



ART 354 01W / Teaching Art in the Elementary Classroom

Online Class Thurs. 5:00-7:30 PM

INSTRUCTOR INFORMATION

Instructor Dr. Beatriz Galuban
Office Location: Art building Room 211
Office Hours: Thursdays 1:00-2:00PM via Zoom
Office Phone: 903-886-5208- Commerce Campus
University Email Address: Beatriz.Galuban@tamuc.edu

Preferred Form of Communication: **email only.**

Communication Response Time: Mon-Thurs- 24 hours

COURSE INFORMATION

Textbook Required:

Deborah Sickler-Voigt. *Teaching and learning in art education: cultivating students' potential from pre-K through high school.* New York: Routledge, 2020.

Online Access:

https://tamuc.primo.exlibrisgroup.com/permalink/01TEXAM_COM/7i396/alma991006794821806041

Physical copy of the book Available on Course Reserve at the Library

Supplemental readings will be assigned weekly and will be linked as PDF readings and article links posted to course modules on D2L

Individual Art Kits (to be picked up between August 20th and Sept. 11th in the Art office)

Course Description

This course examines art education strategies and methodologies for teaching art in the elementary classroom. The course will cover an array of methodologies for teaching art and practical guidelines for creating lesson plans for the K-6 classroom. The course time and assignments will include weekly lectures, online discussions, presentations, guest speakers, virtual museum tours and group work. The course is focused primarily on teaching with contemporary art with emphasis on basic elements of curriculum construction (big idea framework).

1. Students will understand wide approaches to art education and explore the historical development in art education and importance of social justice in the classroom.
2. Gain an understanding of major methodologies and strategies used in the elementary art classroom including national and Texas art education standards for the K-6 classroom.
3. Learn the importance and significance of art education in the elementary classroom. Consider how art helps child development, critical thinking and creativity in different areas of life.
4. Students will experiment with addressing contemporary art, place-based, choice-based, and other methodologies for teaching in their lessons.
5. Gain a deeper understanding of classroom management, modes of evaluation/assessments and inclusive approaches to teaching.
6. Students will learn how to design and create original lesson plans which integrate big ideas, themes, learning targets and objectives for different age-level classrooms.

Minimal Technical Skills Needed

Using D2L Bright space learning management system for accessing readings, submitting some assignments/discussions in the course via Turn it in on D2L, Microsoft Word, Microsoft PowerPoint.

Course Instruction Methods and Student Expectations:

This course has been structured to introduce students to both theoretical and practical components of lesson planning and teaching. For this reason, classes have been divided into three categories that address pedagogical frameworks, the act of teaching and the logistics of working with students. Please see specific color coding in the syllabus for a detailed breakdown of readings and topics covered in each section.

This course will require both reading material located in the D2L content menu, weekly reading assignments from the course textbook, and working independently and collaboratively with other students. Assessments will include writing assignments, creative projects, presentations and online discussions. Weekly lectures will take place

on Zoom during designated Thursdays in the semester. All zoom lectures are mandatory in the course as well as participation in online discussion and other activities. Students are responsible for attending virtual class sessions and completing weekly readings or assignments. Class time will be devoted to lectures, discussion of readings, and applying concepts to teaching (includes activities, group work and handouts).

Art kits will be provided for each student in the class. Your art kit contains elementary-art materials that you can work with and use throughout the semester. While methodologies and teaching frameworks are important for the elementary classroom,

Artmaking and Teaching Student Learners Methodologies and Frameworks

COURSE REQUIREMENTS

Grading

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

25% **Weekly Online Discussion Posts** (ongoing throughout semester)

15% **Teaching Philosophy** Due October 30th on D2L

20% **Interdisciplinary Lesson Project** Due October 16th on D2L

20% **Group Presentation** Starts: Oct. 22nd-Nov. 24th in class

20% **Lesson Plan Final** Due Dec. 8th on D2L

Student Responsibilities or Tips for Success in the Course

Please communicate with me if you have questions about the course or are confused about assignments/expectations for the course. My goal is to support you to be a thoughtful, critical, and grounded student and future educator. Please feel free to email me or to meet with me via virtual office hours. I will do my best to address emails within 24 hours from Monday to Thursday. (See interaction with instructor statement).

Tips for Engaging with the readings:

- Pre-read and look for the organization of ideas first. You can do this by scanning the text, chapter subheadings and specific topics discussed in text boxes.*
- Underline/Highlight passages you find interesting or important.*
- Circle words you want to look up or people who seem important- look at the citations and find artists/researchers/educators researching similar topics.*
- Write thoughts or questions in the margins (unless it's a library book).*
- After reading the chapter or article, look through again to reflect on the case author made.*
- Do you agree or disagree with argument or theory?*
- Write down questions you still have or thoughts that are fresh in your mind.*

Discussion Posts and Responses (5% each throughout the semester)

This semester you will have a chance to engage with the reading material through a series of five different discussions on D2L. Each discussion asks you to engage with and write about a different topic (the importance of art education, classroom management and place-based education are a few examples of discussion topics assigned to modules this semester).

Discussion topics are all located in the “art education discussions” forum and are labeled based on the order they appear, and the designated topic assigned. Each discussion topic will open at the beginning of the week they are assigned and will remain open until Friday at 11:59PM. For each discussion, you will address a chosen prompt from the options provided and write one response to a classmate’s post. Discussion prompts will ask you to critically and thoughtfully engage with the readings, sometimes this might mean writing a paragraph that addresses your opinions and perspectives on a certain topic, teaching framework/article and other times this might mean attaching a document (with a classroom management plan) to your post. Discussion posts and responses should demonstrate a thorough understanding and evidence of having completed the reading material provided in the module. Your post should engage with your classmates’ responses critically and intentionally. Remember to always use respectful language and abide by the University’s student code of conduct.

Discussions will be graded based on the following criteria:

1. Your discussion post critically addresses the prompt provided (considers points and examples from the readings).
2. Your discussion is at least 150 words, written in complete sentences and has citations where needed.
3. In addition to addressing the prompt, you also post a response to one other student’s submission (address their argument, ask a question or engage with the topic by providing your perspective).

The Teaching Philosophy (or Pedagogical Statement)

Who are you as a teacher? What do you believe to be the purpose of learning art in elementary school? What methods and strategies of teaching do you believe to be most effective? This assignment invites you to critically consider these questions and begin to formulate your educator identity. This does not have to be perfect or completely thought out- the idea is that your philosophy will change as you experience teaching observations, student teaching and then have your very own classroom. This class and specifically this assignment is a good place to start reflecting and thinking about this.

Getting Started: *What were some of the teaching frameworks that resonated with you so far? What were some of the articles that caught your attention (ideas and opinions)? What does it mean to teach a choice-based curriculum? How do I think students learn best? What examples of teaching did I have as a K-6 student? (both good and bad).*

Your Philosophy must be between 1.5 -2 pages double spaced (12 pt Times New Roman). Write in first-person, use reflective/narrative language and point to examples in the readings and class lectures that demonstrate your engagement and understanding of concepts and ideas.

Museums, Mystery and Meaning: Interdisciplinary Lesson Plan Project

In this course you've learned about different methods for teaching the elementary classroom. Whether place-based education, or art education for social justice, art never exists in a vacuum. It's always in connection with other subjects, disciplines and ideas. For this assignment, you will explore how language arts (specifically fiction) can be integrated into a visual arts curriculum and how might reading a story about museums and works of art inspire students to create. Imagine you are a classroom teacher and design a lesson plan (for grades 4-6) that integrates Visual and English Language Arts together by using the following book: *From the Mixed-Up Files of Mrs. Basil E. Frankenweiler* as inspiration for your lesson.

Your Lesson Must Contain the Following:

1. Learning Objective
2. Learning Tasks
3. 3 Essential or Reflection Questions
4. One Project or Activity (does not have to be artmaking)
5. TEKS (both ELA and FINE Arts)
6. List of vocabulary or themes relevant to the lesson or the book.

Getting Started:

Begin by reading the fiction novel, *From the Mixed-Up Files* by E.L. Konigsburg- you can access the book via the university library, the local library or find a used copy online.

Consider the major themes or questions that appear in the book. How might these ideas or concepts be relevant for the elementary classroom? How can this book inspire some artmaking or narrative storytelling?

Contemporary Artist and Big Idea Presentation

During the last few weeks of class, you will be tasked with creating and co-presenting an elementary lesson for the rest of the class. This presentation allows you to put what you've learned and practiced throughout the semester into a teaching experience, lasting about the entire class time (approximately 1 hour). You will begin by doing some research and finding a contemporary artist that is age appropriate. You will present a brief history and description of the artist and their work to the rest of the class along with the major themes or ideas that could be used in K-6 classroom. From the big idea, you will develop a short activity that students could complete over a long period of time (working towards a major project of about 5 class periods long). You will guide us through the artmaking by providing instructions/show us relevant images and examples. Your presentation should include a breakdown of the learning targets, objective and big idea of your imagined lesson and art-activity.

Lastly, your presentation must include at least three reflection questions that connect to your activity and big idea. Theoretically, the questions could be used if you were to create a lesson from your work. Your presentation must be about 60 minutes and it must include the following:

1. A brief history/background on the artist and their practice
2. A big idea that will be introduced alongside the artist and their work.
3. An art project that connects this together (students must complete over 3-5 class periods).
4. A structured lesson plan including a big idea, objectives, learning targets and grade-level TEKS.
5. Discussion questions or a way to engage us (the classroom audience) in discussion about your lesson or the chapter assigned for the week.
6. Instructions, examples and some time for us to create something with the materials in the art-kit.

Lesson Plan Assignment

In this course, we have looked at and discussed the importance of an organized and well-rounded lesson plan. Throughout the semester, you had the opportunity to dissect and structure lesson plan examples, looking at specifics from objectives, goals, tasks, and big ideas. You've also had a chance to look specifically at art media and how they can be used in the classroom for engaging with big themes or projects. This assignment asks you to take what you've learned and apply it to practice by creating your own lesson plan for an elementary grade level. Your lesson plan must feature a big overarching idea, clear objectives, discussion questions and one art-making activity. The lesson plan must be detailed and span the period of several class periods over multiple days/weeks.

Your lesson plan must include the following:

1. A big idea or theme that drives the entire lesson.
2. A contemporary artist featured in our class virtual tour (Nasher Sculpture Center) and works of art that are relevant to the theme discussed.
3. An art project (what is the goal or objective? What will students create?)
4. A specific media and teaching strategy/framework (place-based or choice-based method)
5. Discussion questions that guide the lesson plan and conclude the learning.
6. A short 1-page paragraph rationale where you explain your pedagogical choices and how your lesson aligns with the Texas Standards for the grade-level selected.

Getting Started:

1. Think back to our virtual tour of the Nasher Sculpture Center. Visit the website and gather resources on the artist discussed (Bruce Nauman).
2. Think of the examples of lessons we explored as a class (either through PDF readings, presentations, or textbook chapters). What were some of the elements that stuck out to you? What ideas (current or culturally relevant) do you think would be worth discussing in the classroom?
3. Revisit the Texas TEKS standards for Fine arts for grades K-6. What are some of the areas and goals students need to obtain by the end of the school year? What are some of the artmaking projects that could fit with those objectives?
4. Review the media discussed in the readings, textbook or even in your presentation. Which one could be interesting to develop an art lesson with?
5. Think back to the strategies for teaching from the semester (place-based education, choice-based) Which stood out to you? What could you implement in your lesson plan?

Please visit D2L Bright space for further instruction/guidelines on each assignment and a lesson plan template.

COURSE POLICIES:

Attendance: Because this course is virtual (online only) we will not meet in-person for lectures each week. Instead, you will engage with the material via assigned readings, online discussions and one weekly lecture (taking place on Thursdays). Regular class attendance for Zoom lectures is expected. It is the responsibility of each student to monitor their attendance and to make sure they are able to join meetings and participate with instructor and peers. Each student in this course is allowed five (5) absences. If you will be absent, please email the instructor and let them know you will not be attending class. You do not need to explain why you will be absent or to provide a formal accommodation for three absences throughout the semester.

When a student accrues more than five (5) absences the instructor has the prerogative to drop the student 1 letter grade for each absence exceeding 5.

For example, 6 absences will drop an “A” to a “B” and so forth. Note: **The only exception where additional absences beyond 5 may be excused: (1) participation in preapproved University activities such as athletic events, sponsored field trips, and travel for specific University-related academic reasons; (2) verifiable legal proceedings; and (3) cases of severe illness, injury, or emergencies. Documentation will be required.**

Please be mindful and respectful of others in the virtual classroom, this includes listening quietly and attentively to others when they are speaking, utilizing the mute feature and not interrupting another student or the professor. While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex and sexual orientation, gender identity, gender expression, age, disability, veteran status or any other characteristic protected under law will not be tolerated.

In all communication including email and discussion groups please adhere to the following guidelines:

Use of profanity, slang or racial slurs is unacceptable and NOT permitted.

Ask for and use the correct pronouns when addressing other students and instructor. Speak from personal experience using “I think” statements. Try not to speak for entire groups of people or on behalf of other’s experiences.

Be mindful of tone, keep it professional and respectful of others.

Avoid jokes, as they may not come across as such by others. **Any behavior that is deemed disruptive by the instructor may result in a student being asked to leave class, and continued disruptions may also result in expulsion from the class.**

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>

Academic dishonesty: *Instructors are required use of Turnitin.com for written assessment to help with plagiarism. Please not that all assignments (except for the presentations) will be submitted via D2L.*

PLAGIARISM: Taking credit for someone else's words, ideas, art works and lesson plans etc without giving them credit constitutes plagiarism. Plagiarism is a serious matter at this university and will be treated as such. Plagiarized work will receive a zero, a warning and may be reported to the department.

There is zero tolerance for academic dishonesty in this class. Be sure that you understand what constitutes academic dishonesty (e.g., plagiarism, cheating on exams, theft of instructional material or exams, representing the work of someone else as one's own, etc.). All work submitted in this course must be original to you and to this semester. You may not re-submit previous assignments or work with other students on assignments (submit the same or similar work via Turn it in). All work must be paraphrased and properly cited using APA or Chicago Style citations. Please do not copy and paste from outside sources.

Academic dishonesty is a severe transgression in college and may result in referral to the Dean of Students, dismissal from class, expulsion from the University, and a failing grade.

Late Work Policy

Late submissions will receive a 1/2 letter grade deduction for each day submitted late and **will not be accepted after three (3) days past the deadline**. See course schedule and the course schedule below for deadlines. If assignments are submitted three days past the deadline, **they will NOT be graded for credit**. All assignments must be completed and turned in before 11:59pm on the day it is due.

If you experience an emergency, or something prevents you from completing a discussion or submitting an assignment, an email notification must be sent to the instructor BEFORE the deadline. documentation of circumstance may be required. See course schedule for assignment deadlines.

Student Affairs and Support:

If you experience personal difficulties this semester or need extra support (whether this is regarding mental health, financial circumstances, need someone to talk to or other concerns) Please reach out to the counselling services at TAMUC and the Dean of Students Office. They are here to support you and your growth as a student and individual and can help you or point you towards helpful resources. You can learn more

about student affairs and what they provide here: <https://www.tamuc.edu/office-of-student-affairs/dean-of-students/>

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

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit: <https://www.tamuc.edu/counseling-center/>

Week/Date	Theme or Topic	Readings/Assignments
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Week 1: 08/20/2026	Introduction and Syllabus Overview What is art and art education?	*Please take this time to explore the start here module and begin readings for week 1. Chapter 2 "What is Art"? Posted on D2L Class Meeting on Zoom from 5:00- 7:30PM
Week 2: 08/27/26	Why is Art Education Important in the Elementary Classroom ?	"How does art connect to Social Justice?" p. 31-41 in <i>Artful Teaching</i> available on D2L. "But He Looks Like Me. I Never Saw an Artist that Look Like That: Making Connections to Social Justice Through Art" by Tracy Hunter-Doniger available on D2L Discussion Due by Aug. 28th before 11:59PM -NO CLASS Meeting on the 27th
Week 3: 09/09/26	Teaching art through frameworks What is the comprehensive	<i>Teaching and Learning-</i> "Chapter 1: Teaching and Learning in Art Education" p. 3-22.

	curriculum (DBAE)?	“Making Connections: A comprehensive look at art” by Nancy Berry (instructional resource linked on D2L) Class Meeting on Zoom on Sept. 3rd from 5:00-7:30PM
Week 4: 09/15/26	Place-Based Education: Learning from our backyard	“What is Place-Based Education and Why Do We Need It Now?” AND “Mapping” (p.1-31) on D2L “The Art of Collecting, Material Culture, and Place-Based Education (p.63-72). located in D2L Discussion Due by Sept. 11th before 11:59PM- NO CLASS on the 10th.
Week 5: 09/22/26	Choice-Based Education and Teaching for Artistic Behaviors	“Learning to Let Go: Motivating Students Through Fluid Teaching in a Choice-Based Found Object Assemblage Unit” by Danielle Davenstadt located on D2L “Learning to Engage and Persist in TAB Classroom” by Jayme Ellis located on D2L. Class Meeting on Zoom Sept. 17th from 5:00-7:30PM
Week 6: 09/21/26	Teaching Inclusive Visual Culture What is cultural appropriation? How can we guard against it in the elementary classroom?	“Education and Counter advertising as a strategy for the promotion of critical thinking in students” by Nora Ramos-Vallecillo & Murillo-Ligorred located on D2L AND <i>Teaching and Learning-</i> “Chapter 10: Visual Culture: Wiser Ways of Seeing and Knowing” p. 179-197. “Appropriate use of Indigenous Content” https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/appropriate-use-of-indigenous-content/ Class Meeting on Zoom Sept. 24th from 5:00-7:30PM
Week 7: 10/05/26	Classroom Management and	<i>Teaching and Learning-</i> “Chapter 4: Classroom Management in the Visual Arts” p. 61-79.

	Assessments	<i>Teaching and Learning</i> – “Chapter 3: Assessment and Evaluation for the Visual Arts” p. 41-59 Discussion Due by Oct. 2nd before 11:59PM -NO CLASS meeting on Oct. 1st
Week 8: 10/12/26	Assignment Due on October 16 th	Class Meeting at 5:00 PM on 10/15-Virtual Tour of the Nasher Sculpture Center *this is a mandatory attendance class because the artist discussed will be relevant for the final lesson assignment.
Week 9: 10/19/26	Artistic Development and Diversified Learners How do we combat ableism in the art classroom?	<i>Teaching and Learning</i>- “Chapter 6: Diversified Learners” p. 102-118. “An Anti-Ableist Framework in Art Education” by Alice Wexler (link on D2L) Class Meeting on Zoom Oct. 22nd from 5:00-7:30PM
Week 10: 10/26/26	Artmaking and Curriculum Development	Class Meeting on Zoom Thursday, Oct. 29th from 5:00-7:30PM
Week 11: 11/02/26	Textiles & Puppets	<i>Teaching and Learning</i> – “Chapter 16: Textiles and Puppets” p. 300-321

	Class Presentations!	Class Meeting on Zoom Thursday, Nov. 5 th from 5:00-7:30PM
Week 12 11/09/26	Mixed Media, Sculpture and Mosaics	<i>Teaching and Learning-</i> “Chapter 15: Clay and Mosaics” p. 281-299. “The Case for Class Discussion: Sixth Grade Exploration of El Anatsui’s Contemporary Sculpture” Article linked on D2L Art Class Curator- PDF located on D2L Discussion due on Friday, Nov. 14 th Before 11:59PM-NO CLASS on the 13 th .
Week 13 11/16/26	Paper Arts, Printmaking & Book Arts Class Presentations!	<i>Teaching and Learning-</i> “Chapter 13: Paper Arts, Printmaking and Book Arts” p. 240-259 Class Meeting on Zoom on Thursday, Nov. 19 th from 5:00-7:30PM
Week 14 11/23/26 12/03	Thanksgiving- NO CLASS!	-No class meeting this week- Work time to start on Lesson Plan!
Week 15 12/01/26	Overview of the Final Lesson Plan Assignment and Review	Class Meeting to go over final assignment guidelines and overview on Zoom Dec. 3rd from 5:00-7:30PM Discussion due on Friday, Dec. 5 th Before 11:59PM

Artmaking and Teaching

Student Learners

Methodologies and Frameworks

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>

UNIVERSITY PROCEDURES/POLICIES Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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>

The *syllabus/schedule are subject to change.* 13

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/13st u dents/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13st%20udents/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

Graduate Student Academic Dishonesty 13.99.99.R0.10

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13st u dents/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13st%20udents/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

Students with Disabilities-- ADA Statement

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

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.

