ECH 432.601 Advocacy in Early Childhood

SPRING 2019

*This course section is part of a new pilot program starting in fall 2018 and continuing into spring 2019, called C.R.E.A.T.E. (Community Responsiveness and Engaged Teacher Advocacy in Teacher Education)*

**please note: any changes to the syllabus will be made IN D2L; students are responsible for noting these changes**

Instructor Information:

Email: BurrowLE@SFASU.edu
Pronouns: She/Her/Hers
Office: 201 N
Phone: x-1628
Office hours:
1. C.R.E.A.T.E.-exclusive: every other Wednesday, 4:00 – 4:30pm (ECRC 211)
2. Fridays 900am - 200pm, virtual on GROUPME
3. f2f by appointment
Credits: 1 hour
Course Time & Location: This is an online/web-based course.

Prerequisites:

Enrolled in clinical teaching.

I. Course Description:

A study of teacher roles and professional responsibilities including classroom management, advocacy, anti-bias curriculum, diversity issues, school violence, and developmentally appropriate practices.

NOTE: There is one LiveText assignment in this class: Advocacy Project,

II. Intended Learning Outcomes/Goals/Objectives:

Vision Statement

The James I. Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at the state, national, and international levels.

Mission Statement

The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.
Values
In the James I. Perkins College of Education, we value and are committed to:

**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.

To view the Conceptual Framework and complete list of proficiencies, visit http://coe.sfasu.edu/about-us/vision-mission-and-core-values

ECH 432, the last early childhood course that EC6 candidates take, supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses: **academic excellence** (through learning content and exhibiting critical, reflective, and creative thinking in assignments), **life-long learning** (as the course encourages candidates to producing quality work related to current, research-based content), **collaboration** (through discussions and emails), **openness** (to new ideas, theories, and philosophies exhibited through the advocacy project and professional philosophy paper), **integrity** (through demonstration of ethical and professional dispositions), and **service** (through the advocacy project).

The content of this course aligns to the Stephen F. Austin State University’s Strategic Plan Initiative 1 (enhance excellence in teaching and learning, research, scholarship, creative work, and service) and Initiative 5 (create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences). The entire content intends to enhance learning for the candidates and assists them in learning how to implement research-based practices when teaching children. Also, the course includes an advocacy project which aligns to service learning and providing service to the field.

**Program Learning & Student Learning Outcomes:**

**PLO 3** Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8)

- **SLO 3.1** Candidates investigate diversity, research-based, best instructional practices, school violence, how to establish classroom expectations, and how to implement classroom management strategies.
  - **SLO 3.1.1** Assessment – Classroom Expectations/Management Quizzes [PPR 1.1k (InTASC 1b, 1d, 1e, 1j, 2d, 7i, 8j)], 1.3k (InTASC 1h, 2f, 2g, 2m, 8a, 8p, 10j)], 1.4k (InTASC 2f, 3i)], 1.5k (InTASC 2a, 2d, 2k, 2m, 8a, 8p)], 1.6k (InTASC 21, 2e, 2f, 2i, 2o, 4i, 4l)], 2.1k (InTASC 2n, 5s), 2.2k (InTASC 3c, 3j, 8h), 2.3k (InTASC3b, 5s), 2.6k (InTASC 3d, 3k, 5c, 10o), 2.7k (InTASC 3d, 3k, 5c, 10o), 2.9k (InTASC 3d, 3k, 10o), 2.11k, 2.13k (InTASC 3d, 10o), 2.16k (InTASC 3d, 3k, 10o), 2.21k (InTASC 3d, 2.1s (InTASC 3k), 2.3s (InTASC 3k), 3.2k (InTASC 3f, 5n, 8m, 8q), 4.2k (InTASC 10g)], (TS1Di, TS2Bii, TS2Ci, TS4Ai, TS4Aii, TS4Aiii, TS4Bii)

- **SLO 3.2** Candidates review student diversity and how diversity impacts learning.
  - **SLO 3.2.1** Assessment – Diversity Assignment (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 1.31k (InTASC 6c, 6l, 6m), 1.28s (InTASC 7i, 8b)], 1.29s (InTASC 6e, 7i, 8h)]; (TS1Fiii, TS2Ai, TS5Bi, TS5Ci, TSSCi, TSSDi).

- **SLO 3.3** Candidates consider strategies that implement developmentally appropriate practices (DAP) for early childhood learners.
  - **SLO 3.3.1** Assessment – DAP Quiz (ACEI 3; InTASC 2, 3, 5, 7, 8) [PPR 1.2k (InTASC 2e, 2o), 3.2k (InTASC 3f, 5n, 8m, 8q), 3.4k (InTASC 3q, 3r, 8k)]; (TS2Cii)

- **SLO 3.4** Candidates investigates how to analyze classrooms for an anti-bias approach.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

**ADDITIONAL specifics regarding EACH assignment will be made available by the professor in d2L.**

1. **Quizzes** (Ch. 1 & 2, Ch. 3, Ch. 4, Ch. 5, Advocacy, Ch. 7 & 8, DAP, Bias, Violence, Teacher Roles, Technology) (ACEI 3, 5; InTASC 2, 3, 5, 7, 8) - (points vary, 10% of course grade)
   The purpose of these quizzes is to assess your understanding of the textbook and other module readings. Additionally, these quizzes assess certain SLOs in the course.

2. **Discussions** (10% of course grade)
• Teacher Roles and Responsibilities (3 pts.) (ACEI 5; InTASC 9, 10). – In this discussion, you will:
  o create an approximately 700 word discussion that describes the roles and responsibilities of a teacher in our field today.

3. DropBox Assignments (5% of course grade)
• Diversity Assignment (10 pts.) (ACEI 3; InTASC 2, 3, 5, 7, 8) – You will:
  o Create a table that outlines the number of children in each of the diverse categories in your school and the children’s needs and respond to questions (ACEI 3; InTASC 2, 3, 5, 7, 8)

4. C.R.E.A.T.E.-exclusive Advocacy Project #1 (ACEI 5; InTASC 9, 10; ISTE ST V) (25% of course grade) this is a C.R.E.A.T.E.-exclusive assignment. Details are available in D2L.
• Create a multimedia presentation to advocate for CREATE to one of three target audiences
• Create a one-pager to accompany your advocacy
• Present the video and one-pager at a Recruitment Event

5. Social Media Guides (ACEI 3; InTASC2) (10% of course grade) this is a C.R.E.A.T.E.-exclusive assignment. Details are available in D2L.

6. Anti-Bias Summary and Personal Lesson Completion (ACEI 3; InTASC2) (100 pts each, collectively 15% of course grade) this is a C.R.E.A.T.E.-exclusive assignment. Details are available in D2L.

7. Engaged Advocacy Project Assignment #2 (a LiveText Assignment) (ACEI 5; InTASC 9, 10; ISTE ST V) (25% of course grade)
You will:
• Shoot a two to three minute video that advocates for an issue.
• Create a one-page brochure to accompany your video.
• Present the video and brochure to a person that has the capacity to influence local, state, national, or international policy: a principal, school board member, superintendent, mayor, council person, legislature, congressman, senator, an officer of a professional organization, etc. Discuss your topic with them and gain their perspective.
• Craft an approximately two-page reflection of your project.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 90% A</td>
<td>90 – 80% B</td>
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</tbody>
</table>

See the section above for a detailed description of the assignment and the point totals for that assignment. See the PLO/SLO section above for alignment to the Educator Preparation Standards.

Clinical Teachers must complete and submit all assignments on time and come prepared to engage in all class discussions/activities. ALL assignments must be completed in order to earn an A in the course. There is a 24-hour grace period for late work acceptance with no grade deduction. Late work submitted after this period will be accepted at the instructors’ discretion based on the Clinical Teacher’s pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result. Please note, in class Engagement assignments cannot generally be made up. It is the responsibility of the Clinical Teacher to communicate to the instructors about extenuating circumstances/emergencies (preferably BEFORE assignment submission is due) to allow the professors an opportunity to consider if a makeup option/late work can be accepted. Final decisions regarding grades will be at the professional discretion of the professors.

There is one LiveText assignments in this class: Advocacy Project.
Assignments that include LiveText requirements may receive a zero (0) if the assignments are not uploaded into the appropriate course dropbox and in LiveText. LiveText assignments are necessary for program assessment.

V. Tentative Course Calendar of Assignments:

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module(s)</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>BEFORE CLASS BEGINS MODULE SYLLABUS &amp; TIMELINE MODULE LIVETEXT MODULE APA MODULE</td>
<td>Review each module listed this week. Checklists: Syllabus &amp; Timeline, LiveText, &amp; APA</td>
</tr>
<tr>
<td>Week 2</td>
<td>CLASSROOM EXPECTATIONS</td>
<td>Review the entire Classroom Expectations module to learn what is expected. Reading: Chapter 1 &amp; 2 from the course textbook &amp; Diversity in the Classroom Quiz: Chapter 1 &amp; 2; PLO 3, SLO 3.1 (ACEI 3) Begin the Diversity Assignment</td>
</tr>
<tr>
<td>Week 3</td>
<td>CLASSROOM EXPECTATIONS ADVOCACY</td>
<td>Review the Advocacy Module to determine the expectations; be sure the view the video Quiz: Ch 3, 4, &amp; 5; PLO 3, SLO 3.1 (ACEI 3) Continue the Diversity Assignment</td>
</tr>
<tr>
<td>Week 4</td>
<td>CLASSROOM EXPECTATIONS ADVOCACY</td>
<td>Reading: Chapters 6 &amp; 7 from the course textbook Reading: Defining Advocates and Advocacy Quiz: Ch 6 &amp; 7; PLO 3, SLO 3.1 (ACEI 3) Dropbox: Diversity Assignment; PLO 3, SLO 3.2</td>
</tr>
<tr>
<td>Week 5</td>
<td>CLASSROOM EXPECTATIONS ADVOCACY</td>
<td>Reading: Chapters 8 &amp; 9 from the course textbook Reading: How a Bill Becomes a Law Quiz: Ch 8 &amp; 9; PLO 3, SLO 3.1 (ACEI 3) &amp; Advocacy; PLO 5, SLO 5.1(ACEI 3)</td>
</tr>
<tr>
<td>Week 6</td>
<td>CLASSROOM EXPECTATIONS ADVOCACY</td>
<td>Reading: Chapters 10 &amp; 11 from the course textbook Reading: Advocacy Topic Assignment Directions Begin Advocacy Topic Assignment Quiz: Ch 10 &amp; 11; PLO 3, SLO 3.1 (ACEI 3)</td>
</tr>
<tr>
<td>Week 7</td>
<td>CLASSROOM EXPECTATIONS ADVOCACY</td>
<td>Reading: Chapters 12 &amp; 13 from the course textbook Quiz: Ch 13 &amp; 13; PLO 3, SLO 3.1 Dropbox: Advocacy Topic; PLO 5, SLO 5.2 (ACEI 5)</td>
</tr>
<tr>
<td>Week 8</td>
<td>CLASSROOM EXPECTATIONS ADVOCACY</td>
<td>Reading: DAP Begin Advocacy Project Quiz: DAP; PLO 3, SLO 3.3 (ACEI 3)</td>
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<td>Week 9</td>
<td>CLASSROOM EXPECTATIONS ADVOCACY</td>
<td>Reading: Anti-Bias Analysis Continue Advocacy Project Quiz: Anti-Bias; PLO 3, SLO 3.4 (ACEI 3)</td>
</tr>
<tr>
<td>Week 10</td>
<td>CLASSROOM EXPECTATIONS ADVOCACY</td>
<td>Reading: Understanding School Violence Continue Advocacy Project Quiz: Violence; PLO 3, SLO 3.5 (ACEI 3) Checklist: Classroom Expectations</td>
</tr>
<tr>
<td>Week 11</td>
<td>TECHNOLOGY &amp; TEACHING ADVOCACY</td>
<td>Reading: All module pages and websites Quiz: Technology (PLO 3, SLO 3.6, 3.7; PLO 5, SLO 5.5, 5.6) Checklist: Technology &amp; Teaching</td>
</tr>
<tr>
<td>Week 12</td>
<td>TEACHER ROLES &amp; RESPONSIBILITIES ADVOCACY</td>
<td>Review the entire Teacher Roles &amp; Responsibilities module to learn what is expected Reading: All module pages and websites Quiz: Teacher Roles (PLO 5; SLO 5.3) Discussion: Teacher Roles and Responsibilities; PLO 5, SLO 5.3</td>
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<tr>
<td>Week 13</td>
<td>TEACHER ROLES &amp; RESPONSIBILITIES ADVOCACY</td>
<td>Continue Advocacy Project Checklist: Teacher Roles &amp; Responsibilities</td>
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<tr>
<td>Week 14</td>
<td>ADVOCACY</td>
<td>Dropbox &amp; Livetext: Advocacy Project; PLO 5, SLO 5.2</td>
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<tr>
<td>Week 15</td>
<td>ADVOCACY TEACHER ROLES &amp; RESPONSIBILITIES</td>
<td>Dropbox &amp; Livetext: Advocacy Project; PLO 5, SLO 5.2 Checklist: Advocacy Project</td>
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<tr>
<td>Week 16</td>
<td>visor the Celebration – This course is complete. Yea!</td>
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VI. Readings & References:

**Required Text & Other Materials**

**LIVETEXT** - This course uses the LiveText 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.


**References**


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses 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;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Students in the COE electronically evaluate courses 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 COE, 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.

You will receive two (2) bonus points for completing this important evaluation in this course.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absences (Policy 6.7):

All assignments/assessments/discussion postings are expected by the due dates. If you find that you are unable to make a deadline, email the instructor prior to the due date with a legitimate reason for missing the due date. Acceptance of late work is at the discretion of the instructor.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignment are expected in all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence (SFA Policy 6.7).

Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):

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 Dishonesty:

Abiding by university policy 4.1 on academic integrity is a responsibility for 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 (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

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

Student Appeals:

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

Withheld Grades Semester Grades (Policy 5.5):

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 and F, except as allowed through policy (i.e., Active Military Service (6.14)). 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.

Student Code of Conduct (Policy 10.4):

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

Acceptable Student Behavior:

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.

Code of Ethics for the Texas Educator:
Additional Information:

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.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. 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.

   Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. 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 (additional information available at www.texes.ets.org/registrationBulletin/). 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.

3. 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 SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information

The State of Texas Elementary Education TExES Preparation Law

As required by Texas Administrative Code Rule §228.35, educator preparation programs shall provide each candidate with training that includes at least six clock-hours of explicit certification test preparation that is not embedded in other curriculum elements (excerpt from the law).

In the SFASU Elementary Education Department preparation for the TExES PPR exam is offered in RDG 322 for EC6 candidates.

For the EC6 TExES exam, the preparation is offered in ELE 303.

Also, the ESL test preparation is offered in RDG 415.

The professor reserves the right to change this syllabus at any time to meet the emergent needs of teacher candidates, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify teacher candidates of any changes, in writing, in d2l. It will be the responsibility of the Clinical Teachers to stay aware of any changes made to the original syllabus.

Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each teacher candidate’s overall course performance, taking into account assignment submissions and overall professional demeanor.
As your professor, it is my intent to provide the most equitable, safe, and positive learning environment that I can for you. In my course, I want to see, hear, respect, and value your unique existence and encourage you to share with me specific suggestions for improvement in order to ensure that my practices have their intended impact in your life. As a future teacher --- taking time to care for yourself is in the best interest for you AND your future students!

To that end, please be aware of the following policies, practices, and organizations meant to assist the multiple types of students who may be experiencing unique life identities while pursuing a degree at SFASU. If you ever find you (or others) experiencing any of the following, please take time to communicate with me (sooner! rather than later) and/or seek assistance as outlined below.

**For students experiencing food insecurity...**

**Food for Thought** is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201.

**Mission**
The purpose of Food for Thought Student Food Pantry is to provide supplemental healthy food to SFA students who are experiencing food insecurities.

**How to help:**
- Donate targeted items
- Volunteer on distribution days
- Host a food drive
- Financial contributions

**Targeted items:**
- Rice
- Rice Sides
- Pasta
- Pasta Sides
- Spaghetti Sauce
- Macaroni & Cheese
- Cereal & Granola
- Peanut Butter & Jelly
- Fruit Juice & Canned Fruit
- Cheese & Sliced Meats
- Canned Beans
- Canned Soup
- Canned Chicken
- Canned Tuna
- Canned Vegetables
- Salt, Pepper & Spices

**How Food for Thought works:**
- Students can come to Food for Thought during regular distribution hours of operation in the Baker Patillo Student Center, Room 3.201.
- Students must bring their SFA Campus ID to every distribution day they attend. Without their SFA Campus ID, we will be unable to serve them.
- Every time a student comes to the food pantry, they will be asked to check-in at the Registration Table.
- Students can visit Food for Thought once a week.
- The Food for Thought Student Food Pantry is not a University-funded service.
- It is supported by charitable contributions and donations.
- All items are offered as available.

*Food for Thought is not a University-funded service. It is supported by volunteers and by charitable contributions and donations. All items are offered as available.*

**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!**

**For students with DACA status...**

**Letter from the late President Baker Patillo, SFASU (fall 2017)**
Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,

Baker Pattillo
President

For students with parenting responsibilities...

Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

For students in need of mental health services...

The profession of teaching is a complex, service-oriented endeavor that requires one to maintain physical and mental health. If you find yourself experiencing issues related to mental health, SFASU offers FREE counseling service to all students.

"In keeping with our philosophy of promoting positive mental health and safety, Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for students and through outreach, presentations, training and consultation for the campus community. " For more information: http://www.sfasu.edu/counselingservices/

If you or someone you know is ever in immediate danger of significant self-harm, please contact 911.