



**EDAD 610**  
**Leading Learning Communities Internship**  
Texas A&M University-Commerce  
Course Syllabus  
**Spring 2019**

**Instructor Information**

**Instructor:** Dr. Ava J. Muñoz, Associate Professor

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**Preferred Form of Communication:** University Email

**Communication Response Time:** Email 24 hours

**COURSE INFORMATION**

**Textbooks:**

Required Textbook: Harris, S., Ballenger, J., & Cummings, C. (2015). Standards-Based Leadership. (2<sup>nd</sup> Ed.). Lanham, MD: Rowman & Littlefield. ISBN 978-1-4758-1692-1.

**Course Description**

This course is designed to develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge from principal preparation coursework in the real

world setting of functioning schools. Practice-based coursework assignments related to each standard of school building leadership are synthesized in a theory-based, reflective document that serves as a comprehensive program examination of preparedness for school building leadership.

Through the activities of this course, students will bridge the gap between (1) theory and practice, and (2) students' academic and experiential learning. In the Practicum, students will engage in self-assessment of strengths, weaknesses, areas of particular interest, and will increasingly assume responsibility for their continuing professional development by planning for and completing a program of field experiences.

Students will be challenged and expected to: 1) think critically about the role of the principal and leading effective schools, 2) engage in reflective thinking about the role of the principal and leading effective schools, 3) integrate a variety of ideas regarding the role of the principal and leading effective schools, and 4) synthesize coursework into a meaningful framework of understanding about the role of the principal and leading effective schools.

### **Student Learning Outcomes**

This Practicum should provide opportunities to work with and to learn from administrators in schools. Through field-based experiences, the student has the opportunity to strengthen his or her qualifications and gain experience. Through careful planning, the student should be able to accomplish the following. Students will be able to:

1. Analyze administrative skills, techniques, and strategies by observing a professional administrator.
2. Apply learned administrative skills, techniques, and strategies to the field-based experiences.
3. Develop, refine, and communicate a philosophy of education as a result of the Practicum experience.
4. Demonstrate proficiency in administrative activities in the work setting aligned to all nine Texas principal competencies.

### **Completing the Practicum Proposal**

Be sure that you have planned activities to meet all nine principal competencies, the seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 249.15, and the five TAC Standards for Principals, Chapter 149. (These are all listed for you in the left margin in the course shell on eCollege. There are suggested activities in this syllabus and there are examples of **Practicum Proposals** posted on Doc Sharing. Be sure to include the completion dates for each activity that you propose. Collect artifacts to serve as evidence to document the completion of activities for each principal competency.

### **Role of the Campus Administrator/Site Supervisor**

The role of the cooperating principal as a supervisor and mentor to the Practicum Student is the critical factor in making the Practicum a success. The guidance and counsel of the Site Supervisor is of the utmost importance in helping the Practicum Student's activities to be fulfilling and appropriate.

The functions of the campus Site Supervisor include, but are not limited to:

1. Agree to act as supervisor/mentor to the Practicum Student.
2. Review the Practicum materials found in the Principal Practicum Program booklet.
3. Conference with the Practicum Student concerning expectations, activities, areas of skills and knowledge development found in the Principal Practicum Program booklet.
4. Meet with the Practicum Student to discuss activities, tasks and experiences, review progress, discuss successes and determine additional growth for the Practicum Student.
5. Approve and sign each of the logs created by the Practicum Student.
6. Conference with the Texas A&M University-Commerce Site Supervisor on the Practicum Student's growth and achievements during the semester-long Practicum.

## **COURSE REQUIREMENTS**

The basis of this course is to provide the student with an understanding of functions that are important to campus level administrators. The course is made up of a series of assignments and activities to assist you in achieving that level understanding

### **Assignments**

Assignments are to be turned in electronically, attached to the appropriate box no later than the date they are due for full credit.

### **Pre/Post Conference Discussion Boards**

Pre and Post Conferences will be completed either via phone or Discussion Thread. If completed by phone, you will schedule a time for our conference call. If completed by Discussion Thread, you will be required to post your response to the questions/prompts. No follow up post to classmates is required.

### **Grading**

Grades will be determined on a total point basis of 1000 points covering multiple assignments outlined in the syllabus and found in the eCollege course shell listed by week. The final points will calculate on a percentage scale covered to a letter grade according to the following scale:

90-100 = A = Excellent/Outstanding

80-89 = B = Good/Noteworthy

70-79 = C = Average/Proficient

60-69=D = Below Average

59-below = F = Unacceptable

**The professor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.**

## **GENERAL DESCRIPTION OF PRACTICUM ACTIVITIES**

1. *Log.* Each Practicum Student must complete and document a minimum of 160 hours of activities per semester of Practicum according to guidelines from the Texas Education Agency (TEA). Practicum Students shall complete a log every six weeks and submit it to the university Field Supervisor. Activities documented in logs shall be supported by artifacts (i.e. meeting agendas, notes, forms, e-mails, reports). Artifacts should be shared with supervisors during visits and must be documented and scanned in the Practicum Student's final electronic portfolio by the final submission date. (See below regarding number 5/ *Collection of Practicum documents.*)

2. *Reflections.* Each Practicum Student shall reflect upon experiences and submit reflections to the Dropbox in eCollege. Reflections should demonstrate the student's ability to connect theory gained in university coursework with field experiences and should provide scholarly references as appropriate.

3. *Self-Assessments.* Each Practicum Student shall complete an initial self-assessment profile.

4. *Collection of Practicum documents.* Each Practicum Student shall collect artifacts (i.e. meeting agendas, notes, forms, e-mails, reports) that serve as evidence of several of the activities documented in the logs. Artifacts should be shared with supervisors during campus visits and must be documented and scanned in the Practicum Student's final electronic portfolio by the final submission date.

5. *Competencies.* Each Practicum Student will participate in each of the following.

<b>Texas Competencies</b>		<b>Suggested Activities</b>
001	<b>Knowledge of vision of learning</b>  The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a	<ul style="list-style-type: none"><li>• Participate in the development of a campus vision</li><li>• Participate in the selection and survey of a campus culture</li><li>• Create a process for recognizing faculty and students</li><li>• Provide a written five year vision if you were principal</li></ul>

	vision of learning that is shared and supported by the school community.	
002	<p><b>Knowledge of communication and collaborative skills</b></p> <p>The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote school success.</p>	<ul style="list-style-type: none"> <li>• Participate in principals' meetings with parents and staff</li> <li>• Assist with school-community programs and projects</li> <li>• Attend parent Teacher Association (PTA) and booster meetings where appropriate</li> <li>• Assist in conducting a needs assessment</li> <li>• Plan activities to increase parent involvement</li> <li>• Prepare a monthly newsletter to staff and parents</li> <li>• Prepare news releases or articles for various media</li> <li>• Prepare written communication for faculty, students, parents and community</li> <li>• Prepare a plan to market your campus to the community.</li> <li>• Meet with community agencies concerning available services and funds</li> </ul>
003	<p><b>Knowledge of ethics and integrity</b></p> <p>The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p>	<ul style="list-style-type: none"> <li>• Accompany an administrator to court hearing related to a school problem</li> <li>• Review and analyze the campus ethics</li> <li>• Participate in ethical decision-making</li> <li>• Review district and school's policies and procedures</li> <li>• Assist in conducting review and submission of all necessary reports of accidents</li> <li>• Review school responsibilities involved with federal programs</li> <li>• Make a report to faculty on a recent legal decision</li> </ul>
004	<p><b>Knowledge of curriculum, instruction, and assessment</b></p> <p>The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessments to measure student performance.</p>	<ul style="list-style-type: none"> <li>• Relate benchmark data to needed intervention</li> <li>• Assist in administration of standardized tests</li> <li>• Participate in long range planning</li> <li>• Participate in the co-curricular and extra-curricular programs</li> <li>• Participate in the development of action research</li> <li>• Attend curriculum meetings</li> </ul>
005	<p><b>Knowledge of effective instructional program and campus culture</b></p> <p>The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.</p>	<ul style="list-style-type: none"> <li>• Create a cultural analysis of the campus</li> <li>• Assist in preparing a master schedule</li> <li>• Participate in scheduling activities</li> <li>• Participate in implementation of a curricular change</li> <li>• Discuss curriculum development with administrators</li> <li>• Review tardy and absentee policies</li> <li>• Develop a positive reward program for improving tardy and absentee rates</li> <li>• Participate in student conduct interventions and hearings</li> </ul>
006	<p><b>Knowledge of staff evaluation and development</b></p> <p>The principal knows how to implement a staff evaluation and development system to improve the performance of</p>	<ul style="list-style-type: none"> <li>• Conduct teacher appraisal or walk-through visits</li> <li>• Present staff development sessions</li> <li>• Sit in on interviews with prospective faculty and staff</li> <li>• Review resumes to select interview candidates</li> <li>• Conduct a study personnel turnover for the past five years</li> <li>• Develop a conference or staff development program</li> <li>• Analyze/revise non-certified staff's job descriptions</li> </ul>

	all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.	<ul style="list-style-type: none"> <li>• Develop/revise rules, requirements and policies</li> </ul>
007	<p><b>Knowledge of decision making and problem solving</b></p> <p>The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.</p>	<ul style="list-style-type: none"> <li>• Serve as mediator for teacher-parent disputes</li> <li>• Participate in site-based decision making committee meeting</li> <li>• Suggest strategies to assist teachers with a problem area</li> </ul>
008	<p><b>Knowledge of finance, personnel, and technological use</b></p> <p>The principal knows how to apply of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.</p>	<ul style="list-style-type: none"> <li>• Assist in budget preparation</li> <li>• Participate in interviews for teaching positions</li> <li>• Demonstrate use of technology to teachers or staff</li> <li>• Analyze student or faculty handbook</li> <li>• Participate in the location and utilization of computers</li> <li>• Review school/district management information systems</li> </ul>
009	<p><b>Knowledge of physical plant and safety knowledge</b></p> <p>The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.</p>	<ul style="list-style-type: none"> <li>• Check campus facilities</li> <li>• Organize and supervise a school event</li> <li>• Assist in coordinating and supervising testing</li> <li>• Participate in administrative team activities</li> <li>• Review safety/health procedures and reports; disaster plans</li> <li>• Interview a member of the custodial staff</li> <li>• Review order for plant maintenance supplies</li> </ul>

The Practicum Student will choose activities based on his or her self-assessment, assessment by the campus Site Supervisor, and assessment by the university Field Supervisor.

### **Practicum Log**

Practicum logs must be submitted on eCollege to the university Field Supervisor at six-week intervals during the entire Practicum experience. Each log should have the university approved cover sheet with the signature of the campus Site Supervisor and the principal Practicum Student with dates by the signatures. Log totals (for Logs 1, 2, and 3) should be by the signatures as well as the total cumulative hours that the Practicum Student has logged. Suggested hour completion and deadlines are listed below. These are general time frames. Please see the current course shell for specific dates. Be sure you have the required signatures, especially the signature from your campus Site Supervisor.

Log 1 Due Week 6 with 60 hours completed

Log 2 Due Week 11 with 110 hours completed  
Log 3 Due Week 14 with 160 hours completed

In the past many students have exceeded the clock hour requirement because they view the Practicum as a valuable learning experience. Principal Practicum Students often fill in for campus administrators and often have an opportunity to complete an ongoing campus project.

### **Reflections**

In addition to the log entries, Practicum Students submit reflections. The reflection is designed to allow the Practicum Student to demonstrate a connection to theory and to assess his/her experiences in an unstructured manner. The Practicum Student should examine and evaluate what occurred during the learning timeframe and decide what went well, what did not go well, and what might have been done differently to resolve the issues successfully; i.e. assess your actions and faculty and staff actions with parents, students, and colleagues.

Note: This written narrative should include a free flow of thoughts and feelings about what you have been involved with during the timeframe covered. In the reflection narrative, do not repeat what you said in the log. Dissect and evaluate what occurred. You will want to reference professional readings that you have completed in the reflection. This reflective writing does not need to be shared with anyone except the university Site Supervisor. The Practicum Student should reference professional readings when appropriate in the reflection. Use the American Psychological Association (APA) Manual, 6<sup>th</sup> edition, in writing and in citations used in your reflection.

### **Practicum Evaluation**

A final grade of A, B, C, D, F, or X will be assigned at the end of the semester. The factors used in the evaluation are:

1. The quality and extent to which learning activities have been conducted and documented in the log/reflections. This requires that these documents be submitted on-time to the supervising professor.
2. The quality of the Practicum plan.
3. The quality of any projects completed as part of the activities.
4. The quality of the alignment to the seven principal curriculum standards, the five principal standards, and the nine principal competencies necessary to serve as a principal in Texas. These are referenced in the next section.

### **Practicum Proposal**

The Practicum Student will complete a **Practicum Proposal**. This proposal should include the competencies and/or activities that will be completed to meet the following:

1. The seven principal curriculum standards found in the Texas Administrative Code (TAC), Section 249.15,

2. The five TAC Standards for Principals, Chapter 149, and
3. The nine principal competencies necessary to serve as a principal in Texas.

**The Practicum Student will present the proposal to the Site Supervisor prior to discussing the Practicum proposal with the university Field Supervisor.**

### **First 3-Week Self-Evaluation Form**

The instructions for the **Practicum Proposal** and the **First 3-Week Self-Evaluation Form** can be found on eCollege. These two forms must be completed within the first three weeks of the semester.

### **Principal Practicum Field Supervisor Observation Forms**

There should be a minimum of three **Principal Practicum Field Supervisor Observation Forms**, corresponding with phone/virtual visits, to be completed during the semester. This process provides the Practicum Student, the campus Site Supervisor, and the university Field Supervisor with a basis for evaluating the Practicum Student's progress during the Practicum.

### **Principal Practicum Observation/Visit**

- Total Required - 135 Contact Minutes
- Each student must submit 3 videos of the student completing a "leading" activity as designated in the Practicum Proposal. Each of the 3 video submissions must total a minimum of 45 minutes.
- Field Supervisor must complete a Pre-Conference and Post-Conference with the student directly related to the video. This may be conducted via phone or electronically (eCollege Discussion Thread).

### **Site Supervisor Summative Practicum Student Evaluation Form**

The campus Site Supervisor will also complete a three-page **Site Supervisor Summative Practicum Student Evaluation Form** at the end of the semester. The Site Supervisor may also complete formative Practicum Student evaluation forms during the semester to document a Practicum Student's progress. All completed assessment profiles must be submitted to the university as part of the Practicum Student's final ePortfolio.

### **Suggestions for Campus Supervisor/Site Administrator**

The quality of the Practicum is related to the support provided by the campus site administrator and university professor. The following are suggestions for you, the campus Site Supervisor, based on prior successful Practicum experiences.

1. Make the Practicum a valuable experience for the aspiring administrator.
2. Explain to the faculty the role and responsibilities of the Practicum Student
3. Allow the aspiring administrator a variety of experiences in the areas of budgeting, curriculum improvement, scheduling, facilities, transportation, food services, supervision, and public relations.
4. Assign the aspiring administrator the opportunity to work in the office substituting in the absence of the principal or assistant principal.
5. Give honest feedback to the Practicum Student. Constructive feedback will help the aspiring administrator address areas of growth.
6. Allow the Practicum Student to participate in parent conferences and teacher evaluations to the extent possible. It is appropriate to reinforce ethics involved in school administration.
7. Assist the aspiring administrator with planning the outcomes, deadlines, and needed resources when assigning projects and activities to the Practicum Student.
8. Assign professional reading and share important news items with the Practicum Student.
9. Assign varied activities and so that the Practicum Student can see all areas of administration. Align the activities to the Texas principal standards and nine principal competencies.
10. Assist in the selection of a model campus for the Practicum Student to spend part of the day. The aspiring administrator is required to obtain at least four hours in an off-campus shadowing experience on a campus that is at a different grade level. Please determine if the shadow days will be professional leave or personal leave for the Practicum Student.
11. Schedule the Practicum Student to shadow you during a full day (or you may substitute two half days). The Practicum Student should observe and assist you in all your activities. Be sure and ask the Practicum Student to be present for your entire day (i.e. from 7 a.m.-7 p.m.) so that the Practicum Student can get a realistic view of the job. While it may be awkward to have someone with you throughout the day, shadowing is very valuable.

### **Class Participation**

Practicum Students should participate fully in all activities and assignments in order to maximize their learning experience. This means that you should be (1) conscious of the class schedule and the requirements for each class (know what to be prepared for), (2) self-disciplined (spend time to be fully prepared), and (3) eager to share with your classmates (participate actively by sharing what you have prepared).

Regardless of circumstance, each assignment is due on the date specified. Practicum Students are expected to work to complete the assignments of the course. The participation grade will reflect your successful interaction as well as your successful completion of all assignments. Complete all Practicum handbook activities. The Practicum Student will meet with the instructor a minimum of three times during the semester.

## **Two Shadow Activities (on campus and off campus)**

Shadow the campus principal for a full day (or two half days) and another administrator for at least half a day (four hours) on another campus at a different level. Provide written responses to each of these shadowing activities based on the ten reflective questions listed below. The reflection should be placed in eCollege. Please use APA format and list the reflective questions with the answers following each question. Respond to each question and be sure to write at the “analysis” and “evaluation” levels of Bloom’s Taxonomy. Each set of responses should have the following information:

1. **Overview**-Give an overview to include the date of shadowing, time of shadowing, the campus where the shadowing took place, the district name, the principal's name, years the principal has served at the campus, history of the school, etc.
2. What events took place while shadowing the principal?
3. What insight or learning took place during the shadowing experience?
4. How could the shadowing experience impact your practice as a future principal?
5. How could the shadowing experience impact your practice as a classroom teacher?
6. How has this experience provided insight or learning that you might not have gained without the shadowing experience?
7. What conversations took place?
8. What questions were asked?
9. What advice or coaching was provided by the principal?
10. What was the most memorable observation or activity?

### **Critical Assignment-ePortfolio**

The ePortfolio is the Critical Assignment for this course and should document all of the required Practicum activities including:

Folder 1-TEA Documents

Folder 2-Resume and Cover Letter

Folder 3-Competency Artifacts (folders to document each of the nine competencies and a minimum of five artifacts for each competency)

Folder 4-Reflections

Folder 5-Global Leadership Project

Folder 6-Shadowing Activities (on and off campus)

Folder 7-Forms & Most Valuable Experience/Course Evaluation

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine

the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example,

Device	Operating System	Browser	Supported Browser Version(s)
			as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
  
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
  
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- 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.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



## **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### **Interaction with Instructor Statement:**

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the learning environment and your learning community. You are to expect the same of me. This includes completing the extensive readings related to individual research proposal topics and participation in proposal revision activities (submission of individual draft sections, etc.).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 24 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!! in the subject line.

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

### **Syllabus Change Policy**

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

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **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  
Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

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

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further,

an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.