Secondary Education and Educational Leadership EDLD 6330 Foundations of Curriculum
Spring 2020

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Course Time & Location: 8–12:00 (S) Rm. 4
Office Hours: Daily (Call for Appointment)
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 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 historical foundations of curriculum, as well as the theories of learning aligned to curriculum, have evolved over the years. Compounded by the advancement of standards and accountability, the foundational structures of curriculum in schools has shifted, consequently presenting difficult questions yet to be answered for/by educators. The idea of foundations of curriculum offers varied meaning. When considered in the context of a democratic society, and its educational systems, curriculum and curriculum leadership takes on decidedly more important and critical meaning.

The purpose of this course is to advance an understanding of historical and contemporary theoretical underpinnings and philosophical foundations of curriculum. 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 settings. To understand curriculum design, alignment and development one must first understand curriculum and its philosophical and theoretical foundations. As well, one must understand the learning theories that align with the various philosophical and theoretical perspectives of curriculum. 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, post-structuralism, ecological sustainability, economic equity, democratic community, social justice, linguistic and historical deconstruction, gender equity, anti-racism, anti-sexism/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. Yet, in many cases historical notions of curriculum still pervade the school curriculum today. The curriculum leader is called on to re-conceptualize 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 in 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 discourses 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:

EDLD 6330 (Foundations of Curriculum) (3 credits) 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. Students will engage in an in-depth examination of the theoretical and philosophical (balanced by the critical and pragmatic) framework for analyzing, critiquing, investigating, and transforming curriculum so that they will understand the complexities of contemporary curriculum discourses and research practices as well as how to lead curriculum as a praxis and process juxtaposed to curriculum as cognitive and aesthetic experiences. 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 in-class discussions as well as media-based and digitally supported discussions with selected noted authorities, Foundations of Curriculum Activity (select a noted authority in curriculum foundations, prepare and lead an in-class presentation/discussion as well as prepare a formal synthesis paper), Curriculum Book Activity (select two books curriculum foundations and/or curriculum leadership and prepare and lead in-class discussions), Student Guided Lessons (prepare guided lessons using media and oral presentation on selected readings), Curriculum Case Activity (prepare a curriculum case on an issue/problem experienced directly related to a curriculum issue that emphasizes both the psychological and philosophical dimensions), and Media-based Activity (select a noted authority in curriculum foundations and coordinate/lead a media-based discussion). 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. Media-based activities will require a minimum of 20 hours. 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.

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.

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 and its philosophical and theoretical foundations.
1.2 engage in disciplined inquiry as it applies to the theoretical, critical, and practical dimensions of curriculum leadership as it relates to design and development.
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.

**Major Topics Addressed**

- What is curriculum?
- What are the foundations of curriculum?
- What are the principles, aims, goals, and design considerations for curriculum?
- What is curriculum leadership?
• What are the theoretical and practical dimensions of curriculum leadership?
• What is the curriculum leader’s role / responsibilities in creating and sustaining a curriculum ecology?
• Philosophical, historical, psychological (learning theory), and socio-cultural influences on curriculum development
• Critical curriculum: leadership for social justice and democracy
• Components of curriculum theory and curriculum design integral to the curriculum development process
• Curriculum design, development, alignment and auditing (and as related to standards)
• Curriculum policy: local, state, and national
• Curriculum and the ideological tensions of market economy, neoliberal/neoconservative political agendas, etc.
• Curriculum in the postmodern
• Interface of technology and curriculum: digital teaching platforms, social media, and the influence of next generation technologies
• Designing curriculum for Generation X: the Millennial generation, Digital Natives, etc.
• Curriculum in a standards-based world: national and state standards, power standards, common core state standards (CCSS), standards in curriculum design, etc.

III. 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 form each student supported by appropriate and adequate preparation and direct involvement.

This course will use a variety of instructional methods including 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 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.
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 her/his 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.

**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. 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. 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 April 4, 2020.

**Dimensions of Curriculum Leadership Books Activity.**

Candidates will each select two books specific to curriculum foundations/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 foundations and leadership dimensions that frame the books. 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 for each book. 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. (Book 1 Due February 22, Book 2 Due March 21 - Presentations will begin February 29, 2020 during class meeting and continue to the conclusion of the semester)

**Foundations of Curriculum Activity**

Candidates will select one curriculum theorist recognized as a contributor to the development of curriculum (i.e., Ralph Tyler, etc.) and one theory of learning. A framework of curriculum theorists and learning theories will be provided, from which each candidate will make his or her selections. For each, the theorist and the learning theory, the candidate will prepare an in-class presentation/discussion to lead class discussion. As well, for each, the theorist and the learning
theory, the candidate will prepare a concise synthesis paper 3-5 single-spaced pages in length that
details the theorist’s contribution to foundations of curriculum and that details the key or salient
points of the learning theory as it relates to foundations of curriculum, respectively. The instructor
will provide further description of the activity and a handout during the second class. As well, the
instructor will designate the schedule for each of the candidates to lead the discussion in class.
The set of two written synthesis papers are due February 8. Discussion will be online on
February 22.

Candidate Guided Lessons.

Each candidate will be expected to read, review and be able to lead the discussion in class on
the assigned chapters in The Curriculum Studies Reader and Curriculum Development in the
PostModern Era textbooks. 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).

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.

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<th>Assessment</th>
<th>Points</th>
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<tr>
<td>Class participation/attendance</td>
<td>100 points</td>
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<tr>
<td>Reading Activities/Completion of course readings</td>
<td>200 points</td>
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<tr>
<td>Curriculum Case</td>
<td>100 points</td>
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<td>Dimensions of Curriculum Leadership Books</td>
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<td>Foundations of Curriculum</td>
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<td>Candidate Guided Lessons</td>
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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.
January 18 – Course introduction; Orientation to readings, assignments, activities; scheduling of student guided lessons / presentations; topics to be addressed; purpose of education; foundations of curriculum; assigned readings. During the first class meeting time will be provided to discuss the candidate’s respective interests and expected outcomes.

February 1 – Alternate Delivery – Learning Theory; examining the nature of curriculum, its philosophical foundations, and the aims of education; Discussion of curriculum case activity; Assigned readings; In-class activity / discussion; Candidate reflections; Critical analysis of curriculum discussion; Additional topics as presented.

February 8 – Post-Modern Era; Curriculum presentations; Candidate guided lessons; Foundations of Curriculum activity/presentation/discussion; Assigned readings; In-class activity / discussion; Candidate reflections; Additional topics as presented. Foundations of Curriculum papers due.

February 22 – Alternate Delivery – Foundations of Curriculum discussion and presentations; Candidate guided lessons; Assigned readings; In-class activity / discussion; Candidate reflections; Additional topics as presented. Curriculum Book paper for book 1 due.

February 29 – Standard Based Systems; Curriculum presentations; Candidate guided lessons; Foundations of Curriculum activity/presentation/discussion; Assigned readings; In-class activity / discussion; Student selected book discussions; Candidate reflections; Additional topics as presented.

March 21 – Curriculum Design; Curriculum presentations; Candidate guided lessons; Foundations of Curriculum activity/presentation/discussion; Assigned readings; In-class activity / discussion; Student selected book discussions; Candidate reflections; Additional topics as presented. Curriculum Book paper for book 2 due.

April 4 – Curriculum Leadership; Curriculum presentations; Candidate guided lessons; Foundations of Curriculum activity/presentation/discussion; Assigned readings; In-class activity / discussion; Student selected book discussions; Candidate reflections; Additional topics as presented. Curriculum Case paper due.

April 18 – Alternate Delivery - Curriculum presentations; Candidate guided lessons; Foundations of Curriculum activity/presentation/discussion; Curriculum for the Millennial Generation; Interface of technology and curriculum for learning; Digital teaching platforms; STEM curriculum foundations; Discussion of curriculum case activity; Assigned readings; In-class activity / discussion; Student selected book discussions; Candidate reflections; Additional topics as presented.

May 2 – Presentations; Student guided lessons; Student selected book discussions; Additional topics as presented; Final activity.

VI. Required Readings:

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

Books


**Recommended Readings:**


**Student Self-Selected Book(s)**

Each candidate will select two (2) books related to curriculum foundations and/or curriculum leadership, prepare an in-class presentation/discussion, and prepare a formal book review for publication consideration in a refereed journal. Selected books may be drawn from the list provided and/or selected by the student from other sources as approved by the professor.

**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 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 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 6.7)

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 the make-up assignment, and make arrangements to deliver any assignments due during that class to the professor.

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.

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/.

Academic Integrity (University policy 4.1)
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 if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) 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

Acceptable Student Behavior (University 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 D-34.1). 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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Withheld Grades Semester Grades Policy (A-54) (University policy)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
IX. Other Relevant Course

Information: Bibliography:

Anderson, L. W., Krathwohl, D. R., Airsian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R.,
revision of Bloom’s taxonomy of educational objectives*. New York: Longman.
Supervision and Curriculum Development.
educational practice*. Alexandria, VA: Association for Supervision and Curriculum
Development.
State University of New York Press.
Longman.
NY: Eye on Education.
classroom patterns of language, culture, and thought*. New York: Teachers College Press.
Roman & Littlefield.
*Educational Researcher, 18*, 32-42.


