**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 9:00 AM - 2:00 PM, virtual on GROUPME  
3. f2f by appointment  
**Credits:** 2 hours  
**Course Time & Location:** This is an online/web-based course.

**Prerequisites:**

Enrolled in clinical teaching or given special permission by the department chair.

**I. Course Description:**

Synthesis/capstone seminar for clinical teachers with a focus on the assisted performance of clinical teachers in a professional learning community.

**II. Intended Learning Outcomes/Goals/Objectives:**

This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which 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. We are committed to the following core values:

- **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.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing
compotent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) and the Association for Middle Level Education (AMLE). All content and assignments are aligned to these standards.

ELE 442 is a course taken at the end of the program, usually with clinical teaching.

### Program Learning Outcomes & Student Learning Outcomes:

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1; AMLE 1).

- SLO 1.1 Candidates know, understand, and implement practices designed to respect the rights of students and their diversity, and consider these rights when constructing instruction and strategies for interactions to meet the needs of all students and their families.
  - SLO 1.1.1 Assessment – Diversity Dropbox [PPR 1.3k (TS2Ci) (InTASC 1h, 2f, 2g, 2m, 8a, 8p, 10j); PPR 1.4k (InTASC 2f, 3i); PPR 2.1k (TS4Ai) (InTASC 2n, 5s); PPR 2.21s; PPR 4.1s (InTASC 1c, 3n); T2.3k (ISTE 4d COLLABORATOR); T 6.9s (ISTE 4b COLLABORATOR); T 6.10s (ISTE 2c LEADER); T 6.13s (ISTE 2c LEADER); T 7.2s (ISTE 2b LEADER)].

**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; AMLE 2).

- SLO 3.1 Candidates know, understand, and implement strategies to foster a positive classroom climate that is well-managed, safe, inclusive, and responds to all students.
  - SLO 3.1.1 Assessment – Environment & Climate Discussion [PPR 2.2k (InTASC 2n, 5s); PPR2.3k (TS4Ai) (InTASC 3b, 5s); PPR2.10k (InTASC 3d, 3k, 10o); PPR2.21k (InTASC 3d); PPR2.17s (InTASC 3d, 3k); PPR2.19s (InTASC 3k)]

- SLO 3.2 Candidates know, understand, and implement
  - SLO 3.2.1 Assessment – Instruction Discussion [PPR 1.15k, PPR 2.5k, PPR 2.5s (TS2Ai), PPR 3.15k, T7.6s (ISTE 1c LEARNER)]

**PLO 5** Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; AMLE 5).

- SLO 5.1 Candidates know, understand, and implement state and district code and policies and ensure students know and understand district guidelines.
  - SLO 5.1.1 Assessment – Ethics & Policies Discussion [PPR 2.15k; PPR 2.17k; PPR 2.16s (InTASC 3d, 3k); PPR 4.14k (InTASC 5c, 5k); PPR 4.15k (InTASC 9o); PPR 4.17k (InTASC 6v); PPR 4.16s (TS6Di) (InTASC 9o)]

- SLO 5.2 Candidates know, understand the education system in Texas, support systems, non-instructional duties, roles of others, the value of contributing to schools, administrative tasks, and implement strategies to perform administrative tasks.
  - SLO 5.2.1 Assessment – Roles Discussion [PPR 2.11k (InTASC, PPR 2.12k, PPR 2.12s, PPR 2.13s, PPR 4.6k, PPR 4.7k, PPR 4.8k, PPR 4.18k (InTASC 10l); T 7.13s (ISTE 1a LEARNER)]

- SLO 5.3 Candidates understand and implement monitoring and self-assessment to identify strengths and challenges in teaching effectiveness and instructional technology implementation to improve teaching performance and student achievement.
  - SLO 5.3.1 Assessment – Professional Development Plan Dropbox [PPR 1.24k (InTASC 3b), PPR
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

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

Community Show-Ups and Volunteering *(100 pt-scale, 25% of course grade) – this is a C.R.E.A.T.E.-exclusive assignment. Details are available in D2L.*

The purpose of this assignment is to sustain respectful and helpful partnerships initiated in fall 2019 in the local community as part of the C.R.E.A.T.E. program track.

ELE 442 Professional Responsibilities Seminar Activities *(100 pt-scale, total, 50% of course grade)*

1) **DISCUSSIONS** – (70 pts. Total, contributes to 100-pt scale)
   - Environment & Climate *(ACEI 3; AMLE 2)* (10 pts) – You will review the content in the module, interview a teacher, and post your response to the prompts.
   - Instruction *(ACEI 3; AMLE 2)* (15 pts) – You will review the content in the module, interview a teacher, and post your response to the prompts.
   - Ethics & Policies *(ACEI 5; AMLE 5)* (20 pts) – You will view the content in the module, view and consider all of the TEA ethics videos, and post your response to the prompts.
   - Roles *(ACEI 5; AMLE 5)* (15 pts) – You will view the content in the module, interview a teacher, and post your response to the prompts.
   - Reflect & Celebrate *(ACEI 5; AMLE 5)* (10 pts) – You will reflect upon your undergraduate experience and respond to the prompts.

2) **DROPBOXES** – (30 pts. Total, contributes to 100-pt scale)
   - Diversity *(ACEI 1; AMLE 1)* (20 pts) – You will view the module videos and create a video to address one diversity topic. Then, you will evaluate the video while responding to the prompts.
   - Professional Development Action Plan *(ACEI 5; AMLE 5)* (10 pts) – You will review the module content, participate in three surveys, and craft three goals, strategies, and assessments to implement in your future teaching.

IN-CLASS ENGAGEMENT *(100 pt-scale, 25% of course grade)* Teacher Candidates will complete in class engagement activities designed to document attendance, prompt class discussion, and demonstrate knowledge, understanding, and skill development throughout the semester. Additionally, "Reading Work"/Homework will be assigned to assist TCs in preparing for in-class discussions and activities. Professors will identify engagement activities throughout the semester. Failure to complete engagement activities will adversely impact Teacher Candidate’s final course grade.

Technology - This is an online class that requires the use of D2L. You will navigate web sites and video links. Additionally, you will Word and PowerPoint if you choose to do so for your assignments. You are encouraged to use all of the Word tools for editing purposes. You will need Adobe and PowerPoint Readers at the least.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 90%</td>
</tr>
<tr>
<td>B</td>
<td>89 – 80%</td>
</tr>
<tr>
<td>C</td>
<td>79 – 75%</td>
</tr>
<tr>
<td>F</td>
<td>Below 75%</td>
</tr>
</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 (unless otherwise noted for a specific assignment). 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.

Attendance (SFA classroom-based): Due to the social constructivist nature of our course it is expected that all Teacher Candidates arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Candidates will be allowed ONE absence per semester with no grade penalty (known as a “personal day”); advance notice of absence is expected, when possible.

For every absence from a class meeting/required activity (after the first one), Candidates are expected to present “confirmation of learning” through candidate-selected activities that demonstrate that they mastered, on their own, the content/skills presented during the missed class period. It is the responsibility of the candidate to present work that successfully demonstrates learning; “successful demonstration” will be determined by the expertise of the professor. Failure to demonstrate learning and/or refusal to attempt “confirmation of learning” activities may result in the Candidate earning a full letter grade deduction from their final course grade to reflect a lack of content knowledge/skill acquisition required of the course. Candidates are encouraged to discuss this option with the professor and it is expected that this option will be completed in a timely manner (due to the timing associated with grade reporting, make up work should be completed before the last week of class).

After two absences (not including your “personal day”), a program continuation meeting will be called between professors and Teacher Candidate and failure of the course may be warranted.

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

Attendance will be verified through Engagement activities completed in class.

GRADING RUBRICS

There are rubrics for each discussion which are posted in the discussion directions and in the discussion. Also, there are rubrics for the diversity and professional development assignments. They, too, are posted in the directions for the dropbox assignments in the modules. All of these can be found in d2L.

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>Starting: January 15</td>
<td>Before Class Begins Module</td>
<td>Read all files in modules listed</td>
</tr>
<tr>
<td></td>
<td>Syllabus &amp; Timeline Module</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA Module</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starting: January 15</td>
<td>Monthly Community Show-Ups and Volunteering</td>
<td>Time log and Reflections due:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>January 31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February 29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March 31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 30</td>
</tr>
<tr>
<td>Starting: January 15</td>
<td>Professional Development</td>
<td>Read all files, view all links, and take all surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ACEI 5; AMLE 5; InTASC 9, 10).</td>
</tr>
<tr>
<td>Date/Start Date</td>
<td>Topic</td>
<td>Instructions</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>February 22</strong></td>
<td>Diversity</td>
<td>Read all files, view all videos, &amp; view all links (ACEI 1; AMLE 1; InTASC 1) Due – Diversity Dropbox</td>
</tr>
<tr>
<td><strong>March 04</strong></td>
<td>Other Roles, Responsibilities, &amp; Support</td>
<td>Read all files (ACEI 5; AMLE 5; InTASC 9, 10) Due – Roles Discussion</td>
</tr>
<tr>
<td><strong>March 04</strong></td>
<td>Environment &amp; Climate</td>
<td>Read all files &amp; articles (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8) Due – Environment &amp; Climate Discussion</td>
</tr>
<tr>
<td><strong>March 07-08</strong></td>
<td><em>C.R.E.A.T.E.-exclusive: UnConference presentation in Austin, TX</em></td>
<td>Attend: April 05 and 06 in Houston</td>
</tr>
<tr>
<td><strong>March 25</strong></td>
<td>Ethics &amp; Policies</td>
<td>Read all files and view all videos (ACEI 5; AMLE 5; InTASC 9, 10) Due – Ethics &amp; Policies Discussion</td>
</tr>
<tr>
<td><strong>April 15</strong></td>
<td>Instruction</td>
<td>Read all files and view the video (ACEI 3; AMLE 2; InTASC 2, 3, 5, 7, 8). Due – Instruction Discussion</td>
</tr>
<tr>
<td><strong>April 29</strong></td>
<td><em>C.R.E.A.T.E.-exclusive: Monthly Community Show-Ups and Volunteering presentation IN CLASS</em></td>
<td>Monthly Community Show-Ups and Volunteering presentation due to Dropbox: April 29</td>
</tr>
<tr>
<td><strong>Week of May 04</strong></td>
<td>Reflect &amp; Celebrate</td>
<td>Reflect upon your teacher candidate experience and this course (ACEI 5; AMLE 5; InTASC 9, 10). Due – Reflect &amp; Celebrate Discussion</td>
</tr>
</tbody>
</table>

**VI. Required Text, Other Required Materials, and Course References:**

1. **LIVETEXT** – This course has no livetext assignment.

2. **There are NO required textbooks.** This course utilizes Open Educational Resources (OER) to provide up-to-date, free-to-students resources relevant to course content.

References


Texas Education Agency (n.d.) Code of ethics and standard practices for Texas educators. Title 19, Part 7, Chapter 247. Rule §247.2


**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.

**VIII. Student Ethics and Other Policy Information:**

**Class Attendance and Excused Absences:**

Due to the social constructivist nature of our course it is expected that all Clinical Teachers arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Clinical Teachers will be allowed one absence per semester (known as a “personal day”); advance notice of absence is expected, when possible. For every absence from a class meeting/required activity (after the first one), Clinical Teachers may earn a full letter grade deduction from their final course grade. **After two absences (not including your “personal day”), a program continuation meeting may be called between professors and Clinical Teacher; failure of the course may be warranted.**

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

Attendance will be verified through Engagement activities completed in class.

**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.**

**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/](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 polity 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 an 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](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:

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 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 of education 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 SFASU students who are experiencing food insecurities.

**Food for Thought**

**Location**
Baker Pattillo Student Center, Room 3.201
Open for Distribution
- Mondays from 3 to 5 pm
  - [during the semesters only]

**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 & Oatmeal
- Peanut Butter & Jelly
- Fruit Juice & Canned Fruit
- Canned Vegetables
- Canned Beans
- Canned Soup
- Canned Chicken
- Canned Tuna
- Salt, Pepper & Spices

---

**How Food for Thought works:**
- Students can come to Food for Thought during regular distribution hours of operation in the Baker Pattillo 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 Patillo
President

For students with caregiver 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 caregiver 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 wishing to submit a “chosen first name” to appear in University-related systems

Visit mySFA: personal information to submit a “chosen first name.” Details available here: https://ssb.sfasu.edu/prod/gwkmisc.p_chosen_guidelines
For students wishing to use gender-neutral restrooms

In the ECRC – there are single-use restrooms located in the 201 and 209 hallway suites of faculty offices. For a list of additional gender-neutral/single-use restrooms around campus:
http://www.sfasu.edu/counselingservices/193.asp

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.