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Course Time & Location:
Human Services Building, Room 320,
Saturdays 1-5

Office Hours: by phone or online
M & W 3:30 PM – 5:00 PM
T & R 8:00 AM – 9:30 AM
Other times, including in office, by app't

Outside of office hours, please text rather than call to see If I am available.

Please send email through the Desire2Learn (D2L)/Brightspace email.   You will typically receive a response within 8 hours or less. Please use the other email address above only in emergencies.

Credits: 3

Prerequisites: Successful completion of prior courses in the cohort's sequence and/or special permission from instructor.

Course Eligibility: Limited to doctoral candidates[1] formally admitted to the doctoral program in *Educational Leadership*. Completion of prerequisite courses in the doctoral program sequence required for admission to course.

I.Course Description:

The idea of curriculum is not new – but the way we understand and theorize it has altered over the years – and there remains considerable dispute as to meaning. The idea of curriculum leadership is perhaps more nuanced, yet, like curriculum itself, there is varied meaning. When considered in the context of a democratic society, and its educational systems, curriculum and curriculum leadership take on decidedly more important and critical meaning.

The purpose of this course is to advance an understanding of contemporary theoretical underpinnings of curriculum leadership. The curriculum leader as scholar-practitioner will serve as a focus for examining the relevant dimensions of curriculum leadership. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school

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[1] Whereas student has been the common language to date, the term candidate is used herein to align with NCATE 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.

settings. To understand curriculum leadership one must first understand curriculum and its theory. With that in mind, curriculum theory, and by extension curriculum leadership must necessarily focus on the purpose of education and the context within which education is situated, with emphasis on multiculturalism, internationalization, postmodernism, poststructuralism, ecological sustainability, economic equity, democratic community, social justice, linguistic and historical deconstruction, gender equity, anti-racism, antisexism/heterosexism, autobiographical investigations, qualitative and arts-based research, hermeneutics, aesthetics, and ethics. As society has evolved so too has the nature of curriculum in schools. The curriculum leader is called on to reconceptualize curriculum, moving beyond exclusive concern with the development of institutional schooling and related classroom materials and activities to understanding broader philosophical and symbolic representations of curriculum that impact schools and society. The curriculum leader of today must be concerned with the place of digital and virtual worlds in the negotiation of curriculum, impact of standards and accountability as ideological challenges to curriculum, and the policy and politics of curriculum against a backdrop of schooling in a global society. The intent of this course is to provide doctoral students with the theoretical (balanced by the critical and pragmatic) framework for analyzing, critiquing, investigating, and transforming curriculum so that they will understand the complexities of contemporary curriculum discourse and research practices as well as how to lead curriculum as a praxis and process juxtaposed to curriculum as cognitive and aesthetic experiences for constructing knowledge and cultivating a just and democratic society.

Course Justification:

AED 629 Curriculum Leadership   3 credits

Curriculum Leadership is one of the elective requirement options 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. Multimedia and related digital/virtual technologies are used for additional direct instruction and require a minimum of 9 hours. The course meets 9 Saturdays throughout the semester. 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. This course engages students in examining multi-dimensional perspectives of curriculum and the leader's role. Student as aspiring curriculum leader will examine the multi-dimensional nature of curriculum and the place of digital and virtual worlds as real time space in classrooms as related to the negotiation of curriculum, impact of standards and accountability as ideological challenges to curriculum, and the policy and politics of curriculum in against a backdrop of schooling in a global society. To this end, students will be actively engaged in the class through a series of activities, discussions, and curricula-based pedagogies. As well students will be actively engaged in creating interfaces with curriculum leaders and noted experts in curriculum leadership through Skype (and related media-based exchanges) to examine the complexity of roles and responsibilities of the curriculum leader. Specific activities/assignments include Curriculum Case Activity (field-based study of a specific curriculum problem addressed in a school/university setting), Curriculum Leaders Inquiry Activity (identify a curriculum leader and conduct an interview and present a formal study/presentation to the class), Discussion Leadership Activity (focused on a self-selected book that examines dispositions, skills, and knowledge as well as leader roles / responsibilities), Critical Analysis of Curriculum Policy/Leadership Activity (analysis of the current district/university policy related to curriculum and instruction with a

specific content area, i.e., STEM, Social Studies, etc.), and Student Guided Lessons (based on assigned readings prepare and lead a guided lesson on two separate readings). 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 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.

Major Topics Addressed

• Curriculum foundations
• Curriculum history: Past and Present
• Philosophical, historical, psychological (learning theory), and socio-cultural influences on curriculum development
• Political Influences on Curriculum
• Principles, aims, goals, and design considerations for curriculum
• Curriculum leadership
• Theoretical and practical dimensions of curriculum leadership
• The curriculum leader's role and responsibilities
• Critical curriculum: leadership for social justice and democracy
• Components of curriculum theory and curriculum design integral to the curriculum development process
• Curriculum alignment and evaluation
• Curriculum policy: local, state, and national
• Interface of technology and curriculum: digital teaching platforms, social media, and the influence of next generation technologies
• Designing curriculum for Generation X and Y, Millennials, Digital Natives, etc.
• Curriculum in a standards-based world

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 personal 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.

At the completion of the research sequence in the doctoral program, the candidate will be able to successfully defend his or her dissertation proposal.

Course goals are aligned with the program goals and reflect a 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 an 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 educational leader as scholar-practitioners who demonstrate depth of understanding related to foundations of education, leadership and thinking characterized by an emphasis on personal self-examination, scholarly and disciplined inquiry, deep thinking and listening, and theoretical and practical applications.
1.1 develop an understanding of the study of curriculum.
1.2 engage in disciplined inquiry as it applies to the theoretical, critical, and practical dimensions of curriculum leadership.
1.3 demonstrate reflective and reflexive practices about problems and experiences.
1.4 create a climate that promotes reflective and reflexive processing, journaling, and conversation.

2. The preparation of educational leaders as scholar-practitioners with the capacity and capability to provide strong curriculum leadership within the local school, district, and community as related to the purpose of education, social, cultural, and educational change, professional growth and development, creating and sustaining a strong communitarian spirit, and development of the human potential.
2.1 demonstrate an in-depth understanding of the relationship of curriculum leadership to the various dimensions and responsibilities of leading/administering curriculum in a school system.

2.2 demonstrate capacity to provide guidance to professional growth and development of self, others, and collective or community entities.

2.3 demonstrate capacity and capability to effect educational and social change within school and community settings inclusive of effecting change in self and social philosophy as related to curriculum.

2.4 demonstrate a deep understanding of the scholar-practitioner's role in the development of human potential.

3. The preparation of scholar-practitioners as curriculum leaders with a deep understanding of the purpose of education in a democratic society and the relationship of curriculum to attainment of that purpose.

3.1 demonstrate capacity and capability to conceptualize curriculum as culture, a system of implicit and explicit beliefs, values, behaviors and customs in classrooms and schools, deliberated within a particular social context.

3.2 demonstrate a well-developed comprehensive understanding of a variety of curriculum cultures, traditions, theories, and models, and ways in which particular curriculum tradition(s) influence our thinking and practices.

3.3 demonstrate a well-developed understanding of major challenges faced by teachers, supervisors, curriculum developers and administrators in adopting and implementing new perspectives of curriculum and assessment programs.

3.4 demonstrate a well-developed understanding of curriculum ecology and the importance of an ecological view of the learning environment.

3.5 demonstrate an ethical, cultural, political, and pedagogical sensitivity to developing and implementing curriculum.

3.5 demonstrate a deep understanding of the scholar-practitioner's role as curriculum leader in a postmodern society.

IV. Course Assignments, Activities, Instructional Strategies, use of Technology:

Methods of Instructional Delivery:

This course is designed on sociocultural / constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a doctoral level course, the instructor expects quality work from each student supported by appropriate and adequate preparation and direct involvement.

This course will use a variety of instructional methods such as Socratic dialogue, problem-based and case-based approaches, mini-lectures, student-led conversations, student lessons / presentations, small group processing, computer lab simulations, social media and digital platforms, reflection activities, and / or critical friends, etc.

Attendance:

Attendance is not optional. Due to the collaboration, the reflective nature of the course, and the sequence of activities, students are required to be present at each class. If a class must

be missed, **prior** to the absence the student must contact the professor for the details concerning the make-up assignment, and make arrangements to deliver any assignments due during that class to the professor.

The make-up assignment may 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**.

Students 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, more than one absence will result in a diminished grade. More than one class absence will make the student ineligible for an "A" grade.

In the case of emergencies, the student is responsible for contacting the instructor in a timely fashion and apprising the professor of the situation. A text or an 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.

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 student.

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. **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 date given by the instructor. 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. Students will be notified of the changes.

Course Activities:

Writing Formats for Written Course Activities.

All papers and essays, unless otherwise stated, must be organized in a professional essay format. This includes 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 will 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. To effectively deal with the material and to allow for everyone to contribute within the time allocation, requires that class members be 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. Dialogue is valued more than lengthy monologue, which unfortunately will be provided in most cases by the professor.

Reading Activity.

Each student will be expected to complete various activities assigned by professor in relation to the readings (required books and articles and/or selected readings provided by students). These activities will be provided in a session prior to the session when activities are to be submitted to the professor. In large part, the activities will be completed outside of class during the period of time between class sessions. The activities may include a written component, and the instructor will provide guidelines at the appropriate time during the semester. Some activities related to readings will be conducted during the actual class session, with students expected to prepare written documents.

Curriculum Case Activity.

Individually, each candidate will write a 6-8 page paper (APA format) on an issue /problem experienced that directly relates to curriculum. The purpose of this activity is to further examine curriculum leadership. Each candidate will identify and articulate in narrative form a

curriculum issue / problem drawn from an event or situation that the candidate has directly experienced in their work place. The issue / problem should clearly relate to one of the salient points discussed in class and / or presented in the readings. The candidate will clearly describe the case and then analyze the case using a curriculum leadership lens derived from course readings. The instructor will provide further description of the activity and a handout during the second class. The case paper is **due November 9, 2019**.

Curriculum Leader Inquiry Activity.

Candidates will provide oral answers to a set of seven questions and submit a 2-3 page summary of their answers. The questions will serve to guide in-class conversations during the semester. As well, the questions provide a script for guiding candidates in self-examination of their own beliefs and understandings related to curriculum and curriculum leadership. In preparing the summation, 1-2 citations should be included, as well as an example from any kind of media, the arts, blogs, photography, web page etc. to support or make their point. The instructor will provide further description of the activity and a handout in class As well, the instructor will designate the schedule for each of the questions to be addressed / presented in class. The set of written summations are **due November 16, 2019**.

Dimensions of Curriculum Leadership Activity.

Candidates will each select a book specific to curriculum leadership and prepare an in-class presentation to be made during the semester. Book selections will be made from lists provided by the instructor. The candidate will identify the leadership dimensions that frame the book. Dimensions should include ideologies, philosophies, dispositions, skills, and knowledge as well as leader roles / responsibilities that define and / or guide the curriculum leader's work. A 4-6 page, paper (APA format) that synthesizes the presentation including dimensions, dispositions, skills, and knowledge related to curriculum leadership will be submitted. The presentation should be approximately 30 minutes in length. A set of questions should be provided to facilitate an in-class conversation on curriculum leadership. **(Presentations will begin the third (3rd) class meeting and continue to the conclusion of the semester)**

Critical Analysis of Curriculum/ Curriculum Policy / Leadership Activity.

Candidates will analyze the current district policy related to curriculum and instruction in their respective work place. The analysis will focus on a selected set of questions to determine if the policy is clearly aligned with curriculum. To narrow the focus, candidates should focus on a specific content area (reading, English language, mathematics, science and technology) that is currently used by teachers in their respective school / district work place. The instructor will provide further description of the activity and will designate the schedule for each of the questions to be addressed / presented in class. The set of written summations are **due December 7**.

Candidate Guided Lessons.

Each candidate will be expected to read, review and present in class three chapters in *The Sage Handbook of Curriculum and Instruction* text. Each student will develop a 'talking paper' of their assigned chapters and present it in class. Students are encouraged to use media supported presentations. Each student will respond to other students' reviews. (**due weekly as assigned, beginning third class meeting**).

Each candidate will read and present a chapter from *Curriclum Theory: Conflicting Visions and Enduring Concerns*. Students are encouraged to pattern the presentation around the theory.

IV. Evaluation and Assessment (Grading): Decisions about student evaluation rest with the professor; however, students will collect portfolio artifacts, engage in reflective processing, peer-review processes, and participate in student-facilitated performance assessment of learners.

Assessment:	Points:
• Class participation/attendance	100 points
• Reading Activities/Completion of course readings	200 points
• Dimensions of Curriculum Leadership	100 points
• Curriculum Case	100 points
• Curriculum Leadership Inquiry	200 points
• Critical Analysis of Policy / Leadership	100 points
• Candidate Guided Lessons	200 points
Total Possible Points	1,000 points

An incomplete or WH grade **will not be allowed** for this course unless extenuating circumstances require instructor approval per University policy. Students are expected to complete all assignments and submit all requirements on time. Feedback will be provided for each written assignment. Students 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 instructor will make additional assignments and / or modify the schedule of activities/assignments as needed during each class meeting. Additional assignments may be made are due on the date posted by the instructor.

Week 1 - August 24 –
- Topics: Nature of Curriculum, Curriculum History, Politics of Curriculum, Curriculum Ideologies.

- Course introduction; Orientation to readings, assignments, activities; scheduling of student guided lessons / presentations. During the first class meeting time will be provided to discuss the candidate's respective interests and expected outcomes.

Week 2 – September 7 –
- Topics: Curriculum Theory and Ideologies
- Candidate Guided Lessons; Additional topics as presented.

Week 3 – September 21 –
- Topics: Curriculum Planning and Improving the Program of Studies,
- Dimensions of Curriculum Leadership presentations
- Candidate guided lessons; Assigned readings; In-class activity / discussion; Candidate reflections / Responses to Curriculum Leader Inquiry Activity; Additional topics as presented.

Week 4 – October 5 –
- Topics: Improving a Field of Study, Processes for Developing New Courses and Units
- Dimensions of Curriculum Leadership presentations; Assigned readings; In-class activity / discussion; Candidate reflections / Responses to Curriculum Leader Inquiry Activity; Additional topics as presented.

Week 5 – October 19 –
- Topics: Supervising Curriculum, and Curriculum Development and Implementation
- Dimensions of Curriculum Leadership presentations; Candidate guided lessons; Assigned readings; In-class activity / discussion; Candidate reflections / Responses to Curriculum Leader Inquiry Activity; Additional topics as presented.

Week 6 – October 26 –
- Topics: Aligning the Curriculum, Curriculum and Teacher Evaluation
- Dimensions of Curriculum Leadership presentations; Candidate guided lessons; Assigned readings; In-class activity / discussion; Candidate reflections / Responses to Curriculum Leader Inquiry Activity; Additional topics as presented.

Week 7 – November 9 –
- Topics: Current Developments
- Curriculum case activity due; Discussion of curriculum case activity;
- Dimensions of Curriculum Leadership presentations; Candidate guided lessons; Assigned readings; In-class activity / discussion; Candidate reflections / Responses to Curriculum Leader Inquiry Activity; Additional topics as presented.

Week 8 – November 16 –
- Topics: Individualizing the Curriculum
- Curriculum Leader Inquiry Summary due; Discussion of curriculum leader inquiry
- Dimensions of Curriculum Leadership presentations; Candidate guided lessons; Assigned readings; In-class activity / discussion; Candidate reflections / Responses to Curriculum Leader Inquiry Activity; Additional topics as presented.

Week 9 – December 7 –
- Critical Analysis of Curriculum and Policy presentations and summary due
- Dimensions of Curriculum Leadership presentations; Candidate guided lessons; Assigned readings; In-class activity / discussion; Candidate reflections / Responses to Curriculum Leader Inquiry Activity; Additional topics as presented.

VI. Readings:

Selected course readings include but are not limited to required books and / or articles, book chapters, etc. as identified by the professor.

Required Books

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (Sixth Edition). Washington, D.C.: American Psychological Association.

Connelly, F. M., He, M. F., & Phillion, J. (Eds.). (2008). The *Sage handbook of curriculum and instruction.* Los Angeles: Sage.

Glatthorn, A. A., Boschee, F., Whitehead, B. M., Boschee, B. F.(2019) *Curriculum leadership: Strategies for development and Implemenation.* Los Angeles CA: Sage.

Schiro, M. S. (2013) *Curriculum theory: Conflicting visions and enduring concerns.* Los Angeles: Sage.

Recommended Books

Boschee, F., Glatthorn, A. A., & Whitehead, B. M. (2005). *Curriculum leadership: Development and implementation* (1st Edition). Sage Publications.

Cho, S. (2013). *Critical pedagogy and social change.* New York: Routledge.

Glatthorn, A. A. (2004). *Developing a quality curriculum.* Long Grove IL: Waveland Press.
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Glatthorn, A., & Jailall, J. (2009). *The principal as curriculum leader: Shaping what is taught and tested.* Thousand Oaks, CA: Corwin Press, Inc.

Henderson, J. G., & Gornik, R. (2006). *Transformative curriculum leadership.* Pearson.

Jailall, J. M., & Glatthorn, A. A. (2008). *The principal as curriculum leader: Shaping what is taught / tested* (3rd Edition). Thousand Oaks, CA: Corwin Press.

Kesson, K. R., & Henderson, J. G. (1999). *Understanding democratic curriculum leadership.* New York: Teachers College Press.

Mendez, Z. Y. (2011). *The principal's guide to curriculum leadership.* Thousand Oaks, CA: Corwin Press.

Solomon, P. G. (2009). *The curriculum bridge: From standards to actual classroom practice.* Thousand Oaks, CA: Corwin Press.

Ylimaki, R. M. (2010). *Critical curriculum leadership: A framework for progressive education.* Taylor & Francis.

Wiles, J. (2009). *Leading curriculum development.* Thousand Oaks, CA: Corwin Press.

Additional Readings

Additional required readings include articles, chapters, etc. selected and assigned by the professor during the semester. Also, additional required readings will include articles,

chapters, etc. selected by the student and provided as part of the course activities and requirements. In some cases readings selected by the professor 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.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE 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 may 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.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: 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, 936-468-3004 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/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission 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).

Withheld Grades: 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.

Acceptable Student Behavior: 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. 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 policy 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 Early Alert Program at SFA.

IX. Other Relevant Course Information:

Bibliography:

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