



## Paraprofessional Online Program

### ELED 452 – Student Teaching in Field-Based Education Programs Spring 2024

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Office Hours: by appointment

Preferred Form of Communication: Email, virtual meeting, phone/text

Communication Response Time: 24 hours, Monday- Friday

#### **COURSE INFORMATION**

Required: Tutoring 240 or Certify Teacher

Optional: Study guides for STR, or PPR

**Course Description:** ELED 452 - Student Teaching in Field-Based Teacher Education Programs. Six semester hours (or 9 for k-12 certifications). This is a course requiring observation, participation, and direct teaching for residents in clinical teaching. Prerequisite: Full Admission to the Teacher Education through placement in a NETCPDT center for Residency.

**Required evaluation:** 3 Full POP cycles (pre-conference, lesson teaching, post-conference), 3 ILTs, 4 lessons taught for cooperating (mentor) teacher evaluation.

**Preferred outcomes:** Take and pass STR (if applicable) and PPR.

#### **Student Learning Outcomes:**

EC-12 PPR 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.*

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.2k the implications of students' developmental characteristics for planning appropriate instruction;

1.3k the characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;

*The syllabus/schedule are subject to change.*

1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and

1.6k appropriate strategies for instructing English language learners.

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;

1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;

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;

1.17k the importance of knowing when to integrate technology into instruction and assessment; and

1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

1.9k the importance of designing instruction that reflects the TEKS;

1.20k features of instruction that maximize students' thinking skills;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.22k know materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;

1.23k the benefits of designing instruction that integrates content across disciplines; and

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;

1.27k the characteristics, uses, advantages, and limitations of various assessment method and strategies;

1.28k the role of technology in assessing student learning;

1.29k the benefits of and strategies for promoting student self-assessment;

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.

1.1s plan lessons that reflect an understanding of students' development characteristics and needs;

1.2s adapt lessons to address students' varied backgrounds, skills, interest, and learning needs, including the needs of English language learners,

1.3s use effective approaches to address varied student learning needs and preferences;

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.

1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan 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;

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- 1.10s plan instruction that makes connections within the discipline and across disciplines, and
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13s develop instructional goals and objectives that are able to be assessed;
- 1.14smdevelop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interest; and
- 1.15s develop instructional goals and objectives that reflect different types of student learning and 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
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS
- 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.*

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.
- 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;
- 2.8k the importance of time management for effective classroom functioning;
- 2.9k procedures for managing transitions;
- 2.10k routines and procedures for managing and using materials, supplies, and technology;
- 2.11k non instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and
- 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.
- 2.13k theories and techniques relating to managing and monitoring student behavior;;
- 2.14k appropriate behavior standards and expectations for students at various developmental levels;
- 2.15kthe significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom.
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
- 2.18k appropriate responses to a variety of student behavior and misbehaviors
- 2.19k features and characteristics of physical spaces that are safe and productive for learning;
- 2.20k the benefits and limitations of various arrangements of furniture in the classroom;

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- 2.21k Procedures for ensuring safety in the classroom;
- 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;
- 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
- 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.
- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
- 2.7s organize and manage groups to ensure that students work together cooperatively and productively
- 2.8s schedule activities and manage class time in ways that maximize student learning;
- 2.9s manage transitions to maximize instructional time;
- 2.10s implement routines and procedures for the effective management of materials, supplies and technology;
- 2.11s coordinate the performances of non-instructional duties with instructional activities;
- 2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and
- 2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.
- 2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
- 2.16s encourage students to maintain ethical work standards and monitor their own behavior; and
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.
- 2.18s organize the physical environment to facilitate learning;
- 2.19s create a safe and inclusive classroom environment;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and
- 2.21s respect students' rights and dignity.

***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;
  - 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
  - 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
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- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
  - 3.6k know to present content to students in relevant and meaningful ways;
  - 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;

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- 3.9k strategies and techniques for using instructional groupings to promote student learning;
- 3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.
- 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.
- 3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and written;
- 3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's comments to students:
- 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
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
- 3.7s create lessons with a clearly defined structure around which activities are organized;
- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with student's prior knowledge and experience;
- 3.11s use flexible grouping to promote productive student interactions and enhance learning;
- 3.12s pace lessons appropriately and flexibly in response to student needs;
- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
- 3.14s encourage students' self-motivation and active engagement in learning.
- 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
- 3.16s promote students' ability to use feedback to guide and enhance their learning; and
- 3.17s base feedback on high expectations for student learning.
- 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
- 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*

- 4.1k the importance of families' involvement in their children's education; and
- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.
- 4.3k types of interactions among professionals in a school (e.g. vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

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4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special educational professional);

4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);

4.7k the various ways in which teachers may contribute to their school and district; and

4.8k the value of participating in school activities.

4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;

4.10k the importance of documenting self-assessments;

4.11k characteristics, goals and procedures associated with teacher appraisal; and

4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.

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

4.14k ethical guidelines for educators in Texas (e.g., those related to special education,, students' and families' rights, student discipline, equity, child abuse),

4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

4.16k procedures and requirements for maintaining accurate student records.

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.

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.2s apply procedures for conducting effective parent-teacher conferences;

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;

4.6s engage in collaborative decision making and problem solving with other educators in varied context;

4.7s work productively with supervisors and mentors to address issues to enhance professional skills and knowledge.;

4.8s communicate effectively and appropriately with other educators in varied contexts

4.9s collaborate professionally with other members of the school community to achieve school and district goals;

4.10s participate in decision making, problem solving, and sharing ideas and expertise; and

4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).;

4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);

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.

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## Instructional Methods

This course is based on your performance in your field-based classroom. Seminar attendance is expected as well as on time lesson plans, ILT meetings and response to feedback.

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

Work closely with your mentor and grade level team. Be coachable, flexible and willing to 'jump in'. Work hard on purposeful planning for engaging lessons.

## GRADING

### Grading

- A = 90 - 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = below 60

### ASSESSMENT AND EVALUATION OF INTERNS

Professional Criteria	Proficient (3)	Developing (2)	Needs Improvement (1)	Evidence
<b>Planning</b> 1.1 Standards & Alignment	The resident designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	The resident designs, most lessons to be sequential and reflect best practice; most goals align with standards and are appropriate for most learners.	Lessons where few objectives are aligned and sequenced to the lesson's goal.  Few goals aligned to state content standards.	
1.2 Data & Assessment	The resident uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	The resident uses formal and informal assessments to monitor progress of most students. Utilization of some sources of student data.	The resident uses few formal and informal assessments to monitor student progress.  Utilization of few sources of student data.	
1.3 Knowledge of Students	The resident ensures high levels of learning, social-emotional development and achievement for all students.	The resident ensures most lessons that connect to students' prior knowledge and experiences.	The resident has few lessons that connect to students' prior knowledge and experiences.	
1.4 Activities	The resident plans engaging, flexible lessons that encourage higher-order thinking and achievement.	The resident plans engaging lesson with questions that promote limited, predictable or rote	The resident plans lessons that encourage little to no complex, higher-order thinking.	

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		responses and encourage some complex, higher-order thinking.		
<b>Instruction</b>				
2.1 Achieving Expectations	The resident supports all learners in their pursuit of high levels of academic and social-emotional success.	The resident supports most learners in their pursuit of high levels of academic and social-emotional success.	The resident supports few learners in their pursuit of high levels of academic and social-emotional success.	
2.2 Content Knowledge & Expertise	The resident uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	The resident conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines.	The resident conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines.	
2.3 Communication	The resident clearly and accurately communicates to support persistence, deeper learning and effective effort.	The resident uses verbal and written communication that is generally clear with minor errors of grammar.	The resident uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.	
2.4 Differentiation	The resident differentiates instruction, aligning methods and techniques to diverse student needs.	The resident sometimes provides differentiated instructional methods and content.	The resident rarely provides differentiated instructional methods and content.	
2.5 Monitor & Adjust	The resident formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	The resident sometimes utilizes input from students in order to monitor and adjust instruction and activities.	The resident rarely utilizes input from students in order to monitor and adjust instruction and activities.	
<b>Learning Environment</b>				
3.1 Classroom Environment, Routines, and Procedures	The resident organizes a safe, accessible, and efficient classroom.	The classroom is safe and accessible to most students, but is disorganized and cluttered.	The classroom is unsafe, disorganized and uncomfortable.	
3.2 Managing Student Behavior	The resident establishes, communicates and maintains clear expectations for student behavior.	The resident inconsistently establishes, communicates or maintains clear expectations for student behavior.	The resident rarely establishes, communicates or maintains clear expectations for student behavior.	

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3.3 Classroom Culture	The resident leads a mutually respectful and collaborative class of actively engaged learners.	Students are sometimes disrespectful of each other.	Students are disrespectful of each other and of the teacher.	
<b>Professional Practices and Responsibilities</b>  4.1 Professional Demeanor & Ethics	The resident meets TAMUC and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities. (e.g., Code of Ethics and Standard Practices for Texas Educators). <ul style="list-style-type: none"> <li>• Develops positive, productive relationships with colleagues</li> <li>• Demonstrates initiative and positive attitude in performance of duties and responsibilities</li> </ul> Accepts and implements constructive suggestions for change and growth	The resident behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.  Meets most professional standards (e.g., attendance, professional appearance and behaviors).	The resident fails to meet the Code of Ethics and Standard Practices for Texas Educators.  Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.	
4.2 Goal Setting:	The resident reflects on his/her practices. <ul style="list-style-type: none"> <li>• Sets short and long-term professional goals based on self-assessment, reflections, and mentor/supervisor suggestions</li> </ul> Demonstrates initiative to meet the goals, resulting in improvement in teaching practices and student achievement.	The resident sets short-term goals based on self-assessment.  Meets most professional goals resulting in some visible changes in practice.	The resident sets low or ambiguous goals unrelated to student needs or self-assessment.  Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.	
4.3 Professional Development	The resident enhances the professional community. <ul style="list-style-type: none"> <li>• Demonstrates collaborative practices by participating in all scheduled district and campus professional development activities</li> </ul> Actively participates in pre/post meetings with the Instructional Leadership Team (ILT)	The resident engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.	The resident engages in few professional development activities, professional learning communities or committees to improve professional practice.	

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4.4 School Community Involvement	The resident demonstrates initiative and leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach. Actively participates in extra duties throughout the school (e.g. bus duty, cafeteria duty, field trips, etc.)	The resident contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities.  Communicates school goals to students, parents and families.	The resident contacts parents generally about disciplinary matters.  Attends few required school outreach activities.	
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## 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

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

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

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

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## 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

If you need assistance, clarification or just need to communicate. You can email me through D2L or directly to [amy.corp@tamuc.edu](mailto:amy.corp@tamuc.edu) OR your liaison (field supervisor). On weekdays (M-F 4pm) I usually respond the same day. If you email on the weekend, I will respond on Monday.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### Course Specific Policies:

If you decide not to take the course, you are responsible for dropping the course. Failure to do so will result in an F in the course.

#### 1. Assignment Due Dates

All assignments are due by the date listed on the course outline.

A **30 point deduction** will be applied for each class day that an assignment is turned in past the assignment due date. This course meets once a week.

#### 2. Written Assignments

**All assignments** must be typed in Times Roman 12 pt font, APA format (1 inch margins, and double spaced with a heading). College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the department of literature and languages. They will not assist with spelling. Please make sure someone proofs your paper. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

## 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.

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## **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: \*Any ChatGPT assistance should be captured for lesson planning. Any citations from ChatGPT must be checked and cited if applicable.

[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>

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## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

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

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

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

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

*The syllabus/schedule are subject to change.*

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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

### **COURSE OUTLINE / CALENDAR**

This will be emailed to you before the first class, August 28<sup>th</sup>, 2023.

*The syllabus/schedule are subject to change.*