



TEXAS TECH UNIVERSITY  
**College of Education™**

**ECTE 6305: Critical Contemporary Issues in Curriculum Studies**  
**Online Delivery**  
**Fall 2024**

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**Catalog Description:**

This course is designed to help students understand and articulate contemporary issues in teaching and learning that affect schools, agencies and communities. In today's era of accountability and standardization, teaching becomes inevitably political in that education is not free from the influences of politics and institutionalized mandates. This current atmosphere requires educators to attend to controversial issues that may contribute to educational inequalities and social injustice, marginalizing students from diverse backgrounds. We look at these issues from a critical theory perspective. This course utilizes an inquiry model to help develop critical thinking and critical pedagogy to become better educators who work toward social justice.

**Course Purpose:**

Students are invited to learn and think about controversial contemporary issues in curriculum studies and teacher education through interactive debates, discussion and dialogues. The goal is not only to formulate their stance but also to revise their position, if necessary, after the debate. Students are required to read and research the topic at hand and prepare themselves for the healthy debate that will take place on different topics. In addition, there is the expectation that students at the doctoral level will transition to teacher educators at the college level, school district teacher leaders/ mentors or other organizations. Developing a critical stance in curriculum and teaching is a fundamental goal of this course.

Since the "reconceptualization" of the 1970s, academic inquiry around curriculum has moved from understanding how best to design learning experiences to how to understand what

curriculum is, does, and means. This shift has given rise to what David Jardine refers to as an “abundance” of curriculum theories, influences on curriculum scholarship, and sites of curriculum inquiry. As curriculum theory proliferates and becomes increasingly complex, however, a persistent criticism of curriculum scholarship has centered on its resistance to application and its potential irrelevance to the current situation of public education. Thus, within this course, we will explore a range of recent and emergent approaches to curriculum theorizing, and using Pinar’s germinal concept of *currere*, apply these theories to specific spaces of learning in a recursive, dialectical fashion. However, we will attempt to do so with a consistent mindfulness towards the practical realities of education, both within and beyond schools. With these concepts in mind, the goal of the course is for students to relate curriculum theories as discourses of becoming, rather than being; as crystallized phenomena, rather than lenses; and as means to rethink practice towards equity in the broadest sense.

### **Trademark outcome**

Graduates in the concentration of CSTE will practice engaged scholarship, which includes critique, inquiry, and exploration into existing theories and practices of teaching and learning. Our engaged scholars will produce intellectual products that provide novel opportunities for growth for all partners and stakeholders in local and global communities.

#### *Foundations of Education:*

- \_Understand and identify contemporary issues in teaching and learning from the philosophical, historical, political, economic, and social perspectives*
- \_Analyze and critique how different political and social contexts affect educational milieu*

#### *Students and Learning:*

- \_Critically reexamine their own beliefs and values about teaching and learning*
- \_Identify contemporary issues in teaching and learning and conscientize how they are affecting students’ learning*
- \_Learn to be a critical pedagogue*

#### *Content and Pedagogy:*

- \_Expand knowledge of best teaching practice in the diverse classroom*

#### *Planning:*

- \_Explore critical, contemporary issues in teaching and learning, and promote dialogic classroom discussion about educational issues*

#### **Education News Report:**

Students will read, analyze and discuss a news item pertaining to teaching and learning in every module.

#### **Participation in Dialectic Conversation:**

Students will engage in constructive dialectic conversations after engaging with the required texts.

#### **Conceptual Paper:**

Students will select and work on a controversial issue in education and conduct an in-depth literature review on the topic and as a way of developing a theory. The paper should be 8-10 pages using APA format.

**Course Objectives:**

- Develop an understanding of the education issues discussed in curriculum studies and teacher education.
- Critique and interpret education phenomena using social theories and philosophies that undergird contemporary curriculum thought
- Explore a breadth of contemporary approaches to curriculum theory and their meanings for educational phenomena
- Embody and utilize curriculum theory toward the development of responses to issues of ethics, equity, power, and privilege in education
- Situate the complexity and tensions of various curriculum theories into meaningful, multifaceted approaches to educational concepts

**Course Structure:**

As most graduate seminars, our primary mode of interaction will be through readings and discussion. However, in concert with the ways in which the course develops, we will also employ guest speakers, activities, media presentations, and discussion leadership.

**Required Texts:**

All texts will be made available through the Digital Binder.

**COURSE SCHEDULE**

<b>Week/Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>Unit I: The Social and Ideological</b>			
Aug. 22- Sept. 13	What are the various philosophies and theories informing curriculum studies? What do they interrogate?	Foundational Texts: Pinar, Apple, Morris, Anyon  Apple: Ideology and Curriculum  Anyon: Social Class and School Knowledge	Blackboard post (1000 words)
<b>Unit II: The Social, Cultural, and Racial Logics of Education</b>			
Sept. 16- Oct. 11	<u>Gendered, Classed, and Racial Logics of Education, Curriculum, and Pedagogy</u>	Ethnic Studies Texts and CRT	Blackboard post (1000 words)
<b>Unit III: The Intersectional</b>			
Oct. 7-Oct.	<u>Individualism, Intersubjectivity, and Social Relations</u>	Foundational Text: Patricia Hill Collins: Intersectionality  Articles in Digital Binder	Blackboard post (1000 words)
<b>Unit IV The Politico-Economic (Neoliberal and Global)</b>			

	<u>Internationalization of Curriculum Studies and the Geopolitics of knowledge</u>	Neoliberalism Articles in Digital Binder	Blackboard post (1000 words)  Final Assignment dur December 5th
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## COURSE ASSISGNMENTS

### Overview of Course Assignments

**The following is a description of assignments for the course. Please turn in all final versions of each paper to the grade center in Blackboard on the date specified in the class schedule.**

1. **Discussion Posts** - Your full, engaged participation is the heart of this working seminar and learning community. Please join our meetings and discussion boards having done the readings. Be ready to build a productive and enlightening discussion together.

Discussion Posts: Discuss the readings (writing examples can be found on Blackboard) where you will demonstrate a deep understanding of the texts (**1000 words**).

In your post, describe briefly what you think each reading is about. Expand and elaborate your thinking by engaging critically with the text. You can use quotes as long as they support the overall discussion and are followed with further analysis and interpretation.

You should explain/analyze/interpret in your own words the meaning of the text. Briefly share with your peers what you have learned from the reading and raise questions that may need further discussion.

**Blackboard discussion grades will be based on four criteria: (1) summary of readings, (2) analysis, (3) synthesis/interpretation, and (4) quality (rather than quantity) of dialogical engagement with peers.**

You will have to respond to at least two of your peers.

Discussion posts and responses to peers should not sound like the meme below.



Liv Howard  
@olivia\_howardd



\*discussion board posts\*

Student: I love bread

Me: Joe, I agree with you! I love bread too. I liked the part when you said you loved bread. Great point!

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Discussion posts are due any time before the module ends. This consists of three critical questions regarding the text or other assigned material, in addition to your summary, analysis, interpretation, and synthesis of the assigned texts. A critical question directly pushes the text to its outer bounds. A critical question is not one whose answer can be found on google, nor should the question merely ask the opinion of the class. In addition to discussion questions, you are required to reply to two discussion posts/questions from your peers.

### **Final Assignment Option 1: Prospectus for Qualifying Exam (300 points)**

A prospectus is usually written so that you can share it with your dissertation committee. They will use this prospectus to formulate questions for your qualifying examination. You are then given two weeks to write a thirty-page response (10 pages for each section). To successfully complete this prospectus, it is recommended to start brainstorming research interests and searching for articles early in the semester. The purpose of this assignment is to narrow down your research interests in relation to content/topic, theory, and methodology. You will select at least 20 articles from top-tier journals. You will write a 12-15-page prospectus that includes a research topic, theory, and methodology. The structure of the prospectus usually consists of an introduction (one page) where you briefly offer clarity of what (topic) you will study and how you will conduct, analyze, and interpret (theory and methodology), as well as its significance (why). The introduction lays the groundwork for the following sections (research topic, theory, and methodology).

The **first section** is like a short literature review of the topic, field, and empirical site of interest (3-4 pages). Focusing on relevant and contemporary research is important. Key debates in the field of interest and critiques must be engaged.

The **second section** is on theory (3-4 pages). Here, you will draw on one theoretical perspective and its key concepts. Here you will make theoretical/conceptual connections with the field of interest or topic. How does this theory shed light on the topic or field? Does this theoretical perspective focus more on social, cultural, political, or economic domain? How does this domain relate to the topic or field of interest? How does it assist in interpreting x, y, or z.

The **third section** is focused on methodology (3-4 pages). The methodology can be narrative inquiry, ethnography, participatory action research, and phenomenology. In this section, you have to make direct connections to previous sections, showing how this methodology is relevant to do research on the

topic/field of interest. You don't have to detail all of the data collection methods and data analysis methods at this point but it is important nonetheless to briefly address how they align with the empirical (topic/field) and theoretical focus.

You will then write a conclusion that summarizes/synthesizes everything. Important to remember is that the prospectus reflects the structure of your dissertation proposal and dissertation. The introduction is chapter 1, the topic and theory are chapter 2, and the methodology is chapter 3. This prospectus will enable you to have conceptual clarity when it's time for you to start your qualifying examination.

### **Structure**

I: Intro

II: Topic/Field of Interest

III: Theory

IV: Methodology

V: Conclusion

## **Final Assignment Option 2: Conceptual/Theoretical Paper**

### ***Final Paper***

For the final project, you will write an article (designed for publication) that illustrates an intersection of curriculum studies (curriculum theory), another theory of interest, and one of the domains (social, political, economic, cultural, racial). This paper should take on the act of theorizing—the iterative re-reading of some educational phenomenon in an attempt to dislocate commonsensical meanings and understand this phenomenon in new, potentially unexpected ways. Final papers should be roughly 12-15 pages in length (double spaced), and they should include appropriate references and citations. The 12-15 pages does not include references. Incomplete assignments will not be graded. All papers must be corrected formatted according to APA Style 7<sup>th</sup> Edition. Title page, abstract, and references do not count.

## **Final Assignment Option 3: Reflective, Analytical, and Interpretive**

Write an 12-15 page paper that shows how the readings' theoretical and conceptual contributions (focus on one of the major domains (social, political, economic, cultural, racial) inform your understanding (or rethinking of) education, curriculum, and pedagogy, as well as the role knowledge plays in shaping power relations, institutions, and social structures (and hierarchies). Read 15 articles published in the past 10 years that directly build upon the readings in the field of education and curriculum studies in order to add depth to your analyses, interpretations, and reflections.

Grades will be determined on a point system totaling 800 points. The following assignments and expectations will be used in evaluation for final grades:

- |     |                  |                |
|-----|------------------|----------------|
| (1) | Final Assignment | worth 300 pts. |
| (2) | Discussion Board | worth 300 pts. |
| (3) | Participation    | worth 200 pts. |

Final Grades will be determined according to the following scale:

98-100 = A+

94-97 = A

90-93 = A-

87-89 = B+

84-86 = B

80-83 = B-

## **Attendance/Participation**

### **Attending an online and/or hybrid course**

While not physically present in a classroom, students must “attend” online portions of a course. Please be virtually present regularly on Blackboard, participating in groups, posting to the discussion board, keeping up to date with the course and any announcements/changes. Students’ activity on Blackboard is tracked and monitored. I highly recommend checking our site daily. If you are ill, hospitalized, or unable to attend to the course due to family illness, death, or hospitalization, then you should communicate this to me as soon as possible via email. Please obtain the appropriate documentation (such as, a signed medical excuse) and remit to me. Please note that the course runs on a tight schedule over the entire term and success in the course depends on your ability to post and respond regularly. Therefore, it is difficult to “make-up” work. Missed work for the reasons above will be handled on a case-by-case basis, but please know ahead of time that this format leaves little flexibility.

**Incompletes** are only given with proof of an illness through a letter from a doctor or a notification from the registrar’s office of an unexpected temporary absence.

**Absence:** Missing any class without contacting the instructor through email or phone call will automatically lead to a loss of points assigned to “**class participation/contribution**”. It is your responsibility to sign yourself in for every class. Excessive absence will result in an F.

**Assignments:** All assignments should be typed, double spaced font 12. APA style should be used where citation is expected. **ALL ASSIGNMENTS ARE TO BE SUBMITTED THROUGH BLACKBOARD**

**Participation:** (150 points). This grade is not based on logging in to Blackboard; it is based on active participation in the discussion boards focused on course texts and articles. The expectation is that participants will be thoroughly prepared for discussion, i.e., will read all material, will thoughtfully participate in the discussion boards. Full points are given only for active participation. If class participants are concerned about their participation grade, they are encouraged to contact the course instructor. Students who are not adequately participating (e.g., maintaining at least a

B average in participation) will be asked to meet with the instructor at the midterm. Student participation will be evaluated using the following scale:

**Desirable:**

140-150= Frequent participation with outstanding comments, ideas, and questions that promote discussion and interactions. Student is well integrated in the discussion and engaged on an ongoing basis in the conversation. Student is well prepared, and clearly has done the assigned readings.

**Acceptable:**

110-130 = Regular participation with relevant comments, ideas, and questions that pertain to class topics. Student is somewhat integrated in the discussion, though participates less frequently, and/or shows signs of occasionally not completing the assigned readings.

**Unacceptable:**

80-100 = Occasional participation with comments usually relevant to the discussion. Student is not well integrated into the discussion and shows signs of not having done the reading.

70= Irregular (5-8x all semester) participation with relevant comments.

60 = Regular attendance, no participation.

30= Spotty attendance, no participation.

**Papers must be:**

- Typed
- Double spaced
- 12 pt. font
- 3/4 in. to 1-inch margins
- Pages numbered
- Cover page with name and title of paper
- Checked for spelling and grammatical errors. Do not submit a paper without doing this.
- Bibliographies do not count towards the page total
- Follow APA 7<sup>th</sup> Edition
- Completed fully. A 10-page paper means at least ten complete pages (title page, abstract, and references do not count).

**General Grading Guidelines**

**EXCELLENT (A)**

Content is technically correct, well-written, imaginative, reflects the writer's thorough understanding of the topic, addresses the questions/problems posed with no errors or problems in logical analysis, content, or facts. APA Format.

**GOOD (B)**

Response is technically correct, well-written, addresses the questions/ problems posed, but contains 1-2 content or factual errors, or problems in logical analysis.

**ADEQUATE (C)**

Response contains 3-5 content or factual errors, or problems in logical analysis, may fail to adequately address some questions/problems posed but is adequately written.

**UNSATISFACTORY**

Response contains 7-8 content or factual errors, may fail to address several of the questions/problems posed, and writing/or is of fair to poor quality.



Use APA 7 guideline in the preparation of your assignments:

The following are acceptable resources, but the publication manual is preferred.

APA style reference list examples: see <http://www.apastyle.org>.

Purdue University. (n.d.). *APA formatting and style guide*, Purdue Online Writing Lab (OWL). <http://owl.english.purdue.edu/owl/resource/560/12/>

The accuracy and completeness of all references are the responsibility of the author(s). A reference list should contain only those references that are cited in the text. Examples of references to a book, a chapter in a book, and a journal article follow:

**For Book:**

Garner, R. (1987). *Metacognition and reading comprehension*. Ablex.

**For Book Chapter:**

Tatsuoka, M., & Silver, P. (1988). Quantitative research methods in educational administration. In N. J. Boyan (Ed.), *Handbook of research on educational administration* (2<sup>nd</sup> ed., pp. 677-701). Longman.

**For Journal Article:**

Tyack, D. B., & Hansot, E. (1988). Silence and policy talk: Historical puzzles about gender and education. *Educational Researcher*, 17(3), 33-41.

**APA 7<sup>th</sup>**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_changes\\_7th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html)

## Course Policies and Procedures

**ADA Statement:**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

**Absence for Observance of a Religious Holiday:**

A student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holiday shall be allowed to take an examination or complete an assignment scheduled for the day within a reasonable time after the absence. A student may not be penalized for the absence but the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**Format of assignments:**

Academic written communication should use standard grammar and sentence structure. All assignments, except those written in class, should be typed, double spaced, and in 12-point font.

**Late Work:**

Assignments are due on the specified date by midnight. No late work is accepted without prior instructor approval.

### **Academic Integrity:**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standards of integrity. The attempts of students to present as their own any work not honestly performed is regarded by the faculty administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension

[www.depts.ttu.edu/opmanual/OP34.12.pdf](http://www.depts.ttu.edu/opmanual/OP34.12.pdf)

a. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without prior permission of the instructor) or the attempt to commit such an act.

b. Plagiarism includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

c. Confidentiality - In the normal course of events, students in many of our classes come across confidential information. Such information should be treated with utmost confidentiality and should never go any further than the university classes in which our students are enrolled. Even within a university class, pseudonyms should be used instead of children's real names. Information about teachers and other educators that we gain in field experiences and/or research should also be treated confidentially.

### **Artificial Intelligence**

The use of generative AI tools (such as ChatGPT) is not permitted in this course; therefore, any use of AI tools for work in this class may be considered a violation of Texas Tech's Academic Integrity policy and the Student Code of Conduct since the work is not your own. The use of unauthorized AI tools will result in a referral to the Office of Student Conduct.

**Rationale:** We begin this semester reading about the (geo)politics and ethics of knowledge production, authorship, writing, and texts. Producing knowledge is a form of labor (intellectual labor). This includes writing as labor, reading as labor, thought as labor. The rise of AI including ChatGPT poses significant problems for academic workers, not only the development of writing, analytical, and reading skills. I encourage you to educate yourself about the deleterious effects of machine learning. It is not only for these reasons that in this course, I will not tolerate the use of AI or ChatGPT. Another reason is the principle that the pursuit of a university education should be driven by a commitment to learning that involves pushing your intellectual faculties to their limit. If I get the sense that you are using AI for assignments, you will receive a 0 and be reported to the Office of Student Conduct.

### **TTU Resources for Discrimination, Harassment, and Sexual Violence:**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX

violations are not tolerated by the University. Report any incidents to the Student Resolution Center, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](https://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org) (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

### **Incomplete Course Grade:**

A final course grade of “Incomplete” may be given by a professor when a student’s work in a course has not been completed at the end of a semester, but when failure to complete the work has been due to causes beyond the student’s control, and when the progress at the point at which the Incomplete is requested has been satisfactory. It is not used as a substitute for F. When the grade of Incomplete is given, the instructor must file a form with the Graduate School specifying the reasons for the grade and the work remaining to be finished as well as the agreed upon requirements with the student to obtain a satisfactory grade and a timeline for completion. The Incomplete form should be submitted during the grading period through the office of the Registrar and after the grading period through the Enrollment Services Sharepoint portal. **Any grade of Incomplete will revert to an F within one calendar year of the date the Incomplete is recorded.** The Dean of the Graduate School will consider extensions of “I” grades beyond the one-year deadline only under serious circumstances beyond the student’s control.

### **Grade Appeals:**

Students initiating grade appeals should follow the official Grade Appeal Procedures outlined by the university. Please see the university website for a link to this policy.

### **Withdrawals:**

*The student must initiate all withdrawals from individual courses and/or the university.* It is the student’s responsibility to become aware of semester deadlines for dropping / withdrawing from courses. Please see the graduate school website concerning dropping / withdrawing from a course: [http://www.depts.ttu.edu/registrar/withdrawal\\_information.php](http://www.depts.ttu.edu/registrar/withdrawal_information.php)

\*Note: Student-initiated course drop/withdrawal deadlines for each individual semester within the current university academic year can be found on the TTU Official Academic Calendar website: <http://www.depts.ttu.edu/officialpublications/calendar/>

**Writing Skills:**

This class requires formal academic writing skills. The APA 7 format is required for citations and references. You will be provided specific writing feedback through comments and writing workshops. However, you need to develop the ability to critique your own writing. Reading good research studies will help you in figuring out how to address an academic audience. For specific

assistance with academic writing issues (e.g., verb tense, clarity) you may need to find an editor or tutor as this is not the function of the Graduate Writing Center or instructors.

**Time Expectations:**

This is a **3-hour graduate level course**. Since you are NOT meeting in class with an instructor 3 hours weekly – you are responsible for all the readings, viewings of videos, and other assignments. **The course has been deliberately designed to utilize the 3 hours of what would have been class time to have you work on acquiring new knowledge.** Graduate courses generally require another 3-6 hours per week to complete assignments – so if you are working 6-9 hours on average throughout the week on this course, that is appropriate.

For traditionally delivered 3-credit-hour lecture- or seminar-based courses during a regular semester, students should expect to be in class for 3 hours per week and work outside of class a minimum of 6 hours per week. (2017-2018 Texas Tech University Course Catalog, p. 349).

**Syllabus Revision:**

The instructor reserves the right to revise the syllabus at any point when deemed necessary and appropriate for the needs of the students.

**Illness-Based Absence Policy:**

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related:

- (a) Call Student Health Services at 806.743.2848 or your health care provider.
- (b) Self-report as soon as possible using the [ttucovid19.ttu.edu](https://ttucovid19.ttu.edu) management system. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
- (c) If your illness is determined to be COVID-19-related, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification to your instructors.
- (d) If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:

(a) If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous

online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.

(b) During the health provider visit, request a “return to school” note;

(c) E-mail the instructor a picture of that note;

(d) Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

Instructors of record (IoR’s) have discretion to make decisions regarding student absences and missed assignments or exams. For example, if a student has missed an assignment or exam, the IoR can make the decision to allow a make-up or late submission. IoR’s do not need “permission” or authentication from the Office of the Dean of Students (ODOS) to do so.

Reference to University OP 34.04 may be helpful. Absences of 5 days or more should be referred to the DOS.

When requesting medical documentation of a student’s absences, only dates of service is required. Instructors do not need to know details of the medical situation. ODOS can accept documentation and provide verification (without details) as needed.

If IoR’s have students who are affected by COVID and are not allowed to attend in-person classes, this includes not going to the Testing Center to take exams.

Contact Dean of Students ([deanofstudents@ttu.edu](mailto:deanofstudents@ttu.edu)).

**Additional information**

*“Texas Tech Policies Concerning Academic Honesty, Special Accommodations for Students with Disabilities, Student Absences for Observance of Religious Holy Days, and Statement of Accommodation for Pregnant Students may be found on Blackboard.”*