



**EDAD 637 Advanced Organizational Behavior  
Spring 2018 Syllabus  
Department of Educational Leadership  
Texas A&M University-Commerce**

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**REQUIRED**

Owens, R. Valesky, T. (2015) Organizational Behavior in Education: Leadership and School Reform / Edition 11

**RECOMMENDED**

Implementing Change: Patterns, Principles, and Potholes. Needham Heights, Mass: Allyn & Bacon.

Deal, T.E. & Peterson, K.D. Shaping School Culture: The Heart of Leadership" ISBN 0-7879-6243-0 Jossey-Bass publications

Chance & Chance (2005). Introduction to Educational Leadership & Organizational Behavior" ISBN 1-930556-24-1 Eye on Education publishers

Fullen, M. (1998). Change Forces: Probing the depths of educational reform ISBN 1-85000-826 . Falmer Press

Hord, S. "Learning Together -Leading Together" ISBN 0807744123 Southwest Dev. Labs – Austin publishers

**COURSE DESCRIPTION**

Advanced Organizational Behavior in Education. Three semester hours. The application of theories of organizational behavior to the problems of educational institutions. Through the examination and application of theories including but not limited to leadership, decision-making, communication, motivation, power and influence, group dynamics, and change, this course is designed to develop diagnostic and problem-solving skills necessary for successful leadership of educational organizations. Prerequisite: Doctoral status.

**Student Learning Outcomes** derived from (Superintendent Certificate Standards) for EDAD 637 (*in italics*)

*Upon completion of this course students will understand how to:*

**A. Learner-Centered Values and Ethics of Leadership.**

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

(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

(2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

(3) serve as an articulate spokesperson for the importance of education in a free democratic society;

(4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;

(5) maintain personal physical and emotional wellness; and

(6) demonstrate the courage to be a champion for children.

**B. Learner-Centered Leadership and School District Culture.**

A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:

(1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;

(2) *facilitate the development and implementation of a shared vision that focuses on teaching and learning;*

(3) *implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;*

(4) *conduct and analyze school district/campus climate inventories for effective and responsive*

*decision making;*

*(5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;*

*(7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;*

*(8) demonstrate an awareness of emerging issues and trends affecting the education community;*

*(9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and*

### **C. Learner-Centered Human Resources Leadership and Management.**

A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:

(1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;

(2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;

(3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;

(4) deliver effective presentations and facilitate the learning of both small and large groups;

(5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;

(6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;

(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;

(8) demonstrate and apply knowledge of certification requirements and standards; and

*(9) diagnose and improve organizational health/morale by the implementation of strategies and*

*programs designed to provide on-going assistance and support to personnel.*

**D. Learner-Centered Policy and Governance.**

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

*(1) define and apply the general characteristics of internal and external political systems to the educational organization;*

(2) demonstrate and apply appropriate knowledge of legal issues affecting education;

(3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;

*(4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;*

(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;

(6) use legal systems to protect the rights of students and staff and to improve learning opportunities;

(7) apply laws, policies, and procedures fairly, wisely, and considerately; and

(8) access state and national political systems to provide input on critical educational issues.

**E. Learner-Centered Communications and Community Relations.**

A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:

*(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;*

*(2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;*

(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;

*(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;*

*(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;*

*(6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;*

*(7) use effective consensus-building and conflict-management skills;*

(8) articulate the school district's vision and priorities to the community and to the media;

(9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;

(10) communicate and articulate position on educational issues; and

(11) demonstrate effective and forceful writing, speaking, and active listening skills.

**F. *Learner-Centered Organizational Leadership and Management.***

A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:

*(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;*

*(2) implement processes for gathering, analyzing, and using data for informed decision making;*

*(3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;*

*(4) develop, implement, and evaluate change processes for organizational effectiveness;*

(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;

(6) apply legal concepts, regulations, and codes for school district operations;

(7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;

(8) acquire, allocate, and manage resources according to school district vision and priorities;

(9) manage one's own time and the time of others to maximize attainment of school district goals; and

(10) use technology to enhance school district operations.

#### **G. Learner-Centered Curriculum Planning and Development.**

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

(1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;

(2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;

(3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;

(4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;

(5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;

(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;

(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and

(8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

#### **H. Learner-Centered Instructional Leadership and Management.**

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

(1) *apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school*

*district's vision;*

(2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;

*(3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;*

(4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;

(5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);

(6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;

(7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;

(8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;

*(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and*

*(10) create an environment in which all students can learn.*

## **COURSE OBJECTIVES**

### **Objective 1**

Students are expected to become familiar with reform movements, historical leadership perspectives, and notable leaders in management and leadership approaches.

### **Objective 2**

Students are expected to complete all reading assignments, participate in class discussions (web discussions dates are listed in the assignment schedule) by prescribed due dates.

### **Objective 3**

Students are expected to become familiar with strategies for change implementation.

### **Objective 4**

Students will demonstrate an understanding of organizational theories and notable historical figures via a written Final Reflection Paper.

### **Objective 5**

Students will demonstrate an overall understanding of organizational theories and behaviors as demonstrated through the mid-term and final exam.

### **Attendance and Participation**

I assume you will use your best discretion in balancing work and family obligations with your course requirements. It is your responsibility as a professional to let the course professor know of any absences or problems you may be experiencing in meeting deadlines. "Attendance" in an online course is measured through timely submission of all assignments and timely, ongoing participation in discussion threads. Students are expected to prepare for, and actively participate in weekly assignments and discussion threads. Participation in class means focus should be on the course topics and assignments. **LATE WORK IS NOT ACCEPTED.**

### **Preparation for Class (Overall Participation)** (100 points)

Students are expected to be prepared each week by completing weekly assignments (required reading, reports, class discussion and other activities as assigned).

### **Discussion Threads** (175 points)

This is an extremely important element of the class. There will be required discussion threads during 7 modules presented this semester. There may be more than one discussion thread per module. Participation is expected in all discussion threads. The discussions will primarily focus on your change projects and questions you may have.

### **Reflection Activity** (50 points)

Locate two articles regarding organizational behavior. One article needs to be primarily of a quantitative research design and one article needs to be primarily of a qualitative research design. Report the findings of each article and compare and contrast the two methods of research design and data collection procedures. Describe which research paradigm you feel provides the most accurate account of organizational behavior? Describe why you favor this research paradigm. The length of the reflection paper is **6-8 pages** and must be thoroughly edited before submission and must conform to **the 6<sup>th</sup> APA Style Manual** for writing accuracy.

### **Organizational Culture/Motivation Paper** (20 points)

Myth of the Garage - Read the two sections entitled "I love you, Now What" and "The Curse of Incentives"

Prepare a 2- page paper. Include your insight on how to find middle ground with these two concepts. How can you as a leader provide praise and find appropriate use of incentives? Why is this concept important in the overall understanding of organizational culture/motivation.

**Mid-Term Exam** (100 points)

**Final Exam** (100 Points)

**Final Reflection Paper** (100 points)

The final reflection will cover material from your assigned readings as well as change models covered during lectures. The length of the reflection paper is **10 pages** and must be thoroughly edited before submission and must conform to **the 6<sup>th</sup> APA Style Manual** for writing accuracy. Comprehensive exams will likely require familiarity with the topics and names in the list below. Each topic below is tied into educational change and reform. Consider each of the topics listed below regarding the various historical reform movements and strategies. Select 3 names/topics and provide a paper of compare/contrast. Your paper should include some personal application with each of the topics selected. Personal application could include a personal experience in an educational organization, an idea for change within an organization, etc. Please structure your paper in the following manner:

**Introduction:** What 3 names/topics have you selected and why?

**Body:** Overview of each with comparisons and personal applications

**Conclusion:** Your final analysis of the names/topics identified

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Fredrick Taylor and Scientific Management Theory

Max Weber

Maslow Hierarchy of Needs

Henry Ford

Classical Management Styles of Leadership

Elton Mayo's Hawthorne Experiments

Human Relations Movement

Chris Argyris – top down and shared leadership theories

Rensis Likert

Models of Leadership: Fiedler (1978) and Hersey & Blanchard (1988)

Frederick Herzberg

School Reform Movements

Baldrige National Quality Program

TQM – Edward Demming

Tribes

Community Partnerships

Learning Communities

Peter Senge's 5<sup>th</sup> Dimension

Service Learning in schools

Accelerated School Movement

High Schools That Work Movement

**The following web sites have been provided for you and may be helpful to you in providing you with information regarding historical figures, historical reform movements, philosophies, and change theory.**

**Research Resources:**

American Association of Colleges for Teacher Education [http](http://www.aacte.org)

[www.aacte.org](http://www.aacte.org)

American Association of School Administrators

[www.aasa.org/](http://www.aasa.org/)

Chronicle of Higher Education

<http://chronicle.com/>

National Association for Secondary Principals

<http://www.nassp.org/>

Development of Management Thought

<http://choo.fis.utoronto.ca/FIS/Courses/LIS1230/LIS1230sharma/history6.htm>

Classical Management Styles of Leadership

[http://www.infed.org/leadership/traditional\\_leadership.htm](http://www.infed.org/leadership/traditional_leadership.htm)

Fredrick Taylor and Scientific Management

<http://www.netmba.com/mgmt/scientific/>

<http://www.fordham.edu/halsall/mod/1911taylor.html>

Max Weber

<http://cepa.newschool.edu/het/profiles/weber.htm>

<http://www.criticism.com/md/weber1.html>

Henry Ford

<http://www.hfmgv.org/exhibits/hf/>

<http://www.time.com/time/time100/builder/profile/ford.html>

<http://www.spartacus.schoolnet.co.uk/USAFord.htm>

Henry Taylor

<http://cortlandreview.com/issue/six/taylor6.htm>

Maslow Hierarchy of Needs

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

<http://www.nwlink.com/~donclark/leader/leadhb.html>

Human Relations Movement

[http://worldacademyonline.com/article/27/383/human\\_relations\\_movement.html](http://worldacademyonline.com/article/27/383/human_relations_movement.html)

Elton Mayo's Hawthorne Experiments

[http://www.accel-team.com/human\\_relations/hrels\\_01\\_mayo.html](http://www.accel-team.com/human_relations/hrels_01_mayo.html)

Chris Argyris

[http://www.accel-team.com/human\\_relations/hrels\\_06ii\\_argyris.html](http://www.accel-team.com/human_relations/hrels_06ii_argyris.html)

Rensis Likert

[http://www.accel-team.com/human\\_relations/hrels\\_04\\_likert.html](http://www.accel-team.com/human_relations/hrels_04_likert.html)

Frederick Herzberg

[http://www.accel-team.com/human\\_relations/hrels\\_05\\_herzberg.html](http://www.accel-team.com/human_relations/hrels_05_herzberg.html)

School Reform Movements

<http://www.eirc.org/reform.html>

Baldrige National Quality Program

<http://www.nist.gov/baldrige/>

TQM – Edward Demming

<http://www.bettermanagement.com>

## **GRADING**

<b>Overall Class Participation</b>	<b>100</b>
<b>Discussion Threads (7 x25)</b>	<b>175</b>
<b>Reflection Activity</b>	<b>50</b>
<b>Organizational Culture/Motivation Paper</b>	<b>20</b>
<b>Mid Term</b>	<b>100</b>
<b>Final Exam</b>	<b>100</b>
<b>Final Reflection Paper</b>	<b>100</b>
<b>Total Possible Points</b>	<b>645</b>

**A = 90% - 100%**

**B = 80% - 89%**

**C = 70% - 79%**

**D = 60% - 69%**

**F = 59% and below**

**Caveat:** This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 637. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

*Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, grades are given to primarily provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor.*

## **TECHNOLOGY REQUIREMENTS**

This is an web enhanced course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred), 2) headset/microphone, 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

## **ACCESS AND NAVIGATION**

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

### **eCollege Technical Concerns**

*Chat Support:* Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

*Phone:* 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

*Email:* [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with an eCollege technical support representative.

## **COMMUNICATION AND SUPPORT**

### **Quality of Online Course Communication**

We will be sharing personal experiences and individual reflections as we discuss course concepts. You are encouraged to share your personal and professional experiences. However, in order to assure that we can have a free and open discussion, we expect each person to respect the confidentiality of classmates. At the same time, you are asked to exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information.

Our discussion goal is to be collaborative, not combative. Experience suggests that even an innocent remark in the online environment can easily be misconstrued. We suggest you always reread and edit your responses carefully before posting in order to make certain that the wording in your message will not be seen as a personal attack. Personal attacks and harsh tones will not be tolerated and will negatively affect your grade. We expect you to be positive in your approach to others and diplomatic with your words. Your instructors are also committed to do the same in all of our communications.

### **Interaction with Instructor**

Email is the best way to reach me during weekdays. During the workweek, a reply will be sent within 24 hours, depending upon the time your message was received. If you do not receive a response, please assume your message was not received and email again or contact me via telephone (texting is also fine).

This course is an online course technically supported by the Texas A&M University-Commerce campus-wide computer platform eCollege. We will have access to and begin using eCollege the first day of class. If you are not familiar with the use of eCollege or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page.

It is critical for you to check your MyLeo email and **e-college announcements** everyday, as I will be communicating with you as we go both within the course online environment and through university email.

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

### **Assignments**

You will be able to check your grades in the grade book throughout the course. You will be graded on assignments, participation, and assessments, so be sure to turn in assignments on time. The grade will also be affected (either positively or negatively) by the mechanics of writing (i.e. spelling, punctuation, grammar, organization, flow, format, etc.). **PLEASE PROOFREAD! PLEASE PROOFREAD!** In order to maintain spontaneity in discussions, you will not be graded on spelling or grammar on any material within the discussion threads but this does NOT mean you should not proofread. Proofreading in online classrooms is a form of courtesy to your reader (i.e. classmates and professor).

I hope to make this course a positive learning experience for all involved including myself. I assure you that I will do everything I can to promote your success. Studying is a lonely, difficult task, but with the support from others in this course, it can be very rewarding.

Check your MyLeo email regularly (at least once each weekday) for information. I will be sharing information as we go. We will be using discussions groups in this course. You will need to participate within each module with responses to the discussion questions/issues.

### **Writing Style**

All papers must be written according to the 6<sup>th</sup> Edition of the APA Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (6<sup>th</sup> edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

### **Dropping a Course**

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.

### **Administrative Withdrawal**

Students who miss two sections of class (virtually or in person, depending on the status of the course) may be administratively dropped for excessive absences.

## **Incomplete Grades**

Per university policy, you must visit with the instructor, develop, and sign “Plan for Completing the Grade of X” before you may receive an incomplete for the course. The reason for such requests is limited to “circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks” (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

## **Academic Honesty**

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "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.

Please see the *TAMU-C Graduate Catalog* (2001-02, pp. 17-18) and the *Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information.

Recommended websites to review include:

<http://www.plagiarism.org/>

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

<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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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*).

**Campus Concealed Carry**

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.

**University Mission and Vision Statements**

*The Texas A&M University-Commerce Mission:* Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

*The College of Education and Human Services (COEHS) Mission:* The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

*The College of Education and Human Services (COEHS) Vision:* The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

*The Department of Educational Leadership (EDL) Mission:* The Department of Educational Leadership at Texas A&M University-Commerce prepared graduates for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

*The Department of Educational Leadership (EDL) Vision:* The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.