Arts 3363
Art Education III: Contemporary Issues in Art Education
Stephen F. Austin State University

Fall 2023 | Art Studio 130A
Monday & Wednesday 8 a.m. - 10:40 a.m.

Instructor: Bill Nieberding Ph.D
Office Hours:
Tuesday & Thursday 11-1
Office: 115 Art Building
Mailbox: 101 Art Building
E-Mail: Please e-mail through D2L or William.Nieberding@sfasu.edu

Catalogue Course Description: 3363-Art Education III – Contemporary Issues in Art Education: This course explores contemporary concepts and issues essential to a 21st Century art education classroom. Topics include contemporary art education theories surrounding visual culture in art education, multicultural art education, differentiated learning, integrated curriculum, use of contemporary art in the classroom, and artistic career exploration.

Credit-hour justification:
ARTS 3363 (3 credits) is a studio course designed to prepare students for an art education career in the 21st century through an in-depth analysis of contemporary issues in art education. In-class and out of class hours will be spent examining current understandings of the purposes, methods, and theoretical approaches to the teaching and learning of art in a diverse global culture. Students typically have significant weekly reading, research, and writing assignments in addition to hands-on art making assignments. Students are expected spend numerous hours completing this coursework outside of class meeting hours. These activities average at a minimum 6 hours of work each week to prepare outside of 150 minutes of scheduled classroom contact hours. A general rule of thumb for planning your time commitments for this course is for every hour a student spends in a scheduled classroom contact hour or the online equivalent, students should spend at least two hours completing associated activities and assessments.
**Major Topics:**

a. Visual Culture and Material culture in the art education classroom  
b. Contemporary approaches to teaching the art of other cultures  
c. Contemporary artmaking practices and their application to art education  
d. Integrating art education with core k-12 curricula  
e. Differentiated art education for multiple learning modalities  
f. Art TEKS and National Art Standards as applied to teaching art  
g. Preparation for the Art EC-12 exam

**Program Learning Outcomes: EC-12 Technology Applications Standards:**

Cross-referenced to ISTE Standards

**Students completing the course will know:**

- 2.3k how to evaluate communication in terms of both process and product;  
  - ISTE  
  - 4d COLLABORATOR Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning.

- 3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;  
  - ISTE  
  - 3b CITIZEN Establish a learning culture that promotes curiosity, and critical examination of online resources and fosters digital literacy and media fluency.

**Students completing the course will be able to:**

- 1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics;  
  - ISTE  
  - 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.

- 2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences;  
  - ISTE  
  - 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

**Code of Ethics and Standard Practices for Texas Educators**

**Students completing the course will know:**

   - (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   - (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   - (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   - (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
   - (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   - (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
   - (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.
(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
(D) Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.
(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.
(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
(G) Standard 3.7. The educator shall not furnish alcohol or illegal/authorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/authorized drugs in the presence of the educator.
(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
   (i) the nature, purpose, timing, and amount of the communication;
   (ii) the subject matter of the communication;
   (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
   (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
   (v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual
history, activities, preferences, or fantasies of either the educator or the student.

Program Learning Outcomes related to Texas SBEC Standards:

Texas Art Standards

Art Standard I: The art teacher understands how ideas for creating art are developed and organized from the
perception of self, others, and natural and human-made environments.

Students completing the course will know:

1.2k how experience, imagination, and perception of natural and human-made environments are used as sources for
    artistic creation;
1.5k how the use of the senses helps gather information from the environment.
1.7k how critical thinking and creative problem solving are applied in perceiving artworks.
1.9k the use of symbols in art; and
1.10k universal themes in art and how their expression reflects different perceptions

Students completing the course will be able to:

1.1s assist students in learning to deepen and expand their ability to perceive and reflect on the environment;
1.4s construct art lessons that foster creative thinking and problem solving;
1.5s demonstrate and encourage observation and reflection on life experiences for use in the creation of art;
1.6s plan lessons that help students use art to explore, express, and reflect upon their perceptions;
1.7s identify visual symbols in artworks, the environment, and life experiences;
1.10s demonstrate how the elements and principles of art are used to convey perceptions in the art of different
cultures; and.
1.11s develop ideas from direct observation, imagination, and personal experience.
1.13s make subtle discriminations in analyzing visual relationships and content in works of art;
1.14s analyze how visual qualities express the meaning of images and symbols, using precise vocabulary; and
1.15s plan and offer opportunities for students to solve problems and create multiple solutions in art.

Art Standard II: The art teacher understands the skills and techniques needed for personal and creative expression
through the creation of original works of art in a wide variety of media and helps students develop those skills and
techniques.

Students completing the course will know:

2.2k the qualities and uses of the various media used to produce artworks;
2.4k the techniques used to produce quality artworks in various media, including drawing, painting, printmaking,
    construction, ceramics, fiberart, and electronic media,*
2.5k ways in which ideas (e.g., personal, social, political) are expressed through works of art in various media;
2.6k the difference between “copy art” and original art; and
2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various
    media.
2.9k the principles of composition and design as applied to works of art in various media;
2.10k relationships among the various visual arts; and
2.11k techniques used to produce artworks using sculpture (e.g., additive, subtractive, installation, jewelry),
    photography, and advanced electronic media.
2.13k how visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of
diverse purposes and uses of art) contributes to the creation of original works of art in various media.

Students completing the course will be able to:

2.1s how visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of
diverse purposes and uses of art) contributes to the creation of original works of art in various media.
2.2s demonstrate the application of art elements and principles in composing art in various media;
2.3s develop students’ ability to explain how they are creating works of art in various media for personal
    expression;
2.4s help students use various resources in ways that are relevant to students’ ideas, experiences, knowledge, and
    feelings;
2.5s articulate and demonstrate the difference between “copy art” and original works of art;
2.6s demonstrate critical and creative thinking as applied to the creation of works of art in various media; and
demonstrate the safe and appropriate use of art materials/equipment.
2.9s describe, model, and provide examples of the range of expression available through various art media;
2.11s demonstrate and instruct students in techniques used for sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media-generated art
2.13s create designs for use in everyday life using various media; and
2.14s promote students’ development of visual literacy to enrich their own artistic creations and their everyday lives.

Art Standard III: The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.

Students completing the course will know:
3.1k the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition
3.3k why cultures create and use art;
3.4k the various roles of art (e.g., storytelling, documentation, personal expression, decoration, utilitarian, inspiration, social change) in different cultures; and careers in the arts.
3.5k careers in the arts.
3.7k how different cultures use art elements and principles to create art and convey meaning in different ways;
3.8k the effects that political, economic, and cultural conditions may have on a society’s art;
3.9k the effects of technological advances on art; and
3.10k the skills and training needed to pursue various careers in art.
3.13k the value of art to the individual and to society.

Students completing the course will be able to:
3.2s compare and contrast the reasons why different cultures create and use art;
3.4s describe the role of art in everyday life;
3.5s describe the role of art in storytelling and documenting history;
3.6s demonstrate how ideas have been expressed using different media in different cultures and at different times;
3.7s describe the role of art in different careers.
3.9s assist students in developing an appreciation for art of the past and present and of cultures different from their own;
3.10s assist students in developing an appreciation for the value and roles of art in U.S. society;
3.12s examine the use of art of other cultures and periods as a source of inspiration in the creation of artworks;
3.13s analyze how electronic media and technologies have influenced art;
3.15s analyze and demonstrate relationships between technology and art;
3.16s identify vocational and avocational opportunities in art and the use of art skills in various jobs; and
3.17s help students understand and contribute to arts in their local community
3.20s analyze and illustrate the connections among the visual arts; and
3.21s analyze the influence of contemporary cultures on artworks.

Art Standard IV: The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

Students completing the course will know:
4.1k the skills and knowledge needed to develop visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art);
4.2k analyze the influence of contemporary cultures on artworks.
4.4k how to analyze, interpret, and evaluate works of art, including art of various eras and cultures;
4.5k how to analyze, interpret, and evaluate works of art, including art of various eras and cultures;
4.6k multiple models for critiquing one’s own artworks and those of others; and
4.7k the elements of and purposes for student portfolios.
4.9k major models of art criticism.

Students completing the course will be able to:
4.1s assist students in developing the age-appropriate skills necessary for appreciation of art; and
4.2s assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks.
4.4s assist students in developing the skills necessary to evaluate and make informed judgments about their own and others’ artworks;
4.5s interpret the content or meaning of art, both representational and abstract;
4.6s provide students with various models that may be used to develop a portfolio of their work
4.7s demonstrate a variety of multisensory, verbal, and written responses to art.
4.9s use various theories in analyzing and evaluating works of art;
4.10s analyze relationships of the visual arts to the other arts and to other aspects of human endeavor;
4.11s assist students in developing the skills necessary to interpret and evaluate artistic decisions in the artwork of others and to justify their decisions in their own artwork;
4.12s apply appropriate evaluative criteria in relation to portfolios, individual artworks, and works in progress;
4.13s analyze, interpret, and critique artworks and form conclusions about formal properties, historical and cultural context, intent, and meaning; and
4.14s assist students in recognizing art’s power to influence.

Standard V: The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age appropriate art instruction and assessment.

Students completing the course will know:
5.1k how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art; how to plan,
5.2k implement, and evaluate instruction in art;
5.3k various curriculum models for art;
5.4k stages of children’s intellectual, social, emotional, and physical development and how these apply to learning in art
5.5k strategies for teaching art to children with a variety of special needs;
5.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
5.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary
5.8k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;
5.9k methods and purposes of various kinds of assessment in art (e.g., formative, summative, performance); and
5.10k management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.

Students completing the course will be able to:
5.1s evaluate and assess curricula and instruction in art
5.2s assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly;
5.3s assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly;
5.4s manage the safe and efficient use of art materials, art processes, and studio space, and instruct students in the safe use of art materials and equipment;
5.5s monitor and encourage the growth of students’ thinking in art, including students’ use of metacognitive skills
5.6s use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;
5.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
5.8s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;
5.9s use instructional and communication technologies to enhance learning;
5.10s engage in professional development in art and maintain familiarity with current research on teaching in art.
5.11s communicate effectively with other staff, parents/caregivers, and the community about the art program.

Student Learning Outcomes:
1. Students will demonstrate ability to read and respond to current texts relating to art educational issues in elementary and high school contexts through class discussions and lesson development
2. Students will demonstrate understanding of the Texas art Teks and the National Visual Arts Standards, and approaches to teaching art in a 21st century classroom
3. Students will explore mass media sources of inspiration for K-12 art making, and explore art career-related applications for making art
4. Students will learn approaches for engaging with art of other cultures
5. Students will learn ways to integrate art with core k-12 coursework
6. Students will develop approaches for differentiating art instruction
7. Students will make connections between art history and contemporary digital artmaking practices
8. Students will prepare for the Art EC-12 content exam

**Required Texts:**
1. All readings will be posted to D2L website for this course or provided in class.

**Readings:**
All students are expected to have completed all reading assignments for the day that they are due. Class participation in discussions of the readings is required and worksheets and/or quizzes may be used to test reading comprehension.

**Important Student Responsibilities & Course Policies**

1. **D2L** All course information will be posted on the D2L course website, it is your responsibility to retrieve and refer to the files. Please inform the instructor if you have any difficulties posting or retrieving any files. Some projects will be submitted via D2L. **EVERY submission to the D2L dropbox generates an e-mail receipt. IT IS YOUR RESPONSIBILITY TO KEEP THOSE RECEIPTS!** If you do not receive a receipt for a submission, it is your responsibility to e-mail the instructor BEFORE the project deadline about the problem. Internet connectivity problems, or problems with D2L ARE NOT acceptable excuses for late work.

2. **Attendance** Absences may negatively affect your grade. Students are allowed 3 absences over the course of the semester with no penalty. **For each absence after three, students will lose 5 percentage points from their final course grade.** A student can fail this course due to poor attendance. Illness or family emergency BEYOND the three excused absences WILL COUNT AGAINST YOUR GRADE. Students experiencing extended illnesses, personal or family emergencies should make contact with the instructor as soon as possible and meet with the instructor immediately upon return. Documentation of illness or emergency in such cases will be required!
3. **Tardiness: attendance will be taken during the first 5 minutes of class.** Anyone not in class by that time will be counted as tardy. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.

4. **Perfect Attendance:** Students who are in class and sign the roll every day will receive an additional 5 percentage points added to their course grade.

5. **Guidelines for Class Discussions:** Students are expected and encouraged to share ideas and thoughts in an open forum in the class discussions. All student contributions will be acknowledged and responded to respectfully and thoughtfully by the instructor and classmates. Students are expected to use appropriate terms and language within all course discussion. Divergent beliefs and worldviews are encouraged and may be shared. Respect for these differences will be maintained within the classroom.

6. **Late Assignments:** **Assignment grades are reduced by 10% for every weekday an assignment has not been handed in after the assigned due date.** Written assignments cannot be handed in as email attachments unless a student has received the instructor’s prior approval. Late projects or anything that cannot be submitted electronically can be handed in at the beginning of class on scheduled class days, or during office hours.

7. **Email:** Email is used as a means of communicating with students about the course. **Email will be sent through D2L.** It is the student’s responsibility to check D2L e-mail or forward emails to an account that he/she checks regularly.
Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework, Research, Reading Assignments</td>
<td>20%</td>
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<tr>
<td>Contemporary Art Project and Presentation</td>
<td>10%</td>
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<tr>
<td>Visual Culture Project, Lesson Plan Presentation</td>
<td>20%</td>
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<tr>
<td>Art &amp; Other Cultures Project &amp; Lesson Letter</td>
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<tr>
<td>Integrated Curriculum Project &amp; Lesson</td>
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<tr>
<td>Diverse Learners Lesson &amp; Presentation</td>
<td>10%</td>
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<tr>
<td>Art EC-12 Test Prep</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grade Scale:

- **A** 100-90%
- **B** 90-80%
- **C** 79-70%
- **D** 69-60%
- **F** 59-0%

Course Calendar Overview

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<tr>
<th>Week 1</th>
<th>Course introduction- Syllabus, introduction to modern, pomo, and contemporary</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Big ideas and artmaking</td>
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<tr>
<td>Week 3</td>
<td>Big Ideas and artmaking</td>
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<tr>
<td>Week 4</td>
<td>Contemporary Art- media, and post-medium</td>
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<td>Week 5</td>
<td>Artist presentations</td>
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<td>Week 6</td>
<td>Visual Culture and Material Culture in Art Education- Introduction</td>
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<td>Week 7</td>
<td>Visual Culture Research and Lesson Planning</td>
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<td>Week 8</td>
<td>Visual Culture Artmaking &amp; Career presentations</td>
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<td>Week 9</td>
<td>Art Education and other cultures</td>
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<td>Week 10</td>
<td>Art Education and other cultures-artmaking and lesson letter</td>
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<tr>
<td>Week 11</td>
<td>Integrated curriculum- introduction &amp; research</td>
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<tr>
<td>Week 12</td>
<td>Integrated curriculum- artmaking</td>
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<td>Week 13</td>
<td>Integrated curriculum—bringing it all together</td>
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<td>Week 14</td>
<td>Thanksgiving Break</td>
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<td>Week 15</td>
<td>Social Justice Art Education</td>
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<td>Week 16</td>
<td>Social Justice Art Education</td>
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<td></td>
<td>Art EC-12 test prep</td>
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<tr>
<td>Finals</td>
<td>Art EC-12 test prep</td>
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**Academic Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

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

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

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

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004.
(TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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

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

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

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

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741