



**ELED 452 – Student Teaching in Field-Based Education Programs
Fall 2015**

Instructor: Tommy Wardell, Adjunct
Office Location: Navarro Partnership/Corsicana BC 100
Office Hours: By appointment
Cell Phone: 903-654-2217
Home: 903-729-8066
Office Fax: 901-872-2019
University Email: Tommy.Wardell@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Northeast Texas Center for Professional Development and Technology Field Based Teacher Education Program Handbook – Preparing Tomorrow’s Teachers Today
(Revised July 2013)

Course Description: ELED 452 - Student Teaching in Field-Based Teacher Education Programs. Six semester hours. This is a course requiring observation, participation, and direct teaching for residents enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite: Full Admission to the Teacher Education through placement in a NETCPDT center for Residency.

Student Learning Outcomes:

EC-12 PPR Standards

Standard I. Domain I.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
- 1.2k the implications of students’ developmental characteristics for planning appropriate instruction;
- 1.3k the characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;
- 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
- 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and
- 1.6k appropriate strategies for instructing English language learners.
- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline;
- 1.11k current research on best pedagogical practices.
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.15k the importance of aligning instructional goals with campus and district goals.
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.
- 1.9k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k know materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.27k the characteristics, uses, advantages, and limitations of various assessment method and strategies;
- 1.28k the role of technology in assessing student learning;
- 1.29k the benefits of and strategies for promoting student self-assessment;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.
- 1.1s plan lessons that reflect an understanding of students' development characteristics and needs;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interest, and learning needs, including the needs of English language learners,
- 1.3s use effective approaches to address varied student learning needs and preferences;
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.10s plan instruction that makes connections within the discipline and across disciplines, and
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

- 1.13s develop instruction goals and objectives that are able to be assessed;
- 1.14smdevelop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interest; and
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.
- 2.4k the importance of communicating enthusiasm for learning; and
- 2.5k the necessity of communicating teacher expectations for student learning
- 2.6k how classroom routines and procedures affect student learning and achievement;
- 2.7k how to organize student groups to facilitate cooperation and productivity;
- 2.8k the importance of time management for effective classroom functioning;
- 2.9k procedures for managing transitions;
- 2.10k routines and procedures for managing and using materials, supplies, and technology;
- 2.11k non instructional duties (e.g., taking attendance) and procedures for performing these duties effectively; and
- 2.12k the classroom roles of paraprofessionals, volunteers, and other professionals, including substitute teachers, in accordance with district policies and procedures.
- 2.13k theories and techniques relating to managing and monitoring student behavior;;
- 2.14k appropriate behavior standards and expectations for students at various developmental levels;
- 2.15kthe significance of district policies and procedures for manageing student behavior and ensuring ethical behavior in the classroom.
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
- 2.18k appropriate responses to a variety of student behavior and misbehaviors
- 2.19k features and characteristics of physical spaces that are safe and productive for learning;

- 2.20k the benefits and limitations of various arrangements of furniture in the classroom;
- 2.21k Procedures for ensuring safety in the classroom;
- 2.22k physical accessibility as a potential issue in student learning; and
- 2.23k students' emotional needs and ways to address needs.
- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
- 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
- 2.7s organize and manage groups to ensure that students work together cooperatively and productively
- 2.8s schedule activities and manage class time in ways that maximize student learning;
- 2.9s manage transitions to maximize instructional time;
- 2.10s implement routines and procedures for the effective management of materials, supplies and technology;
- 2.11s coordinate the performances of non instructional duties with instructional activities;
- 2.12s monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and
- 2.13s use volunteers and paraprofessionals to enhance and enrich instruction, and evaluate their effectiveness.
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.
- 2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
- 2.16s encourage students to maintain ethical work standards and monitor their own behavior; and
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.
- 2.18s organize the physical environment to facilitate learning;
- 2.19s create a safe and inclusive classroom environment;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and
- 2.21s respect students' rights and dignity.

Standard III. Domain III.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;

3.6k know to present content to students in relevant and meaningful ways;

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and

3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning..

3.12k characteristics of effective feedback for students;

3.13k the role of timely feedback in the learning process; and

3.14k how to use constructive feedback to guide each student's learning.

3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and written;

3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's comments to students:

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.

3.7s create lessons with a clearly defined structure around which activities are organized;

3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;

3.10s represent content effectively and in ways that link with student's prior knowledge and experience;

3.11s use flexible grouping to promote productive student interactions and enhance learning;

3.12s pace lessons appropriately and flexivly in response to student needs;

3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and

3.14s encourage students' self-motivation and active engagement in learning.

3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;

3.16s promote students' ability to use feedback to guide and enhance their learning; and

3.17s base feedback on high expectations for student learning.

3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;

3.19s adjust instruction based on ongoing assessment of student understanding; and

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

- 4.1k the importance of families' involvement in their children's education; and
- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.
- 4.3k types of interactions among professionals in a school (e.g. vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special educational professional);
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
- 4.7k the various ways in which teachers may contribute to their school and district; and
- 4.8k the value of participating in school activities.
- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessments;
- 4.11k characteristics, goals and procedures associated with teacher appraisal; and
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.
- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.14k ethical guidelines for educators in Texas (e.g., those related to special education,, students' and families' rights, student discipline, equity, child abuse),
- 4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
- 4.16k procedures and requirements for maintaining accurate student records.
- 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
- 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
- 4.2s apply procedures for conducting effective parent-teacher conferences;
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.6s engage in collaborative decision making and problem solving with other educators in varied context;
- 4.7s work productively with supervisors and mentors to address issues to enhance professional skills and knowledge.;
- 4.8s communicate effectively and appropriately with other educators in varied contexts
- 4.9s collaborate professionally with other members of the school community to achieve school and district goals;
- 4.10s participate in decision making, problem solving, and sharing ideas and expertise; and
- 4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).;
- 4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
4.17s serve as an advocate for students and the profession;
4.18s maintain accurate records; and
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

ASSESSMENT AND EVALUATION OF INTERNS

The purpose of the first (internship) semester of the field-based program is twofold: (1) to learn about content, pedagogy, technology, classroom management, and assessment and evaluation through course content and seminars; and (2) to learn about schools, students, planning, and the teaching and learning process by working in a field-based setting with mentoring teachers. Thus, the assessment and evaluation of interns address performance in both the field based and seminar settings.

ASSESSMENT AND EVALUATION OF RESIDENTS

In terms of EC-6 certification, the purpose of the second (residency) semester of the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner.

Resident - Evaluation of Progress

Texas A&M University-Commerce -- Teacher Education Field Based Program

Circle one: **Self or Mentor EC-6 or 4-8** **Mid-Term or Final**
Grade _____

CWID:	Campus:	Date:
Resident Name:		

Instructions: Rate the indicators in the 1st column by circling the appropriate rating in the 2nd Column (3 = *Exceptional*; 2 = *Proficient*; 1 = *Needs Improvement*; NA = *Not applicable or not observed*). Then, add Comments and or suggestions in each main area.

Rating	Indicators of Meeting Proficiencies
3 2 1 NA	I-1. Promotes development of positive self-concepts
3 2 1 NA	I-2. Fosters climate of respect/acceptance of others' ideas
3 2 1 NA	I-3. Maintains a supportive environment
3 2 1 NA	I-4. Designs and integrates learning experiences that respect student diversity
3 2 1 NA	I-5. Applies or links curriculum content to the community
3 2 1 NA	I-6. Models and enables students to use all learning modalities
3 2 1 NA	I-7. Establishes climate in which learners work collaboratively
3 2 1 NA	I-8. Demonstrates an understanding of and sensitivity to students
Comments/Suggestions:	
Equity & Excellence for All Learners	
3 2 1 NA	II-1. Demonstrates effective observation skills
3 2 1 NA	II-2. Exhibits strong working knowledge of subject matter
3 2 1 NA	II-3. Presents information accurately and clearly
3 2 1 NA	II-4. Collaborates and shares knowledge with peers
3 2 1 NA	II-5. Organizes topics for practical application
3 2 1 NA	II-6. Integrates other disciplines to develop multiple perspectives
3 2 1 NA	II-7. Demonstrates knowledge of instructional strategies
3 2 1 NA	II-8. Maximizes time available for instruction
3 2 1 NA	II-9. Integrates technological resources into instruction
Learner-Centered Knowledge	Comments/Suggestions:
III – A Planning	
3 2 1 NA	III-A-1. Prepares effective lesson plans in which direct instruction, concept teacher are the primary instructional strategies
3 2 1 NA	III-A-2. Prepares effective lesson plans in which cooperative learning, inquiry, discovery, etc., are the primary instructional strategies
3 2 1 NA	III-A-3. Makes instruction relevant to student experiences
3 2 1 NA	III-A-4. Incorporates technology in planning
III-B Teaching and Management	
3 2 1 NA	III-B-1. Able to implement lesson plan effectively
3 2 1 NA	III-B-2. Uses adequate and appropriate supporting materials
3 2 1 NA	III-B-3. Appropriate and motivating lesson Focus including effective linking of new information with prior knowledge
3 2 1 NA	III-B-4. Models a variety of instructional strategies
3 2 1 NA	III-B-5. Models and encourages respectful behavior
3 2 1 NA	III-B-6. Uses appropriate pacing, wait time, and positive reinforcement strategies
3 2 1 NA	III-B-7. Manages and monitors student learning effectively and makes appropriate adjustments to plan when needed
3 2 1 NA	III-B-8. Engages all students in problem solving, critical, and creative thinking
3 2 1 NA	III-B-9. Encourages self-directed learning

<p>3 2 1 NA 3 2 1 NA 3 2 1 NA</p> <p>3 2 1 NA 3 2 1 NA 3 2 1 NA</p> <p>3 2 1 NA 3 2 1 NA</p>	<p>III-B-10. Effective in establishing and maintaining routines, procedures and logical consequences III-B-11. Is positive and proactive in redirecting off-task behavior</p> <p>III-B-12. Demonstrates “withitness” i.e., handling multiple tasks and decisions while and being cognizant of the total environment. III-B-13. Demonstrates effective classroom management skills III-B-14. Integrates technology to enhance instruction (multiple formats)</p> <p>III-C: Evaluation of Learning III-C-1. Provides opportunities for student-teacher reflections III-C-2. Guides learners in meaningful self-assessment III-C-3. Evaluation strategies are aligned with lesson objectives III-C-4. Utilizes variety of objective/subjective measures of evaluation including authentic assessment, portfolio, and reflective inquiry III-C-5. Uses formative assessment as a tool to direct and re-direct learning</p>
<p>Learner-Centered Instruction Part A, B, & C</p>	<p>Comments/Suggestions:</p>
<p>3 2 1 NA 3 2 1 NA</p>	<p>IV-1. Establishes climate which supports risk taking and/or innovative problem solving IV-2. Demonstrates effective verbal communication skills IV-3. Demonstrates effective nonverbal communication skills IV-4. Incorporates questioning techniques that elicit multiple-level thinking IV-5. Uses technology for building communication skills IV-6. Communicates effectively as an advocate for each learner IV-7. Uses correct grammar in writing and speaking</p>
<p>Learner-Centered Communication</p>	<p>Comments/Suggestions:</p>
<p>3 2 1 NA 3 2 1 NA</p>	<p>V-1. Demonstrates professional commitment to education V-2. Exhibits high standards of professional dress and demeanor V-3. Models punctuality and reliability V-4. Uses school services and community resources V-5. Knows and respects laws/guidelines for teacher responsibilities and student rights V-6. Makes decisions based on ethical principles V-7. Develops positive, productive relationships with colleagues V-8. Makes use of collaborative process to plan instruction, utilize materials and resources V-9. Participates in collaborative decision making and/or problem solving V-10. Seeks continual professional growth and uses reflective analysis in self-evaluation V-11. Seeks and engages in professional development opportunities V-12. Assumes and performs duties and responsibilities/takes initiative V-13. Stays abreast of technology</p>
<p>Learner-Centered Professional Development</p>	<p>Comments/Suggestions:</p>

Additional Comments:

Signatures:

Resident Mentor Liaison Date

Acknowledgement of feedback

Grading

The assessment and evaluation of residents is twofold as it addresses performance in both field based and seminar settings.

This includes completing all course requirements with a grade of a "C" or better in SPED 480 and ELED 447. The resident must also successfully complete the requirements with a "C" or better for ELED 452 - Student Teaching, prepare a satisfactory portfolio, have satisfactory ILT summative evaluations, and be recommended for certification by the Instructional Leadership Team to be awarded credit for the above course requirements.

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this **face-to-face** course:

Internet connection – high speed recommended for research and communicating
Word Processor (Microsoft Office Word – 2003 or 2007)
Access to University Library site
Access to an Email Account

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

In addition to the information listed on page 1 of this syllabus, I may be contacted using my home email: tmlw@gmail.com.

UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures:

Requests for Special Accommodations. Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

Student Conduct. All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

Withdrawal Policy. Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop A Class' from among the choices found under the myLEO section of the Web page.

Academic Integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution. Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University. *Academic dishonesty* includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction,

defacing, or removal) of resource material. If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>
<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)

COURSE OUTLINE / CALENDAR

EC - 6th Grade and 4th - 8th Grade

FALL	no. of days	SPRING	no. of days
Interns:		Interns:	
Report when public schools begin until regular University class schedule begins	5 days/week	Report when regular University class schedule begins until University semester ends	2 days /public school
Start of university classes until University Semester ends	2 days /public school	1 day /seminar	
1day/seminar		Residents:	
Residents:	Report when regular University	5 days/week	
Report when public schools begins until University semester ends	5 days/week	class schedule begins until University semester ends	