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## **Eled 443: Classroom management in a Field-Based Setting**

**ELED 437: Science, Technology, and Math in a Field-Based Setting**  
**ELED 438: Integrated Learning: Social Studies in Field-Based Settings**  
**RDG 448: Content Reading Methods for Teacher Candidates**

COURSE SYLLABUS: Spring 2021

### **INSTRUCTOR INFORMATION**

Instructor: Rhonda Clark, M.Ed. [Rhonda.Clark@tamuc.edu](mailto:Rhonda.Clark@tamuc.edu)

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Office Location: EDS 225

Office Hours: by appointment

Office Phone:

Office Fax:

Preferred Form of Communication: **email**

Communication Response Time: within 24-48 hours

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s): No required textbooks for this course

***Field-Based Teacher Education Program Handbook [revised fall 2020]***

*The syllabus/schedule are subject to change.*

Software Required:

**Purchase GoReact** – video-based assessment, coaching, collaboration, and feedback.  
Details given by the center coordinator – connected to Eled. 437

**Tk20:** You will be using Tk20, a comprehensive data management system to upload key artifacts related to teacher certification.

**On-line TExES Resources:** T-Cert, 240 Tutoring or Certify Teacher – (invitations through email)  
**D2L** – university LMS system – navigate and check for announcements  
**Google Classroom** – used to demonstrate technology used by public school partners

### **Additional Readings and Web Resources**

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and treatment of children*, 351-380.

Website: The Iris Center, Vanderbilt University: <https://iris.peabody.vanderbilt.edu>

Website: High Leverage Practices: <https://highleveragepractices.org/>

Website: PBIS strategies <https://www.pbis.org/>

Website: Conscious Discipline <https://consciousdiscipline.com/>

Website: Harry Wong publications: Effective Teaching <https://www.effectiveteaching.com/>

Website: Teacher Vision <https://www.teachervision.com/teaching-strategies/classroom-management>

Website: Teach Like a Champion - <https://teachlikeachampion.com/books/teach-like-champion-2-0/transition-guide/new-revised-techniques/>

Website: Youtube:

[https://www.youtube.com/playlist?list=PLc7qiAsR5B\\_Q1VVMlUrBZ6\\_axwsfGHNe7](https://www.youtube.com/playlist?list=PLc7qiAsR5B_Q1VVMlUrBZ6_axwsfGHNe7)

Website: Kagan Online Magazine: [https://www.kaganonline.com/online\\_magazine/](https://www.kaganonline.com/online_magazine/)

## **Course Description**

**Internship Seminar Course Work:** Internship seminar is taught in an integrated manner during seminar sessions by Center Faculty and includes these courses: ELED 437, 438, 443, and RDG 448.

### **Individual Course Descriptions:**

**ELED 437:** This field-based course will focus on how EC-6 children learn and develop knowledge and skills in mathematics and science; varied instructional and assessment strategies that require high expectations and worthwhile opportunities for all students; Texas Essential Knowledge and Skills (TEKS) in mathematics and science; research-based strategies for teaching mathematics, and science in grades EC-6; and the integration of technology in mathematics and science instruction

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grades EC-6. Teaching strategies will focus on bringing equity in instruction and include culturally responsive teaching.

**ELED 438:** This course explores the integrated nature of learning with social studies 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.

**ELED 443:** A field-based course, taught in Centers for Professional Development and Teaching, in which prospective teachers develop and improve the skill of managing classroom environments, curriculum, space and time, and student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability by observing and working with experienced public school teachers in their elementary and/or middle school classrooms.

**RDG 448:** 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. 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.

All courses are taught in an integrated manner during seminar by Center Faculty and includes ELED 437, 438, 443, and RDG 448.

### **Student Learning Outcomes**

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

1. uses knowledge and skills of all content areas, as defined by the TEKS, to **plan** and **implement** effective curriculum, instruction, assessment, and evaluation;
2. is able to **identify, create, and apply** a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children. Included but not limited to:
  - support and/or establish procedures, routines and transitions; clear and specific
  - maintain/build a safe, organized and respectful environment
  - provide and manage student-centered learning with focus on objective(s)
  - monitors student behaviors, subtly reinforces positive behaviors
3. ensures that instructional goals and objectives, classroom activities, assessments, and other elements of classroom environment **convey high expectations for student achievement.**
4. uses critical thinking and problem solving **to design and implement** lessons with real-world application and that include effective classroom management strategies.
5. **demonstrate** an understanding of cultures and how they develop and adapt and uses this knowledge **to enable students to** appreciate and respect cultural diversity in Texas, the United States, and the world;

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6. understands the importance of ESL teaching methods and uses this knowledge **to plan and implement** effective, developmentally appropriate instruction with use of hands-on experiences, as well as content and vocabulary development for English language learners;
7. recognizes and **utilizes technology** in planning and **appropriately implementing** learning activities with children in math, science, social studies, and reading, as well as when communicating with parents.
8. **identifies, creates,** and **applies** a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children;
9. **utilizes** the varied and **appropriate assessments** and assessment practices **to monitor** math, science, technology, social studies, and reading content comprehension and learning.
10. **Demonstrates** dispositions for the teaching profession and skills to help all students.
11. Is aware of and **utilizes** the approved educator standards to plan and implement appropriate strategies. (Texas Teaching Standards, ch. 149; PPR)

## **COURSE REQUIREMENTS**

**Required Seminar Courses: ELED 443, ELED 437, ELED 438 and RDG 448**

- Attend and actively participate in scheduled seminars (on-line or face-to-face)
- Prompt, consistent, reliable attendance in the intern placement, beginning prior to the start of the school day and ending at the conclusion of teacher contract time.
- Adherence to the district calendar pertaining to professional development dates, holidays, and early dismissals
- Co-teaching in a manner consistent with Teacher Candidate progression through the Teacher Education Program – model and implement strategies appropriately
- Maintain strict confidentiality of all school, teacher, and student data/information
- Earnest efforts in the improvement of Teacher Candidate instructional competency
- Teacher Candidate is to have at least one attempt at the Core Subjects or Content certification exam to the start of clinical teaching
- Demonstrate dispositions for teaching as outlined by TAMUC.
- Regular use of GoReact technology to Apply & Evaluate assignments and the Performance Assessment Cycle (purchased during intern semester)
- Participate in formal and informal ILT meetings
  - o Mid-Term ILT - Progress Report
  - o Final ILT – final assessment of field performance
- Participation in co-planning and discussion of any issues related to professionalism
- Upload assignments/artifacts in Tk20 by the deadline
- Classroom management specific: demonstrate knowledge of behavior and classroom management skills in a diverse setting and analyze environmental skills in diversity on students' learning, achievement and behavior.

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## **Minimal Technical Skills Needed**

Needs the ability to access and learn all educational technologies implemented during internship and clinical semesters, in addition to university technology requirements.

## **Instructional Methods**

This course utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field.

The purpose of the (**internship**) within the field-based program is twofold: (1) to demonstrate, through coaching, knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate, through coaching, 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 interns is also twofold as it addresses performance in both field based and seminar settings.

The primary decision making entity in the CPDT is the ***instructional leadership team*** that is coordinated by the cooperating teachers and university field-supervisors with input from the interns, clinical teachers, and principals. Most decisions about the activities and experiences each intern or clinical teacher will have are determined by the *ILT* through discussion and consensus. The ILTs are usually composed of a cooperating teacher(s), an intern, and/or a clinical teacher, and university field-supervisor.

### **Key Points regarding placements in our public schools:**

- Note that for a variety of reasons, Teacher Candidates cannot be placed at a school where any relative is employed or is attending.
- It is our policy that Teacher Candidates do not contact school districts or individual schools directly to request a placement. Even if they happen to know a principal, and she has said she wants them to come teach for her, we must work through the district protocols.

### **Lesson Plans and Assessments/Evaluations:**

Learning Outcomes: 1-11 (see Student Learning Outcomes)

Assessment Method: Documentation through lesson plans, evaluations, observations (Cooperating teacher/Field-supervisor, goReact)

- Target teaches breaking down various parts of the lesson cycle will be videoed and uploaded into goReact for Field-supervisor feedback. This is a time for coaching. Students will utilize the rubric attached to each target teach. Then, students will teach full 45 minute lessons using the modified T-TESS for feedback
- Midterm Evaluation – Progress Report - completed by the ILT.

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- **Final** Evaluation covering experiences in the field and seminar as completed by the ILT. See attached grading rubric.

### **Professionalism:**

Student Learning Outcomes: 1-11 (see Student Learning Outcomes)

Assessment Method: Determined by the Instructional Leadership Team, seminar team, Professionalism, self-assessment, and lesson evaluations

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

## **Student Responsibilities or Tips for Success in the Course**

. Teacher Candidates are expected to:

- Report to their assigned school for teaching responsibilities. During intern semester, **EC-6 and 4-8 Teacher Candidates will report to the field two days per week. Teacher Candidates will be in the field for the contract hours for teachers in that district.** During the clinical teaching semester, **Teacher Candidates will report to the field five days per week. Teacher Candidates will be in the field for the contract hours for teachers in that district.** Teacher Candidates are expected to check with the front office to sign in upon arrival and sign out at time of departure from the school (It is vital that we have accurate records of field attendance).
- Participate in all activities in the school and the district, and to take part in after-school programs, special programs, PTA meetings, faculty meetings, and any other activities of the school as much as the Teacher Candidates are able.
- Follow the academic calendar of the assigned public-school district. Any changes or exceptions to this will be noted by the Center Coordinator.
- It is expected that Teacher Candidates will be present and on time to their assigned campus except in cases of **serious illness** or other **extenuating** circumstances. In those instances, the Teacher Candidate must contact the Cooperating Teacher and Field Supervisor no later than the morning of the necessary absence **AND** prior to the required arrival time at the campus.

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- Excessive absences that interfere with the successful completion of clinical teaching may require you to be placed on a growth plan and/or dismissed from the program. Decisions regarding extenuating circumstances will be made in coordination between the TC, Cooperating Teacher, Field-Supervisor and Center Coordinator on a case-by-case basis.
- Notify your Field Supervisor anytime there is a change in plans due to early dismissal, assembly program, PTA meetings, unscheduled holidays, or any unforeseen event. Field Supervisors occasionally stop by unannounced and must always know where Teacher Candidates will be.

## GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Grading will reflect a combination of seminar and field work. ***Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, classroom management strategies utilized and assessment of student progress.***

The following holistic scoring will be utilized using the rubric below

**A (90 – 100%) = Commendable.** Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date

**B (80 – 89%) = Developing.** In need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date

**C (70 – 79%) = Needs Improvement.** Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

**D (less than 70%) = Not recommended for teacher certification**

### Assessments

Professional Criteria	Highly Professional (6)	Professional (4)	Needs Improvement (2)	Unprofessional (0)	Concerns
Attendance	Always arrives on time and stays for the entire seminar meeting; always on time and stays per required hours in the field setting.	Late, left early or absent to seminar/field assignment once or twice; contacted liaison, mentor, ISD; provided written	Late, left early, or absent to seminar/field assignment more than twice; did not contact liaison, mentor, ISD; did not provide any written	Late, left early, or absent regularly; did not contact liaison, mentor, ISD; did not provide any written excuse; no plan to make up absence.	

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		excuse; made up absence promptly.	excuse; absence made up in an unacceptable time frame.		
Respect	Exhibits behavior that is respectful towards others (avoiding: over-socializing, sleeping, working on unrelated material or wearing inappropriate attire) in seminar and/or field; never uses approved electronic devices at inappropriate times in seminar and/or field; is respectful towards peers, faculty/staff in seminar/field, students, and the learning environment.	Exhibits behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is almost always respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition and reflection the behavior is changed promptly.	Recurring behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is not consistently respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is slow to improve.	Asked to leave and/or multiple conversations with Center Coordinator, liaison, staff, and/or faculty in seminar and/or field due to behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; disrespectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is not changing.	
Self-Awareness	Maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Almost always maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Occasionally exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Rarely exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	
Awareness and Responsiveness to Diversity	Seminar/field interactions always reflect and appreciate the diverse opinions, experiences, and/or people.	Seminar/field interactions almost always reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is adjusted.	Seminar/field interactions do not consistently reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is slow to adjust.	Seminar/field interactions rarely reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition no reflection; behavior does not change.	
Collegiality and Collaboration	Always work collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively	Almost always works collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively; behavior is adjusted upon recognition.	Reluctant to work collaboratively with others (peers, mentors, faculty/staff); struggles to maintain positive relationships; recognition; behavior slow to adjust.	Does not demonstrate skills to work collaboratively with others (peers, mentors, faculty/staff); relationships have been affected in seminar/field.	
Oral and Written Expression	Always articulate ideas/concepts	Almost always ideas/concepts	Challenging for others to understand	Consistently receives feedback from	

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	clearly without error both oral and written expression in seminar/ field; appropriate citation in writing when appropriate.	clearly with few errors both oral and written expression in seminar/field; appropriate citation in writing when appropriate.	ideas/concepts in either or both oral and written expression in seminar/field; no citation	faculty/staff, peers, and mentors that oral and/or written expression in seminar/field is unacceptable.	
Initiative, Reliability and Dependability	Always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; prepared for all seminar/field learning.	Almost always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; somewhat prepared for all seminar/field learning.	Occasionally take initiative in the field/seminar (do not wait to be asked); occasional initiative in planning and completing work in a timely manner seminar/field; not consistent in preparation for all seminar/field learning.	Lack of demonstration of taking initiative in the field/seminar (wait to be asked); no evidence of initiative in planning and completing work in a timely manner seminar/field; not prepared for all seminar/field learning.	
Motivation for Improvement and Response to Feedback	Always receptive to and seeks out suggestion and feedback (faculty/staff, peers, mentors, others); consistently self reflects; adjust performance accordingly in seminar/ field.	Almost always receptive to and seeks out suggestion and feedback (faculty/staff, peers, mentors, others); self- reflection is evident; adjust performance accordingly in seminar/field; upon recognition adjusts behavior.	Usually receptive to and occasionally seeks out suggestion and feedback (faculty/staff, peers, mentors, others); occasional self-reflection; no adjust performance accordingly in seminar/field; upon recognition some adjustment to behavior.	Lack of demonstration of reception to or seeking out suggestion and feedback (faculty/staff, peers, mentors, others); no self-reflection; no effort to adjust performance accordingly in seminar/field; upon recognition no effort to adjust behavior.	
Physical Presence	Understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a professional educator.	Somewhat understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a professional educator; adjust when recognized.	Unclear and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; somewhat reflects seriousness of a professional educator; some adjustment when recognized.	Lack of understanding and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; does not reflect seriousness of a professional educator; no adjustment when recognized.	
Technology Presence	Understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator.	Somewhat understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator; adjusts when recognized.	Unclear and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; adjusts when recognized.	Lack of understanding and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; no	

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				adjustments when recognized.	
Educator Code of Ethics and Educator Preparation Program (EPP) Standards	Consistently demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards.	Almost always demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Occasionally demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Lack of demonstration of knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; no adjustments when recognized.	
<b>Academic Criteria</b>	<b>Highly Professional (6)</b>	<b>Professional (4)</b>	<b>Needs Improvement (2)</b>	<b>Unprofessional (0)</b>	<b>Concerns</b>
Academic STEM class	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment <b>or</b> has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic READING class	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment <b>or</b> has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic Social Studies	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment <b>or</b> has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic Classroom Management	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment <b>or</b> has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	

## TECHNOLOGY SUPPORTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

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[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **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.

## **COMMUNICATION AND 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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Due to the online environment, appointments can be scheduled by email. Please contact me with any questions or concerns. Emails will be answered within 24-48 hours; all emails sent after 5:00pm on Friday will be answered on Monday.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

This is a field-based course. Please see the Student Responsibilities or Tips for Success section.

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## **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/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:

<https://www.britannica.com/topic/netiquette>

### **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>

## **Last day to drop is March 19, 2021**

### **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

## **Students with Disabilities-- 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

Velma K. Waters Library Rm 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 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.

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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.

## **Department or Accrediting Agency Required Content**

### **COURSE OUTLINE / CALENDAR**

Seminar calendars will be distributed by the instructor at the start of the course.

*The syllabus/schedule are subject to change.*