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**EDAD 526
USING THE LAW
IN EDUCATION PRACTICE
COURSE SYLLABUS: Fall 2025**

INSTRUCTOR INFORMATION

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Communication Response Time: 24 hours excluding weekends

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Walsh, J., & Maniotis, L. & Kemerer, F. *The educator's guide to Texas school law*. Austin, Texas: University of Texas Press.

American Psychological Association. *Publishing manual of the American Psychological Association*. Washington, DC: Author.

**EDAD 526.
USING THE LAW**

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IN EDUCATION PRACTICE

COURSE SYLLABUS: Fall 2025

Course Description

EdAd 626 serves as an in-depth examination federal and state school law for educational leaders addressing legal issues that impact the operation of public schools.

Standards Addressed

TAC 241.15 Principal Curriculum Standards

(1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

19 TAC Chapter 149 Subchapter BB Administrator Standards

Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

Domain III; Competency 6: The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Student Learning Outcomes

The learning outcomes for students in EdAd 626 are listed below:

1. **The student will demonstrate familiarity with terminology in the field of law as it applies to education.** (19 TAC Chapter 149 Subchapter BB Administrator Standards Standard 3--Executive Leadership. *The principal is responsible for modeling a consistent focus on and commitment to improving student learning*).
2. **The student will articulate an understanding of basic legal concepts through examination and discussion of relevant court cases.** (Domain III Human Capital. Competency 006 *The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. Descriptive Statement D Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff.* TAC 241.15 Principal Curriculum Standards (1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. *A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.*
3. **The student will demonstrate critical analysis by differentiating factual and evidentiary data.** (TAC 241.15 Principal Curriculum Standards (1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. *A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal*

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understands, values, and is able to: (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics)

4. **The student will comprehend and utilize basic legal tests applied by the judiciary in their application to factual situations and cases.** *(TAC 241.15 Principal Curriculum Standards(1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); (3) model and promote the continuous and appropriate development of all learners in the campus community;*

5. **The student will gain an awareness of major legal resources and demonstrate the ability to use those resources.** *Domain III Human Capital. Competency 006 The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. Descriptive Statement D Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff.*

6. **The student will gain an in-depth understanding of landmark cases in various areas of school law.** *(TAC 241.15 Principal Curriculum Standards (1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to: (4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community)*

Course	Texas Administrative Code Chapter 241 Rule TAC 241.15* (New)	Chapter 149. Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards	TEXES 268 Domains/Competencies
EDAD 526	(g) Ethics, Equity, and Diversity. The principal: C3 (1) implements policies and procedures that encourage all campus	Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school. (A) Knowledge and skills.	DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY Competency 011 The beginning principal knows how to provide ethical leadership by advocating for children and

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	personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics); C3 (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors; C3(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted; C3 (4) models and promotes the continuous and appropriate development of all learners in the campus community; C5 (5) ensures all students have access to effective educators and continuous learning opportunities; C3 (6) promotes awareness and appreciation of diversity throughout the campus community; C3 (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs; C3 (8) articulates the importance of education in creating	(i) Effective leaders of human capital: (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff; (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed; (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs; (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing; (V) facilitate professional learning communities to review data and support development; (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff. (ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and	ensuring student access to effective educators, programs, and services. A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247) B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors C. *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community D. *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn E. *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) F. *Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs G. *Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
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	engaged citizens in a free democratic society; C2 (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and C1 (10) treats all members of the community with respect and develops strong, positive relationships with them. (d) Human Capital. The principal: C6 (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes; C1(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable; C1 & C5 (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff; C5 (4) coaches and develops educators by conducting	retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school. (B) Indicators. (i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff. (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities. (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff. (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.	H. Articulates the importance of education in a free, democratic society
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	conferences, giving individualized feedback, and supporting individualized professional growth opportunities; C7 (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school; C8(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team; C6 (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information; C6 (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources; C6 (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment,		
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	and induction of campus staff; and C8 (10) plans for and adopts early hiring practices.		
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COURSE REQUIREMENTS

Participation (55 points per prompt)

This is a very reading and study-intensive course. Each student is expected to participate through D2L, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings.

Discussion Board Instructions: There are no set times for you enter the board, but discussion should occur throughout the module. You must enter the discussion and post for each module. Read each prompt and post at least one substantive response to that prompt. This usually takes around 150 words. Students will complete an initial post to the prompt and one response post to other students' posts. **Two posts are required: 1 initial post and 1 response post. Ground your initial posts with references from your textbook and Westlaw (Module 1, Lesson 1).** The response post may also include the relating of real world experiences to the discussions or building on other's comments with alternative solutions; pointing out problems or adding another dimension to the discussion. "I agree" or "yes/no" will not be considered as quality responses and will not receive credit. Make sure to share your thoughts and experiences. Always address the person by name to whose post you are responding.

Student Learning Outcome: The student will articulate an understanding of basic legal concepts through examination and discussion of relevant court cases. The student will gain an awareness of major legal resources and demonstrate the ability to use those resources. (TAC 241.15 Principal Curriculum Standards

(1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner). (19 TAC Chapter 149 Subchapter BB Administrator Standards Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning). (Domain III: Competency 6: The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.)

Assessment Method: Your contributions to the discussion forums will be graded for Quality, references and timeliness using a Discussion Forum Grading Rubric found in DocSharing.

Assessment Assignment:

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(The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.)

Legal Briefs (55 points for each case brief)

Pillar project Case Brief and PPT (85 points)

Each student will prepare legal case briefs that are carefully articulated and thoroughly researched pertaining to the course material and assigned reading. Upload your briefs in written format to D2L. **It should be *your work in your words*.**

Each brief should be a one-page, single-spaced paper (Times New Roman font, 12 point type, one-inch margins) summarizing the case using the following format with at least one paragraph within the conclusion discussing the impact of this case and the decision of the case to administrators. Address each of the questions or statements below. Label each section (for example, Facts, Issues, Ruling) as labeled below.

Citation: List the legal citation for the case. This should be the title of the paper.

Fact(s): Restate the legally relevant facts of the case. Discuss in detail what happened to get this case into the court system. Bullet points may be used.

Issue(s): In one sentence, identify the question to be answered. To pick out the issue, think about who is arguing and what they are arguing about. An issue statement should include the sources of the law (for example, the First Amendment, the Texas Revised Code, IDEA, etc.), the parties involved, and the issue to be decided. For example, “Was the school district guilty of discrimination?” is not significantly detailed to meet the criteria of a good issue statement. “Does the equal protection clause of the 14th Amendment prevent public school districts from maintaining separate schools based on race?” contains the necessary components of an issue statement.

Ruling: What did the courts decide? What were the results? What was the *final* ruling for the case?

Rationale: Why did the court make that particular decision? What precedent or social event brought the court to this particular decision? On what did the court base these answers?

Conclusion: How does this court decision relate to your life as an educator or administrator, and education in general? What does this ruling mean to the educational profession? How will our lives be altered by this decision? How will the students’ lives be altered by this decision?

References: Using APA format, list the references used in this assignment.

Student Learning Outcome: The student will comprehend and utilize basic legal tests applied by the judiciary in their application to factual situations and cases. The student

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will demonstrate critical analysis by differentiating factual and evidentiary data. (TAC 241.15 *Principal Curriculum Standards (1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner*). (19 TAC Chapter 149 Subchapter BB *Administrator Standards Standard 3—Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning*). Domain III: Competency 6: *The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.*

CAUTION: Online resources must be exhaustive and thorough. Otherwise, these resources will be unacceptable.

Assessment Method: Your briefs will be graded using a Legal Brief Rubric.

Special Topics (55 points for each special topic assignment)

Each student will prepare an assignment submission for the following topics:

- Dyslexia
- School Safety
- Mental Health and Suicide

If the special topic calls for a legal case brief, the aforementioned legal brief form will be followed. Each brief should be a one-page, single-spaced paper (Times New Roman font, 12-point type, one-inch margins) summarizing the case using the following format with at least one paragraph within the conclusion discussing the impact of this case and the decision of the case to administrators. Address each of the questions or statements below. Label each section (for example, Facts, Issues, Ruling) as labeled below.

Citation: List the legal citation for the case. This should be the title of the paper.

Fact(s): Restate the legally relevant facts of the case. Discuss in detail what happened to get this case into the court system. Bullet points may be used.

Issue(s): In one sentence, identify the question to be answered. To pick out the issue, think about who is arguing and what they are arguing about. An issue statement should include the sources of the law (for example, the First Amendment, the Texas Revised Code, IDEA, etc.), the parties involved, and the issue to be decided. For example, “Was the school district guilty of discrimination?” is not significantly detailed to meet the criteria of a good issue statement. “Does the equal protection clause of the 14th Amendment prevent public school districts from maintaining separate schools based on race?” contains the necessary components of an issue statement.

Ruling: What did the courts decide? What were the results? What was the *final* ruling for the case?

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Rationale: Why did the court make that particular decision? What precedent or social event brought the court to this particular decision? On what did the court base these answers?

Conclusion: How does this court decision relate to your life as an educator or administrator, and education in general? What does this ruling mean to the educational profession? How will our lives be altered by this decision? How will the students' lives be altered by this decision?

References: Using APA format, list the references used in this assignment.

If the special topic assignment calls for an essay, the following framework will be followed:

- Title Page
- Essay body – at least three pages
- Reflection that connects the special topic to education administration
- Reference Page

All assignment submissions are to conform to the 6th Edition of APA writing format and are to be uploaded to D2L. It should be *your work in your words*.

Student Learning Outcome: The student will comprehend and utilize basic legal tests applied by the judiciary in their application to factual situations and cases. The student will demonstrate critical analysis by differentiating factual and evidentiary data. *(TAC 241.15 Principal Curriculum Standards (1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner). (19 TAC Chapter 149 Subchapter BB Administrator Standards Standard 3—Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning). Domain III: Competency 6: The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.*

Assessment Method: Your briefs will be graded using a Legal Brief Rubric and the essay will be graded using an Essay Rubric.

Mid-Term Examination (100 points)

Each student will complete a mid-term examination over course material from the first half of the semester.

Student Learning Outcome: The student will gain an in-depth understanding of landmark cases in various areas of school law. The student will articulate an understanding of basic legal concepts through examination and discussion of relevant court cases. *(TAC 241.15 Principal Curriculum Standards (1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner). (19 TAC Chapter 149 Subchapter BB Administrator Standards*

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Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning).

Assessment Method: The examination will be comprised of true/false and essay questions. *(The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.)*

Final Examination (100 points)

Each student will complete an examination over the semester's course material.

Student Learning Outcome: The student will gain an in-depth understanding of landmark cases in various areas of school law. The student will demonstrate familiarity with terminology in the field of law as it applies to education. . *(TAC 241.15 Principal Curriculum Standards (1) Principal Standard I – (b) Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner). (19 TAC Chapter 149 Subchapter BB Administrator Standards Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning) (Domain III; Competency 6: The entry level principal knows how to prompt high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth).*

Assessment Method: The examination will be comprised of true/false and essay questions.

GRADING

While the final course grade is the sole judgment of the professor, the following scale will be used as a guide.

Participation	55 points
Discussion Boards	55 points per prompt
Legal Briefs	55 points per legal brief
Pillar Project	85 points
Mid-Term Examination	100 points
Final Examination	100 points
Assessment Assignment	55 points/ assignment

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

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

ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT

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

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific 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).

<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](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<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/academic/13.99.99.R0.03)

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Undergraduate Student Academic Dishonesty Form

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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

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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.

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

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

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.



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