Preface

The College of Education and Human Development (COEHD) Handbook of Procedures and Guidelines at Texas A&M University-Corpus Christi is designed to provide an overview of COEHD organization, procedures, and guidelines for administration, faculty, staff, and students of the College. It is available online and updated regularly. Should a hard copy or notebook of the handbook be needed, please contact the COEHD by calling 361-825-2660 or e-mailing to the following address: coe@tamucc.edu.

COEHD guidelines, procedures, and statements are superseded by those of Texas A&M University-Corpus Christi and the Texas A&M University System and, therefore, should be read in conjunction with them. The Texas A&M University-Corpus Christi and the Texas A&M University System policies and procedures are also available on the COEHD website.

Vision

The College of Education and Human Development is recognized as: an epicenter for state of the art scholarship and pioneering enterprises related to the teaching and practice; a preeminent leader in the development and delivery of creative and effective teaching; and committed to exemplary service that has a dynamic and constructive impact on the Coastal Bend region, the State of Texas, and society at large.

Mission

The College of Education and Human Development 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 of the global community.
College of Education and Human Development

Strategic Plan 2020

Background

The College of Education and Human Development prepares leaders who represent diverse backgrounds and experiences to serve the educational, wellness and leadership needs of the global community. As an organization of professional rather than strictly academic disciplines, our degrees, certifications, and specializations offer preparation for a wide variety of careers in professional education, instructional design and technology, counseling, athletic training, sports performance and military service ROTC.

Our students spend a significant portion of their professional development courses observing and working with experienced practitioners. This field-based orientation is essential to the development of entry-level professionals who are ready to work from day one.

Our graduate students benefit from programs that are devoted to excellence in instruction and research. Students get individual attention from faculty members and have opportunities for individual field experience and collaboration with faculty on research projects.

Beyond preparing future professionals and leaders, the College organizes and supports a range of research initiatives, programs and partnerships, and events that touch lives throughout the city, region, and beyond.

Momentum 2020: The faculty and staff of the College of Education and Human Development at Texas A&M University Corpus Christi is fully committed to the University Momentum 2020 Strategic Vision and Plan “Become[ing] an emerging research university with an unparalleled commitment to every student’s success, closing gaps in achievement and delivering a robust campus experience.”

2020 Overarching Goal

The College of Education and Human Development is working to become the place of first choice for students, families, and policy makers interested in educational enrichment and professional preparation.
College of Education and Human Development Core Values

The COEHD operates according to a common core of values which represents the best of what the College is and does and aspires to do and be

Students first –
All COEHD policies and Procedures reflect a commitment to the success of each of our students.

Integrity – Activities and operations are consistent with values and directed to the achievement of stated vision, mission and goals. Integrity in application requires scientific knowledge about and a reasoned purpose for every activity.

Quality/Excellence – In pursuit of excellence, notions of quality must be continually developing and evolving, pushing the state of the profession. This dimension is reflected in the consistency between goals, ideals and actual practice in achievement.

Openness – The willingness to consider and appreciate new, different, creative or diverse perspectives is essential to the discovery, adoption and implementation of innovation.

Collaboration – Dynamic and synergistic work which leverages the skill and knowledge of each member of the community is the cornerstone of work which is dependent upon and the result of contributions from multiple sources and individuals. This acknowledges that scientific and professional advancement is a cumulative and iterative and derives from work which is based on prior inquiry and practice.

Accountability – A commitment to appropriate transparency and access to information about processes, purposes and products for all our constituents as a vehicle for influence and a demonstration of responsibility. This accountability honors the duty of all those who are public employees as well as to the academic disciplines of which we as faculty are members.

Responsibility – The ownership of action and consequences related to processes and outcomes. The value of responsibility is essential to critical and ethical decision making especially related to planning, resource allocation and policy making.

Aspirational – The underlying attitude of “never satisfied,” based on the understanding that excellence is the dedicated pursuit of standards not as an end state but, an advancing objective based on a process of assessment, achievement, development, and change.

Goals
Categorized by the four major tenants of the College; Teaching, Scholarship, Service, and Accountability. These are the focal areas which will enable the College to achieve its Mission and demonstrate its commitment to its Vision and that of the University.

**Teaching**

*Excellent Teaching is a foundational activity for College of Education. In its programs of study the College endeavors not only the dissemination of knowledge but, the preparation of graduates to become practicing professionals and leaders.*

Our courses and programs:

- serve as models of academic, pedagogical and anagogical excellence to prepare students for their professions and advanced academic study.
- educate students as socially just advocates and leaders in increasingly diverse local, national, and international communities.
- inspire students to be lifelong, independent learners who will advance knowledge and serve the world through humanistic values and scientific principles.
- provide exemplary research-based professional education programs in a student-centered environment that prepare highly qualified educators to meet the challenges of education in a changing society.

**Actions**

*These are the actions that will take place over the next five years to achieve the Goals.*

- Develop and implement instructional approaches and strategies that maximize student access, engagement and success through, among other things, development and dissemination of program matrices, syllabi, and other program documents and descriptions which reflect the identity of the program, benchmarked against national and/or professional standards, purposes and integrity of implementation with design.
- Develop improved feedback mechanisms for students and graduates concerning the conduct, conditions, and outcomes of their instruction.
- Ensure “state of the art” instruction through the involvement of students in the regular practice of faculty related scholarship and other demonstrations of professional and academic engagement.
- Document and demonstrate “learner centeredness” in all instructional endeavors.
- Ensure student skill and knowledge related to the diversity of learners and research-based techniques of effective instruction.
• Educate students as socially just advocates and leaders in increasingly diverse local, national, and international communities.
• Educate students to be lifelong, independent learners who will advance knowledge and serve the world through humanistic values and scientific principles.
• Achieve prominence among colleges of education in comprehensive universities as the premier college of its type in the region, state and the United States.
• By 2020, increase the overall number of teachers and other professionals recommended for licensure in Texas by at least 20%.
• Document and disseminate college best practice in teaching across the University, state and nation.

The pursuit of these goals will be demonstrated by records of ongoing evaluation of instruction, program review and renewal and the development of new programs designed to meet the needs of the professions we serve.

Scholarship

The scholarship of inquiry enables the College of Education and Human Development to be accountable in its teaching and service for advancing knowledge and changes in practice. Scholarship ensures the College is positioned in a leadership rather than a follower role.

Our formal and informal inquiry:

• provide opportunities and support for students and faculty to become independent consumers, producers, and disseminators of research locally, regionally, nationally, and internationally.
• insure the involvement of faculty, staff, students, alumni, community groups, and other stakeholders in research and scholarship activities that advance knowledge in the education profession.
• create a supportive and responsive research environment to foster the development and success of our faculty and students and help them realize their individual and collective professional and academic goals.
• Promote the development and dissemination of information and new knowledge to the region, state, and society at large.

Actions

These are the actions that will take place over the next five years to achieve the Goals.
• Increase faculty and student involvement in sponsored research by insuring submission of high quality proposals annually where TAMUCC College of Education and Human Development is primary or a secondary partner.

• By 2020, increase faculty and student involvement in the scholarship of grants by the submit at least 5 high quality teaching and or service proposals annually where TAMUCC College of Education and Human Development faculty member is Principal or Co-Principal Investigator.

• Support increased faculty and student scholarship which impacts on the quality of service, the effectiveness of the profession and the decision making of policy makers.

• By 2020, increase faculty publication and professional engagement in a manner that informs policy in ways consistent with professional and disciplinary standards for best practice.

• Institute a reward and recognition program to support faculty who achieve national and international recognition as leaders in research and scholarly endeavors through publication in peer reviewed journals or other publications.

• Achieve national and international recognition as leaders in research and scholarly endeavors through publication in peer reviewed journals.

• By 2020, increase faculty submission for publication by at least 25%, student submission for publication by at least 75% and faculty and student submission to refereed venues for presentation by at least 50%.

• Involve faculty, staff, students, alumni, community groups, and other stakeholders in research and scholarship activities that advance knowledge in the education profession.

The pursuit of these goals will be demonstrated by records of ongoing and increasing scholarship of discovery and scholarship of practice including grant supported teaching, research and service activities, professional development support for practitioners, publication, presentation, teaching and outreach.

Service

Service connects the College with the broader community. As the College prepares students for professional relationships including leadership, it models the exercise of the attendant responsibility through its service to all the communities of which it is a part.

Our service:

• supports the development of collaborative, professional relationships with schools, organizations, and other institutions focused on the improvement of education, schools, communities, and workplace settings.
• Engages community partners in efforts to improve health, educational and wellness opportunities and outcomes.
• organizes scholars and practitioners for community action
• creates opportunities for the community to see the College as a valuable member of the community.

Actions

These are the actions that will take place over the next five years to achieve the Goals.

• Coordinate educational outreach programs at any of the TAMUCC campuses to create university-wide resources for local/regional schools.
• Offer mentoring and induction support to all graduates of teacher or administrator preparation programs during first three years of employment.
• Build a college-wide electronic, customizable portal to enable alumni and state educational stakeholders instant access to research and policy products of the College faculty, staff, and students.
• Enhance existing and develop new efforts to partner with local/regional schools, local community colleges, and other entities that affect education on evaluation, professional development, and other critical education issues.
• Enhance and elaborate the partnership with CCISD in the operation of the ECDC to include engaging ECDC faculty in research and program development.
• Enhance existing and develop new partnerships in support of the activities of the Garcia Center in line with its mission and strategic plan.

The pursuit of these goals will be demonstrated by records of successful activities which endeavor to improve the status and conditions of all members of our community and the greater community of service of which we are a member.

• Create a process for professional development plan based in part on faculty contributions resulting from attendance and presentation at meetings of academic and professional organizations by summer 2016.

A. Extend and Enhance Collaborations and Partnerships

• Identify a minimum of five new organizations with which to begin developing teaching, research and/or service collaborations by fall 2016.
• Create a Resource Database of Partners and Collaborators by Fall 2016
• Identify a minimum of five potential targets for future collaboration by summer 2017.
B. Increase experiences with innovation and research

- Develop a system to communicate available grant opportunities to faculty in a timely manner to allow for successful proposal development by December 2015.
- Develop mechanisms for providing support to faculty engaged in the preparation of grant proposals by fall 2015.
- Support faculty efforts in the primary development of application or partnership role in at least one proposal by providing professional (career) consideration (i.e. promotion, tenure, merit and post-tenure review) of grantsmanship as scholarship by Fall 2016.

**Accountability through Documentation & Evaluation**

The College of Education and Human Development is committed to ongoing assessment of practice. The College has established procedures for documenting decision making processes.