



EDAD 611 SCHOOL DISTRICT CEO LEADERSHIP: THE PRACTICUM

COURSE SYLLABUS: Spring 2026 Instructor Information

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Communication Response Time: Email will typically be answered within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Course Description

This online course is designed to develop candidates for school district leadership by providing opportunities to synthesize, practice, and applying knowledge from superintendent preparation coursework. This practicum experience is contextualized in the real-world setting of functioning schools and school districts. Practice-based coursework assignments, related to each standard of district leadership, are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for district leadership.

Through the activities of this course, students will bridge the gap between theory and practice, and students' academic and experiential learning. In the practicum, students will engage in self-assessment of strengths, weaknesses, areas of particular interest,

and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences. Students will be challenged and expected to:

1. Think critically about the role of the superintendent and leading effective school districts
2. Engage in reflective thinking about the role of the superintendent and leading effective school districts
3. Integrate a variety of ideas regarding the role of the superintendent and leading effective schools
4. Synthesize coursework into a meaningful framework of understanding about the role of the superintendent and leading effective schools.

Superintendent Leadership Standards

Superintendent Standard I

Learner-entered Values and Ethics of Leadership:

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II

Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard III

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

Superintendent Standard IV

Learner-Centered Policy and Governance: A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families

and community members, responding to diverse community interests and needs and mobilizing community resources.

Superintendent Standard VI

Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management:

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Superintendent Domains and Competencies

Domain I — Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain II – Instructional Leadership

Competency 005: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Competency 007: The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

Domain III- Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Student Learning Outcomes:

This practicum provides opportunities to work with and to learn from administrators in schools. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following:

1. Students will experience the realities of educational administration by applying classroom knowledge to actual administrative situations.
2. Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator.
3. Students will refine a philosophy of education as a result of the practicum experience.
4. Students will gain additional experience and confidence in their professional abilities.
5. Students will provide authentic administrative assistance in the work setting.

6. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the student toward his/her career objectives.

Application Deadlines

This course is 3 semester credit hours. Students must apply for the Superintendent Practicum via TK20. Once a student has been approved for the practicum, the student will receive permits to register for EDAD 611 and EDAD 628.

Role of the Site Supervisor

The role of the site supervisor to the student is the critical factor in making the practicum a success. The guidance and counsel is of the utmost importance in helping the student's activities to be fulfilling and appropriate. The functions of the district supervisor include, but are not limited to:

1. Agreeing to act as supervisor/mentor to the student.
2. Reviewing the practicum materials found in the Superintendent Practicum Program.
3. Conferencing with the student concerning expectations, activities, areas of skills, and knowledge development found in the Superintendent Practicum Program.
4. Meeting with the student to discuss activities, tasks and experiences.
5. Additionally, review progress, discuss successes and determine additional growth for the student.
6. Approve and sign the final log created by the student.
7. Conferring with the A&M-Commerce supervising instructor on the student's growth and achievements during the year-long practicum.

GENERAL DESCRIPTION OF PRACTICUM ACTIVITIES

Be certain that planned activities are included to meet all 10 superintendent competencies, the eight superintendent leadership standards found in the Texas Administrative Code (TAC), TAC, Title 19, Part 7, Chapter 242, Rule 242.1, (b): TAC, Title 19, Part 7, Chapter 242, Rule 242.5 (a), (b), & (c). Be sure to include the anticipated completion dates for each activity that you propose. Collect artifacts to serve as evidence to document the completion of activities for each principal competency.

1. *Log.* Each student must complete and document a minimum of 160 hours of activities for the practicum. Students shall complete a periodic log and submit it to the A&M-Commerce field supervisor as assigned. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mails, reports, etc.). Artifacts shall be included in the final portfolio or collection.

2. *Reflections*. Each student shall maintain a reflective journal to reflect upon experiences and submit reflections as assigned to the field supervisor. Reflections should display the student's ability to connect theory gained in university coursework with field experiences.
3. *Professional Development*. Each student shall attend one district staff development activity during the practicum semester. The staff development activities should be applicable to district-level administration and documented in the log.
4. *Shadowing*. Each student shall shadow a second central office administrator in the same (depending on size) or another district in addition to shadowing the superintendent. The student should take this opportunity to interview the person being shadowed.
5. *ePortfolio*. A list of documents will be provided to students to submit for this assignment. Also, each student shall collect five (5) artifacts (e.g. meeting agendas, notes, forms, emails, reports) that serve as evidence of several of the standard activities documented in the logs. These shall be presented to the assigned university supervising instructor.
6. *Required Standard-based activities*. Each student shall have activities related to each of the superintendent Texas Leadership Standard, domains, and competencies.
7. *Certification Exam Activities*: Students will engage in activities related to the state certification exam preparation. Such activities may include test question evaluation and answer rationale, completion of practice exam, and discussion of test questions.
8. *Virtual Class Meetings*. Periodic virtual class meetings may be held. These may be individual and/or group meetings. Students are to become proficient with ZOOM.
9. *Competency Exam for Certification* - Students will take a 4-hour exam consisting of 50 random questions from a test bank. Credit will be awarded with a passage score of 80% or higher. Any score less than 80% will deny the student credit for the EDAD 628 course.

Practicum Log and Reflections

Practicum logs must be submitted to the A&M-Commerce Practicum Instructor during designated intervals. Students will submit log periodic entries, as well as reflections. The reflection is separate from the log and is designed to allow the student to reflect

and assess his/her experiences in an unstructured manner. The student should examine what occurred during the two-week time frame and decide what went well, what did not go well, and what might have been done differently to resolve the issues successfully, i.e. assess your actions and faculty and staff actions with parents, students, and colleagues.

Students are to be mindful of obtaining required signatures when submitting log documents.

Practicum Evaluation

A final grade of A, B, C, D, or F will be assigned at the end of the semester. Input from the district supervising administrator, the A&M-Commerce supervisor, and the student will be used in determining a grade. The factors used in the evaluation are as follows:

1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted on- time to the supervising professor.
2. The quality of the practicum plan and the application of the Superintendent Standards and the domains/competencies for the certification exam to the practicum activities.
3. The quality of any projects completed as part of the activities.

Self-Assessment Profile

This profile is to be completed periodically by each student. The form is located in Doc Sharing tab for the course.

Suggestions for Site Supervisor

The quality of the practicum is related to support provided by the cooperating superintendent/central office administrator and the university professor. The following are suggestions for the student and the campus site administrator.

- Be willing to make the practicum a valuable experience for the student.
- Explain to the faculty the role and responsibilities of the student
- Allow the student a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
- Be honest with your feedback. Constructive feedback will help the student address areas of growth.

- Allow the student to participate in district conferences and district evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
- When assigning projects, assist the student with planning the outcomes, deadlines, and needed resources.
- Share professional reading and important news items with the student.
- While the student is available to assist you with a variety of tasks, please try to vary the assignments so that the student gets diverse experience.
- The student is required to obtain at least 8 hours in a second assignment and attend at least one off-campus staff development that relates to district officials.
- Allow the student to “shadow” the site supervisor during a full day. They should observe and assist you in all your activities. Be sure and ask them to be present for your entire day (i.e., 7a.m.-7p.m.) so that they can get a realistic view of the job. While it may be awkward to have someone with you throughout the day, shadowing is very valuable and not replicable in a university setting.

COURSE REQUIREMENTS

Class Participation

Practicum Students should participate fully in all activities and assignments to maximize their learning experience. This means that students should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) self-disciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Regardless of circumstance, each assignment is due on the date specified. Practicum students are expected to work to complete the assignments of the course. The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all Practicum handbook activities.

Practicum Proposal

The Practicum Student will complete a **Practicum Proposal**. This proposal should include the competencies and/or activities that will be completed to meet the following:

1. The 10 superintendent competencies,
2. The eight superintendent leadership standards found in the Texas Administrative Code (TAC), TAC, Title 19, Part 7, Chapter 242, Rule 242.1, (b): TAC, Title 19, Part 7, Chapter 242, Rule 242.5 (a), (b), & (c).

The instructions for the **Practicum Proposal** can be found in D2L. This must be completed within the first two weeks of the semester.

Practicum Log (100 points each)

Practicum logs must be submitted in TK20 and D2L to the university Field Supervisor at 3 intervals during the Practicum experience. Each log should have the university approved cover sheet **with the signature of the campus Site Supervisor and the superintendent Practicum Student with dates by the signatures**. Log totals (for Logs 1, 2, and 3) should be by the signatures as well as the total cumulative hours that the Practicum Student has logged. Required hour completion and deadlines are listed below. Please see the course calendar for specific dates. **Each log submission must have your site supervisor's signature.**

Log 1 - 60 hours completed (first 1/3 of course)

Log 2 - 110 hours completed (second 1/3 of course)

Log 3 - 160 hours completed (third 1/3 of course)

In the past, many students have exceeded the clock hour requirement because they view the Practicum as a valuable learning experience. Superintendent Practicum students often fill in for central office administrators and often have an opportunity to complete an ongoing district project. **A maximum of 20 hours of “duty” type activities may be counted towards your total 160 hour requirement. A maximum of 10 hours can be counted for any one specific activity.**

Shadowing Activities

Shadow a superintendent (or other district official) for a day (at least a half day). There will be two shadowing activities: an in-district and an out-of-district superintendent shadowing. Provide a written reflection of the shadowing activity based on the questions listed below. The reflection should be placed in the assignment folder. Each set of responses should have the following information:

- Student's name
- Date of shadowing; time of shadowing
- District official who was shadowed; length of time this person has served as a district administrator.
- The district office where shadowing took place (district name)

- Identification of the person who is shadowed
- Interview questions listed with answers following each question. (Please provide a narrative format for responses as this provides more detail.)

The assignment will also include responses to the following reflective questions. Please respond in a narrative format.

- What events took place while shadowing the district administrator?
- What insight or learning took place during the shadowing experience?
- How could the shadowing experience impact the student's practice: (1) as a future administrator, and (2) as a classroom teacher?
- How has this experience provided insight or learning that might not have been gained without the shadowing experience?
- What conversations took place; what interview questions were asked?
- What advice or coaching was provided by the district administrator?

Student Learning Outcome:

Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the student toward his/her career objectives. Students will gain additional experience and confidence in their professional abilities.

Assessment Method:

Each student's shadowing activity will be graded using the Shadowing Activity Rubric.

District Observations/Visit:

There will be a minimum of three informal and three formal **Superintendent Practicum Field Supervisor Observations** corresponding with phone/virtual visits, to be completed during the semester. This process provides the Practicum Student, the campus Site Supervisor, and the university Field Supervisor with a basis for evaluating the Practicum Student's progress during the Practicum. Each of the three informal and the three formal observations will utilize a written summary with feedback, a preconference with the student, and a post conference with the student. The preconference and the post conference may be an email communication, D2L activity, zoom meeting, or a phone call.

Superintendent Practicum Observation/Visit

- Total Required for the **Informal Observations** - 45 Contact Minutes (this is fulfilled through scheduled phone calls, discussion posts, and Pre/Post- Conference Discussion Threads).
- Total Required for the **Formal Observations** - 135 Contact Minutes (this is fulfilled through scheduled phone calls, discussion posts, and Pre/Post- Conference Discussion Threads).

- For the **informal observations**, each student will be required to submit 3 videos consisting of 17 – 22 minutes each. Each video submission must show the practicum student “leading” the activity as designated in your Practicum Proposal.
- For the **formal observations**, each student will be required to submit 3 videos consisting of 50 – 60 minutes each. Each video submission must show the practicum student completing a “leading” activity as designated in your Practicum Proposal.
- The Field Supervisor must complete a Pre-Conference and Post-Conference with the student directly related to the informal and formal videos. This may be conducted via D2L, a phone, email or zoom meeting.
- If an observation is not completed per the course calendar, the student will not receive credit for the course. This includes the preconference activity, the observation, and the post conference activity.

Pre-Conference Discussion

Prior to each video observation (informal and formal), a discussion will occur between the student and the Field Supervisor. The purposes of this discussion are as follows:

1. Agree upon the activity and/or event the student will video
2. Emphasize the student's role in leadership engagement
3. Determine the Texas State Leadership Standard, the Domain, and the Competency(ies) that will be demonstrated in the video
4. Emphasize the quality of the audio and imaging of the video
5. Note that the video must be assessable to the Field Supervisor through a workable medium such as YouTube.

Video Observation

Each observation is to be at least 50 minutes in length. This video must be as follows:

1. Viewable and include clear audio
2. The observation components: leadership standard, domain(s), competency (ies)
3. The student engaging with participants
4. Demonstrate leadership
5. Provide a reflection of the video meeting

Post-Conference Discussion

After each video observation, a discussion will occur between the student and the Field Supervisor. The purposes of this discussion are:

1. Determine the degree of student engagement, leadership skill
2. Identify the video components (the Texas State Leadership Standard, the Domain, and the Competency(ies))
3. Determine additional topic areas for investigation and exploration

Student Learning Outcomes: Students will gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Students will increase their visibility as a potential administrator in the eyes of those who could be helpful in advancing the student toward his/her career objectives.

Assessment Method:

Each student's observation will be graded using the Observation Activity Rubric.

ePortfolio

The ePortfolio is the Critical Assignment for this course and should document all of the required Practicum activities including:

- Resume
- 90 Day Entry Plan
- Competency Artifacts (folders to document each of the ten competencies and a minimum of five artifacts for each competency)
- Reflections

The portfolio should be organized in a way that will allow easy review of all the required materials.

Student Learning Outcome:

Students will experience the realities of educational administration by applying classroom knowledge to actual administrative situations. Students will provide authentic administrative assistance in the work setting.

Assessment Method:

The ePortfolio Rubric Form will be used to assess a student's learning and progress.

Site Supervisor Summative Practicum Student Evaluation Form

The district Site Supervisor will also complete the TK20 **Site Supervisor Summative Practicum Student Evaluation Form** at the end of the semester. The Site Supervisor may also complete formative Practicum Student evaluation forms during the semester to document a Practicum Student's progress. All completed assessment profiles must be submitted to the university as part of the Practicum Student's file in TK20.

Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest

replacements for text beyond individual words, as determined by the instructor of the course.

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

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Grading

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

Final Grade will be calculated as follows:

90-100	A	994 - 1105	Excellent
80-89	B	884 - 993	Good
70-79		773 - 883	Poor
60 - 69	C	663 - 772	Unacceptable
Below 60	D	below 662	Unacceptable

Note: While the completion of the minimum 160 hours is necessary for a passing grade in the course, other assignments will figure into the overall grade assigned by the instructor. As such, the grading strategy for this course is based on the successful completion of all required activities. With this in mind, the final grade awarded for the course will be at the sole discretion of the instructor.

Any student who **does not** satisfactorily complete the 160 hours of practicum experiences and the three informal and three formal observations/pre-conferences/post conferences will not receive a passing grade for the course regardless of the other points earned.

COURSE OUTLINE / CALENDAR

The course is divided into modules. Successful completion will require participation and submission of assignments each week. A course schedule will be posted in the course

shell. The syllabus is subject to change. Any changes in the course outline and due dates will also be posted under the announcements.

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>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will respond to your emails at jose.parra@tamuc.edu within a 24-hour time frame. On weekends, it may take up to 48 hours. Grades will be provided for assignments within 10 days of the original submission date.

You may also reach me via my cell phone (830.832.6230). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message, and I will return your call in order to help you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Responsibilities

ONLINE CLASS ENVIRONMENT

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

Late Work Policy:

No late work will be accepted.

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.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style

All papers must be written in accordance with the rules and guidelines of the 7th edition of the *Publication Manual of the American Psychological Association* (2020). All citations and

references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman (or Arial) font with 12 c. p. i. (characters per inch), doublespacing, and one-inch margins.

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

Total points corresponding to the final letter grades

A = 1,971 - 2,190 Points

B = 1,752 - 1,970 Points

C = 1,533 - 1,751 Points

D = 1,314 - 1,532 Points

F = 1,313 and below Points

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/registrar/documents/studentGuidebook.pdf>

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>

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
Velma K. Waters 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/)
<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.

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

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.

