues for first critique (10%)**: The literature suggests that American education may not be truly equitable; not all children have access to excellent education. There are still gaps in achievement among different student groups. Issues of race, ethnicity, class, language, and gender (among others) are intertwined in complex ways with students’ academic achievement and sense of self. Find/choose an article that addresses or focuses on these unique issues. In your critique, analyze the question of inequities within our educational system through two distinct variables (e.g., race and ethnicity; race and class; ethnicity and immigrant status, etc.). Use and cite at least two sources/authors from the readings (article, textbook, instructor notes, video, etc.) to engage with these issues. (Due Date: 4/23; also see Course Calendar section of this syllabus).

b) **Focus for second critique (10%)**: Find/choose an article that focusses on schools as complex organizations that are constantly changing, becoming more culturally diverse, and/or unable to effectively address prevalent achievement gaps among diverse student groups; and multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups. Other broad issues are school leadership, equity, closing the achievement gap, instructional leadership, accountability, teacher recruitment and retention, parental involvement, and transportation. In your critique, reflect on the issues/situations described in the article and explore how they apply to your own school setting; generalize the ideas, concepts, and perspectives for your school district. Articulate how you, as the school principal/leader, will address the issue(s) raised or studied, including creating a positive, collaborative, and equitable culture that communicates high expectations for all students. (Due Date: 5/7; also see Course Calendar section of this syllabus)

6. **Context Map (35%)**

The Context Map or Environmental Scan, as it is also known, represents a culminating/summative learning product for this course. Students may work in groups of no more than 2 per group to complete the following for a chosen school district/system: (1) school district mission and vision, including a brief review of both; (2) school community general background information/data, including a brief review of the information/data; (3) school district demographic information/data, including a brief review of the information/data; (4) ethnographic interview (with an administrator); (5) parent involvement and community engagement; and (6) school board meeting report or Focus Group report. The assignment should include, among other features of a school community, collection and/or analysis of existing data about the social, economic, educational, demographic, and cultural make-up of a school district and the schools within that district. Summarize the data descriptively and graphically (where possible), using charts, pictures, graphs, etc. The length of your paper should be no more than twenty-five (25) pages, including graphs, pictures, references, etc. Refer to the Context Map guidelines/rubric for more details and/or specifics. To assist you in completing this assignment in a timely manner, individual components of the Context Map should be submitted for review at different intervals through the duration of the course. NOTE: If you complete every piece of the CM right the first time and make corrections upon receiving feedback from the instructor, all you will need to do at the end is to refine the final copy. (Due Date: 5/9; also see Course Calendar section of this syllabus)
NOTE: If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor immediately. There will be penalty for late work; the logic is simple: students who make the effort to be on time should not be adversely affected by extended completion time granted other peers. For every day an assignment is late, 25 percentage-points will be deducted from that assignment’s grade; if the assignment is five or more days late, you will receive no credit or grade for that work.

Grading
Final course grade will be based on the assessment measures described in this syllabus (see breakdown or details below).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Grade</th>
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<tbody>
<tr>
<td>Participation (7%)</td>
<td>7</td>
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<tr>
<td>Introductory Discussion (3%)</td>
<td>3</td>
</tr>
<tr>
<td>Discussions (2 x 7.5% = 15%)</td>
<td>15</td>
</tr>
<tr>
<td>Case Study (2 x 10% = 20%)</td>
<td>20</td>
</tr>
<tr>
<td>Article Critique (2 x 10% = 20%)</td>
<td>20</td>
</tr>
<tr>
<td>Context Map (35%)</td>
<td>35</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

Grading Scale: A = 91 – 100; B = 81 – 90; C = 71 – 80; D = 61 – 70; F = Below 61.

Grading Policy
Grades are based on quality of performance on the assessment measures; the quality of your work or products you submit counts. As such, your work should always reflect substantial investment of time and reflection. It should be of superior quality. Documents must be written with clarity and preciseness. Plagiarism is unethical and unacceptable. Essays, papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged. All written documents must be free of substantial grammatical errors and must identify the core objective of the article. All assignments submitted for grade must be written according to APA writing style 6th or newer edition.

Preparing for class
Students are expected to read several conceptual or empirical journal articles or book chapters per class. Your participation and grade for discussion assignments will be based on how well you are able to participate in evidence-based discussions and class activities. Preparation for class discussion includes reading for understanding; being able to summarize the key points; coming to class with questions, insights, related experiences and/or resources to share; being able to substantiate your assertions or disagreements with evidence from the readings, your experiences, or relevant resources; and having the necessary materials with you or accessible to be an engaged participant. In addition to readings and participation in class discussion, you may be asked to respond to specific discussion questions. These will be short (approximately 200-500 words) reaction papers about the readings. The written response should be thoughtful and should show evidence that you have reflected upon the questions asked and the readings. The following represents a set of general guidelines for evaluating graduate work and/or performance.
<table>
<thead>
<tr>
<th>Does not meet standards (C- or below)</th>
<th>Approaching Standards (B)</th>
<th>Meets Standards (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Includes some of the required elements as delineated in the syllabus</td>
<td>• Includes required elements as delineated in the syllabus</td>
<td>• Includes required elements as delineated in the syllabus</td>
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<tr>
<td>• Some components of the assignment are included</td>
<td>• All components of the assignment are included</td>
<td>• All components of the assignment are included</td>
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<td>• Provides a few concrete details of the information required for the assignment</td>
<td>• Provides concrete details of the information required for the assignment</td>
<td>• Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings, and activities</td>
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<tr>
<td>• Includes personal viewpoints</td>
<td>• Includes personal viewpoints</td>
<td>• Insightful commentary using personal viewpoints supported by current learning</td>
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<tr>
<td>• Organization hard to follow</td>
<td>• Good organization</td>
<td>• Presents clear and logical organization of thoughts</td>
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<tr>
<td>• Many mechanical errors, including APA format</td>
<td>• Has few, if any, mechanical errors including APA format</td>
<td>• Has few, if any, mechanical errors, including APA format</td>
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<tr>
<td>• Hard to read</td>
<td>• Holds interest – is interesting to read</td>
<td>• Holds interest – is engaging and thought-provoking to the audience</td>
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<tr>
<td>• Little sentence/vocabulary variety</td>
<td>• Some sentence/vocabulary variety</td>
<td>• Uses a sophisticated scholar researcher vocabulary and sentence structure</td>
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</table>

These general guidelines assume that a graduate student, among others…

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and reflect at complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing multiple perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high-quality presentation, demonstrating significant learning around contemporary issues.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in and out of class with a focus on learning and exploration, pushing himself/herself to understand better the profession through quality work.
- Pushes himself/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- Contributes to the positive environment of the school by respecting all members.
## Course Calendar/Schedule of Activities and Alignment with SLOs

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity Description</th>
<th>Assignment(s) Due</th>
<th>SLO</th>
</tr>
</thead>
</table>
| Week 1     | ➢ Welcome, introductions, announcements, and pertinent information.  
➢ Dimmock et al -- Chapter 1: Leadership, Culture and Globalization.  
➢ Esmail et al -- Chapter 1: First, A Look Inside: Educational Leadership Student Perspectives on a Social Foundations Course  
➢ *Lindsey et al* -- Chapter 1: Cultural Proficiency.                                                                                     | Introductory Discussion  | 1, 5, 6, 8   |
➢ Esmail et al -- Chapter 2: Rocky Boats and Rainbows: Culturally Responsive Leadership from the Margin – An Autoethnography.  
➢ *Lindsey et al* -- Chapter 2: A Cultural and Historical Context for Our Unfolding Democracy.                                                 | Discussion 1  | 2, 3, 5, 8, 10 |
| Week 2     | ➢ Dimmock et al -- Chapter 4: Leadership and Organizational Culture.  
➢ Esmail et al -- Chapter 3: Change your school, change the world: The Role of School Leaders in Implementing School Wide Restorative Justice and Relational Pedagogies  
➢ *Lindsey et al* -- Chapter 3: Leadership for Today’s Schools.                                                                                   | Case Study 1  | 1 – 10       |
➢ Dimmock et al -- Chapter 6: Strategic Leadership and Cultural Diversity.  
➢ Esmail et al -- Chapter 4: White High School Administrators as Racial Advisors.  
➢ Esmail et al -- Chapter 5: Changing Staff Attitudes through Leadership Development and Equity Teams.  
➢ *Lindsey et al* -- Chapter 4: Framing Your Work with the Tools of Cultural Proficiency.  
➢ *Lindsey et al* -- Chapter 5: The Tool: Overcoming Barriers.                                                                                     | - Discussion 2 | 1–10        |
| Week 3     | ➢ Dimmock et al -- Chapter 7: Leadership, Learning and Teaching in Diverse Cultures.  
➢ Dimmock et al -- Chapter 8: Leadership and Staff Management in Diverse Cultures.  
➢ Esmail et al -- Chapter 6: Building Bridges or Isolating Families: When School Policies Conflict with Cultural Beliefs, Values, and Ways of Knowing.  
| 4/3 - 9    | ➢ Dimmock et al -- Chapter 7: Leadership, Learning and Teaching in Diverse Cultures.  
➢ Dimmock et al -- Chapter 8: Leadership and Staff Management in Diverse Cultures.  
➢ Esmail et al -- Chapter 6: Building Bridges or Isolating Families: When School Policies Conflict with Cultural Beliefs, Values, and Ways of Knowing.  
<table>
<thead>
<tr>
<th>Week 6</th>
<th>4/24 - 30</th>
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<tbody>
<tr>
<td>Dimmock et al -- Chapter 9: Teacher Appraisal in Culturally Diverse Settings.</td>
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<tr>
<td>Dimmock et al -- Chapter 10: Leadership Dilemmas and Cultural Diversity.</td>
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<tr>
<td>Lindsey et al -- Chapter 7: The Tool: The Cultural Proficiency Continuum.</td>
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<tr>
<td>Case Study 2</td>
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<tr>
<td><strong>Due Date</strong> – 4/30</td>
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<td>1 - 10</td>
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<tr>
<th>Week 7</th>
<th>5/1 - 7</th>
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<tbody>
<tr>
<td>Dimmock et al -- Chapter 11: Leadership of Culturally Diverse Schools.</td>
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<tr>
<td>Dimmock et al -- Chapter 12: Developing Educational Leadership in Culturally Diverse Contexts</td>
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<tr>
<td>Esmail et al -- Chapter 8: Learning from Teachers: Critically Conscious Educational Leadership for Engaging Diverse Families in Title I Schools.</td>
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<tr>
<td>Lindsey et al -- Chapter 8: The Tool: The Essential Elements.</td>
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<tr>
<td>Article Critique 2</td>
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<tr>
<td><strong>Due Date</strong> – 5/7</td>
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<tr>
<td>1-3, 7-10</td>
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<tr>
<th>Week 8</th>
<th>5/8 - 10</th>
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<tr>
<td>Lindsey et al -- Chapter 9: Commit to Action.</td>
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<tr>
<td>Lindsey et al -- Chapter 10: A Note to Those Preparing School Leaders.</td>
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<tr>
<td>Context Map</td>
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<tr>
<td><strong>Due Date</strong> – 5/9</td>
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<td>1 – 10</td>
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12/9 – Final Grades Due
# Alignment of Student Learning Outcomes (SLO) with State Standards

<table>
<thead>
<tr>
<th>SLO</th>
<th>TEA Domain &amp; Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflect on and explain how educational leadership is influenced by evolving political, historical, social, economic, and cultural contexts;</td>
<td>DI-C001-L</td>
</tr>
<tr>
<td>2. Describe models of culture and their relationship to school administrators/leaders’ actions;</td>
<td>DI-C001-L; DII-C004-C, G, I</td>
</tr>
<tr>
<td>3. Develop and evaluate strategies for effectively dealing with diversity, culturalism, teaching, and students’ performances in P-12 school settings;</td>
<td>DI-C001-L; DII-C003-E</td>
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<tr>
<td>4. Evaluate and apply/link findings from research on issues of social justice to own leadership style(s);</td>
<td>DI-C001-L; DII-C003-D</td>
</tr>
<tr>
<td>5. Discuss socio-political and socio-cultural variations affecting leadership practices in schools;</td>
<td>DI-C001-L</td>
</tr>
<tr>
<td>6. Articulate a variety of leadership skills focused on organizational culture, diversity, multiculturalism, systems thinking, and cultural proficiency as frameworks;</td>
<td>DI-C001-L; DII-D, E, F, K</td>
</tr>
<tr>
<td>7. Address the diverse expectations, needs, aspirations and goals of students, family; community groups using knowledge gained as basis for planning and decision-making;</td>
<td>DI-C001-L; DII-C003-D, E, F, K</td>
</tr>
<tr>
<td>8. Apply theories, frameworks, and research of multicultural education to classrooms and school systems;</td>
<td>DI-C001-L; DII-C004-C, G, H, I, J</td>
</tr>
<tr>
<td>9. Recommend equitable learning opportunities that ensure success for all students;</td>
<td>DI-C001-L; DII-C003-D</td>
</tr>
<tr>
<td>10. Provide examples of how school leaders can be culturally responsive to students’ needs and create positive, collaborative, and equitable communication to promote success for all students.</td>
<td>DI-C001-L; DII-C003-E</td>
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Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester by your department, but for general information, you can visit Taskstream via the link in eCourses.

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. Phone: 936-261-1500; Website: J. B. Coleman Library.

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 the student is unsure of the best resource for their needs. Some students are supported by faculty advisors 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. You can find your advisor’s location by academic major at the Academic Advising Website, 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 is offered face-to-face in the UTC, in virtual face-to-face sessions, and through online sessions at PVPlace. Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: University Tutoring Center.

The Writing Center
The Writing Center provides well-trained peer tutors that 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. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: The Writing Center; Grammarly Registration.

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 Alert helps 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 PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: Academic Early Alert.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their
potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and 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: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: Student Counseling Services.

Office of Testing Services
Testing Services serves to create opportunities by offering suite of exams that aid in the students’ academic and professional success. Currently we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: Testing Services.

Office of Diagnostic Testing and Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of 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: Disability Services.

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-assisted and 2-way video course delivery. For more details and contact information, visit: CIITS Student Webpage; Phone: 936-261-3283.

Veteran Affairs
Veteran 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: Veteran Affairs.

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: Office for Student Engagement.

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: Career Services.
University Rules and Procedures

Academic Misconduct (See Student Planner)
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 Planner, especially the section on academic misconduct (see University Administrative Guidelines on Academic Integrity). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

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. **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.

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

5. **Fabrication of Information/Forgery**: Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student’s academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)
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, or (2) the ability of students to benefit from the instructional program, or (3) 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 Office for Student Conduct under nonacademic procedures.

Sexual Misconduct
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university’s sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance, or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at the Title IX Webpage including confidential resources available on campus.
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 condition, 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. More information can be found at this webpage.

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 936-261-1744 or 1792.

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 University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this webpage.

Technical Considerations

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- 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 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 emails
• A working knowledge of the Internet
• Microsoft Word (or a program convertible to Word)
• Acrobat PDF Reader
• Windows or Mac OS
• 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.

Communication Expectations and Standards
Correspondence is done using multiple means—e-mail, within Canvas, phone call, etc. Barring unforeseen circumstances and/or very large class size, assignments are graded and returned within 72 hours from the time they are due. Response to e-mail messages/inquiries and discussions will be done in a timely manner (usually within 48 hours). Urgent emails should be marked as such and will be responded to as soon as possible.

Feedback will provide specific information on the extent to which the student is meeting learning outcomes. Whenever necessary, instructor will assist and provide recommendations in adjusting progress towards the learning outcomes, ultimately enhancing learning experience for the student(s). Informal feedback will be provided as needed.

Questions are an important part of the learning process and are always welcomed. If you have a question or concern regarding an assignment, grades, classroom expectations, or any other aspect of your experience in the course, contact the instructor through Canvas e-mail, outlook e-mail, phone call, etc.

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 such as Word 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, copy and paste 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.
  - 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
  - 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
  - Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](mailto:studentconduct@pvamu.edu) 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 Student Conduct, [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu).
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