Department of Education Studies  
Reading as a Language Process  
RDG 4210.506  
Fall 2020

Instructor: Dr. Elizabeth B. Gound  
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Email: **goundeliza@sfasu.edu

Course Time & Location: Completely Online  
Office Hours: Virtual  
Zoom  
F/F/2/F  
Upon Request  
Alternate Email: goundbeth@gmail.com

Credits: 3 semester hours

Prerequisites: Admission into Educator Certification

Course Description: *Reading as a Language Process* – Study of the reading process as influenced by the other language processes.

Course Justification: “Reading as a Language Process” (2 credits; fully online) spans 16 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course would receive requiring students to engage the online modules for at least two hours per week. In addition students are required to complete both a reading and writing workshop each week. This includes reading a trade book for at least 30 minutes per day and writing for at least 30 minutes each day. In addition, each online module requires students to watch and react to multiple videos on how to conduct reading and writing workshops. Students are required to video themselves conducting a reading conference with a student and a writing conference with a student. Additional course requirements are producing a video book talk over one of the trade books they have read and taking a piece of original writing through the entire writing process. 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/Student Learning Outcomes):

The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic professional educators dedicated to responsible service, leadership and continued professional and intellectual development. The dispositions of service, openness to diversity, collaboration, integrity, academic excellence, and lifelong learning will be emphasized. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

Program Learning Outcomes and Student Learning Outcomes:

MLG PLO 2: The teacher candidates will understand and use the central concepts, tools of inquiry standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. (AMLE 2)

Element A: Subject Matter Content

SLO 2.1 Candidates will learn the continuum of reading comprehension skills and grade level expectations for these skills with an emphasis on constructing meaning, prior knowledge, structures of specific texts, visualization, metacognitive skills, literary genres, comprehension skills, vocabulary, and study skills (ELAR 2.4s)
SLO 2.2 Candidates will learn the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing (ELAR 5.10s)

**Element C: Middle Level Student Standards**

SLO 2.3 Candidates will examine reading and writing standards (TEKS) and learn how to incorporate those into reading/writing workshop formats (PPR 1.7k) (ELAR 2.1s, 2.5s)

SLO 2.1 Assessment – TEKS Study for Middle Level Grades. Students will complete a review of TEKS for their content area and work to unpack and understand the skills found therein. (PPR 1.7k) (ELAR 2.1s, 2.5s)

**MLG PLO 4:** The teacher candidates will understand use and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)

**Element A: Content Pedagogy**

SLO 4.1 Candidates will learn strategies for how to teach reading and writing that are developmentally appropriate for middle level students including reading and writing workshop. (PPR 1.4k, 1.12k, 1.13k, 1.16k, 1.20k, 1.22k, 1.28k, 1.7s) (ELAR 2.6s) (TS1Aii, TS3Bi))

SLO 4.2 Candidates will understand the importance of oral language and provide a variety of instructional opportunities for students to develop listening and speaking skills – specifically, modeling and reading aloud using academic English (ELAR 1.8s, 1.9s)

SLO 4.3 Candidates will provide students with opportunities to engage in active, purposeful listening in a variety of contexts and genres in young adolescent literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and texts (PPR 1.7s) (ELAR 1.8s) (TS3Bi, TS1Ai)

SLO 4.1 Assessment – Writing lesson plans with appropriate grade level TEKS. Students will write lesson plans utilizing the appropriate format and including grade appropriate TEKS, objectives, and language purposes. (PPR 1.12k, 1.13k, 1.16k, 1.20k, 1.22k, 1.6s, 1.7s) (ELAR 4.15s, 5.10s) (TS1Aii, TS3Bi, TS1Ai)

**Element B: Middle Level Instructional Strategies**

SLO 4.4 Candidates will learn to use reading journals and writing journals to teach literacy skill (PPR 1.2s)

SLO 4.1-4.3.2 Assessment – Reading/Writing Journals. Students will complete reading and writing journals based on information learned in class. (PPR 1.2s) (TS2Bii, TS2Ciii)

SLO 4.5 Candidates will learn how to model and teach literal, inferential, and evaluative comprehension skills. (PPR 1.20k, 3.4s) (TS1Dii) (ELAR 4.2k, 4.3k, 4.8k, 4.9k, 4.10k, 4.14k, 4.4s. 4/5s

SLO 4.7 Candidates will learn the appropriate instructional strategies and sequences for developing students' writing skills. (ELAR 2.10s, 5.6k, 5.7k, 5.8k, 5.9k, 5.4s) (TS1Aii, TS1Bi, TS2Bi, TS2ciii, TS3Biii, TS1Cii)

SLO 4.8 Candidates will design and use mini lessons to teach reading and writing skills ( PPR 1.12k, 1.13k, 1.16k, 1.20k, 1.22k, 1.1s, 1.2s, 1.11s, 1.12s, 1.15s, 1.16s, 1.19s, 1.20s, 1.22s, 1.23s, 3.6k, 3.7k, 3.11k, 3.4s) (TS1Biii, TS1Dii, TS1Ciii, TS1Bii)

**Element C: Middle Level Assessment and Data-formed Instruction**

SLO 4.9 Candidates will learn how to use individual conferencing to assess students’ reading and writing skills and inform instruction (PPR 1.24k, 1.25k, 1.26k, 1.8s, 1.13s, 1.21s, 1.24s, 1.26s, 1.28s, 1.29s, 3.8k, 3.12k, 3.14k, 3.5s, 3.19s) (TS2Ai, TS2Ai, TS2Ai, TS5Ci, TS5Cii, TS1Fii, TS5Bi, TS5Di, TS1Fi) (ELAR2.8k, 2.9s, 4.15k, 4.21k, 4.1s, 4.2s, 4.3s, 4.6s, 4.7s, 4.11s, 5.1s)
SLO 4.10 Candidates will learn how to teach young adolescents to self-evaluate their reading and writing (PPR 1.24k, 1.25k, 1.26k, 1.27s, 3.6s, 3.16s) (TS5Ai, TS5Bii, TS1Dii) (ELAR 4.17k, 4.8s, 4.9s, 5.2k, 5.7s, 5.8s, 8.4s, 8.7k)

SLO 4.11 Candidates will learn how to evaluate young adolescents’ reading and writing skills (PPR 1.24k, 1.25k, 1.26k, 1.8s, 3.5k, 3.15s, 3.17s), (ELAR 3.9s) (TS5Ai, TS3Bii, TS1Fii)

SLO 4.5-4.8.4 Assessment – Model Reading/Writing Conferences – Students will demonstrate a reading/writing conference for the class. (PPR 1.24k, 1.25k, 1.26k, 1.3s, 1.11s, 1.13s, 1.21s, 1.24s, 1.26s, 1.27s, 1.28s, 1.29s, 3.5k, 3.8k, 3.12k, 3.14k, 3.5s, 3.6s, 3.15s, 3.16s, 3.17s, 3.19s) (TS5Bii, TS1Cii, TS5Bii, TS2Ai, TS5Ci, TS5Ai, TS1Dii, TS1ci, TS3Biii) (ELAR 5.12s, 8.6s)

**Element D: Young Adolescent Motivation**

SLO 4.12 Candidates will learn why reading and writing workshops are motivational for young adolescents. (PPR 1.4k, 1.4s, 1.7s, 1.11s, 2.3k, 2.10k, 3.10k, 3.13s, 3.14s) (TS1Diii, TS1Ai, TS3Biii) (ELAR 5.2s, 5.3s, 5.5s, 5.12s, 8.6s)

SLO 4.13 Candidates will model and encourage reading for pleasure and lifelong learning and teach students how to select their own books for independent reading. (ELAR 2.6k, 2.7s)

SLO 4.12-4.13.6 Assessment – Book Talk on YAL book. (Candidates will do a book talk for the class over a Young Adult novel they have read this semester) (PPR 1.4s, 1.7s, 2.3k, 3.10k) (ELAR 2.7k) (TS1Ai) T1.1s (ISTE 2a, 2b)

SLO 4.14 Candidates will be introduced to Young Adult Literature and examine genres, topics and authors that appeal to young adolescent readers (PPR 1.28k, 2.1k) (ELAR 2.8s, 3.7s) (TS4Ai)

SLO 4.14.7 Assessment – Reading and Writing Logs (Candidates will maintain a reading and writing log throughout the semester.) (PPR 1.28k, 2.1k, 2.10k, 3.13s, 3.14s) (ELAR 3.7s, 4.14s) (TS4ai, TS1Diii)

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

- **Reading/Writing Journals** (SLO 4.1-4.3.2) – Teacher candidates will maintain a reading and writing journal throughout the semester. **120 pts.**
- **Video of Reading/Writing Conferences** (SLO 4.5-4.8.4) – Teacher candidates will conduct and video a reading conference and a writing conference **100 pts.**
- **Book Talk on YAL Book** (SLO 4.12-4.13.6) – Teacher candidates will video a book talk on their favorite Young Adult Literature book they have read this semester. **100 pts.**
- **Reading and Writing Logs** (SLO 4.14.7) – Teacher candidates will maintain reading and writing logs as they participate in Reading and Writing Workshop this semester. **150 pts.**
- **Discussions** - Teacher candidates will participate in discussions in each module this semester. They will require posting their response first, then responding to 2-3 peers’ posts. **100 pts.**
- **Self-Evaluation** – At the end of the semester, students will evaluate their growth as readers and writers this semester. This will serve as the final exam for this course. **100 pts.**

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

**Grading Scale:**

- A = 603-670 points
- B = 535-602 points
- C = 467-534 points
- F = Below 467 points
V. Tentative Course Outline/Calendar: Print this out for reference!

All assignments are due by 11:30 p.m. on the due date (Mondays).

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Due Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>SLO’s</th>
<th>My Notes</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug 24</td>
<td>Before Class Begins, Syllabus and Timeline, LiveText, APA</td>
<td>Modules</td>
<td>Checklists for each module</td>
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<tr>
<td>Week 2</td>
<td>Aug 31</td>
<td>Learning How to Teach Writing</td>
<td>Ch. 1 (pages 3-17)</td>
<td>Module 1</td>
<td>6, 8, 9, 11</td>
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<tr>
<td>Week 3</td>
<td>Sept 7</td>
<td>Learning How to Teach Reading</td>
<td>Ch. 1 (pages 17-24)</td>
<td>Module 2</td>
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<tr>
<td>Week 4 and 5</td>
<td>Sept 28</td>
<td>Getting Ready for Reading and Writing Workshop</td>
<td>Ch. 2</td>
<td>Module 3</td>
<td>PLO 4</td>
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<tr>
<td>Week 6 and 7</td>
<td>Oct 12</td>
<td>Getting Started with Reading and Writing Workshop</td>
<td>Ch. 3</td>
<td>Module 4</td>
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<td>Week 8</td>
<td>Oct 19</td>
<td>Essential Lessons for Readers</td>
<td>Ch. 5</td>
<td>Module 5</td>
<td>2, 3, 5</td>
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<tr>
<td>Week 9</td>
<td>Oct 26</td>
<td>Essential Lessons for Writers</td>
<td>Ch. 4</td>
<td>Module 6</td>
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<td>Weeks 10 and 11</td>
<td>Nov 9</td>
<td>Responding to Writers and Writing</td>
<td>Ch. 6</td>
<td>Module 7</td>
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<tr>
<td>Weeks 12 and 13</td>
<td>Nov 30</td>
<td>Responding to Readers and Reading</td>
<td>Ch. 7</td>
<td>Module 8</td>
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<td>Thanksgiving Break</td>
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<td>Week 14</td>
<td>Week 14</td>
<td>Final Exam (Self Evaluation)</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Textbook:**


**References:**


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absences: Policy 6.7

Online
1. **Participation** are expected within this course beginning on the first day of the semester and continuing through the end of final exams week. Attendance for this online course includes logging on to the D2L course several (3 +) times per week and visiting course content.

2. **Participation** involves logging in to the course several times per week, completing and submitting all course work (including Bell Ringers, Discussions, Quizzes, and Dropbox assignments), and reading course-related emails and announcements.

3. Please be aware that SFA policy requires attendance/participation reporting; teacher candidates who do not attend and/or do not demonstrate course participation within a given course will be dropped from financial aid for that course. Please refer to the missing work policy within the syllabus for additional information regarding course participation and final course grade. I will check in D2L.

4. **Emails** from students will receive a response within 48 hours between Monday – Friday, 9-5. Weekend responses will be limited.

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. The grade may be lowered one letter grade if all assignments (quizzes, dropboxes) are not completed. This is at the discretion of the professor.

Also, when the official role is taken, if you have not been active in this course up to this point, you may be dropped from financial aid.

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.

**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/.

**Student Academic Dishonesty: Policy 4.1**

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

**Definition of Academic Dishonesty:**

**Academic dishonesty** includes both cheating and plagiarism. Cheating includes but is not limited to (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 to cancel.
over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

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 honest 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. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=48ti=19&pt=7&ch=247&rl=Y

To complete Certification/Licensing Requirements in Texas related to public education, 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 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 are 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 notional 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.texas.ets.org/registrationBulletin/<http://www.texas.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:

Expectations:

1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk

2. In order to pass this course ALL WORK must be completed and submitted to the instructor.

3. Students are expected to read all assignments and be prepared to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses on the discussion boards. Participation will contribute to your final grade.

Professionalism:

Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.

Assignment Policy: All students are expected to complete assignments on the due date shown on the Tentative Course Timeline. Points will be subtracted for assignments turned in late at the discretion of the instructor. These assignments can only be turned in late if certain criteria are met. In order to receive an A in the course, ALL assignments must be completed. Failure to complete any assignment, without previous notification, will result in an automatic reduction of the course grade.

Make-Up Work Policy: The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. No make-up work will be
accepted finals week.

“Redo Work” Policy: Some assignments may be subject to editing and resubmission at the discretion of the instructor. Full credit will not be given to “redo work.” In this event the resubmitted work is due not later than one week after it is received from the instructor.

COVID-19
Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

1) Children of all ages are welcome and may be visible on screen during class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required.
2) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
3) Do not take any photos, audio, or video of any children on screen. Students who do so are subject to censure.
4) All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed.
5) Please consider disclosing your student-caregiver status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.
COVID 19
SFASU Student Resources

http://www.sfasu.edu/fall2020

http://www.sfasu.edu/life-at-sfa/health-safety/health-clinic/coronavirus

Student Support

CARES act $ application- In your MySFA account

If you get tested for COVID 19 you must report your positive test through MySFA.

If you contract COVID 19 or have to care for someone with COVID 19 also inform the SFASU Office of student rights and responsibilities to request absences from your classes and inform your professors.

Wireless hotspot outdoor areas

https://help.sfasu.edu/TDClient/2027/Portal/KB/ArticleDet?ID=103087

SFA Food pantry-- 936-468-7249

Counseling Services- Zoom Availability 936.468.2401
http://www.sfasu.edu/counselingservices/

Health Services- Zoom availability 936.468.4008
http://www.sfasu.edu/life-at-sfa/health-safety/health-clinic

Disability Services 936-468-3004
http://www.sfasu.edu/disabilityservices/

If you or a family member is experiencing a personal health or financial crisis related to the COVID 19 pandemic, please notify me immediately by email (goundeliza@sfasu.edu) and I can modify the assignment due dates to support your needs.