

**Secondary Education and Educational Leadership**  
**AED 612 Conceptualizing Scholar–Practitioner Models of Leadership**

**Instructor:** Richard Skuza, Ed.D.

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**Course Time & Location:** 8:00-12:00 (S) Rm. 319

**Office Hours:** Friday: 10:00 am – 2:00 pm

**Credits:** 3

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**Prerequisites:** AED 601, 602, 603, 604, 611, 613, 621, 623, 633, 650, 651, 681 I & II

**Course Eligibility:** Completion of prerequisite courses in the doctoral program sequence.

**I. Course Description:**

An advanced study of leadership theory and practice through cross-disciplinary research and literature. This course is specifically designed to bring closure to the doctoral coursework experience. It provides the candidate<sup>1</sup> a philosophical, theoretical, and practical/pragmatic setting in which to design models of scholarship, practice, and leadership (scholar–practitioner leadership) for the educational setting. The candidate will be expected to use his/her model in a practical setting to evaluate its applicability.

This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. Typically, all courses for each semester are scheduled for alternating weekends unless there is a scheduling conflict requiring a back-to-back weekend schedule during the semester.

**Credit Hour Justification**

Conceptualizing Scholar-Practitioner Models of Leadership (3 credits) is one of the core requirements for the Ed.D. Degree in Educational Leadership. This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. The course meets 9 Saturdays throughout the semester. Multimedia and related digital/virtual technologies are used for additional direct instruction and require a minimum of 9 hours. Each class meeting is 4 hours (240 minutes) in length and students are expected to be in attendance for all classes, actively engage in discussions, complete all readings assigned for in class and/or outside class, complete all writing and research activities as assigned for in class and/or outside class. All students will complete multiple major papers/presentations including a Media-based Interpretation of Scholar-Practitioner Leadership, Self-selected Book Activity, Social Imaginaries Activity. As well, all students will participate in small group activities focused on in-class analysis of select leadership readings and student led discussions of student-selected readings on social imaginaries of education in contemporary society and role of educational leaders. The assigned readings and writing activities will require a minimum of 6-12 hours per week, outside class. In-class activities that have a written component will

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<sup>1</sup> Whereas student has been the common language to date, the term candidate is used herein to align with CAPE accreditation language/standards. Note: The term candidate does not connote that an individual in the doctoral program has met the requirements to advance to candidacy, a status reserved for the individual that has completed all requirements including successful defense of his/her doctoral dissertation proposal.

require individual and/or small group work. All students will make formal, professional presentations during class using presentation software/applications. All presentations will be prepared outside class and follow activity guidelines and APA 6th Edition and/or professor determined formatting.

## II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The CF and VMGV describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

### Program Learning Outcomes:

The candidate, at the end of year one and at the end of year two, will be able to synthesize each year's study and present a portfolio representative of his/her growth as a scholar-practitioner leader.

### Student Learning Outcomes:

**Assessment Method:** The candidate will prepare and save artifacts for the portfolio to demonstrate his or her growth as a scholar-practitioner leader.

**Assessment Method Category:** Portfolio

**Criterion:** The professor of the synthesis class will review the written portfolio and assess the student's growth as a scholar-practitioner leader with 100% scoring a 2-acceptable or a 3-exemplary on the rubric. The remaining doctoral faculty members will also review the written portfolio to determine the candidate's growth.

Course goals are aligned with the program goals and reflect coherence with course goals for the doctoral program curriculum. All course goals and objectives, and relatedly, all activities for the course, are instructed, in large part, by the value for: academic excellence as a cornerstone of the scholar-practitioner's learning experience and in turn as a foundation of the scholar-practitioner's work in the larger community and society; recognizing that the work of a scholar-practitioner's is intellectual and necessarily guided by cognitive reasoning as evidenced by critical, reflective, and creative thinking; understanding the importance of life-long learning as a scholar-practitioner; reflecting through practice the need for democratic and community based inquiry and decision making; demonstrating, as a scholar-practitioner, an openness to new ideas, to culturally diverse people, and to innovation and change; displaying all actions and decisions as a scholar-practitioner dispositions for integrity, responsibility, diligence, and ethical behavior; and as a scholar-practitioner embracing the importance of service necessary to foster community and democratic citizenship. The values undergird the work of the scholar-practitioner as public intellectual concerned with socially engaged citizenship as fostered through social inquiry and practice.

1. The development of education leaders as scholar-practitioners who demonstrate depth of understanding related to professional, cultural, and societal patterns of theory, knowledge, inquiry, and learning characterized by an emphasis on personal and professional self-examination, scholarly and disciplined inquiry, deep thinking and listening, and theoretical and practical applications.
  - 1.1 develop an understanding of the study of professional, cultural, and societal patterns.
  - 1.2 engage in disciplined inquiry as it applies to the study of the politics of difference and critical analysis of professional, cultural, and societal pattern.

- 1.3 develop an appreciation for and capacity related to postmodern critical thought as it relates to the leader as scholar–practitioner.
- 1.4 create a climate that promotes reflective and reflexive processing, journalizing, and conversation.
- 1.5 demonstrate an in-depth understanding of and capacity for connecting theory and practice in relation to the various dimensions and responsibilities of leading/administering a school system.
2. The critical examination of theoretical, philosophical, and practical/pragmatic conceptualizations of scholar–practitioner leadership models.
  - 2.1 examine the historical meaning/origins of scholarship/scholar and practice/practitioner.
  - 2.2 construct a conceptual definition of scholar–practitioner leadership that clearly delineates and establishes the relationship between the three primary constructs of scholar, practitioner, and leadership.
  - 2.3 fully conceptualize the ideas embedded in a model of scholar–practitioner leadership.
  - 2.4 determine the place—theoretically, philosophically, practical/pragmatically—that research holds in a culture grounded in an “inquiry stance” of scholarly practice and for the scholar–practitioner.
  - 2.5 examine criticality, postmodernity, poststructuralism, and post-formalism in relationship to a scholar–practitioner model of leadership.

**Major Topics Addressed:**

- Scholar, scholarship, scholarly practice
- Scholar–practitioner-leader, scholar–practitioner leadership
- Scholar–practitioner culture
- Dispositional aims of scholar–practitioner leadership
- Perspectives and Practices of scholar–practitioner leadership
- Social foundations of scholar–practitioner leadership
- Pragmatics of scholar–practitioner leadership
- Leadership praxis
- Deconstructing the leader’s self
- Modeling – theorizing scholar–practitioner leadership
- Models of scholar–practitioner leadership: aesthetic, cultural, democratic, ethical/moral, political, media, etc.
- Reading Leadership Texts
- Social imaginaries of education in a democratic society

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

**Methods of Instructional Delivery:**

This course will use a variety of instructional methods including Socratic dialogue, problem-based and case-based approaches, mini-lectures, candidate-led conversations, small group processing, computer lab simulations, dyad partners and/or critical friends, ethical dilemmas, etc.

## **Completion and Mastery of Assignments:**

Completion of assignments is not optional. All assignments must be completed and submitted for assessment. Mastery of each assignment is the responsibility of the candidate.

Candidates are expected to:

- participate in a professional, punctual, and equitable manner in all collaborations,
- complete all readings assigned for each class, and to contribute in a knowledgeable and professional manner on each assignment.

All assignments are due on the assigned date. Late assignments will receive a 20% penalty for **each** missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. **No assignments will be accepted after the last class.** Incomplete assignments will receive zero points. **No arrangements** can be made to extend the course beyond the last class meeting.

All assignments, at the discretion of the instructor, may be reworked and resubmitted by the last day of the course. Candidates are encouraged to reflect upon the professor's assessment feedback, and to resubmit the assignment for further review. The candidate **should return the original paper with professor evaluation marks** for comparison with resubmitted products.

## **Changes:**

The instructor reserves the right to make changes or modifications in the above requirements as needed and/or required to meet course goals. Candidates will be notified of the changes.

## **Course Activities:**

Candidates should review each of the activities for the course, taking note of the specific requirements and expectations, in particular writing format, guiding questions, and products.

## **Writing Format for Written Course Activities**

All papers and essays, unless otherwise stated, must be organized in a professional essay format. This includes a title page, an introduction containing an interest catcher or background information followed by a transitional statement to the formal thesis statement. A body section after explaining the thesis will be followed by a conclusion. Appropriate transitional statements must be included to enhance conceptual continuity, and a logical and clear conceptual framework must be evident. Of course, all papers must be thoroughly proof read for grammar, spelling, punctuation, and APA formatting. Also, titles must be aligned with the conceptual framework to promote continuity in the reader's understanding of your organization and thesis.

This is also an appropriate format for oral presentations since it guarantees a well-organized and concise presentation of the content. Additional guidelines may be provided for oral presentations.

## **Class Discussion**

Due to the quantity and complexity of the material that we will cover, in order to accomplish this goal, time allocations will be made for each reading. In order to effectively deal with the material and to allow for everyone to contribute within the time allocation requires that class members are sensitive to the length of their own comments and the quantity and content of the comments of their peers. Efforts should be made to make concise and succinct comments, and to encourage others to participate. Discussant dialogue is valued more than lengthy monologue, which unfortunately will be provided in most cases by the professor.

### **Reading Activities**

Each candidate is expected to complete various activities assigned by professor in relation to the readings (required articles/book chapters/papers, etc. as well as selected readings provided by candidates). These activities will be provided in the session prior to the session when activities are to be submitted to the professor. The reading activity will typically take two forms. First, all candidates are expected to prepare a set of “trigger questions” for each reading. A trigger question is a query that will be used to trigger class discussions in relation to the readings. Each trigger question should be substantive in nature, relating to a theory-to-practice issue, specific social problem, etc and should represent the candidate’s own reflective/reflexive inquiry. Each trigger questions should be referenced to the specific page/line/quote of the respective reading that prompted the question. Second, in large part, the activities will be written in nature, **usually 2-7 pages in length**, concisely and cogently written. All written components of an activity should follow the writing format outlined previously. Some activities related to readings will be conducted during the actual class session, with candidates expected to prepare written documents using the doctoral computer lab, flip chart paper, etc.

### **Oral Presentation / Written Review Essay of Self-selected Book Activity**

Each candidate will read a self-selected books (published within the past 4 years) and report on the book in class. The book selection should clearly align with theorizing/conceptualizing the social imaginary as related to leadership (and contribute to further understanding the nature of the scholar–practitioner leader). Candidates are expected to make connections between the focus/content of the selected books and the construct of scholar–practitioner leadership, i.e., provide an oral interrogative and interpretive discussion of the each book and how it explicates scholar–practitioner leadership, and provide a concise written synopsis of each book (2 single-spaced pages reflecting the interrogative/interpretive explication). Each candidate will prepare a full book review or review essay of one book for publication consideration. **(Oral presentations will be scheduled for class sessions 3, 4, 5, 6, 7, 8, 9; Written synopsis for each book due at time of oral presentation / Written review or review essay due December 7, 2019)**

### **Media-based Frames for Examining Scholar-Practitioner Leadership Activity**

Each candidate will select a form of visual media, such as URL from YouTube, popular TV series, etc. and make a presentation that extends the interpretative meaning of social imaginary and the role scholar-practitioner leadership. The media selection should clearly align to the theoretical/philosophical underpinnings of social imaginary and the core value of scholar-practitioner leadership. Consider the premise that if one were asked to explain what he/she believes to be the most important core belief/practice necessary to scholar-practitioner leadership, what would be the media selection that one would use. A narrative interpretation should accompany the presentation. **(Visual and oral presentations will be scheduled for class sessions 3, 4, 5, 6, 7, 8; Narrative interpretation for media presentation due at time of oral presentation)**

### **Student Selected Readings on Social Imaginaries of Education**

Each candidate will select a theory/research article focused on the meaning of social imaginary and the application of social imaginary as an interpretive frame for examining an issue/problematic in education. The reading will be presented to the full cohort and the candidate will lead a discussion activity during class. **(Presentations/discussions will be scheduled for class sessions 3, 4, 5, 6, 7, 8)**

### **Culminating Activity: Social Imaginaries of Education/Presentation Activity**

#### Part I: Paper—Social Imaginaries of Education in a Democratic Society

Individually, each candidate will prepare a 15-17 pages, APA format, double-spaced and typed research paper (outline to be provided in class). The paper will focus on a social imaginary of education and scholar–practitioner leadership. As well, the paper will incorporate a social imaginary lens/discussion as interpretive frame for understanding the problematic issues of/in education. The intent is to prepare a discussion of the selected social imaginary using the lens to convey the public social imaginary as illusion or symbolic mystification associated with public understanding/acceptance

of education. To prepare the paper will require the candidate to develop a framework to guide the conceptualization, and to *synthesize* various leadership readings related to the selected social imaginary. Any readings may be used. At least 12 sources should be referenced in the paper/chapter, with no fewer than 8 research articles and 4 book chapters/books cited in the body of the paper and included in the reference section. Include an APA formatted title page with author contact information and an author bio, as well as a separate abstract page (150-200 word maximum).

**(First draft due October 19, 2019)**

Part II: Paper Presentation—Social Imaginaries of Education in a Democratic Society

Candidates are expected to make a 15-20 minute presentation on their work during the last three class meetings. Candidates should be prepared to present their papers during the last three class meetings as well as hand in the final version of their paper at the time of the first round of presentations. The presentation should incorporate an oral and media component as well as other supporting materials. Additional information will be distributed at the time of our second class. **(Final version of paper due November 9, with presentations made on November 9 & November 16, December 7, 2019)**

Part III: Paper Presentation— Social Imaginaries of Education in a Democratic Society

Candidates are expected to identify 2 noted authorities in leadership theory and philosophy that could serve as an external, peer reviewer for the paper. As well, the candidate should identify 2 doctoral alumni of the SFA program and/or a comparable program that embodies the same beliefs and values as that of SFA's program (i.e., St. Joseph's University in Philadelphia). Noted authorities should be recognized for their respective scholarship and work related to the specific ethical disposition selected, and which serves as the basis of the paper/chapter. Doctoral alumni should be recognized for their respective leadership experience and scholarship. Candidates will work with the professor to construct a review protocol during the semester. **(List of peer reviewers with contact information due on November 9, 2019)**

#### IV. Evaluation and Assessments (Grading):

Decisions about candidate evaluation rest with the professor; however, candidates will collect portfolio artifacts, engage in reflective processing, peer-review processes, and participate in candidate-facilitated performance assessment of learners.

Assessment Foci:

Weights for Evaluation:

Participation in all activities	100 points
Discussion of Assigned Readings	100 points
In-class Analysis Activities on Reading Leadership Texts	300 points
Self-selected Book Activity (1 book)	200 points
Media-based Activity	100 points
Student Selected Reading/Discussion – Social Imaginaries	100 points
Culminating Activity: Presentation/Paper Social Imaginaries	300 points

Total Possible 1,200 points

An incomplete or WH grade **will not be allowed** for this course. Candidates are expected to complete all assignments and submit all requirements on time. Feedback will be provided for each written assignment. Candidates are expected to work together during class time and outside of class as activities and/or assignments require. The instructor will make decisions concerning assignment of partners, groups, etc.

## V. Tentative Course Outline/Calendar:

The tentative course outline is aligned to the designated meeting dates, with discussion topics and related activities listed. The candidate should note that the additional assignments will be made by the instructor which will lead to the modification of the schedule of activities / assignments. This will occur as needed during each class meeting. Additional assignments may be made and are due on the date posted by the instructor.

**August 24** – Course introduction; Orientation to course assignments, activities, readings, etc.; Discussion of dispositions as a frame for analyzing scholar–practitioner leadership; Other activities as appropriate for the course.

**September 7** – Carlson and Gause (2007) *Keeping the Promise* (selected chapters) discussion; Dialogue on assigned readings; In class activity; Other activities as appropriate for the course.

**September 21** – Carlson and Gause (2007) *Keeping the Promise* (selected chapters) discussion; Dialogue on assigned readings; Oral presentation of books; Other activities as appropriate for the course.

**October 5** – Carlson and Gause (2007) *Keeping the Promise* (selected chapters) discussion; Gabbard, and Ross (2008) *Education Under the Security State* (selected chapters) discussion; Dialogue on assigned readings; Oral presentation of books; Media-based activity; Other activities as appropriate for the course.

**October 19** – Gabbard, and Ross (2008) *Education Under the Security State* (selected chapters) discussion; Olson (2012) *Education as Civic Engagement* (selected chapters) discussion; Dialogue on assigned readings; Research essay; Oral presentation of books; Media-based activity; Culminating Activity due – first draft; Other activities as appropriate for the course.

**October 26** – Gabbard, and Ross (2008) *Education Under the Security State* (selected chapters) discussion; Olson (2012) *Education as Civic Engagement* (selected chapters) discussion; Dialogue on assigned readings; Oral presentation of books; Media-based activity; Other activities as appropriate for the course.

**November 9**– Gabbard, and Ross (2008) *Education Under the Security State* (selected chapters) discussion; Olson (2012) *Education as Civic Engagement* (selected chapters) discussion; Carlson and Gause (2007) *Keeping the Promise* (selected chapters) discussion; Dialogue on assigned readings; Oral presentation of books; Culminating Activity due; Media-based activity; Other activities as appropriate for the course.

**November 16** – Palmer (2011) *Healing the Heart of Democracy* discussion; Dialogue on assigned readings; Culminating Activity due; Critical Synthesis Activity due; Media-based activity; Book review/review essay activity; Other activities as appropriate for the course.

**December 7** – In-class activity; Dialogue on assigned readings; Culminating Activity due; End-of-course reflections; Other activities as appropriate for the course.

## VI. Readings (Required and recommended—including texts, websites, articles, etc.):

### Books

Books may be purchased at the SFA Bookstore or ordered through Barnes & Noble (<http://search.barnesandnoble.com>), Amazon (<http://www.amazon.com>), or related book vendors. Online purchase of books is recommended for expediency, with next day or 2-3 day delivery preference. Candidates are responsible for purchasing/ordering books in a timely fashion. All books are currently available via Barnes & Noble on-line. Books will also be available through SFA's on-campus bookstore.

Carlson, D. P., & Gause, C. P. (2007). *Keeping the promise: Essays on leadership, democracy, and education*. New York: Peter Lang.

Gabbard, D., & Ross, E. W. (Eds.). (2008). *Education under the security state: Defending public schools*. New York: Teachers College Press.

Olson, G. (2012). *Education as civic engagement: Toward a more democratic society*. New York, NY: Palgrave Macmillan.

Palmer, P. J. (2011). *Healing the heart of democracy: The courage to create a politics worthy of human spirit*. San Francisco, CA: Jossey-Bass.

Taylor, C. (2003). *Modern social imaginaries*. Durham, NC: Duke University Press.

### Supplemental Books

Supplemental books are sources the professor will draw from throughout the course and will serve as further reading for those candidates so inclined.

Boler, M. (2004). *Democratic dialogue in education: Troubling speech, disturbing silence*. New York: NY: Peter Lang.

Castoriadis, C. (1998). *The imaginary institution of society*. Cambridge, MA: MIT Press.

Debord, G. (1995). *The society of the spectacle* (trans. D. Nicholson-Smith). New York: Zone Books.

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: The Free Press.

### Course Readings

Additional required readings will include articles, chapters, etc. selected and assigned by the professors during the semester. Also, additional required readings may include articles, chapters, etc. selected by the candidate and provided as part of the course activities and requirements. In some cases readings selected by the professors will be placed on reserve in the library and/or distributed at the appropriate time prior to the class meeting date assigned for the reading. Candidates are responsible for all assigned readings.

This course will use a variety of instructional methods including Socratic dialogue, problembased and case-based approaches, mini-lectures, candidate-led conversations, small group processing, computer lab simulations, dyad partners and/or critical friends, ethical dilemmas, etc.

## VII. Course Evaluations:

Near the end of each semester, students in the College of Education electronically evaluate course taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, **all ratings and comments are confidential and anonymous**, and will not be available to the instructor until after final grades are posted.

## VIII. Student Ethics and Other Policy Information:

### Attendance (Course policy)

Attendance is not optional. Due to the collaboration, the reflective nature of the course, and the sequence of activities, candidates are required to be present at each class. If a class must be missed, prior to the absence the candidate must contact the professor for the details concerning arrangements to deliver any assignments due during that class to the professor. As well, the student is responsible for discussing with the professor the allowance for makeup assignments due to absences.

The make-up assignment will be a synthesis paper whose length and nature will be determined by the professor. The paper must be APA formatted with a reference section, and will be between five to ten pages depending on the nature and quantity of readings for that class. If possible, the paper should be submitted to the professor prior to, or on the date of the missed class. If this is not possible than the paper is due the class following the absence. Failure to complete each make-up assignment will result in a 10% reduction in the candidate's course grade. Once again, all other assignments due upon the date of the absence must be given to the professor on or before the missed class. Any assignments not given by the date of the missed class will be considered **late and receive a 20 percent grade reduction**.

Candidates are expected to arrive for class on time. More than two tardy arrivals to class will result in a **5 percent grade reduction**. Since attendance is especially critical, one absence may result in a diminished grade. More than one class absence will automatically make the candidate ineligible for an "A" grade.

In the case of emergencies, the candidate is responsible for contacting his/her professor in a timely fashion and apprising the professor of the situation. E-mail contact is typically the most efficient and reliable method of contact, however when an emergency occurs in route, then a phone call is appropriate.

### Academic Accommodations for Students with Disabilities (University policy 6.1 and 6.6)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/> . Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity (University policy)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to 1. using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; 2. the falsification or invention of any information, including citations, on an assigned exercise; and/or 3. helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are 1. submitting an assignment as one's own work when it is at least partly the work of another person; 2. submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and/or 3. incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Student Code of Conduct (Policy 10.4)**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

**Withheld Grades (University policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.