LIS 550.01W Practicum in a School Library
COURSE SYLLABUS: Spring 2024

Instructor:	Tammy Butler, MLS
Office Hours:	Virtual, daily (email for online appt.)
Preferred Form of Communication:	Email
Communication Response Time:	24 hours
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Texas 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 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

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings Textbook(s) Required: A textbook is not required for this course. We will explore relevant research readings provided by the instructor throughout the semester. Students will conduct research related to areas of focus in this course. However, students might find the optional materials listed below to be helpful resources.

*It is recommended students register and take one practice test within a month of completing Practicum.

Optional Texts and/or Materials

- Crew Manual: A Weeding Manual for Modern Libraries
https://www.tsl.state.tx.us/ld/pubs/crew/index.html
- The School Librarian (#150) TExES Preparation Manual
http://cms.texes-ets.org/files/9913/5722/8134/school_librarian_150.pdf

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- TExES School Librarian (150) Practice Tests by Exam Edge
  https://www.examedge.com/texes/librarian/

Course Description

Open only to graduate students applying for school librarian certification, this course is designed to give the student experiences in organization, administration, selection, classification, cataloging, and reference work in the elementary and secondary school under the supervision of a certified librarian or learning resources specialist.

Prerequisite: completion of the other six core library certification courses and permission of the instructor. Students should contact instructor the semester before enrollment.

NOTE: Approval to take the TExES (#150) will be given only after successful completion of the seven core school librarian certification courses, including this Practicum

Practicum: A grade point average of 3.0 for all core courses is required.

Course Learning Outcomes

This course focuses on Texas Learner Centered School Librarian Standards and Principles Standard(s) 1-6 (TAC 239B) assessed for School Librarian Certification. Activities and assignments provide Practicum field experience related to the functioning of a school library.

Domain I: Teaching, Learning, and the School Library Environment:

Competency 001: (Teaching and Learning in the School Library Program) The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

Domain II: Program Management, Leadership and Connections to the Community

Competency 003: (Library Program Management): The school librarian understands library program management and acquires, organizes and manages resources.

Competency 004: (Library Program Leadership and Connections to the Community): The school librarian exhibits library program leadership and

collaborates within the school and community to promote the success of all students.

Domain III: Librarianship, Information Science, and Technology

Competency 005: (Librarianship and Information Science) The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate, and use information to solve problems and to encourage lifelong reading and learning.

Competency 006: (Information Access and Technology) The school librarian uses and integrates technology, telecommunications, and information systems to enrich the curriculum, enhance learning, and promote the success of the school community.

Student Learning Outcomes
1. The student will observe and work in libraries at the elementary, middle school, or high school level.
2. The student will demonstrate knowledge of and the ability to perform tasks related to the Texas School Librarian Standards by completing assignments developed by the instructor.
3. The student will submit weekly reflective documents describing activities performed in a school library.
4. The student will demonstrate proficiency in the application of Texas School Librarian Standards & Principles by completing related practice assignments including three observations for self-evaluation.
5. The student will document the performance of tasks necessary for the functioning of a school library, fulfilling the SBEC-required 160 hours of field experience.

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COURSE REQUIREMENTS

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Practicum Site and Mentor Librarian:
The emphasis in this course is for the Practicum student to gain experience working directly with students, teachers, and administrators in a library on library-related activities. Approved by the course's instructor, each student will work directly under the supervision of a certified campus librarian who has at least 3 years' experience working in a public school library. Practicum students who are already performing the duties of a campus librarian must follow the same guidelines as students who are still in the classroom.

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A partnership between the Practicum student and a veteran librarian will be formed, and plans will be made for the Practicum student to accumulate 160 hours gaining professional-level experience, not clerical experience. The Mentor librarian will help decide how best to accomplish each of the components of this course. She/he will help plan activities specific to the situation, will discuss each one of the Standards and Principles before and after the related activity is completed. The instructor will contact the mentor or library supervisor in order to request his/her impression of the quality of the Practicum student's work. The mentor librarian will make a 'recommendation for certification' to be submitted at the end of the semester.

Caution: The Practicum course focuses on professional activities, not clerical activities. The amount of Practicum time that can be accumulated for clerical work such as shelving books, repairing spine labels, putting protective covering on books, reinforcing binding, reading shelves, and circulation routines such as checking in/out and handling overdue books will be limited to no more than 4 hours during the entire semester. Of course, you can do clerical jobs to help your supervising librarian, but they cannot be counted toward Practicum hours.

A rule of thumb, any job that requires a high school diploma or less is considered clerical. Aides should not be selecting books; you should not be shelving books. Also reading stories to students is a very low level of professional activity unless there is a direct correlation to a library or media skill or to a TEKS Objective specific to that grade level and one that you will teach to the students. When in doubt, ask your course Instructor in advance.

Instructional Methods:
This course is made up of a series of assignments, assessments, and interactions (student-content, peer-to-peer, student-to-teacher) to assist in achieving course learning objectives/outcomes. To accomplish each week the student will work on various combinations of activities, readings, discussions, research, etc. The instructor will provide three observations (virtual) with detailed feedback to guide and document students in their practicum coursework.

Students are required to create, teach, and evaluate three lesson plans, and submit the recorded lessons to instructor/field supervisor (three observations) for self-evaluation (i.e., the SLB Observation Instrument). Students must sign, date, share with and obtain mentor librarians signature on observations plus time activity/log.

These documents will be part of the student's official TEA file in the Educator Certification Office. All assignments are due on specific dates, and overdue work will be subject to penalties.

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Time Activity Log– 10%
Each student will set up and use a shared spreadsheet (Google sheet recommended) to track the hours they spend in the library along with the activities/functions they performed during that time. This document will be shared with the mentor librarian and with the course instructor(s). This document will also become part of the student's official file and may be audited by representatives from SBEC. It is imperative that this document be honest, accurate, and thorough.

Students will obtain comments/feedback on the library activities they engage with in their log to mark their progress in Practicum. These will be from their mentor librarian weekly/bi-weekly throughout the semester. Of which at least "three" must be given by the instructor in the time frame of second week, seventh week, and the final week. Student's will record their hours and keep a running total and indicate total number of hours earned. Students must obtain mentor-librarians' final signature, sign, date, and turn in Time Activity/Log(s) to the course instructor at the end of the semester.

Discussions – 25%
Engaging in dialogue with other students to discover critical issues in the field and questions related to the course topic is a component of this course. Discussions might relate to assigned readings or to questions arising from work in school libraries. A typical discussion requires following the guidelines to construct initial response, followed by 3-4 responses to other students' posts. Prompts will be available well in advance of the deadline; please post on time so that others may respond to your post.

Program Evaluation Reports – 25%
During the first half of the semester, students will prepare written, well-documented evaluations of the programs in the practicum library using the Texas Learner Centered Standards and Principles For School Librarians. This is <u>not</u> an evaluation of the School Librarian; it is an evaluation of the school library program. The student will consult the mentor librarian and other school and library staff in collecting detailed information regarding the library programs in order to evaluate them. Students will prepare an evaluation report for each of the 6 standards: one each week during weeks 2-7 and receive feedback from the instructor on each.

Students will create an evaluation report dashboard to summarize evaluations, consult with mentor-librarian, and post a brief description of their capstone project(s) proposal. The instructor will provide feedback after which students must sign, date and submit Evaluation Report(s) Dashboard/Instructor Feedback

by specific date during the semester (see course schedule in syllabus).

*Evaluation Report(s) Dashboard/Instructor Feedback to include students' signature or initials before instructor signs off.

Field Observations and Lesson Plan Videos –Students will be required to create, teach and submit three lesson videos following guidelines provided. They will be evaluated by a field supervisor. They will meet through asynchronous methods during the semester (1/3, 2/3, and at the end) to complete three observation evaluations these must be signed and turned in by due date given. OBSERVATIONS ARE TIME SENSITIVE AND MUST BE COMPLETED BY DUE DATE - NO LATE SUBMISSIONS WILL BE ACCEPTED. ALL STUDENTS MUST COMPLETE FIELD OBSERVATIONS TO SUCCESSFULLY PASS PRACTICUM.

*Timely and prompt communication is required to resolve difficulties in completing observations; that also holds for all work in Practicum.

Case Study Analysis/Self-Assessment Practice Units – 15%
To develop an understanding of the issues/problems that typically arise in a school library, students will respond to four case studies and present potential solutions and consequences. Case study analysis will involve teamwork in small groups. In addition students will complete short self-assessments practice units to demonstrate proficiency in knowledge and skills of Texas Learner Centered Standards and Principles for School Librarians. The multiple-choice format of self-assessment units are similar to questions on the TExES exam #150.

Self-assessment practice unit score(s) are not counted towards a grade BUT do count towards the grade for in class participation. The instructor will provide feedback on each student's mastery of these foundational standards.

Capstone Project(s) – 25%
On completing the program evaluation reports and consultation(s) with mentor advisor to identify a project or project(s) to improve the library program. The student will develop the proposed capstone project(s). This project(s) should address standards and/or principles that show opportunities for improvement from results of the evaluation reports conducted in weeks 1-6. The number of "projects" will depend on the number of Standards addressed. This assignment requires that students address at least 3 standards and more than 1 principle for each standard (either in one project, or individual projects that address different standards). *It is recommended that planning and teaching a library lesson with evaluation and assessment of learning outcomes be part of any one project(s). After peer review the instructor will provide final feedback after which the student must sign, date, and submit Final Capstone Project(s)/Instructor Feedback. Students will make

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recommended changes and submit their Final Capstone project(s) for review in the last week of practicum.

*Final Capstone Project(s)/Instructor Feedback to include student signature or initials before instructor signs off.

Student Responsibilities or Tips for Success in the Course
Logging In: It is very important to login to class at least 2-3 times each week to: (1) check for announcements, (2) review assignments, (3) check the Schedule of Assignments, and (4) communicate as needed with your instructor and class members. It is also imperative that students regularly check their leomail. Any emails sent from within the course (by instructors or peers) will go to the leomail address.

Time and File Management: Keeping the required Time/Activity Log updated regularly is more than 5 days go by without updating the log, it's easy to forget what you've done and how much time you've spent doing it. Managing digital files is also critically important. Items in the course are organized by the timeline of the course, not by topic. If you typically have difficulty finding something in a course in weeks or units after it was introduced, it's up to you to find, save, and organize that info in a way that works for you. It is also imperative that you backup your digital files. We do not excuse assignments and/or deadlines missed due to data loss from hard drive crashes or lost storage devices. Educational Technologists and Information Scientists routinely backup their data. They experience crashes and misplaced storage devices just like everyone else but they do not lose data to such mishaps. They plan for it ahead of time. Make sure you do, too.

Relationships with Others: Throughout this course and your career as an educator and librarian, developing and maintaining working relationships with others is a must. You will often find yourself having to work with others who you don't particularly like or respect; nevertheless, you must learn how to work with others that you don't necessarily like and treat others with respect whether you believe they deserve it or not. It is likely that you will encounter a conflict with others in this course: either someone at your practicum library or a fellow student in the class. Your very first point of contact in any conflict is with the person with whom you have the conflict—not the instructor. That's not to say, you can't make the instructor aware of the conflict. It's simply to convey that you must make an effort to resolve the conflict first. If you find that your efforts to resolve it have not worked, contact the instructor describing all of the steps that you have taken thus far along with what result (if any) has occurred at each step. You may find it helpful to copy the person with whom you are having a dispute when you do so.

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GRADING

Grades will be determined using evaluation rubrics and weighted as indicated in the table below. Rubrics will be posted in D2L with each assignment description. You are responsible for reviewing the rubrics and raising questions or concerns about them prior to submitting an assignment.

Activity	Weight	Course Grades
Time/Activity Log	10%	A 90-100%
Discussions Posts & Response	25%	B 80-89%
Program Evaluation Reports	25%	C 70-79%
Case Study/Self-Assessment Units	15%	D 60-69%
Capstone Project(s)	25%	F 59% or less

*Lesson Plan Videos (3 submissions mandatory) TEA Required

NOTE: It is important to keep up with assignments, especially in the online environment. Check leomail/email daily. Written work that contains plagiarism will receive a zero.

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

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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, 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® ChromeTM	Latest	N/A

Table and Mobile Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)	
AndroidTM	Android 4.4+	Chrome	Latest

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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, D2Lsupports 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:
  o 512 MB of RAM, 1 GB or more preferred
  o Broadband connection required courses are heavily video intensive
  o 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

● Depending on your course, you might also need a:
  o Webcam
  o Microphone

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- 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

- Current anti-virus software must be installed and kept up to date.

The following are basic requirements for this course:
  - o Access to a personal computer with word processing software and web browser
  - o Ability to do basic word processing and web navigation
  - o Internet access

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.

Running the browser check will ensure your Internet browser is supported.
  - o Pop-ups are allowed.
  - o JavaScript is enabled.
  - o 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:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/

- 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

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can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

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

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

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**.

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

Interaction with Instructor Statement
The instructor will be online daily. Place general course questions in my Virtual Office. For personal questions, please send me an email (anjum.najmi@tamuc.edu). Questions will be answered within 24 hours on weekdays.

COURSE PROCEDURES/POLICIES

Course Specific Procedures/Policies

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Class attendance and/or participation is most important to a student's education. There are numerous elements that go into class participation:

a. Regular attendance or logging in to class.
b. Checking leomail/email daily.
c. Timely contributions to class discussion.
d. Reading assigned work and completing course assignments by the due dates.
e. Polite and civil interactions with all members of the class and the staff/students in the practicum library.
f. Checking LeoMail for messages in order to not miss time sensitive information.

*Recovering lost course content or assignment information is the responsibility of the student.

Assignment Policy:
1. All assignments (unless otherwise specified) are placed in the dropbox under the correct unit number. Assignments graded in the drop box are automatically posted in the grade book.
2. Font should be black and Times New Roman, 12 point.
3. The filename for each assignment should start with your last name, followed by the unit number and the name of the assignment, e.g.: smith1bookreview.docx

A NOTE ABOUT DISCUSSIONS—For full credit, you must follow the guidelines given to construct your initial discussion post in response to the question followed by 3-4 replies to classmates' posts by the due date.

Citizenship: All students enrolled in 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). https://inside.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Courtesy: It is my belief that if we call ourselves professionals, then we should act accordingly. I would ask you to keep this in mind as you participate in class. Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Late Work: All assignments are due by midnight of the last day of the unit assigned, with a few exceptions, which will be noted.

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in

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the TAMU-C Catalog, "students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

The instructor will be online daily. Place general course questions in my Virtual Office. For personal questions, please send me an email (anjum.najmi@tamuc.edu). Questions will be answered within 24 hours on weekdays.

Academic Honesty: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of **academic dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), 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.

All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism.

Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with current APA style.

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements

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and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, **students are fully responsible for the content of any assignment they submit,** regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Scholarly Expectations:
Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback (if applicable) of their work prior to submitting it for a grade.

Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Dropping the Class: At times we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades: Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F

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.

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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/student
Guid ebook.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

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/rulesProc
edure s/13stude nts/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:

Graduate Student Academic Dishonesty 13.99.99.R0.10
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesproced
ures/13students/graduate/13.99.99.R0.10.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

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Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
https://www.tamuc.edu/student-disability-services/

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.
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesprocedures/34safetyofemployeesandstudents/34.06.02.r1.pdf

FAQs:
https://inside.tamuc.edu/aboutus/CampusCarry/FAQs.aspx

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

COURSE OUTLINE / CALENDAR

** Course schedule will be available in D2L first day of class

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ETEC ePORTFOLIO FOR MS/MEd IN EDUCATIONAL TECHNOLOGY

Students pursuing the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation as it will benefit the student in obtaining a position in Library or Media Services. They should view the eportfolio guidelines and expectations' under eportfolios tab on the orientation webpage.

Beginning in 2014-15 academic year, an electronic portfolio will be a program requirement to graduate with the MS/Med in ETLS. However, this requirement does not pertain to students taking ETEC courses as an **elective** for other programs, including those pursuing only the School Library Certification who already have earned a master's degree.

Many courses in ETEC and LIS program have identified artifact(s) that should be included in the e-portfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches.

In courses where recommended artifacts are not identified, it is the student's responsibility to *collect* artifacts throughout the course and appropriately *select* which artifacts to include in the e-portfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree.

For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC e-portfolio.

For LIS 550, the required artifacts are:
- Capstone Project
- Case Study (1, 2, & 3)
- Lesson Plan Videos and Observation(s) (1, 2, & 3)

Newly admitted majors in the program should contact Dr. Anjum Najmi, Coordinator of the ETLS program for more information on how to get started with the ETEC e-portfolio. If you plan to major in the program, but have not yet applied you are strongly encouraged to do so as soon as possible.

Please contact anjum.najmi@tamuc.edu for more information about the program's e-portfolio requirements.

Texas A&M University-Commerce enhances civility and collegiality of administrators,

Syllabus/schedule are subject to change, first day of class check for updates

faculty, staff, students, and guests through intentional acts of respect, trust, self-accountability, and collaboration. We recognize our strength is found in togetherness as we commit to kindness through one-on-one communication, fostering a healthy environment of conflict resolution and teamwork. The university is also committed to incorporating the tenets of civility in ways that do not silence traditionally marginalized voices.

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