Instructor Information:

Dr. Lauren Burrow
Pronouns: she/her/hers
Email: burrowle@d2l.sfasu.edu
Office: ZOOM*
Office Phone: use Remind*
Office hours: Fridays 9am - 200pm; and by advanced appointment
Credits: 3 c.h.
Course Time & Location:
  • weekly asynchronous work in d2L

*Remind.com and Zoom access is exclusive to this course section, see d2L for permission codes

Prerequisites: n/a

PCOE Diversity Statement:

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

1. Course Description:

ELED 3350 is a comprehensive course that encompasses theory and practice of art education for children; study of materials, literature, and developmental concepts appropriate for musical maturation for children; and practice and study of developmental concepts appropriate for theatre appreciation and application with children.

Note: This course was developed with a focus on the integration of visual art, music, dance/movement and theatre content related to EC-6 grade levels in a general education classroom setting.

Course Justification, Time Requirements, and Credit Hours/Course Fees:

ELED 3350 “Arts Education for the Elementary Education Major” (3 credits/no course fee)

The ELED 3350 course contains content requiring students to weekly engage independently in arts module information and researching additional information for assignments prior to class meetings. In addition to reading and researching course material, students are expected to complete weekly before class assignments over the course content to demonstrate knowledge of the content read/skills completed. Each weekly module contains multiple assignments that require student submission for individual evaluation.
Students are expected to produce creative works throughout the course to demonstrate exploration of and experimentation with the fine arts (visual arts, music, movement, and theatre). Students are expected to share some of their assignments for peer feedback and/or as a contribution to social constructivist learning. For every credit hour the student should expect two hours of class work outside of weekly class meetings (approximately 9 total hours per week).

II. PCOE and Education Studies Vision, Mission, Goals, and Core Values:

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

The Department of Education Studies will be a leader in preparing professionals to have a positive impact on advocacy, teaching and learning in a diverse and evolving world

**Mission Statement**
The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

The Department of Education Studies prepares professionals to become reflective and informed practitioners, social justice advocates, and transformational leaders in their professional fields and in the larger society. To that end, we demonstrate and foster in one another creativity, critical insight, empathy, intellectual courage, and civic engagement, everlasting grounds for lifelong inquiry and the foundations for democratic citizenship

**Values**

**Integrity**: We follow moral and ethical principles in all aspects of life, including professional areas at work such as decision making, interacting honestly with colleagues, and serving students and the community in general.

**Diversity and Inclusion**: We honor, respect, and affirm difference. We thrive in democratic engagement and perform based on the quality and strength of our inclusive social connections, openness to learning from and with others and the depth of the decision-making mindset that it generates.

**Reflective Informed Practice**: We critically reflect on our actions, creatively engage in a process of life-long continuous learning and are committed to collaborative pedagogical relationships based in sound theory, consistent praxis and academic excellence in benefit of our students.

**Equity and Social Justice**: We believe that each person should have equal access to well-being, health, education, wealth, opportunity and justice. We believe that resources should be distributed equitably. We nurture empathy and a spirit of service in our students, equip them with critical frames of understanding and prepare them to become agents of social change.

**Democratic Citizenship**: We believe that, as a community of learners, faculty, students, and staff have an active investment in true voice expression and active participation in decision making.

III. Intended Learning Outcomes/Goals/Objectives:
The Program Learning Objectives and Student Learning Objectives in this course align with the mission
of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards. The Student Learning Outcomes include Commissioner Standards (TS), TEA content standards for Music, Art, and Theatre, and Technology standards.

ELED 3350 is an arts-based course that focuses mainly on creativity and play within visual art, music, dance/movement and theatre integrated instruction within EC-6 grade levels in a general education classroom setting and is one of the first education courses taken.

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).

- SLO 1.1 Students will demonstrate their understanding of course concepts by developing curriculum projects associated with themes, concepts, and ideas explored during the course
  - SLO 1.1.1 Assessment --- Visual Art Vocab / TEKS (TEA, Art 1.3k, 1.4k, 1.3s, 2.1k; InTASC 4j, 4k, 4l, 4n)
  - SLO 1.1.2 Assessment --- Music Vocab/ TEKS (TEA, Music 1.1k, 1.2k, 2.1k, 2.2k, 1.1s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 4.1k, 5.1k, 5.2k, 5.3k, 6.1k, 7.1k, 7.2k, 7.3k, 7.4k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k, 7.13k, 8.1k, 9.1k, 9.2k, 9.3k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.1s, 10.2s, 10.3s, 10.4s; InTASC 4j, 4k, 4l, 4n)
  - SLO 1.1.3 Assessment --- Music Showcase (TEA, Music 1.2s, 1.3s, 2.1s, 2.2s)
  - SLO 1.1.4 Assessment --- Theatre Vocab/TEKS (TEA, Theatre 1.10k, 1.11k, 1.12k, 1.13k, 3.7k, 5.2k, 5.3k, 5.4k, 5.5k; InTASC 4j, 4k, 4l, 4n)

PLO 2 Candidates know, understand, and demonstrate a high level of competence in the areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2)

- SLO 2.1 Students will create artworks that explore appropriate elementary classroom art methods
  - SLO 2.1.1 Assessment --- Visual Art Showcase (TEA, ART 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.7s, 1.8s, 1.9s, 1.10s; InTASC 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)
  - SLO 2.2 Students will create an integrated music learning experience
  - SLO 2.2.1 Assessment --- Music Showcase (TEA, Music 1.7s, 6.1s, 6.2s, 6.3s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s; InTASC 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)
  - SLO 2.3 Students will learn about theatre from experts in the field
  - SLO 2.3.1 Assessment --- Theatre Showcase (TEA, Theatre 2.8k, 3.5k, 4.2k, 4.3k, 4.4k, 4.5k, 4.9k, 4.10k, 4.11k, 4.12k, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s, 5.1k, 5.1s, 6.6k, 6.10s; InTASC 3q, 3r, 9a, 9b, 9c, 9d, 9f)
  - SLO 2.3.2 Assessment --- Theatre Showcase (TEA, Theatre 2.1k, 2.3k, 2.5k, 2.9k, 2.10k, 2.4s, 6.9s; InTASC 1a, 1b, 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)

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)

- SLO 3.1 Students will design diverse lessons to meet the needs of all learners
  - SLO 3.1.1 Assessment --- Movement / Dance Showcase (TEA. Art 1.1k, 1.2k, 1.6k, 1.1s, 1.3s, 1.6s, 1.9s; InTASC 1c, 1g, 1k, 10l, 10m, 10p, 10q)
  - SLO 3.1.2 Assessment --- Music Showcase (TEA, Music 4.1s, 8.1s, 9.1s, 9.2s, 9.3s, 9.4s; InTASC 1g, 2j, 2k)
**PLO4** Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4).

- **SLO 4.1** Students will learn to conceive and create age-appropriate lessons
  - SLO 4.1.1 Assessment --- Movement / Dance Showcase (TEA, Music (1.7s, 6.1s, 6.2s, 6.3s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s; InTASC 1a, 1b, 2a, 2b, 7a, 7c)
  - SLO 4.1.1 Assessment ---- Theatre Showcase (TEA, Theatre 1.3s, 1.4s, 1.5s, 1.7s, 1.11s, 2.2k, 2.11k, 2.12k, 2.2s, 2.3s, 2.5s, 2.7s, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.7s, 3.8s, 4.1k, 4.12s, 6.5k, 6.6s, 6.7s; InTASC 1f, 2a, 2c, 2j, 2l, 2m, 2n, 5b, 5h, 5j, 5o, 5r, 5s, 6j, 6k, 7e, 7j, 7n, 7o, 8a, 8b, 8m, 8n)

**PLO5** 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).

- **SLO 5.1**
  - SLO 5.1.1 Assessment --- Discussion Boards (TEA, ART 1.9s, 1.10s; InTASC 4q, 9e, 9m, 10p)
  - SLO 5.1.2 Assessment --- A Final Creative Something (TEA, Theatre 1.1k, 1.12k, 1.6s, 1.14s, 2.4k, 6.6k; InTASC 2f, 5c, 5p, 7k, 7m, 9d)

### III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

#### Location of Assignments

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work. This course may be accessed through MySFA or directly at [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)

#### Accessing Assignments on d2L

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.

Know that if you intend to use a “dial-up” connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Some files, at first appearance, may be distorted; however, all word and PDF files can be opened by downloading the document. All videos and links can be accessed by opening the document in a new tab.

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919

#### Formatting Requirements of Assignments
All assignments must be submitted as required (word, PDF, PPT, video). HEIC files are not compatible with the d2L system. Unless noted otherwise written assignments must be typed and submitted as a Microsoft Word document online through D2L. You are responsible for checking your attachments to ensure they are in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero.

**QClassroom Requirements**

This course does not require / requires that you submit designated assignments to Q Classroom by submitting required documents to the assigned Dropbox in the d2L course connected to Q Classroom. Assignments submitted to d2L/Q Classroom are related to accountability and accreditation measures for Education Studies. Scoring guides for these assignments are located in the d2L course and Q Classroom.

NOTE: There is NO QClassroom assignment in this course.

This course is set-up on a weekly schedule that includes asynchronous resources for students to read/watch/complete on their own in d2L. To aid students in managing their time and to keep our virtual class community on the “same pace,” there is no "work ahead” possibilities. **Course modules will open weekly on Friday mornings and coursework for the week should be completed by that following Thursday (unless otherwise noted).**

Students are expected to work through the weekly coursework in a chronological timeline. While a recommended work schedule will be presented to students in d2L, students are not required to adhere to the professor's recommended work schedule and can manage their own weekly work pacing (assignments are still due at the end of each week). It is recommended that students prepare to work approximately 9 hours weekly or 1.5 - 2 hours daily (M-F) on coursework.

All course assignments have been thoughtfully designed as opportunities for students to practice arts-related skills and/or document arts-related content knowledge applicable to elementary school curriculum. **Each assignment will be explained in d2L when they are released.**

**Planned ASSIGNMENT CATEGORIES with brief descriptions:**

- **Welcome Survey and Syllabus Quiz**
  A quick check-in to confirm students are ready to enter the learning space and to introduce yourself to your professor (required to continue in course; completion grade not counted in final grade)

- **Category 1: DROPBOX and DISCUSSION BOARD Assignments**
  Multiple assignments designed to give students the opportunity to demonstrate fine arts-based knowledge and / or apply fine arts-based skills; some assignments might be shared in a small group space in order to contribute to socially constructed learning. Assignments could include:
  - **6 Vocabulary Exploration and TEKS Reflections**
    Multiple assignments designed to introduce students to common fine arts vocabulary and TEKS for the Visual Arts, Music, and Theatre
  - **4 Fine Arts-focused Discussion Boards**
    Multiple assignments designed to provide community space to “talk” about the fine arts in a larger classroom-connected context. **SOME** discussion boards will require replies; directions provided by the professor in the Discussion Boards.
5 Showcase peer responses
Students will respond to their randomly assigned small group members’ Showcases, following the feedback format provided by the professor.

A Final Creative “Something”
The Final Assignment will invite students to create a final creative “something” based on their reflection on lessons learned, skills acquired, and attitudes towards the fine arts that have developed through the completion of the course.

- Category 2: VIDEO LESSON ANNOTATED VIEWING ENGAGEMENT Assignments
Throughout the semester, students will be expected to actively follow along with pre-recorded guided lessons with Dr. Burrow. These recordings are meant to guide students through completion of major SHOWCASE assignments (see below). Documentation of engagement with the entirety of these videos will be submitted as a Annotated Viewing Sheet of prompts for “2-way communication” provided by the professor. There will be approximately 6 – 8 pre-recorded videos.

- Category 3: SHOWCASE Assignments
Students will typically have approximately two weeks (unless otherwise noted) to work on the creation of work samples that are part of these DOING projects. Over the multi-week work schedule, students will receive instructions and guidance for each of the work samples; students will often have choice about which work samples they want to try out. Students will showcase their collection of work samples as a portfolio for peers to view and respond to (using a professor-supplied template for comments). The final portfolios could be used by students as work examples in their future classrooms. These showcases emphasize exploration, experimentation, and enjoyment over "exactness" -- creativity does NOT necessarily require professional artistic abilities 😊

- Art SHOWCASE
- Music SHOWCASE
- Movement / Dance SHOWCASE
- Theatre SHOWCASE
- Field Trip SHOWCASE

Recorded Instruction via ZOOM:
When/If "This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via sfasu.zoom.us. Students are required to have a webcam in order to participate (cell phones access is available with the Zoom mobile app). Zoom links will be provided [insert means of link distribution here]. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is entirely automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately." (statement from SFA CTL, 2020)

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (adapted from University of Denver by CTL)
At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:
- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and professor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

**You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.** This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

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

This course uses a holistic grading system comprised of earned grades in 3 main assignment categories (see below).

1. Dropbox and Discussion Board Assignments
2. Video Lesson Annotated Viewing Engagement Assignments
3. Showcase Assignments

- **FINAL GRADE**
  - As in all categories = A
  - As and Bs across the three categories = B
  - 1 C in any of the categories = C
  - “Not pass” only in category 2 = C
  - "Not pass” in category 1 and/or 3 = F

In accordance with the Department of Education Studies policy, you must earn a “C” or better in the course. Anything below a “C” is an “F”, no “D” will be awarded.

The holistic grading system for this course is probably unique and new to most students.
- It has been intentionally designed to allow students the flexibility to work towards the grade they want/need to earn based on performance criteria, while making room for the fact that they presumably have professional and personal responsibilities outside this course learning space.
- The grading system allows students the space to focus on experimenting with, exploring, and (hopefully) enjoying the arts as a creative experience rather than a strictly accuracy-emphasized activity *(in other words, I want y'all to focus on the creative process of creating products you are proud of rather than worrying about losing points for trying something new -- engage and do the work and you’ll do GREAT in this course! :-))*. 
Decide what grade YOU are going to work towards earning this semester and use the grading system below to keep in mind what YOU will need to do in order to earn that grade.

<table>
<thead>
<tr>
<th>Category 1: Dropbox and Discussion Board Assignments (anticipated 16 assignments)</th>
<th>To earn an &quot;A&quot; in this assignment category</th>
<th>To earn a &quot;B&quot;</th>
<th>To earn a &quot;C&quot;</th>
<th>To earn a “not pass”</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>16 – 15 assignments thoughtfully* completed and submitted on time</td>
<td>Only 14 - 13 assignments thoughtfully* completed</td>
<td>Only 12 - 10 assignments thoughtfully* completed</td>
<td>Less than 10 assignments thoughtfully* completed</td>
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<td></td>
<td>up to 3 lates allowed**</td>
<td>4 - 5 lates**</td>
<td>6 - 7 lates**</td>
<td>more than 7 lates might NOT be accepted</td>
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<td></td>
<td>**approved late work must be submitted no later than Thursday, Nov. 30</td>
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<td>lates may require additional work as part of the make-up and might not receive professor feedback</td>
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<tr>
<td></td>
<td>Late work will be LAST priority for professor grading, may take a LONG time to be graded, and might NOT receive professor feedback</td>
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<tr>
<th>Category 2: Video Lesson Annotated Viewing Engagement Assignments (anticipated 8 viewings)</th>
<th>To earn an &quot;A&quot; in this assignment category</th>
<th>To earn a &quot;B&quot;</th>
<th>To earn a &quot;C&quot;</th>
<th>To earn a “not pass”</th>
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<td></td>
<td>8 – 7 assignments thoughtfully* completed and submitted on time</td>
<td>Only 6 – 5 assignments thoughtfully* completed</td>
<td>Only 4 assignments thoughtfully* completed</td>
<td>Less than 4 thoughtfully* completed</td>
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<td>up to 2 lates allowed**</td>
<td>3 lates**</td>
<td>4 lates**</td>
<td>7 or more lates might NOT be accepted</td>
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<td>**approved late work must be submitted no later than Thursday, Nov. 30</td>
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<td>lates may require additional</td>
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work as part of the make-up and might not receive professor feedback

Late work will be LAST priority for professor grading, may take a LONG time to be graded, and might NOT receive professor feedback

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<tr>
<th>Category 3: Showcase Assignments</th>
<th>To earn an &quot;A&quot; in this assignment category</th>
<th>To earn a &quot;B&quot;</th>
<th>To earn a &quot;C&quot;</th>
<th>To earn a “not pass”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showcase Assignment:</td>
<td>SEE D2L for specific grading related to each of the Showcase Assignments</td>
<td>SEE D2L for specific grading related to each of the Showcase Assignments</td>
<td>SEE D2L for specific grading related to each of the Showcase Assignments</td>
<td>Not submitted</td>
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<tr>
<td>• Fine Arts</td>
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<td>SEE D2L for specific grading related to each of the Showcase Assignments</td>
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<td>• Music</td>
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<td>Not submitted</td>
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<td>• Movement/Dance</td>
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<td>• Theatre</td>
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<td>Not submitted</td>
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<td>• Field Trip</td>
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<td>Not submitted</td>
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Final Grade for this category will be the average of the 5 Showcase Grades

*"Thoughtfulness” will be evaluated by the expertise of the professor; please note --- professor’s evaluations will be individualized to the learner and their submitted work (meaning: comparison of evaluations earned by a peer’s work is not applicable to your work). In order to model and promote "mastery learning," learners submitting work that does not meet quality standards (as determined by the professor) may be presented with opportunity for re-do by professor-determined deadline. The opportunity to re-do is at the sole discretion of the professor.

See section III. Course Assignments, Activities, Instructional Strategies, Use of Technology located above for detailed descriptions of the assignments and the point totals for each assignment.

Work Policy:

Students must complete and submit all assignments on time and come prepared to engage in all class discussions/activities (synchronous and asynchronous). ALL major assignments must be completed in order to earn an A in the course.

There is a 24-hour extension period for late work acceptance with no grade deduction (unless otherwise noted on specific assignments). Late work submitted after this period will be accepted at the professors’ discretion based on the student’s pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result.
It is the responsibility of the student to communicate to the professors about extenuating circumstances / emergencies (preferably BEFORE assignment submission is due) to allow the professor 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.

**In order to record final grades on time, no make-up / late work will be accepted during the Final Week. All approved late work must be submitted by the date specified (above) in the Holistic Grading charts.**

**Graded Assignments:**
If there is a mathematical error with your grade, please let me know ASAP. The professor will NOT debate grades with students; appointments to discuss the “learning” from an assignment may be made with the professor as early as the next day after a graded assignment is posted but should be requested no later than a week after the graded assignment is posted.

*It is the responsibility of the student to communicate extenuating circumstances/emergencies in a timely fashion.** Final decisions regarding grades will be at the professional discretion of the professors.

**Do you count off for Writing? Please present: “Make-A-Parent-Feel-Confident” Writing!**
As future teachers, you will be representing yourself as professional educators and as a significant representative for a collective group of career professionals to your students, your students’ families, your co-workers, your employers, and our national community! Additionally, you will be responsible for the foundational instruction of young children! Therefore, correct spelling and grammar will be considered in grading requirements. It is recommended that you have your written work reviewed by an outside source (the professor will not review assignments prior to turn in for mechanical errors, but consulting with a peer/tutor is acceptable).

When you submit work to your Professor, make sure that it represents your best work! If there are 5 or more grammar/mechanical errors in your final submission, you may be asked to review, correct, and resubmit. The professor does NOT guarantee that work that must be resubmitted will be graded in time to apply feedback to future assignments or to receive a final grade for the course! **So take the time, the first time!**

If your assignment’s content does not effectively reflect basic knowledge and understanding of key concepts in early childhood education and/or other course content knowledge, you may be required to schedule an outside conference with the professor before receiving credit for the course and attendance at the AARC may be required to continue on in the course. The professor will be available to discuss the expectation of assignments prior to turn in (appointments must be made at least 2 school days before the assignment is due).

**Accessibility to AARC Resources/Assistance:**
- **The OWL - Online Writing Lab is now inside D2L.** Students can see it as one of their classes in the Select a course... pull-down menu at the top of the page. Now the OWL is essentially a dropbox inside a course shell that works like any other dropbox. There are detailed instructions provided.
- **AARC Writing** provides an overview of paper structure and identifies the type of grammar errors present. AARC checks citations, but can't check for plagiarism and does not point out every error. Please allow for 48 hours min.
- **AARC has Walk-In tables in the evenings and on Sunday, and now offers Weekly Appts. by paper.** Students can sign up to brainstorm, revise, and review their papers over a minimum of 3 weeks at sfasu.edu/aarc.

**Attendance Policy:**
This course is an Online/Livestream course. It operates primarily asynchronously, so it will mostly require engagement with lots of online resources and the completion of multiple "making" projects. Asynchronous engagement with all d2l course materials is expected on a weekly basis. To earn on-time credit for assignments, weekly submission deadlines are expected.

Additionally, there IS an expectation to attend LIVE synchronous Zoom Class Meetings scheduled throughout the semester. For those students unable to attend, watching the recording and completing an annotated assignment can earn “course attendance.”

V. Tentative Course Outline/Calendar:

A DETAILED tentative course calendar is provided as a separate page in the syllabus/timeline module in d2L. I anticipate that this timeline WILL need to be updated throughout the semester. ALL NECESSARY CHANGES TO THE COURSE SYLLABUS WILL BE MODIFIED IN THE WEEKLY d2L MODULES.

----------------------------------------
PLEASE ALWAYS CHECK THE d2L WEEKLY MODULES FOR UPDATED ASSIGNMENTS / DEADLINES throughout the semester.

PLEASE NOTE: any changes to the original course schedule to better fit the needs of students, update course pacing, and/or accommodate for world events will be posted in writing on D2L; it is the student's responsibility to stay aware of the changes.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT TOPIC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Weekly Expectations:</td>
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<tr>
<td></td>
<td>1. Active engagement with all videos, readings, links, resources, etc.</td>
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<td></td>
<td>2. Thoughtful, on-time completion of all assignments</td>
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<td></td>
<td>3. Communication with Dr. Burrow via REMIND or d2L for questions, clarifications, comments, connections, etc.</td>
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<tr>
<td></td>
<td>ASSIGNMENTS</td>
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<tr>
<td></td>
<td>ALL assignments due THURSDAYS of the following weeks, 11:59pm</td>
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<td></td>
<td>(unless otherwise noted)</td>
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<td></td>
<td>24-hr extension is automatically accessible by ALL students for ANY reason</td>
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<td></td>
<td><strong>Specific Assignments will be discussed in weekly d2L Modules</strong></td>
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<tr>
<td></td>
<td>cancelled assignments, and / or updated due dates will appear in d2L</td>
</tr>
</tbody>
</table>

Week ONE opens Friday, Sept. 01

Syllabus and Timeline
Intro videos from Dr. Burrow

CREATIVITY
VISUAL ART

Submit Assignments by Thursday, Sept. 07
Consult the “This Module is Completed When…” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.

Week TWO opens Friday, Sept. 08

VISUAL ART

Submit by Thursday, Sept. 14
Consult the “This Module is Completed When…” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.

Live ZOOM Class Meeting (link in d2L)

LIVE ZOOM CLASS MEETING

If you cannot attend, access the recording AFTER class and complete the annotated viewing assignment provided by Dr. Burrow.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Module</th>
<th>Assignment</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Friday, Sept. 08</td>
<td>1 – 2:30pm CT</td>
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<tr>
<td>Week THREE opens Friday,</td>
<td>VISUAL ART</td>
<td>Submit by Thursday, Sept. 21</td>
<td>Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<tr>
<td>Sept. 15</td>
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<tr>
<td>Live ZOOM Class Meeting (link in d2L)</td>
<td>LIVE ZOOM CLASS MEETING</td>
<td>If you cannot attend, access the recording AFTER class and complete the annotated viewing assignment provided by Dr. Burrow.</td>
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<tr>
<td>Friday, Sept. 15</td>
<td>1 – 2:30pm CT</td>
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<tr>
<td>Week FOUR opens Friday, Sept. 22</td>
<td>SELF-CARE / WORK WEEK</td>
<td>Submit by Thursday, Sept. 28</td>
<td>VISUAL ART SHOWCASE to Discussion Board + Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<tr>
<td>MUSIC</td>
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<tr>
<td>Week FIVE opens Friday, Sept. 29</td>
<td>MUSIC</td>
<td>Submit by Thursday, Oct. 05</td>
<td>Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<tr>
<td>MUSIC</td>
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<tr>
<td>Week SIX opens Friday, Oct. 06</td>
<td>MUSIC</td>
<td>Submit by Thursday, Oct. 12</td>
<td>Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<tr>
<td>Live ZOOM Class Meeting (link in d2L)</td>
<td>LIVE ZOOM CLASS MEETING</td>
<td>If you cannot attend, access the recording AFTER class and complete the annotated viewing assignment provided by Dr. Burrow.</td>
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<tr>
<td>Friday, Oct. 06</td>
<td>1 – 2:30pm CT</td>
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<tr>
<td>Week SEVEN opens Friday, Oct. 13</td>
<td>MUSIC MOVEMENT</td>
<td>Submit by Thursday, Oct. 19</td>
<td>MUSIC SHOWCASE to Discussion Board + Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<tr>
<td>MOVEMENT</td>
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<tr>
<td>Week EIGHT opens Friday, Oct.</td>
<td>MOVEMENT</td>
<td>Submit by Thursday, Oct. 26</td>
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<tr>
<td>Week</td>
<td>Module Name</td>
<td>Due Date</td>
<td>Details</td>
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<tr>
<td>TEN</td>
<td>DANCE</td>
<td>Nov. 02</td>
<td>Submit by Thursday, Nov. 02</td>
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<td>Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<tr>
<td>ELEVEN</td>
<td>DANCE</td>
<td>Nov. 09</td>
<td>Submit by Thursday, Nov. 09</td>
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<td>Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<tr>
<td>TWELVE</td>
<td>THEATRE</td>
<td>Nov. 16</td>
<td>Submit by Thursday, Nov. 16</td>
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<td>MOVEMENT/DANCE SHOWCASE to Discussion Board +</td>
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<td>Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<tr>
<td></td>
<td>LIVE ZOOM CLASS MEETING</td>
<td>Nov. 10</td>
<td>If you cannot attend, access the recording AFTER class and complete the annotated viewing assignment provided by Dr. Burrow.</td>
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<td></td>
<td>Discussion Board Replies</td>
<td>Nov. 17</td>
<td>Submit by Thursday, Nov. 30 (after the Long Fall Break)</td>
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<td>Consult the “This Module is Completed When...” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
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<td>ALL APPROVED LATE WORK due Thursday, Nov. 30!!</td>
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<tr>
<td></td>
<td>LIVE ZOOM CLASS MEETING</td>
<td>Nov. 17</td>
<td>If you cannot attend, access the recording AFTER class and complete the annotated viewing assignment provided by Dr. Burrow.</td>
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<td></td>
<td>LONG FALL BREAK</td>
<td>Nov. 20 – 24</td>
<td>NO NEW WORK</td>
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<td>ALL APPROVED LATE WORK due Thursday, Nov. 30!!</td>
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<td>THEATRE FIELD TRIP presentation</td>
<td>Dec. 07</td>
<td>Submit by Thursday, Dec. 07</td>
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<td>THEATRE SHOWCASE to Discussion Board +</td>
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<td></td>
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<td></td>
<td>FIELD TRIP SHOWCASE to Discussion Board</td>
<td></td>
</tr>
</tbody>
</table>
Week FIFTEEN opens Friday, Dec. 08

<table>
<thead>
<tr>
<th>Final Assignment due Thursday, Dec. 14</th>
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<tbody>
<tr>
<td>Final CREATIVITY</td>
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<tr>
<td>Submit by Thursday, Dec. 14</td>
</tr>
<tr>
<td>“A Final Creative Something” (Final Assignment)</td>
</tr>
<tr>
<td>Consult the “This Module is Completed When…” file at the end of the Weekly Module to confirm WHAT assignments are due, WHEN they are due, WHERE they are due to.</td>
</tr>
</tbody>
</table>

**VI. Required Text and Other Required Materials:**

1. There is no QClassroom assignment required for this course.

2. This course utilizes OERs (Open Educational Resources) in order to offer up-to-date content knowledge while eliminating additional costs to students for access to necessary course content. All required readings, videos, links, etc. are located in the content modules of the course or provided in class. **So, there is no textbook to purchase for this course!**

3. Students may need access to a smart phone with the ability to download apps for the technology projects, a digital camera and basic video editing software, and/or registration for tech/arts-based websites.

4. Students may need access to basic art supplies (e.g., paper, crayons, makers, scissors, etc.) to complete some assignments.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. **Completing the end of course evaluation is expected.** 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.

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 professor 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 professor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:

Repeating this Course Policy
If you are repeating this course for a second time, then ALL of your work must be original to the repeated course. That means work from a previous semester of this course may not be resubmitted in the repeated course. Work of any kind submitted from a prior semester will receive a score of “0” with no redo available. Work of any kind submitted by another student who completed this course is grounds for academic dishonesty/plagiarism review.

Nondiscrimination
“No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005) (see Discrimination Complaints/Sexual Harassment E-46: http://www.sfasu.edu/humanservices/images/discrimination-complaints-sexual-harassment.pdf

Lecture Class Professionalism:
Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade.
Each teacher candidate is expected to:
• read course outline/syllabus and follow directions for assignments;
• complete ALL ASSIGNMENTS independently unless otherwise stated by the professor;
• complete ALL ASSIGNMENTS on or before the due date;
• submit ALL WORK in order to earn an A in the course;
• participate intelligently in all class discussions;
• communicate professionally in verbal and written communication (including electronic communication);
• complete the end-of-course online evaluation;
• dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
• become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism.
Please visit http://www.sfasu.edu/ppolicies/academic_integrity.asp

Class Attendance and Excused Absences (Policy 6.7):
https://www.sfasu.edu/docs/policies/6.7.pdf

Academic Accommodation for Students with Disabilities (Policy 6.1):
https://www.sfasu.edu/docs/policies/6.1.pdf

Academic Accommodation for Students with Disabilities (Policy 6.6):
https://www.sfasu.edu/docs/policies/6.6.pdf

Student Academic Dishonesty (Policy 4.1): https://www.sfasu.edu/docs/policies/4.1.pdf
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):** [https://www.sfasu.edu/docs/policies/5.5.pdf](https://www.sfasu.edu/docs/policies/5.5.pdf)

**Final Course Grade Appeals by Students (Policy 6.3):** [https://www.sfasu.edu/docs/policies/6.3.pdf](https://www.sfasu.edu/docs/policies/6.3.pdf)

**Student Code of Conduct (Policy 10.4):** [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf)

**Mental Health**

SFA values students’ mental health and the role it plays in academic and overall student success. 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:**

- SFASU Counseling Services
  - [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
- Health and Wellness Hub (corner of E. College and Raguet)
  - 936-468-2401

**SFASU Human Services Counseling Clinic**

- [https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic](https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic)
- Human Services Room 202
  - 936-468-1041

**Crisis Resources:**
Additional Information Specific to Educator Preparation:

**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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

**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.
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. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

COURSE REFERENCES:

PLEASE NOTE: While it is the intent of the professor for this syllabus to define expectations for student course performance and present the professor's commitment to a high-quality learning experience, any and all of these syllabus policies are subject to review and revision by the professor due to extenuating circumstances/emergencies communicated to the professors by the student. 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 students 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.
A letter to my students, by Dr. Burrow

originally written summer 2018, updated summer 2020

Dear ALL Students,
I am here to support and learn with each of you.

Dear Black Students,
Your life matters.

Dear Muslim Students,
Your beliefs deserve to be celebrated.

Dear Jewish Students,
You should never be harmed for your faith.

Dear agnostic, atheist, non-religious Students,
You owe us no explanation.

Dear Mexican Students,
You will not find walls here.

Dear Immigrant/International Students,
Your presence makes this space richer.

Dear neurodiverse/IEP Students,
You are not a burden.

Dear LGBTQIA+ Students,
You are perfect just as you are.

Dear Female Students,
You are respected and valued.

Dear Non-binary Students,
You are enough just as you are.

Dear Male Students,
You have the power to support each of these people, and I appreciate you doing so.

All my Students are welcomed and valued here!

If you do not see yourself represented in and/or do not feel directly included in this welcome letter ... please reach out to me and give me the chance to get to know you better.

---*---*---*---*---*---*---*---*---*---

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---*---*---*---*---*---*---*---*---*---
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.

Knowing that I am sharing space with future teachers, I take seriously the responsibility to promote spaces, practices, and times for y'all to care for yourselves (after all, taking care of YOU 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 student identities who may be experiencing unique “life truths” 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 summarized here.

For students experiencing food insecurity...
The Pantry is a food pantry at SFA to help alleviate hunger among students. Visit Tucker Building (Southeast corner of Raguet and East College streets) [https://www.sfasu.edu/thehub/food-pantry](https://www.sfasu.edu/thehub/food-pantry)

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.

Additionally, all registered SFA students are eligible for food and baby supply distributions at The Pantry (see above). To request baby items, students need to complete the online form at sfasu.edu/studentaffairs/1319.asp.

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](https://ssb.sfasu.edu/prod/gwkmisc.p_chosen_guidelines)

For LGBTQIA+ students seeking Safe Space Offices
A Safe Space is a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, and queer students, both my office (201N), and other offices throughout ECRC are designated safe spaces.

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](http://www.sfasu.edu/counselingservices/193.asp)

For students with DACA status...
Letter from the late President Baker Patillo, SFASU (fall 2017)

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

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

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

Sincerely,

Baker Pattillo
President

For students 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.”

http://www.sfasu.edu/counselingservices/

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