



## EAST TEXAS A&M UNIVERSITY

### ART 1301 02W/Art Appreciation Fall 2025

#### INSTRUCTOR INFORMATION

Instructor Dr. Beatriz Galuban

Office Location: Office Room 211 in Art Building

Office Hours: Mondays 11:00-12:00 on Zoom or scheduled appointment

Office Phone: 903-886-5208 -Commerce Campus

Office Fax: N/A

University Email Address: Beatriz.Galuban@etamu.edu

Preferred Form of Communication: D2L email only.

Communication Response Time: Mon-Thurs- 24 hours

#### COURSE INFORMATION

##### **Textbook Required:**

Sachant, Pamela J., ed. Introduction to Art: Design, Context, and Meaning. Dahlonega, GA: University of North Georgia Press, 2016.

**The book is free and available to read online:** <https://web.ung.edu/media/university-press/Introduction%20to%20Art-082817.pdf?t=1510261341891>

##### **Online Articles:**

Online reading materials from sources such as smart art history and museum websites are available and linked in D2L content modules.

##### **Videos:**

Videos linked to or embed in D2L portal provide in-depth looks at specific artists and/or artworks relevant to each module topic. Most videos are 3-5 minutes in length.

## **COURSE DESCRIPTION**

This course examines the relationships between the visual arts and other expressions of human imagination and invention. Special attention is given to parallel developments in the histories of ideas, technology, and art.

## **COURSE OBJECTIVES** *Student Learning Outcomes*

### **Upon completion of this course, students will:**

1. Gain an understanding of art terminology, the elements of art, and the principles of design.  
*Methods for assessing this expected outcome: Written assessment, quizzes, test and discussion.*
2. Gain an understanding of the processes and materials used in the production of various works of art. *Methods for assessing this expected outcome: written discussion, quizzes.*
3. Gain an understanding of the visual arts as an expression of human insight, imagination, and technological achievement.  
*Methods for assessing this expected outcome: written assessment, quiz, discussion.*
4. Learn how to critically interpret and evaluate works of art.  
*Methods for assessing this expected outcome: exhibition written assessment and exhibition assignment.*
5. Learn the ways in which art reflects or communicates social, political, ideological, and religious values and constructions.  
*Methods for assessing this expected outcome: written discussions, quiz.*
6. Explain and differentiate creative works as expressions of values within cultural and historical contexts.  
*Methods for assessing this expected outcome: written assessment, quiz and exhibition assignment.*
7. Learn to recognize the interconnections between art and other expressions of human activity, such as literature, science, economics, music, and theatre.  
*Methods for assessing this expected outcome: written assessment, quiz, discussion.*

### **Minimal Technical Skills Needed**

Using D2L Bright space learning management system, Microsoft Word, Microsoft PowerPoint.

### **Course Instruction Methods and Student Expectations:**

This course will require both reading material located in the D2L classroom, weekly reading assignments from the course textbook, and viewing of online videos. Assignments will include writing assignments, creative projects, and quizzes.

## COURSE REQUIREMENTS

### Grading

Final grades in this course will be based on the following scale:

**A = 90%-100%**

**B = 80%-89%**

**C = 70%-79%**

**D = 60%-69%**

**F = 59% or below**

### Assessments

4% **Syllabus Quiz** (Extra credit) Due **Monday, Sept. 15<sup>th</sup>**

20% **Two Online Discussions (each 10%)** Due **Sept. 12<sup>th</sup> and Dec. 9<sup>th</sup>**

4% **Module 4 Quiz** Due on **Friday, Sept. 19<sup>th</sup>**

16% **Test #1** Due on **Friday, Oct. 3<sup>rd</sup>**

4% **Module 8 Quiz** Due on **Friday, Oct. 17<sup>th</sup>**

16% **Test #2** Due on **Friday, Oct. 31<sup>st</sup>**

4% **Module 12 Quiz** Due on **Friday, Nov. 14<sup>th</sup>**

20% **Museum Tour Assignment** Due **Friday, Nov. 21<sup>st</sup>**

16% **Test #3** Due on **Friday, Dec. 5<sup>th</sup>**

The Online Discussions: **What is Art for? AND What is the purpose of public art?**

In the first few modules in the course, you'll explore different definitions of art and how these definitions have changed throughout centuries. You'll also explore varying opinions from curators, artists and academics who have thought about the significance or purpose of art throughout time periods and cultures. As you make your way through the module videos and chapters, consider what you believe about art and its purpose in society. Do you believe art is merely aesthetic or meant to be beautiful? Should art serve a function or purpose for people in a community? (For example, the difference between an ancient vessel for drawing water vs an abstract sculpture in a museum). Who gets to decide what art is and what it looks like? Critically consider these questions as you answer the discussion prompt located on D2L.

**This discussion is due on D2L by September 12<sup>th</sup>.**

### **Helpful readings/videos to get started:**

Chapter 1 from the textbook, specifically "1.6. Why do we make art?" lined in Week 1.  
"What is Art For" video linked in Week 1.

The second discussion (which you'll complete later in the semester) asks you to consider the meaning and historical/social significance of public art. For this discussion you are asked to go through the last module in the course and choose one of the videos or reading to discuss. Consider what message and work of arts were analyzed and discussed in the video. What did you learn about public sculpture and monuments? How does the work of art or the idea of public sculpture reflect the social, political and cultural contexts?

**This discussion is due on D2L by December 9<sup>th</sup>.**

### Quizzes and Tests

This course has 3 major tests which are made up of material covered over 3 or 4 modules. These tests are worth 16% each and together they make up almost 50% of your grade in the class. All tests are comprised of multiple choice, true/false and fill in the blank questions. Because we are covering an array of material this semester across many time periods, regions and contexts, each module is divided into a broad or theme or topic. Quizzes address a single module's content only and are made up of less than 10 multiple choice questions. There are quizzes for only three modules in the entire course (modules 4, 8 and 12). Quizzes are a way to test your knowledge of the readings/videos and to practice before one of the three major tests. Each quiz is worth 4% and together make up about 12% of your overall grade. Quizzes are due at the end of the week (on Fridays) and are meant to be taken open book with notes you took/worked during the week. Quizzes and tests are open from 8:00 until 11:59PM and students have until the end of the day to complete.

**(please see late work policy for specifics of missed/late tests and assignments)**

### The Museum Exhibition Assignment

Imagine that you are a museum curator or educator and you've been tasked with putting together a museum exhibition or tour of different works of art. For this assignment you will develop a thematic museum tour with 5 works of art (3 of which must not be featured in the content modules for the course). Your museum tour must include an introduction paragraph explaining the theme of your tour and why you've chosen objects/works of art. For each stop and work of art in your tour, you must include the title of the piece, the medium, and a brief 100-word description of what the work is about and why it is featured in your tour. The template for this assignment is located on D2L along with other instructions.

### **Getting Started:**

1. Think through some of the works of art and concepts you've explored in this course so far. What works of art stood out to you throughout the semester?
2. Is there a particular topic that interests you (for example, if you are an engineering major, maybe the intersection of math and art is interesting to you?)
3. Once you decide on a theme for the exhibition, start looking for works of art that illustrate this theme. You can do this by searching museum collections using artists or key words (i.e., *patterns* or *food*) ARTSTOR is a great resource for finding high-quality images!
4. Make sure your assignment has an introduction paragraph that explains your theme, 5 works of art that are relevant to the theme, each work possesses a title, artist, media and dimensions. Each work of art has a 100-word description.
5. MAKE sure to include citations in proper Chicago Style formatting!

### **COURSE POLICIES:**

**Attendance:** The course takes place fully online. We will NOT meet via Zoom or in-person this semester. There is no attendance grade assigned, however, it is important that you stay on track with assigned readings/videos each week. Please consult the syllabus and the content page on D2L for a full schedule and due dates. It is expected that students will log in to the course each week and complete required reading/material.

**Academic dishonesty:** *Instructors are required use of Turnitin.com for written assessment to help with plagiarism.*

There is zero tolerance for academic dishonesty in this class. Be sure that you understand what constitutes academic dishonesty (e.g., plagiarism, cheating on exams, theft of instructional material or exams, representing the work of someone else as one's own, etc.). Academic dishonesty is a severe transgression in college and may result in referral to the Dean of Students, dismissal from class, expulsion from the University, and a failing grade.

### **Interaction with Instructor Statement**

If you have questions about the course content or assignments, please email me, and I will do my best to help. Always make sure to include your name and what course section you are referring to in your email. Emails that do not include names, course sections and specifics may not be answered right away.

Every effort will be made to answer emails within 24 hours from Monday to Thursday. Please expect that if you send an email on Friday, it may only be answered the following Monday. Make sure to log in to the course on a weekly basis and turn on notifications so that you don't miss regular weekly announcements, clarifications and tips on how to complete assignments throughout the semester.

### **Late Work Policy**

Late submissions will receive a ½ letter grade deduction for each day submitted late and will not be accepted after three (3) days past deadline. See course schedule and the course schedule below for deadlines.

All exams and tests must be completed during the designated time (BEFORE 11:59pm on their respective dates). In the event that you experience an emergency, or something prevents you from taking a test, email notification must be sent to the instructor **BEFORE** the test/exam deadline and documentation of circumstance may be required. See course schedule for test/exam and assignment deadlines.

## **ART 1301 Spring 2022- Course Schedule: Video and Readings**

<b>Week 1</b> <b>08/25/2025</b>	<b>Syllabus and Course Introduction</b> -Please take this time to read through the syllabus, get familiar with D2L modules and complete the syllabus quiz for 5% extra credit	<b>"Start here" and learning D2L</b> <b>-keep an eye out for assignments and emails from your instructor!</b>
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*The syllabus/schedule are subject to change.*

<b>Week 2: What is Art</b> <b>09/01/2025</b>	<p>Readings located in Module 2 on D2L</p> <p>Readings: Introduction to Art Chapter 1- pages 1-30.</p> <ul style="list-style-type: none"> <li>• What is Art History and Where is it Going?</li> <li>• Art History Principles and History</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>• Why Art Matters</li> <li>• Why Study Art?</li> <li>• What is Art for?</li> <li>• How can Art Help you Analyze?</li> <li>• Art or Prank?</li> </ul>	<p><b>Complete the Syllabus Quiz for Extra Credit Points by Sept. 14<sup>th</sup></b></p>
<b>Week 3: Artists and Patrons</b> <b>09/08/2025</b>	<p>Readings located in Module 2 on D2L</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Chapter 2: "The Structure of Art"</li> <li>• Types of Renaissance Patronage</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>• Love the Art, Hate the Artist</li> <li>• The Art Market, Part 3.</li> </ul>	<p><b>'What is the Purpose of Art' Discussion Due on Sept. 12th before 11:59PM</b></p>
<b>Week 4: Art Museums and Art Markets</b> <b>09/15/2025</b>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• A Brief History of the Art Museum</li> <li>• Artists in and against Museums</li> <li>• The Changing Social Function of Art Museums</li> <li>• Looking at Art Museums</li> <li>• How Museums Shape Meaning</li> <li>• Art Museums and Art Objects</li> <li>• Museums and Politics: The Louvre, Paris</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>• The Case for Museums</li> <li>• A Short History on the World's Most Important Art Exhibition</li> <li>• The Armory Show</li> <li>• The Art Market Part 1</li> <li>• The Art Market Part 2</li> <li>• The Art Market Part 4</li> </ul>	<p><b>Module Quiz Due on Sept. 19<sup>th</sup> before 11:59PM</b></p>

<b>Week 5: The Language of Art</b> <b>09/22/2025</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 4: Describing Art</li> <li>• Elements of Art</li> <li>• Principles of Composition</li> <li>• Writing About Art- Formal Analysis</li> <li>• Naturalism, Realism, Abstraction, Idealization</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Linear Perspective Explained</li> <li>• Atmospheric Perspective Explained</li> <li>• How to do Visual Analysis</li> <li>• Describing What you see</li> </ul>	
<b>Week 6: Test #1</b> <b>09/29/2025</b>	Test #1 on Modules 1 through 5. Please see Review Questions on PowerPoint located in Week 6 module before taking the test	<b>Test due on October 3<sup>rd</sup> before 11:59PM</b>
<b>Week 7: Interpreting Art</b> <b>10/06/2025</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Chapter 5: Meaning in Art</li> <li>• Chapter 6: Connecting Art to Our Lives</li> <li>• An Introduction to Iconographic Analysis</li> <li>• An Introduction to Historical Analysis</li> <li>• Writing About Art- The Biography</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Art Historical Analysis with Goya's Third of May</li> <li>• Why Diego Velazquez' <b>Las Meninas</b> continues to Inspire.</li> <li>• Anatomy of An Artwork</li> <li>• A Wedding Gift fit for an Emperor.</li> </ul>	
<b>Week 8: Art and the Environment</b> <b>10/13/2025</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Studying Nature</li> <li>• The Climate Change Clues hidden in art history.</li> <li>• Xie Chufang, Fascination of Nature</li> <li>• Entropy and Environment at Spiral Jetty</li> <li>• Nature: Comparisons and Connections</li> </ul>	<b>Module Quiz Due on Oct. 17th before 11:59PM</b>

	<ul style="list-style-type: none"> <li>• Barry Flanagan Leaping here embellished.</li> <li>• Nasca Geoglyphs</li> <li>• JMW Turner, <b><i>Snowstorm</i></b></li> <li>• The Painting that Inspired a National Park</li> <li>• Frank Lloyd Wright, <b><i>Falling Water</i></b></li> <li>• Walter De Maria, <b><i>The Lightning Field</i></b></li> <li>• Extinction Art</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>• The Case for Land Art</li> <li>• Ancient Drawings Discovered in Peru</li> <li>• Todd McGrain, The Lost Bird Project</li> <li>• Spiral Jetty, Sun Tunnels and Salt</li> <li>• Art on 60 Minutes: Christo and Jean-Claude</li> <li>• Wildlife Photographer</li> <li>• Andy Goldsworthy 'We Share a connection'</li> <li>• Sculptor Patrick Dougherty Nature Video</li> </ul>	
<p><b>Week 9: Architecture 10/20/2025</b></p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>• Architectural Terms</li> <li>• Catalhoyuk</li> <li>• An Intro to Ancient Roman Architecture</li> <li>• The Great Pyramids of Giza</li> <li>• Pueblo Architecture and its relationship to place</li> <li>• Van Alen, <b><i>The Chrysler Building</i></b></li> <li>• Le Corbusier, The Villa Savoye</li> <li>• 31 Spectacular Buildings Designed by Frank Gehry</li> </ul> <p>Videos:</p> <ul style="list-style-type: none"> <li>• Chinese Architecture</li> <li>• The Colosseum</li> <li>• The Hagia Sophia</li> <li>• Versailles: From Louis XIII to the French Revolution</li> <li>• Early Civilization and Belief</li> <li>• The Palace of Versailles</li> <li>• Frank Lloyd Wright</li> <li>• Why do people hate modern architecture?</li> </ul>	



<b>Week 10: Test #2 10/27/2025</b>	Test #2 on Modules 7 through 9. Please see test in Week 10 module and review appropriate modules before taking the test	<b>Test #2 Due on October 31<sup>st</sup> before 11:59PM</b>
<b>Weeks 11 &amp; 12: The Body in Art 11/03/2025 &amp; 11/10/2025</b>	<p>This module has 3 subsections which will be covered in weeks 11 and 12:</p> <ul style="list-style-type: none"> <li>• Portraiture (Week 11)</li> <li>• The Body as Art (Week 11)</li> <li>• Reproduction &amp; Sexuality (Week 12)</li> </ul>	<b>Module Quiz for Week 12 due on November 14<sup>th</sup> Before 11:59PM</b>
<b>Week 13: Identity in Art 11/17/2025</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• What is Cultural Heritage?</li> <li>• Identity Politics: From the Margins to the Mainstream</li> <li>• Feminist Art and Black Art</li> <li>• Yinka Shonibare, <i>The Swing (After Fragonard)</i></li> <li>• Ralph Ellison, Gordon Parks and Harlem</li> <li>• Art, Race and the Internet</li> <li>• Authenticity and Hybrid Cultures</li> <li>• The Quiet Ostentation of Early Puritans</li> <li>• Kay Walkingstick, Me and My Neon Box</li> <li>• Omar Victor Diop: Black Subjects in the Frame</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Carrie Mae Weems: Kitchen Table Series</li> <li>• Speaking to both the Past and the Present</li> <li>• Assemblage Artist: Betye Saar</li> <li>• Guerrilla Girls Talk the History of Art vs History of Power</li> <li>• Breaking Stereotypes of Native American Artists</li> <li>• On Artist Lorna Simpson</li> <li>• Wendy Red Star, 1880 Crow Peace Delegation</li> <li>• Will Wilson: Critical Indigenous Photography Exchange</li> <li>• I'm an Indian Too- the 1491s</li> </ul>	<b>Museum Exhibition Assignment due on November 21<sup>st</sup> by 11:59PM</b>
<b>Week 14: Deities and Places of Worship 11/24/2025</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Christianity, An Introduction</li> <li>• An Introduction to Islam</li> <li>• Hinduism and Buddhism, An Introduction</li> </ul>	

	<ul style="list-style-type: none"> <li>• Hindu Deities</li> <li>• Architecture and Liturgy</li> <li>• Angkor Wat</li> <li>• Todai-ji</li> <li>• Unearthing the Aztec Past</li> <li>• Before the Fire: Notre Dame, Paris</li> <li>• 360 View of the Sistine Chapel</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• The five major world religions</li> <li>• Scientists just solved one of the mysteries of Stonehenge.</li> <li>• Anatomy of an Artwork: Four Buddhist Sculptures Revealed</li> <li>• The Dome of the Rock</li> <li>• Todaiji Temple</li> <li>• Discover one of History's most important Manuscripts.</li> <li>• Sculpture on the Parthenon</li> <li>• Maya Ballgame</li> <li>• The Spirit of the Mark</li> </ul>	
<b>Week 15: Test #3 12/01/2025</b>	Test #3 on Modules 10 through 14. Please see test located in Week 15 module and review previous modules before taking the test.	<b>Test Due on Dec. 5<sup>th</sup> on D2L</b>
<b>Week 16: Public Art and Social Protest Discussion 12/08/2025</b>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Public Art</li> <li>• How Important is Art as a Form of Protest?</li> <li>• Shirin Neshat: Rebellious Silence</li> <li>• Trade myths and Native Lands</li> <li>• Minerva Cuevas: Crossing the Rio Bravo</li> <li>• Stephen Mopope: U.S Post Office Murals</li> <li>• History of Mexico: Diego Rivera</li> <li>• Murals and Public Art in 1930s Rome</li> <li>• Royal Chicano Air force</li> <li>• Richard Serra, <b><i>Titled Arc</i></b></li> <li>• Hannah Hoc: Inventor of the Photomontage</li> <li>• Christo and Jean Claude, <b><i>The Gates</i></b></li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• What is a Monument? What is Public Art? What is the Difference?</li> <li>• Everywhere Art: What is Good Public Art?</li> <li>• Liberty Leads the Way in Delacroix's Portrait</li> </ul>	<b>Discussion due Dec. 9<sup>th</sup> 2025, on D2L</b>

	<ul style="list-style-type: none"> <li>• At Protest site 'Artists Paint it Black Lives Matter'</li> <li>• Public Art Trip, New York City</li> <li>• How to Look at Public Art: A Six Year Old Explains</li> <li>• African Burial Ground, New York City</li> <li>• Discover the King of Street Art</li> <li>• Street Art, Off Book PBS</li> </ul> <p><b>Complete one of the readings or videos from the module. Which work of public art did you learn about? How does the work communicate and teach us (the public) about a social issue?</b></p>	

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the my Leo 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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### 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.

### 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>

## UNIVERSITY PROCEDURES/POLICIES

### 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: <https://www.britannica.com/topic/netiquette>

#### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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

<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>

## 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

Gee Library- Room 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>

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.

### **Student Affairs and Support:**

If you experience personal difficulties this semester or need extra support (whether this is regarding mental health, financial circumstances, need someone to talk to or other concerns) Please reach out to the counselling services at TAMUC and the Dean of Students Office. They are here to support you and your growth as a student and individual and can help you or point you towards helpful resources. You can learn more about student affairs and what they provide here: <https://www.tamuc.edu/office-of-student-affairs/dean-of-students/>

The University offers several resources through the office of academic affairs including counselling/therapy and the Lion food pantry. <https://www.tamuc.edu/student-advocacy-support/the-lion-food-pantry/>

### **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](http://www.tamuc.edu/counsel)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

## AI use policy [Draft 2, May 25, 2023]

East Texas A&M University 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 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