ELED 443: Creating Effective Learning Environments in Culturally Diverse Field-Based Settings
ELED 452: Student Teaching and Field Based Student Teaching

COURSE SYLLABUS: Spring 2023

INSTRUCTOR INFORMATION

Instructors: Ms. Michele Anderson, Center Coordinator
Dr. Lindsay Morgan

Office Location: Navarro Campus
Office Hours: by appointment
Preferred Form of Communication: Email, virtual meeting,
Communication Response Time: 24 hours- Monday- Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s): No required textbooks for this course
***Field-Based Teacher Education Program Handbook* [revised fall 2022]**

Software Required:

Tk20: You will be using Tk20, a comprehensive data management system to upload key artifacts related to teacher certification.
On-line TExES Resources: T-Cert, 240 Tutoring or Certify Teacher – (invitations through email)
D2L – university LMS system – navigate and check for announcements
Google Classroom – used to demonstrate technology used by public school partners

Additional Readings and Web Resources

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

Website: The Iris Center, Vanderbilt University: https://iris.peabody.vanderbilt.edu
Website: High Leverage Practices: https://highleveragepractices.org/
Website: PBIS strategies https://www.pbis.org/
Website: Conscious Discipline https://consciousdiscipline.com/
Website: Harry Wong publications: Effective Teaching https://www.effectiveteaching.com/
Website: Teacher Vision https://www.teachervision.com/teaching-strategies/classroom-management
Website: Teach Like a Champion - https://teachlikeachampion.com/books/teach-like-champion-2-0/transition-guide/new-revised-techniques/
Youtube: https://www.youtube.com/playlist?list=PLc7qiAsR5B_Q1VVMlUrBZ6_axwsfGHNe7

The *syllabus/schedule are subject to change.*

Website: Kagan Online Magazine: https://www.kaganonline.com/online_magazine/

Course Description

Resident Seminar Course Work: Internship seminar is taught in an integrated manner during seminar sessions by Center Faculty and includes these courses: ELED 443, 452.

Individual Course Descriptions:

ELED 443 - Creating Effective Learning Environments in Culturally Diverse Field-Based Settings

Hours: 3

A field-based course in which prospective teachers develop & improve the skill of creating inclusive classroom environments, curriculum, space and time, and supporting student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability to support cognitive and affective learning by creating a learning environment the promotes students' cultural competence and critical consciousness. Candidates work alongside experienced public school teachers in their elementary and/or middle school classrooms. Prerequisites: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency. (Tech Standards: 2.8s, 4.9s-4.11s, 5.3k, 5.3s, 6.1k, 6.2k, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s-6.21s, 7.1k, 7.2k, 7.11s, 7.14s; PPR Standards 1.1k-1.6k, 1.9k, 1.19k-1.29k, 1.1s-1.29s, 2.2k, 2.4k, 2.5k, 2.8k, 2.11k, 2.12k, 2.4s-2.16s, 3.1k-3.16k, 3.1s-3.20s, 4.3k-4.7k, 4.9k-4.18k, 4.1s-4.19s)

ELED 452 - Student Teaching in Field-Based Teacher Education Programs

Hours: 3-9

Student Teaching in Field-Based Teacher Education Programs. Six semester hours. This is a course requiring observation, participation, and direct teaching for residents enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency. Prerequisites: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency". (Tech Standards: 2.8s, 4.9s-4.11s, 5.3k, 5.3s, 6.1k, 6.2k, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s-6.21s, 7.1k, 7.2k, 7.11s, 7.14s; PPR Standards 1.1k-1.6k, 1.9k, 1.19k-1.29k, 1.1s-1.29s, 2.2k, 2.4k, 2.5k, 2.8k, 2.11k, 2.12k, 2.4s-2.16s, 3.1k-3.16k, 3.1s-3.20s, 4.3k-4.7k, 4.9k-4.18k, 4.1s-4.19s)

All courses are taught in an integrated manner during seminar by Center Faculty and include ELED 443 and ELED 452.

Student Learning Outcomes

The Learner Will:

1. Demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
2. Work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
3. Exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

The *syllabus/schedule are subject to change.*

4. Interact with students in a respectful way at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
5. Use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
6. Consistently hold oneself to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct oneself ethically and with integrity.

COURSE REQUIREMENTS

Required Seminar Courses: ELED 443, ELED 452

1. *Attendance*— on time—at ***all*** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Actively participate and collaborate in seminar and field based settings.
3. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
4. Reflection of informal observations, reflections, and/or writing-to-learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
5. Three formal classroom lesson observations using the pop cycle that are approved and evaluated by the Field Supervisor.
6. Informal walkthrough observations evaluated by the field supervisor and cooperating teacher.
7. Participate in formal and informal Instructional Leadership Team (ILT) meetings. Performance evaluations at Mid-Term and Final ILT meetings.
8. Must pass required Certification Exams applicable to your certification area to acquire teacher certification.
9. Must pass TExES Certification Exam to enter Residency/Clinical Teaching. ***(All sections of the EC-6 CORE exam or 4-8 Content Area passed by the end of the Internship semester)***
10. Check degree evaluation in Degree Works for accuracy.
11. Demonstrate dispositions for teaching as outlined by TAMU-C.
12. Upload assignments/artifacts in TK20 by the deadline.

Instructional Methods

This course utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field. Seminars will be held bi-monthly and use an integrated approach to connect learning and experiences.

The purpose of residency within the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of residency is also twofold as it addresses performance in both field based and seminar settings.

The ***instructional leadership team*** is the primary decision making team that is coordinated by the cooperating teacher(s) and field supervisor with input from the interns, and principals. Most decisions about the activities and experiences each resident will have are determined by the *ILT* through discussion and consensus. The ILTs are usually composed of at least one cooperating teacher, a resident, and field supervisor.

The resident's responsibilities should include:

1. understand the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. understand the cooperating teacher's yearly curricular and instructional goals;
5. become familiar with the content objectives, and curriculum in order to utilize them for planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and
   the teaching profession;
9. participate in the planning process including attending planning meetings;
10. assist the cooperating teacher in planning, developing, and preparing materials;
11. implement classroom instructional and discipline management plan;
12. supervise student performance and working with individual students;
13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. assume other responsibilities based upon ILT recommendations.

Professionalism:

Student Learning Outcomes: 1-6 (see Student Learning Outcomes)
Assessment Method: Determined by the Instructional Leadership Team, Professionalism, self-assessment, and lesson evaluations

- Attendance and being on time at **ALL** university seminars, assigned campus days, school/university meetings, and field based staff development. You are ***required*** to contact your field supervisor and cooperating teacher if you will be missing your assigned campus day or seminar. Your grade could be impacted if you are absent or tardy (see performance evaluation for details).

- Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in, and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during seminar, on assignments, and in the field (see performance evaluation for details).

Lesson Plans and Evaluation:

Learning Outcomes: 1-6 (see Student Learning Outcomes)
Assessment Method: Documentation through lesson plans, evaluations, observations (Cooperating Teacher/Field Supervisor)

- Teacher Candidates will participate in three full POP Cycle performance assessments – pre-conference, observation, and post-conference. The POP Cycle observation will be evaluated from your field supervisor. Prior to the pre-conference, you will provide your

field supervisor with the lesson plan at least 48 hours in advance. You will discuss the components of the lesson plan with your field supervisor at the pre-conference. At the post conference with your field supervisor you will share your reflections and receive feedback from your field supervisor.

- Teacher Candidates will create a pre-assessment, collect and analyze data prior to the lesson observation and plan for support and extension activities based on data. Teacher candidates will review post assessment data after the lesson implementation and plan for a re-teach or support for students that did not meet the objective.

- Informal walkthrough observations evaluated by the field supervisor and cooperating teacher.

- Midterm Evaluation covering experiences from field and seminar as completed by the ILT. (see performance evaluation for details)

- Final Evaluation covering experiences in the field and seminar as completed by the ILT. (see performance evaluation for details)

Student Responsibilities or Tips for Success in the Course

Teacher Candidates are expected to:

- Report to their assigned school for teaching responsibilities. During the resident semester, EC-6 and 4-8 traditional Teacher Candidates will participate in residency for a total of five days per week. Teacher Candidates will be in the field for the contract hours for teachers in that district. Teacher Candidates are expected to follow the check in procedures of the school. PARA teacher candidates will participate in residency activities for 20 instructional hours per week.
- Participate in all activities in the school and the district, and to take part in after-school programs, special programs, PTA meetings, faculty meetings, and any other activities of the school as much as the Teacher Candidates are able.
- Follow the academic calendar of the assigned public-school district. Any changes or exceptions to this will be noted by the Center Coordinator.
- It is expected that Teacher Candidates will be present and on time to their assigned campus except in cases of serious illness or other extenuating circumstances. In those instances, the Teacher Candidate must contact the Cooperating Teacher and Field Supervisor no later than the morning of the necessary absence AND prior to the required arrival time at the campus.
- Excessive absences that interfere with the successful completion of residency may require you to be placed on a growth plan and/or dismissed from the program. Decisions regarding extenuating circumstances will be made in coordination between the TC, Cooperating Teacher, Field-Supervisor and Center Coordinator on a case-by-case basis.
- Notify your Field Supervisor anytime there is a change in plans due to early dismissal, assembly program, PTA meetings, unscheduled holidays, or any unforeseen event. Field Supervisors occasionally stop by unannounced and must always know where Teacher Candidates will be.

GRADING

Grading will reflect a combination of seminar and field work. ***Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.***

The following holistic scoring will be utilized:

The *syllabus/schedule are subject to change.*

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date

B (80 – 89%) = Developing. Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date

C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

D (less than 70%) = Not recommended for teacher certification

Grading (Determined by criteria shared below)

Performance Evaluation

Field Performance Evaluation

Texas A&M University-Commerce

This is a communication piece to be used by the ILT (teacher candidate, cooperating teacher, and field supervisor) as growth is assessed at mid-term, end of semester and may also be used at any time for communication/coaching purposes. The ILT should set another conference if the progress report indicates a need for a growth plan.

Intern/Resident:	**District/School:**
Field Supervisor:	**Cooperating Teacher:**

Indicators	**Mid-term ILT**		**Final ILT**	
Rating scale: 3 = Making Adequate Progress 2 = Needs Refinement 1= Unacceptable	Intern/ Resident Rating 1,2 3	CT Rating 1,2 3	Intern/ Resident Rating 1,2 3	CT Rating 1,2 3
Domain I – Planning & Domain II - Instruction				
1. Prepares clear, well-organized, sequential lesson plans appropriate for diverse learners.	1 2 3	1 2 3	1 2 3	1 2 3
2. States purpose, objectives, and procedures for lesson	1 2 3	1 2 3	1 2 3	1 2 3
3. Uses appropriate and accurate oral and written communication	1 2 3	1 2 3	1 2 3	1 2 3
4. Differentiates instruction to address individual needs	1 2 3	1 2 3	1 2 3	1 2 3
5. Keeps students on task/actively engaged	1 2 3	1 2 3	1 2 3	1 2 3
6. Persists with lesson until most students demonstrate mastery of the objective	1 2 3	1 2 3	1 2 3	1 2 3
7. Checks for understanding through probing and critical thinking questioning strategies	1 2 3	1 2 3	1 2 3	1 2 3
Domain III – Learning Environment				
8. Reinforces appropriate behavior and academic choices	1 2 3	1 2 3	1 2 3	1 2 3
9. Maintains a safe, accessible and efficient classroom	1 2 3	1 2 3	1 2 3	1 2 3
10. Is dependable/reliable/punctual/abides by school operation schedule	1 2 3	1 2 3	1 2 3	1 2 3
11.Takes initiative in performing tasks	1 2 3	1 2 3	1 2 3	1 2 3
12. Adapts to new situations and challenges with a positive attitude	1 2 3	1 2 3	1 2 3	1 2 3
13. Is receptive to suggestions/coachable	1 2 3	1 2 3	1 2 3	1 2 3
14. Prepares clear, well-organized, sequential lesson plans appropriate for diverse learners	1 2 3	1 2 3	1 2 3	1 2 3
15. Establishes, communicates and maintains clear expectations for student behavior	1 2 3	1 2 3	1 2 3	1 2 3
16. Lead a mutually respectful and collaborative class of actively engaged learners	1 2 3	1 2 3	1 2 3	1 2 3
17. Displays adequate content knowledge	1 2 3	1 2 3	1 2 3	1 2 3
Domain IV – Professional Practices and Responsibilities				
18. Behaves in accordance with the Code of Ethics and standard practices for Texas.	1 2 3	1 2 3	1 2 3	1 2 3
19. Models all professional standards (attendance, communication, professional appearance and behaviors)	1 2 3	1 2 3	1 2 3	1 2 3
20. Adapts to new situations and challenges with a positive attitude.	1 2 3	1 2 3	1 2 3	1 2 3
21. Works cooperatively with students, teachers, staff and supervisor.	1 2 3	1 2 3	1 2 3	1 2 3
22. Is discreet with confidential information.	1 2 3	1 2 3	1 2 3	1 2 3
23. Takes initiative in performing tasks.	1 2 3	1 2 3	1 2 3	1 2 3
24. Is receptive to suggestions and follows through with implementation.	1 2 3	1 2 3	1 2 3	1 2 3
25. Sets & meets short-term goals based on self-assessment, reflection and supervisor feedback	1 2 3	1 2 3	1 2 3	1 2 3

Evidence/Comments:

May 2022

The *syllabus/schedule are subject to change.*

MID-TERM ILT evidence/ comments:

STUDENT GOALS - Include 2 steps the student will take to reach each goal.
Goal:

1)

2)

Teacher Candidate Signature _____ Date _____

Cooperating Teacher Signature _____ Field Supervisor Signature _____

Growth Plan Needed: Yes No

FINAL ILT evidence/ comments:

STUDENT GOALS - Include 2 steps the student will take to reach each goal.
Goal:

1)

2)

Teacher Candidate Signature _____ Date _____

Cooperating Teacher Signature _____ Field Supervisor Signature _____

Growth Plan Needed: Yes No

Final assessed grade will then be translated into courses for internship:

ELED 443: Creating Effective Learning Environments in Culturally Diverse Field-Based Settings
ELED 452: Student Teaching and Field Based Student Teaching

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

The *syllabus/schedule are subject to change.*

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, 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:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer

The *syllabus/schedule are subject to change.*

- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

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

Running the browser check will ensure your internet browser is supported.
Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

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

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

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.

The *syllabus/schedule are subject to change.*

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

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

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

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.

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: 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/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

The *syllabus/schedule are subject to change.*

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 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.

The *syllabus/schedule are subject to change.*

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.

COURSE OUTLINE / CALENDAR

Seminar and Field-based calendar will be provided by your Center Coordinator.

Seminar Calendar

The *syllabus/schedule are subject to change.*