RDG 370.01W Reading and Literacy II

COURSE SYLLABUS: Summer I 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Kathryn Dixon
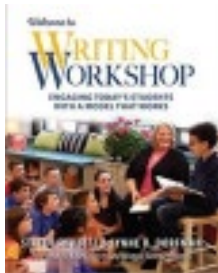**Office Hours:** By appointment
University Email Address: Kathryn.Dixon@tamuc.edu
Course Hour & Classroom: Web Based Class
Faculty Website: **https://www.tamuc.edu/people/kathryn-dixon/**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings
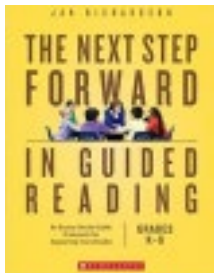
Textbooks Required:

Shubitz, S. & Dorfman, L. R. (2019). Writing workshop: Engaging today's students with a model that works. Stenhouse Publishers.
ISBN-13: 978-1625311665
ISBN-10: 1625311664

Richardson, J. (2016). The next step forward in guided reading:
An assess-decide-guide framework for supporting every reader. Scholastic.
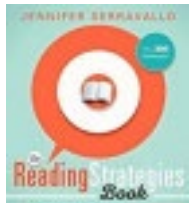ISBN-10: 1338161113
ISBN-13: 978-1338161113
 (Spiral-bound: You want to keep this one)

Optional:

Serravallo, J. (2015). The reading strategies book: Your everything guide to developing skilled readers. Heinemann.
ISBN-10: 9780325074337
ISBN-13: 978-0325074337

Serravallo, J. (2017). The writing strategies book: Your everything guide to developing skilled writers. Heinemann.
ISBN-10: 032507822X
ISBN-13: 978-0325078229

On-Line Resources:

TEKS for Language Arts and Reading available on-line at
http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html

English Language Arts and Reading Information from the Texas Education Agency available on-line at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards available on-line at
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

Dyslexia Handbook
http://www.decodingdyslexiatx.org/wp
content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

Course Description

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.

Student Learning Outcomes

Upon completion of this course, the students should be able to:
1. Select and plan appropriate comprehension reading strategies for diverse elementary students to include ESL learners.
2. Integrate appropriate children's literature into reading comprehension lessons.
3. Observe and analyze experienced teachers' methods for ensuring comprehension
    and assess student learning.
4. Develop a variety of comprehension strategies to use for a variety of reading difficulties.
5. Analyze current basal readers to determine how reading and writing comprehension can be taught.
6. Provide additional artifacts for their professional portfolio which will indicate

growth in the five Teaching Proficiencies.

Conceptual Objectives: (Supported through TEKS and TExES Standards) This course will focus on the teacher knowledge and applications as supported by the following Standards:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard 2. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
Standard 3. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Standard 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
Standard 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
Standard 7. *Reading Comprehension:* Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
Standard 8. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
Standard 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions. **Standard 10.**
Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
Standard 11. Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.
Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
1.10k how lesson content and skills connect with other disciplines and within the discipline;
1.11k current research on best pedagogical practices.

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13k the importance of developing instructional goals and objectives that can be assessed
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
1.15k the importance of aligning instructional goals with campus and district goals. 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
1.25k the role of assessment in guiding instructional planning;
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
1.31k how to analyze data from local, state, and other assessments using common statistical measures.
1.4s plan instruction that motivates students to want to learn and achieve; and 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
1.7s exhibit appropriate knowledge of a subject to promote student learning; 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
1.9s plan instruction that reflects an understanding of important prerequisites relationships;
1.11s use a variety of pedagogical techniques to convey information and teach skills. 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
1.17s use technological tools to promote learning and expand instructional options; and 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
2.4k the importance of communicating enthusiasm for learning; and
2.5k the necessity of communicating teacher expectations for student learning 2.6k how classroom routines and procedures affect student learning and achievement; 2.7k how to organize student groups to facilitate cooperation and productivity; 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
2.22k physical accessibility as a potential issue in student learning; and
2.23k students' emotional needs and ways to address needs.
2.1s interact with students in ways that reflect support and show respect for all students; 2.3s use strategies to ensure that the classroom environment and interactions among individuals

and groups within the classroom promote active engagement in learning. 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

2.8s schedule activities and manage class time in ways that maximize student learning; 2.9s manage transitions to maximize instructional time;

2.18s organize the physical environment to facilitate learning;

2.20s use effective strategies for creating and maintaining a positive classroom environment.

Standard III. Domain III.
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. 3.1k the importance of clear, accurate communication in the teaching and learning process; 3.3k spoken and written language that is appropriate to students' age, interests, and background; and

3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

3.12k characteristics of effective feedback for students;

3.13k the role of timely feedback in the learning process; and

3.14k how to use constructive feedback to guide each student's learning.

3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;

3.19s adjust instruction based on ongoing assessment of student understanding; and 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);

4.17k the importance of adhering to required procedures for administering state-and district mandated assessments; and

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and

4.5s maintain supportive and cooperative relationships with colleagues;
4.8s communicate effectively and appropriately with other educators in varied contexts; 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
4.17s serve as an advocate for students and the profession;
4.18s maintain accurate records; and
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Dyslexia and other language disorders:

- ⑩ Pre-service teachers will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.
- ⑩ Pre-service teachers will develop an understanding for "related disorders" like developmental auditory imperception, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- ⑩ Students will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.
- ⑩ Pre-service teachers will be familiar with planning, delivering and accommodating multisensory instruction for students with dyslexia and other language disorders regardless of English language learners.
- ⑩ Pre-service teachers will learn how to provide multisensory instruction to students who are having difficulty learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- ⑩ Pre-service teachers will be aware that evidenced-based identification materials are available

§228.30(c)(2) include information on: characteristics of dyslexia, identification of dyslexia, effective multisensory strategies for teaching students with dyslexia. All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at https://tea.texas.gov/sites/default/files/ch149aa.pdf

Science of Teaching Reading (STR) Competency 008—(Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Since RDG 370 is an online course and utilizes **D2L (BrightSpace)**, an intermediate level of

experience using a computer is required. This includes the ability to receive and submit electronic course materials; ability to use a word processing program; ability to send and receive e-mail; ability to upload and download files; ability to participate in online quizzes and discussions.

Instructional Methods

This course occurs in a digital learning environment designed in module format. Each module runs 1 week during which time you will be expected to read assigned materials, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects. Each module opens and closes on a certain date and once a module closes it will not be opened again. Therefore, you need to demonstrate a level of time management that allows you to meet deadlines as posted. Students will: read chapters from the textbook, read children's literature, prepare guided reading lessons for class presentations, and practice assessment with a child. Student reflections, assignments, quizzes, and class engagements will measure the depth of effort brought to course assignments. Students are expected to read carefully, study the text, and participate fully.

Student Responsibilities/Tips for Success in the Course

Great effort has been made to create a well-organized online experience that will provide high levels of engagement in an environment that is safe and supportive. Some of the features of this course that will improve student success includes a Module Self Check at the end of each module. Completing this self-check will help you assure that you have not missed any assignments. Additionally, the readings and assignments are distributed weekly, so students can produce assignments in increments that distribute the workload of larger assignments. Staying up-to-date on assignments will improve success in the course. Online features such as the Class Lounge and Virtual Office will also provide opportunities to communicate with other students in the class and the instructor. If a student has any questions or concerns, we encourage them to contact their instructor, so they can work together towards a solution.

ASSIGNMENT DESCRIPTIONS

1. Reading Response (20 points each x 5=100 points)
Teachers need to be organized. To that extent, you will respond to the text and your peers in response to your read of the texts. These responses will be completed as a discussion in D2L and will include an APA formatted citation. (ELA/Reading Standards 8, 11) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s)

2. Guided Reading Presentations (100 points)
You will lead a presentation on a reading strategy for approach for guided reading. You will be expected to present an interactive lesson to the class about what you learned. Assignments will be made during the semester. (ELA/Reading Standards 4, 6, 7) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s, 2.8s, 2.9s, 2.18s, and 2.20s)

3. Literacy Assessment (200 points)
Since informal literacy assessment is an integral part of a teacher's responsibility and one way to guide and plan instruction—you will "assess" and determine the "instructional/ independent/ frustration" levels for one student within your certification area. You will assess for **phonemic awareness, phonics, fluency, comprehension, and spelling**. You will also assess for **Dyslexia**. In narrative form, your submission will be expected to include the student's background, assessment findings, and recommendations for parents and teachers. You will also turn in the assessment instruments and a one-paragraph reflection.

(ELA/Reading Standards 1-12) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s, 2.8s, 2.9s, 2.18s, and 2.20s 3.1k, 3.3k, 3.4k, 3.7k, 3.8k, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k, 3.3s, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s) Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders)

4. Lesson Plan Swap Assignment (1 @ 50 points + 1 @ 100 =150 points)
Planning well structured, integrated, and aligned lessons is an important part of a literacy classroom, and a large part of a teacher's obligations. Not only must teachers plan lessons, but they must collaborate with other teachers when planning. This particular assignment will allow students to individually plan a reading and writing lesson, and then meet in class to collaborate on ideas to improve their lessons. They will also "swap" copies of the lessons with others, so that they will have the opportunity to see various manners in which they could plan certain topics and skills. This will simulate grade level team planning. More information about the Lesson Plan Swap will be discussed during class. (ELA/Reading Standards 4, 10) (PPR Standards 1.13k, 1.14k, 1.15k, 1.16k, 1.16s, 1.21k)

5. Quizzes (150 points).
To measure the knowledge you have acquired this semester you will formally assessed **three times** during the semester. The first assessment will focus on oral language, phonological and phonemic awareness, literacy development and practice, and assessment. The second quiz will focus on the writing process, writing conventions, and the development of written communications. The final quiz will focuses on promoting literacy practices, comprehension, and fluency using Guided Reading as an instructional approach. (ELA/Reading Competencies 1-12) (PPR Standards 1, 2, 3, 4)

Grading:
Reading Responses 100
Guided Reading Presentation 100
Literacy Assessment 200
Lesson Plan Swap Assignments 150
3 Quizzes 150
Total 700

Course Evaluation:
700-630 points	100%-90%	A
629-560 points	89%-80%	B
559-490 points	79%-70%	C
489-420 points	69%- 60%	D
419 and below points	Below 59%	F

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

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

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

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

You have many different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.

o **E-mail:** Please use university email (Kay.Hongnam@tamuc.edu). I check my emails daily Monday through Friday.
o **D2L**: Please keep your eyes on Announcements for the latest news for the course.
o **Phone:** Students may call me at my cell number if there is a need to contact me **(940-594-8969).**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course Specific Procedures:

1. **Participation & Communication:**
   a. I expect each of you to be active and thoughtful participants within the learning environment (D2L) and your digital learning community. This includes successfully completing each module. Participate in all online group/class discussions. There will be opportunities to become an active member of a group to complete a project. You are expected to show a level of professionalism and be stay actively engaged with the

group through communication and contributions to complete the project. If you are having difficulty, do not wait until the day before the module closes to contact me.

b. All course/content questions should be sent to my Preferred email address. I check it daily Monday - Friday. A reply will be sent within 24 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line.

c. Or if you want to talk via video conference call **Zoom.com** - a free internet conference service that you can use to chat live. I have a video camera and can also transmit my video via Zoom.com. To access the program, go to www.zoom.com and create an account.

d. Read required textbook. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. **Do not take this lightly**; as an online course you are expected to read/reflect for meaning.

e. **Reflections**: throughout the course, the student will be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted for a grade, others will be for personal reflection and kept by the student.

f. **Written tasks:** Completion of all written tasks and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship.** Tasks/projects are to be completed and turned in according to the schedule posted in D2L. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

g. **Late work**: Late work **WILL NOT** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date determined by the instructor. You will have plenty of notification and time to complete course tasks/projects. If you know you are going to be out of town and unable to access a computer, plan ahead.

h**. Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Students Guide Handbook, Policies and Procedures, Conduct).

i. **Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Ithendicate software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

j. **Attendance:** This is an online class therefore attendance is up to you! You may be required to work as a team via various tasks/projects. The quality of your contributions and regular participation activities will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check Announcements or your email messages in order to not get behind.

k. **Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes,

unless specifically requested by the instructor. You are expected to submit documents that have been through drafts and edited.

l. All assignments should be typed, professionally written, and presented (i.e., free of errors in mechanics, grammar, and spelling). **Each assignment should include student's name, the course and section number, the title, and the date**. When citing or quoting an author, include appropriate citation information using **APA style (7th Edition)**. All work submitted should be your own work.

University Specific Procedures

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

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 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 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.

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers

counseling services, educational programming, and connection to community resources for students. 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**