SED 3372.004

Culturally Responsive Pedagogy

Semester: Fall 2023

SED 3372.004
Meeting place: ECRC 219
Meeting time: 4:00-6:30
Instructor: Charles Zemanek
Email: Carrie.Charles.Zemanek@sfasu.edu
Office: Fredonia Early Childhood Center
Phone: 972-821-9104
Office hours: By appointment

Contact Policy: I will always respond if you email me. If you do not hear back from me within 48 hours please resend your email, as it may have been ended up in my junk email. Please use your official SFA email to avoid this. Follow up with a text message so I can confirm receipt of your email if I do not respond within 48 hours.

I. Course Description:
In this course, we study disciplinary literacy processes, language development, and conventions of reading, writing, speaking, listening, and creating in the content areas. Emphasis will be on instructional and comprehension strategies appropriate for content area literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills.

Prerequisites: Admission to Teacher Education

SEED 3372 spans 16 weeks. The course contains extensive written content and lectures. Course readings regarding literacy across content areas are woven into each week. Students are required to complete quizzes, posts, assignments, and reflections in each module.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course will provide students with an awareness of the literacy demands of various content areas and with practical strategies for helping their students develop their own awareness of and strategies for meeting literacy demands across the curriculum. During this
semester we will investigate the nature of literacy and the ways in which it supports content area learning through an interactive format. Furthermore, we will explore some of the cognitive, social, cultural, linguistic, and political factors that affect how students engage in literacy and what impact these various factors have on the ways in which we frame classroom instruction.

**Program Learning Outcomes:**

**A. Course Objectives-** So that students will possess the knowledge base necessary to become a competent practicing professional, by the end of the semester students will be able to:

1. Describe major concepts in disciplinary literacy processes as well as language development.
2. Describe and apply appropriate instructional strategies for literacy instruction and assessment in secondary content classrooms.
3. Describe and apply ways of meeting the content literacy needs of diverse student groups (at-risk/at-promise, special populations, racial/ethnic/cultural differences, language acquisition differences, etc.)

The concepts and skills acquired in SEED 3372 build upon concepts of learning theory found in SEED 3370, as well as information about curriculum design found in SEED 3371, and will be applied to lesson design and instructional strategies as part of the internship in SEED 4360/4250 and Clinical Teaching.

**Student Learning Outcomes:**

- Explain and model various vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.
- Provide instruction and model what, when, and how to use literacy strategies with narrative and expository texts.
- Provide instruction and model what, when, and how to use literacy strategies with non-print-based texts.
- Understand how various factors such as content, purpose, tasks, and setting influence the reading process.
- Recognize the importance of teaching reading as a social practice rather than a discreet series of skills and the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure.
- Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.

**B. State-** The content of the course will reflect areas of effective teaching practices addressed by the Pedagogy and Professional Responsibilities test of the Texas Examinations of Educator Standards (TExES). The course content will be examined in the context of how it applies to appropriate professional practice as well as its relationship to the competencies (available at [www.sbec.state.tx.us](http://www.sbec.state.tx.us)). SEED 3372 will specifically focus upon Competencies 004, 007, and 009:
**Competency 004**- The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessment.

**Competency 007**- The teacher understands and applies principles for communicating effectively in varied teaching and learning contexts.

**Competency 009**- The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**C. Mission of James I. Perkins College of Education**

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, social justice, and continued professional and intellectual development in an interconnected global society.

**University Core Values**- In the College of Education at Stephen F. Austin State University, we value and are committed to:

1. *Academic excellence* through critical, reflective, and creative thinking
2. *Life-long learning*
3. *Collaboration* and shared decision-making
4. *Openness* to new ideas, to culturally diverse people, and to innovation and change
5. *Integrity*, responsibility, diligence, and ethical behavior, and
6. *Service* that enriches the community.

These Core Values are reflected in each of the following course assignments and activities.

**D. ESL Standards**

I.1.1 Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning the ESL classroom.

I.1.2 Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction, and promote ESL students’ English language proficiency.

I.1.3 Understands the interrelatedness of listening, speaking, reading, and writing and uses this understanding to develop ESL students’ English language.

I.1.4 Knows the structure of the English language (e.g., word formation, grammar, sentence structure) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction in English.

I.2.1 Knows theories, concepts, and research related to L1 and L2 acquisition.

I.2.2 Uses knowledge of theories, concepts, and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students’ English language development at various stages.
I.2.3 Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.

I.2.4 Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.

II.003.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address the TEKS (i.e., listening, speaking, reading, writing, viewing/representing).

II.003.5 Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

II.4.1 4.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the listening and speaking strands.

II.4.2 4.2 Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensive language environment with supported opportunities for communication in English.

II.004.4 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English.

II.004.5 Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 and L2.

II.5.1 5.1 Knows applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL, and knows how to design and implement appropriate instruction to address TEKS related to the reading and writing strands.

II.5.2 5.2 Understands the interrelatedness of listening, speaking, reading, and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English.

II.5.3 5.3 Understands that English is an alphabetic language and applies effective strategies for developing ESL students/phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words). II.005.5 Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 and L2.

III. Required Texts:

1. You do not need to purchase a textbook for this course. Readings will be assigned throughout the term. These will be provided by the instructor and posted as a file in each module on our D2L course homepage.

2. Access to a printed copy of TEKS in a content area and ELPS. Available: TEKS and ELPS
IV. Course Requirements/Assignments

1. **Lesson Plans/Workshop Strategy Teaching Demonstration:** Over the course of the semester students will develop four lesson plans in which they employ the literacy strategies learned in the module. (4 @ 100 points each) **400 Points Total**

2. **Cultural Autobiography:** Students will complete a paper that is 12pt font, Times New Roman, double spaced and no less than five pages. This paper will be completed in two parts. Part I is a self-identity portion and part II is reflection on their place in education. **300 Points Total**

3. **Class Discussion:** Students will participate in multiple discussions throughout the semester that review important course material. **100 Points Total**

4. **Field Experience Hours and Reflection (Ten hours):** Each candidate is expected to complete field experience during SEED 3372. Candidates will complete 10 total hours of EL/Disciplinary Literacy observations and/or tutoring. **100 Points Total**

5. **Completion of Class Assignment:** Complete various presentations and mini-reflections, which includes utilizing the feedback from throughout the course candidates will revise their lesson plans and create a final teaching demonstration. **100 Points Total**

---

**Course Calendar**

**Weekly Schedule**

*Note: This is only an outline of anticipated material. Always refer to in class instruction and modules for weekly updates.*

| Week One, August 28, 2023 | AGENDA:  
|----------------------------|-----------------------------------------------|
| **TOPICS:**  
- Introductions  
- Importance of Team Culture |  
- Course Introduction  
- Review Syllabus  
- Meet Your Teacher  
- Five Dysfunctions of Team Lecture  
- Personality Activity  
- Get to Know Your Team  
| **ASSIGNED:**  
- All About You Presentation  
- Best Interest Model Reading |
<table>
<thead>
<tr>
<th>Week Two, September 4, 2023</th>
<th>AGENDA:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td></td>
</tr>
<tr>
<td>● Culturally Responsive Foundation</td>
<td>● Class presentations</td>
</tr>
<tr>
<td>● Ethical Decision Making Framework</td>
<td>● Best Interest Model class discussion</td>
</tr>
<tr>
<td></td>
<td>● Cultural Funds of Knowledge/ Culturally Responsive Teaching Lecture</td>
</tr>
<tr>
<td></td>
<td>● Discuss Windshield Survey expectations and rubric</td>
</tr>
<tr>
<td></td>
<td>● Discuss T-TESS Pre/Post Conference</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ASSIGNED:</strong></td>
<td></td>
</tr>
<tr>
<td>● CFK - Windshield Survey</td>
<td></td>
</tr>
<tr>
<td>● T-TESS Goal Setting</td>
<td></td>
</tr>
<tr>
<td>● Boring v. Buncombe County Board Reading</td>
<td></td>
</tr>
<tr>
<td>DUE THIS CLASS:</td>
<td></td>
</tr>
<tr>
<td>● Presentation about you.</td>
<td></td>
</tr>
<tr>
<td>● Class discussion of Best Interest Model</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Three, September 11, 2023</th>
<th>AGENDA:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICS:</strong></td>
<td></td>
</tr>
<tr>
<td>● Disciplinary Literacy</td>
<td>● Class discussion windshield survey</td>
</tr>
<tr>
<td>● Cultural Autobiography</td>
<td>● Disciplinary literacy introduction lecture</td>
</tr>
<tr>
<td>● Legal Framework: Censorship and Viewpoint</td>
<td>● Implicit Bias Activity (Bring a device)</td>
</tr>
<tr>
<td></td>
<td>● Read DL article as a Team, discuss</td>
</tr>
<tr>
<td></td>
<td>● Introduce cultural Autobiography</td>
</tr>
<tr>
<td></td>
<td>● Legal Topic: Censorship and Viewpoint (Boring v. Buncombe County Board)</td>
</tr>
<tr>
<td><strong>ASSIGNED:</strong></td>
<td></td>
</tr>
<tr>
<td>● Cultural Autobiography Part I - due October 9</td>
<td></td>
</tr>
<tr>
<td>● Hoffman V. Board of Education Reading</td>
<td></td>
</tr>
<tr>
<td><strong>DUE THIS CLASS:</strong></td>
<td></td>
</tr>
<tr>
<td>● Windshield Survey</td>
<td></td>
</tr>
<tr>
<td>● T-TESS Goal Setting Sheet</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Four, September 18, 2023</th>
<th>AGENDA:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICS:</strong></td>
<td></td>
</tr>
<tr>
<td>● Schema</td>
<td>● Pre Activity: Schema</td>
</tr>
<tr>
<td>● Legal and Ethical Framework: Academic Standards</td>
<td>● Schema Lecture</td>
</tr>
<tr>
<td></td>
<td>● Pre-Reading Strategies</td>
</tr>
<tr>
<td></td>
<td>● Team Activity: Schema</td>
</tr>
<tr>
<td></td>
<td>● Legal Topic: Academic Standards (Hoffman v. Board of Education)</td>
</tr>
<tr>
<td>Week Five, September 25, 2023</td>
<td>DUE: NOTHING!</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>TOPICS:</strong></td>
<td></td>
</tr>
<tr>
<td>● Multilingual Learners</td>
<td></td>
</tr>
<tr>
<td>● Reading Strategies</td>
<td></td>
</tr>
<tr>
<td>● Legal Framework: Equity and Equal Protection</td>
<td></td>
</tr>
<tr>
<td><strong>AGENDA:</strong></td>
<td></td>
</tr>
<tr>
<td>● Multilingual Learners Activity</td>
<td></td>
</tr>
<tr>
<td>● Multilingual Learners Introduction</td>
<td></td>
</tr>
<tr>
<td>● Lesson Plan Template Expectations</td>
<td></td>
</tr>
<tr>
<td>● Strategy Workshop #1 Explained</td>
<td></td>
</tr>
<tr>
<td>● Strategy Workshop #1 Worktime</td>
<td></td>
</tr>
<tr>
<td>● Legal Topic: Equity and Equal Protection (Plyer v. Doe)</td>
<td></td>
</tr>
<tr>
<td><strong>ASSIGNED:</strong></td>
<td></td>
</tr>
<tr>
<td>● Watch EML Video</td>
<td></td>
</tr>
<tr>
<td>● Prepare to Team Teach</td>
<td></td>
</tr>
<tr>
<td>● Workshop #1 Response</td>
<td></td>
</tr>
<tr>
<td>● Nab</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Six, October 2, 2023</th>
<th>DUE: NOTHING!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td></td>
</tr>
<tr>
<td>● Vocabulary acquisition</td>
<td></td>
</tr>
<tr>
<td>● Legal Topics: Teaching, Learning, and the Curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>AGENDA:</strong></td>
<td></td>
</tr>
<tr>
<td>● Strategy Workshop #1 team activity</td>
<td></td>
</tr>
<tr>
<td>● Vocabulary (Before and During Reading) Lecture</td>
<td></td>
</tr>
<tr>
<td>● Vocabulary Instruction Strategies Activity</td>
<td></td>
</tr>
<tr>
<td>● Choosing Vocabulary Words</td>
<td></td>
</tr>
<tr>
<td>● Strategy Workshop #2 explained</td>
<td></td>
</tr>
<tr>
<td>● Legal Topic: Teaching, Learning, and the Curriculum (Nabozny v. Podlesny)</td>
<td></td>
</tr>
<tr>
<td><strong>ASSIGNED:</strong></td>
<td></td>
</tr>
<tr>
<td>● Read Vocabulary Acquisition Chapter</td>
<td></td>
</tr>
<tr>
<td>● Selman v. Cobb County School Reading</td>
<td></td>
</tr>
<tr>
<td>● REMINDER - cultural autobiography due October 9</td>
<td></td>
</tr>
<tr>
<td><strong>DUE:</strong></td>
<td></td>
</tr>
<tr>
<td>● Workshop #1 Response</td>
<td></td>
</tr>
</tbody>
</table>
### Week Seven, October 9, 2023

**TOPICS:**
- **Reading Instructional Strategies**
- **Legal Topic: Teachers, Learning, and the Curriculum**

**AGENDA:**
- Class discussion on cultural autobiography
- During Reading: considering read-alouds, purpose
- Graphic Organizers
- Graphic Organizers Stations
- Strategy Workshop #2 Work Time
- Legal Topic: Teachers, Learning, and the Curriculum (Selman v. Cobb County School)

**ASSIGNED:**
- Part II - Due December 11, 2023
- Strategy Workshop #2 Assigned
- G.C. v. Owensboro Public Schools Reading

**DUE:**
- **Cultural Autobiography Part I**

### Week Eight, October 16, 2023

**TOPICS:**
- **Digital Literacy**
- **Legal Topic: Technology and Cyberbullying**

**AGENDA:**
- Strategy Workshop Two (Vocabulary) Come ready to teach your group!
- Leading Discussions
- Review Strategy Workshop 3 Documents
- Digital literacy introduction
- Legal Topic: Technology and Cyberbullying (G.C. v. Owensboro Public Schools)

**ASSIGNED:**
- People Who Care v. Rockford Reading

**DUE:**
- **Strategy Workshop #2**
| Week Nine, October 23, 2023 | TOPICS:  
- Formative Assessment  
- Makerspace  
- Legal Topic: Academic Standards | AGENDA:  
- Formative Assessment during Reading Lecture  
- Technology Tool Presentation - Workshop #3  
- Introduce Makerspace Project  
ASSIGNED:  
- Team Makerspace Project  
DUE: NOTHING! |
| --- | --- | --- |
| Week Ten, October 30, 2023 | TOPICS:  
- Makerspace | AGENDA:  
- Time in Makerspace in Library  
ASSIGNED:  
-  
DUE: NOTHING! |
| Week Eleven, November 6, 2023 | TOPICS:  
- Reading/Writing  
- Makerspace | AGENDA:  
- Post Reading/Writing in the Content Areas introduction.  
- Post Reading Stations  
- Explain Strategy Workshop #4  
- Strategy Workshop #4 Work Time  
- Final Makerspace Project Explained  
ASSIGNED:  
- Groups should be working outside of class on their Makerspace lesson.  
DUE:  |
| Week Twelve, November 13, 2023 | AGENDA:  
| | ● Present Workshop #4  
| | ● Final day in Makerspace  
| | ASSIGNED:  
| | ● Reminder: Observation Reflection due November  
| | ● Reminder: Part II due December 11, 2023  
| | DUE:  
| | ● Strategy Workshop #4  
| Week Thirteen | Thanksgiving Break. Don’t work. Just rest!  
| Week Fourteen November 27, 2023 | AGENDA:  
| | ● Makerspace Presentations  
| | ● EOY T-TESS Conference  
| | ● Reminder about evaluations  
| | ASSIGNED:  
| | ● EOY T-TESS Conference with Z  
| | ● Snacks  
| | DUE:  
| | ● Makerspace  
| TOPIC:  
| | ● Makerspace  
| | ● EOY T-TESS  
| TOPIC:  
| TOPIC: | TOPIC:
### Week Fifteen December 4, 2023

**TOPICS:**
- Next stage

**AGENDA:**
- Reminder about evaluations
- Class Discussion
  - Snacks
  - Movie Showing

**ASSIGNED:**
- Reminder Cultural Autobiography due

**DUE:**
- EOY T-TESS with Z

---

### Week Sixteen December 11, 2023

**DUE:** Cultural Autobiography Part II

---

**Total Points in Class: 1000 Points**

### V. Grading Policy

- High professional standards are expected of all assignments.
- All written and/or group assignments are to be submitted in a timely, professional manner.
- All assignments are due on the assigned date to DropBox. The DropBox will remain open for two additional days. **There will be a 20\% deduction for each day the assignment is submitted late. NO assignments will be accepted after the DropBox has closed.**
- Assignments are to be submitted as PDF or Word documents only.

*Changes: The instructor reserves the right to make changes or modifications in the course requirements as needed and / or as required to meet course goals. Students will be notified of the changes.*

Letter grades for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-890</td>
<td>B</td>
</tr>
<tr>
<td>700-790</td>
<td>C</td>
</tr>
<tr>
<td>600-690</td>
<td>D</td>
</tr>
<tr>
<td>Below 600</td>
<td>F</td>
</tr>
</tbody>
</table>

**Note-** Students in the secondary and all level of education programs (undergraduate and PBIC) **must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” must repeat the course and earn a “C” or better before the course counts toward certification.**
VI. Attendance Policy

- Attendance is required. Any student who misses more than 5 class meetings will **automatically fail the course**.

- Remember: you are developing professional dispositions that will define you for the course of your career. Missed quizzes/exams/assignments may only be rescheduled in cases of documented personal illness or family emergency.

VII. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- the falsification or invention of any information, including citations, on an assigned exercise;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are:

- submitting an assignment as if it were one’s own work when it is at least partly the work of another person
- submitting work that has been purchased or otherwise obtained from an Internet source or another source
- incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Failure Clause**

You can immediately earn an F in this course due to the following reasons:

- You have more than 3 missed log-in periods
- You have violated school policy
- You have violated university policy
You have violated the Texas Code of Ethics
You have violated any state or federal law
Failure to complete field hours
Any other egregious acts of non-professional behavior

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

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at iCare or call the office at 936-468-2703

Additional Information:

To complete a certification requirement related to public education in Texas you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses: the public-school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

VIII. Academic Integrity (4.1)
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty and abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf.

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

*Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.*

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**

*Please copy and paste the following statement and place it in your course syllabus.*

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/.

**Mental Health and Wellness**

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:**

SFA Counseling Service
www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet)
936.468.2401

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

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