Integrated Residency Courses

ELED 452.005 – Student Teaching in Field-Based Education Programs (3 sh)
ELED 447. Assessment and Inquiry
COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Rhonda Clark, M.Ed.
Office Location: EDS 225
Office Hours: 8:30-10:30; 12:30-2:00
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University Email Address: Rhonda.Clark@tamuc.edu
Preferred Form of Communication: will give in seminar
Communication Response Time: will give in seminar

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Online Resource:
Field-Based Teacher Education Program Handbook [Fall 2018] Available online:
Link given in seminar

Texas Teacher Standards:
http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001

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

Software Required: Tk20 Online Database/Assessment Tool (Certification Office)

Course Description

Eled 447: Students will be able to demonstrate critical thinking, including the ability to explain issues; find, analyze, and select appropriate evidence; and construct a cogent argument that articulates conclusions and their consequences. This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 452.
ELED 452: Student Teaching in Field-Based Teacher Education Programs. Six semester hours. This is a course requiring observation, participation, and direct teaching for residents enrolled in the Center for Professional Development and Teaching (CPDT). Prerequisite: Full Admission

The *syllabus/schedule are subject to change.*

to the Teacher Education through placement in a NETCPDT center for Residency. This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 447 and SpEd 480.

Student Learning Outcomes

The Learner Will:

1. Demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
2. Work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
3. Exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
4. Interact with students in a respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
5. Use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
6. Consistently hold oneself to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct oneself ethically and with integrity.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students will need to use: Tk20 online system for Certification, using Microsoft Word, PowerPoint, or other presentation software, programs used by the public school partners, etc.

Instructional Methods

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

The knowledge gained from the internship semester is applied in the Residency semester. The focus in Residency is on demonstration and application of skills.

The resident's responsibilities include:

1. demonstrate a rich knowledge base of pedagogy, technology and effective instructional and management strategies;
2. demonstrate a rich knowledge of teaching and learning to provide relevant and meaningful learning experiences for students;
3. demonstrate an understanding, sensitivity, and the ability to respond appropriately to diverse groups of learners;

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4. demonstrate a rich knowledge of curriculum, content, objectives and essential elements;
5. demonstrate the ability to plan instruction for individuals, small groups, and large groups;
6. demonstrate the ability to teach and manage individuals, small groups, and large groups using relevant and meaningful learning experiences for students;
7. demonstrate the ability to reflect and assess planning, teaching, and learning using technological and other resources;
8. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
9. demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
10. demonstrate the ability to observe, reflect, assimilate, and incorporate effective teaching, learning and management strategies;
11. demonstrate sensitivity and effective interpersonal communication skills orally and in writing with other professionals and students;
12. display the highest standards of professionalism, professional growth, and a commitment to improve the learning environment and the teaching profession;
13. exhibit a commitment to teaching, learning, and excellence in the profession;
14. assume other responsibilities based upon ILT recommendations;
15. enhance instructional environment for public school students.

Lesson Plans and Evaluations:

Student Learning Outcomes: #1-6 See above

Assessment Method: Documentation through Formal lesson plans and evaluations (Mentor/Liaison), formal Mid-Term and Final evaluations (Liaison/Mentor)
Observations and Anecdotal notes (Mentor/Liaison), Journals by resident and feedback by Liaison, Debriefing with Mentor and Liaison-weekly or bi-weekly (formal or informal setting)

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

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

The Reflective Teacher:
Student Learning Outcomes: #1-6 See above
Assessment Method: Weekly reflections & discussions with field-supervisor/seminar team

Student Responsibilities or Tips for Success in the Course

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

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% B = 80%-89% C = 70%-79% D = 60%-69% F = 59% or Below

Assessments

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

Grading (Determined by criteria shared below)

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

This includes completing all course requirements with a grade of a "C" or better in SPED 480 and ELED 447. The resident must also successfully complete the requirements with a "C" or better for ELED 452 Student Teaching, have satisfactory ILT summative evaluations, and be recommended for certification by the Instructional Leadership Team to be awarded credit for the above course requirements.
*The above will be translated into the assigned coursework: Eled 447, Eled 452 and SpEd 480
*A GPA of 2.75 must be maintained in the residency component for successful completion.

Components	SLO
Instructional Planning & Delivery Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments, On-going communication	1
Knowledge of Students and Student Learning Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	2
Content Knowledge & Expertise Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	3
Learning Environment Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	4
Data-Driven Practice Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	5
Professional Practices and Responsibilities (see rubric) Lesson Plans, Lesson Evaluations by mentor and liaison, Mid-Term and Final Conference Assessments On-going communication	6

Final Grading

Grading will reflect a combination of seminar and field work derived from the ***Instructional Leadership Team*** *(ILT) and seminar instructors*

The following holistic scoring will be utilized:

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A= Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning progresses. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments completed by due date
B = Developing. Functional--but in need of instruction--in initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments completed by due date
C/D = Needs Improvement. Significant lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage even with significant intervention. Poor attitude, attendance, participation and completion of assignments completed by due date.

Final assessed grade will then be translated into courses for residency:

ELED 447 – Teacher Inquiry Projects and Assessment in Field-Based Settings
ELED 452 – Student Teaching in Field-Based Teacher Education Program
SPED 480 – Issues for Inclusion

Assessment Rubric

Internship Assessment Rubric

Professional Criteria	Highly Professional (6)	Professional (4)	Needs Improvement (2)	Unprofessional (0)	Concerns
Attendance	Always arrives on time and stays for the entire seminar meeting; always on time and stays per required hours in the field setting.	Late, left early or absent to seminar/field assignment once or twice; contacted liaison, mentor, ISD; provided written excuse; made up absence promptly.	Late, left early, or absent to seminar/field assignment more than twice; did not contact liaison, mentor, ISD; did not provide any written excuse; absence made up in an unacceptable time frame.	Late, left early, or absent regularly; did not contact liaison, mentor, ISD; did not provide any written excuse; no plan to make up absence.	
Respect	Exhibits behavior that is respectful towards others (avoiding: over-socializing, sleeping, working on unrelated material or wearing inappropriate attire) in seminar and/or field; never uses approved electronic devices at inappropriate times in seminar and/or field; is respectful towards peers, faculty/staff in seminar/field, students, and the learning environment.	Exhibits behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is almost always respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition and reflection the behavior is changed promptly.	Recurring behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is not consistently respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is slow to improve.	Asked to leave and/or multiple conversations with Center Coordinator, liaison, staff, and/or faculty in seminar and/or field due to behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; disrespectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is not	

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				changing.	
Self-Awareness	Maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Almost always maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Occasionally exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Rarely exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	
Awareness and Responsiveness to Diversity	Seminar/field interactions always reflect and appreciate the diverse opinions, experiences, and/or people.	Seminar/field interactions almost always reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is adjusted.	Seminar/field interactions do not consistently reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is slow to adjust.	Seminar/field interactions rarely reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition no reflection; behavior does not change.	
Collegiality and Collaboration	Always work collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively	Almost always works collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively; behavior is adjusted upon recognition.	Reluctant to work collaboratively with others (peers, mentors, faculty/staff); struggles to maintain positive relationships; recognition; behavior slow to adjust.	Does not demonstrate skills to work collaboratively with others (peers, mentors, faculty/staff); relationships have been affected in seminar/field.	
Oral and Written Expression	Always articulate ideas/concepts clearly without error both oral and written expression in seminar/ field; appropriate citation in writing when appropriate.	Almost always ideas/concepts clearly with few errors both oral and written expression in seminar/field; appropriate citation in writing when appropriate.	Challenging for others to understand ideas/concepts in either or both oral and written expression in seminar/field; no citation	Consistently receives feedback from faculty/staff, peers, and mentors that oral and/or written expression in seminar/field is unacceptable.	
Initiative, Reliability and Dependability	Always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; prepared for all seminar/field learning.	Almost always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; somewhat prepared for all seminar/field learning.	Occasionally take initiative in the field/seminar (do not wait to be asked); occasional initiative in planning and completing work in a timely manner seminar/field; not consistent in preparation for all seminar/field learning.	Lack of demonstration of taking initiative in the field/seminar (wait to be asked); no evidence of initiative in planning and completing work in a timely manner seminar/field; not prepared for all seminar/field learning.	
Motivation for Improvement and	Always receptive to and seeks out	Almost always receptive to and	Usually receptive to and occasionally	Lack of demonstration of	

Response to Feedback	suggestion and feedback (faculty/staff, peers, mentors, others); consistently self reflects; adjust performance accordingly in seminar/ field.	seeks out suggestion and feedback (faculty/staff, peers, mentors, others); self- reflection is evident; adjust performance accordingly in seminar/field; upon recognition adjusts behavior.	seeks out suggestion and feedback (faculty/staff, peers, mentors, others); occasional self-reflection; no adjust performance accordingly in seminar/field; upon recognition some adjustment to behavior.	reception to or seeking out suggestion and feedback (faculty/staff, peers, mentors, others); no self-reflection; no effort to adjust performance accordingly in seminar/field; upon recognition no effort to adjust behavior.	
Physical Presence	Understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a professional educator.	Somewhat understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a professional educator; adjust when recognized.	Unclear and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; somewhat reflects seriousness of a professional educator; some adjustment when recognized.	Lack of understanding and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; does not reflect seriousness of a professional educator; no adjustment when recognized.	
Technology Presence	Understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator.	Somewhat understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator; adjusts when recognized.	Unclear and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; adjusts when recognized.	Lack of understanding and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; no adjustments when recognized.	
Educator Code of Ethics and Educator Preparation Program (EPP) Standards	Consistently demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards.	Almost always demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Occasionally demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Lack of demonstration of knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; no adjustments when recognized.	

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

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**.**

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

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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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Interaction with Instructor Statement

I am available before and after class, during office hours on Tuesdays and Thursdays, by appointment, and by email. Please contact me with any questions or concerns. I expect to have assignments and exams available by next class day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

There is NO extra credit awarded for this class. There are several assessment opportunities. You are responsible for initiating communication regarding attendance, lateness, late work, and missed exams/quizzes.

Attendance Policy

The work in this course is accomplished in collaborative work groups and with independent assignments. Punctuality, dependability, and the ability to accomplish group goals and individual goals are considered effective ways to demonstrate the professionalism required for success in the field-based teacher education program**. If you miss a class, you will receive a zero for that day's attendance and participation grade. You may be allowed to make up the in-class work for that class period for 80% credit, if the make-up work is feasible. If you miss more than three classes, you may be withdrawn from the course.** Extenuating circumstances will be taken into consideration, if the student initiates a conference with the instructor.

University Related Excused Absences: When absences are related to an **approved** University event, your supervisor will need to contact the instructor with the details of the absence **before** the date. Grading procedures: For an approved/excused absence you will receive full credit for attendance..

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

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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

Students with Disabilities-- 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- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@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.

COURSE OUTLINE / CALENDAR

Current semester by specific dates given in seminar.

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