



EDAD 519.02W: Designing Curriculum for Effective Instruction

Course Syllabus: Spring 2022

INSTRUCTOR INFORMATION

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COVID-19 Requirements “A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students’ Rights and Responsibilities as a violation of the Student Code of Conduct. “Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

- Wiggins, G. & McTighe, J. (2005). **Understanding by Design**. Expanded 2nd Edition. Association for Supervision and Curriculum Development.
- Zemelman, S., Daniels, H., and Hyde, A. (2012). **Best Practice: Bringing Standards to Life in America’s Classrooms**. (4th Ed). Portsmouth, NH: Heinemann.
- American Psychological Association. (2019). *Publication manual of the American psychological association* (7th ed.). American Psychological Association.
- Most recent **3 years of TAPR reports** for your district and campus
- The most recent **Campus Improvement Plan**
- Other suggested readings and available websites will be provided during the course in modules.

Course Description

This course focuses on developing and designing a curriculum to facilitate continuous improvement in instructional programs. Sound research-based practices related to planning, supervision, curriculum development and deliver, program evaluation, and change management for diverse learners in a multicultural setting.

Standards Addressed

EDAD 519

TExES 268

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research (Best Practices text)
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment (Backward Design)
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Chapter 241

Student Learning Outcomes:

Through course readings, lectures, and activities, the student will have the opportunity to develop a greater understanding and skills in utilizing data to inform decision-making and educational practice. More specifically, students will examine:

Big Ideas

1. **What is curriculum, and how is it designed, developed, and managed?**

2. What is the principal's role in designing curriculum for effective instruction?

Specific Learning Objectives:

The student will:

- Examine the concept of curriculum systems.
- Define the components of leadership for curriculum systems.
- Examine the current global changes and their impact on education.
- Identify the current challenges in education.

Week 1 Introduction:

- Review the components identified in Principal Standards as identified by TEA (see the last page)
- Gather needed resources
- Meet group members
- Review course requirements

Week 2 Module 1: What is Curriculum?

- Provide several definitions of the term - curriculum.
- Review types of curriculum including recommended, written, supported, taught, tested, learned, and hidden.
- Differentiate between the descriptive and prescriptive curriculum.
- Examine the overview of the influences on curriculum development within the U.S.
- Define the significant educational philosophies that influenced U.S. education: idealism, realism, pragmatism, and existentialism.
- Examine teaching and learning theories and explain their application to curriculum development in the school.
- Explore the educational philosophies and their impact on learning

Week 2 Module 2: Facilitation of Curriculum Processes at the Campus and District Level

Curriculum Design

- Identify and discuss the four essential parts of curriculum design (objectives, content, learning experiences, and evaluation)
- Examine the sources of curriculum design (science, society, moral doctrine, knowledge, and learner).
- Discuss the conceptual framework of a horizontal design and vertical design.
- Examine the scope, sequence, continuity, integration, articulation, and balance curriculum design dimensions.
- Examine the representative curriculum designs: subject-centered, learner-centered, and problem-centered.

Curriculum Development

- Review the technical-scientific approaches to education and curriculum (Models of Bobbit and Chartes, Tyler Model, Taba Model, Backward Design Model)
- Review the nontechnical-nonscientific approach.

Curriculum Implementation

- Examine the guidelines for successful curriculum change.
- Discuss the types of change: planned, coercion, interactive, and random.
- Discuss implementation change models: OCR Model, OD Model, CBA Mode, and the Systems Model).
- Discuss the stages of curriculum change: initiation, implementation, and maintenance.
- Explain the importance of each of the following terms in the curriculum development process:
 - curriculum planning,
 - curriculum alignment,
 - quality control,
 - scope and sequence chart,
 - curriculum guide,
 - resource guide,
 - unit plan, and
 - lesson plan

Curriculum Evaluation

- Discuss the nature and purpose of curriculum evaluation.
- Examine approaches to curriculum evaluation: scientific vs. humanistic, utilitarian vs. intuitionist, intrinsic vs. payoff approach, formative, and summative evaluation.
- Review the curriculum evaluation models: scientific, state's congruence-contingency model, Sufflebean's model, humanistic models, Eisner's connoisseurship and criticism model, illuminative evaluation model, and action research model.

Context for Curriculum in Texas Schools

- Explore the context for curriculum in Texas schools.

Week 3 Module 3: Planning for Learning

Chapter 1

- Explain the concept of backward design.
- Discuss the three stages of backward design.
- Explain the "twin sins" of design.

Chapter 2

- Discuss understanding as meaningful inferences.
- Discuss understanding as transferability.
- Explain "the evidence of understanding."

Chapter 3

- Delineate the concept of "unpacking the standards."
- Explain the big idea and core task.

Chapter 4

- Explain the six facets of understanding, and give examples of each.

Chapter 5

- Identify the components of essential questions.
- Explain the difference between topical versus overarching essential questions.

Chapter 6

- Define understanding and highlight the distinguishing features of understanding.

Week 4 Module 4: Assessment and Alignment

Chapter 7

- Explain why teachers should think like an assessor and then a designer.
- Delineate the differences among a variety of assessments, including criterion-based,

Chapter 8

- Discuss various types of rubrics.
- Explain the challenge of validity in terms of evidence of learning.

Chapter 9

- Describe the WHERETO elements in instructional planning.

Week 5 Module 5: Putting the Pieces Together

Chapter 10

- Explain the difference between coverage versus *uncoverage*.

Chapter 11

- Describe the entire design process as discussed in *Understanding by Design*.

Chapter 12

- Summarize the UbD as a curriculum framework and explain why this is viable.

Chapter 13

- Review the misconceptions in Chapter 13 of *Understanding by Design*

Week 6 Module 6: Instructional Best Practices-Part I

Chapter 1

- Describe the strengths and weaknesses of the Common Core Standards.
- Explain the basic concept of best practices.
- Identify the components of student-centered learning: experiential, holistic, authentic, challenging.
- Identify the cognitive aspects of teaching and learning: developmental, constructivist, expressive, reflective.
- Explain the interpretative aspects of learning: sociable, collaborative, and democratic.
- Explain the concept of a balanced classroom.
- Review the indicators of Best Practice pp. 26-27.

Chapter 2

- Explain gradual release of responsibility, including modeling, shared practice, guided practice, independent practice, and sharing.
- Delineate the instructional practices of classroom workshop, strategic thinking, collaborative activities, integrative units, representing to learn, formative reflective assessment.

Chapter 3

- Explain the concept of “Leveling Text.”
- Define Comprehension Strategy Instruction.
- Describe the best practices in reading as identified by professional education organizations and research.
- Describe what exemplary instruction would look like for first grade.

- Summarize the recommendations for teaching reading.
- Explain how technology could be used in reading.

Chapter 4

- Describe best practices in writing as identified by professional education organizations and research.
- Describe exemplary instruction in an interdisciplinary high school class.
- Summarize the recommendations for teaching writing.
- Describe best practices for English Language Learners.

Chapter 5

- Describe qualities of best practices in mathematics as identified by professional education organizations and research.
- Discuss how a math lab could be used to teach multiplication.
- Summarize the recommendations for teaching mathematics.
- Discuss how best practices can be used in special education.

Week 7 Module 7: Instructional Best Practices-Part II

Chapter 6

- Describe qualities of best practices in Science as identified by professional education organizations and research.
- Describe how exemplary science instruction might look.
- Summarize the recommendations for teaching science.
- Discuss the importance of the arts in education.

Chapter 7

- Describe the qualities of best practices in Social Studies as identified by professional education organizations and research.
- Describe how exemplary instruction in social studies might look.
- Summarize the recommendations for teaching social studies.
- Discuss what school leaders can do to help teachers implement best practices.

Chapter 8

- What are the challenges to implementing best practices?
- How can schools overcome the challenges of implementing best practices?
- What can individual teachers do to help implement best practices?

Chapter 9

- Summarize the research on best practice approaches
- Discuss assessing best practices in the real world

COURSE REQUIREMENTS

Instructional Overview:

The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class. Because this is an online course and elements of learning will be provided at TAMUC D2L. As a graduate-level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Students will achieve learning through textbooks and other assigned readings, projects, and class interaction.

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various activities, discussions, readings, research, etc. Each module will contain four aspects for optimal learning: Read, Explore and Learn, Connect and Collaborate, and Experiment and Apply.

The evaluation will be based on the successful completion of each performance expectation. Each expectation has been assigned points toward the total upon which the final course grade will be assigned. Learning Activities will include the following:

Assignments:

Each student is expected to participate through D2L, complete all reading and writing assignments on time, and actively engage in the class by closely connecting class topics and discussions to the textbook and other readings. Participate in each module by responding to prompts and responding to the answers of others. Participate in endeavors to contribute meaningfully and implement higher-order thinking skills.

Collaboration & Zoom with the Professor (280 points)

Many assignments will be collaborative but require an individual response. The Learning Management System (D2L) will provide the space for collaboration but allow for the course to remain asynchronistic in nature. Each student will be assigned responsibility in the Group Discussion Area. You will also be responsible for the collective knowledge. This allows the class to “divide and conquer” tasks and still access the entire document. Please refer to D2L for specific instructions.

A Zoom meeting will be held in Week 1 and Week 5. The Zoom link, date, and time will be posted in the module, the course schedule, and the announcement board. If students cannot attend the Zoom, it will be recorded and posted in the course. Students can earn the Zoom points once the students have watched the Zoom and emailed the professor.

Experiment and Apply

Quizzes (3 @ 25 each = 75 Points)

Students will participate in application-focused quizzes over content and reading in Modules 1, 5, and 7.

Pillar Project (3 Products = 330 Points)

This course will include a project to demonstrate mastery and application of learning. The project is designed to be a real-world experience to assist you as a school leader/practitioner by using data to create an improvement plan. Projects vary and are individualized to the student’s current professional situation. Each project will have its own set of parameters for completion.

Some of your Module assignments will assist you in developing this final exam pillar project. Detailed instructions are provided within the course.

The final exam will be an application component comprised of 4 steps.

- Step 1: Data Collection/Needs Assessment
- Step 2: Curriculum Review/Discussion Board
- Step 3: Planning Narrative and Template

Step 1: Data Collection and Needs Assessment

Step 1: Data Collection/Needs Assessment.

Conduct a brief needs assessment and data collection of your school's current curriculum and curriculum processes. Create a brief PowerPoint of your findings and provide a narrative component to address other bulleted items.

Step 2: Curriculum Unit Review (Discussion Board)

Choose one (1) curriculum unit to conduct a curriculum unit review using the Understanding by Design (UbD) model. This step will have **3 phases and a final review** which will be submitted in 4 different submissions in the Discussion Board. You will receive feedback from your peers on your work. **You must post each phase of your review in a Google or Word document and respond to at least two classmates using the feedback template provided for each of the four submissions.** Templates are provided for each phase.

Discussion Boards (Curriculum Unit Review – Step 2 of Pillar Project)

The discussion board in this class will be utilized to complete a curriculum unit review with peer feedback. Students will be asked to post their submissions for the curriculum unit review on the Discussion Board. Each submission will be posted within the Discussion Board and will receive peer feedback. Your contributions to the discussion forums will be graded for the quality and timeliness of your contributions. ***There is no late work accepted for discussion boards. You are required to post your initial response by Thursday night and a response to two students' posts by Sunday night at midnight.***

Step 3: Planning Template – (2 components – narrative and template)

Based on the data collected in Steps 1 and 2, you will **identify 1 to 3 goals for the curriculum plan**. Using a narrative format, write a paper organized into the following sections, and provide a template of a 3-year overview:

Planning Narrative Components

- Justification of Curriculum Goals

- Evaluation of Curriculum Goals
- Curriculum Goals' Impact on Learning
- Research to support Curriculum Plan (the written, the taught, the tested)
- Other Factors Impacting Implementation of the Curriculum Plan
- Building Support and Collaboration
- Follow Up and Implementation Support

Planning Template

- *See the template provided in the module.*

Total Points – 685 Points

- Final Exam Pillar Project Step 1 (Data Collection and Needs Assessment) 100 points
- Final Exam Pillar Project Step 2 (Phase 1, 2, &3 and 80 points
- Final Exam Pillar Project Step 3 (Planning Narrative and Template) 150 points
- Quizzes (3 from theory to application quizzes) 75 points
- Collaboration & Zooms (Discussion Board Posts) 280 points

FINAL GRADE:

A = 90% (685 to 617 points)

B = 80% (616 to 548 points)

C = 70% (548 to 606 points)

D = 60% (605 to 411 points)

F = 50% or less (410 or less points)

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
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
- 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.
- 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](https://get.adobe.com/flashplayer/) (version 17 or later) <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 coursework 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.

Additionally, while I am happy to provide any reasonable amount of support with the course content to ensure your success, I cannot provide technical support. Please seek tech support from appropriate outside resources.

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 on the performance and/or look and feel of the environment.

Communication with Instructor

E-mail is the best method to contact me during the week. TAMU-commerce D2L provides an efficient system of email for communication for classwork and individual communication. I will check my e-mail each weekday. I am also available via cell phone if needed. If you would like to meet, please email me for an appointment. I will be happy to provide any practical support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Procedures

Examination Policy

Exams are to assess the students' ability to apply to learn. Questions are of the analysis and synthesis level of learning and require students to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy

Assignments will be available in class and under the weekly modules in D2L. Reading responses should be submitted in the e-college dropbox and saved as a .doc file unless specified otherwise.

Late Work

Late work will not be accepted.

Incompletes

An incomplete will not be available for this course.

Graduate Online Course Attendance Policy

A significant component of this course is online interaction with peers and the instructor. Each class member is expected to participate fully in discussions, projects, journaling, etc., each week of the course. Learning will be segmented into weeks or modules. It is essential to stay on schedule with the course calendar.

University Specific Procedures

Academic Honesty Policy

Please see the *TAMU-C Graduate Catalog* at <http://catalog.tamu-commerce.acalog.com/index.php?catoid=9> and the *Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is paramount when citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (*Texas A&M University-Commerce, Graduate Catalog, 2009-2010*)

Drop a Course

“A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.” Students should complete drops according to University procedure to avoid posting a failing grade.

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.

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 academic work. For more details and the definition of academic dishonesty, see the following procedures:

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

<http://www.tamuc.edu/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
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/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and online courses, with all federal and state laws prohibiting discrimination and related retaliation based on race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, The professor will maintain an environment free from discrimination based on sexual orientation, gender identity, or gender expression.

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and student community resources. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.