



Mesquite Center Internship Semester
ELED 437.410: Science, Technology, and Math in a Field-Based Setting
COURSE SYLLABUS
Fall 2015

Instructor: Deah McCoy

Office Location: Mesquite Metroplex Center Room # 134

Office Hours: Monday 9-11, 1-4

Wednesday 9-4

Office Phone: 972-882-7533

University Email Address: deah.mccoy@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Optional: Wilmore, E. & Burkman, A. (2011). Passing the PPR TExES Exam for EC-12 Teachers (2nd ed.). Thousand Oaks, CA: Corwin.
ISBN-13: 978-1412958448

Textbook Optional: Nath, J.L., & Ramsey, J. (2010). Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist & the ESL Supplement (2nd Edition). Prentice Hall
Available through online bookstore www.tamu-commerce.edu
ISBN-13: 978-0137040285

Field-Based Teacher Education Program Handbook [revised July 2010].
Available online: Ecollege

Internship Seminar Course Work: The following course work required for internship is set in an integrated seminar setting.

Course Description:

ELED 437. Integrated Learning: Math, Science, & Technology in Field-Based Settings.

Explores the integrated nature of learning with science, and math as content focus and with technology understanding, usage, and how it can enhance best practices. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisites: EIED 300; Rdg 350, 370; admission to teacher education program; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

Student Learning Outcomes:

1. The student will be an active and engaged participant in class discussions and Field Based experiences by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.
2. The student uses problem-solving and decision-making skills, working independently and with others in a variety of settings. The student is expected to (a) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of the solution; and (b) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict

consequences, and take action to implement a decision. (SLO 4. Ethical Decision Making and Social Responsibility/Obj. 2)

3. The student will be able to design appropriate activities and experiences; implementing them in seminar and Field Based settings for math, science, technology, social studies, and reading through lessons that meet the state mandated Texas Essential Knowledge and Skills and the English Language Proficiency Standards.
4. The student will recognize and utilize technology in planning and appropriately implementing learning activities with children in math, science, social studies, and reading, as well as when communicating with parents.
5. The student will be able to identify, create, and apply a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children.
6. The student will be introduced to and utilize the varied and appropriate assessments and assessment practices to monitor math, science, technology, social studies, and reading content comprehension and learning.
7. The students will associate Early Childhood-Sixth Grade and PPR Standards (TEXES) and ELPS for math, science, technology, social studies, and reading competencies with the course content and Field Based experience.

TEA Standards I-IV. Domains I-IV. Competencies:

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
- 1.2k the implications of students' developmental characteristics for planning appropriate instruction;
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.6k appropriate strategies for instructing English language learners.
- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.10k how lesson content and skills connect with other disciplines and within the discipline; and
- 1.11k current research on best pedagogical practices.
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.19k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.28k the role of technology in assessing student learning;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
- 1.3s use effective approaches to address varied student learning needs and preferences
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.10s plan instruction that makes connections within the discipline and across disciplines; and
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13s develop instructional goals and objectives that are able to be assessed;

- 1.14s develop instructional goals and objectives that reflect students' age, develop-mental level, prior skills and knowledge, background, and interests; and
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.23s provide students with opportunities to explore content from many perspectives.

Standard II. Domain II. Competencies 005-006

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.10k routines and procedures for managing and using materials, supplies, and technology;
- 2.14k appropriate behavior standards and expectations for students at various developmental levels; classroom;
- 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom.
- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.7s organize and manage groups to ensure that students work together cooperatively and productively;
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.

Standard III. Domain III. Competency 007-010

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.9k strategies and techniques for using instructional groupings to promote student learning;
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.
- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student's learning
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.
- 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
- 3.7s create lessons with a clearly defined structure around which activities are organized;
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with student's prior knowledge and experience;
- 3.11s use flexible grouping to promote productive student interactions and enhance learning;
- 3.12s pace lessons appropriately and flexibly in response to student needs;
- 4.10k the importance of documenting self-assessments;
- 4.11k characteristics, goals, and procedures associated with teacher appraisal; and
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences/observations in the field, and assessments to assist students in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

Professionalism:

Student Learning Outcomes: 1, 2, 4, 7 (see Student Learning Outcomes)

Assessment Method: Determined by the Instructional Leadership Team, weekly ITEPS/Journals, Professionalism self-assessment and lesson evaluations.

- Attendance and being on time at **ALL** university seminars, assigned campus days, school/university meetings, and field based staff development. You will be required to attend all seminar days; field based assigned days, staff development, etc. Your grade will be lowered if you are absent or tardy. You are **required** to contact your liaison and mentor teacher if you will be missing your assigned campus day or seminar.
- Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in, and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during seminar, on assignments, and in the field.

The Reflective Teacher:

Learning Outcomes: 1-7 (see Student Learning Outcomes)

Assessment Method: Instructional Leadership Team, ITEP's, Journals, and Portfolio

- Complete ITEPS weekly that should be the focal point of the ILT (Instructional Leadership Team) meetings that express your detailed activities in the field based setting. During this sharing time modifications can be made as agreed by the ILT. Have your mentor sign your ITEP. These must be submitted on time and completed or points will be deducted.
- Students will evaluate the multidisciplinary perspectives evident in multicultural children's and adolescent literature. Students will discuss the meaning of culture and identify their own culture. Groups will compile an annotated bibliography of multicultural/global texts appropriate for their various grade level assignments that incorporates multidisciplinary and cultural perspectives that address global issues. The student will write a reflective piece on their culture and how the influence of culture impacts multidisciplinary teaching and learning. (SLO5. Globalization and Cultural Diversity/Obj. 1)
- Teacher Inquiry Project. Students will develop and propose a question for classroom research based on relevant information they have realized since being placed in a field based setting. The question will be developed with the assistance and support of the mentor teacher and Center Team. The Center Team will provide ongoing assistance with the proposed research. Once the proposal has been accepted, students will begin finding background research related to their question and then determine the tools necessary for collecting data to answer their inquiry. Students will learn to interpret and analyze data to make decisions, determine whether articles are credible, accurate and

reliable by reading many different articles, they will examine data samples and make inferences based on the results, and look at the same data samples. Students will then develop and present a plan summarizing their project. This project will continue and be completed during residency semester. (SLO2. Critical Thinking/Obj. 1,2,&3)

- Reflective Journal. Journal writing will take place while in your placements and in seminar which will include reflections on teaching and learning strategies, organizational/management systems, effective instruction, and diverse learners. Reflection is essential to learning and addressing what you are seeing and areas that you need to address. Be sure to include routines, timing, children's responses to different situations, etc.
- Professional portfolio. This should be an ongoing assessment of growth as a teacher based on the five state proficiencies. Keep it in a ready-to-go state and add to it during the semester. It needs to be thorough but not bulky. Electronic portfolios are recommended.

Lesson Plans and Evaluation:

Learning Outcomes: 1-7 (see Student Learning Outcomes)

PPR Standards/Competencies: Standard I, Domain I, 1.1k,1.2k,1.4k,1.5k, 1.6k,1.7k, 1.10k,1.1k,1.12k, 1.13k,1.16k 1.17k, 1.19k,1.2k,1.21k. 1.22k,1.23k, 1.24k, 1.25k,1.26k, 1.28k; 1.12s,1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.21s, 1.23s

Standard I. Domain I. 1.2s, 1.3s,1.5s,1.6s, 1.9s, 1.10s;

Standard II. Domain II. 2.1K, 2.10K, 2.14K, 2.15k, 2.1s, 2.5s, 2.7s, 2.14s

Standard III. Domain III. 3.1k,3.9k, 3.12k, 3.14k, 3.15k, 3.16k; 3.1s, 3.4s, 3.6s, 3.7s, 3.9s, 3.10s, 3.11s, 3.12s

Assessment Method: Documentation through lesson plans, evaluations, observations (Mentor/Liaison), Journals, ITEP's, etc.

- Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing lessons appropriate for the children you are teaching.
- Demonstrate your knowledge of student diversity (children with special needs, gifted and talented, and ELL) by planning learning experiences and assessments that are responsive to difference among students. Lesson plans will show evidence of understanding of global interdependence and its impact on the world. The lessons will additionally be based on global elements that exhibit interdependence. (SLO 5.Globalization and Cultural Diversity/Obj.2)
- Design effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.
- Establish a classroom climate that fosters learning, equity, and excellence.
- Manage student behavior through organized strategies.
- Communicate effectively in varied teaching and learning contexts. .
- Actively engages students in all teaching and learning contexts. .
- Use effective technology to plan, organize, deliver, engage, as well as, having students interact with and utilize to evaluate instruction for all students.

- Provide timely, high quality feedback to students through written and oral means.
- Six formal evaluations must be completed this semester from different content areas (STEM, science, math, social studies, and reading). Two formal evaluations from the school (mentor teachers and administrators) and one from the university liaison in each of your placements must be completed. At each evaluation you MUST have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, and all handouts to be used during your lesson. Your university liaison will expect it to be ready and in the location where you would like her/him to sit during your lesson. Plan and organize your time wisely. Once you have switched placements, you MAY NOT return to your first placement to teach a lesson.
- Midterm Evaluation covering experiences from first placement.
- Final Evaluation covering experiences in the field and seminar.

Lesson Reflections:

Learning Outcomes: 1, 3, 5, 7 (see Student Learning Outcomes)

PPR Standards/Competencies: Standard I. Domain I. 1.7k

Standard III. Domain III. 4.12k, 3.1s

Assessment Method: Students discuss in seminar their reflections

- Identify the STEM TEKS in an established curriculum and evaluate them for research-supported best practices. Students will identify the learning cycle format, use; analyze the activities and assessments included. They will adapt the lesson into an effective 5E/7E lesson plan format to address the needs of all learners. The students will then teach their peers and/or students, if applicable. (SLO7.Problem Solving/Obj.1)
- Observe a lesson performed by mentor or another teacher on the school campus. The student will reflect on the teaching and learning strategies (especially noting strategies utilized for children with special needs, ELL, and gifted and talented), technology, lesson delivery, manipulative usage, lesson cycle implementation, management, assessment, etc. Through the observations and discussions students will show their understanding of global interdependence and its impact on the world. (SLO5. Globalization and Cultural Diversity/Obj.2)
 - Math Lesson
 - Science Lesson
 - Reading Lesson
 - Social Studies
 - Bilingual Classroom (if setting is available in assigned school)

Strategies Notebook:

Learning Outcomes: 1, 4, 6 (see Student Learning Outcomes)

PPR Standards/Competencies: Standard I. Domain I. 4.10k, 4.11k

Assessment Method: Students will share sections of the strategies they have observed and/or implemented in their field experience.

- A section for each content area instructional strategies.
- Section for STEM lessons for students to implement in the classroom (a minimum of five from different grade levels EC-6). The lessons are developmentally appropriate with appropriate TEKS.

- A section for strategies for working with students that are gifted and talented, special needs, and ELL.
- Section added to strategies notebook of professional materials. Keep a list of professional books, journals, articles, etc. that you encounter during the internship semester.
- Section added to strategies notebook listing all the outside activities and professional activities that you have participated in during this year. Attend a PTA meeting, a school board meeting, an ARD meeting, Open House, "Meet the Teacher" night and community functions and professional development. These need to be documented by creating a list of activities attended, the location, the date, and a brief summary of what you learned from the event.

Team Lessons:

Learning Outcomes: 1-7 (see Student Learning Outcomes)

Assessment Method: Presentation of lessons, formal lesson evaluation and feedback.

- Design, present, and assess a lesson for the following content areas (language arts and social studies).
- Lessons will be prepared and presented in teams. Individual team members will assess one another on participation and working cooperatively.
- Each lesson will be 45 minutes in length and will be presented as if to the assigned grade level.
- Technology must be utilized in most aspects of the lesson (planning, engagement, presenting, interaction of students, and assessment).
- Topics and grade levels will be assigned and evaluated by the Center Team. Professional feedback will be given upon completion of the lesson in seminar.
- The lesson will be shared with the rest of the seminar group.
- Evaluation and feedback will be given to the groups by the Center Team.

STEM (Science, Technology, Engineering, and Mathematics):

Learning Outcomes: 1-7 (see Student Learning Outcomes)

PPR Standards/Competencies: Standard I. Domain I. 1.19k, 1.24k, 1.20k, 1.23k, 1.24k, 1.25k, 1.26k

Standard III. Domain III. 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.8k, 3.12k, 3.13k, 3.14k, 3.15k, 4.10k

Assessment Method: Creation/Modification and presentation of formal lesson, lesson evaluation form and feedback.

- Identify and understand that districts and schools have an educational policy and curriculum choice to improve linking technology development with the core subject matter and that many educators believe that using STEM integrated approach will help students to be prepared for the global high-tech world in which they live.
- The Center Team will create and utilize the appropriate grade level TEKS and present a STEM lesson to the students. The students will be assessed over the STEM lesson and reflection and discussion will occur.
- Students will design a STEM lesson utilizing the 5E-7E lesson plan format and appropriate grade level TEKS. Present and assess this lesson that will be assigned by the center team based on the models and information shared by the team.
- The formal STEM lesson will be prepared and presented in teams. Individual team members will assess one another on participation and working cooperatively in creating and presenting the lesson.
- STEM lessons will be 45 minutes in length, will have an assigned grade level, and will be presented as to the rest of the seminar students for that assigned grade level.

- o STEM integration will be evident in the lesson plans, engagement, cooperative learning and interaction of students, and assessment.
- o Evaluation and feedback will be given to the groups by the Center Team and other students utilizing the formal lesson evaluation form.
- o The students will self-evaluate the lesson that they created and presented.

TeXes Study Groups:

Learning Outcomes: 1-7 (see Student Learning Outcomes)

Assessment Method: Documentation of study procedures and resources. Success on the EC-6 Generalist TeXes

- o Students will be required to participate in TeXes study group outside of seminar meetings and will utilize multiple resources for their group meetings.
- o The groups will share a plan of action for being studying for successful results on the TeXes with the other groups in seminar.
- o Students are to log and turn in at least six hours of outside study activities for each test (PPR, Generalist, and ESL Endorsement) for a total of 18 hours. These are to include, but not limited to; study groups' sessions, one on one prep, self-study, and practice exams.
- o The seminar team will guide student on test taking strategies, resources, and review of previously learned material.

Grading (Determined by criteria shared below)

1. Professional growth as demonstrated by:
 - a. Professional growth portfolio
 - b. Anecdotal records kept by the mentor teachers, university liaisons and seminar instructors
 - c. ITEPs and/or weekly resident reports
 - d. Lesson Evaluations by mentor teachers and university liaison
 - e. Professionalism (major component)
2. Written assignments
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. Final self-evaluations
5. Midterm and final conferences

REMEMBER: You are now a professional! These assignments are given to you as a professional, not a student. Be responsible, be precise, be a professional in everything that you do. You are modeling to your children, to your colleagues and to your mentors. We expect quality performance and timetables met. We are expecting from you what your future employer will expect from you. How do you want others to perceive you and your performance? The choice is yours.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (i.e. MS Word or Word Perfect)

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing Dropbox. You will receive an email from the instructor inviting you to the Internship Folder.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The students will be able to communicate with the Center Coordinator, Debra Lee, through: Email: deah.mccoy@tamuc.edu. Checked frequently throughout the day. The instructors will communicate to the student through email and phone numbers shared at the first seminar meeting.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy:

Attendance and being on time at all seminars, campus assigned days, and school/university meetings is **required and is essential** to your success during Internship. It is a requirement seminar to sign in upon arrival to document your seminar attendance. For each absence a written letter is required to be placed in your file. No excuses will be given without written documentation. A deduction in professionalism points will occur for any and all absences or being late/leaving early from seminars, campus assigned days, and school/university meetings. Growth plans will be implemented for habitual absences.

Professionalism:

Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during seminar and on your assignments. Students will be prepared for all campus/field assignments, university assignments and university seminars.

Technology Policy:

Please respect the instructor and your peers **by silencing or turning off** your cell phone upon entering our classroom. If there is an emergency you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilizing technology (laptops, Tablets, etc.) only for the purposes of the course the student is currently attending and at the appropriate times is permitted and encouraged. Utilization for purposes other than the current attending course will result in a deduction in your professionalism grade.

Assignment Policy:

All assignments are due on the date they are assigned which can be found in the Course Calendar, unless otherwise approved by the Center Coordinator. All assignments that are late will have points deducted. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way that exhibits responsibility. Assignments will be either handed in during seminar meeting. All completed/graded assignments must be picked up by the end of the semester of they will be discarded.

Written Assignments:

All written assignments are to be **typed double-spaced in a legible 12 pt. font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

Academic Honesty Policy:

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it:

<http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*

<http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf>).

New University Rule and Procedure for Fall 2014:

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE/ CALENDAR

The course calendar and seminar schedule will be emailed to students and also distributed at the first seminar