



## **EDAD 610**

### **Leading Learning Communities Practicum**

Texas A&M University-Commerce  
Course Syllabus

**SPRING 2020**

#### **INSTRUCTOR INFORMATION**

**Instructor:** Major Nathan R. (Nate) Templeton, Ed.D.  
Associate Professor

**Office Location:** EDN 125  
**Office Hours:** 10 a.m. – 3 p.m. (Tuesday & Thursday)  
5 p.m. – 8 p.m. (M-F, Virtually)

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**Preferred Form of Communication:** University Email or Cell Phone  
**Communication Response Time:** Email 24 hours

#### **COURSE INFORMATION**

##### **Materials – Textbooks, Readings, Supplementary Readings**

Required Textbook: Harris, S., Ballenger, J., & Cummings, C. (2015). Standards-Based Leadership. (2<sup>nd</sup> Ed.). Lanham, MD: Rowman & Littlefield. ISBN 978-1-4758-1692-1.

*The syllabus/schedule are subject to change.*

Optional Supplemental Textbook: Harris, S., Mixon, J. (2014). *Building Cultural Community Through Global Educational Leadership*. Ypsilanti, MI: NCPEA Publications. ISBN 978-1-4951-1148-8.

## **Course Description**

This course is designed to develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in the real world setting of functioning schools. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for school building 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 principal and leading effective schools, 2) engage in reflective thinking about the role of the principal and leading effective schools, 3) integrate a variety of ideas regarding the role of the principal and leading effective schools, and 4) synthesize coursework into a meaningful framework of understanding about the role of the principal and leading effective schools.

## **Student Learning Outcomes**

This Practicum should provide 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. Students will be able to:

1. Analyze administrative skills, techniques, and strategies by observing a professional administrator.
2. Apply learned administrative skills, techniques, and strategies to the field-based experiences.
3. Develop, refine, and communicate a philosophy of education as a result of the Practicum experience.
4. Demonstrate proficiency in administrative activities in the work setting aligned to all nine Texas principal competencies.

## **Completing the Practicum Proposal**

Be sure that you have planned activities to meet all 11 principal competencies, the seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 249.15,

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and the five TAC Standards for Principals, Chapter 149. (These are all available to you in DocSharing in D2L) Be sure to include the anticipated completion dates for each activity that you propose. Collect artifacts to serve as evidence to document the completion of activities for each principal competency.

## **Role of the Campus Administrator/Site Supervisor**

The role of the cooperating principal as a supervisor to the Practicum Student is the critical factor in making the Practicum a success. The guidance and counsel of the Site Supervisor is of the utmost importance in helping the Practicum Student's activities to be fulfilling and appropriate.

The functions of the campus Site Supervisor include, but are not limited to:

1. Agree to act as supervisor/mentor to the Practicum Student.
2. Review the Practicum materials found in the Principal Practicum Program booklet.
3. Conference with the Practicum Student concerning expectations, activities, areas of skills and knowledge development found in the Principal Practicum Program booklet.
4. Meet with the Practicum Student to discuss activities, tasks and experiences, review progress, discuss successes and determine additional growth for the Practicum Student.
5. Approve and sign each of the logs created by the Practicum Student.
6. Conference with the Texas A&M University-Commerce Site Supervisor on the Practicum Student's growth and achievements during the semester-long Practicum.
7. Complete and submit the Site Supervisor Evaluation Form at the end of the semester.

## **COURSE REQUIREMENTS**

The basis of this course is to provide the student with an understanding of functions that are important to campus level administrators. The course is made up of a series of assignments and assessments to assist you in achieving that level of understanding

### **Assignments**

Assignments are to be turned in electronically no later than the date they are due for credit.  
**LATE ASSIGNMENTS ARE NOT ACCEPTED.**

### **Policy on Late Work**

**Late work is not accepted in this course. Any assignment (including the correct version of the assignment) or discussion not timely posted and/or submitted to the correct dropbox will receive zero points and will not be graded.**

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## Discussion Board

The discussion forums are the place we share ideas and observations. You are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for *quality not quantity*, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). You will be required to post your response first before you can see and respond to other student's posts. Unless otherwise noted, original posts are due by Wednesday no later than 10:00 p.m. and replies to at least two (2) classmates due no later than Saturday at 10:00 p.m.

### EDAD 610 Discussion Thread Grading Rubric

Timeliness of posting your initial work to allow sufficient time for peer feedback. Post by the Thursday prior to the Sunday module assignment date.	0 1 2 3
Quality of constructive feedback that you provide to at least <i>two classmates</i> in reviewing their work prior to the Sunday module assignment due date.	0 1 2
	<b>Point Total = /5</b>

## Grading

Grades will be determined on a total point basis of 1,000 points covering multiple assignments outlined in the syllabus and found in the eCollege course shell listed by week. Grades will be posted in percentages and also in point values in D2L. The final points will calculate on a percentage scale covered to a letter grade according to the following scale:

90-100 = A = Excellent/Outstanding

80-89 = B = Good/Noteworthy

70-79 = C = Average/Proficient

60-69=D = Below Average

59-below = F = Unacceptable

**The professor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.**

*Note:* While the completion of the minimum 160 hours is necessary for a passing grade in the course, the other assignments listed 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.

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# GENERAL DESCRIPTION OF PRACTICUM ACTIVITIES

1. *Log.* Each Practicum Student must complete and document a minimum of 160 hours of activities per semester of Practicum according to guidelines from the Texas Education Agency (TEA). Practicum Students shall complete and submit 3 logs as assigned. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mails, reports). Artifacts should be shared with supervisors during visits and must be documented and scanned in the Practicum Student's final electronic portfolio by the final submission date. (See below regarding number 5/ *Collection of Practicum documents.*)

2. *Reflections.* Each Practicum Student shall reflect upon experiences and submit reflections to D2L. Reflections should demonstrate the student's ability to connect theory gained in university coursework with field experiences and should provide scholarly references as appropriate.

3. *Collection of Practicum documents.* Each Practicum Student shall collect artifacts (i.e. meeting agendas, notes, forms, e-mails, reports) that serve as evidence of several of the activities documented in the logs. Artifacts should be documented and scanned in the Practicum Student's final electronic portfolio by the final submission date.

The Practicum Student will choose activities based on his or her self-assessment and assessment by the campus Site Supervisor.

## Practicum Log

Practicum logs must be submitted on myLeo (D2L) to the university Field Supervisor, at the 3 indicated intervals (see the course calendar) during the Practicum experience. Each log should have the university approved cover sheet with the signature of the campus Site Supervisor and the principal Practicum Student with dates by the signatures. Log totals (for Logs 1, 2, and 3) should be indicated by the signatures as well as the total cumulative hours that the Practicum Student has logged. Required hour completion and deadlines are listed below. Please see the course calendar for specific dates. Each log submission must have your site supervisor's signature.

Log 1- 60 hours completed

Log 2- 110 hours completed

Log 3- 160 hours completed

It is highly likely that you may exceed the clock hour requirement, since Principal Practicum Students often fill in for campus administrators and have varying opportunities to participate in ongoing campus projects.

**Only, 16 hours of "duty" type activities may be counted towards your total 160 hours requirement.** Duties assignments include, meeting attendance, cafeteria duty, hall duty, car duty, etc.

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## Reflections

In addition to the log entries, Practicum Students submit reflections. The reflection is designed to allow the Practicum Student to demonstrate a connection to theory and to assess his/her experiences in an unstructured manner. The Practicum Student should examine and evaluate what occurred during the learning 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.

Note: This written narrative should include a free flow of thoughts and feelings about what you have been involved with during the timeframe covered. In the reflection narrative, do not repeat what you said in the log. Dissect and evaluate what occurred. You will want to reference professional readings that you have completed in the reflection. This reflective writing does not need to be shared with anyone except the university Field Supervisor. The Practicum Student should reference professional readings when appropriate in the reflection. Use the American Psychological Association (APA) Manual, 6<sup>th</sup> edition, in writing and in citations used in your reflection.

## Practicum Evaluation

A final grade of A, B, C, D, F, or X will be assigned at the end of the semester. 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.
4. The quality of the alignment to the seven principal curriculum standards, the five principal standards, and the nine principal competencies necessary to serve as a principal in Texas. These are referenced in the next section.

## Practicum Proposal

The Practicum Student will complete a **Practicum Proposal**. This proposal should include the competencies and/or activities that will be completed to meet the following:

1. The seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 249.15,
2. The five TAC Standards for Principals, Chapter 149, and
3. The eleven principal competencies necessary to serve as a principal in Texas.

The instructions for the **Practicum Proposal** can be found in your D2L 610 course shell. This assignment must be completed within the first three weeks of the semester.

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## **Principal Practicum Field Supervisor Observation Forms**

There will be a minimum of three **Principal Practicum Field Supervisor Observation Forms**, corresponding with phone/virtual visits, to be completed during the semester. This process provides the Practicum Student and the university Field Supervisor with a basis for evaluating the Practicum Student's progress during the Practicum.

### **Principal Practicum Observation/Visit**

- Total Required - **135 Contact Minutes** (this is fulfilled through scheduled phone calls, discussion posts, and Pre-Post Conference Discussion Threads).
- You will be required to submit 3 videos consisting of 45 minutes each. Each video submission must consist of you, the student, completing a "leading" activity as designated in your Practicum Proposal.
- Field Supervisor must complete a Pre-Conference and Post-Conference with the student directly related to the video. This may be conducted via phone, email or skype/google hangout etc.

### **Site Supervisor Summative Practicum Student Evaluation Form**

The campus Site Supervisor will also complete a three-page **Site Supervisor Summative Practicum Student Evaluation Form** at the end of the semester. The Site Supervisor may also complete formative Practicum Student evaluation forms during the semester to document a Practicum Student's progress. All completed assessment profiles must be submitted to the university as part of the Practicum Student's final ePortfolio.

### **Suggestions for Campus Supervisor/Site Administrator**

The quality of the Practicum is related to the support provided by the campus site administrator and university professor. The following are suggestions for you, the campus Site Supervisor, based on prior successful Practicum experiences.

1. Make the Practicum a valuable experience for the aspiring administrator.
2. Explain to the faculty the role and responsibilities of the Practicum Student
3. Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
4. Assign the aspiring administrator the opportunity to work in the office substituting in the absence of the principal or assistant principal.
5. Give honest feedback to the Practicum Student. Constructive feedback will help the aspiring administrator address areas of growth.

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6. Allow the Practicum Student to participate in parent conferences and teacher evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
7. Assist the aspiring administrator with planning the outcomes, deadlines, and needed resources when assigning projects and activities to the Practicum Student.
8. Assign professional reading and share important news items with the Practicum Student.
9. Assign varied activities and so that the Practicum Student can see all areas of administration. Align the activities to the Texas principal standards and nine principal competencies.
10. Assist in the selection of a model campus for the Practicum Student to spend part of the day. The aspiring administrator is required to obtain at least four hours in an off-campus shadowing experience on a campus that is at a different grade level. Please determine if the shadow days will be professional leave or personal leave for the Practicum Student.
11. Schedule the Practicum Student to shadow you during a full day (or you may substitute two half days). The Practicum Student should observe and assist you in all your activities. Be sure and ask the Practicum Student to be present for your entire day (i.e. from 7 a.m.-7 p.m.) so that the Practicum Student 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.

### **Class Participation**

Practicum Students should participate fully in all activities and assignments in order to maximize their learning experience. This means that you 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).

Regardless of circumstance, each assignment is due on the date specified. Practicum Students are expected to 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.

### **Visits**

You will meet individually with the instructor via phone/virtual means during the semester at times mutually agreed upon by you and the instructor. During those meetings, the Field Supervisor will:

- visit with the principal during the first visit
- visit with the Practicum Student

### **Two Shadow Activities (on campus and off campus)**

Shadow the campus principal for a full day (or two half days) and another administrator for at least half a day (four hours) on another campus at a different level. Provide written responses to

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each of these shadowing activities based on the ten reflective questions listed below. The reflection should be placed in eCollege. Please use APA format and list the reflective questions with the answers following each question. Respond to each question and be sure to write at the “analysis” and “evaluation” levels of Bloom’s Taxonomy. Each set of responses should have the following information:

1. **Overview**-Give an overview to include the date of shadowing, time of shadowing, the campus where the shadowing took place, the district name, the principal's name, years the principal has served at the campus, history of the school, etc.
2. What events took place while shadowing the principal?
3. What insight or learning took place during the shadowing experience?
4. How could the shadowing experience impact your practice as a future principal?
5. How could the shadowing experience impact your practice as a classroom teacher?
6. How has this experience provided insight or learning that you might not have gained without the shadowing experience?
7. What conversations took place?
8. What questions were asked?
9. What advice or coaching was provided by the principal?
10. What was the most memorable observation or activity?

## **Pillar Project**

The state of Texas has designated 9 Pillars to categorize the TExES 268 Domains and Competencies. This course will focus on Pillar #6 through completion of the “Pillar Project”. Details of this project are included in the course shell.

## **Critical Assignment-ePortfolio**

The ePortfolio is the Critical Assignment for this course and should document all of the required Practicum activities including:

Folder 1-TEA Documents

Folder 2-Resume and Cover Letter

Folder 3-Competency Artifacts (folders to document each of the eleven competencies and a minimum of five artifacts for each competency)

Folder 4-Reflections

Folder 5- Shadowing Activities (on and off campus)

Folder 6- Forms

Folder 7- Pillar Assignment

The portfolio should be organized in a way that will allow easy review of all the required materials.

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# TECHNOLOGY REQUIREMENTS

## Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

## Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

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- 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](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet 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:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](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.

## **ACCESS AND NAVIGATION**

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](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet 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.

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# COMMUNICATION AND SUPPORT

## Brightspace Support

### Need Help?

### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



### System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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 & Course Specific Procedures

### Course Specific Procedures/Policies

***As a matter of professional responsibility, late work is not accepted in this course. Assignments will not be accepted nor graded beyond the final day of the course.***

### Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at

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the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

### **Writing Style**

All papers must be written in accordance with the rules and guidelines of the 6th edition of the *Publication Manual of the American Psychological Association* (2010). All citations and references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12 c. p. i. (characters per inch), double-spacing, and one-inch margins.

### **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/Policies**

### **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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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)  
<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:

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[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<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/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 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<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

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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**

Please see separate tab in D2L course shell for course calendar.

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