



TEXAS A & M UNIVERSITY-COMMERCE

COMMERCE CAMPUS

Department of Literature and Languages

Communication Studies Program

**COMS 301 Section 01W Computer Mediated Communication  
COURSE SYLLABUS: Spring, 2018**

Course Instructor: Stephen A. Furlich, Ph.D.

Office: PAC 120

Office Hours: (Virtual through e-mail, Learning Studio (ECollege)) M-F. Most emails are usually replied to within 24 hours. Sometimes high email volume may require additional time beyond 24 hours to reply to an email.

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Class Time: Online

**Communication Studies B.A./B.S.**

The Communication Studies program is designed as an area of study to apply scholarly communication research for a variety of careers and personal goals in an interconnected world.

**Two general goals of the program for graduates are:**

1. Each graduate will be the most communicatively informed person in every communication situation they find themselves in, such as understanding others verbally and nonverbally in professional and personal situations.

2. Each graduate will be the most effective communicator verbally and nonverbally in each communication situation they find themselves in, such as professional and personal contexts. Furthermore, an essential part of effective communication is the ability to communicate strategically verbally and nonverbally to accomplish one's goals.

**COURSE INFORMATION**

## Materials – Textbooks, Readings, Supplementary Readings

**Textbook Required:** Wright, K. B., & Webb, L. M. (Eds.). (2011). Computer-mediated communication in personal relationships. New York, NY: Peter Lang. ISBN-10: 1433110814 | ISBN-13: 978-1433110818

(Electronic copy information purchased at bookstore)

**Course description:** Students will learn about the digital networked era, which is based on consuming ever-increasing content. This information can influence who we are and the relationships we have with others. We will examine fundamental aspects of interpersonal communication and consider how different types of computer-mediated communications (CMC) technologies such as e-mail, instant messaging, video conferencing, twitter and social network sites affect communication processes. Students will develop a better sense of how knowledge, information, and power changes on the web and become aware of their own personal change. Students will engage the web as critical writers and readers in order to move past being simply consumers and empower them in this digital networked era. We will consider effective CMC from multiple perspectives.

### Learning Outcomes:

1. Students will gain a theoretical understanding of the field of CMC and become familiar with both common and novel CMC tools, through readings and in-depth class discussions boards.
2. Students will demonstrate an understanding of CMC concepts.
3. Students will learn how computer mediated communication influences their identity and personal relationships.
4. Students will develop critical thinking and analytical skills to determine effective CMC.
5. Students will develop application skills to be used in the actual workplace.

Prerequisites: None

### **IMPORTANT, PLEASE READ**

\*Please take the **Student Orientation Tutorial** before beginning the course. To do so please log into Learning Studio (ECollege), then click in the upper left corner 'My Courses' then in the middle of the page under the heading 'my course list' and under 'special courses' click on the link under it labeled 'Student Orientation Tutorial.'

\* After signing into Learning Studio (ECollege) please click on the Help button on the top right side of the page to learn some navigation through the course with the links that to the side.

## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - sound card, which is usually integrated into your desktop or laptop computer
  - speakers or headphones.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### **Pearson Learning Studio (eCollege) Access and Log in Information**

This course will be facilitated using Pearson Learning Studio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to:

<http://www.tamuc.edu/myleo.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@tamuc.edu](mailto:helpdesk@tamuc.edu).**

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson Learning Studio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

### **Pearson Learning Studio Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of Pearson Learning Studio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson Learning Studio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson Learning Studio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### **Policy for Reporting Problems with Pearson Learning Studio**

Should students encounter Pearson Learning Studio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number

3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson Learning Studio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio tutorial offered for students who may require some extra assistance in navigating the Pearson Learning Studio platform. **ONLY** Pearson Learning Studio based problems are legitimate.

#### **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

#### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

#### **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

**Please Label All Submitted Assignments with your Name, Section, & Assignment Number. Examples: Smith, 201-01W Paper 2. Please also use these labels in e-mails, such as in subject lines. Both Paper assignments are submitted in the proper envelop in Learning Studio (ECollege) in DocSharing. Tests are taken in Learning Studio (ECollege) for the assigned week clicking on exam.**

**Attendance** - Punctual attendance is expected on weekly assignments and tests. Excessive absences are defined by the instructor missing a weekly assignment, excused or unexcused. Attendance is measured by submitting appropriate assignments for the week such as exams or papers or posting in discussions for the week. If you participate in University sponsored activities (e.g., intercollegiate sports) you must check with the instructor with appropriate documentation before you are absent. Students are responsible for all missed work.

**Assignments will be submitted electronically through DocSharing in Learning Studio (ECollege) for the two papers and must be received by 5:00 P.M. Central Time Friday the week it is assigned.** This includes discussion postings which are posted in the Learning Studio (ECollege) weekly discussion link. Please note the last week of class is not a complete week and the discussion is due the last day of class. **Please do not send an e-mail asking if your paper was received until at least 1 week after it is due.** Answering e-mails about receiving the papers slows down the process of grading speeches. **An e-mail from the Instructor to**

**ALL students will be sent AFTER ALL papers have been graded to notify the class that paper assignment grades have been posted.**

**Course Assignments/Assessments:** The department of Literature and Languages supports university policies of academic excellence as noted in the student handbook. Interpretation of grades should be considered within the university framework: A=excellent, B=good; C=average; D=inferior; and F=failure. Final grades in this course will be based on:

**A = 100%-90%**

**B = 89%-80%**

**C = 79%-70%**

**D = 69%-60%**

**F= 59% or Below**

**Tests = 70%; Papers: 1 = 10%, 2 = 10% = total 20%; Discussion = 10%**

**\* Tests - (70%)**

20% Test 1

25% Test 2

25% Test 3

Test questions will come from the assigned chapters as well as any notes sent out. Students must take the tests without any assistance from other people. They may use their textbooks but the tests will be timed. Academic integrity is described in the student handbook for Texas A&M University-Commerce. Failure to abide by the rules outline may result in failing the class. If a week has both a test and discussion in that week, the discussion will not be part of that test but will be covered on the next test. Due to multiple sections of this class taking similar tests, **test answers will not be given after the test as to correct and incorrect answers.** The students' scores will be the feedback that they receive concerning their test performance. **Students preparing for tests should study how concepts are related to each other, how they differ, and come up with personal examples of the concepts. The test questions are usually not straight forward definitions but often give an example and ask the student which concept the example best represents.**

Discussion- (10%)

All discussions are finished by the Friday of the week they are assigned at 5:00 PM Central Time. A list of questions is given at the end of the syllabus for each section. The first student to post a comment or question for a section should consider addressing one of these questions.

Students are required to **post 2 questions and respond to 2 other questions** that are posted each week. **Students need to come up with their own original questions to post and not re-post previous questions from other students or the syllabus. Likewise, students need to refrain from answering the same questions other students previously fully answered.** Some repetition is acceptable if it helps to develop the ideas and concepts. The objective is to expand and apply the course material. Students cannot post questions or comments for any section except the present one. Hence, you need to stay on top of your participation for each section. **It is helpful for viewing in Learning Studio (ECollege) if students begin a new post with each of their original questions they post rather than connected to a previous comment or posting more than one question together.**

**\* Papers - (20%) Note: Encyclopedias, the course textbook, and dictionaries do not count as sources. Papers will be submitted in ECollege for this class in the Doc Sharing Section.**

10% Paper 1:

10% Paper 2:

**\*Please only submit written assignments as attachments in WORD in DocSharing. Other files such as PDF files are too difficult to grade.**

**Paper 1: 1-2 pages (Back to Basics)**

The purpose of this assignment is to document the impacts of not using computer-mediated communication for a certain amount of time. Choose a 24-hour period where you will not use the Internet or texting. You may still use your cell phone to make/receive calls. Try not to read texts that come in. This exercise includes online games, or gaming with others at a distance (i.e. Xbox), and anything that requires an Internet connection (computers and mobile devices). Write a 1-2 page paper that summarizes your experience in relation to course concepts/theories. Each student **must identify at least 5 examples related to class material concepts or theories** related to your personal experiences. Each student will **cite 3 sources in their paper and have these references on their reference page**. The purpose of the sources is to address some of your personal experiences. What are some things that research has addressed that you experienced? This can be research that supports what you experienced or is inconsistent. For example, you may write that you experienced sleepiness without CMC and Jones (2015) also found that in his study. The idea of the sources is to understand how your experiences fit in with the larger picture of what is known about CMC. The sources need to be credible, such as books or journals. **Internet web-site sources will not count as part of the required 3 sources. Further sources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert.** Students will turn in a reference page with their sources when submitting their paper. Each student will submit their paper through ECollege for this class in Doc Sharing. **Please have the paper and reference page as the same file and not submitted as two different documents. Please bold and underline within the paper the 5 supporting examples of class material.** This assignment can be beneficial with you growing as a person and better understanding how you view yourself. Please take it serious and refrain from using CMC for one 24 hour period. Honesty with this assignment is essential.

## Paper 2: 1-2 pages (Organizational CMC Paper)

The purpose of this assignment is to better understand how an organization uses CMC for communication. Students should investigate how CMC is used between employees and also by the organization to outside people, such as customers and advertising. Students should consider investigating various CMC ways such as email, facebook page of the organization, twitter, the organization's website, etc. **Each student will interview an employee of an organization.** Each student can create their own list of interview questions. The central theme to address is how the organization uses CMC to communicate inside and outside the organization. Students should address the pros and cons of the organization's CMC use. Students can even write about their own personal experiences with the organization's CMC, such as visiting their website, facebook page, twitter, etc. Each student **must identify (Bold and underline) at least 5 examples of class material of concepts or theories** related to your interview and/or experiences with the organization's CMC use. Each student will **cite 3 sources in their paper and have these references on their reference page.** The purpose of the sources is to address some of the findings from the interview and your personal experiences. What are some things that research has addressed that your person addressed in their interview? This can be research that supports what you experienced or is inconsistent. The idea of the sources is to understand how your interview and experiences fit in with the larger picture of what is known about CMC in organizations. The sources need to be credible, such as books or journals. **Internet web-site sources will not count as part of the required 3 sources. Further sources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert.** The interview does not count as part of the three required sources. Students will turn in a reference page with their sources when submitting their paper. **Students will write on the bottom of their reference page the name of the person they interviewed and their email address.** This is necessary for the instructor to ensure that the interview was conducted. Each student will submit their paper through ECollege for this class in Doc Sharing. **Please bold and underline within the paper the 5 supporting examples of class material.** Please have the paper and reference page as the same file and not submitted as two different documents. **AN ACADEMIC ORGANIZATION IS NOT ACCEPTABLE, SUCH AS THE TAMUC CAMPUS.**

### \* Course Behaviors

**Students may lose 10% of their final grade for acting disrespectful the first time. This includes but is not limited to offensive comments to another student, etc. The second occurrence they are disrespectful they will be dropped from the class. Students can receive an 'F' in the class for academic dishonesty. This includes but is not limited to cheating on tests, using previous work from another class for assignments, copying another's work from anywhere, etc.**

### Course Procedures

Assignments - Assignments must be completed on time. Late work will result in loss of points. Academic integrity is expected on all course assignments and activities. Violations of academic integrity (e.g., plagiarism, cheating, etc.) are serious offenses and will be dealt with according to university policy.

Late Work, Make-Up Assignments and Examinations - If you miss a deadline, it must be for one of the following types of documentable reasons: death in the family, severe personal illness, university sponsored activities, etc. If you have an unexcused absence, you cannot make up that assignment or test. Additionally, because of time constraints, the instructor may elect not to grant make-up work for any reason. In order to take a make-up examination you must submit verifiable and official documentation to your instructor (e.g., a doctor's note for the specific day

missed). If your request is approved, you may take a make-up test on the appointed day. All make-up exams must be given for qualified persons within 1 week of the missed test.

Observance of a Religious Holy Day – Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required.

### **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*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **ADA Statement**

#### **Students with Disabilities**

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

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 132

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

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

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

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then

schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Instructor □ Dr. Susan Stewart, Assistant Department Head or Dr. Hunter Hayes, Department Head

### **Course Schedule**

Please note this is a tentative schedule for topics that will be explored this semester.

Slight changes may be made as the semester progresses.

### **An important reminder:**

All **Papers** and **Exams** are in bold. Notice how these are close to each other.

Therefore, it is imperative for you to plan ahead and prepare in advance so you don’t fall behind in the course.

Keeping up with the readings and staying active in class are the best ways to stay afloat in this class.

### **Computer Mediated Communication Schedule – Spring, 2018**

**Dates are Monday of each week. Assignments start on Monday and end by Friday of each week.**

**Dates are Monday of each week**

Assignments due by Friday each week 5PM Central Time USA

Jan. 16: DISCUSSION: Read Syllabus., ch. 1 Functional Approach to Social Networking Sites

Jan. 22: DISCUSSION: ch. 2 Unpacking the Paradoxes of Privacy in CMC relationships. Ch. 3 New Twists on Love's Labor	
Jan. 29: DISCUSSION: Ch. 4 Microchannels & CMC. Ch. 5. Communication Competence & Apprehension During CMC in Online and Face to Face Relationships. Ch. 6 Relational Maintenance & CMC.	
<b>Feb 5: Test 1: Test 1 (Ch. 1, Ch. 2, Ch. 3, Ch. 4, Ch. 5, Ch. 6)</b>	
<b>Feb. 12: Paper 1 Due</b>	
Feb. 19	DISCUSSION: Discussion: ch. 7 Locating Computer Mediated Social Support within Online Communication Environments. Ch. 8 Personal Relationships and Computer-Mediated Support Groups
Feb. 26	DISCUSSION: Ch. 9 Online Self-Disclosure Ch., 10 Multicommunicating and Episodic Presence
March 5	DISCUSSION: Ch. 11 The more things change; the more they stay the same. Ch. 12 CMC and the conceptualization of friendship
<b>March 12</b>	<b>No Class Spring Break</b>
March 19	<b>Test 2: Test 2 (Ch. 7, Ch. 8, Ch. 9, Ch. 10, Ch. 11, Ch. 12)</b>
March 26	DISCUSSION: Ch. 13 Cross-Contextual examination of technology mediated communication & Social Presence in Long Distance Relationships. Ch. 14 Healthcare Provider-Recipient Relationship interaction.
April 2	DISCUSSION: Ch. 15. Family Imbalance and Adjustments to Information 285 & Comm. Technologies. Ch. 16 Online performance of gender
April 9	<b>Paper 2 Due</b>
April 16	DISCUSSION: Discussion: Ch. 17 Digital Deception in Personal Relationships. Ch. 18 Speculating about spying on myspace and beyond.
April 23	DISCUSSION : Ch. 19 Problematic youth interactions online

	<b>Post-Test Send</b>
April 30	<b>Test 3: (Ch. 13, Ch. 14, Ch. 15, Ch. 16, Ch. 17, Ch. 18, Ch. 19)</b>

## Discussion Questions

**Week 1:** Are there any jobs that computer mediated communication is not present or required? What are some similarities and differences between computer mediated communication in relationships and face to face relationships? What role do social network sites play with uncertainty in relationships? How is one's identity similar or different with CMC?

**Week 2:** What role do privacy and self-disclosure play in social network sites? Are there and gender differences with privacy/self-disclosure in social network sites? What creates a first impression for online dating? How is self-presentation similar or different for social network sites compared with in-person?

**Week 3:** Why are microchannels popular in computer mediated communication? How is reality constructed according to social construction theory in computer mediated communication? How does systems theory play out in computer mediated communication? How does social penetration theory play out in computer mediated communication? What makes email a popular form of computer mediated communication? What role does communication apprehension play with computer mediated communication? What is appealing about twitter?

**Week 4: Test 1**

**Week 5: Paper 1 Due**

**Week 6:** What are some of the advantages/ disadvantages of online social support groups? How can social support networks assist with stress management? Does anonymity help or hinder in social online groups? What are some advantages/ disadvantages of text based versus video computer mediated communication?

**Week 7:** What influence does self-disclosure have with impression management and relationship developed? What role do nonverbal cues play with self-disclosure, such as photos etc.? What role does culture play with online self-disclosure? Is multicommuting efficient or less effective for each source used? What social norms involve multicommuting?

**Week 8:** How has computer mediated communication influenced family life with more accessibility with work life? What impact does computer mediated communication have with gender roles, work and home life connected? Has computer mediated communication influenced society's view of instant gratification? How do friendships established first face to face change or maintain the same when computer mediated communication is more heavily relied upon for the relationship? How is interpersonal communication perceived in computer mediated communication?

### **Spring Break**

### **Week 9: Test 2**

**Week 10:** What type of virtual presence can be felt in long-distance relationships relying upon computer mediated communication? What are some of the dynamics with workplace teams established long-distance through computer mediated communication? How does online healthcare change the healthcare paradigm? What are some possible threats to online healthcare?

**Week 11:** How does computer mediated communication change family dynamics? How has computer mediated communication influence parenting? How does computer mediated communication influence family boundaries? How is gender portrayed in computer mediated communication? How does computer mediated communication influence the social construction of gender?

### **Week 12: Paper 2 Due**

**Week 13:** Does someone's online identity need to be the same as their in-person identity in order to not be perceived as deceptive? How can one determine deception online? What are some motives for online deception? What are some social norms of privacy online? Should employers have access to social network sites of employees? Should social networking information influence What ethical standards should social networking sites abide to when monitoring its members communication?

**Week 14:** what dangers do computer mediated communication pose to youth and their development? How should cyber bullying be dealt with legally, in families, at schools? What standards and consequences should be established in face to face classes at universities for cell phone use during class?

### **Post-Test Due**

**Week 15: Test 3**

Campus Concealed Carry statement: 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.

Nondiscrimination notice: 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.