Human Services and Educational Leadership
EDLE 5349 Foundations of Curriculum
Spring I 2024

Instructor: Dr. Brian Uriegas
Office: HSTC 313A
Mobile Phone: 210.324.2681
Credits: 3

Course Time & Location: Online
Office Hours: Virtual by Appointment
E-Mail: uriegasb@sfasu.edu

*You should expect a response to emails and phone calls within 24-48 hours from Wednesday-Sunday.

Prerequisites:
Prior to enrollment in this course, candidates must be enrolled in the Stephen F. Austin State University Principal Preparation Program and have successfully completed all preceding coursework.

I. Course Description:
This online course focuses on curriculum standards and curriculum alignment. The course examines how to improve curriculum by teaching for understanding emphasizing the Texas curriculum Texas Essential Knowledge and Skills (TEKS). Assessment of curriculum using the backwards design model and TEKS and STAAR/EOC is stressed.

Successful school administrators must be able to oversee the design of curriculum and the development of a strategic plan that enhances teaching and learning in multiple contexts. Deciding what to teach, aligning what is taught and testing what is taught are all components of curriculum, which becomes the responsibility of instructional leaders. To be instructional leaders, administrators must understand issues in curriculum and the factors that impact the decisions concerning curriculum.

EDLE 5349 “Foundations of Curriculum Plan” (3 credits; fully online) spans 8 weeks. The course contains extensive written content that includes the same information if presented in a face-to-face lecture course, requiring students to engage the online modules for at least six hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read at multiple short texts during the semester, complete discussions over the course content, and complete multiple writing assignments that evaluate their ability to think critically, interpret scenarios, and respond to a variety of situations. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives:

Program Learning Outcomes:
1. The student will identify critical attributes of effective school leaders.
2. The student will demonstrate an understanding of the basic principles and foundations of school leadership.
3. The student will be able to apply skills, knowledge, and dispositions regarding the role of an effective school leaders.
4. The student will demonstrate his/her knowledge of the principalship through course expectations.
5. The student will demonstrate his/her abilities to be an advocate for all children.

Student Learning Outcomes:
1. Students will discuss and identify elements of constructivist and differentiated teaching. (PLO 1,2,3,4,5)
2. Students will apply their understanding of curriculum to real life examples in the principalship. (PLO 1,2,3,4,5)
3. Students will participate in activities on how to conduct and evaluative and effective teacher walkthrough. (PLO 1,2,3,4,5)
4. Students will discuss how to appropriately guide teachers to effective staff development for professional growth. (PLO 1, 2,3,4,5)
5. Students will analyze the roles of the principal as the curriculum leader. (PLO 1,2,3,4,5)
6. Students will complete 15 practicum hours with a focus on school curriculum. (PLO 1,2,3,4,5)

National Council for Accreditation of Teacher Education (NCATE) Standards: The institutions program prepares school leaders who demonstrate an understanding of:

Standard 2: Assessment
Assessments have been aligned to course activities and standards in order to evaluate candidate performance.

Standard 3: Field Experiences
Candidates will develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: Diversity
Candidates will be involved in field experiences that involve working with diverse candidates and diverse students from P-12.

State Board of Educator Certification (SBEC) Standards:
The Examination for the Certification of Educators in Texas (TExES) Principal test is based on the SBEC standards. The following competencies are related to administrative theory and practice.

Domain I – School Community Leadership

Competency 001
The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. "School Community" includes students, staff, parents/caregivers, and community members.

The principal knows how to:
- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration.
- respond appropriately to diverse needs in shaping the campus culture.
- use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

**Competency 002**

The principal knows how to communicate and collaborate with all members of the school community respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:
- communicate effectively with families and other community members in varied educational contexts.
- apply skills for building consensus and managing conflict.
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- develop and implement strategies for effective internal and external communications.
• develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
• provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
• establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
• communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
• respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:
• model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
• implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
• apply knowledge of ethical issues affecting education.
• apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
• apply laws, policies, and procedures in a fair and reasonable manner.
• articulate the importance of education in a free democratic society.
• serve as an advocate for all children.
• promote the continuous and appropriate development of all students.
• promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II – Instructional Leadership

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:
• facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
• facilitate the use of sound, research-based practice in the development,
• implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
• facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
• facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
• facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
• facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
• promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:
• facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
• facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
• create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
• ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
• use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
• facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
• facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
• facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
• analyze instructional needs and allocate resources effectively and equitably.
• analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
• ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.
**Competency 006**
The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:
- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

**Competency 007**
The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

The principal knows how to:
- implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
- implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
- frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.
- encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.
- apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

**DOMAIN III – Administrative Leadership**
Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:
- apply procedures for effective budget planning and management.
- work collaboratively with stakeholders to develop campus budgets.
- acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- develop and implement plans for using technology and information systems to enhance school management.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:
- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

ELCC (Educational Leadership Constituent Council) Building Level Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
1.3 Candidates understand and can promote continual and sustainable school improvement.
1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

**Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
3.4 Candidates understand and can develop school capacity for distributed leadership.
3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

**Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience.
that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

III. Course Assignments, Activities, Instructional Strategies, and Use of Technology

1. Attendance and Participation

This course requires students’ active participation. Class attendance is expected to be regular and interactive when student is taking an online class. Candidates are encouraged to contact the professor if they are unable to be part of a class discussion.

Candidates are expected to participate actively in all online discussions and to demonstrate interest and proficiency in the topics and material covered in the readings and discussions.

Students are expected to check their email at least every day when taking a face to face course or an online course. It is imperative that you continue the open communication in an online course.

2. Practicum (20 hours)

A minimum of 20 hours of prescribed practicum experiences are required for this class. A crucial part of the practicum experience is to be engaged in as many relevant and meaningful campus activities as possible. The practicum log must record your prescribed activity and hours for each activity. You must be specific on the description of the activity. The activities must be from the required list unless you have received approved substitution from the professor.

The completed practicum log and approval form must be uploaded into QClassroom. See the Practicum Module in D2L for complete information.

If the correct practicum information is not submitted to QClassroom by the required due date, your grade will be dropped to ‘F’ for the course.

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

Assignments
Assignments are embedded into the content of the course within each module. Specific due dates and points for each assignment can be found in these sections below. As a principal, you will need to organize your time and plan your activities. In this course you will be expected to organize your work and develop timelines to complete all activities and other requirements by the assigned due dates and prior to the end of the course.

Please refer to dropbox for exact details about the assignments below.

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

In order to be effective educators, the faculty of SFASU’s College of Education has identified six values that lead to successful patterns of behavior and attitudes. All written work and presentations will not receive full credit without the following ideas present: academic excellence through critical, reflective, and creative thinking, life-long learning, collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community.

<table>
<thead>
<tr>
<th>Criteria/Assignments</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the TEKS</td>
<td>50</td>
<td>1/20</td>
</tr>
<tr>
<td>Pillar 2: Curriculum Alignment</td>
<td>100</td>
<td>1/24</td>
</tr>
<tr>
<td>Scope and Sequence Audio</td>
<td>50</td>
<td>1/27</td>
</tr>
<tr>
<td>Discussion: Curriculum is Arbitrary</td>
<td>50</td>
<td>1/29</td>
</tr>
<tr>
<td>Focus on Quality Instruction</td>
<td>50</td>
<td>2/1</td>
</tr>
<tr>
<td>Quality Instruction Discussion</td>
<td>50</td>
<td>2/4</td>
</tr>
<tr>
<td>Assessing Quality Instruction</td>
<td>50</td>
<td>2/6</td>
</tr>
<tr>
<td>Differentiation</td>
<td>50</td>
<td>2/9</td>
</tr>
<tr>
<td>Backward Design</td>
<td>50</td>
<td>2/13</td>
</tr>
<tr>
<td>6th Grade Math/Begley</td>
<td>50</td>
<td>2/16</td>
</tr>
<tr>
<td>TEKS, STAAR, Rigor, Relevance Discussion</td>
<td>50</td>
<td>2/19</td>
</tr>
<tr>
<td>Pillar 7: Professional Development Plan</td>
<td>100</td>
<td>2/24</td>
</tr>
<tr>
<td>Mr. Ham</td>
<td>50</td>
<td>2/26</td>
</tr>
<tr>
<td>Causes of Low Achievement Discussion</td>
<td>50</td>
<td>2/29</td>
</tr>
<tr>
<td>Challenge to Curricular Materials</td>
<td>50</td>
<td>3/3</td>
</tr>
<tr>
<td>Practicum Activities Reflections</td>
<td>50</td>
<td>3/6</td>
</tr>
<tr>
<td>Practicum Log/Mentor Approval</td>
<td>N/A</td>
<td>3/6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>900</strong></td>
<td></td>
</tr>
</tbody>
</table>

* This must be uploaded in QClassroom before it can be graded.

A 806-900 B 716-805 C 626-715 F Below 626
V. Tentative Course Outline/Calendar:

The course outline is found in the D2L material.

A. Each student in this course is expected to take an active part in the discussion pieces as well as complete all assignments in a timely manner.

B. Should a medical emergency or death in the family occur, it is the responsibility of the student to immediately notify the professor.

EDLE 5349 “Foundations of Curriculum Plan” (3 credits; fully online) spans 8 weeks. The course contains extensive written content that includes the same information if presented in a face-to-face lecture course, requiring students to engage the online modules for at least six hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read at multiple short texts during the semester, complete discussions over the course content, and complete multiple writing assignments that evaluate their ability to think critically, interpret scenarios, and respond to a variety of situations. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

VI. Required Texts/Sources


QClassroom Statement: (only add if you have QClassroom assignments or TimeLog Hours)
This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

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 Policy

**Institutional Absences (HOP 04-110)**

*Please copy and paste the following information regarding Institutional Absences into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.*

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity** (In addition, you may include your guidelines for academic integrity as appropriate).

*Please copy and paste the following information regarding Academic Integrity into your syllabus. In addition, you may include your guidelines for institutional absences as appropriate.*

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

- **Students with Disabilities**
  
  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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

- **On-campus Resources:**
  
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    
    www.sfasu.edu/deanofstudents
    
    936.468.7249
    
    dos@sfasu.edu
  
  - **SFASU Counseling Services** • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  
  - **SFASU Human Services Counseling Clinic** •
    www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  
  - **The Health and Wellness Hub** “The Hub”
    Location: corner of E. College and Raguet St.
    
    To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    
    ❖ Health Services
    ❖ Counseling Services
    ❖ Student Outreach and Support
    ❖ Food Pantry
    ❖ Wellness Coaching
    ❖ Alcohol and Other Drug Education

    www.sfasu.edu/thehub
    936.468.4008
    thehub@sfasu.edu

- **Crisis Resources:**
X: Additional Information Specific to Educator Preparation:

- **Code of Ethics for the Texas Educator:**
  - The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
  - Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

- **To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**
  - Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
  - A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
• You enrolled or planning to enroll in an educator preparation program or,
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
  ▪ You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
  ▪ In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
  ▪ Provide one of the following primary ID documents:
    ▪ Passport
    ▪ driver's license, state or providence ID cards
    ▪ a national ID card, or military ID card to take the TExES exams
    ▪ YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
  ▪ Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.
  ▪ For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI: Other Relevant Course Information: