



RDG 448 61E 80126

**Integrated Learning: Characteristics and Challenges of English Language Learners in
Field-Based Settings/Global Course
Fall 2017**

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Office Hours: Before class, after class or by appointment

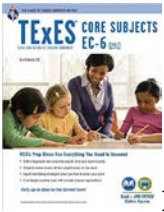
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:



Rosado, L. (2016). *TExES Core Subjects EC-6 (291)*. Piscataway, NJ: Research & Education Association, Inc.

On-Line Resources:

- English Language Proficiency Standards available on-line at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>
- Texas English Language Proficiency Assessment System (TELPAS) <http://www.tea.state.tx.us/student.assessment/ell/telpas/>
- Dyslexia Handbook http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014- DRAFT-5-12-14.pdf

Course Description:

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with

second language learners. Language assessments will be studied. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

This course has been selected as a Global Course tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. This course will examine the rich diversity of cultures and languages present in schools today. The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments and ELPS will be studied. This course explores the integrated nature of learning with reading as content focus. 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. Prerequisite ELED 300; Rdg 350, 370; admission to teacher education program; placement in a CPDT center; minimum overall GPA of 2.5 and must have passed TSI.

This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 437, 438 and 443.

Objectives:

Conceptual Objectives: (Supported through TEKS and TExES Standards)
This course will focus on the teacher knowledge and application as supported by the standards listed below.

Student Learning Outcomes:

While engaged in learning and teaching, the intern will show evidence that s/he understands:

Pedagogy and Professional Responsibilities Standards (PPR)

Standard I. Domain I

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
- 1.3k characteristics and instructional needs of students with varied backgrounds, skill, interests, and learning needs
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning
- 1.6k appropriate strategies for instructing English language learners

Standard I Domain III

- 1.25k the role of assessment in guiding instructional planning (1.25k)

Standard II Domain II

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
- 2.1s how to interact with students in ways that reflect support and show respect for all students

2.2s how to use strategies to ensure that interactions among students are polite, respectful, and cooperative

Standard III Domain III

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.

3.5k 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

3.10k different types of motivation, factors affecting student motivation and effective motivational strategies in varied learning contexts

3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning

Quality Enhancement Plan (QEP)

SLO1 the interconnectedness of global dynamics within the classroom (issues, processes, trends and systems)

Dyslexia and Other Language Disorders

- the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills;
- the fundamental language concepts and knows the structure and conventions of the English language;
- the processes of first-language (L1) and second language (L2) acquisition and the interrelatedness of L1 and L2 development;
- the ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction;
- the importance of utilizing formal and informal assessment data to inform instruction;
- factors that affect ESL students learning and implement strategies;
- the components of phonological and phonemic awareness and utilizes a variety of approaches to help students develop this awareness and its relationship to written language;
- the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways;
- that literacy develops over and time and progresses from emergent to proficient stages and uses a variety of contexts to support the development of literacy;
- the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency;

- the importance of reading for understanding, know the components of comprehension, and teach strategies for improving students' comprehension;
- that writing to communicate is a developmental process and provides instruction that helps students develop competence in written communication;
- how students use and develop writing conventions;
- the basic principles of assessment and the use of a variety of literacy assessment practices to plan and implement literacy instruction for their students;
 - the importance of illustrations and concrete examples with use of hands-on experiences, as well as content and vocabulary development for English language learners---example: use of cognates with English learners;
- that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level;
- the recommendation process for dyslexia assessment and 504 procedures;
- the use of Response to Intervention (RTI) as a process to identify students at risk of dyslexia, as well as learning disabilities; and
- how to provide instructional modifications and early intervention strategies to support the needs of students at risk of dyslexia.

English Language Arts and Reading EC–6 Standards (TEKS and TExES)

Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 5. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

The purpose of the **internship/residency** within the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of is also twofold as it addresses performance in both field based and seminar settings.

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible environment--the real public school classroom and apply the knowledge gained from the resident semester in the residency semester. While the focus in the internship semester is on knowledge and learning, the focus in the residency semester is on demonstration and application of skills. Therefore, the intern's responsibilities should include:

1. understand the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. understand the mentor teacher's yearly curricular and instructional goals;
5. become familiar with the content objectives, TEKS, and curriculum in order to utilize them for planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the mentor teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;
13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. assume other responsibilities based upon ILT recommendations;
19. enhance instructional environment for public school students.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences/observations in the field, and assessments to assist you 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 – 200 points

Class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities. Students will attend and be ready to participate in class discussions, with assigned readings, and contribute to group activities. This includes turning in homework in a timely and professional manner. This also includes professional behaviors at your field-based assignment. Student Learning Outcomes: 1,2,4, 7

Assessment Method: Professional rubric determined by the Instructional Leadership Team

The Reflective Teacher – 200 points

ELAR Lesson Observation Write Up
Dyslexia Field Observation Report

You will read articles, books, and blogs relating to teaching English Language Arts. You will comment on these readings and be ready to add to the class discussion. You will conduct a field-based investigation on your assigned campus observing an ELAR lesson performed by your mentor or another teacher. You will make notes on the teaching and learning strategies, technology, lesson delivery, manipulative usage, lesson cycle implementation, classroom management, and assessment. We will discuss these in class and determine how they relate to the pedagogy you have studied in your courses up to this point and the articles discussed in class. You will then write a paper that synthesizes all that you learned from your placement and from the articles that we discussed in class. Student Learning Outcomes: 1-7 (PPR Standards 2.1k, 2.1s, 2.2s) (ELA/Reading Standards 1-12; PPR Standards 1.1k-1.6k, 1.25k; TEC 38.003

Assessment Method: Discussion rubric, writing rubric

You will read articles, books, and blogs relating to teaching Dyslexia. You will comment on these readings and be ready to add to the class discussion. You will conduct a field-based investigation on your assigned campus related to how your campus and mentor teach identified dyslexic students. We will discuss these in class and determine how they relate to the pedagogy you have studied in your courses up to this point and the articles discussed in class. Student Learning Outcomes: 1-7 (PPR Standards 2.1k, 2.1s, 2.2s) (ELA/Reading Standards 1-12; PPR Standards 1.1k-1.6k, 1.25k; TEC 38.003

Assessment Method: Discussion rubric

Culturally Responsive Teaching – 100 points
QEP Assignment

Choose **ONE** of the following

1. Write a reflection that answers the questions- What does global awareness mean to you personally? What do you believe culturally responsive teaching involves? What will you do in your classroom to help teach your students to be culturally responsive and globally aware?
2. Write a letter of introduction about your classroom to parents. Be sure that it includes how you will make your class culturally responsive and globally aware. Student Learning Outcome: QEP SLO 1

Assessment Method: rubric, class discussion

ELL Strategy Search – 50 points

You will share with the class at least 3 strategies that you believe you will be able to use in class or you have seen used in your placement.

Student Learning Outcome: 1-7

Assessment Method: Rubric

Eportfolio – 100 Points

You will begin working on a professional portfolio. This portfolio needs to be something that you can share with principals, other teachers, and anyone who might be interested when you interview or apply for a position. Your QEP needs to be posted to your portfolio. We will discuss what belongs in a portfolio, sites to use, and how to create one in class.

Student Learning Outcomes 1-7

Assessment Method: Self assessment, rubric

Cross Curricular Unit – 100 points

Working together in a cooperative group you will design and present a five day integrated lesson plan based on TEKS. You must integrate language arts, math, social studies, and science throughout the lesson plan. Make use of all the pedagogy that you have learned to this point in your classes.

Student Learning Outcomes: 1-6 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: Presentation of lesson, lesson evaluation based on provided rubric

Core Subject Presentation – 100 points

You will participate in a TExES cooperative group that utilizes the textbook. Your group will share with your peers your chosen or assigned chapter to present a plan of action

Students are to log and turn in at least six hours of outside study activities.

The seminar team will guide students on test taking strategies and resources for TExEs.
Student Learning Outcomes: 1-7

Assessment Method: Documentation of study procedures and resources. Success on the EC-6 Core Subject TExES.

ELAR EC-6 Content Final – 100 Points

Purchase Certify Teacher Online Study Program

Instructions for Certify Teacher: Student score of 70 or better. Scores below 70 are entered as the points for the final grade.

1. Go to <http://www.certifyteacher.com>
2. Select the study guide you wish to purchase – make sure to select the **online** version option. Remember – access is granted until you receive a passing grade from the state
3. Click **Login** under the **Apply Promo Code** option in the **My Shopping Cart** page
4. Click **Sign In** under “I Don’t Have an Account Yet” to create your account – make sure to use your **university e-mail address** when creating the account – the promo code will **not** work for any other e-mail.
5. Enter the Promo Code **TEXES4728** when prompted. The price will drop to the discount price after that (\$25)
6. Select **Accept** in the **Six Clock-Hours Requirement** window for your promo code to be validated
7. Complete the purchase transaction by providing your credit card information. You will be able to access your online readiness review solution seconds after the purchase transaction is complete

Student Learning Outcomes: 1-7

Assessment Method: Comprehensive exam on each subject through Certify Teacher

Final Grading:

Grading will reflect a combination of seminar and fieldwork. Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress. A grade sheet will be handed out in class.

RDG 448- Characteristics and Challenges of English Language Learners	Possible Points	Earned Points
ELAR Lesson Observation Write-Up	50	
Dyslexia Field Observation Report	50	
QEP Assignment	100	
E-portfolio	50	
ELL strategy search	50	
Cross Curricular Unit	100	
Core Subject Presentation	100	
ELAR EC-6 Content Final	100	
Field Supervision Evaluation (1 st placement)	100	
Field Supervision Evaluation (2 nd placement)	100	
Field Supervision Evaluation	100	
Mentor 1 Final Grade	50	
Mentor 2 Final Grade	50	
Professionalism	200	
Total Points	1200	

TECHNOLOGY REQUIREMENTS

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

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

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc-commerce.edu/login.aspx>. Another shortcut is <http://online.tamuc.org>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Constant communication with your mentors, field supervisors, and your course professors is essential to your professional growth and development. Email is preferred for most messages, using your leomail, and your mentor's school email. Our field supervisors and college professors have expressed their preferred email, as follows:

freida.golden@tamuc.edu
evelyn.lawson@tamuc.edu
sarah.guthery@tamuc.edu
Julia.presky@tamuc.edu

Telephone is appropriate for many conversations. Reasonable business hours should be observed, between 8:00 a.m. – 8:00 p.m., weekdays.

Contact your field supervisor if you will be missing your assigned campus day or seminar.

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

UNIVERSITY PROCEDURES

Course Specific Procedures:

Withdrawal Policy:

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Financial Aid Support:

You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

Attendance Policy:

This is required and is essential to your success in this class. Participants are expected to be on time and to **actively and constructively** participate. Contact the instructor (via email) to explain the situation if you anticipate an absence or are absent for any reason. This is a common courtesy that is expected by all teachers. **If you miss more than 3 classes, you may/will fail the course. Remember: Class activities and group discussions cannot be made up.**

As a future teacher, it is in your best interests to begin the professional habits of effective teachers now. In consideration of this when you find you must be absent in class **please adhere to the following guidelines:**

1. Notify the professor by email or text as soon as you realize you will need to be absent.
2. Notify your classroom partner to get notes and pick up materials for you.

MyLeo:

As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 **at <https://leo.tamu-commerce.edu/login.aspx>.**

Disruptions by Electronic Media:

Cell phones/ laptops/ tablets/ any other electronics: These items must be turned off during class time. If you are expecting an emergency call inform the professor and your group. In addition, the phone must be on vibrate and set on the table. If the phone vibrates, pick it up and leave the room. **It is important to keep your phone put away, as it disrupts your learning and the learning of those around you.**

If you feel the need to take notes on your electronic media, then you must be sitting toward the front, typing when we are talking and those around you may not be looking at your screen.

Electronic media may never be out during testing.

Assignment Policy:

All assignments are **due on the date assigned** unless otherwise approved by the instructor. All **assignments that are late will have 10% per day deducted**. Late means they are not turned in when class meets on the day they are due. You are a professional and must present yourself in a way to show responsibility. Assignments will be either handed in during class meeting or emailed to the professor. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

Written Assignments:

All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators must be as perfect as possible. Begin that practice now! Therefore, if you need extra help, the Writing Center can assist you. See

<http://web.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/>

a. Written Assignments should be:

- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size
- *revised for clarity and meaning
- *edited for accuracy in grammar and mechanics
- *saved on computer disk or copied on paper for your records

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.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

Anti-Discrimination Statement:

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.

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 162
Phone 903-886-5150
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

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*).

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Conduct from Student Guide Handbook). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

Campus Carry Policy:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.