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BLED 401.01W: Foundations of Bilingual/ESL Education

INSTRUCTOR INFORMATION

Instructor: Ana Castillo, Clinical Instructor

Office Location: Mesquite ISD Professional Development Services Building

Office Hours: Online

Office Phone: 903-886-5537

Office Fax: 903-886-5581

University Email Address: ana.castillo@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours Monday-Friday 8-5

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

Lessow-Hurley, J. (2013). *The foundations of dual language instruction, 6th Edition*. Boston, MA: Pearson Education. ISBN#:978-0132685160

*****We have free copies of the textbook you can borrow located at the Mesquite & eCommerce campus. If you would like to pick up a textbook at the CHEC (McKinney campus), please email Dr. Babino before the end of the first week of class*****

Supplementary readings and handouts for activities during class sessions are listed on the course calendar and available through links on the website course. Please download them, print them out and bring them to class.

Course Description:

The syllabus/schedule are subject to change.

BLED 401: Introduction to the philosophies and theories of bilingual schooling with emphasis on language policy and the sociological, psychological, and legal aspects involved. Provides students with opportunities to reflect on their own language learning and schooling experiences in bilingual settings and compare them to programs and practices shown by research to be effective.

Course Objectives:

This course is designed to help prepare students for the TExES Content Area tests required to obtain Bilingual & ESL certification. We will focus on the following standards for the Supplemental tests:

Bilingual Education Standards:

- **Standard II:** The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism: 2.1k, 2.2k, 2.3k, 2.5k
- **Standard III:** The bilingual education teacher knows the process of first and second language acquisition and development: 3.1k, 3.2k, 3.6k
- **Standard IV.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language: 4.2k
- **Standard V.** The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy: 5.1k, 5.3k

English Language Proficiency Standards (ELPS)

(C1) Cross-curricular second language acquisition/learning strategies.

The beginning teacher understands and teaches language learning strategies to students to develop their awareness of their own learning process in all content areas.

The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency: A, C, E

(2) Cross-curricular second language acquisition/listening.

The beginning teacher understands and teaches ELLs to listen to a variety of speakers to gain an increasing level of comprehension of newly acquired language in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded)

commensurate with the student's level of English Language Proficiency: E
(E) share information in cooperative learning interactions

(3) Cross-curricular second language acquisition/speaking.

The beginning teacher must understand and recognize that ELLs speak in a variety of modes for a variety of purposes, with an awareness of formal/informal registers using vocabulary with increasing fluency and accuracy in language arts and all content areas.

The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency: E

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(4) Cross-curricular second language acquisition/reading.

The beginning teacher must understand and recognize that ELLs read a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. The beginning teacher can provide all instruction, delivered in English, so it is linguistically accommodating (communicated, sequenced, and scaffolded) commensurate with the student's level of English Language Proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text:
E

(D) Proficiency Level Descriptors

1. Listening: Kindergarten – Grade 12
2. Speaking: Kindergarten – Grade 12
3. Reading, Kindergarten – Grade 1
4. Reading, Grades 2 – 12
5. Writing, Kindergarten – Grade 1
6. Writing, Grades 2 – 12

Technology Applications for All Teachers Standards:

- **Standard I:** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products: 1.1k, 1.3k, 1.1s
- **Standard II:** All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning: 2.1k, 2.2s, 2.3s, 2.5s, 2.7s, 2.8s, 2.9s
- **Standard III:** All teachers acquire, analyze, and manage content from digital resources.
- **Standard V:** All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources: 3.1k, 3.1s, 3.2s
- **Standard VI:** All teachers demonstrate a thorough understanding of technology concepts, systems, and operations: 5.2k, 5.3k, 5.2s, 5.3s
- **Standard VI:** All teachers demonstrate a thorough understanding of technology concepts, systems, and operations: 6.1s, 6.5s, 6.8s, 6.9s, 6.12s, 6.13s, 6.15s, 6.17s, 6.21s
- **Standard VII:** All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum: 7.2k, 7.11s

Student Learning Outcomes: The student will ...

1. identify and understand theories of L1 and L2 acquisition and development.
2. understand the role of culture in language development and academic achievement.
3. value bilingualism, biliteracy and multiculturalism and become an advocate for bi/multilingual students.

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Quality Enhancement Plan (QEP)

This course has been selected as a Global Course tied to the quality Enhancement Plan at Texas A&M University-Commerce. Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. Related to the, QEP students will demonstrate the following learning objectives (LO1): (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world. The philosophy statement will be used to assess the QEP student learning outcomes for each student. The philosophy statement will be evaluated using the philosophy statement checklist. Students are responsible to upload a copy of their philosophy statement to their ePortfolio in ManeSync.

* Students seeking ESL certification will do all these assignments entirely in English.

Bilingual Communication Standards for Our Classroom

Both bilingual education and ESL students may participate in BLED 401:

- **ESL students** will be required to communicate, both orally and in writing, **only in English**.
- **Bilingual education students** will be required to read professional materials, and turn in written assignments **in both English and Spanish** in order to further develop their academic language in both languages.

COURSE REQUIREMENTS

1. **Quizzes:** 6 quizzes (6 quizzes x 50 pts/ea. = 300 points)

The student will have one week to complete each online quiz. Students will be allowed to take the quiz multiple times, so that they can obtain a 100% score, at which point they will be awarded the full 50 points for the quiz.

Student Learning Outcomes: The student will...

#1: identify and understand theories of L1 and L2 acquisition and development.

#2: understand the role of culture in language development and academic achievement.

Assessment Method: Multiple-choice, true/false and matching items

2. **Discussion Forums:** 4 discussion forums (4 discussions x 25 pts/ea. = 100 points)

Participate in online discussion forums over selected bilingual/ESL issues. Students will be required to post an initial discussion of at least 200+ words to the assigned topic and respond to another two students' initial posting with 40+ word response for each. The initial response will be **due on Thursday** of the assigned unit and the two responses will be **due Sunday** of that unit week.

The syllabus/schedule are subject to change.

**If making an original post on Thursdays each week is unduly challenging for your schedule, please let Dr. Castillo know the first week of class and we can work out an alternative timeline.*

Student Learning Outcomes: The student will...

#1: Understand and apply theories of L1 and L2 acquisition and development.

#2: Value bilingualism, biliteracy and multiculturalism and become an advocate for bi/multilingual students.

Assessment Method: Discussion rubric. Discussion postings must be substantive or the student will not be given full credit, if it is apparent to the professor that students have not spent enough time or effort in writing the responses. For example, "I agree. You are absolutely right," constitutes the beginning of a response.

3. **Bilingual Supplemental Practice & Reflection (80 points)**

Choose between one of three practice programs/websites/books to practice the content learned in this course that will be on the bilingual supplemental exam. Document this practice with copies of practice tests/screen shots with answers and notes. ***Please be sure that the notes copies of what you turn in are commiserate with at least five hours worth of work in order to earn full credit for this portion of the assignment.* Afterwards, write a reflection on your knowledge and include an action plan for how you will study throughout this program for the certification exam.

Student Learning Outcomes: The student will...

#1: Understand and apply theories of L1 and L2 acquisition and development.

Assessment Method: Bilingual Supplemental Practice Checklist.

4. **Multimodal Bilingual Philosophy Statement: (100 points)**

Write a personal multimodal philosophy statement that expresses what you believe about bilingual/ESL education based on the knowledge you gained through this course and your personal and professional experiences. Explain how your philosophy will guide how you will teach bilingual students. For a reference on multimodal projects, check out [this link](#).

Student Learning Outcome:

#4: The student will value bilingualism, biliteracy and multiculturalism and become an advocate for English language learners.

QEP Learning Outcomes:

#1 The student will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).

#2: The student will be able to apply knowledge of the interconnectedness of global dynamics.

#3: The student will be able to view themselves as engaged citizens within an interconnected and diverse world.

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Assessment Method: Multimodal Bilingual Philosophy Statement Checklist.

5. **Online Final Exam: (120 points);**

Students will take a final exam over the content of the text and other resources provided throughout the course.

Student Learning Outcomes: The student will...

#1: Identify and understand theories of L1 and L2 acquisition and development.

#2: Understand the role of culture in language development and academic achievement.

Assessment Method: Multiple-choice, true/false and matching items

Instructional Methods

This online course will include various written, visual and audio resources to explore the topics in our course text. Then, students will engage with other classmates online and check their emerging understanding of bilingual/ESL education through the following assignments:

- 6 Quizzes
- 4 Discussion Forums
- 1 Bilingual Supplemental Practice & Reflection
- 1 Multimodal Bilingual Philosophy Statement
- Final Exam

Student Responsibilities or Tips for Success in the Course

1. Set up 3-4 study sessions a week for this course. This course is *not *designed to all be completed during the weekend. Students who are most satisfied with their learning steadily work through the course content throughout the week.
2. In the first 1-2 study sessions a week, plan to read and explore the resources. Then devote the other sessions to complete any work to be turned in.
3. Email Dr. B Monday through Friday before 5PM if you have any questions about assignments. She's happy to help you.
4. Check out the rubric, examples, and templates for assignments that require writing to ensure you are including everything you need to earn potential full credit.

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5. Write all the due dates for assignments in a calendar or planner so you know when they're due.
6. If you're a bilingual student, all written assignments are in Spanish so that you can develop confidence and fluency in your academic Spanish. I especially recommend using www.spanishchecker.com and wordreference.com to support you in this. You'll be amazed at how much your confidence will grow over the course of the program.

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

Total points corresponding to the final letter grades

- A = 630- 700 Points
- B = 560- 639 Points
- C = 490- 559 Points
- D = 420- 489 Points
- F = 419 & < Points

****It's very important to me that you earn the grade you want in this class—without stressing unnecessarily all semester. One way I try to work with you throughout the semester is to offer extra credit for introducing yourself to the class, taking surveys to give me feedback on the course, and attending and reflecting on events related to Latinx and bilingual/ESL education.**

*****Because of this, unless your final grade is only one point between two letter grades (for instance, an 89 or 79), I will not round up a final grade to the next letter grade (for instance, an 88 or 78).**

TECHNOLOGY REQUIREMENTS

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

The syllabus/schedule are subject to change.

LMS Requirements:

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

LMS Browser Support:

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>

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	N/A	11

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Explorer®		
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
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 point release of that major version) and the previous major version of iOS (the latest minor or point 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

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- 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.
- 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.

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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**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

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

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.

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

- **Communication**
Please feel free to email me at Alexandra.Babino@tamuc.edu. ***While I try to make everything as clear as I can to anticipate your questions through the instructions online, I know it's normal to want to clarify your ideas or touch base. I'm happy to receive your emails and support you throughout the course and the program. I will only send email to your university email addresses using this system so please check your MyLeo email frequently.*** For tech support issues, please refer to the “Technology Requirements” section.

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Additionally, it is very important to me to respond to you as quickly as possible during business hours, Monday through Friday from 8-5PM. If you email me outside of these times then I will respond you as soon as I can the next business day. On days I have back-to-back meetings and/or classes, it may take me longer to respond. So if you have any questions regarding an assignment that is due, I recommend asking your questions far enough in advance that you have one or two business days to work on an assignment after hearing from me.

- **Announcements**

When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own with events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late turn-ins

- All assignments are to be completed and uploaded by midnight on the day they are due. **For each day the assignment is submitted late, 10% will be subtracted from the total grade.**
- Late assignments will be accepted up until **one week** after the due date, after that time, no work will be accepted for any credit.
- In the event of an emergency, students are required to notify the instructor before the assignment is due to request a possible extension. In order to receive an extension, a copy of proof must be emailed to the instructor for consideration of an extension.
- **The last week to turn in late assignments for the semester is Sunday, April, 18th.**
- **Please note that no extensions can be made for the final unless there is a medical emergency with documentation.**
 - I understand it may feel strange for me to be more flexible all semester and not at the end, but this is designed with both you and me in mind: I want to give you as much time to turn in late work at the same time give myself time to grade and enter those grades. Depending on the semester,
The syllabus/schedule are subject to change.

I have anywhere between 100-200 assignments to grade at the end, making grading late work infeasible. Even though grading late work adds hours to my work week, it's important to me to be able to support you all this way for as long as I can during the semester. Now, I'm asking that you support me.

- Additionally, this is good practice to reflect on working with your principals in the district: a good principal will want to work with you, but there are some things they can't flex on due to outside deadlines and moving across one of those boundaries is something that would negatively affect your yearly evaluation.
- Finally, not accepting late work at this point in the semester is a fairness issue; it wouldn't be fair for me to accept late work from those that feel more comfortable asking and not those who don't.

Written Assignments (5% subtracted per item)

- Include a header (name, date, course) on all your written assignments. Put it all on one line.
- Use font 12 point, Times New Roman font.
- Include margins that are no larger than 1" on all sides.
- Single-space with double spacing between sections for your oral language report.
- Double-space your philosophy statement.
- **Cite your Sources** (from 5% to 100% subtracted if not followed): APA (American Psychological Association) style should be used for all references.
*Include a citation in the body of your report (Author, Year, page number) and a bibliography at the end.
A complete guide to APA style is available at <http://owl.english.purdue.edu/owl/resource/560/01/>.
- Note: College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc. errors will result in a deduction of points.

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 and will be with your benefit in mind.

The syllabus/schedule are subject to change.

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>

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>

<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

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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

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

<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.

Department or Accrediting Agency Required Content See Texas Education Agency (TEA) Teacher Standards under course requirements

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Course outline/calendars will be distributed by the instructor at the start of the course.

The syllabus/schedule are subject to change.