# College of Education Handbook

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The College of Education (COE) Handbook of Texas A&M University-Corpus Christi is designed to provide an overview of COE organization, policies, rules, procedures, and statements for administration, faculty, staff, and students of the College. It is available online and updated yearly. Should a hard copy or notebook of the handbook be needed, please contact the COE by telephoning 361-825-2306 or e-mailing to the following address: coeadmin@falcon.tamucc.edu.

COE policies, rules, procedures, and statements are superceded by those of Texas A&M University-Corpus Christi and the Texas A&M University System and, therefore, should be read in conjunction with them. These policies are located at http://www.tamu.edu and http://www.tamucc.edu.
Mission Statement

The College of Education at Texas A&M University–Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences, to serve the educational needs in the global community.

Expanding Possibilities, Creating Solutions
The COE Administrative Organizational Chart represents the current organization of the College.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Dean

The Dean, College of Education, is responsible to the Provost/Vice President for Academic Affairs and serves as the chief academic administrator of the College. The Dean is administratively responsible for planning, organizing, coordinating, directing, and evaluating the cooperative efforts of the College. The Dean:

- Promotes an understanding, both internally and externally, of the College, its purposes, and objectives.
- Chairs the Administrative Advisory Council.
- Serves on other University bodies as designated by University policy.
- Administers all personnel matters related to the College, including recommendations for initial appointments, promotions, retention, tenure, salary increments and compensations for faculty; appointment, assignment, and compensation of part-time and adjunct faculty; and the appointment, assignment and compensation of non-academic personnel.
- Approves teaching loads, teaching schedules, academic advisory responsibilities, special assignments that may impact on faculty’s instructional responsibilities, and requests to participate in outside activities.
- Directly supervises the associate deans, executive secretary to the Dean, Information Officer and the Director of Student Services and College Finances
- Promotes faculty development activities and encourages faculty concern for teaching and scholarship.
- Presides and conducts faculty meetings.
- Administers the academic advising of students within the College and the handling of student requests for exemptions to the academic standards and rules.
- Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the College, the compilation of the descriptions of courses and programs, the preparation and approval of catalog statements on general and specific requirements, the maintenance of the standards of instruction, and the compilation of information for accreditation.
- Approves the College’s schedule of classes each semester.
- Administers the annual budget approved for the College.
• Administers the utilization of space and equipment assigned to the College.

• Maintains an official record of syllabi for all courses in the College.

• Administers policies and procedures established by the University and College relative to established academic and administrative committees.

• Participates in professional activities and ceremonial functions consistent with the office of the Dean.

• Provides data required for institutional research purposes and promotes research efforts related to academic matters.

• Approves all publications related directly and solely to College policies and programs.

• Appoints and supervises the associate deans, the chairs of the academic departments of the College and the directors of the other units within the College.

• Adjudicates the formal appeal of a department chair’s decision regarding a student’s grade grievance. The Dean may assign other appeals to adjudication by the associate deans.

• Performs other responsibilities as directed by the Provost/Vice President for Academic Affairs.
General Responsibilities for

**Associate Dean for Undergraduate Programs**

The Associate Dean for Undergraduate Programs is responsible to the Dean of the College of Education and coordinates all activities related to undergraduate programs. The Associate Dean for Undergraduate Programs:

- Co-chairs the Curriculum Coordinating Committee (CCC) with the Associate Dean of Graduate Studies; the Associate Dean for Undergraduate Studies assumes the role of the CCC when issues related to undergraduate education are presented.
- Coordinates and edits revisions of the College of Education section of the Undergraduate Catalog.
- Serves as a voting member of the Administrative Advisory Council.
- Oversees College promotion and tenure. This includes collecting applications and files from candidates for promotion and/or tenure, coordinating election of Promotion and Tenure Committee members and calling and chairing the first Committee meeting.
- Coordinates certification and undergraduate programs.
- Provides teacher certification testing oversight.
- Manages student appeals related to undergraduate programs.
- Develops the College calendar.
- Coordinates and edits the College of Education Handbook.
- Oversees distribution and collection of all student evaluations of faculty.
- Represents the Dean in all matters when the Dean is away from campus.
- Assumes other responsibilities at Dean’s request.
General Responsibilities for

Associate Dean for Graduate Programs

The Associate Dean for Graduate Programs in the College of Education is directly responsible to the Dean of the College of Education. The Associate Dean, working with the Dean and other personnel, is administratively responsible for planning, organizing, coordinating, directing and evaluating graduate efforts in the College of Education. The Associate Dean for Graduate Studies:

- Co-chairs the Curriculum Coordinating Committee (CCC) with the Associate Dean for Undergraduate Studies; the Associate Dean for Graduate Studies assumes the role of Chair of the CCC when issues related to graduate education are presented.
- Serves as a voting member of the Administrative Advisory Council.
- Serves as a liaison between the University Office of Graduate Studies and Research and the College of Education.
- Encourages the development of new graduate programs/courses in the College of Education.
- Monitors the viability of existing graduate programs.
- Manages student appeals related to graduate education.
- Works with department chairs on issues related to graduate education.
- Works with the Director of Student Services and College Finances, and the academic advisors on issues related to graduate education.
- Works with community agencies on issues related to graduate education.
- Seeks outside funding for projects impacting graduate education.
- Assumes other responsibilities at the Dean’s request.
- Represents the Dean in all matters when the Dean and the Associate Dean for Undergraduate Programs are away from campus.
General Responsibilities for

**Academic Department Chair**

The Department Chair of each of the academic departments administers the disciplines assigned to the department in matters of academic program planning, curricula, budgets, staffing and program maintenance and evaluation. The Department Chair reports to the Dean of the College of Education and serves as liaison between the Dean and the faculty and staff. The Department Chair is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation. The Department Chair:

- Plans and chairs a meeting of the department faculty at the beginning of each regular term and at other times as needed.
- Serves as a non-voting member of the College Coordinating Committee.
- Develops class schedules for each semester, in consultation with the department faculty.
- Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department.
- Approves all degree plans, special course requests, and grade changes for all students whose discipline major is within the department.
- Supervises the textbook selection process in the department each semester, including distribution and collection of textbook order forms and notification of the University Bookstore of the selected texts and projected course enrollments.
- Maintains the course inventory for all department disciplines in conformity with the rules and directives of the University and the Texas Higher Education Coordinating Board.
- Supervises the registration process each semester in conjunction with the Dean, Associate Deans, and other department chairs.
- Assists department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like.
- Conducts annual faculty reviews, with recommendations to the Dean pertaining to such personnel issues as salary, merit awards, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.
• Conducts primary adjudication of student complaints pertaining to department classes and/or faculty, with referral to the Dean if necessary.

• Employs and supervises appropriate adjunct faculty for the department as needed, with approval of the Dean and Provost.

• Supervises hiring of departmental faculty and staff by overseeing development of position descriptions, recommending membership on search committees to the Dean, overseeing collection of applications and related materials, acting as ex officio on search committees and making final recommendations to the Dean.

• Employs and supervises department faculty secretary. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.

• Recommends faculty requests to the Dean that pertain to:
  • Travel,
  • Sick leave and other absences from campus,
  • Funds for special teaching materials, and/or
  • Remunerated off-campus activities.

• Works with the Dean in assigning office and workstations for department faculty and staff.

• Develops annual department budget requests, in consultation with the Dean, and makes recommendations to the Dean pertaining to all department requests for expenditures.

• Performs other tasks as assigned by the Dean.

• Represents the Dean as appropriate when the Dean and the two associate deans are away from campus.
General Responsibilities for

Department Chair and Principal of the Early Childhood Development Center

The Department Chair and Principal of the Early Childhood Development Center administers the disciplines assigned to the Department in matters of academic program planning, curricula, budgets, staffing and program maintenance and evaluation. The Department Chair and Principal reports to the Dean of the College of Education and serves as liaison between the dean and the faculty and staff. The Department Chair and Principal is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation. The Department Chair and Principal of the Early Childhood Development Center:

- Plans and chairs meeting of the department faculty at the beginning of each regular term and at other times as needed.
- Serves as non-voting member of the Curriculum Coordinating Committee.
- Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department.
- Assists department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes research grants, and the like.
- Conducts annual faculty and support staff evaluations with recommendations to the Dean pertaining to such personnel issues as salary, merit awards, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.
- Adjudicates concerns/complaints pertaining to the department, with referral to the Dean if necessary.
- Serves as ex-officio member of all department faculty search committees.
- Employs and supervises departmental staff. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.
- Communicates/recommends to the Dean concerning department faculty requests that pertain to:
  - Travel,
  - Sick leave and other absences from campus,
  - Funds for special teaching materials, and/or
  - Remunerated faculty consulting and outside employment, conflict of interests.
• Communicates/recommends office space in the College of Education for departmental faculty and staff to the Dean.

• Assumes responsibility for fiscal management of the department including travel, supplies, adjunct instructors, hospitality and summer school.

• Participates in College of Education budget development process including merit disbursement, travel allotments and budgetary shortfall decisions.

• Performs other tasks as assigned by the Dean and CCISD School Team Director.

• Administers/coordinates all activities involving the ECDC School.

• Coordinates the research efforts of the ECDC staff and university faculty through membership on the CEDER Board.

• Recognizes evaluates and analyzes elements of effective instruction and ensure that the instructional program is responsive to students needs.

• Provides instructional resources and materials to support teaching staff in accomplishing instructional goals.

• Communicates and promotes high expectations for staff/student performance; provide recognition of excellence and achievement which promotes a positive image to the CCISD and University communities as well as establishing and maintaining positive morale throughout the ECDC with CCISD staff and the University faculty.

• Coordinates supporting instructional activities and serve to accomplish the goals and objectives of the instructional program.

• Fosters collegiality and collaboration among the CCISD staff and the University faculty; mediate and facilitate resolution of conflicts between personnel of both entities; and involve the CCISD staff and the University faculty in planning and decision-making.

• Completes and plans activities and implement programs collaboratively with the CCISD staff and the University faculty to ensure attainment of goals/objectives.

• Utilizes appropriate data/records to facilitate the development, implementation, and evaluation of the Campus Improvement Plan.

• Identifies and provides opportunities for and encourage participation in staff development options to address school/district/employee goals identified through the goal-setting process.

• Complies with district and university policies, and state/federal laws and regulations.

• Manages all school facilities and requisitions. Identify needed repairs, and supervise custodial staff.
• Maintains current equipment and material inventory.

• Implements programs within budget limits, maintain fiscal control, and accurately reports fiscal information (CCISD/TAMU-CC).

• Implements and communicates to students, staff, and parents, a consistent, equitable discipline management plan with guidelines for student conduct that have been developed collaboratively with staff.

• Provides assistance in assessing the physical, mental, social, and emotional needs of students. Since there is no counselor at the ECDC, the principal has the responsibility to provide needed services.

• Conducts conferences with parents, students, teachers, and university staff concerning school and student issues.

• Assumes the responsibility for acquiring the knowledge, skills, and attitudes necessary for fulfilling job duties, improving leadership skills, and working collaboratively with two organizations.

• Conducts self in a professional, ethical manner in accordance with generally accepted community standards; comply with Texas Education Agency code of ethics for educators.

• Involves parents, the CCISD community, and the University community in a positive, proactive manner by articulating the school's mission through emphasizing and promoting two-way communication between the school and communities.

• Articulates the school's mission to the CCISD community and the University community and solicit its support in realizing the mission.

• Administer NOVA, Athena, Bilingual student tests and maintain all necessary records.

• Attends training intended for assistant principals when necessary.

• Maintains State textbook inventory.

• Coordinates and maintains all special education and 504 referrals and information.

• Manages all discipline concerns on campus.

• Performs other job-related duties as assigned.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

**Director of Student Services and College Finances**

The Director of Student Services and Finances is directly responsible to the Dean of the College of Education. The Director is a combination administrator-staff personnel position that has supervisory responsibilities over all staff positions within Student Services. The Director has oversight of the college budget and financial business matters. The Director of Student Services and College Finances:

- Oversees and coordinates services provided for students by the College, including reception, academic advising, certification, testing and scholarship awards.

- Works directly and actively with all staff members in Student Services and Budget Support Specialist to assure that tasks are being performed efficiently and when needed.

- Makes decisions related to priorities and temporary reassignment of Student Services personnel to assure that needed tasks are performed efficiently and on time.

- Assists personnel in Student Services and Budget Support Specialist in setting annual goals and conducts their annual evaluations.

- Works directly with each staff member in Student Services on a daily basis to assure that the work of Student Services in being performed with maximum efficiency from the viewpoint of the students and those who cooperate with Student Services (faculty, other University offices and off-campus agencies).

- Maintains respect and a positive working relationship with the staff members while implementing changes to increase efficiency and effectiveness within the offices.

- Oversees the total College budget with full responsibility for grants, foundation gifts, special items funding and inventory.

- Performs other job-related duties as assigned.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Certification Testing Coordinator

The position of Certification Testing Coordinator is a university position that is to be responsible for all incoming state certification testing data, analysis and dissemination of this data. The Certification Testing Coordinator provides guidance and assistance for improvement and effectiveness in all certification academic domain areas. The Certification Testing Coordinator:

- Disseminates state certification testing data to all certification areas.
- Works with certification areas to provide information needed to help them in offering remediation to students who have not passed state certification examination(s).
- Oversees the Computer Administered Testing program, acting as Chief Test Administrator.
- Aids certification areas in reviewing and revising curricula related to certification areas.
- Updates knowledge of changes in ASEP rules and reporting procedures as instigated by the State Board for Educator Certification (SBEC).
- Administers and analyzes pre-test(s).
- Verifies student eligibility prior to the issuing of the barcode for specific tests.
- Establishes remediation procedures for students who fail pre-test(s).
- Establishes remediation procedures for students who fail state certification test(s).
- Secures resources to assist certification areas to improve processes and procedures concerning state certification testing.
- Establishes a network of communication between and among state certification testing coordinators in order to stay alert to new developments in certification testing matters and materials around the state.
- Makes annual reports to each dean’s office indicating the state of each certification area within their college.
- Informs deans of matters that need attention because of changes in ASEP and weaknesses perceived in individual certification areas as indicated through state certification testing results.
• Develops and maintains TAMU-CC’s state certification testing website.
• Implements and maintains online registration database for state certification test(s), including issuing barcodes online.
• Implements and maintains pre-test database.
• Implements and maintains Post-Baccalaureate database.
• Provides the State Board for Educator Certification and National Evaluation Systems with required information on eligibility to test list and uploads the eligibility list within appropriate time frame.
• Schedules review sessions for state certification examinations for Generalist EC-4 and Pedagogy and Professional Responsibilities.
• Provides presentations to classes on certification testing requirements and the process for registration and barcodes.
• Provides and maintains certification testing budget.
• Updates and maintains forms related to state certification testing, such as approval forms, contacts from others colleges list, etc.
• Updates and maintains electronic and hard copy of barcode logs.
• Makes presentations related to state certification-testing data.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Certification Officer

The office of Certification Officer is located in the College of Education, but also serves all colleges in the University with teacher certification programs. Information regarding state certification matters is disseminated to program area faculty representatives and the deans of colleges to ensure up-to-date advising of students and planning of teacher/professional service preparation programs. Further liaison responsibilities exist between the certification officer and the State Board for Educator Certification (SBEC) in fulfilling the duties of this position. The Certification Officer:

- Verifies that applicants for teacher certification to the State Board have met certification requirements for Educator Certification.
- Evaluates and provides academic advisement to post-baccalaureate students regarding teacher certification.
- Communicates and coordinates with school districts requests for deficiency plans and probationary certificate applications for their employees who are TAMU-CC students.
- Compiles and maintains data regarding certification activity for external and internal reports.
- Provides information regarding certification through workshops, departmental meetings, committee meetings, student teacher meetings and luncheon presentations.
- Attends SBEC Board Meetings (and other called meetings) and reports back information updates pertinent to the University.
- Develops and maintains an SIS database of certification information in coordination with the Offices of Planning and Institutional Effectiveness and Admissions and Records.
- Holds professional membership and actively participates in Texas Association of Certification Officers and Consortium of State Organizations for Texas Teacher Education attends conferences/meetings.
- Assists COE Testing Coordinator in establishing eligibility for issuance of test barcodes.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Senior Administrative Assistant

The Senior Administrative Assistant is responsible to the Dean. The Senior Administrative Assistant:

- Maintains appointments calendars and related schedules.
- Receives, distributes and composes correspondence.
- Maintains files and records.
- Generates reports.
- Inputs data.
- Answers the telephone, directs calls and takes messages.
- Supervises office staff.
- Makes travel arrangements.
- Processes requests for purchases and travel.
- Performs other duties as assigned.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Information Officer

The Information Officer is responsible to the Dean of the College of Education and coordinates all external publication activities related to the College of Education. The Information Officer:

- Provides public relations and marketing for the College of Education (COE).
- Creates and maintains a unified identity for the COE.
- Develops a professional image via updated, quality brochures.
- Writes reports, publications, website content and updates for COE.
- Creates distinctive presentational and promotional supporting material that correlate with the COE.
- Serves as COE photographer for documentation, publications and website including photo correction and layout as needed.
- Coordinates and creates special events.
- Identifies, selects, orders and manages hard copy and electronic resources for COE’s current and anticipated information needs.
- Serves as media resource liaison for the Corpus Christi and surrounding area.
- Answers inquiries from COE faculty and staff and others.
- Researches and prepares requested data in order to answer questions and provides a proactive dissemination service.
- Provides assistance on computer software and hardware questions and updates.
- Serves as liaison to the Public Affairs Office for Texas A&M University-Corpus Christi.
- Serves as a member of the System Communication Council for TAMU.
- Provides user education via brochures, websites, recruitment and tours.
- Disseminates information about additional resources available to faculty and staff, which might also include a more comprehensive service on relevant topics. This could necessitate reading journals, reports, etc., selecting, and analyzing relevant items.
- Supervises and trains information staff.
- Gives presentations and individual consultations.
- Assumes responsibility for public relations for the College of Education
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Business Support Specialist

The Business Support Specialist is responsible to the Director of Student Services and College Finances. The Business Support Specialist:

- Processes salaries for all faculty, staff and adjuncts and student assistants, including personnel transaction and budget verification document and prep-h preparation by verifying positions for monthly and biweekly payroll.

- Creates spreadsheets for grants awarded to the college of education; monitors and records all current expenses on grants and programs within the college of education and other colleges when applicable; and provides current balances on grants to administrators, faculty and staff.

- Creates limited purchase orders, requisitions and travel requests and vouchers and serves as alternate signature authority under Director and Dean’s supervision.

- Serves as assistant inventory manager for capital outlay and serves as alternate supervisor for computer assistants and student assistants.

- Compiles account/budget data in response to special information requests from the University administration; continuously compares FAMIS to spreadsheets to assure accuracy; works in affiliation and under the supervision of the Director of Student Services and Finance communicates all questions, concerns and spending strategies, and other duties as assigned.

- Handles all faculty evaluations in sorting, distributing, and submitting of evaluations.

- Performs secretarial duties for the Associate Dean for Undergraduate Programs and Project Director for the Regents Initiative. This includes responsibilities related to the University Academy for Educator Development.

- Performs secretarial duties for the Director of Student Services and College Finances, which includes filing, assisting in several special projects and interviewing and screening students for work study positions.

- Provides training to new staff members.

- Provides assistance to administrators, faculty and students in solving problems related to financial matters such as pay, purchases and travel.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Faculty

Faculty duties and responsibilities are outlined in University Rule 12.01.99.C1.03.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Administrative Assistant

The administrative assistant:

- Types correspondence, letters, memos and reports.
- Answers correspondence.
- Maintains records and files.
- Prepares reports.
- Monitors budgets, projects and schedules.
- Prepares materials.
- Schedules activities.
- Applies knowledge of university procedures and rules in daily office activities.
- Assists and trains other secretaries.
- Supervises student assistants.
- Performs other duties as assigned.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Administrative Secretary

The administrative secretary:

- Types correspondence, letters, memos and reports.
- Answers correspondence.
- Maintains records and files.
- Prepares reports.
- Monitors budgets, projects and schedules.
- Prepares materials.
- Schedules activities.
- Applies knowledge of university procedures and rules in daily office activities.
- Assists and trains other secretaries.
- Supervises student assistants.
- Performs other duties as assigned.
General Responsibilities for Receptionist

The receptionist:

- Answers telephone and directs incoming calls.
- Greets and directs visitors.
- Provides information about office/campus.
- Sorts and distributes mail
- Files documents.
- Uses fax machine and photocopier.
- Uses a computer and word processor to produce letters, memorandums and other documents.
- Performs other duties as assigned.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Secretary

The secretary:

- Reads and routes incoming mail.
- Locates and attaches appropriate files to correspondence to be answered by employer.
- Composes and types routine correspondence.
- Types letters, memos and reports.
- Files correspondence and other records.
- Keeps fiscal records.
- Answers telephone and gives information to callers or routes call to appropriate official and places outgoing calls.
- Schedules appointments.
- Greets visitors, ascertains nature of business, and directs visitors to appropriate office or person.
- Makes copies of correspondence or other printed matter.
- Prepares outgoing mail.
- Performs other duties as assigned.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Senior Secretary

The senior secretary:

- Answers and routes telephone calls.
- Opens, distributes and answers mail.
- Prepares travel vouchers.
- Prepares documents and reports.
- Prepares correspondence.
- Maintains calendars and schedules.
- Maintains records and files.
- Maintains budgets.
- Orders supplies.
- Enters data.
- May maintain petty cash.
- Performs other duties as assigned.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Academic Advisors

Academic Advisors are responsible to the Director of Student Services and College Finances. Academic Advisors in the College of Education are professional nonfaculty staff who provide academic advising services and programs that promote comprehensive educational opportunities for students. Academic Advisors work as part of a team using a student-centered focus on to attain, maintain and retain students and prospective students throughout their higher education experience. Advisors are cross-trained. Academic advisors:

- Advise a portion of the College of Education graduate and undergraduate students.
- Evaluate and prepares degree plans.
- Certify candidates for graduation.
- Maintain student records.
- Monitor students’ progress (including interpreting College Student Inventories, and, participating in related student events like Island Days, New Student Orientation, Recruiting, Transfer Workshops, Hooding and Pinning Ceremonies).
- Prepare various reports.
- Perform other duties as assigned.
General Responsibilities for

Student Services Program Assistant

The Student Services Program Assistant is responsible to the Director of Student Services and College Finances. The Program Assistant works as part of a team with other student services staff, especially the state testing coordinator, the advisors, the certification officer and the academic advisors using a student-centered focus. The Student Services Program Assistant:

- Enters information concerning students into a database system after gathering information from degree plans, applications for teacher education, applications to field based teaching, applications to field experiences (student teaching), applications to TExES exams, and from SIS Utilities and SIS.
- Verifies students’ eligibility to take TExES test through database, SIS, and ASEP.
- Issues test application barcodes.
- Logs information into binder and/or database.
- Provides information to students regarding state tests.
- Keeps copies of test application for files.
- Refers difficult or questionable cases to TExES Coordinator, Director of Student Services and College Finances or Associate Deans.
- Preparing various reports.
- Performs other duties as assigned.
Texas A&M University-Corpus Christi – College of Education

General Responsibilities for

Student Assistant

Student assistants are responsible to the Business Support Specialist. Student assistants:

- Report to work promptly at scheduled time.
- Maintain a high level of confidentiality in doing College of Education related activities.
- Answer telephones by screening calls, giving correct information, and taking accurate and complete messages (Name, number, what it is regarding, date and time).
- Sort and distributes office mail/packages and monthly telephone bills.
- Greet customers as they enter the office.
- Assist in covering front reception areas.
- Keep reception area and office spaces clean, neat and uncluttered.
- Maintain order and cleanliness of the kitchenette and the cop/fax rooms.
- Maintain file systems, performing data-entry assignments.
- Run errands on campus for office personnel.
- Serve as a customer service agent to all office visitors and callers.
- Serve as a resource to all office visitors/callers.
- Photocopy and distribute mail to office personnel.
- Type reports and correspondence.
- Develop flyers, forms and spreadsheets when needed.
- Perform any special projects for the office personnel as assigned.
- Perform other duties as assigned.
Administrative Advisory Council

The Administrative Advisory Council (AAC) functions in an advisory capacity to the Dean of the College of Education and provides connectivity for the College across departments, the Early Childhood Development Center, the Center for Educational Development, Evaluation, and Research, and the COE Student Services. The Council consists of the following faculty and staff, all of whom report directly to the dean: the Associate Dean for Undergraduate Programs, the Associate Dean for Graduate Programs, the Director of Student Services and College Finances, the six department chairs, and the Chair and Principal of the Early Childhood Development Center. The Dean of the College of Education serves as Chair of the Council. In the Dean’s absence, the Council is chaired by one of the Associate Deans.

Meetings are usually held once a week in the Dean’s conference room. Minutes are recorded at each meeting and are distributed to all COE faculty and staff. Any faculty or staff member of the COE may bring an issue to the Council or request that an item be placed on the AAC’s agenda for discussion.

The Council recommends action to be taken by the Dean in regards to:

- Scheduling of course offerings and coverage.
- Distribution of merit.
- HEF allocations.
- Addition/deletion of faculty lines.
- Addition/deletion of staff positions.
- Program and/or degree development support.

The Administrative Advisory Council may:

- Recommend action to be taken by the Dean.
- Determine action to be taken by Administrative Advisory Council vote.
- Send recommendations and/or items for discussion to the CCC.
- Send recommendations and/or items for discussion to the Graduate Council.
- Take items to the COE for faculty vote.

It is the responsibility of AAC members to represent their constituents. When items require a vote of the COE faculty and/or staff, Council members are responsible for providing their constituents with opportunities for discourse and dialogue.

The Administrative Advisory Council reviews and approves the College of Education Handbook.
The Center for Educational Development Evaluation and Research (CEDER) is the research and development umbrella of the College of Education at Texas A&M University-Corpus Christi. CEDER facilitates and coordinates grants, research, publications, symposia, conferences, new initiatives and evaluations for the College and other educational agencies. CEDER is governed by a board comprised of representatives of all the departments in the College and the Associate Dean for Undergraduate Programs. Departmental representatives are appointed by the department chairs. The Dean serves as an ex officio member of the board.

The CEDER Mission Statement and Chart graphically representing the Center are located on the following page.
CEDER

Mission Statement: The Center for Educational Development Evaluation and Research (CEDER) facilitates and coordinates grants, research, publications, symposia, and new initiatives for the College of Education at Texas A&M University-Corpus Christi. CEDER also serves as a center to facilitate evaluation and research for other educational agencies in Texas.
Center for Professional Development of Teachers

The purpose of the Center for the Professional Development of Teachers (CPDT) is to facilitate the simultaneous renewal of the education of educators and the curricular and instructional renewal of public schools in a technology rich field-based environment. Through several steps, the CPDT makes advisory recommendations to the College of Education on all matters concerning teacher certification programs.

The CPDT consists of the CPDT Advisory Council, the Faculty Advisory Council, and Partner Schools’ clinical liaisons and clinical teachers. The CPDT is chaired by the Coordinator for the Center for the Professional Development of Teachers. The CPDT Advisory Council is composed of members representing the various entities of the CPDT and represents the cultural diversity of South Texas. Membership in the CPDT Advisory Council include the COE Dean or the Dean’s designee, the Chair of the Department of Teacher Education, the Coordinator of the CPDT, representatives with decision-making authority from partner districts and Region 2 Education Service Center; deans or dean’s designees from the Colleges of Arts and Humanity, Business, Science and Technology and community colleges and persons from other entities and businesses.

The CPDT Faculty Advisory Council consists of the Chair of the Department of Teacher Education and the faculty at the field sites. The CPDT Bylaws are located in Section IV of this Handbook.
Computing Committee

The Computing Committee is a standing committee that exists at the request of the Dean. The Committee works with funds provided by the University administration through the University’s Academic Computing Committee to oversee computer related purchases for the College.

The group’s top priority is to insure that all faculty and staff have the computing hardware they require to do their jobs properly. Requests for upgrades or new equipment should be made in writing and forwarded to the committee chair. The committee acts upon requests based upon the relative urgency of need and the availability of funds. Reasonable requests that cannot be addressed in a given fiscal year are usually addressed the next. The committee has no funds for software purchases.

Any faculty member can be appointed to the Computing Committee by requesting appointment to the Dean or Committee Chair. Permanent members include the Associate Deans and the Director of Student Services and College Finance. The group meets periodically throughout the year.
Curriculum Coordinating Committee

The Curriculum Coordinating Committee (CCC) is responsible for reviewing, approving and recommending to the Dean initiatives concerning College curriculum and programs and policies related to curricular issues. Members of the CCC include an elected representative from each of the six academic departments, a representative from the Early Childhood Development Center and one at-large member appointed by the Dean. All members except the member representing the ECDC must have 3 years experience in a tenure-track position at the university level. Department chairs and associate deans are non-voting members. Elected members serve two years. The Associate Dean for Undergraduate Programs chairs the CCC when undergraduate matters are considered and the Associate Dean for Graduate Programs chairs the CCC when graduate matters are considered.

The Curriculum Coordinating Committee Policy guiding the formation and operations of this committee is located in Section IV of this Handbook.
Faculty Awards Committee

The Faculty Awards Committee is responsible for reviewing and recommending faculty for consideration for various awards, including Professor Emeritus, honors/recognitions for retiring or departing faculty, awards processed by the Faculty Senate Awards Committee and any other awards designated by the Dean. The Committee collects and reviews applications for the designated faculty awards and recommends faculty award recipients to the appropriate administrator, committee and/or administrative body.

The Faculty Awards Committee is a standing committee appointed by the Dean. The Committee consists of one faculty representative from each department, including the Early Childhood Development Center. Committee members serve a one-year term and may succeed themselves on the Committee. The Chair must be on the Committee and is elected by members of the Committee. The Committee follows Robert’s Rules of Order except that the chair has a vote.
Promotion and Tenure Committee

The College of Education Promotion and Tenure Committee evaluates candidates from the College of Education for promotion and tenure. The Committee is a standing committee of six faculty members who are elected by the College tenure track faculty. Each department in the college elects one member. Committee members serve two year staggered terms and may succeed themselves on the Committee. In order to be eligible to be a member the individual must be a tenured, full-time faculty member at the rank of Associate Professor or higher whose teaching load is equal to or greater than 50%. Department chairs, associate deans, or faculty members who are candidates for promotion and/or tenure are prohibited from serving on the Committee. If a department does not have a faculty member who is eligible to serve on the Committee, that position will be vacant. A faculty member who is a candidate for promotion and/or tenure from a department not represented on the Committee has the option to have the vacant position filled based on an at-large election of an eligible faculty member from another department. That position will be for one year only. Members of the Committee elect the chair of the Committee. Associate Dean of Undergraduate Studies chairs the initial meeting each year. At the first meeting the permanent chair is elected by the member of the committee.

The Promotion and Tenure Policy guiding the formation and operation of this committee is located in Section IV of this Handbook.
Attendance and Participation in University and College Activities

Faculty members are expected to attend and participate in university, college and departmental meetings and official ceremonies such as graduation, honors, pinning and hooding. According to University Rule 12.01.99.C1.03, all full-time teaching faculty are expected to: “Engage in college and university activities in a collegial manner; that is, work cooperatively with colleagues and share in the responsibility of group endeavors that further the mission of the department, college, and the university.” Participation in department, college and university activities is given consideration in determining promotion, tenure and merit pay.
CEDER Submission Guidelines for Project Proposals  
Texas A&M University-Corpus Christi

Project Request Summary Page

1. Project Description: submit a detailed description of the project including

   a. Statement of the problem, objectives, or purposes

   b. Theoretical framework or perspective, including 3 to 5 supporting references

   c. Methods, procedure, techniques, mode of inquiry, evidences, or data sources. Recommended parts are as follows:

     o Description of research methodology or approach (e.g., experimental, quasi-experimental, correlation, causal-comparative, or survey)
     o Research design (Spell out independent, dependent and classificatory variables and sometimes formulate an operational statement of the research hypotheses in null form so as to set the stage for an appropriate research design permitting statistical inferences.)
     o Pilot studies (as they apply to the research design, development of instruments, data collection techniques, and characteristics of the sample)
     o Selection of subjects (This is concerned with sample and population.)
     o Instrumentation (tests, measures, observations, scales, and questionnaires)
     o Field, classroom or laboratory procedures (e.g., instructions to subjects or distribution of materials)
     o Data collection and recording
     o Data processing and analysis (statistical analysis)
     o Methodological assumptions
     o Limitations (weaknesses)

   d. Expected time line

   e. Expected scholarly research products (presentations, articles, exhibitions, etc)

   Note: Upon completion of the project, you will be required to present results at a CEDER-sponsored event.
Budget Detail (Part B)

1. Release Time: Research funds may be disbursed from the college to appoint a replacement instructor during the term of the project. For spring or fall semesters the amount is $3000 per 3-hour course. For summer terms, the amount is 1/12 of the member’s 9-month contract salary per 3-hour course.

2. Research Assistants: Describe the number and principal duties of all research assistants expected to be involved in the project. Assistants are employed for no more than 19 hours per week and typically receive a rate of pay of $6.50 per hour.

3. Supplies: Describe the supplies needed to complete the project and any departmental, college, or university contributions.

4. Equipment, space, support services: Indicate and justify the necessity for
   a. Use of currently existing equipment
   b. Purchase of new equipment (include how the college will use the equipment once the project is completed)
   c. Use of laboratory, classroom, or other reserved space within the university
   d. Increased support services (technical, secretarial, print shop) currently dedicated for faculty use

5. Travel: Indicate the purpose and benefit of each trip required for which funding is requested. Include specific travel costs such as airfare, meals, and hotel accommodations.

6. Publication costs: If the project includes self-publishing through means of the A&M University-Corpus Christi print shop, include a statement of expected product distribution and marketability.

7. Other costs: Include a description of anticipated costs, not previously outlined, for which funding is requested.
CEDER Project Proposal Application
Texas A&M University-Corpus Christi

1. Date of Application: ____________________________________________

2. Principal Investigator: __________________________________________

3. Co-Investigators: ______________________________________________

4. Project Title: __________________________________________________

5. Total amount requested $___________ (Budget attached)

6. Plans for additional funding: ______________________________________

7. This project does ____ does not ____ involve human subjects.

   All projects involving human subjects require review by the university’s Institutional Review Board prior to receipt of a CEDER award.

8. Signatures:

   Principal Investigator ________________________________

   Co-Investigator ________________________________

   Department Chair ________________________________

   ECDC Principal (as appropriate) ________________________________
CEDER Project Proposal Budget Form

Texas A&M University-Corpus Christi

Budget Summary Page

Date of Application: __________________________

Project Title: ________________________________________________________________

Project Starting Date: __________

Project Ending Date: __________

Budget Detail (breakdown of estimated costs)

1. Release time from instruction $__________
   Semester ___________ Number of semester hours ____________

2. Research assistants (Itemize) $__________

3. Supplies (Itemize) $__________

4. Equipment (Itemize) $__________

5. Travel (Itemize) $__________

6. Publication Cost (Itemize) $__________

7. Other (Itemize) $__________

8. Total amount requested $__________
Center for Professional Development of Teachers

BYLAWS

ARTICLE I: GENERAL

SECTION 1: NAME

The name of this organization shall be the Texas A&M University-Corpus Christi Center for Professional Development of Teachers, herein referred to as the Center.

SECTION 2: PURPOSE

The purpose of the Center shall be to facilitate the simultaneous renewal of the education of educators and the curricular and instructional renewal of public schools in a technology rich field-based environment. Texas Education Code 21.047 Section 230.121 The Center will make advisory recommendations to the TAMU-CC College of Education. The Center will be guided by a multilevel infrastructure delineated below (see Section 4 of Article I).

SECTION 3: TERMINOLOGY

A glossary of terms, unique to the spirit and the context of the CPDT, shall be used that accurately describes and reflects the program components and elements.

SECTION 4: INFRASTRUCTURE

The Center shall include a broad cross-sectional representation of educational or education-related entities. The multilevel infrastructure will include but not be limited to:

A. An overarching CPDT Advisory Council that includes representation from the Education Service Center, public and private school districts in the Coastal Bend geographic area, Texas A & M University-Corpus Christi, Community Colleges, and the private sector to guide the overall efforts of the Center.

B. A Faculty Advisory Council that includes site professors and site facilitators to shape the program elements.

C. Campus (Partner School) Site Based Management Team that includes a cross-sectional representation of the school (e.g., Planning and Decision Making Teams) to assist with the planning and coordination of the program components and elements.

D. A Certification Council that includes individuals from the Coastal Bend regional schools representing the various certification fields offered at TAMU-CC, e.g., bilingual education, counseling, early childhood, education administration, reading, and special education.
ARTICLE II: MEMBERSHIP

SECTION 1: ELIGIBILITY

A. Center for the Professional Development of Teachers

Members of this collaborative shall include Texas A & M University-Corpus Christi as the institution of higher education, public and private school districts, Region 2 Education Service Center, Community Colleges, and representatives from the private sector. TEC 21.047 Section 230.121.

B. CPDT Advisory Council

The CPDT Advisory Council will be chaired by the Coordinator of Teacher Education and shall be composed of members who represent the various entities of the CPDT and who reflect the cultural diversity of the State of Texas. Membership shall include the COE Dean or his/her designee, the Coordinator of the Teacher Education program and representatives with decision-making authority from partner districts, Region 2 Education Service Center, Deans or her/his designee from the A&M-CC College of Arts and Humanity, Business and Science and Technology, Community Colleges, and persons from other entities or businesses.

Representation shall be as follows:

1. Partner Districts shall include those hosting TAMU-CC preservice teachers. Both Partner Districts and Partner Schools identified within each of the collaborating districts shall be committed to the simultaneous renewal mission of the CPDT focused on teacher preparation, professional development, inquiry, and renewal of curriculum and instruction. With the exception of the existing Partner District (Corpus Christi ISD) and Partner Schools (Coles and Moore Elementary and Miller High School), all future partners will undergo an application process. Representatives from the Partner Districts shall be appointed by the Superintendent to include a:

   a. Central office administrator who can address issues of placement, certification, and instruction.
   b. Partner School principal.
   c. Partner School Teacher.

2. University representatives shall include the Dean, or her/his designee, from the College of Arts and Humanity, the College of Business, the College of Education and the College of Science and Technology.

3. The Executive Director of the Education Service Center shall appoint the Education Service Center representative.
4. Community College representatives shall be appointed by the President and shall represent the academic core area administration for the college.

5. Private sector members shall be nominated and elected by the above-identified membership and the chief executive officer of the agency/business shall appoint the CPDT Advisory Council representative. This representative shall be knowledgeable of instructional issues, have a key administrative role in the agency/business, and have a network that can support the efforts of the Center.

C. Faculty Advisory Council

Members shall include the TAMU-CC Coordinator of Teacher Education, faculty working as Site Professors, and Partner School Site Facilitators.

D. Campus (Partner School) Site Based Management Teams

Members will consist of members as determined by district guidelines.

E. Certification Council

Members shall include individuals representing Coastal Bend school districts who represent the various certification areas offered at TAMU-CC, e.g., bilingual education, counseling, early childhood education, educational administration, reading, and special education.

SECTION 2: TERM OF MEMBERSHIP

The nature of such collaboratives necessitates a continuity and consistency among its members. Because changes and attrition will result as a natural matter of course there is no need to specify terms of membership. CPDT members and their representatives on the various governance structures shall remain members in perpetuity unless there is some compelling reason for terminating the collaboration.

SECTION 3: OFFICERS AND VOTING

A. CPDT Advisory Council. Officers of the Council shall include the Coordinator of Teacher Education as the, chairperson, a vice-chairperson, secretary, and others as specifically designated by the Council. The chairperson shall preside over meetings, and in consultation with the, officers and members, shall set meeting times and agendas. The vice-chairperson shall perform the duties of the chairperson in absence of the chairperson. The recording secretary shall record the minutes of the meetings of the Advisory Council. Each member present shall have one (1) vote.

B. Faculty Advisory Council. There will be no officers for the Faculty Advisory Council. The TAMU-CC Coordinator of Teacher Education will poll the members present for a decision, as needed.
C. Site Based Management Team. The officer and voting structure will be at the discretion of the individual sites.

D. Certification Council. There will be no officers for the Certification Council. The Chair of the CPDT Advisory Board will chair the meetings and poll the members present for a decision, as needed.

SECTION 4: REGULAR CPDT MEETINGS

A. CPDT Advisory Council meetings shall be held a minimum of three times during each calendar year as scheduled by the Council. Special meetings may be called whenever the Council deems it necessary.

B. Faculty Advisory Council meetings will be held on a monthly basis on a regularly designated day of the month to be determined by the TAMU-CC Coordinator of Teacher Education.

C. Site Based Management Teams will meet at the discretion of the individual sites.

D. Certification Council will meet as necessary to provide input to programs in need of approval, revision or redesign.

SECTION 5: QUORUM

A. CPDT Advisory Council. A simple majority of all members represented on the Advisory Council will constitute a quorum at all meetings. All action and recommendations shall be by majority vote of the members present.

In absence of a quorum at a scheduled meeting of the Council, action may take place by polling the membership by mail or telephone.

In the event the Council desires the membership to vote on an issue outside the regular scheduled meeting, the Council may use a mail ballot, the results of which will be reported immediately to all Council members.

B. Faculty. A simple majority of all faculty represented on the Faculty Advisory Council will constitute a quorum at all meetings. All action shall be by majority vote of the members present.

C. Site Based Management Teams. The quorum specifications will be determined by the individual sites.

D. Certification Councils. A simple majority of all members present shall be the basis for recommendations to program areas.
SECTION 6: DUTIES AND RESPONSIBILITIES

A. The CPDT Advisory Council shall participate as a representative advisory body in the areas of:
   1. Program review, evaluation, and development.
   2. Selection of sites for field-based teacher education programs.
   3. Development of policies and procedures for the collaborative.
   4. Recommendations of priorities, procedures, and policies for pre-service and staff development programs.
   5. Feedback to graduate program areas.

B. The Faculty Advisory Council members shall make recommendations to the CPDT Advisory Council concerning:
   1. Program review, evaluation, and development.
   2. The development of policies and procedures for the collaborative.
   3. Priorities, procedures, and policies for pre-service and staff development programs.
   4. Inter-partner district/school inquiry and renewal efforts.

C. Site Based Management Team members shall make recommendations to the Faculty Advisory Council concerning:
   1. Issues specific to site program reviews, evaluations, and development.
   2. The policies and procedures for the collaborative.
   3. Priorities, procedures, and policies for pre-service and staff development programs.
   4. Inquiry and renewal that will address site-specific needs.

D. Certification Council members shall make recommendation to the CPDT Advisory Council concerning specific issues presented by representatives from the various College of Education programs that have approved certification areas.
ARTICLE III: PROJECT-COORDINATOR OF TEACHER EDUCATION

SECTION 1: COORDINATOR OF TEACHER EDUCATION

The Coordinator of Teacher Education, herein referred to as the Coordinator, shall be selected by the Dean of the A&M-CC College of Education with input from constituents of the Advisory Council membership and shall be the chief administrator of the Center with the following duties and responsibilities:

A. Direct and supervise all activities of the Center including arranging for instructional space at the field-based sites for University instruction and, in collaboration with University department chairs, assigning faculty and scheduling courses.

B. Prepare and submit an operating budget to the Dean of the College of Education for approval.

C. Report to the Dean of the College of Education and, with the Dean's approval,

D. Serve as the official spokesperson for the Center.

E. Perform all other duties in accordance with Center policy.

F. Keep a file of minutes, correspondence, and other documents concerning the operation of the Center.

ARTICLE IV: REVISION OF BYLAWS

SECTION 1: CHANGES

These bylaws of the Center for Professional Development of Teachers may be amended or repealed, or new bylaws may be adopted, by an affirmative vote of the CPDT Advisory Council at any regularly scheduled, or called, meeting of the Council. They will be in effect immediately upon approval by the Advisory Council and the Dean of the College of Education.
Consulting and Outside Professional Employment

For policy and procedure regarding consulting and outside professional employment see University Rule 31.05.01.Cl
Contracts, Grant Writing, Grant-Funded Work Overload and Re-Assigned Time Policies

These policies apply to all College of Education (COE) faculty and staff who are involved in grants that are funded either internally or externally through the COE or the University.

Policy on Communicating the Intention to Submit a Grant Proposal or Contract:

• Applicants must inform their respective department chairperson about their intent prior to initiating substantive work on a grant or contract. (The attached Form A, Notification of Intention to Develop a Grant/Contract Proposal, should be used for this purpose.)

• Department chairs are responsible for providing this information to the Dean in a timely manner.

This policy is required to insure that grant submission efforts are coordinated across the College and University. Such coordination will insure that faculty are teamed with appropriate partners and will help avoid duplication of effort within the COE with other units of the University.

Policy on Grant-Funded Work Overload and Re-assigned Time:

• All grant-funded work overload or reassignment requests must be approved in advance by both the respective departmental chairperson and the dean. (The attached Form B, Request for Grant-Funded Work Overload/Reassignment, should be used for this purpose.)

Potential applicants are strongly encouraged to consider the need for the overload before applying. Applicants are further encouraged to act so as to insure quality completion of regularly assigned work assignments before contemplating a possible overload.

The procedure for requesting a grant-funded work overload/reassignment is as follows:

1) The applicant completes and submits a Request for Grant-Funded Work Overload/Reassignment form and completed grant proposal to the appropriate departmental chairperson and the Dean;

2) The chair reviews the request and discusses it with the applicant, as necessary;

3) The chair forwards the request and grant proposal whether approved or unapproved to the Dean;

4) The Dean, at his or her discretion, may elect to meet with the applicant and the chairperson to discuss the request;

5) The Dean approves or denies the request.
The Dean forwards the completed form indicating approval or denial to the chairperson and the applicant. The Dean also forwards approved requests to the COE business coordinator for coordination with payroll. Usually, if a faculty member has reassigned time during a given semester, that faculty member will not be eligible for any course overloads.
Form A: Notification of Intention to Develop a Grant Proposal

NOTE: The applicant must submit this form to the appropriate departmental chairperson prior to initiating substantive work on the grant proposal. The chairperson must then forward the form to the Dean in a timely manner.

1. Date: ____________________________

2. Applicant’s name: _____________________________________________________

3. Department: ____________________________________________________________

4. Proposal Title ____________________________________________________________

5. Funding source: __________________________________________________________

6. Amount of funding to be requested: $________________________________

7. Departmental chairperson’s review:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

8. Dean’s review:

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

Revised: 8/27/2004
Form B: Request for Grant-Funded Work Overload/Reassignment

1. Date: ____________________________

2. Applicant’s name: ___________________________________________________

3. Department: __________________________________________________________

4. Proposal Title ________________________________________________________ (Attach a complete copy of the grant proposal.)

5. Funding source: _______________________________________________________

6. Amount of funding required for the overload: $___________________________

7. Type of overload/reassignment requested (check one):

   _____ one course (3 semester credit hours) teaching overload

   _____ reassigned time: (specify the number of semester credit hours and explain purpose):

   ________________________________________________________________

   ________________________________________________________________

   _____ other: describe: _____________________________________________

8. Justification for the overload/reassignment: ______________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

9. Departmental chairperson’s review: _____ approve _____ deny

   Signature __________________________ date __________________________

10. Dean’s review: _____ approve _____ deny

    Signature __________________________ date __________________________
Curricular Changes and Additions and Program Charts

New programs, program changes, new courses or new degrees are initiated at the department level. They are then presented to the Curriculum Coordinating Committee by the appropriate department chair for approval. If changes or additions are in a program in which state certification is involved approval must also be obtained by the Center for Professional Development of Teachers. The Dean of the College of Education approves the changes or additions and forwards to the Dean of Graduate Education if graduate programs are involved or directly to the Provost office if only undergraduate programs are involved. Upon approval by the Provost office the changes or additions are forwarded to the Faculty Senate. After approval by the Faculty Senate the changes or additions are forwarded to the Presidents office, which forwards them to the Texas A&M University System Board of Regents if Regent’s approval is required or directly to the State Board for Educator Certification and/or the Texas Higher Education Coordinating Board of Regency approval is not required. Upon approval of the State Board for Educator Certification and/or the Texas Higher Education Coordinating Board the changes or additions are implemented. The decision making process terminates with appropriate decision-making body approval.

The COE has two charts related to curricula. One is the College of Education Program Organization Chart that shows the major programs currently existing within departments. The other is the Educational Program and Policy Decision Making Flowchart, which illustrate the movement of proposed changes to existing programs and additions of new programs step-by-step through the required decision-making bodies.
Flowchart
Educational Program and Policy Decision Making

<table>
<thead>
<tr>
<th>Departments</th>
<th>Curriculum Coordinating Committee and Center for Professional Development of Teachers</th>
<th>Dean</th>
<th>Provost</th>
<th>Faculty Senate</th>
<th>President</th>
<th>Regency</th>
<th>S.B.E.C. and/or Coordinating Board</th>
<th>Implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval</td>
<td>Feedback</td>
<td>Loop</td>
<td>approve &amp; forward</td>
<td>approve &amp; forward</td>
<td>approve &amp; forward</td>
<td>approve &amp; forward</td>
<td>approve &amp; forward</td>
<td>approve &amp; forward</td>
</tr>
</tbody>
</table>

Initiation of new program, program change, new course, or new degree.

DECISION MAKING PROCESS TERMINATES WITH APPROPRIATE DECISION MAKING BODY.
Curriculum Coordinating Committee Policy

Purpose

The Curriculum Coordinating Committee (CCC) of the College of Education (COE) at TAMU-CC is responsible for reviewing, approving and recommending to the dean initiatives concerning college curriculum and programs and policies related to curricular issues.

The Overview Function

Review means an in-depth examination of submitted documents as to their accuracy, completeness, integrity, consistency, and cohesiveness and coordination at the college level.

Approving means arriving at a collegial consensus through thorough consideration of issues.

Recommending means that the proposal is either returned to be further developed and resubmitted or it is approved or disapproved.

Scope of Responsibility

Curriculum issues include the addition, revision, alteration or elimination of existing areas.

Program issues include the structures of the graduate, undergraduate and certification areas.

Administrative issues in departments and programs as well as catalog revisions and inclusions that impact above-mentioned areas will be considered by the CCC if referred to that body by the dean, department chairs, or other faculty members who have a concern.

Policy considerations include the following issues: student admissions, retention, certification, graduation, accreditation, accountability and partnership with other entities.

Therefore, the CCC is responsible in part for maintaining quality by insuring cohesiveness and integrity of the College in relation to curriculum issues broadly conceived.

Representation and Election of Members

Election of members shall be conducted in the following manner:

1. All departments within COE will nominate candidates for membership on the CCC.

2. Individual departments within the COE will elect one member with each member serving for two years. The Dean will appoint one at-large member for a total of seven voting members. Additionally, there will be appointed by the dean one representative from the ECDC for a total of eight members. All members except the member representing the ECDC must have 3 years experience in a tenure-track position at the university level. Department chairs and associate deans are ineligible to serve. A quorum will be considered to be more than 50% of voting members.
3. The term for all voting members will be two years.

4. Non-voting members to the CCC will include the COE department chairs. Department chairs will be encouraged to attend all meetings to provide support, clarification and representation for their respective departments particularly when decisions affecting their departments are being considered.

5. The CCC will be co-chaired by the Associate Dean for Undergraduate Studies and the Associate Dean for Graduate Studies as non-voting members.

Procedures

1. Faculty members, individually or in groups, devise any changes to COE curriculum at the program level. These changes include new courses, substitute courses, deleted courses, special topics courses, new programs, altered programs, new degrees, and altered degrees.

2. Curricular changes proposed in (a) above are forwarded to the respective department chair.
   
   a. For courses/programs/degrees not undergoing a “substantive” change and for special topics courses, the department chair will approve by signing off and turning in to the Associate Dean for Undergraduate Studies for undergraduate changes and the Associate Dean for Graduate Studies for graduate changes an “Application to offer a Special Course for College Credit” form, along with the course/program/degree materials.

   b. For courses/programs/degrees undergoing a “substantive” change, the department chair will approve by signing off and turning in to the Associate Dean for Undergraduate Studies for undergraduate changes and the Associate Dean for Graduate Studies for graduate changes the appropriate graduate office and Coordinating Board forms along with the course/program/degree materials.

   “Substantive” changes are those defined by the Coordinating Board as needing Coordinating Board approval before those changes can be implemented.

3. The department chair submits all course/program/degree documents in final, complete form to the appropriate Associate Dean according to the time lines established in (4) below. The department chair is responsible for making twelve copies for distribution.

4. Changes in courses, programs or degrees (new, deleted, and/or modified) must be submitted at least one week before the CCC meeting at which those changes are to be considered.

5. The CCC chairs give the proposals to CCC members within 24 hours of receipt, excluding weekends and holidays.

6. The agenda of the CCC is published and distributed to all COE faculty by the associate deans at least one week prior to each CCC meeting. All CCC meetings are open forums.
7. Faculty members responsible for each curricular change to courses, programs, and/or degrees present their proposal to the CCC at the scheduled meeting and make themselves available to answer any questions/concerns raised by the CCC at that time. Department chairs are encouraged to be present at those meetings to support their faculty members.

8. The CCC members by a majority vote may ask for a closed forum following the presentation of a curricular change to discuss the proposal(s).

9. All CCC minutes will be published and distributed to all faculty members within 3 days following each CCC meeting by the co-chairs

Rules

1. The CCC follows Robert’s Rules of Order.

2. The CCC will publish a calendar of scheduled meetings for each semester and distribute it to all faculty at the beginning of each semester. This calendar should clearly delineate deadlines for submitting proposals for consideration.

3. All new faculty will be given information on the CCC upon being hired by TAMU-CC.

4. Any anticipated courses require prior approval by CCC.
Annual Development and Evaluation Plan

Purpose

The purposes of an annual development and evaluation plan (ADEP) are to provide faculty in the College of Education the opportunity to set professional goals for the upcoming academic year and to provide a way to evaluate the extent to which goals have been accomplished at the end of the year. These goals should include all aspects of a faculty member’s professional responsibility in the areas of teaching, scholarship, and service. This process assumes that each faculty member has the prerequisite academic preparation and experience for her/his particular faculty assignment.

Criteria to be used in Evaluating Faculty Performance

Academic Preparation:
Meets university requirements for position held (University Rule 12.01.99.C1.01).

Experience:
Meets university requirements for position held (University Rule 12.01.99.C1.01).

Teaching:
Demonstrates a continuing interest in improving as a teacher and a developing knowledge of university level pedagogy. Shows evidence of instructional innovation, updating and revising current courses, and new course development. Shows quality in teaching through a teaching portfolio consisting of: (1) teaching assignments by semester, (2) teaching load, (3) student evaluations, and (4) summaries of course revisions and/or innovations implemented in courses. Since Academic Advisement and Career Counseling are considered a part of the faculty’s total teaching responsibility, the faculty member should be familiar with degree requirements and other matters related to academic advisement, career development and opportunities. When teaching comprises at least one-half of the faculty member’s assignment, evidence of teaching effectiveness must count at least one-half of the total possible weight in the faculty member’s evaluation. (University Rule 12.01.99.C1.04)

Scholarship:
Demonstrates competence and productivity in scholarly activities (applied scholarship, instructional development and/or basic scholarship) which are related to the faculty’s discipline and to the mission of the college. Demonstrates a record of participation, competence, and productivity in their field through a combination of the following: (1) publication in peer reviewed and non peer reviewed professional, pedagogical, or scholarly journals, (2) conference papers or presentations including those in proceedings, (3) published case studies, (4) instructor manuals, (5) instructional videos, software and web pages supporting instruction, (6) books or chapters in books, (7) monographs, (8) funded grants and funded research proposals, and (9) significant contributions to funded grants or research proposals. (University Rule 12.01.99.C1.04)
**Service:**
Serves in leadership positions on College and University committees. Participates in professional and community services such as consulting activities which serve the mission of the College, the University’s purposes, or the faculty member’s academic discipline. Program development activities, program area advertising and marketing activities, and College and University-level consulting activities are also recognized as part of the faculty’s record of service.

**Procedure**

The following steps will be completed in the ADEP process:

1. At the beginning of the year the faculty member submits her/his goals on the annual development plan form. On the form, goals are written for each of the major areas of professional responsibility (teaching, scholarship, service). Goals should be written to reflect what a faculty member expects and hopes to accomplish over the course of the upcoming academic year. These goals should also be based on the feedback on the previous end-of-year ADEP provided by the department chair in May. The form will be available to the faculty member at the beginning of the new academic year and must be completed by the first week of September of the new academic year.

2. Faculty member meets with department chair to review the ADEP. The department chair’s role is to provide initial feedback on the faculty member’s goals and offer recommendations if needed for refining goals or including additional goals. Consideration will be made of the faculty member’s previous year’s ADEP to facilitate any goal revision for the new academic year. Both the faculty member and department chair will sign off on the ADEP signifying there is mutual agreement of the faculty member’s goals. By signing the ADEP, the department chair is committing to providing as much support as possible to help the faculty member attain her/his goals. The ADEP is kept in the faculty member’s personnel file. This initial meeting with the department chair will take place during the month of September of the new academic year.

3. The end-of-the-year ADEP is submitted to the department chair by the first week in April of the same academic year. The original goals of the faculty member’s ADEP are submitted at the end of the academic year along with annotation for each goal explaining the extent to which each goal was accomplished.

4. The department chair meets with faculty member to review end-of-year ADEP. The purpose of this meeting is to ensure the faculty member receives prompt feedback on her/his ADEP. The department chair’s feedback is made in writing on the ADEP form and can be used by the faculty member for the development of goals for the next academic year. The faculty member must receive a “satisfactory” or “unsatisfactory rating”. Both the faculty member and the department chair will sign off on the written feedback provided by the department chair. It will be placed in the faculty member’s personnel file. This meeting will take place no later that the last week of April.
Uses of ADEPs

The faculty member’s end-of-the-year ADEP (submitted in April) will be used as one documentation source for: (a) annual merit pay considerations; (b) applications for tenure; (c) applications for promotion; and (d) post-tenure review. All ADEPs will remain as confidential documentation within the faculty member’s personnel file.

Appeals

A faculty member may make a formal appeal of the feedback received on the ADEP. The appeal process is as follows:

1. If upon review the faculty member is dissatisfied with the department chair’s feedback, she/he may submit a formal written response addressing areas of disagreement. This formal written response must be submitted to the department chair within two weeks of the April meeting with the department chair.

2. The department chair is required to review the faculty member’s formal written response and meet again with the faculty member to attempt reconciliation. This meeting must take place within two weeks from the time the department chair receives the faculty member’s formal written response or within two weeks of the beginning of the next academic year. The proceedings of this meeting must be formally documented and signed off by both the faculty member and the department chair. If the faculty member is unwilling to sign, it will be so noted.

3. If disagreements persist after the department chair and faculty member meet to discuss the faculty member’s formal written response, the faculty member may submit a written request for a meeting to the Dean of the College of Education to present an appeal. This meeting must take place within two weeks from the time the dean receives the faculty member’s written request. The department chair must be present at this meeting. Upon request for a meeting with the Dean, the faculty member must submit to the Dean any and all written documentation in support of her/his appeal, including the ADEP under appeal, department chair’s written feedback, faculty member’s written response, documentation of faculty member’s reconciliation meeting with the department chair, and any other material the faculty member wishes to use in support of the appeal.

4. After the faculty member has met with the Dean and the department chair, the Dean will submit in writing to the faculty member her/his decision with justification concerning the faculty member’s appeal. This written decision must be submitted to the faculty member within two weeks after the meeting with the Dean and department chair. This decision will be considered the final step in the College of Education appeal process for the faculty member concerning her/his ADEP feedback. All written documentation on the appeal will be placed in the faculty member’s personnel file.
Publication Policy

The Information Office is the branch of College of Education (COE) that creates academic publications, recruiting and admissions pieces, and other external publications that advance Texas A&M University-Corpus Christi. This office will assist COE clients with concept, themes, editing, design, photography and photo selection, cost estimates, production, and production schedules. The Information Office gives highest priority to projects central to student recruitment and to advancing public understanding of the COE's high academic quality.

The Information Office (IO) produces about 100 publications a year. IO services are provided on a first-come, first-served basis. These services include:

- Project consultation (including cost and time estimates).
- Editing and initial design.
- Production assistance.
- Photography (including both new photography and the use of existing file photographs).

Publications produced by the Information Office include university undergraduate and graduate brochure series, numerous recruitment publications, specialty publications, and many COE brochures and posters.

Services we are not staffed to perform include:

- Typing your manuscripts.
- Extensive copywriting.
- Extensive design changes or an unlimited number of designs.
- Research.
- Department newsletters.
- Publications by students, for students, paid for by student funds.
- Publications for any entity not directly part of COE.

Rules for COE publications:

- The Information Office and one of the Associate Deans of the College of Education must review all publications, including grants and presentations, whether new or revised.
- Requisitions for the printing of any College of Education publication must have the approval of the COE Information Office.
- All publications to be presented to parties outside the Texas A&M COE with COE or University logos must be reviewed and approved by COE Information Officer and TAMU-CC Public Information Office.

IO works with the originator of the publication to ensure that the publication is produced economically and fulfills its intended use and is consistent with COE and university graphic standards. Minimally, this involves ensuring proper use of logos, including an affirmative action statement and COE identifier; following writing and printing specifications; and designating the
publication for printing either by Campus Copies (preferred and generally least expensive) or an off-campus printer. All publications should be produced on campus when economically feasible. Specifications and the assignment of the publication to Campus Copies or an off-campus vendor are recorded by the Information Office on a Work Order Form. The completed form indicates the publication has been reviewed and approved by the Information Office, Associate Dean of the COE, and the originator, as required. It also provides printing and/or bid specifications. Campus Copies will not print publications unless they have been reviewed and approved by the IO. All projects created by the IO must have a Work Order Form prior to job initiation.

All items published, besides meeting the above requirements, must also follow the guidelines set within University Regulations as seen at see University Rule 7.9.1 or at the website: http://publications.tamucc.edu.
Information Office
Work Order

TODAY'S DATE: ____________________
PROJECT TITLE: ____________________
REQUESTER: ____________________
CONTACT: ____________________

DEPARTMENT: ____________________
PHONE: ____________________
FAX: ____________________
E-MAIL: ____________________

What Is The Purpose Of This Project (check all that may apply)

☐ Undergrad Recruitment  ☐ Public Information  ☐ Marketing Services
☐ Grad Recruitment  ☐ Image Enhancement  ☐ Other (describe): __________
☐ Fundraising  ☐ Events-Oriented

Who Is The Primary Target Audience (check all that may apply)

☐ H.S. Students  ☐ Potential Donors  ☐ Business Community
☐ Potential Grad Students  ☐ General Population  ☐ Other (describe): __________
☐ Parents  ☐ Undergraduate
☐ Transfer Student

What type of publication are you requesting?

☐ Rackcard  ☐ Flyer  ☐ Poster
☐ Brochure (Bifold)  ☐ Brochure (Trifold)  ☐ Newsletter
☐ Magazine  ☐ Other (describe): __________

How will this project be distributed?

☐ Bulk Mailing  ☐ Handout/ Recruiting  ☐ Handout/ Professional Event
☐ Other (describe): __________

Message - Summarize your key message and the desired effects of the publication:

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Delivery Date Desired: ________________
Budget Available for Printing $ ________________
Quantity Needed: ________________
Account #: ________________

Received: ________________

APPROVED BY:

DEPARTMENT CHAIR DATE DEAN DATE

Print Design Timeline

Process color multipage document  25 working days  One color multipage document  20 working days
Process color poster, cover, single-sheet folder  20 working days  One color poster, cover, single-sheet folder  15 working days
Spot color multipage document  25 working days  Major revisions to existing documents  15 working days
Spot color poster, cover, single-sheet folder  20 working days  Minor revisions to existing documents  5 working days

All timelines are on site times. Printer times are dependent on amount and type of project.
Allow for 14 days at the printer. Photos can be taken with seven days advanced notice.
Merit Pay

The College of Education (COE) has a uniform award plan in which all departments award merit through the same process. The process is as follows:

1. Each department chair meets with his/her faculty to discuss that faculty member’s accomplishments (ADEP) for that year.
2. After the department chairs have met with their faculty, the dean calls a meeting to discuss merit pay.
3. At the merit meeting, the dean informs the department chairs of the amount of money available for faculty merit.
4. The department chairs make a collective decision on the number of categories that there will be for that year. For instance, will there be three categories (i.e., non-meritorious, meritorious, very meritorious) or four categories (i.e., non-meritorious, low meritorious, meritorious, very meritorious)?
5. The department chairs then recommend each of their faculty members for a merit category. Recommendations are based on what the faculty member has accomplished in the three areas of teaching, scholarship and service for that year.
6. The chairs collectively compare faculty members’ achievements. As a result of the comparisons, a faculty member’s ranking might be changed and he or she might be assigned to another merit level.
7. Based upon the money available for merit, a dollar amount is awarded faculty members within each category. For instance, non-meritorious faculty members receive $0; meritorious faculty members receive $500 each; and very meritorious faculty members receive $1000.00 each.
8. The department chairs’ recommendations are forwarded to the Dean who may modify the amount of merit money awarded to each faculty member.
Office Hours, Class Schedules

Each semester, faculty are required to submit and post their schedule of university responsibilities using a form, which all departmental administrative assistants have and will prepare, showing all class meetings, office hours, and other university commitments. At least six (6) office hours per week are required.

Faculty should provide a copy of their semester schedule of university responsibilities to the department chairperson and administrative assistant. Administrative assistant will post the faculty schedules on GroupWise, as well as the internet. Faculty should also post copies on their office doors. Department chairs will provide the Dean's office with a copy from all faculty in their area. Semester schedules of university responsibilities are due by the first day of class each semester. (See Office Hours form.)
Office Hours Form

Name: ___________________________________________

Department: _______________________________________

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Professor Emeritus
Faculty of the College of Education

Retired faculty member may continue to use her/his academic rank title modified by the suffix “(Retired)” However, this policy outlines the conditions and procedures for recommendation for appointment to the rank of Professor Emeritus for retiring professors in the College of Education who meet the following criteria.

Eligibility
Eligibility is normally confined to those who are retiring or who have retired within the last 3 years after having a record of long service to the College of Education, Texas A&M University – Corpus Christi (TAMU-CC) as full-time faculty, and whose post-retirement appointment, if any, is less than half time. As a general rule, over ten years of employment would be considered long service; however, exceptions can be made if individual contributions so warrant.

Criteria
Recommendations shall be made for COE faculty who have made significant academic contributions that go beyond the normal duties and responsibilities of faculty appointment. Significant academic contributions shall be in at least two of the three following areas; service, teaching, and scholarship. Individuals contributing significantly to the academic administration of Texas A&M University – Corpus Christi will also be eligible for recommendation.

Procedural Guidelines
The Dean of the College of Education is responsible for preparing the recommendation to the President. In preparation for recommending Professor Emeritus status, the following guidelines will apply:

1. The College of Education Faculty Awards Committee shall ensure that all potentially eligible faculty members are considered. University Policy will be used to determine eligibility. The Chair of the Faculty Awards Committee shall discuss with the Dean the names of individuals known to be close to retirement well in advance of retirement. All College of Education full-time, tenured faculty retirees meeting University guidelines will be eligible for consideration.

2. The Dean of the College of Education or the Department Chair of the relevant department will provide documentation in support of the nomination to the Chair of the Faculty Awards Committee. This documentation will include:
   - Recent curriculum vitae of the nominee.
   - A letter of nomination that is endorsed by the faculty members of the relevant department and that documents achievements relative to the criteria.
   - The Faculty Awards Committee may choose to seek further letters of recommendation from other recognized individuals.

3. The Faculty Awards Committee will review the documentation and if favorable, the recommendation will be forwarded to the Faculty Affairs Committee of the Faculty Senate.
4. The Faculty Affairs Committee of the Faculty Senate shall make the final recommendation of candidates for nomination to the Provost for consideration by the President. The Faculty Affairs committee reports of the candidacy and recommendation on an information only basis at the next senate meeting.

5. The Texas A&M University System Board of Regents, upon the recommendation of the President, makes appointment to the rank of Professor Emeritus.

**Privileges of Rank**
Any of the privileges associated with the rank of Professor Emeritus in the College of Education are noted in the TAMU-CC Rule 31.08.01.C1.01 pertaining to the rank.
Promotion and Tenure Policy

Promotion of Faculty

Section 12.01.99.C1.01 of the University Rules of Texas A&M University- Corpus Christi provides faculty rank descriptors. This section further indicates that appointment to an academic rank is based on past and anticipated success in performance, accomplishments, and leadership in the areas of experience, academic advisement/career counseling, service, and scholarship. As faculty members advance in rank, they are expected to achieve increasing success by progressively mastering and improving in these areas. The consistently sustained performance of faculty responsibilities is required for all promotions.

Candidates for promotion are evaluated by their department colleagues, department chair, College Promotion and Tenure Committee, and dean within the College of Education. If a recommendation goes forward from the college, they will also be evaluated by the University Promotion and Tenure Committee.

College Promotion and Tenure Committee

The College of Education Promotion and Tenure Committee is a standing committee comprised of one elected representative from each of the six departments in the College. Selection is done at the department level by vote of the tenure track faculty in each department. Members of the Promotion and Tenure Committee serve two-year staggered terms and may succeed themselves beyond the initial two-year term. To be eligible for membership on the Committee, an individual must be tenured, full-time, at the rank of associate professor or higher, with a teaching load of 50% or higher. Individuals serving as department chairs, assistant or associate deans, or during the year in which they are candidates themselves for promotion and/or tenure, are prohibited from serving on the Committee. If a department does not have a faculty member who is eligible to serve on the Committee, the position will remain vacant. A candidate for promotion and/or tenure from a department not represented on the Committee has the option to have the vacant position filled by an at-large election of eligible faculties in the College. That position will be for one year only. The Chair of the Committee is elected by the members of the Committee. The Committee follows Robert’s Rules of Order except that the chair has a vote.

Consideration for Promotion

Unless otherwise requested in writing, a faculty member shall be eligible for consideration for promotion during the academic year in which all education and experience standards for a given rank are met as specified in section 12.01.99.C1.01 of the University Rules. If not promoted, the faculty member remains eligible for subsequent consideration. In order to be reconsidered for promotion after the first year of eligibility, a faculty member must reinitiate the process.
Procedure

The eligible faculty member initiates the promotion process by sending a letter of request for consideration for promotion to the Dean. The Dean must receive the request before the end of the spring semester prior to the academic year in which the faculty member desires consideration. The Dean then assures the faculty member’s eligibility as to University standards for education and experience. Once approved for consideration, the faculty member’s name is added to the College list of candidates for promotion. This list is sent by the Dean to the College Promotion and Tenure committee with a copy going to the general faculty.

Any faculty member who has initiated the promotion process and believes that his/her name was incorrectly omitted from the Dean’s promotion eligibility list may request that her/his name be added to the list. The request must be in writing and must include justification and supporting documentation and be submitted to the College of Education Promotion and Tenure Committee. If the College of Education Promotion and Tenure Committee recommends against consideration for Promotion, the faculty member may appeal to the Dean.

Department Review - A candidate seeking promotion, tenure, or both in the College of Education will be reviewed by (1) all tenured and tenure track faculty in the candidate’s home department, (2) the chair of the department, (3) the College Promotion and Tenure Committee, and (4) the Dean. The reviews will occur in the order given. All evaluators, including the chair, will limit their vote to one time. That means the chair of the department will only vote as chair and not as a member of the department. The department’s faculty representative on the College Promotion and Tenure committee will only vote at that level and not as a member of the department. The candidate will not vote at any level and is excused from all discussions of his or her candidacy at every level. Once the candidate submits his or her materials for promotion, tenure, or both for review, the materials will be made accessible to the review committees, department chair, and Dean.

The candidate’s materials should speak to his or her success in teaching, scholarship, and service. Reviewers of the materials should measure the candidate’s accomplishments using the requirements of the College of Education’s Promotion and Tenure Policy as a standard.

The department chair is responsible for calling the initial meeting of all departmental tenure and tenure track faculty for the review of the candidate. At this meeting, faculty will select a review committee chair. Once the chair is selected, the department chair will leave the meeting and have no further contact with the departmental review committee, except as requested by its membership. After considering the candidate’s documents, each member of the departmental committee will vote to recommend or not recommend promotion, tenure or both. The results of that vote, including reasons for support or nonsupport, will be prepared and forwarded to the candidate, the department chair, the College of Education Promotion and Tenure Committee, and the Dean.

A candidate may choose to withdraw his or her papers at any point in the promotion and tenure process-including after the department review. If the candidate does withdraw the department recommendations will not be forwarded.
The College of Education’s Promotion and Tenure Committee evaluates each candidate on the basis of the three components: (1) teaching, (2) scholarship, and (3) service.

The College of Education Promotion and Tenure Committee will use annual evaluation data in the decision making process. Also, the College of Education Promotion and Tenure Committee may request the candidate for promotion to meet with the Committee to discuss aspects of the candidate’s record which the Committee feels requires further explanation. The candidate, likewise, may request to meet with the Committee. All written material becomes part of the faculty member’s personnel record that is maintained in the Dean’s office. The candidate shall be apprised of the subject matter of the need for clarification at least one week before the scheduled meeting with the Committee. The discussion must relate to the criteria by which the candidate is evaluated in the areas of: (1) academic preparation, (2) experience, (3) teaching, (4) scholarship, and (5) service.

Recommendation to promote or to not promote a candidate, based upon a majority vote of the Committee, is made in writing by the College of Education Promotion and Tenure Committee and submitted to the Dean of the College of Education. This recommendation will be provided by the last class day of the Fall semester. The recommendation must specifically describe how the candidate does or does not satisfy the standards for promotion. In addition, the candidate’s department chair will provide to the Dean a separate written recommendation concerning promotion. The Dean is responsible to make recommendations concerning promotion to the Provost after considering the recommendation of the committee and reviewing the documentation submitted by the candidate. The Dean shall review the recommendations of the committee with the candidate prior to making a recommendation to the Provost. Following the Dean’s consultation with the candidate, the Dean makes a written recommendation to promote or not promote to Provost. The candidate is provided with copies of the written recommendations made by the Committee, the department chair, and the Dean.

**Documentation for Consideration for Third Year Review and Promotion, Tenure, or Both**

All candidates who are being considered for their third year review or promotion, tenure, or both must present the following documentation by September 1 of the academic year in which they wish to be considered:

1) A current Curriculum Vita using APA format. (See attached form)

2) A Summary of Documentation, not to exceed two pages for each of the three components: teaching, scholarship, and service. The summary should include a review of the evidence that the College of Education Promotion and Tenure Policy requirements in each of the three areas have been met. References to actual documentation in an accompanying packet should be indexed.

3) Documentation of Evidence. Documents selected by the candidate as evidence of accomplishment in each of the three components, teaching, scholarship, and service, should be organized in separate packets, one for each of the three. Any documents
included as evidence should be complete unless books, book chapters or other bulky materials that will not fit in a packet. Materials of this type should be represented by full citation on a single sheet of paper- one for each example- with a reference to location. The actual examples may be included separately in a box or expanding file. All documents included in the Documentation of Evidence should be presented in the order of relevance to requirements. In other words, the candidate should emphasize his or her most important accomplishments focusing on those that are most recent.

The following format should be followed:

**Teaching:**

- Courses Taught
- Course Syllabi
- Curriculum Development
- Development Activities
- Course Evaluations
- Awards/ Recognition
- Other

**Scholarship:**

- Peer Refereed Articles (divided into two areas: national/international and regional/state local)
- Additional Articles/Manuscripts (examples)
- Books (examples)
- Awards/Recognition
- Conference Presentation, Juried: International, National, Regional, State and Local
- Conference Presentations, Invited: International, National, Regional, State and Local
- Grants: Internal and External
- Other

**Service:**

- National/International
- State/Regional
- Community
- University
- College
- Departmental
- Awards/Recognition
- Other
Criteria for Promotion from Assistant Professor to Associate Professor

Experience:

Five years experience in full-time university teaching including three academic years at the rank of assistant professors or related academic experience is required. A minimum of three complete academic years at the rank of assistant professor at TAMU-CC is required for actual promotion. The year in which a candidate is being considered by the Promotion and Tenure Committee counts toward the years of experience. In very special cases where a candidate exhibits extraordinary performance, the candidate may request consideration for early promotion.

Academic Preparation:

The candidate must hold the earned doctorate from an accredited school in the appropriate teaching field.

Knowledge in the Teaching Field:

The candidate must have a broad knowledge of the field; an in-depth knowledge of one or more parts of the field; and the ability, experience, and expertise to teach both graduate and undergraduate courses.

Portfolio of Performance for Promotion from Assistant Professor to Associate Professor Level

Candidates for promotion to the associate Professor level must engage in a variety of teaching, service, and intellectual contribution activities. Candidates are evaluated on a total portfolio of these three endeavors. The College recognizes that not all teaching loads require equal effort because of differences in class size, number of preparations, and type of course preparations. Service efforts also vary depending on level of effort, type of committees, and visibility of effort. The College of Education Promotion and Tenure Committee consider these variances when evaluating individual candidates. The discussion below of teaching, service, and intellectual contributions describes the expectation for performance.

Quality in Teaching:

The candidate must be a teacher of proven effectiveness; must demonstrate a continuing interest in improving as a teacher and a developing knowledge of university level pedagogy; and must show evidence of instructional innovation and/or new course development. Quality in teaching is evaluated by a teaching portfolio consisting of: (1) Teaching assignments by semester, (2) Teaching load, (3) Student evaluation, and (4) summaries of innovations implements in courses. Academic Advisement and Career Counseling is considered a part of the faculty’s total teaching responsibility. The candidate is familiar with degree requirements and other matters related to academic advisement, career development and opportunities, and placement.
Service:

Service as a member and in leadership positions on College and University committees is required. Participation and leadership in professional and community service such as consulting activities will also be considered insofar as they serve the mission of the College, the University’s purposes, or the candidate’s academic discipline. Program development activities and College and University-level consulting activities are also recognized as part of a candidate’s record of service.

Scholarship:

Scholarship is accrued in the areas of applied scholarship, instructional development, and basic scholarship. Scholarship is accumulated through a combination of the following: (1) publication in peer reviewed and non-peer reviewed professional, pedagogical, or scholarly journals, (2) conference papers or presentations including those in proceedings, (3) published case studies, (4) instructor manuals, (5) instructional videos and software, (6) books or chapters in books, (7) monographs, (8) funded grants and funded research proposals, and (9) significant contributions to funded grants or research proposals.

Scholarship described in the following paragraphs is requirements to be satisfied to be eligible for promotion to Associate Professor. The intent is to encourage faculty to be productive in developing skills to produce intellectual contributions.

The candidate must demonstrate competence and productivity in scholarly activities (applied scholarship, instructional development, and/or basic scholarship) that are related to the candidate’s discipline and to the mission of the college. The candidate must demonstrate a record of participation, competence, and productivity in their field. The faculty member’s work must be peer reviewed or otherwise publicly evaluated.

The faculty member must have numerous intellectual contributions. To be eligible for promotion to the Associate Professor level, the candidate must have at least seven intellectual contributions with a minimum of three publications at least one of which is peer reviewed or a nationally recognized non-refereed publication. The candidate must show significant contribution to at least one of these publications through either sole or first authorship.

The Office of the Dean is responsible for maintaining the faculty member’s personnel file and providing access to that file to the College of Education Promotion and Tenure Committee and to the chair of the department. The faculty member has a right to see and comment on all items in the file that are provided to those involved in the promotion review process. The Dean is responsible for independently assessing the promotion candidate’s record of performance and for reviewing the promotion recommendations made by the College of Education Promotion and Tenure Committee.
Criteria for Promotion from Associate Professor to Professor

Experience:

Eight years experience in full-time university teaching including five academic years at the rank of associate professor is required. A minimum of three complete academic years at the rank of associate professor at TAMU-CC is requires for actual promotion. The year in which a candidate is being considered by the Promotion and Tenure Committee counts toward the years of experience. In very special case where a candidate exhibits extraordinary performance, the candidate may request consideration for early promotion.

Academic Preparation:

The candidate must hold the earned doctorate from an accredited school appropriate to the teaching area.

Knowledge in the Teaching Field:

Has a broad knowledge of the teaching field and has developed expertise in one or more aspects of the field.

Portfolio of Performance for Promotion from Associate Professor to Full Professor

Candidates for promotion to the professor level must engage in a variety of teaching, service, and intellectual contribution activities. Candidates are evaluated on a total portfolio of these three endeavors. The College recognizes that not all teaching loads require equal effort because of differences in class size, number of preparations, and type of course preparations. Services efforts also vary depending on level of effort, type of committees, and visibility of efforts. The College of Education Promotion and Tenure Committee consider these variances when evaluation individual candidates. The discussion below of teaching, service, and intellectual contributions describes the expectation for performance.

Quality in Teaching:

The candidate has demonstrated maturity and skill in teaching and curricular development; exhibits a proven record of teaching excellence and continued demonstration of interest in improving pedagogical skills; and shows an interest in instructional innovations. Quality in teaching is evaluated by a teaching portfolio consisting of: (1) Teaching assignments by semester, (2) teaching load, (3) Student evaluations, and (4) summaries of innovations implemented in courses. Academic Advisement and Career Counseling is considered a part of the faculty’s total teaching responsibility. The candidate is thoroughly familiar with degree requirements and other matters related to academic advisement, career development and opportunities, and placement.
Service:

The candidate has assumed a position of leadership in the College of Education and the University on committees and special projects. Participation and leadership in professional and community service is considered insofar as they serve the mission of the College, the University’s purposes, or the candidate’s academic discipline.

Scholarship:

The variety of intellectual contributions for promotion to Full Professor is analogous to the categories discussed in requirements for promotion to Associate Professor. Intellectual contributions are accrued in the areas of applied scholarship, instructional development, and basic scholarship. Intellectual contributions are accumulated through a combination of the following: (1) publication in peer review and non-peer reviewed professional, pedagogical, or scholarship journals, (2) conference papers or presentations including those in proceedings, (3) published case studies, (4) instructor manuals, (5) instructional videos and software, (6) books or chapters in books, (7) monographs, (8) funded grants and funded research proposals, and (9) significant contributions to funded grants or research proposals.

The intellectual contributions described in the following paragraphs are requirements to be satisfied to be eligible for promotion to Full Professor. The intent is to encourage faculty to be productive in developing skills to produce intellectual contributions.

The candidate has been recognized for achievements in scholarship or creative activities by professional peers for activities related to the candidate’s discipline and the mission of the College. Candidates must demonstrate a pattern of productivity in scholarly activity.

The faculty member must accumulate at least ten intellectual contributions since promotion to Associate Professor. Three of the contributions must be refereed or nationally recognized non-referred publications, which are published in recognized academic, professional, or pedagogical journals. The candidate must show significant contribution to at least two of these publications through either sole or first authorship.

**Tenure**

**Definition of Tenure**

Tenure is defined in 12.01.99.C2 of the University Rules Texas A&M University-Corpus Christi.

**Consideration for Tenure**

As defined by university policy, beginning with appointment to the rank of full-time Instructor or a higher rank, the tenure probationary period for a tenure track faculty member will not exceed seven years of full-time service at TAMUCC. Up to three years of service at
other institutions may be considered as part of the probationary period if agreed to in writing at the time of the faculty member’s initial tenure track appointment. A minimum of three complete academic years in a tenure track position at TAMUCC is required for the actual granting of tenure. The year in which a candidate is being considered by the Promotion and Tenure Committee counts as one of the required years of experience. Normally a faculty member is considered for tenure during the sixth year of service in a tenure track position at TAMUCC. A faculty member requesting consideration for tenure is notified, by the Dean, as to eligibility at least 30 days prior to the beginning of the evaluation process. The candidate for tenure provides written documentation describing his or her performance and accomplishments. In preparing this documentation, the candidate should consider the criteria for promotion relating to teaching, scholarship and service; they are also the standards used for tenure evaluation.

Third Year Review

During the third year of employment, every tenure track faculty member will be reviewed by his or her department. The candidate will compile a portfolio of accomplishments in teaching, scholarship, and service following the College of education guidelines for Documentation for Consideration for Promotion, Third Year Review and/or Tenure provided in the College of Education Handbook. Formative in nature, the review will be conducted by a third year review committee comprised of tenured faculty in the candidate’s department and at least one member of the College of Education’s Promotion and Tenure Committee. The third year review committee will examine a candidate’s portfolio and write a formal report evaluating his or her progress toward tenure. This report will be shared with the candidate with copies provided for the department chair and dean. It will be placed in the candidate’s file for consideration when the candidate submits his or her papers for tenure.

College Tenure Committee

Candidates for Tenure are evaluated by the College of Education Promotion and Tenure Committee. The composition of the committee is presented in the College of Education promotion policies.

Procedure

The faculty member who is eligible for tenure initiates the tenure process by sending a letter requesting consideration for tenure to the Dean. This letter must be received by the Dean by the end of the Spring semester prior to the academic year in which the faculty member is requesting tenure consideration. The Dean verifies that the faculty member satisfies the University standards for education and experience. The dean of the College will send a single list of eligible tenure candidates to the College Promotion and Tenure Committee with a copy going to the general faculty.

Any faculty member who has initiated the tenure process and believes that his/her name was incorrectly omitted from the Dean’s tenure eligibility list may request that his/her name be

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added to the list. The request must be in writing and must include justification and supporting documentation and be submitted to the College of Education Promotion and Tenure Committee. If the College of Education Promotion and Tenure Committee recommends against consideration of tenure, the faculty member may appeal to the Dean.

The College of Education Promotion and Tenure Committee evaluates the candidates on the basis of quality of teaching with attention given to course development, effective teaching, and instructional innovations; intellectual contributions in the areas of applied scholarship, instructional development, and/or basic scholarship; and university, professional, and community service. Candidates should organize documentation to support their substantiation of these areas.

The College of Education Promotion and Tenure Committee may request the candidate to meet with the committee to discuss specific concerns of the committee. The subject matter for the requested discussion must be given to the candidate at least one week prior to the requested meeting date.

The Office of the Dean is responsible for maintaining the faculty member’s personnel file and providing access to that file to the College of Education Promotion and Tenure Committee and to the Chair of the department. The faculty member has a right to see and comment on all items in the file that are provided to those involved in the tenure review process. The Dean is responsible for independently assessing the tenure candidate’s record of performance and for reviewing the tenure recommendations of the College of Education Promotion and Tenure Committee.

Recommendation to grant or to not grant tenure based upon a majority vote of the Committee, is made in writing by the College of Education Promotion and Tenure Committee and submitted to the Dean of the College of Education. The recommendation must specifically describe how the candidate does or does not satisfy the standards for tenure. In addition, the candidate’s Department Chair will provide to the Dean a separate written recommendation concerning tenure. Following the Dean’s consultation with the candidate, the Dean makes a written recommendation to grant or not grant tenure to the Provost. The candidate is provided with copies of the written recommendations made by the Committee, the Department Chair and the Dean.

Criteria for Tenure

Considerations for Tenure are based on the same criteria in the areas of teaching, scholarship, and service that are applicable to the candidate for promotion to the Associate Professor level.

Documentation

The format for documenting activities for tenure is identical to the required documentation methodology for promotion to the Associate Professor level.
Purchases

For information on University policy and procedure related to purchases see:
http://falcon.tamucc.edu/~purchase/default.html
Recruitment and Appointment of Faculty

For policy and procedure regarding recruitment and appointment of faculty see University Rules 12.99.99.C1.01
I. **Course Description** (from catalog)
   (Include course number, course title, and prerequisites)

II. **Rationale**
   (Describe the role of this course within the framework of programs to which it applies)

III. **State Adopted Proficiencies for teachers and/or Administrators/Counselors**
   (List the State Adopted Proficiencies for Teachers and/or Administrators, which are covered in this class)

IV. **TExES Competencies**
   (List the TExES competencies, which are covered in this course)

V. **Course Objective and Outcomes**
   *This course is designed to enable students to:*
   (State in behavioral terms and relate by number to each competency listed in IV above and to each proficiency listed in III above)

VI. **Course Topics**
   *The major topics to be considered are:*

VII. **Instructional Methods and Activities**
   (Methods and activities should be correlated with objectives)
   *Methods and activities for instruction include:
   A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; video)
   B. Clinical Experiences (simulations; cooperative groups; student demonstrations or Presentations; guided discovery; role-play; lab exercise; value clarifications)
   C. Field Experiences (field teaching; field trips; community resource use; case studies; internship, student teaching; practicum)

VIII. **Evaluation and Grade Assignment**
   *The methods of evaluation and the criteria for grade assignment are:*
   (Be specific on type of assessments)
   A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
      1. Traditional Assessment
      2. Performance Assessment
   B. Grading Scale

IX. **Course Schedule and Policies** (see attached) [develop each semester as outlined and Attach to syllabus]
   A. "Tentative Course Schedule" (includes professor’s name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)
B. Class Policies (includes policies related to attendance, late assignments, make-up Tests)

X Textbook(s)
   The textbook(s) adopted for this course is/are:
   Recommended but not required supplementary textbook(s) is/are:

XI. Bibliography
   The knowledge bases that support course content and procedures include:
Travel Procedures

Employees in the College of Education must follow University Travel Key Rules (http://falcon.tamucc.edu/~travel/Keyrules.html). Travel requests should be initiated at the department level. See the section of this handbook for your department for its travel rules, procedures and guidelines.
Department of Counseling and Educational Psychology

Department Overview

Texas A & M University-Corpus Christi, through the Department of Counseling and Educational Psychology (CNEP), offers Master of Science programs appropriate for counseling work in community agencies, school systems, marriage and family settings, and private practice. The programs in Marital Couple and Family Counseling/Therapy, Community Counseling, and School Counseling are designed to meet accreditation standards by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The overall philosophy of the CNEP Department is to prepare master's level counselors with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

Current objectives of CNEP programs are reflected in the core course requirements as dictated by national accreditation standards and licensure boards. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives. Students should be prepared to meet course objectives and attend classes as scheduled. In addition, students must have access to computer technology in order to participate in on-line coursework activities and communicate within the Department.

Mission

The Department of Counseling and Educational Psychology at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares counselors, representing diverse backgrounds and experiences, to serve the educational and mental health needs in the global community. Students, mainly from the South Texas Region, are trained in common counseling core courses to work in school, community, and mental health settings. Graduates are expected to demonstrate a knowledge base of counseling, and the clinical skills considered necessary to be an effective counselor. In addition, the Department of Counseling and Educational Psychology prepares future counselor educators at the doctoral level with an emphasis in school counseling.

Goals

The Department of Counseling and Educational Psychology has the goal of promoting the following research emphasis areas:

Multicultural Counseling
Strategies/Interventions with At/Risk Students
Efficacy Studies in Counseling, Psychotherapy, Family Therapy & Substance Abuse
Department Website

The Department of Counseling and Educational Psychology website may be found at:

Department Programs, Certifications and Special Units

Masters Level

Community Counseling
Community counselors must understand the foundations and contextual dimensions of
community counseling, as well as possess appropriate knowledge and skills. Factors of diversity;
structural models, methods and principles of program development and service delivery; and
effective strategies for client advocacy in public policy are requisite for effectiveness in the
specialized role.

Marriage and Family Counseling
Marriage and Family counselors work systemically and have a knowledge-base of understand
major theoretical models, history of the field, key concepts, family counseling process and
theory, and family structures and function. The counselor will learn about professional, ethical
and diversity issues.

School Counseling
School counselors will gain an understanding of the planning, design, implementation, and
evaluation of comprehensive, developmental school counseling programs. The program includes
student collaboration with existing school counseling programs to facilitate student
professionalism and competence in consultation, strategy selection and implementation, program
delivery, and community referral. This program will re-examine the concept of comprehensive
and integrated school counseling services as it applies to present and future counselors facing the
challenges of defining their school counselor roles in the 21st century.

Doctoral Level

Counselor Education
The counselor education doctoral program at Texas A&M University-Corpus Christi is at the
forefront in meeting current needs in counseling and counselor education with its emphasis in
school counseling. This distinct doctoral program and degree in counseling is believed to be one
of the first of its kind offered in counseling. The mission of the doctoral program is to add depth
and breadth in the preparation of counselors and counselor educators for leadership positions
regionally and nationally. Graduates will work with children, adolescents, teachers, parents, and
families at all levels of the educational system. The degree allows graduates to seek and obtain
leadership positions in counselor education, supervision, research and evaluation in university,
community and school settings. Graduates will meet the demand for counselor education
professors that specifically train school counselors.

The Counseling and Training Clinic

The Counseling and Training Clinic is operated by the Counseling and Educational Psychology
Department. The Clinic serves as a training site for masters and doctoral level students in the
counseling programs at TAMU-CC and is located on the second floor of the Early Childhood
Development Center in Rooms 222, 223, 226, 227, and 228. Supervised counseling services are offered to children, adolescents, and adults. Clinic activities support the mission of TAMU-CC, College of Education, Early Childhood Development Center as well as the Counseling and Educational Psychology Department. The clinic coordinator and director report to the department chair.

**Affiliated Centers/Organizations**

Counseling Center (campus)  
The Family Place (campus)  
The Family Center (off campus)  
The Community Counseling Center (off campus)  
Chi Sigma Iota (student honor society)

**Departmental Committees**

Masters Students Selection Committee  
Doctoral Students Selection Committee  
Departmental Curriculum Committee  
Student Monitoring Committee  
Comprehensive Examination Committees (Masters, Doctoral)

**Departmental Policies and Procedures**

Specific information concerning each of the following policies is found in the departmental masters and doctoral webpages:

- Admissions
- Monitoring
- Curriculum Change
- Personnel
- Comprehensive Exam: Masters, Doctoral
- Thesis: Masters
- Dissertation: Proposal / Defense

**Student Admissions Process**

**Masters Level - Admission Requirements**

Students seeking admission to the University for graduate study should consult the University Graduate Catalog at http://www.tamucc.edu/~gradweb.

In addition to the University requirements described above, individual graduate degree programs may have higher or alternate requirements. See the graduate program section of the catalog for descriptions of the specific entrance requirements.
Doctoral Level - Admissions Requirements

Students seeking admissions to the doctoral program will need to complete the following:

1. An application data sheet.
2. A two-page professional goals statement.
3. Official transcripts of all undergraduate and graduate course work indicating the completion of requirements that are equal or equivalent to a master’s degree accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). (Students not having appropriate course work will be required to take additional courses prior to admission.)
4. The Graduate Record Examination (GRE). (Verbal and Quantitative scores.)
5. Three letters of recommendation. (Use forms provided by the Department.)
6. A resume documenting work experience.
7. An interview by the admissions committee.

It should be noted that the admissions process is competitive with a limit of 10 students selected in the fall semester.

Student Recruitment Policy

The Department of Counseling and Educational Psychology identifies, attracts, and graduates students of high potential that represent a multicultural and diverse society. Special emphasis is placed on recruitment of groups who have been historically under-represented in Texas higher education. The Department is committed to excellence in teaching, research, and service preparing these students for lifelong learning and for responsible participation in the global community. The Departmental faculty and staff are responsible for implementing this policy by recruiting, and supporting a diverse, highly qualified student body.

Exit, Certification and Licensure Requirements

Comprehensive Examination
In addition to successful completion of all courses required for graduation, all students are required to pass a comprehensive written examination taken during their final semester of enrollment.

Permission to Take the TExES for School Certification
Individuals seeking school counseling certification are expected to meet the requirements of the 48-hour school counseling program. In addition, in order to qualify for a school counseling position, graduates must have two years of teaching experience, and successfully complete the TexES certification examination.

Educators who did not receive their master’s degree in Counseling from this program and who wish to be endorsed to take the TExES examination must have their transcript evaluated by the Coordinator of the School Counseling Emphasis. Coursework will be compared to courses
required in this program and the extent of their education and skills will be assessed. If the student’s coursework is judged to be deficient in any area, including practicum and internship, the student will be required to take courses to address these deficiencies.

**Licensures and Certifications**
The master’s and doctoral degrees are designed to educate students in the practice of counseling. Upon completion of the degree, students will have met Texas Licensed Professional Counselor (LPC) educational requirements. Students seeking school counseling certification should consult with the school counselor program coordinator and the certification office on campus regarding current certification requirements. Students who complete the marriage and family counseling emphasis will meet Texas Licensed Marriage and Family Therapist (LMFT) and Texas Licensed Professional Counselor (LPC) educational requirements. Students are periodically reviewed by faculty concerning their personal and professional development. Students who fail to demonstrate basic knowledge, personal skills, communication skills, interpersonal skills, and/or counseling skills will be asked to seek remediation or could be dismissed from the program.
Department of Curriculum and Instruction

Department Overview

The Department of Curriculum & Instruction contains the academic areas of curriculum (theory and construction), instruction (specialization in separate disciplines such as mathematics education and science education), as well as a major emphasis in the discipline of reading.

Mission

The Department of Curriculum and Instruction seeks to provide excellence in teaching, scholarship, service, and leadership throughout the communities served by the university.

Goals

1. To offer exemplary graduate degrees for certified teachers in the areas of curriculum and instruction.
2. To offer exemplary graduate degrees for certified teachers in the area of reading instruction.
3. To offer high quality course work in reading instruction for people pursuing teaching certification at the undergraduate and graduate levels.
4. To offer high quality course work in curriculum and instruction and in reading for people pursuing university teaching positions.

Department Website

The Department of Curriculum and Instruction website may be found at: http://falcon.tamucc.edu/~eduweb/c&i/depwegian.htm.

Department Programs, Certifications and Special Units

Degrees

M.S. in Curriculum & Instruction
M.S. in Reading
Ed.D. in Curriculum & Instruction with a Reading Emphasis

Certifications

Reading Specialist (type 151)
Master Reading Teacher

Programs

The BEST Program (Reading Clinic)
The Literacy Connection (family literacy program)
Departmental Policies and Procedures

Departmental Meetings

The department meets the first Friday of each month.

Travel Allocation

Travel money is dispersed equally to each full time faculty member. The amount of money available for travel depends upon the money allocated to the department. Money allocated for professional travel may be used for professional development expenses. Those faculty members on a halftime appointment receive half the amount that full time faculty receive. Faculty members coordinate travel plans through the department secretary.

Admissions Procedures

Masters Degrees

Prospective students complete university guidelines with regard to applications for the graduate programs. Completed applications are sent by the College of Education’s academic advisors to designated faculty in each of the graduate programs. The faculty member reads and evaluates the total application including written goals. The designated program faculty member may consult other faculty members on assessing the application and determining admittance to that program. Each admitted student is assigned a faculty advisor who meets regularly and as needed to provide guidance and advice for the student’s program.

Capstone Course and Comprehensive Exam Procedures

MS in Reading

In lieu of a comprehensive exam in the MS in Reading, students take a capstone course, Read 5396 “Literacy Research Seminar.” As a major requirement of the course, the students, with instructor approval, must design and implement an action research study in the field of literacy. Each student must present that research to an open meeting that includes a committee of reading professors. The presentation includes providing background on the study, findings of the study and answering questions on the study. The committee must pass the student and sign that the defense was acceptable. If a student’s presentation is not deemed acceptable, the student will be given an opportunity to resubmit the project at a future date. In addition, each of the students must submit a paper that outlines and presents the study. Each paper has four chapters: introduction, review of the literature, study, and findings. If the paper is not deemed acceptable to the instructor of the course, the student will rewrite and resubmit the paper.

MS in Curriculum & Instruction

In lieu of a comprehensive exam in the MS in Curriculum & Instruction, students take a capstone course, EDCI 5389 “C&I Research Seminar.” As a major requirement of the course, the students, with instructor approval, must design and implement an action research study in the field of curriculum and instruction. Each student must present that research to an open meeting
that includes professors. The presentation includes providing background on the study, findings of the study and answering questions on the study. The committee must pass the student and sign that the defense was acceptable. If a student’s presentation is not deemed acceptable, the student will be given an opportunity to resubmit the project at a future date. In addition, each of the students must submit a paper that outlines and presents the study. Each paper has four chapters: introduction, review of the literature, study, and findings. If the paper is not deemed acceptable to the instructor of the course, the student will rewrite and resubmit the paper.
Department of Educational Administration and Research

Department Overview

The Department of Educational Administration and Research offers M.S. and Ed.D. degrees and principal and superintendent certificates with an emphasis on preparing education leaders at all levels: schools, universities, community colleges, and education agencies. Worth noting are a) the flexible cognate in the doctoral program which permits students to specialize in any subject taught in the college and b) the structured Community College and University cognate.

Mission

The mission of the department is to prepare outstanding education leaders at all levels, Pre-K through university, for South Texas institutions.

Department Website

The Department of Educational Administration and Research website may be found at: http://www.tamucc.edu/%7Eeduweb/edAdmin/index.html.

Department Programs, Certifications and Special Units

M. S. in Educational Administration
Ed.D. in Educational Leadership
Principal Preparation (Certificate)
Superintendent Preparation (Certificate)

Department Policies and Procedures

Departmental Meetings

Departmental meetings are held every two weeks for two hours. These are working meetings at which policies and procedures are developed and refined. All faculty are expected to attend.

Travel Procedures

Requests for travel reimbursement go through the Chair. Priority is given to presentations at national conferences.
Admissions Policies

Educational Administration Master’s Admissions Policies

For admission requirements to the master’s program, see admission requirements in the University Graduate Catalog.

Educational Leadership Education Doctorate:

Applicants must supply the documents listed in the University Graduate Catalog. In addition, selected students are invited to present a portfolio, complete a writing sample and do a face-to-face interview. Applicants are ranked, according to a rubric. This is a competitive process; not all students are admitted. All faculty are expected to participate in the selection process.
Department of Kinesiology

Department Overview

The primary functions of the Department of Kinesiology are administering teacher certification programs in Kinesiology and Health, directing the Athletic Training certification program and managing the non-certification kinesiology specializations of Exercise Science and Sports Management/Recreational Sports. The department also oversees the Military Science Program.

Mission

The mission of the Department of Kinesiology at Texas A&M University-Corpus Christi is to educate and prepare thoughtful leaders for fulfilling and promising careers in athletic training, coaching, exercise science, fitness, health education, outdoor adventure programs, physical education, recreation and sports management. Specifically, the department provides depth and breadth in professional knowledge, attitudes, skills and behaviors related to kinesiology and health disciplines. Additionally, the department provides wellness and movement opportunities as a function of the general education of students and employees of the university. To fulfill our mission, the kinesiology and health faculty are committed to teaching excellence, scholarly productivity, and dedicated service that creates an environment that is academically challenging and learner-centered which promotes and augments student success.

Department Website

The Department of Kinesiology website may be found at: http://falcon.tamucc.edu/~kinweb/index.html.

Department Programs, Certifications and Special Units

For more specific information regarding each of the following programs, please see the university catalog.

All-Level Kinesiology Certification
This degree is designed to prepare students to teach physical education and/or coach in the public school system.

Secondary Health Certification
This degree is designed to prepare students to teach health in the public school system.

Athletic Training Certification
This degree prepares students to serve as athletic trainers in the public school system.

Exercise Science Specialization
This program prepares students for graduate degrees in physical therapy, occupational therapy and exercise science. Students with this degree could also serve in health and fitness-related environment.
Sports Management/Recreational Sports Specialization
This degree prepares students to serve in managerial positions within a sports and recreational-related environments.

Military Science Program
Military Science is a four-year Reserve Officer Training Program (ROTC). A complete program description, as well as program and course requirements, may be found in the University Catalog.

General Responsibilities for Military Science Program Coordinator:

Responsible for the development, implementation and conduct of the ROTC course of instruction to include coordination of administrative and logistical support. Specific duties include:

- Instructs, counsels, and mentors ROTC cadets.
- Ensures compliance with appropriate regulations and laws.
- Coordinates class offerings and schedules with the COE.
- Interfaces with COE and university recruitment and outreach offices.
- Assists in scholarship applications and validation.
- Provides feedback and program updates to university officials.
- Acts as a liaison between the Professor of Military Science and the University President.
- Provides administrative support to the cadets.

Departmental Policies and Procedures

Admission to the Athletic Training Education Program

Students majoring in Athletic Training must be admitted to the Athletic Training Education Program at Texas A&M University-Corpus Christi PRIOR to enrolling in any clinical experience courses. Application forms for admission to the Athletic Training Education Program may be obtained from the Athletic Training Center, Field House Room 108. The deadline for submitting applications is August 1 for students seeking admission to the Program in the FALL semester. Requirements for admission to the Athletic Training Education Program include:

1. Admission to the University.
2. Submission of the application form and three letters of recommendation.
3. Submission of proof of Hepatitis B immunization or waiver, TB screening, and medical clearance from a physician stating the student’s health condition is adequate for the completion of the program.
4. Submission of signed Technical Standards form verifying that the student can meet the technical standards set forth by the Athletic Training Education Program with or without accommodation.
5. See university catalog for further details.
Admission to the Teacher Education Program

Admission to the Teacher Education Program follows the policies of the COE and may be found in the University Undergraduate Catalog.

Equipment Purchases

The kinesiology program utilizes the Program Development Account for purchases of equipment (e.g., technology, textbooks, software) to develop and improve the program. These purchases typically are not equipment directly utilized by students. Equipment purchases for student use (e.g., anatomy structures, athletic training course supplies, lab models, sports equipment, technology) is supported by the Student Activity/Lab Fund.

Graduation Celebration

Each fall and spring semester the department invites graduating seniors to a graduation social to celebrate this milestone in the student’s professional career. These festivities typically are held at a professor’s home with refreshments provided by attending faculty. All faculty, adjunct faculty, instructors and staff are invited as well as the graduates and their guests.

Grants

Faculty members pursuing extramural grant funding must follow the guidelines set by the Office of Graduate Studies and Research as well as the Center for Educational Development, Evaluation and Research in the COE. Faculty members must receive approval from the department chair to apply for grant funding and reassigned time to pursue and/or administer the grant.

Independent Studies

Students may request an independent study, but must have the approval of the professor of record who will administer the course. The Chair of Kinesiology must also approve the independent study.

Internships (Field Experiences)

Internships (Kine 4393 and Kine 4394) are requirements of those kinesiology majors seeking a specialization in Exercise Science and Recreational Sports/Sports Management. Students must be of senior standing and have a minimum of a 2.25 grade point average to enroll in an internship. Those students who qualify must have approval by the professor of record for the semester in which they enroll.

Kinesiology Club

The kinesiology club is a professional campus organization comprised of kinesiology and health majors. The club is completely run by students and is advised by at least one kinesiology faculty member. The kinesiology club advisor position is strictly on a volunteer basis.
Reassigned Time

Faculty members may apply for reassigned time from their normal workload agreement. The application must be approved by the Chair of Kinesiology and then forwarded for approval by the Dean of the COE.

Student Awards

The Department of Kinesiology honors three students each year as outstanding students. The first award is the NASPE Student of the Year Award and represents student’s majoring in the All-Level teacher certification specialization. The second award is the Barry Johnson Student of the Year Award and represents students in the non-teaching specializations (Exercise Science and Recreational Sports/Sports Management). The final award is the Athletic Training Outstanding Student Award.

Each year these three students are recognized as outstanding students in the Department of Kinesiology and honored at the spring semester graduation ceremony.

Faculty members nominate students during the spring semester utilizing the guidelines identified below. Nominees are discussed at a faculty meeting and then voted on by all faculty and staff members. Award recipients are identified and honored at the spring semester graduation celebration.

Nominee Guidelines for the NASPE and Barry Johnson Award
- Earned grade point average of 3.0 or above
- Consistently involved in extracurricular activities (e.g. volunteer work, Kinesiology Club, athletics, intramurals)
- Exhibits sound professional ethics
- Membership and/or leadership in professional organizations
- Demonstrates leadership with educational peers (positive role model)

Nominee Guidelines for the Athletic Training Award
- Outstanding attendance and performance at required events
- Academic excellence
- Leadership in the training room

Student Course Overloads

Students may request to enroll in hours that exceed the university guidelines for maximum number of hours. Students must first visit with and get the approval of their kinesiology advisor. The student must also get subsequent approval of the department chair. Prior to approving a student overload, professors should take into account all additional time commitments of the student, total number of hours pursued and the quality of the educational experience the student is likely to receive as well as potential student success in each course. Professors should be cautious in approving overloads for students when they are enrolled in competency-based courses that fulfill certification requirements of specific degrees.
Teaching Overloads

Faculty may apply through the chair of kinesiology office to teach an overload in an effort to meet the needs of students and/or the department. Stipends for overloads follow adjunct professor guidelines as set by the University and COE.

Travel and Leave

The Department of Kinesiology follows the COE Travel Procedures Policy.

Travel Funding

The Department of Kinesiology utilizes monies from the Program Development Account to fund travel for faculty members. Despite the flexibility of this account, it is program policy to replicate the total amounts given to each faculty member as dictated by the Dean. Once the Dean announces the total, the kinesiology faculty meets to make decisions about specific allocations of funds. Faculty members are required to submit travel proposals by October 1st during the fall semester. Additional funds, beyond the total granted per faculty member, may be granted if the professor is presenting and/or attending for specific certification purposes.
Department of Special Services

Department Overview

The Department of Special Services (DSS) provides both undergraduate and graduate programs in Bilingual Education, Occupational Education, and Special Education and graduate programs in Educational Technology.

Mission

Undergraduate programs in DSS, while committed to excellence in teaching, scholarship and service, prepare students in bilingual education, special education, and occupational training and development to serve respective educational needs in the global community.

Graduate programs in DSS, while devoted to excellence in teaching, scholarship and service, prepare students in educational technology, occupational training and development, and special education to serve respective educational needs in the global community. The graduate programs provide opportunities for students to engage in scholarly pursuits at advanced levels. Emphasis is placed on the acquisition and application of existing knowledge and the generation of new knowledge.

Department Website

The Department of Special Services website may be found at: http://www.tamucc.edu/specialservice.html.

Department Programs, Certifications and Special Units

The Department of Special Services is comprised of the following undergraduate degree programs: Bachelor of Science in Interdisciplinary Studies: Bilingual Generalist (EC-4), Bachelor of Science in Interdisciplinary Studies: Special Education (EC-12), and Bachelor of Science in Occupational Training and Development.

The graduate degree programs in DSS are as follows: Master of Science in Educational Technology, Master of Science in Occupational Training and Development, and Master of Science in Special Education.

The DSS also offers the following supplemental certificate programs: Bilingual Education (EC-4), English as a Second Language, and Special Education. The DSS offers the following certification programs as well: Career Investigation, Educational Diagnostician, Health Science Technology, Office Education, Special Education (EC-12), and Trade & Industrial Education.

Admissions policies and descriptions of the above stated programs may be found at http://www.tamucc.edu/%7Eeduweb/edu-home/, the College of Education’s home page.
Departmental Policies and Procedures

Department Meetings

DSS will have two major meetings during the academic year. One meeting will be held at the beginning of the fall semester. The other meeting will be held at the start of the spring semester. Other meetings will be held during the academic year as needed.

The department chair will preside over every meeting. The department chair will provide the faculty information in writing regarding the date of the meeting, location of the meeting and time of the meeting at least one week before each meeting. An agenda will be distributed to the faculty in every meeting. The department chair will ask a faculty member to take the minutes. The minutes for each meeting will be voted upon at the next departmental meeting.

Travel

The Dean of the College of Education disburses travel funds to the department at the beginning of the academic year. Subsequently, the department chair allocates the department’s travel funds at a flat rate to each faculty member upon his/her official travel request form submission to the department chair for approval.

Travel funds are provided to the faculty member to support his/her participation at conferences, seminars, workshops, meetings, etc., when such participation will benefit the University. The faculty member may be reimbursed up to the amount of his/her allocation. Travel funds must be encumbered before April 1st. All unencumbered funds shall revert to the department’s faculty travel account.

The faculty member may receive reimbursement for an amount greater than his/her flat rate allocation provided that additional funds are available in the department’s faculty travel account.

The faculty member shall work with the department’s administrative secretary to assure all required forms are filled out and submitted in a timely manner to the department chair.
Department of Teacher Education

Department Overview

The Department of Teacher Education provides programs for both graduate and undergraduate students who are interested in seeking a degree and teacher certification in the state of Texas. The department is responsible for three major programs: an undergraduate field-based program leading to a Bachelor's Degree in Interdisciplinary Studies EC-4 Generalist or a Bachelor's Degree in Interdisciplinary Studies with a Math emphasis-Grades 4-8, a graduate program leading to a Masters Degree in Elementary or Secondary Education and Certification (MAC), and the Strategies of Success Program, that provides mentoring for new teachers within a fifty mile radius of Texas A&M University-Corpus Christi.

Mission

The Mission of the Department of Teacher Education is to recruit and prepare professional teachers through a field-based program for the schools of Texas and the nation. The teachers will be able to provide developmentally appropriate, active, and varied instruction using best practices, create a positive, well disciplined classroom climate, address the educational needs of special populations especially linguistically and culturally diverse students, and incorporate technology into instructional delivery. Partnerships are formed with public school districts in order to create a community of learners for our students.

Goals

1. The Department of Teacher Education will recruit students into the teacher education program.

2. The Department of Teacher Education will develop a faculty that will model effective teaching practices, be engaged in research and the scholarship of teaching, and provide service to the College of Education, University, and community.

3. The Department of Teacher Education will develop through the Centers for Professional Development a community of learners who model educational best practices, effective instruction, are successful on state accountability measures and attain certification.

4. The MAC Program in the College of Education will prepare a community of learners where quality teachers, who are life long learners are prepared to provide developmentally appropriate and effective instruction to a diverse population, are successful on state accountability measures and attain certification.

5. The Strategies of Success Program will support novice teachers by providing mentoring and learning resources so that novice teachers are successful in the classroom and retained in the profession.
6. The Department of Teacher Education will continue to form collaborative partnerships with public school districts and the local community colleges for collaboration in research and professional development.

Department Website

The Department of Teacher Education website may be seen at:

Department Programs, Certifications, and Special Units

Undergraduate Field Based Program

The COE is committed to a field-based professional development program. Early in their program students are required to spend a significant portion of their professional development courses observing and working with experienced teachers in the local school districts. Subsequent course work is taught at the school sites, with the students utilizing the setting to become actively involved in applying the concepts learned in the lectures. The field-based program culminates in the student teaching experience, wherein the student is assigned on a one-to-one basis with an experienced master teacher and moves from observation, through cooperative teaching, to full responsibility for a class.

Graduate Program

The MAC (Masters and Certification) Program in Elementary Education enables students to attain initial certification in either Grades EC-Grade 4 or Grades 4-8 and a Masters Degree. The MAC Program in Secondary Education enables students to attain initial certification in Grades 8-12 and a Masters Degree.

Strategies of Success Program

This program is for non-certified and certified teachers who wish to be provided with additional assistance in the application of learning principles, communication skills, and teaching strategies. Teachers in their first two years of teaching are provided a mentor that will support them with the development of teaching skills, classroom management, and professional responsibilities.

General Responsibilities for Coordinator of Strategies of Success Program

- Plan and chair meetings of the program at the beginning and ending of each regular term and at other times as needed.
- Assist the department chairperson with development of class schedules for courses in the program.
- Recruit new teachers.
- Teach course(s) in the program, as appropriate.
- Conduct observations for course(s) in the program, as appropriate.
Interview prospective university mentors and adjuncts and make recommendations for employment.
Make assignments for university mentors.
Conduct training for university mentors.
Conduct periodic evaluations of the program.
Disseminate program evaluation results through reports and presentations.
Conduct program reviews, curricular revisions and course planning.
Order supplies and materials.
Process travel reports for university mentors.
Maintain inventory of equipment.
Write and revise syllabi for courses in the program.
Write and revise a mentor handbook.
Create and revise program brochures.
Update database of participants.
Communicate with public school administrators regarding the program.
Write, conduct, and participate in special activities (i.e., grants, training, professional meetings), as they become available.
Collaborate with faculty and staff in the College of Education.
Serve on committees in the College of Education, as appropriate.
Attend meetings in the College of Education, as appropriate.
Represent the program as primary spokesperson.
Perform other tasks as assigned by the department chairperson and dean.

General Administrative Responsibilities for University Mentor for Strategies of Success Program

Attend meetings of the program at the beginning and ending of each regular term and at other times as needed.
Attend training sessions for university mentors.
Conduct peer-sharing sessions during regularly scheduled classes.
Provide mentoring for beginning teachers as described in syllabi for courses.
Maintain records for beginning teachers.
Submit travel reports for each regular term.
Participate in special activities (i.e., grants, training, professional meetings), as they become available.
Perform other tasks as assigned by the department chairperson and dean.

ASCENT (Adjusted Scheduling & Curriculum for Non-Traditional Students) Program

This program is specifically designed for paraprofessionals in the public school system and nontraditional students in the College of Education. Acceptance into the ASCENT Program enables the student to complete the requirements for teacher certification through alternative means such as flexible scheduling, summer field-based experiences, and Saturday classes. Students wanting to participate in this program must fill out an application and have an interview with the coordinator of the program.
Certification

The following certification areas are currently offered:

Early Childhood-Grade 4 Certificates:
1. Generalist
2. Bilingual Generalist

Grades 4-8 Certificates:
1. English Language Arts and Reading
2. Mathematics
3. Science
4. Social Studies

Grades 8-12 Certificates:
1. Business Administration
2. Computer
3. English Language Arts and Reading
4. Health
5. History
6. Life Science
7. Mathematics
8. Physical Education
9. Physical Science
10. Social Studies
11. Spanish
12. Speech Communication
13. Theatre Arts

Early Childhood-Grade 12 Certificates:
1. Art
2. Physical Education
3. Music
4. Special Education

Career and Technology Education (Grades 8-12) Certificates:
1. Health Science Technology
2. Occupational Orientation
3. Office Education
4. Trade and Industrial Education
Departmental Policies and Procedures

Departmental Meetings

Departmental meetings are held at the beginning of each semester and as needed. Since the Department has three distinct programs, each program has meetings as needed. The Center for Professional Development of Teachers faculty has a monthly meeting, usually on the first Wednesday of every month. The MAC faculty hold a separate meeting usually once a semester to discuss the graduate program specifically. The Strategies of Success Program faculty and mentors have two meetings per semester, usually at the beginning and end of the semester.

Travel Procedures

Faculty are provided financial support on equal basis each year for professional development or the scholarly activity. Amounts are dependent upon University budgetary allocations. Faculty who present scholarly activity at the national or international levels are given additional funds through the Dean’s support.

Admissions Policies

Admission to EDCI 3311 - School and Society - (First Course)
- THEA Scores: Reading - 260; Math - 230; Writing - 220; or ACT (26 or higher); SAT (1180 or higher)

Admission to Teacher Education Program
- Completion of EDCI 3311 with a grade of “C” or better
- GPA of 2.50 on all attempted course work or GPA of 2.50 on last thirty (30) hours attempted
- GPA of 2.50 on all college work taken in the student’s teaching field(s), area of specialization, delivery system, or endorsement
- Communications requirement - a public speaking course
- Completion of the university computer requirement
- Degree/certification plan on file
- Completion of a criminal background check form
- Completion of a TB test (within the last 2 years)

Admission to Field-Based Program
The field-based block course is a Tuesday and Thursday commitment from 8:00 a.m. to 4:00 p.m., in addition to the requirements for Admission to the Teacher Education Program, students must have completed:

- Either Reading 3320 (EC-4) or Reading 3321 (Grades 4-8) (Elementary only)
- SMTE 1350 (Elementary only)
- Thirty-nine (39) hours of general education requirements
- (Strong Suggestion) - Completion of either Biology or Physical Science requirement
Admission to Student Teaching

- Admission to Teacher Education Program.
- Completion of a minimum of 100 semester hours of acceptable university work.
- A minimum grade point average of 2.50 on all college work attempted, or GPA of 2.50 in the last thirty (30) hours attempted.
- Completion of 80% of the required semester hours in general education including nine (9) semester hours of English and three (3) semester hours of public speaking.
- Completion of 80% of courses in teaching field(s), areas of specialization, delivery system, or endorsement.
- Completion of professional education courses and required reading courses with a grade of “C” or better.
- Completion of “Fall Experience” and submission of a written summary of this activity to the Department of Field Experiences.
- (Transfer Students Only). Completion of a minimum of six (6) semester hours of required professional education courses at the student’s level of certification.

Other Policies and Procedures

Flower Fund

Faculty will contribute to the Flower Fund on a semester per semester basis. A faculty member will assume responsibility for the maintenance and operation of the fund. Flowers and or a card will be sent to departmental faculty members or their immediate family in case of illness, a death in the immediate family, or any other cause deemed by the faculty.

Undergraduate Program Review Accountability Committee

Members of this committee will be responsible for making sure that the recommendations of the Undergraduate Program Review are implemented.

MAC Program Review Accountability Committee

Members of this department committee will be responsible for making sure that the recommendations of the MAC Program Review are implemented.

Pinning Ceremony Committee

The Department of Teacher Education is responsible for the Pinning Ceremony which recognizes students both graduate and undergraduate students for being admitted to the Teacher Education Program. The ceremony will take place in the Fall Semester and in the Spring Semester. The Pinning Ceremony Committee will arrange for the date, time, and place of the ceremony. The committee is also responsible for the room arrangement, refreshments, invitations to students, faculty, and special guests, the program/speakers, and decorations. The Department chair will ask department members to serve on the committee.
Textbook Orders

Textbook orders are turned in to the department secretary each semester. Professors may select the textbooks for their courses. If there are different sections of courses, professors teaching the different sections should consult with each other to provide continuity and equality in textbook costs etc. Any adjuncts teaching courses for the department are to use the textbooks that have been ordered by the regular full-time faculty member. Any changes in textbooks in courses associated with the Center for Professional Development of Teachers should be approved by the Coordinator for the Center for Professional Development of Teachers. Any textbook changes in the Strategies of Success Program should be approved by the Coordinator of the Strategies of Success Program.

Center for Professional Development of Teachers Advisory Committee

This committee is made up of members of community and partnerships schools who advise the COE and the department on any programmatic needs from the school districts in our service area. The purpose of the Center shall be to facilitate the simultaneous renewal of the education of educators and the curricular and instructional renewal of public schools in a technology rich field-based environment. Members are appointed to serve by their respective school districts or institutions. The Advisory Committee is chaired by the Coordinator for the Centers for Professional Development. The committee must meet at least three times a year.
Early Childhood Development Center

**Department Overview/Mission/Goals**

We believe that children at the Early Childhood Development Center deserve:
A curriculum that is…
- motivating
- innovative
- challenging
- developmentally appropriate

A climate that is…
- safe
- nurturing
- respectful of differences

A dual-language approach that is…
- 50/50
- research-based

Principals and teachers who are…
- Advocates for children
- Visionary
- Risk-takers
- Motivating/enthusiastic/energetic

Research that is…
- meaningful
- conducted collaboratively
- results in best practices in core-curricular areas

**Department Website**

The Early Childhood Development Center website may be seen at:
http://falcon.tamucc.edu/~ecdc.

**Department Programs, Certifications and Special Units**

Early Childhood Development Center (ECDC) is an innovative research-based model school that is housed in the building with the same name. Six classrooms serve students ages three through Grade 3 with full-day instruction as described below:
The Dual Language Program delivery system is 50 percent English instruction and 50 percent Spanish instruction with a goal to exit bilingual and biliterate students at the end of Grade 3. Students receive daily instruction in all academic subjects in both English and Spanish in their classrooms.

Technology is a major feature of the ECDC instructional program. PK3-Kinder classrooms contain 11 computers for student use, a ratio of one computer for every two students, with English and Spanish software. First, second and third grade students have access to wireless laptops.

Global unit instruction is school wide on a specific theme, such as communications, communities, traditions, changes, systems, and interdependence, to provide continuity across subject areas.

Integrated instruction is utilized so that students discover how to use academic learning skills in each subject area. An example would be that reading and writing skills are taught and used in mathematics, science, and social studies as well as in reading and writing.

TAMU-CC professor collaboration with classroom teachers allows ECDC instructional staff to design instruction utilizing university expertise as well as peer experience and expertise. Preservice students, student teachers, and educational interns assist with instruction and other classroom activities under the co-supervision of university professors and classroom teachers. The arrangements allow all students to benefit from a direct link between educational theory and educational practice.

The educational research program allows the teaching staff to closely monitor instructional activities and practices and encourages information sharing with other school districts throughout Texas and the United States.

Students identified as gifted and talented, as well as all students at ECDC, are challenged and are provided learning extensions in order to continue their academic growth and development through the NOVA and ACE Programs.

Special needs students who are identified for special education services will receive services at the center.

**Departmental Policies and Procedures**

**Student Admission**

Students must reside within the boundaries of the District to attend ECDC. “Dominant” refers to the language the student speaks while at home. Student’s applications are completed in February, March and April of each school year to fill one PK3 class (22 students) and such vacancies as might have occurred in the PK4-Grade 3 classes. Selection is by lottery.
Applications are accepted in Stage One of the lottery selection process. Each application for PK3 is numbered within one of four categories to assemble a pool of 22 students. Each classroom is to be comprised of students as follows: Spanish-dominant non-free and reduced-price meals program eligibility (4); English-dominant non-free and reduced price meals program eligibility (4); Spanish-dominant free and reduced-price meals program eligibility (7); and English-dominant free and reduced-price meals program eligibility (7).

Stage Two of the process involves language dominance testing. Language dominance testing is conducted to ensure the 50 percent English-dominant student ratio and 50 percent Spanish-dominant student ratio necessary for an optimal dual language program. The two-stage selection process was implemented by ECDC in spring 1998.

Every student who enrolls is expected to remain at the campus through completion of third grade. Upon promotion, attendance carries over to the next year in a smooth transition of academic achievement.

By the first day of school each August, a new group of 22 three-year-old students begins class. Upon completion of the third grade, students have the option of returning to their home campus or attending Dawson Elementary.

CCISD maintains an active waiting list through February to fill any openings that might occur. The waiting list is established from the prior spring’s student lottery, with no exceptions.

**Departmental Meetings**

Vertical Team – 1st Thursday of every month  
Faculty – 2nd Thursday of every month  
CPDM – 3rd Thursday of every month

**Travel Procedures**

TAMU-CC travel protocol is followed by the department.

**Other**

Division of Student Services

Division Overview

Student Services in the College of Education (COE) comprises the following services:

- Academic Advising
- Student Recruitment
- Student Retention
- Assistance with admission to teacher education programs
- Assistance with state examination preparation and tracking (TExES)

The following staff members within Student Services provide these services:

- Director of Student Services and College Finance
- Education Student Services Front Desk Receptionist
- Academic Advisors
- Student Recruiter
- Student Services Program Assistant

Other COE personnel who assist Student Services are the following:

- Certification Officer
- Certification Testing Coordinator

Mission

Student Services faculty and staff are dedicated to demonstrating a concerned and caring attitude toward students and their learning experiences by making frequent contacts to monitor academic progress, by keeping accurate records, and by providing referrals to the appropriate resources on campus.

Goals

Student Services has as its goals:

1. Provide the best possible reception service.
2. Provide the best possible academic advisement for students.
3. Provide the most effective recruitment services possible.
4. Provide the most effective retention services possible.
5. Provide the best possible advice and service to students preparing to take the TExES.
6. Provide the best possible advice and service to students completing certification requirements and applying for certification.
7. Provide the best possible information to the faculty.
Division Policies and Procedures

Student Services Reception Area Staff Performance Goals and Procedures

Assist students and visitors to get to where they need to be within the college.

- Assistance to visitors will be provided professionally and accurately.
- Assistance will be provided in a timely manner, with an attempt to not keep visitor or student waiting.
- Assistance will be provided without referral whenever possible.
- Information will be made available for communication to continue with the visitor by giving her/him business cards, schedules of persons they need to see, encouraging her/him to use the service telephone to leave a voice mail message or service computer to leave email, and/or by getting information from the student/visitor and forwarding it to the persons they wanted to see.

Answer the College of Education main telephone line and phone lines in the Student Services area as designated by specific instructions.

- Assistance to callers will be provided professionally and accurately.
- Staff will stay on the line to announce caller when transferring call, communicating to student if transfer call will be to voice mail, etc.
- Assistance will be provided in a timely manner, with an attempt to not keep caller or in-person client waiting.
- When necessary caller will temporarily be placed on hold to answer another line, or to respond to visitor approaching the reception area in person, but calls should not remain on hold for more than a minute.
- Calls will be screened appropriately, giving correct information. Accurate and complete messages (name, number, what it is regarding, time of call, date, etc) will be taken. Number of telephone calls will be monitored for peak times in order to justify additional assistance for phone answering during those peak times.
- A phone and visitors’ log will be kept.
- When taking messages, the receptionist will give the message to the right person as soon as she/he returns or is available. Except in the event of an emergency, personal phone calls should not be made while on duty.

Serve as the first person a visitor meets when they enter the College of Education. Receptionist will track data collected from sign in sheets and monitoring for peak times. Receptionist will be keep abreast of staff support personnel appointment schedules, lunch breaks, and other pertinent information (availability of advisors between appointments, meetings, deadlines for program requirements, etc).

- Immediate attention will be placed on visitors who approach desk to inquire about student services (i.e. advising, etc), at least with a greeting and a promise to be right with them in cases when there are visitors in line.
- When telephone is ringing or receptionist is on the phone, receptionist will answer phone and will place phone on hold for a minute to greet incoming visitors.
Every attempt will be made to provide services to visitors with an expected target completion goal of waiting and completing their advising or other staff personnel visit within 60 to 45 minutes.

In creating a first impression, reception area staff will provide a welcoming attitude and willingness to help demonstrate an assurance to visitors that they will do their best to find answers to their questions.

After greeting visitors, the receptionist will query their questions or needs, and will provide appropriate information.

Staff will direct students to sign in whether on a walk-in basis or when arriving for an appointment with professional advisors or other student services area personnel.

Students arriving on a walk-in basis will be informed approximately how long they will need to wait if the person they are there to see in assisting another student.

Every effort will be made by the receptionist to provide service to the student through personnel (alternate advisor that is available) that may be able to assist.

After visitors with appointments are asked to sign in the receptionist will announce their arrival to the appropriate support personnel (advisors, Certification Officer, Dean, Budget Support Specialist, and Certification Testing Coordinator).

Number of visitors will be monitored for peak times, as well as length of time waiting for service so that adjustments can be made with how services are provided.

Access data on SIS (Student Information System), and other database systems to gather information as requested by other student support area personnel.

- Staff performs duty professionally and with 100% accuracy in accordance with instructions in a timely manner.
- All work on student data will be maintained at a high level of confidentiality.

Assist in training relief staff and in coordinating time schedules to keep front desk attended at all times. When not present in front area because of illness or vacation, lunch or breaks, arrangements will be made with relief receptionist(s) or office assistants will attend to the front desk. Receptionist will always maintain a briefing sheet to provide relief personnel of activities still in progress, and sign in sheets.

- Receptionist will coordinate efforts and information on operating procedures and processes to provide accurate and efficient responses to help students find the help they seek. Assistance to visitors will be provided professionally and accurately. Assistance will be provided in a timely manner, with an attempt to not keep visitors or students waiting.

**Academic Advising Performance Goals and Procedures**

**Develop, maintain and distribute advisee/advising information**

- There will be a high level of accuracy of information and student satisfaction.
- The number of interventions by student services director to correct misinformation or inaccuracies will not be more then 2 to 5 per semester.
- In the case of advisor error, provide maximum efforts/support to correct the problem in accordance with University guidelines.
Advisors work to modify barriers to student progress by identifying burdensome, ineffective and inefficient policies and procedures and working to effect change.

When the needs of students and the institution are in conflict, advisors seek a resolution.

Advisors identify and communicate inadequacies and/or errors to director.

**Assist students with the selection of an appropriate educational program and courses**

- Students will have an accurate degree plan that will facilitate timely graduation and minimize unnecessary coursework. (Use of survey will be used to gather satisfaction level data from students)
- There will be a reduction of degree plan errors during regular audits and especially during key audits, i.e. initial contact for student to discuss degree plan and career interests, when student signs degree plan, 90 hour completion and graduation(preferably at each student’s advising visit)
- Students’ Strengthquest- StrengthFinder and Noel Levitz College Student Inventory results will be discussed and incorporated to ensure Advisor integrates these interpretations as part of academic planning with documented discussion placed in student file and student’s personal advising notebook to demonstrate outcomes from advising sessions.

**Manage graduate and undergraduate student workload/degree planning and advising to guarantee a highly satisfied rating among students in designated student caseload. Assist students when on a walk-in basis on first available status — when more than one advisor is available and walk-in student is assigned to advisor that is available, that designated advisor will advise the walk-in student.**

- Advisors coordinate collaboration and discussion between the student, the faculty mentoring advisor, and the professional academic advisor when the formal degree plan is completed (may be in person or through correspondence, or telephone).
- Surveys will indicate high satisfaction with advisor’s service, appointment schedules, student sign-in documentation, and advisor’s tracking documentation.
- Telephone and email interviews with students will provide audit information to determine level of student satisfaction.

**Conduct academic advising in professional manner**

- Confidentiality, which is governed by FERPA law, will be maintained. Advisors will respect the rights of students in keeping information confidential.
- Advisors will use diplomacy by serving as facilitators and mediators when students present comments, questions or opinions,
- Advisors will respect the opinions of their colleagues and remain neutral when students present them with comments, questions, or opinions about other faculty and staff and non-judgmental about academic programs,
- Advisors will fully support the guidelines and directives, practices, procedures and mission of the College and University. They will ensure that students are treated with the highest standards, respect, time and customer service.
Performs as a member of a team
- Advisors will complete respective portion of service and support in accordance with coordinated work schedule and student load assignment.
- Advisors will communicate in an open, honest manner with mutual respect,
- Advisors will participate with full commitment with the organization.
- Advisors will provide reliable, consistent work, in accordance with schedule and workload assignments or notify supervisor of inability to do so in a timely manner. They will make a special effort to come in and address priorities.
- Advisors will conduct performance in accordance with Texas A&M University System Ethics Policy.
- Advisors will develop and incorporate action plans on personal strengths (talents) to facilitate their efforts in advising and performing job duties, and will cooperate as a member of a team to collectively supplement other team members’ strengths.
- Advisors will follow the chain of command directives on processes for communicating in writing with students, faculty, program chairs, the Graduate Office, the Office of Admissions and Records, and other constituencies.

Assist State Certification Testing Coordinator in eligibility for issuance of test barcodes
- Advisors will maintain a high level of accuracy and student satisfaction.
- Advisors will work as part of team to reduce student wait time for barcodes.
- Advisors will reduce the number of contacts student must make to receive a barcode.
- Advisors will follow procedures to ensure accurate issuance and documentation.
- In the case of advisor error, advisors will provide maximum support and extend maximum effort to correct the problem in accordance with university and/or state guidelines.
- Advisors will identify and communicate inadequacies and/or errors to the Certification Testing Coordinator and/or the Director of Student Services and Finance.

Schedule and meet with students to interpret Noel Levitz College Student Inventory and StrengthQuest results, tracking students on probation and providing interventions and contacts to help students help themselves to become successful.
- Advisors will maintain a high degree of student interventions, helping students to connect to Career Services and the Tutoring and Learning Center.
- Interventions will result in increased retention and fewer students on probation or suspension.

Provide grade point average information to all COE personnel and access COE teacher education, field-based, and student teaching database to provide students with information on the status of their applications.
- Advisors will provide GPA information for completion of teacher education student application criteria in a timely manner.
- Instead of sending student to other offices to get answers, advisors will access information for students on the status of their application(s) to ensure that students are highly satisfied with the service provided.
Attend and present at Navigation through Registration; assist with recruitment and advisement of first year students; assist with transfer workshops and advise transfer students; and assist in Hooding Ceremonies, Dean’s List Receptions, Teacher Education Pinning Ceremonies, Honors Receptions, Waves of Welcome, and other student events which represent the College of Education as part of service to the University community.

Handle phone calls, email messages and correspondence in an accurate and timely manner. All formal written communication will be approved by Director of Student Services and College Finances.

- Advisors will respond to phone calls by answering the phone when it rings, or if in the middle of appointment with student, will turn ringer to low setting and respond to voice messages as soon as appointment is over.
- Advisors will respond to voice and mail messages within a two-day time period if not sooner.
- Advisors will mail formal written communications approved by Director or requiring Director’s signature within a week’s time.
- Advisors will bring concerns or problems with communication to the attention of the Director of Student Services and Finance.
- Advisors will forward graduation certification recommendations for undergraduate and graduate students to the Director of Student Services and Finance who will certify graduates from College of Education to the Office of Admissions and Records.

Procedure for Preparing Undergraduate Degree Plans
1. Student meets with academic advisor. Student can obtain degree plan at any point in academic career. The academic advisor encourages the student to obtain a degree plan as soon as possible.
2. Academic advisor talks with student about possible degree plans. Student and advisor come to agreement on which degree plan is best for student to pursue.
3. Academic Advisor assigns faculty advisor to student and gives student the faculty member’s information (phone, office number, office hours, email, etc.).
4. Academic advisor fills out official degree plan with student. Student and academic advisor sign official degree plan. Copy is given to student.
5. Academic advisor emails faculty advisor that student has been assigned to him/her and will be coming by faculty advisor’s office for visit. Academic advisor gives faculty advisor the student’s name, SSN, address, phone, email, class status, and degree pursuing in email. If any special issues of student need to be raised, academic advisor will let faculty advisor know about special issues, such as transfer courses, academic probation, suspension, or heavy work schedule, at that time.
6. Academic advisor forwards degree plan and transcript to faculty advisor (and certification officer) for signature(s).
7. Academic advisor mails copy of degree plan to student and files degree plan.

Procedure for Cooperating with Faculty Advisors on Undergraduate Degree Planning
1. Faculty advisor receives email from academic advisor regarding assigned student advisee.
2. Faculty advisor emails or calls student saying that he/she is looking forward to meeting and visiting with student.
3. Student makes appointment with faculty advisor to visit regarding degree plan, course questions, course waivers, career questions, etc.
4. Faculty member visits with student and encourages student to visit anytime questions or concerns arise.
5. When degree plan is forwarded, faculty advisor will make changes or additions to degree plan by evaluating attached transcript and sign course waivers as needed.
6. Faculty advisor will sign and return degree plan to academic advisor.

Admission Requirements for Application to Graduate Programs
Please see the University Graduate Catalog.

Processing Procedures for Applications for Graduate Programs in Education
If the application is accompanied by transcripts with a low grade point average, the academic advisor will contact the prospective student to inform them that they may sign a conditional admittance form which will allow them to register but will not necessary mean that they will be accepted into the graduate program they have applied for. Once the student signs a conditional admittance form, the academic advisor will contact the graduate office to ask them to remove the hold on the student’s record. The student’s application will be filed with the conditional admit form in a pending status. The academic advisor will evaluate the student’s pending application file after each semester and access the student’s transcript information to determine completion of three required courses and a grade point average of 3.25. When these criteria have been met, the graduate application will evaluate whether the goal statement is included and the proper length (300 words). If goal statement criteria are not met, the academic advisor will contact the student to request that the goal statement criteria be met. When the criteria have been met, the academic advisor forwards a copy of the goal statement with the grade point average to the graduate office and to the assigned faculty. The student will be contacted by letter that they have been admitted to the graduate program.

Communication Procedures for Graduate Students with Incomplete Applications
Academic Advisors communicate with students through various ways such as the telephone, emails and letters. The original graduate application is submitted to the Graduate Studies Office and then a copy is forwarded to the appropriate college. Advisors make contact with students after receiving a copy of the student’s graduate application.

Procedures for Assigning Faculty Advisor-Mentors for Graduate Students
In Educational Administration, the faculty advisor-mentor is assigned alphabetically. In Elementary and Secondary Education, students are assigned by their specialization areas to a faculty/mentor advisor. In Counseling, students may select any advisor, or one is assigned to them. In certain program areas such as Special Education and Curriculum and Instruction there is only one designated advisor. Faculty advisor-mentors in all other areas are assigned at random.
Graduate Degree Planning Procedure
All graduate students must visit with their faculty advisor-mentor for a degree plan. The department generates the degree plan in the program areas except the Master of Science: Elementary Education and Master of Science: Secondary Education. The academic advisors generate the degree plans for the above listed program areas and assign a faculty advisor to them. The student is recommended to contact their advisor for electives, course waivers or course substitutions.

Procedure for Intervening with Students on Academic Probation
COE academic advisors will contact students who are assigned to them who are on academic probation or suspension based on their grades reported from the prior semester. Education major students on academic probation and suspension get a hold placed on their records and will be contacted within the first three weeks of the semester. Students on probation will be contacted by telephone and email and will be required to set up a contract that will demonstrate a strategy (contact with university support services, the Tutoring and Learning Center, Student Support Services, Ace, Counseling, supplemental instruction, visits with faculty teaching their courses, etc). The student's signature on the contract signifies the student’s commitment to the plan of action and provides the College of Education Student Services with permission to contact the student’s current instructors and to check grades and class attendance. It also requires the student to be receptive to peer tutoring. The student is required to return to see his/her advisor during the 10th week of the semester. The expectation for this visit is for the advisor to review the contract with the student and to reinforce the need for the student to accomplish the goal of raising their grade point average in order to change their probationary status.

Procedures for Certifying Graduates for Commencement
Graduation checkout occurs as a five-stage process as is outlined below:

- Checkout Status 1 is set by Admissions and Records when graduation application is received
- Checkout Status 2 is set by college when graduation application eligibility is confirmed by the academic advisors. Advisors access transcripts for students who have applied for graduation by semester in Colleges database program to update the student’s degree plan. Advisors then fill out graduation check out list checking total number of hours, and hours earned at TAMU-CC and hours remaining for graduation. Advisors also check student’s transcript to verify that foreign language and computer literacy and core curriculum requirements have been met. If requirements have been met but are not noted in the Student Information System (SIS), Admissions and Records staff are contacted for the correction to be made.
- Checkout 3 is set by college academic advisors once grades are posted
- Checkout 4 involves only Admissions and Records
- Checkout 5 is set by Admissions and Records once complete records are forwarded from the college.

To meet the university goals outlined above, the following goals exist within Student Services in the COE:

- Advisors finalize degree plans by middle of graduating term.
- Advisors complete checkout (Status=2) and submit final degree plans to the Office of Admissions and Records.
• Advisors complete certification process upon receipt of final semester grades.

**Master Level Pre-Clearance for Graduation Procedures**

• Advisors update degree plan.
• Advisors complete the following graduation check list:
  • Verify the correct program area.
  • Verify a minimum of 36/48 hours per program requirement
  • Any deviation from degree plan, check for faculty advisor’s signatures/initials/waiver forms are included.
  • Check for all transfer credit that is posted on TAMU-CC transcript and completed transfer credit form with faculty advisor approval in file.
  • Check for two signatures on degree plan.
  • **OCTD degrees only** – check for undergraduate courses that have been approved for graduate credit and complete the form obtained the faculty advisor’s signature.
  • **Early Childhood degrees only** – check for a letter of completion signed by faculty advisor.
• Advisors notify students with any discrepancies (i.e. incomplete courses, two “C’s” on degree plan, time limit or transferring in of credit) either by phone or letter.
• Advisors verify whether a comprehensive exam is required of the student.
• Advisors check screen 119 for the name of the faculty advisor.
• Advisors change the Degree Checkout Status to a 2 on screen 117.
• Advisors make a copy of degree plan and send to the Graduate Studies Office and the office of Admissions and Records.

**Master Level Clearance for Graduation Procedures**

• Advisors update degree plan.
• Advisors complete the following graduation checklist form:
  • Verify the correct program area.
  • Verify a minimum of 36/48 hours per program requirement.
  • Verify that no more than twelve hours have been posted to transcript and no grade lower than “B” is posted.
  • Verify that there are more than two (2) grades of “C” on their degree plan.
  • If applicable, indicate whether the student has a second master’s degree.
  • Verify that credit earned is with seven (7) years.
  • Verify that correspondence or extension credit was not used.
• Advisors check for all transfer credit that is posted on TAMU-CC transcript and verify completed transfer credit form, with appropriate signatures.
• Advisors verify any deviation from degree and check to see if faculty advisor’s signature/initials and appropriate forms are attached.
• Advisors verify that the student has successfully passed the comprehensive exam or capstone course that is required for all students admitted to a specific program area after Fall, 2001.
• Advisors obtain a copy of the comprehensive exam/capstone experience form signed by both the faculty advisor and department chair.
• Advisors change the Degree Checkout Status to a 3 on screen 117.
- Advisors submit the completed official graduation list to the Director of Student Services and Finance.
- Advisors make copies of the degree plan, graduation checklist, and comprehensive exam/experience form and send them to the Graduate Studies Office and the Office of Admissions and Records.

**Academic Advisors’ Student Advising Load Policy**

Currently enrolled and prospective Education graduate and undergraduate students are assigned to academic advisors according to alphabetical order in the following groups based upon the first letter of the last name:

A-E  
F-L  
M-R  
S-Z  

Post-baccalaureate students seeking only certification are referred to the Certification Officer.

Advisors see students by appointment or on a walk-in basis. Students may make an appointment with their assigned advisor or may come in as a walk-in and see the first advisor available. Advisors are each assigned one late night in the office until 7 p.m. between Monday and Thursday.

**On-Line Appointment Scheduling Policy**

Appointments for advisors and other student services staff are made through Groupwise. The schedules for ALL staff members in Student Services are kept on-line and are accessible to all Student Services staff. Anyone in Student Services should be able to make an appointment for a student with anyone else in Student Services. If a student meets with one staff member in Student Services and it becomes obvious that he/she should meet with another one as a part of resolving his/her problems, that staff member should pull up the appointment calendar of the other staff member and set up an appointment in any blank spot that fits the student's needs. Those making appointments are to identify who made each appointment to allow for tracking appointments and to discourage abuse of the system.

**Peer Tutoring Policy**

Education major students with high grade points will be employed as peer mentors to assist students on academic probation with their studies.
Academic Holds on Student Records

Academic holds are placed on student records, which prevents them from getting registered for the following semester. Academic holds are placed on records of all first-year students before spring registration. The purpose for these holds on the first year students’ records is for the students to seek academic advisement prior to registering for the second semester. The University’s SAIL webpage (http://www.tamucc.edu/~admiss/sailweb/index.html) notifies first-year students that they must see an academic advisor to have the hold removed for registration. After meeting with their academic advisor, students are instructed to register on-line on SAIL.

Holds are also placed on student records for students beyond the first year who are placed on academic probation, who fail to make a grade point average of 2.0 or better each semester, or who are on academic suspension (after not making a grade point average of 2.0 or better on the second consecutive semester). Students must see their academic advisor to discuss actions they need to take to have the hold removed.
Dean's List Reception

At the beginning of each semester, COE undergraduate students who complete a minimum of twelve hours and achieved a 3.65 GPA or higher in the previous semester are honored at a Dean’s List reception. The reception, held in the COE lobby, provides students with the opportunity to meet the Dean, visit with faculty and staff, and talk to other honor students. COE summer students are eligible if they complete at least 12 hours over the summer and obtain a 3.65 or higher GPA. The Dean presents each attendee with a T-shirt designating the academic year and COE Dean’s List honor. Each year the color of the T-shirts changes and students are encouraged to acquire a rainbow before graduation. An alternate day is provided for T-shirt pickup for those students unable to attend the reception. They may also come to the dean’s office if neither date is convenient. Students are limited to one T-shirt per school year.
Degree Plan Requests

Undergraduate students interested in seeking a degree offered by the College of Education are encouraged to see an academic advisor to discuss their interests. After consultation with the student, the academic advisor will prepare a degree plan and assign a faculty advisor who will mentor the student regarding academic and career interests. The academic advisor will provide the student with their faculty advisor’s name, contact information and office hours, and attempt to set an appointment with them. Academic advisors will provide faculty advisors with a list of students who have been assigned to them and will provide a preliminary working copy degree plan draft and transcript information through email or as a hard copy. A degree plan, which will require signatures from the faculty advisor, academic advisor, certification officer and the student to become official, will be filed by the academic advisor in the College of Education. The signed degree plan will be filed by the academic advisor and will be considered the plan the student will follow until graduation. Students are encouraged to visit their academic and faculty Advisors periodically to audit their progress and ensure they are following their designated plan. Students may change official degree plans by seeing an academic advisor and repeating the process. Students will also have access to their degree plan information on Degree Navigator at http://tamucc.dn4.dagsoft.com/.
Dissertation Policies

College of Education

The following guidelines are for the completion of dissertations within the College of Education at Texas A&M University-Corpus Christi. Individual departments within the College may have addenda to these policies. More information about dissertation policies can be found in the Graduate Catalog.

1. The student with the help of his/her chair should select the dissertation committee from the graduate faculty within the University. Occasionally individuals from outside the University may be invited to serve because of their particular areas of expertise.

2. A dissertation proposal should include: a statement of the problem; a review of the literature; and a description of the research methodology. These will usually constitute the first three chapters of the final dissertation.

3. Students are eligible to present their dissertation proposals when they have successfully completed their comprehensive exams.

4. When a student’s dissertation proposal is approved, a copy of the proposal with the signatures of all committee members is forwarded to the Office of Graduate Studies and Research.

5. Upon approval of the dissertation chair, a completed draft of the dissertation should be distributed to the dissertation committee at least two weeks prior to the dissertation defense.

6. Notification of the dissertation defense including time, place, title and committee members should be distributed throughout the University at least two weeks prior to the defense. This notification is the responsibility of the department involved.

7. The oral dissertation defense must be at least four weeks prior to the date of graduation and is open to the public.

8. Assuming no major changes are required, a copy of the final approved dissertation should be forwarded to the Office of Graduate Studies and Research at least two weeks prior to graduation.
New Student Orientation for Undergraduates

All new incoming first-year students are required to attend one-day New Student Orientation sessions if they have less than 30 semester hours. Orientations are scheduled bi-monthly between the end of May and August and in January before the spring semester. Academic advisors and the Director of Student Services provide students interested in education as a major with a one-hour orientation session entitled, “Navigating through Registration.” This session includes an introductions to the College of Education and the registration process and hands-on practice and discussion related to planning schedules. During the second half of the orientation day, academic advisors, the Director of Student Services, and several faculty meet one-on-one with students for 30- to 40-minute appointments to advise and register them. As a follow-up to the orientation session, new students are encouraged to meet with their assigned academic advisors a month after the semester has started to discuss their transition to college, to develop a rapport with their advisor and to discuss their career and education plans.
Online TExES Barcode Applications

Students seeking teacher certification must take the Texas Examinations of Educator Standards (TExES) for pedagogy and their areas of certification. To be scheduled and admitted to an examination, a barcode is required. Students are able to request appropriate barcodes online by using the Online Request for Barcode (ORB) system during the brief window for registration as set by the state. Students should go to the following website: http://coe.tamucc.edu/barcode/.
Pinning Ceremony

Every fall and spring semester, the College of Education holds a pinning ceremony to celebrate those individuals who are planning to become teachers. All students who have been accepted into the undergraduate Teacher Education program or graduate Masters and Certification (MAC) program receive invitations to attend this special recognition. Usually held on a Sunday afternoon, families are encouraged to join the students for the formal pinning ceremony and reception that follows. Special remarks by a guest speaker (usually a practicing educator) highlight the ceremony. An explanation of the pin design and its significance is presented as well. While onstage, each student is identified by name, program of study and future teaching aspiration. Welcomed by the chair of the Department of Teacher Education, each student is presented the official pin of the Texas A&M University-Corpus Christi College of Education by the Dean of the College.

Faculty members wear their academic regalia for the pinning and process in to this formal ceremony.
Student Appeals

The Dean of the College of Education appoints ad hoc committees to consider student appeals for denial of admission to the university, denial of admission to the teacher education program, denial of admission to field-based block courses, denial of admission to student teaching, suspension from the university and for course overloads. The student must submit a letter of appeal to the Dean. The appropriate committee considers the appeal and may interview the student. The committee then makes recommendations to the Dean.
Student Organizations

The following are student organizations within the College of Education. They are classified as Academic, Special Interests and Honors Societies. For more information concerning student organizations on campus go to http://www.tamucc.edu/~students/shandbook.html.

Academic Student Organizations:

Bilingual Education Student Organization (BESO)
knowledge regarding minority language education. Advisor: Dr. David Leo, 361-825-2346

Cadet Club
Purpose is to develop practical, individual leadership skills and teamwork training. The Cadet Club may also be used for those R.O.T.C. cadets and other interested students who wish to gain an advanced understanding of such skills as patrolling, map reading, land navigation, and military customs. Advisor: CPT Kurt Adams, 361-825-5847.

Council of Teachers of Math
The purposes are to (a) recruit current and potential students to mathematics teaching careers, (b) provide support, resources and educational and service opportunities to prospective and practicing teachers as a means of contributing to their professional development related to mathematics education. Advisor: Dr. Nancy Reynolds, 361-825-3472.

Student Reading Council
This local chapter of the International Reading Association encourages the study of reading in all levels of education. Advisors: Dr. Marsha Grace, 361-825-2443.

Islander Association for Childhood Education International (IACEI)
To influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society. Advisor: Dr. Jana Sanders, 361-825-3328.

Kinesiology Club
A pre-professional organization dedicated to an understanding of physical education, wellness, and recreation professions. Advisor: Dr. Randy Bonnette, 361-825-3317

Special Interest Student Organizations:

Island Student Athletic Trainers Association (ISATA)
To provide guidance and insight to any student interested in sports medicine field and allied health services. Advisor: Mark Bohling, 361-825-3280
Honor Societies:

Chi Sigma Iota
This international honor society functions as an honor and professional society for students in the field of counseling. Advisor: Dr. Kaye Nelson, 361-825-2739.

Kappa Delta Pi
This international education honor society promotes excellence in and recognizes outstanding contributions to education. Advisor: Denise Hill, 361-825-5880.
**Transfer Student Transition Workshops and Receptions**

All new incoming transfer students are encouraged to attend a Transfer Transition Workshop. Workshops are scheduled at least six times a year in May, June, July, August, November and December. Academic advisors are available during the workshop to give new transfer students a general overview of the College of Education degree programs and to answer general questions. Transfer students who have registered for the workshop will be contacted by academic advisors prior to the day of the workshop and encouraged to make individual appointments before or after the session for the purposes of preparing their degree plans and assisting with registration. In addition to the workshops, the College of Education Dean, faculty, and student services staff sponsor a transfer reception for new transfer students at the beginning of each regular semester.