



## CID 2301-03E: Travel and the Human Experience

T/Th 2 – 3:15pm BA 257  
COURSE SYLLABUS: Spring 2026

### INSTRUCTOR INFORMATION

**Instructor:** Dr. Mylynka Cardona

*Please address me as either Professor Cardona or Dr. Cardona*

**Office Location:** Ferguson 146

**Office Hours:** Wednesdays 4-6 pm & Thursdays 9-11 am – by appointment

**Go here to schedule an appointment:** [https://calendly.com/dr\\_cardona/30min](https://calendly.com/dr_cardona/30min)

**University Email Address:** [mylynka.cardona@etamu.edu](mailto:mylynka.cardona@etamu.edu)

*Please email me via D2L*

### COURSE INFORMATION

#### Course Description

CID 2301: The Human Experience introduces students to humanities-based inquiry by guiding students through an exploration of important humanistic questions across all elements of the human experience. Through the deep focus on a connecting theme, students will engage in holistic discussions of topics addressing fundamental questions about human life and human interactions, develop the skills of humanistic inquiry (including critical thinking, research, literacy skills, and communication skills), and learn to apply their knowledge to their personal, professional, and academic goals.

This course is the foundational course for the Humanities Certificate program, a grant-funded, TAMU System-wide initiative designed to create an intentional connective pathway through the core curriculum to infuse the humanities and humanities-based inquiry (critical thinking, research, communication, ethics, morality, cultural awareness, empathy, etc.) into student degree pathways and encourage students to see the relationships between larger questions of the human experience and their own lives and goals. The course is based on Transformative Texts and a Transformative Project.

**The theme for our course is Travel and the Human Experience.** Our explorations will center on travelers (real and imagined) and their writings, from epic poems of antiquity to modern social media influencers. Our journey this semester will transport us to different times, spaces, and places and enable us to build empathies and sympathies with peoples similar and dissimilar

*The syllabus/schedule are subject to change.*

to ourselves, learn about the wider world, and think more critically about who we are in relationship to others.

### A NOTE ON PHONES IN CLASS

Smartphones are one of the most amazing pieces of educational technology ever created. Smartphones are one of the most frustrating and distracting pieces of educational technology ever created. We might, at times, use smartphones to look up information, to explore historical sources, and to examine alternate interpretations. At all other times phones (and laptops/tablets/etc. not used for note taking) should be silenced and put away.

Smartphones also work against the development of a lively and engaging classroom community. They also really, really distract me. For this reason, students are asked to put away their phones upon entering the classroom. While in class, students should be prepared to engage socially and intellectually with their fellow students and professor in an in-person format. *Students violating this policy should expect a penalty on their participation grade for each offense.*

### Materials – Textbooks, Readings, Supplementary Readings

The readings for this course are partially drawn from a system-wide list of Transformative Texts. **Transformative Texts** are books, films, artwork, music, documents, memoirs, etc. from diverse regions, cultures, ethnicities, ideologies, religions, genders--around the world and through time--that reflect the core ideals, ethics, and moralities of the human experience.

#### Required Readings for this section of CID2301

- Kapit, Wynn, *The Geography Coloring Book*, 3<sup>rd</sup> edition (Pearson, 2002), ISBN-13 978-0131014725

All readings below are available online – with links provided in D2L

- Gosch & Stearns, *Premodern Travel in World History* (2008) ISBN: 9780415229418
- Selections from the following:
  - Bird, Isabella, *Adventures in the Rocky Mountains*
  - Burton, Richard Francis, Sir, *To the Holy Shrine*
  - *The Epic of Gilgamesh*
  - Herodotus, *Snakes With Wings and Gold-Digging Ants*
  - Humboldt, Alexander von, *Jaguars & Electric Eels*
- And other reading, films, podcasts, and other social media as assigned

### Other Materials -

Notebook and pen/pencil for in-class note taking

Map pencils (or colored pens) for map assignments and journaling

Additional Materials for reading/viewing will be posted electronically or distributed in class as needed

### Student Learning Outcomes

1. **Critical/Integrative Thinking:** Students will apply insights from the humanities (i.e., examinations of human history, culture, language, ethics, and aesthetics) to problems or questions that intersect with other areas of inquiry, including STEM and professional disciplines. (Core Outcome Alignment: Critical Thinking)

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**2. Communication:** Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance. (Core Outcome Alignment: Communication)

**3. Ethical Reasoning:** Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and problems. (Core Outcome Alignment: Personal Responsibility; Critical Thinking)

**4. Cultural Awareness:** Students will demonstrate an appreciation for social and cultural diversity while engaging in critical analysis of various forms of literary, artistic, or cultural expression. (Core Outcome Alignment: Social Responsibility; Critical Thinking)

Student Learning Outcomes will be assessed by the Transformative Project (see discussion below) presented during the Celebration of Student Learning held on the Wednesday of Exam Week, 3-5pm.

## COURSE REQUIREMENTS

### Instructional Methods and Assessment

#### Minimal Technical Skills Needed

Using the learning management system D2L, Microsoft Word, Adobe Express and Adobe PDF

#### Instructional Methods

This class is face-to-face with additional assignments in D2L Brightspace.

This course will be centered on classroom discussion of assigned works, using small group and large group discussions, with short low-stakes writing and reflection assignments that scaffold to a final Transformative Project. The Transformative Project showcases student learning and development of humanities skills, including information literacy, critical thinking, and communication. Students will read, discuss, listen, analyze, and develop an understanding of the assigned texts and their connections to their own lived experience, goals, and beliefs; conduct research; and communicate their ideas. In engaging with the core learning objectives of critical thinking, communication, social responsibility, and personal responsibility, students will gain a greater appreciation of the complexities of the world and their place within that complexity, and gain new skills derived from deep textual reading and analysis, critical thinking and engagement, research and information literacy, and the ability to communicate their ideas. These skills provide a key foundation for the college experience and will bolster students' employability after graduation.

To prepare for and develop the Transformative Project, students will engage in short writing, research, and oral presentations that provide a scaffolded foundation for their final project, as set out in the Course Schedule. Through reflective assignments, students will develop a project focus that sets out the large issue drawn from their study of the chosen Transformative Text and the relevance students find to their lives and goals. They will conduct research on different approaches to that large issue to understand in a holistic sense the different perspectives on the large issue, and make arguments about how such different perspectives might shape a society's understanding of the issue. Students will prepare a product that articulates the connections between the larger issue they researched and discussed and their own lives, goals, and experiences. The final Transformative Project will be presented using Adobe Creative Campus suite of programs, in a format that makes the most sense to students, to allow them creativity of

expression in making the connections between their humanities inquiry and their personal experiences.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing students' development of skills central to their college career and beyond—exposing students to new ideas, different perspectives, and the variability of the human experience; developing relationships between and among students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Student success in this course will be supported through the Student Instructor (SI) assigned to the class. The SI provides an intermediary between the student and the instructor—a peer to whom students can turn for assistance and guidance, a role model and mentor for navigating college life, and a resource for students to encourage persistence and success. The SI will support the instructor through course administration, such as taking attendance, being available to students outside of class meetings, and facilitating student-instructor interactions, but will not engage in teaching or assessment.

Assignments are broken down as follows:

**Reading Quizzes:** With weekly reading quizzes, you will demonstrate your understanding of the content found within reading assignments. These may take different forms throughout the semester but will always be administered in class during the first 5-10 minutes of the period. *Students who come to class late will miss the reading quizzes.* All quizzes are open-note/open-book.

- Reading quizzes focus on preparation for classroom engagement, and to that end support the learning outcome for social responsibility. This assignment supports SLO4.

**Map Quizzes:** There will be several map quizzes throughout this course. The quizzes will cover physical, political, and cultural geography depending on the materials covered in the course schedule.

- The purpose of the map assignments/quizzes is to build/bolster your knowledge of geography. One cannot understand why things happen and how things are experienced if the where of the thing is unknown. Geographical knowledge is a huge portion of this class and we will build our map knowledge together every class.
- Map quizzes focus on preparation for classroom engagement, and to that end support the learning outcome for social responsibility. This assignment supports SLO4.

**Journaling:** A key element of this course is developing students' ability to think and reflect. To practice this skill, students will keep a journal where they reflect on the readings as they complete them. At the start of the semester, students will receive a journal notebook they will use throughout the semester to write their reactions to each day's reading assignments. *Students should get into the habit of writing something for each reading assignment, so the expectation is that students will write a minimum of two entries per week, of at least three sentences each. Entries can be about anything related to the reading – the journals are places to summarize thoughts, raise questions, consider connections, etc. Journals will be checked approximately every two weeks to ensure students are maintaining regular reflection. NOTE: Journal entries are not assessed for their content – students are encouraged to write their reactions and thoughts and there are no right or wrong answers – but only for completion of the assignment.*

- Reflections focus on developing student ideas and thoughts in preparation for classroom engagement, and to that end support the learning outcome for critical thinking. This assignment supports SLO 1.

**Exams:** In-class exams will test your understanding and knowledge of concepts covered in the classroom lectures and the weekly readings. These tests will be hand-written and will be taken during class time. These tests are open note. You may bring printed annotated copies of course documents. Both must be analog. No computer, tablet, or smart phone or other digital device may be used during the tests. This assignment supports SLO's 1-4.

**Transformative Project:** The Transformative Project asks students to take a theme from the course, engage in research about that topic, identify relevant sources, present an argument, and link the outcomes to an issue relevant to their own career or personal trajectory. The Transformative Project will ask students to create a cultural product that presents Travel as Human Experience as they have come to understand it. This is a group project. Each group should identify a creative medium (poster, podcast, video, poem, monologue, etc.) and should use the Adobe Creative Suite to produce a final project. These projects are publicly presented at the Learning Showcase **MAY 6<sup>TH</sup> at 2:45 – 5:00 pm in the RSC.**

- Additional details, including a rubric and group role descriptions, will be available through D2L. You will submit a proposal, the final product, and a brief process paper. This assignment supports SLO's 1-4.

**Course Engagement and College Professionalism:** Engagement with the course material, the instructor, and your peers is an essential component of this course. Engagement will be measured in several ways: by continued and sustained class participation, reflecting student engagement with the materials, and contributions to class discussions. College professionalism means being a responsible for your work outside of class, coming to class on time, being prepared for discussions and assignments, being respectful of the material and of your classmates, and by timely submission of assignments. This will be used to assess SLO #4

- Student Responsibility Quiz  
Students will complete a Student Responsibility Quiz in D2L due in the first week of class

## GRADING

This course is based on the 100-point system. All assignments are worth 100 points. The final exam is weighted the same as the other two exams. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:

100 –90 = A, 89 –80 = B, 79 –70 = C, 69 –60 = D, 59 and below = F

## Assessments:

Values of major assignments and examinations for this course are as follows:

• Exams:	20%
• Map Quizzes:	10%
• Reading Quizzes:	20%
• Journaling	15%
• Transformative Project	15%
• College professionalism & course engagement	20%

*The syllabus/schedule are subject to change.*

## COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

<u>Week</u>	<u>Class Dates</u>	<u>Topic</u>	<u>Readings/Assignments Due</u>
		<b>I:</b>	<b>What is Travel &amp; The Human Experience?</b>
1	T: Jan 13	Course Intro  Primary Sources	Why am I here? What even is this class?  <i>Syllabus Scavenger Hunt</i> <i>Getting to Know You Sheet</i> <i>Hand out journals – talk about journaling</i>
	R: Jan 15		What does it mean to travel?  What they are and how we use them? Why is that important to this course?  <b>Reading Discussion</b> - Herodotus, <i>Snakes with Wings and Gold-Digging Ants</i> (in D2L)  <i>What do YOU know about geography?</i> <i>Map Quiz 1 – in-class baseline map</i>
	<b>F: Jan 16</b>		<b>SRQ &amp; Syllabus Quiz Due in D2L</b>
		<b>II:</b>	<b>Travel In Antiquity</b>
2	T: Jan 20		HTC: Time Management & Why it is important (now & after college)
	R: Jan 22		<b>Reading Discussion &amp; Quiz (RQ1)</b> – The oldest travel narrative? <i>The Epic of Gilgamesh</i> (in D2L)  Campbell's Hero Myth (are travel & heroism related?)
3	T: Jan 27		<b>Geography – Asia</b>  Ibn Battuta - The GTOAT?
	R: Jan 29		<b>Reading Discussion &amp; Quiz (RQ2)</b> : "Ibn Battuta" in Gosch & Stearns, <i>Premodern Travel in World History</i> (2008) (in D2L)  <i>Map Quiz (MQ2)</i> <i>Journal Check #1</i>
4	T: Feb 3		HTC: Focus 2 Assessment & What is your College/Work View?

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			<i>HTC: Career Bash – 3:30 – 4:30pm, SRC 2<sup>nd</sup> Floor</i>
	R: Feb 5	EXAM 1	Unit readings and corresponding lectures, maps, films, documents, etc.
		<b>III: Travel &amp; Exploration</b>	
5	T: Feb 10		Making an Atlantic World <i>Geography – Latin America &amp; The Caribbean</i>
	R: Feb 12		<b>Reading Discussion &amp; Quiz (RQ3)</b> – Bernal Diaz in Mexico (excerpt in D2L)
6	T: Feb 17		<i>HTC: My Odyssey Plan</i>
	R: Feb 19		<b>Reading Discussion &amp; Quiz (RQ4)</b> – Humboldt, Alexander von, <i>Jaguars &amp; Electric Eels</i> (in D2L)  <i>Map Quiz (MQ3)</i> Journal Check #2
7	T: Feb 24		Nineteenth-Century Exploration and “Discovery”  <i>Geography – North Africa &amp; The Middle East</i>
	R: Feb 26		<b>Reading Discussion &amp; Quiz (RQ5)</b> – Burton, Richard Francis, Sir, <i>To the Holy Shrine</i> (in D2L)
8	T: Mar 3		<b>ASSIGNMENT MAKE-UP DAY #1</b>
	R: Mar 5	EXAM 2	Unit readings and corresponding lectures, maps, films, documents, etc.  Journal check #3
	<b>Mar 9-13</b>	<b>**SPRING</b>	<b>BREAK – NO CLASSES**</b>
		<b>IV: Travel &amp; Gender</b>	
9	T: Mar 17		Ladies Travelling (GASP!) <i>Geography – North America</i>
	R: Mar 19		<b>Reading Discussion &amp; Quiz (RQ6)</b> - Bird, Isabella, <i>Adventures in the Rocky Mountains</i> (in D2L)  <i>Map Quiz (MQ4)</i>
10	T: Mar 24	<i>Dr. Cardona's Birthday</i>	Ladies Exploring (DOUBLE GASP!) <i>Geography – Africa</i>
	R: Mar 26		<b>Reading Discussion &amp; Quiz (RQ7)</b> - (reading in D2L)
	<b>F: Mar 28</b>		<b>Last Day to Drop (No refund)</b>
11	T: Mar 31		Does gender matter when traveling?  <i>Map Quiz (MQ5)</i>

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	R: Apr 2	<b>EXAM 3</b>	Unit readings and corresponding lectures, maps, films, documents, etc. Journal Check #4
		<b>V:</b>	<b>Travel in the Age of Social Media</b>
		<b>*Begin Social</b>	<b>Media Assignment**</b>
12	T: Apr 7		Virtual Travel
	R: Apr 9		<b>Reading Discussion &amp; Quiz (RQ8)</b> (reading in D2L)
13	T: Apr 14		
	R: Apr 16		Transformative Project Work Day Social Media Journal check #1
	<b>R: Apr 17</b>		<b>Last Day to Withdraw (no refund)</b>
14	T: Apr 21		<b>Reading Discussion &amp; Quiz (RQ9) – Travel as Transformation</b> (Chapters in D2L)
	R: Apr 23		<b>ASSIGNMENT MAKE-UP DAY #2</b>
15	T: Apr 28		Transformative Project Work Day
	R: Apr 30		Transformative Project Work Day Social Media Journal check #2
<b>FINAL EXAM</b>	<b>T: MAY 5</b>	<b>1:15 – 3:15pm</b>	In-class presentation & potluck lunch!
<b>WEEK</b>	<b>W: May 7</b>	<b>3:00-5:00 pm</b>	<b>Transformative Project Showcase</b>

### Student Responsibilities or Tips for Success in the Course

**Attendance:** Students attend class at their own discretion, but should keep in mind that some assignments are in-class only. Attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for lecture. *This course relies heavily on in-class discussions of the assigned readings. You need to stay on top of the work.* If you miss a class it is your responsibility to gather class notes from a classmate. I do take roll (via seating chart) and if you are in class but not PRESENT, i.e. on your phone or other device, sleeping, etc. you will be counted absent for the day.

**Electronics Policy:** Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode is preferred. If you are using a laptop/tablet, it should be used solely for note taking. If you are using your devices for something other than taking notes you may be asked to power the device down.

**Student Behavior:** Behavior which may result in your being asked to leave my class includes, but is not limited to: sleeping, talking during lectures, movies or clips, text messaging, gaming, playing with your phone, watching things on your phone, FaceTiming, using electronic devices

other than for specified activities, and working on another course's work/homework during my class.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Things to help you succeed:**

Do the reading ahead of time: There will be a lot of reading in this course, *none of which is optional*. I will deliver the lecture material under the assumption that you have already read the assigned readings for the week. Be sure to take notes as well.

Face Your Fears: Ask questions in class. I do realize that this can be hard. However, asking questions is the only way to find out information you want to know, and it is likely that your classmates may have the same (or a similar) question.

Make Yourself Known: Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you.

**Interaction with Professor Statement**

You are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you. Beyond the classroom, the best way to get in touch with me is through ETAMU email. I am also available during my office hours. If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever ways I can the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in-person or via Zoom.

**History Librarian:**

Our librarian for History is. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance as you need it. Her contact information is as follows:

Inbar Michael  
Velma K. Waters Library, Room 147G  
[Inbar.Michael@etamu.edu](mailto:Inbar.Michael@etamu.edu)

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Classroom Behavior**

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies, and Procedures, Conduct). During class time, I expect college-level professionalism & course engagement. This means putting away cell phones, and any other forms of distraction, for the duration of the class period (exceptions will be allowed with advance permission of the professor).

*The syllabus/schedule are subject to change.*

Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class.

I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class (see above statement on Interaction with Professor).

### **AI Use in Courses**

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.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **TECHNOLOGY REQUIREMENTS**

#### **LMS**

All course sections offered by East Texas A&M University 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

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

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## 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@etamu.edu](mailto:helpdesk@etamu.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 ETAMU 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>

### Late Work

All written assignments are due as indicated in this syllabus. Late assignments may be accepted at the discretion of the professor and may be assessed a penalty. If you know you will be away when something is due, please notify the professor *in advance or plan to turn the assignment in early*. I can be very understanding and flexible with you, but only if you come to talk to me in advance. To pass this class, all assignments must be completed. Any missing assignments at the end of the course will be given a grade of zero (0).

### Syllabus Change Policy

*The syllabus is a working document and a guide.* Circumstances and events, including class 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.

### Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@etamu.edu](mailto:Sharon.Kowalsky@etamu.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

## 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.etamu.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>

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### ETAMU Attendance

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

<http://www.etamu.edu/admissions/registrar/generallinformation/attendance.aspx>

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

### Academic Integrity

Students at East Texas A&M University 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

<http://www.etamu.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

Velma K. Waters Library Rm 162

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

Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**East Texas A&M Supports Students' Mental Health**

The Counseling Center at East Texas A&M, 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.etamu.edu/counsel](http://www.etamu.edu/counsel)



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