EDAD 611. SCHOOL DISTIRCT CEO LEADERSHIP: THE PRACTICUM
COURSE SYLLABUS: Fall 2017

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

American Psychological Association. (2011). Publishing manual of the
       American Psychological **Description:** Association (6th ed.). Washington, DC:

Author **Course**

This hybrid course is designed to develop candidates for school district leadership by providing opportunities to synthesize, practice, and applying knowledge from superintendent preparation coursework. This practicum experience is contextualized in the real-world setting of functioning schools. Practice-based coursework assignments, related to each standard of district leadership, are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for district leadership.

Through the activities of this course, students will bridge the gap between (1) theory and practice, and (2) students' academic and experiential learning. In the practicum, students will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences. Students will be challenged and expected to:
1)   think critically about the role of the superintendent and leading effective school districts,
2)   engage in reflective thinking about the role of the superintendent and leading effective school districts,
3)   integrate a variety of ideas regarding the role of the

superintendent and leading effective schools, and
4) synthesize coursework into a meaningful framework of understanding about the role of the superintendent and leading effective schools.

Superintendent Leadership Standards

Superintendent Standard I
Learner-entered Values and Ethics of Leadership:
A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II
Learner-Centered Leadership and School District Culture:
A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard IV
Learner-Centered Policy and Governance:
A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard VI
Learner-Centered Organizational Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.

Superintendent Standard VIII
Learner-Centered Instructional Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Domain I — Leadership of the Educational Community
Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems t to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state r requirements and facilitate positive change in varied contexts.

Student Learning Outcomes:

This practicum provides opportunities to work with and to learn from administrators in schools. Through field based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to
accomplish the following:

1. Students will experience the realities of educational administration by applying classroom knowledge to actual administrative situations.
2. Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator.
3. Students will refine a philosophy of education as a result of the practicum experience.
4. Students will gain additional experience and confidence in their professional abilities.
5. Students will provide authentic administrative assistance in the work setting.

6. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the student toward his/her career objectives.

Application Deadlines
This course is two semesters and 3 semester credit hours. The deadline for applying for the superintendent practicum and submitting the practicum proposal is July 1 for the Fall/Spring Course.

Role of the Site Supervisor
The role of the site supervisor to the student is the critical factor in making the practicum a success. The guidance and counsel is of the utmost importance in helping the student's activities to be fulfilling and appropriate. The functions of the district supervisor include, but are not limited to:

1. Agreeing to act as supervisor/mentor to the student.

2. Reviewing the practicum materials found in the Superintendent Practicum Program.

3. Conferencing with the student concerning expectations, activities, areas of skills, and knowledge development found in the Superintendent Practicum Program.

4. Meeting with the student to discuss activities, tasks and experiences. Additionally, review progress, discuss successes and determine additional growth for the student.

7. Approve and sign the final log created by the student.

8. Conferring with the A&M-Commerce supervising instructor on the student's growth and achievements during the year-long practicum.

GENERAL DESCRIPTON OF PRACTICUM ACTIVITIES

1. *Log.* Each student must complete and document a minimum of 160 hours of activities for the practicum. Students shall complete a periodic log and submit it to the A&M-Commerce field supervisor as assigned. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mails, reports, etc.). Artifacts shall be included in the final portfolio or collection.

2. *Reflections.* Each student shall maintain a reflective journal to reflect upon experiences and submit reflections as assigned to the field supervisor. Reflections should display the student's ability to connect theory gained in university coursework with field experiences.

3.   *Professional Development.* Each student shall attend one district staff development activity each semester. These staff development activities should be applicable to school district administration and documented in the log.

4.   *Shadowing.* Each student shall shadow a second central office administrator in the same (depending on size) or another district in addition to the sponsoring superintendent.

5.   *Interview.* Each student shall complete interviews of at least three central office personnel with a written report of results to be included in the practicum portfolio.

6.   *Portfolio.* Each student shall collect artifacts (e.g. meeting agendas, notes, forms, e-mail, reports) that serve as evidence of several of the activities documented in the logs. These shall be presented to the assigned university supervising instructor.

7.   *Required Standard-based activities.* Each student shall have activities related to each superintendent competency.   A paper will be prepared for one competency activity associated with each Texas Leadership Standard.

8.   Class Meetings. Periodic class meetings will be held in conjunction with EDAD 628. These are mandatory. Points will be awarded for each meeting attended.

Practium Log and Reflections

Practicum logs must be submitted to the A&M-Commerce Practicum Instructor during designated intervals. In the past many students have exceeded the clock hour requirement because they viewed the practicum as a valuable learning experience and because they had an opportunity to complete an ongoing project. Students will submit log periodic entries, as well as submit a bi-weekly reflection. The reflection is separate from the log and is designed to allow the student to reflect and assess his/her experiences in an unstructured manner. The student should examine what occurred during the two-week timeframe and decide what went well, what did not go well, and what might have been done differently to resolve the issues successfully; i.e. assess your actions and faculty and staff actions with parents, students, and colleagues.

Practicum Evaluation
A final grade of A, B, C, D, or F will be assigned at the end of the semester. Input from the district supervising administrator, the A&M-Commerce supervisor, and the student will be used in determining a grade. The factors used in the evaluation are:

     1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted on-time to the supervising professor.

2. The quality of the practicum plan.
3. The quality of any projects completed as part of the activities.

Self-Assessment Profile
This profile is to be completed periodically by each student. The form is located in the Handbook for the Superintendent's Certification Program, Attachment I.

Suggestions for Site Supervisor
The quality of the practicum is related to support provided by cooperating superintendent/central office administrator and the university professor. The following are suggestions for the student and the campus site administrator.

- Be willing to make the practicum a valuable experience for the student.

- Explain to the faculty the role and responsibilities of the student

- Allow the student a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.

- Be honest with your feedback. Constructive feedback will help the student address areas of growth.

- Allow the student to participate in district conferences and district evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.

- When assigning projects, assist the student with planning the outcomes, deadlines, and needed resources.

- Share professional reading and important news items with the student.

- While the student is available to assist you with a variety of tasks, please try to vary the assignments so that the student gets diverse experience.

- The student is required to obtain at least 8 hours in a second assignment and attend at least one off-campus staff development that relates to district officials.

- Allow the student to "shadow" the site supervisor during a full day. They should observe and assist you in all your activities. Be sure and ask them to be present for your entire day (i.e. 7a.m.-7p.m.) so that they can get a realistic view of the job. While it may be awkward to have someone with you throughout the day, shadowing is very valuable and not replicable in a university setting.

COURSE REQUIREMENTS

Class Participation (300 points)

All students are expected to participate fully in all activities and assignments in order to maximize their learning experience. In order for this class to be interesting and beneficial, students are expected to come to class prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of your study and reflection. This means that students should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) self-disciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Students are required to attend all designated class sessions/seminars and work to complete the assignments of the course. The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all practicum handbook activities.

Virtual Visits
Virtual Meetings will be conducted during the practicum between the instructor and student as deemed necessary.

Student Learning Outcomes:
Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the student toward his/her career objectives.

Assessment Method:
Each student's class discussion contributions will be graded using the Superintendent Competencies Evaluation Form

Philosophy Statement (150 points)

Prepare a PowerPoint presentation that illustrates and presents the student's personal philosophy of education based on the following scenario:

You have recently been hired as a superintendent to lead a district that is in need of improvement. The district has had three superintendents in the past five years. The faculty initially appears to be somewhat stable, but closer examination reveals a split between experienced teachers and a rotating contingent of new teachers. TAKS/STAAR scores are not bad, but neither can they be classified as good. The students are reasonably well-disciplined, and parental involvement is average for your type of school. You have called am administrative meeting prior to the beginning of school. It is your intent to introduce yourself to your administrative team and to let them know where you stand in terms of the issues facing your new school superintendency.

The presentation should include at least the following:

- An introduction of the student as a professional educator
- The student's beliefs regarding the professional learning environment
- The overall educational philosophy that guides the student's thinking
- The role of teachers in the learning environment
- The role of students in the learning environment
- The role of parents in the learning environment
- The student's expectations for members of the learning community
- How the student envisions success at the school district.

The presentation should be as long as needed to accomplish the intent of the assignment. Even so, it should leave the reader with a solid impression of who you are, what you believe, and for what you stand; accomplishing these objectives will require some detail. Presentations should be professional in content, organization, and presentation, and suitable for presentation to faculty or superiors. Presentations should include appropriate graphics and formats.

Feedback on the presentation will be provided by the instructor and colleagues.

Student Learning Outcome:
Students will refine their philosophy of education as a result of the practicum experience.

Assessment Method:
Each student's philosophy presentation will be graded using the Philosophy Power Point Rubric.

Shadowing Activity (150 points)
Shadow a superintendent (or other district official) for a day (at least a half day). Provide a written reflection of the shadowing activity based on the questions listed below. The reflection should be placed in the dropbox. Each set of responses should have the following information:
- Student's name
- Date of shadowing; time of shadowing
- District official who was shadowed; length of time this person has served as a district administrator.
- The district office where shadowing took place; district name
- Identification of the person responding.
- Questions listed with answers following each question. (Please provide a narrative format for responses as this provides more detail.)

The assignment will also include responses to the following reflective questions. Please respond in a narrative format.
- What events took place while shadowing the district administrator?
- What insight or learning took place during the shadowing

experience?
- How could the shadowing experience impact the student's practice (1) as a future administrator and (2) as a classroom teacher?
- How has this experience provided insight or learning that might not have gained without the shadowing experience?
- What conversations took place; what questions were asked?
- What advice or coaching was provided by the district administrator?

Student Learning Outcome:
Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the student toward his/her career objectives. Students will gain additional experience and confidence in their professional abilities.

Assessment Method:
Each student's shadowing activity will be graded using the Shadowing Activity Rubric.

Portfolio (500 points)

The portfolio should document all of the required practicum activities. The portfolio should be organized as follows:

1. Title Page
2. Introduction
3. Final professional resume
4. Philosophy statement and a copy of the Philosophy Power Point (four slides to a page)
5. Self-Assessments
6. Professional Development Activities
7. Shadowing Activity
8. Experience at a second office
9. Required Standards-based Activities (SBEC)
10. Reflections
11. Standards-based Activities
12. Logs showing a minimum of 160 hours of practicum engagement/activities. **The signature of the Site Supervisor <u>must be affixed to the Log Cover Sheet</u> in order to received credit for this course.**
13. Artifiacts that document each of the eight standards
14. Copy of "Thank you" note to the Site Supervisor

Student Learning Outcome:
Students will experience the realities of educational administration by applying classroom knowledge to actual administrative situations. Students will provide authentic administrative assistance in the work setting.

Assessment Method:
The Portfolio Rubric Form will be used to assess a students learning and progress.

In addition, individual elements are included below:

     Standard-Based Activities 8@30=(210)
     Self-Assessment (30)
     Resume self-assessment (10
     Professional Development (20)
     Philosophy Powerpoint (20)
     Log (6 @ 15=90)
     Journal (50)
     Interviews (60)
     Assignment (10)

Grading

While the final course grade is the sole judgment of the professor, the following scale will be used as a guide.

         A = 90 or more Points
         B = 80-89 Points
         C = 70-79 Points
         F = 69 or less Points

Note: While the completion of the minimum 160 hours is necessary for a passing grade in the course, other assignments will figure into the overall grade assigned by the instructor. As such, the grading strategy for this course is based on the successful completion of all required activities. With this in mind, the final grade awarded for the course will be at the sole discretion of the instructor.

District Visits

The student will meet virtually with the Field Supervisor during the semester at time mutually agreed upon by you and the Field Supervisor. The student will contact the instructor to set dates for all virtual visits. Ideally, a period of time should go by prior to the district visit. However, other options may be explored to establish communication and feedback from the cooperating superintendent/central office administrator.

Student Learning Outcome: Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the student toward his/her career objectives.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled student browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Student connection. The minimum computer requirements are:

- o 512 MB of RAM, 1 GB or more preferred
- o Broadband connection required courses are heavily video intensive
- o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your student browser is supported.
  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - o Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.   http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site   http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and studentet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and studentet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your studentet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success.
http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	**App Title:**	**iPhone –** Pearson LearningStudio Courses for iPhone **Android** – LearningStudio Courses - Phone
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu)

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

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 the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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.

COURSE OUTLINE / CALENDAR

The course is divided into units. Usually, two weeks assigned for each unit, which will open and close on specified dates. Successful completion will require participation and submission of assignments each week. An assignment schedule will be posted in the course tree or side bar. Any changes in the course outline and due dates will also be posted under the announcements.