ELED 452.002 – Student Teaching in Field-Based Education Programs (6 sh)
COURSE SYLLABUS: Fall 2017

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Field-Based Teacher Education Program Handbook [revised July 2017]. Available online at http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/fieldBasedUndergraduateProgram/traditional-student-teaching-program-home/documents/14-15%20FieldBasedHandbook.pdf

- Other readings will be assigned from online sources, handouts, etc.

Course

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 Teaching (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;
1.14s develop 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 managing 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 ands 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;
3.2kprinciples 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 flexibly 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.

<u>Standard IV. Domain IV.</u>
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 schoo9e.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 teahing 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.

Student Learning Outcomes in direct correlation with the PPR competencies:

By the conclusion of the course, the student will demonstrate the following competencies at the ***Application* level**:

1. Human developmental processes (TExES PPR Competency 1)
2. Student diversity and the design of learning experiences and assessments that are responsive to the differences among students and that promote all students' learning. Understanding of design procedures for effective, coherent instruction and assessment based on appropriate learning goals and objectives (PPR 2).
3. Instructional design, delivery, and assessment aligned with the Texas statewide assessment program (PPR 3).
4. Learning processes and factors (i.e., learning theory, developmental stages, higher-order thinking skills, etc.) that impact student learning (PPR 4).
5. A classroom climate that fosters learning, equity, and excellence; a physical and emotional environment that is safe and productive (PPR 5).
6. Strategies for creating an organized and productive learning environment and for managing student behavior (PPR 6).
7. Principles and strategies for communicating effectively in varied teaching and learning contexts (PPR 7).
8. Appropriate instructional techniques and strategies that actively engage students in the learning process (PPR 8).
9. Technology for planning, organizing, delivering, and evaluating instruction for all students (PPR 9).
10. How to monitor student performance and achievement, provide timely, high-quality feedback to students, and flexibly respond in order to promote learning for all students (PPR 10).
11. Professional knowledge and skills (including legal and ethical requirements for educators) gained through effective interactions with others in the educational community including parents and through participation in professional activities in university and public school classrooms (PPR 11, 12, and 13).

Other Learning Outcomes tied directly to assessment and evaluation of interns/residents:

1. The student will construct, implement, and assess developmentally appropriate lessons that meet the state mandated Texas Essential Knowledge and Skills.
2. The students will associate appropriate TExES PPR competencies with the course content.
3. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within external readings/resources, field experiences, and class discussion.
4. The student will utilize technology in the preparation and delivery of lessons, communication, and assessment. Actively engage students' in the application of technology.
5. The student will understand the need for a variety of instructional strategies and demonstrates the ability to model and deliver effective teaching and learning appropriately.
6. The student will design and implement instruction and assessment to promote student learning in a least restrictive environment. (i.e., IEP's, Gifted and Talented, ELL's, etc.)
7. The student will demonstrate the ability to be a reflective teacher.
9. The student demonstrates an understanding of legal and ethical requirements for educators.

COURSE REQUIREMENTS

Required Residency Seminar Courses: Eled. 447, Eled. 452, Sped. 480

1. Attendance—**on time**-- at **all** scheduled seminars, campus assigned days, and school/university meetings. Residents must be on time to seminar and on their assigned campus. ALL absences are expected to be made up.
2. Professionalism at the highest level to be demonstrated at all school and seminar activities. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, showing respect to all in seminar, accepting responsibility, and showing pride in one's work; demonstrate Net Etiquette.
3. Prepared for all campus assignments, university assignments and university seminars.
4. Written assignments will be typed and corrected for grammar, spelling and punctuation
5. All assignments will be in a format that is easy to read, attractive, and turned into your liaison/field-supervisor on time.
6. Assignments will be completed on your time not in the field.
7. Register for the required TExES Exams in a timely manner.
8. Certification – all students should meet with their advisor to be sure all requirements are met.
9. Check Degree Works for accuracy

Instructional / Methods / Activities Assessments

This course consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

Lesson Plans and Evaluation:

Student Learning Outcomes: #1-9 See above

PPR Standards/Competencies: 1.1k-1.31k, 1.1s-1.23s, 2.1k-2.23k, 2.1s-2.21s, 3.1k-3.16k, 3.1s-3.20s, 4.1k-4.18k, 4.1s-4.19s

Assessment Method: Documentation through Formal lesson plans and evaluations (Mentor/Liaison), formal Mid-Term and Final evaluations (Liaison/Mentor)

Observations and Anecdotal notes (Mentor/Liaison), Journals by resident and feedback by Liaison, Debriefing with Mentor and Liaison-weekly

- o Demonstrate your knowledge of the typical stages of cognitive, social, physical and emotional development of your students by developing lessons appropriate for the children you are teaching.
- o Demonstrate your knowledge of student diversity by planning learning experiences and assessments that are responsive to difference among students.
- o Design effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- o Plan effective, engaging instruction and assessment based on learning processes and factors that impact student learning.
- o Establish a classroom climate that fosters learning, equity, and excellence.
- o Manage student behavior through organized strategies.
- o Communicate effectively in varied teaching and learning contexts. .
- o Actively engages students in all teaching and learning contexts. .
- o Use effective technology to plan, organize, deliver and evaluate instruction for all students.
- o Provide timely, high quality feedback to students through written and oral means.
- o Build up to Full-time teach) taught by the resident in each placement. The students will teach all content and perform the duties of their assigned mentor teacher. This will be done under the supervision of the mentor teacher with feedback and reflection.

- o Seven formal evaluations must be completed this semester. Two formal evaluations from the school (mentor teachers) and three by your university liaison must be completed. At each evaluation you MUST have prepared for the evaluator the following items: your lesson plan, a lesson evaluation form, a seating chart, all handouts to be used during your lesson, and your pre-lesson reflections. Your university liaison will expect it to be ready and in the location where you would like her/him to sit during your lesson. Plan and organize your time wisely.
- o Midterm Evaluation
- o Final Evaluation covering experiences in the field and seminar.

The Reflective Teacher:
Student Learning Outcomes: #2,3,5,7-9 See above
Assessment Method: Weekly reflections & discussions with field-supervisor/seminar team

TEXAS A&M UNIVERSITY-COMMERCE FIELD BASED PROGRAM

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.

Grading (Determined by criteria shared below)

1. Professional growth as demonstrated by:
   a. Professional growth – per discussions with ILT
   b. Anecdotal records kept by the mentor teachers, university liaisons/field supervisors and seminar instructors
   d. Lesson Evaluations by mentor teachers (2 each) and university liaison/field supervisor (3- total)
   e. Professionalism (major component) (self-reflection)
2. Written assignments
3. Attendance at school and university seminars (Mandatory every scheduled day)
4. Midterm and final conferences
5. All paperwork submitted inTk20 in a timely manner

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, have satisfactory ILT summative evaluations, and be recommended for certification by the Instructional Leadership Team to be awarded credit for the above course requirements.

Final Grading

Grading will reflect a combination of seminar and field work derived from the ***Instructional Leadership Team*** *(ILT).* The following holistic scoring will be utilized:

A= Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning progresses. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments completed by due date

B = Developing. Functional--but in need of instruction--in initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments completed by due date

C/D = Needs Improvement. Significant lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage even with significant intervention. Poor attitude, attendance, participation and completion of assignments completed by due date

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this **face-to-face** course: Dropbox is used to house documents
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:
Additional contact information will be given in seminar.

UNIVERSITY PROCEDURES/POLICIES

Course 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. (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

University Specific Procedures:

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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Campus Gun Law (effective Fall, 2016)

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 (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce 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.

COURSE OUTLINE / CALENDAR - will be given in seminar