COLLEGE OF EDUCATION

POLICIES AND PROCEDURES

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UNIVERSITY OF HOUSTON-CLEAR LAKE

COLLEGE OF EDUCATION

POLICIES AND PROCEDURES

PREAMBLE

This document provides a structure within which the College of Education (COE) functions. This structure is designed to be supportive of the interests of all parties (students, staff, faculty, administrators and the community at large). In order to be operational, this document was recommended by the faculty and approved by the Dean. All policies and procedures outlined within this document are intended to be in compliance with the more general policies and procedures established by the University of Houston-Clear Lake, regulations established by the Texas Higher Education Coordinating Board and the State Board for Educator Certification, as well as the laws of the State of Texas. If conflict exists between this document and any of these regulations, then the regulations of the higher authority shall have priority and precedence.

1.0   MISSION
         (4/22/98, 11/17/99, 10/15/03 & 3/15/06)

         The mission of the College of Education is to prepare outstanding educators and leaders in education through achievement of the highest standards of knowledge, skills and dispositions to assist all students to learn. The mission is accomplished by promoting:

- excellence and innovation in student-centered teaching and learning for all
- the value and understanding of all types of diversity
- professional and personal integrity
- effective use of technologies
- partnerships with and service to the community
- on-going assessment for both candidate and program improvement, and
- research to expand the knowledge base for teaching and learning.

2.0   FACULTY

         2.1   Hiring

                  2.1.1   For tenure-track faculty a search committee consisting of a minimum of five members, including a majority of members who are tenure-track faculty, will be appointed by the Dean, and the new faculty member shall be hired following a national search for the best qualified candidate. The faculty shall follow affirmative action and other procedures as specified by UHCL in the conduct of the search and shall forward their recommendation to the Dean, in the form and manner prescribed by the Dean.

                  2.1.2   For full-time non-tenure track and one-year appointments, the above procedures shall be followed except that a committee of at least three persons, including at least two

faculty members, shall be appointed by the Dean and, while a national search is desirable, it is not required.

2.1.3   Records related to faculty searches will be maintained for a period of three years following completion of the search, and then destroyed.

2.2   Promotion and/or Tenure
(7/5/01, 7/8/02, 10/1/07, 6/26/15 & 8/1/16)

2.2.1   In accordance with University policy, faculty members undergoing mandatory review for promotion and/or tenure will be informed of this review by the Dean by the deadline published each year by the Provost. The faculty members will need to provide their portfolios for review by the appropriate published date.

2.2.2   Faculty members under consideration will meet as a group with the Department Chair and the Chair of the appropriate Promotion and Tenure Committee prior to the end of the preceding spring semester and will be informed of the timelines and guidelines for the review process, the dates of submission, and the composition of the vita and documentation.

2.2.3   By May 15th of the preceding semester, faculty members under consideration will submit a list of at least five external reviewers with a brief description of their professional expertise and complete contact information. The external reviewers may not have a close personal relationship with the faculty member and may neither have served on the candidate's dissertation committee nor have published as a co-author with the candidate. The committee may choose to meet with the faculty member to agree on at least three individuals from the submitted list who will serve as external evaluators.

2.2.4   By June 1st, the candidate will submit to the Department Chair at least the following materials, which will be forwarded to the external reviewers: five publications, a narrative describing how the enclosed materials are related to the candidate's scholarship, and a curriculum vitae. The candidate may also provide other evidence of scholarship and proficiency in teaching and service.

2.2.5   The Department Chair will send a cover letter and the candidate's packet to selected external reviewers by June 15th.

2.2.6   School-level review will follow the published time schedule and include an independent written review and recommendation to the Dean by the Department Chair and the Promotion and Tenure Committee. Criteria to be used in the review are those listed in the *Faculty Handbook* and include: teaching and educational activities; research, scholarly and artistic activities; and professional service activities. The Dean will forward copies of both recommendations to the candidates, the Chair of the Promotion and Tenure Committee, and the Department Chair. [See 2.2.7.1 and 2.2.72 for procedures for faculty seeking promotion to full professor.]

2.2.6.1 The recommended level of productivity in research and scholarly activities for an untenured faculty member moving from assistant professor to associate professor can be addressed using the "5 + 3" formula. The five in this formula refers to the number of Category 1 publications that address the candidate's research agenda produced within the probationary period. The three in the "5 + 3" formula refers to the candidate's additional research and scholarly activities.

2.2.6.2 After receiving tenure and promotion to associate professor, a faculty member can undertake activities that count toward promotion to the highest faculty rank of professor. See 5.3.3.2 Standards for Professor in the *Faculty Handbook.* UHCL does not have a specified period by which one must achieve the rank of full professor from associate professor. Note: The "5 + 3" formula that addresses a candidate's research agenda could serve as a guide for a candidate to monitor progress promulgated through the annual review process, where feedback is received from the P & T Committee. For instance, if a candidate plans an eight-year period of incumbency, and guided by the "5 + 3" formula, one validated substantive product (that addresses the candidate's research agenda) per year could serve as a trajectory for career advancement. However, meeting the "5 + 3" formula is no guarantee for promotion since the candidate must ensure that one's productivity and quality of research and scholarly activities address section 5.3.3.2 in the *Faculty Handbook.*

2.2.7   Tenured faculty members wishing to apply for consideration for promotion from the rank of associate professor to full professor or non-tenured faculty seeking early consideration for promotion or tenure must inform the Dean in writing of their intent by April 15th of the preceding year. Timelines and procedures obtained from the Dean will follow those established for the mandatory review for promotion or tenure and will utilize the criteria presented in the *Faculty Handbook*.

2.2.7.1 In situations where an associate professor is being considered for promotion to full professor, and the department chair holds rank of associate professor, the evaluation duties will transfer to the Associate Dean or other full professor as designed by the Dean.

2.2.7.2 In situations where an associate professor is being considered for promotion to full professor, and the department does not have five full professors to consider the promotion application, then the Chair of the Departmental Promotion and Tenure Committee with the approval of the Department Chair will extend invitations to other full professors in the college to serve on the Departmental Promotion and Tenure Committee. If the Chair of the Departmental Promotion and Tenure Committee does not hold the rank of Professor, then the Department Chair and the Associate Dean will work together to select the Promotion Committee. If the Department Chair does not hold the rank of full professor, then the Associate Dean works to select the Promotion Committee. If there are still insufficient number of full professors, then section 5.3.4.1.2 in the *Faculty*

Handbook will be followed. "If fewer than five faculty are eligible for the peer review committee, they will all be member, and faculty from appropriate related disciplines will be added to form a five-person committee. To find these additional members, the dean will consult with the candidate and with the eligible individuals from the candidate's discipline." The Promotion Committee selects the Chair of the Promotion Committee. In the case where committee membership includes full professors from outside the COE, the Chair must be from the College of Education.

2.2.7.3 The requirements for moving from associate to full professor - a need for an application, documentation, external reviewers and a review process - are consistent with those used for those moving from assistant to associate professor.

2.2.8   Giving consideration to the recommendations of both the Department Chair and the Promotion and Tenure Committee, the Dean will formulate a promotion/tenure recommendation utilizing the criteria listed in the *Faculty Handbook*. This recommendation will be forwarded to the Provost in accordance with the published timeline, with copies sent to the candidate, Chair of the Promotion and Tenure Committee, and the Department Chair.

2.3   Promotion of Non-Tenured Faculty
      (2/26/14 & 6/26/15)

2.3.1   Non-tenured faculty are appointed on an annual basis, typically as clinical assistant professors or lecturers. Clinical faculty are those holding doctoral degrees, whereas lecturers do not hold doctoral degrees.

2.3.1.1 Non-tenured faculty typically have responsibilities weighted toward teaching. To be excellent in teaching, candidates for promotion must be unusually effective in all aspects of teaching included in the annual review: 1) teaching workload and educational activities, 2) student satisfaction, 3) course and program development, and 4) development activities related to teaching and educational activities.

2.3.2   After six years of exemplary service in the rank of lecturer, faculty may be considered for promotion to the rank of senior lecturer.

2.3.2.1 Standards for Senior Lecturer
        Any candidate for promotion to senior lecturer is expected to be "excellent" in teaching. The candidate must also be rated at least "very good" in service.

2.3.3   After six years of exemplary service in the rank of clinical assistant professor, faculty may be considered for promotion to the rank of clinical associate professor.

2.3.3.1 Standards for Clinical Associate Professor
        Any candidate for promotion to clinical associate professor is expected to be "excellent" or "very good" with promise of becoming excellent" in teaching. The candidate must also be rated at least "very good" in service.

2.3.4   After six years of exemplary service in the rank of clinical associate professor, faculty may be considered for promotion to the rank of clinical professor.

      2.3.4.1 Standards for Clinical Professor
         Any candidate for promotion to clinical professor is expected to be "excellent" in teaching. The candidate must also be rated at least "very good" in service.

2.3.5   Decisions concerning promotion of non-tenured faculty are the prerogative of the Dean, in consultation with the appropriate Department Chair, Program Coordinator, and the Associate Dean.

2.4   Roles and Responsibilities of Faculty
(8/22/03, 10/1/07, 6/26/15, 2/1/21)

2.4.1   Teaching and Educational Activities

Teaching is a direct educational involvement with students inside or outside the classroom and includes such usual activities as advisement, classroom instruction, seminars, supervision of independent study projects, and supervision of graduate research. Educational activities include the development of new curricula or courses, educational publications, textbooks, development of new degree and training programs, and the incorporation of technology.

2.4.2   Research, Scholarly or Artistic Activities

Research, scholarly or artistic activities are those which lead to: the production and dissemination of new knowledge; increased problem-solving capabilities, including such activities as design and analysis; original critical or historical theory and interpretation; or the production of art or artistic performances.

2.4.3   Professional Service Activities

Professional service activities include (a) service to professional organizations and journals; (b) service to the university; and (c) service to the public.

2.4.4   Office Hours

Faculty members are required to maintain regular office hours when students or staff may contact them. The schedule of these hours should be posted. The number of office hours may vary depending upon the nature of the individual's assignment and upon how many student advisees are assigned, normally six hours per week minimum in regular semesters. Faculty also are expected to maintain office hours during registration periods and during summer terms when holding a teaching assignment. Adjunct faculty teaching only online courses are allowed to hold "virtual" office hours. However, the hours must be posted, and there must be a minimum of two hours per course per week.

2.4.5   Outside Professional Activity

Outside professional activity consistent with and supportive of university assignments is encouraged to the extent that it does not interfere with university-based responsibilities. In general, the guideline of at most one day per week of outside non-university commitments is recognized.

2.4.6   College of Education Promotion and Tenure Criteria
(6/20)
Refer to University Faculty Handbook for overview of Promotion and Tenure Guidelines. The Faculty Handbook supersedes college level policy and criteria.
https://www.uhcl.edu/provost/documents/faculty-handbook.pdf

2.4.6.1 Teaching and Educational Activities

Promotion to Associate Professor:

It is expected that the candidate will present a pattern of quality teaching through positive evidence from areas 1 and 2 and additional evidence from at least two of the five other areas (3-7). Candidates are expected to have a Median of Meets Expectations on annual reviews in this area. A candidate may demonstrate meeting or exceeding the criteria of quality teaching by providing evidence from multiple sources that may include, but are not limited to:

1. Meets minimum expectations as defined in Faculty Roles and Responsibilities in the College of Education Policies and Procedures 2.4. https://www.uhcl.edu/education/faculty/documents/policies-and-procedures-manual.pdf

2. Evidence of effective teaching:
   - Course Evaluation summaries (required),
   - Student comments (required),
   - Peer evaluation (required *pending process approval)

3. Evidence of student mentoring
   - Advising
   - Supervising practica or independent studies
   - Chairing or serving on student project, thesis, or dissertation committees
   - Writing/scoring proctored exams
   - Working with students on preparing products for publication/presentation at conferences

4. Contribution to the improvement of instructional programs
   - Development and/or implementation of new courses
   - Development of curricula
   - Development of innovative teaching methods (Does not include minor changes (i.e., changing textbooks, updating print/electronic resources)

5. Attendance at professional development opportunities
   - Center for Faculty Development activities
   - Internal/external workshops
   - Conferences, seminars, institutes, and webinars

6. Additional evidence of making a larger than normal contribution to any of the above criteria.
   - Multi-cross listing of courses
   - Extensive advisee load

7. Special Award or Honor related to teaching and educational activities
   - Minnie Stevens Piper UHCL Finalist
   - UHCL President's Teaching Award
   - UHCL Alumni Association Outstanding Professor
   - Professional Organization Teaching Award

Promotion to Professor:

It is expected that the candidate will present a pattern of quality teaching through positive evidence from areas 1-3 and additional evidence from at least one of the four other areas (4-7). Candidates are expected to have a Median of Exceeds Expectations on annual reviews in this area. A candidate may demonstrate meeting or exceeding the criteria of quality teaching by providing evidence from multiple sources that may include, but are not limited to:

1. Meets minimum expectations as defined in Faculty Roles and Responsibilities in the College of Education Policies and Procedures 2.4. https://www.uhcl.edu/education/faculty/documents/policies-and-procedures-manual.pdf

2. Evidence of effective teaching
   - Course Evaluation summaries (required)
   - Student comments (required)
   - Peer evaluation (optional)

3. Evidence of student mentoring
   - Advising

- Supervising practica or independent studies
- Chairing or serving on student project, thesis, or dissertation committees
- Writing/scoring proctored exams
- Working with students on preparing products for publication/presentation at conferences

4. Contribution to the improvement of instructional programs
- Development and/or implementation of new courses
- Development of curricula
- Development of innovative teaching methods (Does not include minor changes (i.e., changing textbooks, updating print/electronic resources).

5. Attendance at professional development opportunities
- Center for Faculty Development activities
- Internal/external workshops
- Conferences, seminars, institutes, and webinars

6. Additional evidence of making a larger than normal contribution to criteria 2-4 7. Special Award or Honor related to teaching and educational activities
- Minnie Stevens Piper UHCL Finalist
- UHCL President's Teaching Award
- UHCL Alumni Association Outstanding Professor
- Professional Organization Teaching Award

2.4.6.2 Service Activities

Promotion to Associate Professor:

It is expected that the candidate will present a pattern of quality service through positive evidence from area 1 and additional evidence from at least two of the other areas (2-5). Candidates are expected to have a Median of Meets Expectations on annual reviews in this area. A candidate may demonstrate meeting or exceeding the criteria of quality service by providing evidence from multiple sources that may include, but are not limited to:

1. College/University Service
- Service on College of Education committees
  - Program level/department level/college level
  - Formal task forces and subcommittees
- Service on university committees
  - Formal task forces and subcommittees
  - Student advisory groups

- Recruitment and retention (Open house, distributing brochures, marketing, student outreach, presentations to potential students)

2. National/International Service
   - Service in the following capacities
     - Officer in professional organizations
     - Committee member at the national or international level
     - Member of boards or governing bodies of national or international associations
     - Editor or associate editor
     - Editorial Board member
     - Member of review panels and screening committees at the national or international level
     - Member of accreditation bodies at the national or international level

3. State/Regional Service
   - Service in the following capacities
     - Officer in professional organizations
     - Committee member at the state or regional level
     - Member of boards or governing bodies of state or regional associations.
     - Editor or associate editor
     - Editorial Board member
     - Member of review panels and screening committees at the state or regional level
     - Member of accreditation bodies at the state or regional level

4. Additional Service Activities
   - Organizing or conducting workshops, seminars, training sessions
   - Speaking at a professional organization or school district meeting
   - Serving on a local professional committee
   - Serving on a community board
   - Consulting for a school district, university/college or other organizations

5. One-time Service Activities (e.g. serving as Marshall at graduation, Ambassador, community/college/university/system events)

Promotion to Professor:

It is expected that the candidate will present a pattern of quality service post tenure through: a) positive evidence from area 1, b) positive evidence from areas 2 or 3, and c) additional positive evidence from areas 2-5. Candidates are expected to have a Median of Exceeds Expectations on annual reviews in

this area. A candidate may demonstrate meeting or exceeding the criteria of quality service by providing evidence from multiple sources that may include, but are not limited to:

1. College/University Service
   - Service on College of Education committees
     - Program level/department level/college level
     - Formal task forces and subcommittees
     - Formal faculty mentoring
   - Service on university committees
     - Formal task forces and subcommittees
     - Student advisory groups
   - Recruitment and Retention (Open house, distributing brochures, marketing, student outreach, presentations to potential students)

2. National/International Service
   - Service in the following capacities
     - Officer in professional organizations
     - Committee member at the national or international level
     - Member of boards or governing bodies of national or international associations
     - Editor or associate editor
     - Editorial Board member
     - Member of review panels and screening committees at the national or international level
     - Member of accreditation bodies at the national or international level

3. State/Regional Service
   - Service in the following capacities
     - Officer in professional organizations
     - Committee member at the state or regional level
     - Member of boards or governing bodies of state or regional associations.
     - Editor or associate editor
     - Editorial Board member
     - Member of review panels and screening committees at the state or regional level
     - Member of accreditation bodies at the state or regional level

4. Additional Service Activities
   - Organizing or conducting workshops, seminars, training sessions
   - Speaking at a professional organization or school district meeting
   - Serving on a local professional committee
   - Serving on a community board

- Consulting for a school district, university/college or other organizations

5. One-time Service Activities (e.g. serving as Marshall at graduation, Ambassador, community/college/university/system events)

2.4.6.3 Research Activities

Promotion to Associate Professor:

The candidate must have at least four (4) peer-reviewed international/national journal articles, endorsed by the College Artifact Verification Committee, in which they are first or second author. When there are more than two authors on a publication, it will be the responsibility of the faculty member to justify the significance of that individual's contribution to the publication. It is expected that the candidate will present a pattern of quality research through positive evidence of scholarly productivity. As such, the candidate must submit for consideration by the COE peer-review committee at least three additional research activities from the following categories (Category 1-5).

- Category 1: Peer reviewed books, peer reviewed book chapters, peer-reviewed international/national journal articles, grants (externally funded - $25,000 and above, role of PI or Co-PI, or significant contribution as documented).

A candidate may demonstrate a pattern of quality research by providing evidence from categories 2-4 that may include but is not limited to:

- Category 2: Edited books, book chapters, international/national peer-reviewed conference presentations, international/national peer reviewed conference proceedings, peer reviewed regional/state journal publications, a national accreditation program report, and grants (externally funded - $10,000 less than $25,000, role of PI or Co-PI, or significant contribution as documented).

- Category 3: Monographs*, book reviews, international/national non-peer-reviewed journal articles, international/national non-peer-reviewed published conference proceedings, regional/state conference presentations, critical reviews of research, article reprints, externally funded grants (applied for and denied, role of PI or Co-PI, or significant contribution as documented) technical reports** and grants (externally funded - $2,500, less than $10,000, role of PI or Co-PI, or significant contribution as documented).

- Category 4: Assessment instruments, local conference presentations, local journal publications, editorials, citations of previously published

works, internally funded grants (not travel), and grants (externally funded - less than $2,500, role of PI or Co-PI, or significant contribution as documented), grants (externally funded and housed at an external institution or agency).

* Monographs are defined as works of at least 10 pages formally printed by a professional organization or publisher.

** Technical reports are defined as works generally tied to research projects, including grant reports. These, for example, are generally submitted to funding agencies to satisfy reporting requirements.

Promotion to Professor:

The candidate must have at least eight (8) post-tenure, peer-reviewed international/national journal articles, endorsed by the College Artifact Verification Committee, in which they are first or second author. When there are more than two authors on a publication, it will be the responsibility of the faculty member to justify the significance of that individual's contribution to the publication. It is expected that the candidate will present a pattern of quality research post-tenure through positive evidence of scholarly productivity. A candidate for promotion to professor must have made continuing contributions to their profession in research and scholarly works. Continuing contributions may be evidenced through additional academic peer-reviewed publications, grant record, publication metrics, external reviewer letters, or additional relevant documentation. It is the candidate's responsibility to make the case for any additional documentation submitted for consideration by the COE peer-review committee.-

- Category 1: Peer reviewed books, peer reviewed book chapters, peer-reviewed international/national journal articles, grants (externally funded - $25,000 and above, role of PI or Co-PI, or significant contribution as documented).

A candidate may demonstrate a pattern of quality research by providing evidence from categories 2-4 that may include but is not limited to:

- Category 2: Edited books, book chapters, international/national peer-reviewed conference presentations, international/national peer reviewed conference proceedings, peer reviewed regional/state journal publications, a national accreditation program report, and grants (externally funded - $10,000 less than $25,000, role of PI or Co-PI, or significant contribution as documented).

- Category 3: Monographs*, book reviews, international/national non-peer-reviewed journal articles, international/national non-peer-reviewed

published conference proceedings, regional/state conference presentations, critical reviews of research, article reprints, externally funded grants (applied for and denied, role of PI or Co-PI, or significant contribution as documented) technical reports** and grants (externally funded - $2,500, less than $10,000, role of PI or Co-PI, or significant contribution as documented).

- Category 4: Assessment instruments, local conference presentations, local journal publications, editorials, citations of previously published works, internally funded grants (not travel), and grants (externally funded - less than $2,500, role of PI or Co-PI, or significant contribution as documented), grants (externally funded and housed at an external institution or agency).

* Monographs are defined as works of at least 10 pages formally printed by a professional organization or publisher.

** Technical reports are defined as works generally tied to research projects, including grant reports. These, for example, are generally submitted to funding agencies to satisfy reporting requirements.

2.5 Annual Review
(9/23/92, 1/25/95, 4/22/98, 11/17/99, 3/20/02, 8/26/02, 1/22/03, 10/15/03, 4/27/05, 1/24/07, 10/1/07, 9/16/09, 11/6/13, 6/26/15, 8/1/16, 2/16/22, and 10/12/2023)

2.5.1 Purpose

The University of Houston-Clear Lake has established an annual faculty report and professional developmental review to present a complete record of major activities in teaching, service and research during the academic year. The annual review will report all academic related activities for a 12-month period (calendar year). While the annual review is aligned to Promotion & Tenure guidelines, the purpose of the annual review is to determine a faculty member's level of productivity in the evaluation year. This annual review shall provide the basis for (1) the review of faculty performance in teaching, research, and service; (2) continuous improvement for the individual faculty member and, therefore, the department; and (3) awarding merit increases if such funding shall be available for that year.

Each faculty member is expected to meet minimum expectations as stated in Faculty Roles and Responsibilities in the College of Education Policies and Procedures 2.4. https://www.uhcl.edu/education/faculty/documents/coe-policy-procedures-manual.pdf

In order to allow new faculty time to develop their teaching, research, and service agenda, it is recommended that the first time tenure-track faculty members are subject to the policies of the Service evaluation is the third annual review. Non-tenured

faculty members would receive a rating of Good in service for the first two annual reviews unless a higher rating is earned.

If you were to be rated on Professional Activities and Service, your unofficial rating would be Less than Satisfactory—not strong in any category. This is to be expected your first semester at UHCL, and service activities will progress normally for you as you become more active in the life of the program, the department, and the university.

Faculty receiving special recognition, honors, or awards for Teaching, Service, or Research will receive additional credit in that area.

2.5.2   Procedure

The Annual Review will include all professional activities of the faculty member in the categories of Teaching and Educational Activities; Research, Scholarly or Artistic Activities; and Professional Activities and Service that have taken place during the preceding calendar year. Faculty must have all of the Annual Review information entered into Digital Measures by the 1st Friday in February. A faculty member who fails to submit the Annual Review or submits after the due date will not be eligible for merit increase. The faculty member shall have the responsibility to list and document all professional activities that are to be credited for a given year. Such supporting materials as may be useful in the assessment of faculty accomplishments may be attached to the Annual Review form.

After an artifact has been validated by the CVAC during the annual review process, the artifact is reviewed and voted upon by the Departmental Promotion and Tenure Committee for endorsement. If the artifact is endorsed, then it is entered into a form that follows the candidate through the tenure and promotion or promotion process. When a candidate "goes up" for tenure and promotion, or promotion, the form will provide evidence as to how many artifacts have been accepted by the Departmental P & T Committee. Subsequent Departmental P & T Committees are "bound" to accept the artifacts that have been endorsed by previous Departmental P & T Committees.

2.5.2.1 Each of teaching, scholarship and service may be weighted from 20% to 50% in such a way that the total is 100%. The Department Chair shall select the weightings in such a way as to maximize the tenured faculty member's total score.

2.5.2.2 Tenure track faculty who have not gained tenure are expected to perform in all three categories and will have equal weights of 33.3% assigned to each component until tenure is granted. Notification of this expectation will accompany appointment.

2.5.2.3 Individuals who are hired on one-year contracts or in other non-tenure track situations will typically have the percentages for weights assigned at the time of appointment. Weights assigned to each of the three categories may range from 100% to 0%, reflecting the needs of the College of Education for which such individuals are appointed. If these faculty members are appointed for additional

one-year terms, the weights will typically be included as part of the appointment process.

2.5.3   Review by the Department Chair

The Annual Review materials will be submitted to and reviewed by the Department Chair, who will evaluate faculty productivity in each of the three categories and in an overall assessment of performance. The Department Chair also shall provide written comments pertaining to the assessments in each of the three performance categories. The Department Chair will forward a copy of the evaluation form with ratings and comments to the faculty member. The Annual Review Report is due to faculty member on the 2nd Friday in March. Faculty members are encouraged to meet with the Department Chair to review their evaluations. Non-tenured faculty and faculty rated in the lowest merit and no-merit categories are required to meet with the Department Chair, but other faculty may meet with the Department Chair at the option of the faculty member or the Department Chair.

Whether or not a meeting is held, faculty members are required to sign the Annual Review Form, indicating that they have received and reviewed its contents; the signature of the faculty member does not imply that the faculty member agrees with the ratings or comments. The signed forms shall be returned to the Department Chair within two weeks of the date they are delivered to the faculty member. A faculty member shall have the right to request reconsideration of the ratings provided by the Department Chair; the faculty member shall forward his or her request in writing, together with his or her reason for requesting reconsideration, to the Department Chair. The faculty member has 30 days from the date the annual review was sent to make a request for reconsideration. The Department Chair shall communicate his or her decision in writing regarding the outcome of the reconsideration to the faculty member within two weeks of receipt of the request.

2.5.4   Review by the Dean

After completion of the review cycle by the Department Chair, the Department Chair will forward the ratings to the Dean. If, upon review, the Dean decides to change any of the ratings provided by the Department Chair, the faculty member and the Department Chair will be notified of the change and the faculty member will have the opportunity to meet with the Dean to discuss the evaluation. The Dean or the faculty member has the option of requesting a meeting to discuss the ratings; if no meeting is called, the ratings will stand. When ratified by the Dean, these assessments will serve as the primary basis for merit salary increments, as may be authorized by the State or university, and will be placed in the faculty member's permanent file.

In years where there are no merit salary increments the faculty member's merit rating will be carried forward to the next year when there is a merit salary increment. The faculty member's merit rating in the next year when there is a merit salary increment

will be the average of the faculty member's merit ratings, based on the year(s) in which there was no merit salary increment and the current year.

2.5.5   Categories and Criteria

Ratings of each of the three performance categories shall be assessed on a five-point rating scale, where five indicates excellent performance in the category. A description of the professional activities and products to be credited in each category shall be included on the evaluation form and shall be consistent with the definitions provided in the *Faculty Handbook*. Performance that is judged to be outstanding typically will include a level of performance which attains national visibility and a level of effort such that it would be extremely unusual for a faculty member to attain a rating of outstanding in more than one category.

If baseline activities are not performed in a given year, the Department Chair may reduce a faculty member's rating. Baseline activities include: fulfilling course assignments as assigned; attending College meetings; attending Departmental meetings; attending Program meetings; attending presentations of candidates or tenure-track positions in the faculty member's Program; holding membership in associations/organizations pertinent to the faculty member's program; and attending at least one graduation ceremony per year.

Membership on a committee for any part of a year is considered membership for an entire year. However, as above, faculty will want to present service on a committee in the Annual Review in terms of time invested and results achieved.

In order to allow new faculty time to develop their teaching, research, and service agenda, it is recommended that the first-time tenure-track faculty members are subject to the policies of the Service evaluation in the third annual review. Non-tenured faculty members would receive a rating of Good in service for the first two annual reviews unless a higher rating is earned. In the faculty members' Annual Review feedback, the Department Chair would (a) evaluate the faculty members in terms of a course of action that they need to take toward achieving short-and long-term goals, and (b) indicate the actual rating reflective of their performance in service that year.

Faculty on approved leave will not be disadvantaged in their annual review.

2.5.6   Evaluation of Teaching

2.5.6.1   Teaching Educational Activities

1.   Evidence of effective teaching (NOTE: This will be adjusted to reflect the questions on the new university student evaluations)

- Course Evaluation summaries (required)

Summary of scores for courses taught. Summary scores are calculated from the following three questions:

Overall, this course was a valuable learning experience.
Overall, the instruction of this course was relevant to the objective of the course.
Overall, the instructor was fair in evaluating my progress in this course.

Exceeds Expectations = Average of median scores from all courses are in the range of 4.0-5.0.

Meets Expectations = Average of median scores from all courses are in the range of 3.0-3.9.

Does not Meet Expectations = Average of median scores from all courses are less than 3.

2. Evidence of mentoring and student support

- Advising, as reported from eServices (Number assigned 1-20 = 1 point; 21-40 = 2 points; 41+ = 3 points)
- Faculty mentoring (1 point each)
- Adjunct mentoring (1 point each)
- Student support (e.g., state assessment tutoring, new teacher mentoring, doctoral candidate mentoring prior to committee assignment) – 1 point each
- Supervising practica (no credit if part of course load) - 1 point each
- Chairing or serving on student project, thesis, or dissertation committees;
  Dissertation/Thesis/Project - 1 point for committee member; 2 points for content; 3 points for methodologist; 3 points for chair
- Independent Study - 2 points
- Graduate Comprehensive Exams
  Proctor – 1 point each
  Development/scoring - 1 point each
  Exam committee - 1 point each
  Preparation Session – 1 point each
- Working with students on preparing products for publication/presentation at conferences - 2 points each

  Exceeds Expectations - > 7 points
  Meets Expectations - > 3 points

3. Contribution to the improvement of instructional programs (explanation required)
   - Development and/or implementation of new courses – 2 points each
   - Development of curricula/programs - 3 points each
   - Modifications of existing courses, curricula, or programs – explanation of modifications required. (Does not include minor changes e.g., updating print/electronic resources, modifying activities) - 1 point each per course
   - Moving course to fully online delivery – 2 points each

   Exceeds Expectations - >7
   Meets Expectations - >3

4. Engagement in professional development opportunities (List title, date, sponsoring agency, and describe the impact of the activity on your teaching and educational activities). Impact must be provided to receive credit for the activity.

   - Center for Faculty Development
   - Internal/external workshops
   - Conferences, seminars, institutes, and webinars

   Exceeds Expectations - 2 points
   Greater than or equal to 40 clock-hours of development

   Meets Expectations - 1 points
   20-39 clock-hours

   Does not Meet Expectations – 0 points
   <20 clock-hours

5. Additional evidence of making a larger than normal contribution to any of the above criteria may merit additional points (e.g., multi-cross listing of courses, overloads) – maximum 2 points per item.

2.5.6.2 Rubric for the Evaluation of Teaching and Educational Activities:

4 (Excellent): Exceeds expectations in three categories, including Student Satisfaction (2.5.6.1).

3 (Very Good): Exceeds expectations in two categories, including Student Satisfaction (2.5.6.1).

2 (Satisfactory): Meets expectations in two categories, including Student Satisfaction (2.5.6.1).

1 (Less Than Satifactory): Meets expectations in one category.

0 (Unsatisfactory): Not meeting expectations or lacks evidence of Teaching and Educational Activities.

2.5.7   Service Activities

2.5.7.1   Sources of Evidence for Service Activities

1.   College/University/UH System Service (1 point each; 2 points extensive time commitment [e.g., frequent meetings, work assignment beyond meeting; explanation required]; 3 points chair)

- Service on College of Education committees
  - Program level/departmental level/college level
  - Formally created* task forces and subcommittees
- Service on university committees (additional point for chair of shared governance committee)
  - University Level
  - Formally created* task forces and subcommittees
  - Student Advisory groups
- Service on UH system committees
- Additional College/University/UH System Service
  - Recruitment and retention (e.g., Open House, Graduate Showcase, distributing brochures, marketing, student outreach, presentations to potential students)
  - Other College/University/UH System iniatives

* Administrative or committee created

2.   National//International Service (1 point each; 2 points extensive time commitment [e.g., frequent meetings, work assignment beyond

meeting; explanation required]; 3 points chair)

- Service in the following capacities
  - Officer in professional organizations
  - Committee member at the national or international level
  - Member of boards or governing bodies of national or international associations
  - Editor or associate editor
  - Editorial Board member
  - Member of review panels and screening committees at the national or international level (e.g., manuscripts, conference proposals, scholarship applications, book reviews)
  - Member of accreditation bodies at the national or international level

3. State/Regional (Multi-state) Service (1 point each; 2 points extensive time commitment [e.g., frequent meetings, work assignment beyond

meeting; explanation required]; 3 points chair)

- Service in the following capacities
    - Officer in professional organizations
    - Committee member at the state or regional level
    - Member of boards or governing bodies of state or regional associations
    - Editor or associate editor
    - Editorial Board member
    - Member of review panels and screening committees at the state or regional level (e.g., manuscripts, conference proposals, scholarship applications, book reviews)
    - Member of accreditation bodies at the state or regional level

4.   Local and additional Service Activities (1 point each; 2 points extensive time commitment [e.g., frequent meetings, work assignment beyond meeting; explanation required]; 3 points chair)

- Organizing or conducting workshops, seminars, training sessions
- Presenting at a professional organization or school district meeting
- Serving on a local professional committee
- Consulting for a school district, university/college, or other organizations (e.g., industry, business, community)

5.   One-time Service Activities (participation in community/college/university/system events) (1 point each)

Descriptions below are meant to be guidelines for determing Exceeds Expectations and Meets Expectations

1. College/University Service/UH System
Exceeds Expectations in College/University Service/UH System - at least six

points.

Meets Expectations in College/University Service/UH System - at least four points.

Progressing toward Expectations in College/University Service/UH System - at least two points.

Exceeds Expectations evidence includes but is not limited to service as Department Chair or Program Coordinator.

2. National/International Service
Exceeds Expectations in National/International Service - at least six points.

Meets Expectations in National/International Service - at least four points.

Progressing towards Expectations in National/International Service - at least two points.

3. State/Regional Service
Exceeds Expectations in State/Regional Service - at least six points.

Meets Expectations in State/Regional Service - at least four points.

Progressing toward Expectations in State/Regional Service - at least two points.

4. Local and additional Service Activities
Exceeds Expectations in Local and additional Service - at least six points.

Meets Expectations in Local and additional Service - at least four points.

Progressing toward Expectations in Local and additional Service - at least two points.

4 (Excellent): Exceeds Expectations in three categories, one must be College/University/UH System service and one must be State/Regional or National/International service.

3 (Very Good): Exceeds Expectations in two categories, with at least Meets Expectations in College/University/UH System service or Meets Expectations in College/University service and Progressing toward

Expectations in two additional categories.

2 (Satisfactory): Exceeds Expectations in one category, with either Meets Expectations in College/University/UH System service and Progressing toward Meets Expectations in one additional category.
1 (Less Than Satisfactory): Does Not Meet Expectations in any category with Progressing Toward Expectations in two categories.

0 (Unsatisfactory): Not meeting expectations in all categories or lacks evidence of Service activities.

2.5.8   Evaluation of Research and Scholarly Activities

Research and scholarly activities are those, which lead to the improvement of education through:

1.   the creation and dissemination of new knowledge, based on empirical and theoretical studies;

2.   the application of knowledge to solve educational problems, including activities such as design, analysis, and evaluation of professional practices in education;

3.   original critical, historical, philosophical, comparative, ethnographic or methodological theory, analysis, and interpretation.

Evaluation of productivity in research and scholarly activities must be based on records of accomplishments (e.g., publications, conference papers, awards, grants, etc.). Faculty are encouraged to engage in both single-authored and collaborative scholarly activities. Single-authored and multiple-authored works will receive full credit. When there are more than two authors on a publication, it will be the responsibility of the faculty member to justify the significance of their contribution to the publication. Peer-reviewed articles to be considered for annual review must have been endorsed by the College Artifact Verification Committee.

- Category 1: Peer-reviewed books, peer-reviewed book chapters, peer-reviewed International/national journal articles, peer-reviewed assessment instruments, grants (externally funded - $25,000 and above, role of PI or Co-PI, or significant contribution as documented (e.g., project coordinator/director, research personnel) – 4 points each.

- Category 2: Edited books, book chapters, international/national peer-reviewed conference presentations, international/national peer reviewed conference proceedings, peer-reviewed regional/state journal publications, national accreditation program reports, and grants (externally funded – between $10,000

and $24,999, role of PI or Co-PI, or significant contribution as documented, (e.g., project coordinator/director, research personnel) – 3 points each.

- Category 3: Monographs*, book reviews, international/national non-peer-reviewed journal articles, international/national non-peer-reviewed published conference proceedings, regional/state conference presentations, critical reviews of research, article reprints, grants (externally funded – between $2,500 and $9,999, role of PI or Co-PI, or significant contribution as documented, (e.g., project coordinator/director, research personnel) externally non-funded grants between $10,000 and $24,999 (applied for and denied, role of PI or Co-PI, or significant contribution as documented), and technical reports** – 2 points each.

- Category 4: Local conference presentations, local journal publications, editorials, internally funded grants (not travel), and grants (externally funded - less than $2,500, role of PI or Co-PI, or significant contribution as documented, (e.g., project coordinator/director, research personnel), grants (externally funded and housed at an external institution or agency), externally non-funded grants – less than $9,999 (applied for and denied, role of PI or Co-PI, or significant contribution as documented) – 1 point each.

* Monographs are defined as works of at least 10 pages formally printed by a professional organization or publisher.

** Technical reports are defined as works generally tied to research projects, program proposals, accreditation reports, program reviews, or grant reports. These reports are generally submitted to funding agencies to satisfy reporting requirements.

4 (Excellent): To be rated as "excellent," a faculty member will have at least 4 points from Category 1 and a total of 16 points.

3 (Very Good): To be rated as "very good," a faculty member will need at least 4 points from Category 1 and a total of 12 points.

2 (Satisfactory): To be rated as "satisfactory," a faculty member will have at least 4 points from either Categories 1 or 2 and a total of 8 points. This is the minimal expectation for College of Education faculty.

1 (Less than Satisfactory): To be rated as "less than satisfactory," a faculty member will have at least 4 points.

0 (Unsatisfactory): Lacks evidence of Research and Scholarly Activities.

Non-tenured faculty and those tenured faculty seeking promotion to Professor are reminded that the Annual Review is intended to provide a yearly evaluation while the Promotion and Tenure Committee examines a cumulative body of work. It is strongly

suggested that non-tenured faculty try to exceed minimum expectations for College of Education on their Annual Review.

2.6   Annual Review – Clinical Faculty and Lecturers
        (6/26/15)

2.6.1   Purpose

A review of the productivity of clinical faculty and lecturers is required each year for clinical faculty and lecturers who were serving in this capacity in the previous spring semester, i.e., those who are in their first semester as a lecturer are not required to submit an Annual Review. Clinical faculty and lecturers are appointed on one-year contracts typically with teaching as their primary assignment. Using the weighting system described in 2.5.2.3, a lecturer's contract would normally be weighted as Teaching: 80%, Service: 20%, Scholarly Activities: 0%. This difference in focus between clinical faculty and lecturers and faculty means that there are differences in the criteria and procedures described in section 2.5 when evaluating clinical faculty and lecturers. This section contains a statement of those differences. If the lecturer has major responsibilities in addition to teaching, those responsibilities will be reflected in the weights applied to Teaching, Scholarly Activities and Service.

2.6.2   Procedures

The Annual Review for clinical faculty and lecturers will include all professional activities in the areas of Teaching and Service. While clinical faculty and lecturers are encouraged to be involved in Scholarly Activities, it is an optional category. As an optional category, evidence represented in the area of Scholarly Activities will be taken into account, but lack of evidence in this area will not lower the evaluation.

While the Annual Review form is different between faculty and clinical faculty and lecturers, the timelines and responsibilities for completing the form are the same for both clinical faculty and lecturers and faculty. The procedures described in sections 2.5.3 and 2.5.4 are in effect for clinical faculty and lecturers.

2.6.3   Categories and Criteria

The ratings for Teaching and Service will be assessed on a five-point rating scale, where five indicates outstanding performance. The rating for Scholarly Activities will be either a 0 or a 1. If the evidence for Scholarly Activity warrants credit, then one point may be added to the lecturer's overall evaluation as defined in the description of the "additional point" in section 2.5.5. The remainder of section 2.5.5 is in effect.

2.6.4   Evaluation of Teaching

The evaluation of the teaching of clinical faculty and lecturers will include the categories described in Section 2.5.6.

2.6.5   Evaluation of Research and Scholarly Activities

The statements made in the opening paragraph of 2.5.7 and section 2.5.7.1 are in effect.

The criteria described in 2.5.7.2 are based on the expected productivity of tenured or tenure-track faculty. Such criteria are not appropriate when evaluating the Scholarly Activities of clinical faculty and lecturers. First, Research and Scholarly Activities is an optional area for clinical faculty and lecturers and, second, the expectations are very different for faculty than for clinical faculty and lecturers.

Since Research and Scholarly Activities is an optional area for clinical faculty and lecturers, only two categories will be used: 0 (No credit) or 1 (Credit). The comparison will not be based on the Research and Scholarly Activities of the tenured or tenure-track faculty nor the level of productivity specified in 2.5.7.2. If, based on the evidence provided, the Department Chair decides that credit is warranted in the Research and Scholarly Activities category, one point may be added to the clinical faculty or lecturer's overall score.

2.6.6   Evaluation of Service will be in accordance with Section 2.5.8.

2.7   Annual Review – Other Administrative Faculty

Faculty who are given primarily administrative responsibilities (such as Department Chair, Associate Dean, Assessment Coordinator) will have their annual review requirements determined by the dean.

2.8   Salary Increments

To the extent permitted by the State Legislature and University policy, the College of Education will award salary increments according to merit. The Annual Review process and ratings shall serve as the primary basis for merit increments. Issues of salary equity may be addressed at the discretion of the Dean.

2.9   Third Year Review of Non-Tenured Faculty
        (7/5/01 & 6/26/15)

   2.9.1   Rationale and Philosophy

           The criteria for tenure and the standards for their application will be the same for all
           eligible faculty members within academic rank, regardless of their years of service or
           other similar factors.

           It is the responsibility of the College of Education to provide guidance to non-tenured
           faculty with regard to candidacy and progress toward tenure and possible promotion.
           Review of non-tenured faculty will provide written and oral assessments to include:
           (a) strengths and weaknesses in the areas of teaching, research and scholarly activity
           and service; (b) suggestions for strengthening the faculty member's performance, and
           (c) recommendations regarding the format and documentation of the candidate's vita
           and supporting materials. Although this review and its recommendations and findings
           do not imply a commitment to future college or university action in promotion and
           tenure, the review is intended to provide candidates with specific, formative
           assessments of progress toward tenure and/or possible promotion.

   2.9.2   Procedures and Guidelines

           2.9.2.1 The Departmental Promotion and Tenure Committee will be elected annually
                   from the tenured faculty members in each department.

           2.9.2.2   All faculty members under consideration will meet as a group with the
                     Department Chair and the Chair of the appropriate Promotion and Tenure
                     Committee prior to the end of the spring semester and will be informed of the
                     timelines and guidelines for the review process, the dates of submission, and
                     the composition of the vita and documentation.

           2.9.2.3   The review of materials submitted by the non-tenured faculty members
                     undergoing third-year review will be carried out independently by the
                     Departmental Promotion and Tenure Committee and the Department Chair,
                     who will send written descriptive reports to the Dean. The Dean will forward
                     copies of both reports to the candidates, the Chair of the Departmental
                     Promotion and Tenure Committee and the Department Chair.

           2.9.2.4   The assessments by the Committee and the Department Chair shall be
                     descriptive in nature and focus on the candidate's strengths, weaknesses, and
                     strategies for improvement in relation to current University tenure and
                     promotion standards.

           2.9.2.5   The Dean, Department Chair, and the Chair of the Departmental Promotion
                     and Tenure Committee will meet with the candidate to suggest (a) actions
                     that the faculty member might take to enhance teaching, research and service

performance and (b) specific ways in which the format and documentation of vita and supporting materials might be improved. Following the meeting, the Dean will prepare a written summary of the major points covered in the meeting and forward a copy of this summary to the candidate, Department Chair, and the Chair of the Departmental Promotion and Tenure Committee.

2.9.2.6   Following the third-year review, the Dean may award a course release for the fall or spring semester of the following academic year in accordance with guidelines established by the Dean. This course release, if granted, is to provide the faculty member with additional time to address recommendations resulting from the third-year review.

2.10   Academic Home
        (6/26/15)

2.10.1   Each full-time faculty member in the College of Education will be assigned one or more academic homes for the purposes of scheduling, planning, and curriculum development. Each academic home is designated by a College of Education department.

2.10.2   An academic home is defined by the program assigned within the College of Education. Programs include ADSU, COUN, ECED, EDUC, INST, LLLS, SILC, SPED, TCED.

2.10.3   At the time of appointment, academic homes will be assigned based on a faculty member's academic preparation, areas of competence, research, expertise, and College of Education need. Faculty will be assigned home rubrics by the Department Chair in consultation with the Program Coordinators, the Search Committee, and as approved by the Dean. In all cases, the responsibility for final approval of the academic homes rests with the Dean.

2.10.4   In the event a faculty member wants to add, delete, or modify her/his choice of academic home, the faculty member will so request in writing to the Associate Dean by January 15th of each year. The written statement should include a rationale for the change. Requests for changes, as approved, will be effective with the fall semester following the January 15th deadline.

2.10.5   Although faculty members' primary teaching responsibility is to the program to which they are assigned, a faculty member may wish to teach outside the academic home to which they are designated. Also, the Department Chair or Dean may request the services of a faculty member to teach outside the designated academic home. A faculty member may teach outside the designated academic home if the request is received prior to the completion of the schedule for the upcoming term, with the approval of the Department Chair in consultation with the affected Program Coordinator; in all cases, the decision of the Dean is final. Decisions are based on the

academic needs of the affected programs, accreditation standards and the faculty member's academic preparation and areas of competence, research and expertise.

2.10.6   For each academic home approved for a faculty member, the faculty member will participate fully in the work and the decisions of the department represented. These activities include, but are not limited to, teaching classes, advising students, supervising dissertations, projects and theses, curriculum development and review, and specialization and department meetings. Faculty who have dual assignments between two or more of the College of Education programs are expected to participate fully in the work and decisions of the departments responsible for these programs.

2.10.7   This policy does not affect the protection afforded faculty in matters of tenure, promotion and termination as described in the *Faculty Handbook*.

2.11   Faculty Emeritus/Emerita Status Guidelines
(Approved by University Council 2/12/98) In accordance with the UH System guidelines, the following policies and procedures have been established for determining emeritus/emerita eligibility, privileges and responsibilities at UHCL:

2.11.1   The titles "emeritus" and "emerita" will be conferred only upon those retired, tenured professors and tenured associate professors who have made a significant contribution to UHCL. By significant contribution, it is meant that the faculty member must have a sustained and distinguished record of teaching, scholarship or service.

2.11.2   In addition to the title Professor Emeritus/Emerita, the University will recognize the titles President Emeritus/Emerita, Chancellor Emeritus/Emerita and Provost Emeritus/Emerita, as recommended by the Board of Regents.

2.11.3   The Provost's office will send the Council of Professors a list of retiring faculty as soon as possible after retirement is announced. Nominations must be by colleagues of the candidate's college. Nominees will be reviewed by a committee selected from within the Council composed of a majority of the members from the nominee's college whenever possible. Committee recommendations will be sent to the Dean, the Senior Vice President of Academic Affairs and Provost and the President for review and final recommendation to the Board of Regents.

2.11.4   All emeritus/emerita appointments are subject to approval by the Board of Regents upon recommendation of the President. Approval by the Regents will normally occur in the spring of the year.

2.11.5   In addition to library, computing and parking privileges, emeriti faculty should receive invitations to and announcements of appropriate campus and university functions and should be listed in appropriate catalogs and directories. Each college will determine any additional courtesies or privileges accorded emeriti faculty, including office space for collective use.

2.11.6 Emeriti faculty are invited to assist and advise the university in their areas of special competence.

2.11.7 The Council of Professors, in concert with the President's office, will maintain a committee to review emeriti benefits and development.

2.12 Faculty Development Leave
(2/17/93, 10/16/96, 6/2/16 & 2/14/19)

2.12.1 In accordance with University policies, the Department Chairs will make recommendations to the Dean for the awarding of Faculty Development Leave.

2.12.2 The following criteria will be used by the Department Chairs: faculty qualifications, quality of proposal, and benefits to the faculty member and the College of Education.

2.12.3 For faculty awarded Faculty Development Leave, a typical time frame for resubmission is seven years unless extenuating circumstances exist.

2.12.4 The Dean will invite the submission of proposals for the Faculty Development Leave by the end of October of each academic year. Proposals submission are due in the Dean's office by the first Monday in December.

2.13 Post-Tenure Performance Review Procedures for Tenured Faculty
(3/24/99 & 6/26/15)

This policy describes the procedures that will be followed in the College of Education for the Post-Tenure Performance Review of Faculty. The Post-Tenure Performance Review Process will be directed primarily toward the professional development of tenured faculty.

2.13.1 The faculty member's contributions to the university, the College, the department, and the academic discipline will be considered. The faculty member's contributions cover the areas of Teaching, Research and Service through:

1. the individual's effort and effectiveness in contributing to the university's instructional mission;

2. the individual's participation in and contribution to the academic discipline; and

3. the individual's contribution to the collective life of the University, College, program and profession.

Furthermore, the College of Education affirms:

1. support for academic freedom (defined in Section 8.1 of the *Faculty Handbook*),

2.   tolerance for minority opinions,

3.   tolerance for dissent from professional orthodoxies, and

4.   tolerance for honest and civil disagreement with administrative policy, protocol and actions.

2.13.2 Each faculty member must undergo a post-tenure performance review at least once every six years.

Tenured faculty members will receive written notification by September 30th of the year preceding their post-tenure performance review. The six years covered by the review will be the calendar year of notification and the five calendar years proceeding the year of notification. A faculty member promoted to the rank of professor will be considered as having successfully undergone a post-tenure review and will not be required to undergo another post-tenure review until six years after the promotion, except as noted in 2.13.2.3 below.

Tenured faculty will undergo a post-tenure performance review:

2.13.2.1 in the sixth year following their date of tenure and every sixth year thereafter, or

2.13.2.2 in any year in which they volunteer to be reviewed and every sixth year thereafter, or

2.13.2.3 when required by the Dean to have post-tenure performance review because of one or more of the following conditions:

    a.   the faculty member fails to submit annual reports by the deadlines unless an extension is approved by the Department Chair, or

    b.   the faculty member receives an evaluation of Poor in Teaching on two consecutive annual evaluations, or

    c.   the faculty member receives evaluations of Poor in both Research and Service on two consecutive annual evaluations, or

    d.   the faculty member receives evaluations of Fair or Poor (including at least one Poor) on three consecutive annual evaluations in Teaching, or

    e.   the faculty member receives evaluations of Fair or Poor (including at least one Poor) in both Research and Service on three consecutive annual evaluations.

2.13.3 First Stage Peer Review

A peer review will initially be conducted by a first stage committee for the department. The first stage committee will consist of six tenured faculty (excluding the Dean, Department Chairs and faculty members up for post-tenure review) elected from the College of Education. The first stage committee will be elected annually, and committee members serve for only one year. Members can, however, be re-elected.

The first stage post-tenure performance review committee will review the faculty member's vita and the last six years of annual evaluations. The committee may request additional materials as needed.

If in the first stage the committee judges the faculty member's contributions, as listed in Section 2.13.1, to be satisfactory, then the faculty member's review is complete and the faculty member is not required to undergo another post-tenure performance review for six years, except as noted in Sections 2.13.2 and 2.13.2.3.

If the committee does not consider the faculty member's contributions to be satisfactory, then the faculty member is considered to be potentially at risk. Tenured faculty will be considered potentially at risk and proceed to the second stage review if over a six-year period of review:

1.   The faculty member has two ratings of Poor in Teaching in combination with one or more ratings of Poor or Fair in that area, or

2.   The faculty member has two ratings of Poor in both Research and Service in combination with one or more ratings of Poor or Fair in both those areas.

If, over the six-year period being considered, a faculty member has a rating of Good or above in Teaching, one rating of poor in that area is offset.

If a faculty member is found to be potentially at risk, both the faculty member and the Dean will receive written notification. A second stage post-tenure performance review committee will then be created, unless the Dean recommends and the Senior Vice President of Academic Affairs and Provost approves a postponement of the post-tenure performance review because of faculty related extenuating circumstances (such as leave, health or personal problems).

2.13.4 Second Stage Peer Review

The guidelines for the formation of the second stage post-tenure performance review committee, the faculty development plan guidelines, and due process and grievance procedures are delineated in the University of Houston-Clear Lake Post-Tenure Performance Review Policy and Implementation Procedures sections 1.3.2 through 1.3.4.

2.14   Policy for Web-Based Courses:
        (3/24/99)

To provide quality learning opportunities in alternative formats, to increase accessibility to these opportunities, to maintain course quality and to ensure student accessibility to faculty, the following policy has been formulated:

2.14.1 Definitions:

Web-based Instruction is defined as any course that has 51% or more of its content information delivered on-line.

Web-enhanced Instruction is defined as the use of the web and/or alternative telecommunication technologies for educational purposes that includes or represents less than 51% of course content information.

2.14.2 Policy:

1.   Faculty members engaged in teaching students with web-based instruction or web-enhanced instruction should ensure that there is no loss in academic integrity, including but not limited to the reduction of content, feedback or pedagogy.

2.   Faculty members engaged in teaching students with web-based instruction or web-enhanced instruction should ensure that they are available to students at regularly scheduled office hours during each week of class.

3.   Faculty members engaged in web-based courses are encouraged to schedule additional office hours as may be needed.

4.   Faculty members engaged in teaching students with web-based instruction should respond to all student inquiries within one week during long semesters and within a couple of classes during short or compressed semesters. Detailed feedback on examinations and assignments may take up to two weeks during long semesters and effort should be made to provide detailed feedback as soon as possible during short or compressed semesters.

5.   Faculty members engaged in teaching students with web-based instruction should establish alternative means for students to contact the instructor (in addition to electronic) and should publish such means in the course syllabus.

6.   Faculty members engaged in teaching students with web-based instruction should publish alternative means for submitting course assignments in the course syllabus. Instructors may request submission in a particular method, with alternatives being provided as secondary means on a request basis. Alternative means include, but are not limited to: (a) posting on personal web-

sites, (b) utilizing embedded tools (*e.g.*, upload file from hard drive or disc), (c) personal e-mail (with attachments), (d) fax, (e) regular mail and (f) in person.

7.   Faculty members who use web-enhanced instruction in lieu of one or more regularly scheduled classes should be available to students on campus during the regularly scheduled class times.

2.15   Graduate Faculty Definition
(08/26/04)

All faculty teaching graduate courses must meet the SACS minimum requirement for a terminal degree in their teaching discipline or related field. Faculty designated as graduate faculty must also be engaged in an ongoing program of research, scholarly, creative or professional activity as defined by each college's bylaws. Only members designated as graduate faculty are permitted to chair master's projects, masters theses, doctoral dissertations or teach capstone courses.

In order to demonstrate an on-going agenda of research, scholarly, creative or professional activity, a faculty member must have at least one of the following in the past two academic years:

- one publication
- a professional report, presentation or product
- an ongoing professional involvement with public school districts or other educational organizations.

3.0   ADMINISTRATION

3.1   Hiring
(6/26/15)

Regular appointments as Dean or Associate Dean will be filled through a national search for the best possible candidate, in accordance with university policy and affirmative action guidelines.

Appointments to administrative positions that carry academic rank, other than these listed above, including Department Chairs and Directors, will be made by the Dean with appropriate input from the faculty, except that if the candidate does not already hold faculty rank, then faculty review of the academic qualifications of the candidate will take place as specified for regular academic appointments.

3.2   Roles and Responsibilities
        (8/12/03,10/1/07, 6/26/15 & 2/14/19)

3.2.1   The Dean is the chief academic and administrative officer of the College of Education. All academic and administrative decisions and recommendations will be the prerogative of the Dean, including personnel appointments, budget and academic policy, subject to the advisory roles of faculty and committees as described in this document. The Dean may delegate such decisions and recommendations as the Dean may deem appropriate and within the structure of existing University policy.

3.2.2   The Associate Dean is responsible for supervising the development of academic programs; leading the strategic planning and assessment efforts; overseeing the program review process for the State; overseeing accreditation process and other reports; maintaining an environment of collegiality and shared governance; coordinating the assessment and development of academic programs within the academic unit; overseeing all personnel matters involving academic and non-academic employees, including recruiting, appointment, and reappointment; communicating effectively with relevant constituencies within the University, surrounding community, and state regarding the academic unit; coordinating the use of facilities assigned to the academic unit; overseeing that all divisions within the academic unit comply with institutional reporting requirements; supporting and encouraging faculty members with scholarly endeavors, including research, writing, and grant work; overseeing and coordinating the CEP and CPDT programs sponsored by the College; maintaining faculty and staff evaluations files; addressing student concerns and grievances (The Department Chair will first communicate with a student addressing a concern or grievance before the grievance is taken to the Associate Dean); finalizing the course schedule; supervising the Advisement and Certification offices; communicating with Alumni Relations; supervising and coordinating student recruitment; supervising and coordinating program marketing; substituting for the Dean when he/she is absent; monitoring doctoral student progress; fulfilling additional responsibilities as assigned by the Dean of the College.

3.2.3   The four Department Chairs represent the following departments/programs: (a) Curriculum and Instruction, consisting of Early Childhood Education, Teacher Education, and the EdD in Curriculum and Instruction; (b) Counseling, Special Education and Diversity, consisting of Counseling, Special Education, and Studies in Language and Culture; (c) Educational Leadership and Policy Analysis, consisting of Educational Management, the EdD in Educational Leadership, and Educational Foundations; and (d) Literacy, Library and Learning Technologies, consisting of Literacy, Language and Library Science and Instructional Design and Technology.

        Department Chairs are responsible for maintaining an environment of collegiality and shared governance; coordinating the development of master, semester and summer session course schedules; reviewing of catalog information and Coordinating Board inventories; submitting and approving textbook requests; approving internship and practicum applications; approving adjunct faculty; approving independent study

proposals; evaluating and making recommendations regarding faculty development leave proposals; scheduling and chairing meetings of the department as well as ensuring minutes of the department are taken and distributed; maintaining collegial support for full-time and adjunct faculty; mentoring faculty; facilitating program reviews, assessment and biennial plans, and curriculum and program development; recommending and awarding travel requests with signature authority on travel accounts; addressing student concerns and grievances; attending COE Administrative Leadership Team (SALT) meetings and representing the department in meetings with other departmental chairs, administrators and faculty; participating in joint planning and other common activities; reporting to the Dean or appropriate administrators whenever a problem cannot be expeditiously resolved at the departmental level; conveying faculty and program concerns and needs to the Dean; supervising the instructional, scholarly, creative and service activities for the department, and maintaining and improving their quality; developing marketing plans and materials; writing and submitting faculty evaluations, annual reviews, tenure and promotion documents; merit recommendations; and fulfilling additional responsibilities as assigned by the Dean of the College.

Department Chairs are appointed by the Dean, in consultation with Associate Dean and department faculty. Department Chairs report to the Dean. At the discretion of the Dean, Department Chairs may receive course releases and/or stipends in recognition of their added responsibilities.

3.2.4   There are nine Program Coordinators, one for each of the programs listed above. For their specific program, Program Coordinators carry out program leadership responsibilities, including coordinating and developing three-year master course schedules and semester course schedules; identifying and recommending adjunct faculty to the Department Chair for course assignment; orienting and mentoring new and adjunct faculty; facilitating program reviews and curriculum development; reviewing catalog information and the Coordinating Board inventories; facilitating the preparation of biennial and academic assessment plans; initiating periodic course reviews; organizing and chairing meetings of the program, as well as ensuring that minutes of program meetings are taken and distributed; ensuring instructional materials are adequate for the program (including book orders); assisting in the development of marketing plans and materials; submitting internship and practicum applications; communicating program information; and fulfilling additional responsibilities as assigned by the Dean of the College. Program Coordinators are appointed by the Dean in consultation with the Department Chairs and program faculty. At the discretion of the Dean, Program Coordinators may receive a stipend in recognition of their added responsibilities.

3.2.5   The Associate Director of the Center for Educational Programs (CEP) is responsible for all clinics and laboratories located in the Arbor Building operating in support of the academic programs, including mathematics education, reading, science education and social studies education. The Director is also responsible for the Kids' U program and coordinating workshops and seminars offered by faculty and staff within the

College. In collaboration with the CPDT Director, the Associate Director of the CEP is responsible for the CPDT professional development program. The Director is appointed by and reports to the Associate Dean.

3.2.6   The Director of the Center for Professional Development of Teachers (CPDT) is responsible for the coordination of instructional activities, field-based experiences and placement in school settings, including observations and internships. In conjunction with the field-based experiences and internships, the Director is responsible for creating and maintaining the "Agreements of Affiliations" with all of the districts and agencies that these programs require. The Director also coordinates activities with and chairs the Teacher Center Executive Board. Additionally, the Director identifies, trains and supervises intern supervisors. The Director also serves as the intermediate step for appealing a grade associated with internships and withdrawal of a student from an internship. The Director reports to the Associate Dean.

3.2.7   The Senior Coordinator of Educator Certification is responsible for all audits of Internship II, Graduate Internships, Comprehensive Examinations, Doctoral Examinations, and graduation and certification recommendations. The Coordinator monitors and ensures compliance with university, Texas Education Agency, State Board for Educator Certification, and Coordinating Board requirements for degrees, certificates and endorsements. This position is known as the Certification Officer. The Senior Coordinator also is responsible for developing deficiency plans and maintaining student files and records pertaining to student degree and certification plans, and completion of programs. The Senior Coordinator of Educator Certification serves as the Title II Manager and the Accountability System for Educator Preparation (ASEP) Coordinator for the university. The Coordinator reports to the Associate Dean.

3.2.8   The Director of Student Relations is responsible for organizing and providing advisement for prospective and currently enrolled students. This includes evaluation of transcripts and preparation of degree/certification plans. The Director of Student Relations is responsible for communication with students regarding application, admission decisions and degree and program plans. Additionally, the Director of Student Relations acts as a liaison between the College of Education and other university offices as well as with community colleges. The Director of Student Relations also is responsible for matters related to alumni, student recruitment and program marketing and provides administrative assistance to the College's Student Affairs Committee and the Dean on scholarship awards. The Director of Student Relations reports to the Associate Dean.

3.2.9   The Senior Business Coordinator is responsible for monitoring expenditures in all accounts in the College of Education and for reconciling them with the monthly accounting reports; this individual reports to the Dean and will assist in planning, budgeting and assessing as requested.

3.2.10   The Coordinator of State Assessments is responsible for facilitating the process of candidate registration for the State Assessment tests; housing and distributing

literature pertaining to State Assessments tests, including registration, practice test and study guide information; conducting practice tests, maintaining records of the results for each administration of each State Assessment test for each certification candidate; communicating with UHCL faculty and staff, Educational Testing Service (ETS) and the State Board for Educator Certification (SBEC) to ensure accurate testing procedures and requirements. The Coordinator of State Assessments also serves as an Academic Advisor. The Coordinator of State Assessments reports to the Director of Student Relations.

3.2.11 The Director of Planning and Assessment is responsible for the planning and assessment activities of the College, including those related to NCATE/CAEP and State accreditation. The Director of Planning and Assessment reports to the Associate Dean.

3.3   Evaluation

The Dean, acting within University policy, shall determine the procedures to be followed in the review of administrative personnel and decide merit salary allocation.

4.0   CURRICULUM
(10/5/06, 1/27/12 & 6/26/15)

Matters of curriculum development and revision will follow the review process outlined in this document under section 5.0 Organization and Committees and 6.0 Governance and Academic Policies. In general the curriculum development and revision process within the College of Education will be initiated by faculty and reviewed as appropriate by the departments, the Academic Review Committee, the Faculty As a Whole, and the Dean. The curricular content of individual courses is a matter of individual academic freedom, although guidelines for the content of courses may be established by programs.

4.1   Each multi-section course in the College of Education must have:
        a. A common set of standards (national, state or UHCL) which are covered in all sections.
        b. The textbook approved by the program faculty, if the course uses a textbook.
        c. Common content (based on the standards) to be covered in every section of the course. The remaining content may be decided by each individual instructor.
        d. A common key assessment.

4.2   Syllabi for cross-listed graduate and undergraduate courses must differentiate learning objectives, assignments, course requirements and learning outcome for graduate and undergraduate students.

5.0   ORGANIZATION AND COMMITTEES

5.1   Faculty As a Whole
(10/1/07)

The Faculty As-a-Whole shall function as the final academic review body recommending to the Dean, except that the faculty may delegate such authority as it may deem appropriate to individual faculty and faculty committees.

5.1.1   The Dean shall serve as Chair of the Faculty.

5.1.2   The faculty shall meet at least once each academic semester.

5.1.3   The faculty of the College of Education includes all persons holding academic rank and employed full-time by the University. Others holding adjunct or visiting appointments and professional staff may attend faculty meetings in a non-voting status.

5.1.4   A quorum of the faculty shall be a simple majority of the voting members.

5.1.5   Meetings of the faculty shall be governed by *Robert's Rules of Order*.

5.2   Academic Review Committee (ARC)
(11/20/91, 8/4/05, 10/20/05, 10/1/07, 8/14/12, 10/24/12 & 6/26/15)

5.2.1   Serves in an advisory capacity to the Dean, Associate Dean and to the Faculty As a Whole.

5.2.2   Examines total curriculum and judges the impact of proposed changes.

5.2.3   Recommends approval/disapproval of: changes, additions and deletions of programs and individual courses and on policy matters pertaining to admission, retention, dismissal; student teaching, internships and field experiences; requirements for dissertations, projects and theses; nontraditional curricular matters, e.g., advanced academic training, short courses, and workshops; and evaluation of students and grading.

5.2.4   Recommends to the entire faculty academic policy changes, e.g., changes to education core, admission/retention, internship/practica policies, changes/deletions of degrees and other policy changes. Changes such as course titles, numbers and program requirements not impacting on College core can be forwarded to the Associate Dean for implementation and given to faculty as information items unless the faculty votes to request discussion of the change.

5.2.5   Serves as the planning committee for the College.

5.2.6   This committee will be composed of the four Department Chairs plus a faculty member from each of the following nine programs: ADSU, COUN, ECED, EDUC, INST, LLLS, SILC, SPED, TCED. Program representatives will be selected by the faculty of the program early in the fall semester to serve overlapping two-year terms. Members shall serve until replaced. If a member of the committee cannot attend a meeting, he/she can appoint an alternate from the same rubric to represent that rubric. Similarly, if a Department Chair cannot attend a meeting, then he/she can appoint an alternate from the same department to represent the Department Chair at the meeting. (11/20/91, 8/4/05, 10/24/12)

5.2.7   Proposals for course and program changes or additions will be forwarded to the respective Department Chair by the Programs, then the Department Chairs to the Associate Dean, and then the Associate Dean will forward this information to the Academic Review Committee, although such proposals must be discussed within departmental meetings as an information item.

5.3   Promotion and Tenure Committees
(6/26/15 & 8/1/16)

5.3.1   The Departmental Promotion and Tenure (P & T) Committees will be elected annually and composed of five tenured faculty members. The tenured and tenure track faculty from each department will elect its Promotion and Tenure Committee from the eligible tenured faculty members in their department. The Chair of the Departmental   P & T Committee is elected by the five elected members of the Department P & T Committee. The purpose of these committees is to consider candidates seeking promotion or tenure or both, using the current guidelines for the College of Education. [See 2.2.7.1 and 2.2.7.2 for procedures for faculty seeking promotion to full professor.] In addition, these committees will consider and vote on research and scholarly artifacts that will eventually be considered as part of a candidate's portfolio for promotion or tenure, or both. Procedures for endorsing an artifact will be developed by each department. Votes on artifacts will be entered into the candidate's portfolio.

5.3.2   The P & T Committees review candidates' credentials submitted for promotion and tenure and submits recommendations to the Dean supporting or not supporting promotion and tenure.

5.3.3   The P & T Committees advise the Dean on matters of procedure for promotion and tenure, i.e., College-specific faculty input, dossier preparation.

5.3.4   The P & T Committees ensure timely submission of recommendation.

5.3.5   The P & T Committees conduct third-year review of non-tenured candidates in accordance with promotion and tenure guidelines (Associate Professor Committee only).

5.3.6   The P & T Committees conduct all tenure reviews as needed and ensure that there is consistency in criteria used.

5.3.7   Conducts policy review as needed.

5.3.8   Departmental Faculty Evaluation Committees (FECs)

Three faculty members, appointed by the Department Chair, will serve on each of the Departmental Faculty Evaluation Committees, with one individual rotating off the committee every year. As a way to start the rotation, one individual will serve for three years, one for two years, and one for one year. The departmental FEC has two responsibilities: it confirms/validates the quality of journals and publication venues in the area of research and scholarly activities and implements the annual faculty collegiality ratings process.

5.3.9   The College Artifact Verification Committee (CAVC)

Two faculty members appointed by the Department Chair will serve for two years, one member appointed and one member as alternate. CAVC has the responsibility to confirm/validate the quality of journals and publications venues in the area of research and scholarly activities

(Approved October 2018)

5.4   Teacher Certification Council
(12/6/95, 11/19/97, 4/27/05, 4/19/06, 10/5/06, 5/2/07, 10/1/07, 4/7/08, 6/26/15 & 11/15/19)

5.4.1   Purpose

5.4.1.1   Responsible for the continuation and maintenance of the initial teacher certification programs including SBEC approved UHCL College of Education teacher education programs, teaching fields, delivery systems, and alternative certification cooperative arrangements and Graduate Teacher Certification. This council is not responsible for any degree programs nor for the content of courses except for validating that they meet mandated certification requirements.

5.4.1.2   Reviews, discusses and informs College of Education faculty about State law, State Board for Educator Certification, Texas Education Agency (TEA) and Coordinating Board actions and regulations and their implications.

5.4.1.3   Recommends to the Associate Dean and the appropriate departments and, if appropriate, to other colleges, issues regarding course content, scheduling,

sequencing and implementations of the teacher certification programs. If academic policy changes are proposed by the Teacher Certification Council, they are referred to the Academic Review Council (ARC) following the college's policy approval process (5.2.4).

5.4.1.4   Recommends policies and procedures for admission to teacher education, Pre-service Internships I, Student Teaching, THECB Aide Project, Masters of Arts in Teaching (MAT) and the Alternative Certification Program and monitors the implementation of those policies and procedures. If academic policy changes are proposed by the Teacher Certification Council, they are referred to the ARC following the college's policy approval process (5.2.4).

5.4.1.5   Recommends policies and procedures regarding standards for recommending candidates for teacher certificates within College of Education, state and national guidelines. If academic policy changes are proposed by the Teacher Certification Council, they are referred to the ARC following the college's policy approval process (5.2.4).

5.4.1.6   Reviews summary data from the State Assessment scores, program evaluations of Pre-service Internships I, Clinical Teaching, THECB Aide Project, Master of Arts in Teaching and the Alternative Certification Program, and graduate follow-up data to report findings to appropriate bodies for program development discussions concerning revisions.

5.4.1.7   Reviews school applications to become a Professional Development School, recommends to the Dean whether or not each school should be approved, evaluates each approved school every three years and, based on the evaluation, recommends to the Dean whether or not each school should continue as a Professional Development School.

5.4.2   Membership
(12/6/95, 11/19/97, 4/27/05, 10/5/06, 10/1/07, 04/07/08, 05/15/15, 6/26/15, 8/1/16 & 11/15/19)

The Teacher Certification Council consists of voting members who represent the constituencies involved in preparing teachers for initial certification. Elected and appointed members serve two-year terms, such that half the members begin their terms in even years. The other half begins in odd years. The Council Chair will be a representative of her/his program from the College of Education. The Council Chair is elected to a two-year term. Representation will be from the following areas with the number shown in parentheses:

    College of Education:
        ECED ....(1)
        EDUC ....(1)
        INST ....(1)

LLLS...(1)
SILC ....(1)
SPED ....(1)
TCED..(2)

College of Human Sciences and Humanities ....(1)

College of Human Sciences and Humanities Writing for Education Faculty
....(1)

College of Science and Engineering..(1)

School District/Community Representatives:
    Administrators ....(4)
    Teachers...(6)
    Community ....(1)
    Community College...(1)
    Education Service Center ....(1)

Non-voting Member:
    Associate Dean ....(1)
    Department of Counseling, Special Education & Diversity Chair   (1)
    Department of Curriculum & Instruction Chair ....(1)
    Department of Leadership & Policy Analysis Chair................(1)
    Department of Literacy, Library & Learning Technologies Chair   (1)
    Director of Planning and Assessment.....................................(1)
    Director of Student Relations ....(1)
    CEP Associate Director..(1)
    CPDT Director..(1)
    Coordinator of Educator Certification....................................(1)
    Coordinator of University Supervisors...................................(1)
    State Assessments Coordinator ....(1)

5.4.3   The Teacher Certification Council will meet at least once each long semester. Additional meetings will be called at the discretion of the TCC Chair.

5.4.4   The Teacher Certification Council will review by-laws once during each academic year.

5.5   Teacher Education Advisory Committee

5.5.1   Oversee the regular teacher certification internship (TCED 4738, TCED 4798, and TCED 4668), the Alternative Certification Program internships (TCED 4768, TCED 4769, and TCED 4709), and the THECB Aide Project (TCED 4737) for the Teacher Education program (TCED).

5.5.2   Reports to the TCED Program Coordinator.

5.5.3   Membership: UHCL Coordinator of University Supervisors, who serves as Chair; Director of the Center for the Professional Development of Teachers; at least two University Supervisors; at least one full-time TCED faculty member; five District Supervisors and two former Interns.

5.5.4   Members are appointed by the TCED Program Coordinator.

5.5.5   Members serve one-year terms, but can have their membership renewed.

5.5.6   Minutes of all meetings will be taken and forwarded to the TCED Program Coordinator and the Associate Dean.

5.6   Nominations and Elections Committee

5.6.1   Nominates faculty to be elected or recommended to College and University committees including the following committees: Student Affairs, Faculty Development, Nominations and Elections, and shared governance committees.

5.6.2   Presents the slate of candidates to the faculty and places on the ballot additional nominations from the floor at faculty meetings. The slate provided by the committee shall include more names than are to be elected.

5.6.3   Produces, distributes and tallies ballots. Results of the election are sent to the Dean for distribution to the faculty, and ballots are transmitted to the Dean's office for filing and availability in the event of a challenge.

5.6.4   Representatives to this committee will be elected every fall for alternating two-year terms. The term of office will commence following election.

5.7   Student Affairs Committee
(3/27/96)

5.7.1   Establishes criteria for scholarships if not already determined by funding sources.

5.7.2   Publicizes the availability of scholarships for each semester (fall, spring, summer).

5.7.3   Establishes an application procedure for scholarships.

5.7.4   Recommends scholarship awards and forwards these recommendations to the Dean for approval.

5.7.5   Advises the Dean in the acquisition of scholarship monies at the College level.

5.7.6   Assists the Dean in all matters pertaining to student activities, concerns, and sponsorship.

5.7.7   Conducts the grade grievance process at the College level in accordance with grievance procedures and makes recommendations to the Dean based upon its findings.

5.7.8   Reviews grade grievance and student policies and recommends changes as needed.

5.7.9   Hears other student grievances and makes a recommendation to the Dean based upon findings; the procedures for these grievances will follow the procedures for grade grievances to the extent applicable.

5.7.10 Advises on all issues dealing with cheating, plagiarism or any other form of student academic misconduct if required by the Dean or faculty.

5.7.11 Representatives to this committee will be elected every fall for alternating two-year terms.

5.8   College of Education Sub-Committee for the Protection of Human Subjects (4/5/95, 10/16/96, 9/17/97, 7/23/01, 10/1/07 & 11/2/11)

5.8.1   Five faculty members of the sub-committee will be appointed by the Associate Dean. The Chair will be the College of Education representative to the University CPHS. These appointments will be made in the fall of each year for two-year terms. The Chair will maintain all records of actions of the sub-committee.

5.8.2   The CPHS application is available online from the Office of Sponsored Programs. Faculty members planning to conduct research projects involving human subjects must submit the CPHS application via e-mail to the College of Education CPHS Chair. All supporting materials (*e.g.*, instruments, consent letters, school district approval letters) must also be submitted to the Chair, if possible via e-mail. In the case of student research, students are to submit the application and all supporting materials to their dissertation/project/thesis Chair. It is the dissertation/project/ thesis Chair's responsibility to submit the application and materials to the College of Education CPHS Chair. It is the student's dissertation/project/thesis Chair's responsibility to keep all signed consent letters.

5.8.3   The Chair of the CPHS sub-committee will review the CPHS applications and all supporting materials in accordance with federal guidelines. All materials, as well as the Chair's decision, will be forwarded to the Office of Research Initiatives.

The Chair will notify the faculty member of the decision. In the case of student research, the Chair will notify the student's dissertation/project/thesis Chair, who will then notify the student researcher, if appropriate. The Chair's decision may be to approve the application as is, approve with modifications or to reject the application.

5.8.4 Because of potential conflict of interest problems, the Chair will not review his/her own student's CPHS application. In the event that the Chair is advising a student's dissertation, project or thesis, one member of the sub-committee will be asked to be a reviewer of the CPHS application.

5.8.5 If the application lacks some documentation or has other problems that prevent its approval by the Chair, the Chair will request additional documentation or a response to the concerns. If the Chair requires corrections be made to the application or any of the related forms, the Chair will send written notification to the applicant (the applicant is considered to be the faculty member in the case of faculty research. In the case of student research, all communication will be between the Chair and the student's dissertation/project/thesis Chair). It is the student's dissertation/project/thesis Chair's responsibility to communicate with the student. Corrections must be submitted within two weeks of receiving notification.

5.8.6 When corrections have been made and returned to the Chair, the corrections will be reviewed. After review of the corrections, the Chair will decide to approve as is, approve with additional corrections or to reject the application. The faculty member or dissertation/project/thesis Chair (if the applicant is a student) is then sent written notification of these actions as described above. The dissertation/project/thesis Chair is responsible for notifying the student of the CPHS decision.

5.8.7 If the Chair deems it necessary, the Chair may request that the faculty applicant or dissertation/project/thesis Chair meet with the University CPHS committee or the full COE sub-committee.

5.8.8 Applicants or dissertation/project/thesis Chairs who wish to check on the status of their CPHS application should contact the College of Education CPHS Chair.

5.8.9 Conditional approval can be requested pending approval by a school district; however, school district approval must be submitted to the committee before final approval can be given. Applicants are responsible for notifying the Chair when school district approval is obtained, so final approval to begin research can be given.

5.8.10 This committee will operate within the guidelines established by the UHCL Committee for the Protection of Human Subjects.

5.9 Ad Hoc Faculty Search Committees

5.9.1 Assists the Dean and Associate Dean in the drafting and publication of faculty advertisements as positions are approved.

5.9.2 Develops a time-line for review of documents, interviews and recommendations for appointment to the Dean.

5.9.3   Performs reviews and interviews of candidate, and recommends to the Dean its priority for hiring.

5.9.4   Ensures a proactive role for meeting affirmative action standards.

5.10   Faculty Research and Support Fund
A representative and an alternate will be appointed by the Dean in the fall of each year to represent the interests of the College and faculty on such matters as shall be brought before the FRSF Committee. The term of office shall commence with the date of appointment in the fall semester each year. A recommendation for appointment will be forwarded to the Dean as a result of faculty election.

5.11   University Shared Governance Committees
(7/11/07)

The University Shared Governance Committees are: Facilities and Support Services, Planning and Budgeting and University Life. College of Education faculty representatives to these committees are elected and appointed as defined in the University's *Shared Governance Policy* and the *Faculty Senate Constitution*.

5.12   University Research, Computing and Library Committee
A representative shall be elected by the faculty in the spring semester of every other year to represent the interests of the College and faculty on such matters as may be brought before the committee. The term of office shall commence in May and the representative shall serve a two-year term. The individual elected shall also serve as a representative to the Faculty Senate.

5.13   Academic Honesty Committee
A representative and an alternate shall be elected in the fall semester of each year. The elected faculty member shall represent the interests of the College and faculty on such matters as may be brought before the committee.

5.14   Mentoring Committee
(6/26/15)

The Mentoring Committee is comprised of the Dean, Associate Dean and the four Department Chairs. Committee membership may be augmented as it serves the function of the committee. The purpose of this committee is to plan for and implement mentoring and support activities for faculty in their first two years of service. Such activities normally would focus on roles, responsibilities and expectations for faculty members, as well as activities that support the new faculty members' social integration into the school.

5.15   Program Advisory Committees
        (2006, 10/1/07, 11/2/11, 3/1/12 & 6/26/15)

        5.15.1   There shall be twelve Program Advisory Committees: Administration and
                 Supervision, Counseling, Curriculum and Instruction, Educational Leadership,
                 Instructional Technology, Reading, School Library and Information Science, Special
                 Education, Studies in Language and Culture, Early Childhood-6 Certifications, 4-8
                 Certifications, and 8-12 Certifications.

        5.15.2   Each Program Advisory Committee will review the information provided by the
                 Committee Chair and the COE Director of Planning and Assessment and make
                 recommendations for the purpose of improving UHCL programs. The
                 recommendations will be forwarded to the appropriate Program Review Committee(s),
                 the appropriate Department Chair, and the Associate Dean.

        5.15.3   Membership: One non-voting faculty convener, two candidates (one of which must be
                 currently enrolled in the COE) and three to six field personnel. The Director of
                 Planning and Assessment is an ex-officio member of each Program Advisory
                 Committee.

        5.15.4   Each Program Advisory Committee will meet at least once a year, typically in the fall
                 semester.

        5.15.5   Minutes of Program Advisory Committee meetings will be taken and forwarded to the
                 appropriate Program Review Committee(s), the appropriate Department Chair, and the
                 Associate Dean.

5.16   Program Review Committees
        (2006, 10/1/07 & 6/26/15)

        5.16.1   Each Program shall have a Program Review Committee chaired by the Program
                 Coordinator.

        5.16.2   Membership: All full-time faculty members in the Program and two candidates. The
                 Director of Planning and Assessment is an ex-officio member of each Program
                 Review Committee.

        5.16.3   The Program Review Committee will consider the same data as the Program Advisory
                 Committee as well as the recommendations from the Program Advisory Committee.
                 The Program Review Committee will respond to the Program Advisory Committee
                 with respect to each recommendation made by the Program Advisory Committee.

        5.16.4   Each Program Review Committee will meet at least once a year, typically in the spring
                 semester.

5.16.5 Minutes of Program Review Committee meetings will be taken and forwarded to the appropriate Department Chair and the Associate Dean.

5.17 Unit Review Committee
(URC; 2007 & 6/26/15)

5.17.1 The URC considers data from any appropriate source (Unit Assessment System, Office of Institutional Effectiveness, candidate and employer surveys, etc.) to make recommendations to the Dean and Associate Dean for the improvement of the College of Education.

5.17.2 The URC is to monitor the integrity of the Unit Assessment System.

5.17.3 The URC is to oversee the NCATE/CAEP re-accreditation process, to discuss issues and suggest solutions to the NCATE/CAEP Leadership Team and to disseminate information to the faculty in COE.

5.17.4 The URC membership consist of the following

Associate Dean	(1)
Community Personnel	(2)
Dean of COE	(1)
Director of Planning and Assessment	(1)
Director of Student Relations	(1)
Field Personnel	(6)
HSH	(1)
NCATE/CAEP Chair	(1)
Department Chairs	(4)
Program Coordinators	(9)
SCE	(1)
Students (current, recent alumnus)	(2)

5.18 Continuity in Office

In the event that elections and appointments are not concluded for any committee before the first meetings of these committees for the next term of office, those representatives holding office or appointment for the previous year will continue in those roles until new representatives are elected or appointed.

5.19 Vacancies

The Dean shall have the authority to appoint faculty members to fill out the remainder of terms of such vacancies as may occur on the committees described in this section.

5.20   Teacher Center Executive Board

The Teacher Center Executive Board is composed of one representative from each of the participating school districts. The Board shall establish its own policies and elect its own officers, but the CPDT Director shall serve as Chair of meetings of the Board. The Board advises the Associate Dean on matters pertaining to teacher education and field services and relations. Minutes of each meeting are forwarded to the Associate Dean.

6.0   GOVERNANCE AND ACADEMIC POLICIES

6.1   Policy Formulation

6.1.1   Academic policy in the College of Education is established by the Dean upon recommendation of the faculty. Issues considered to be matters of academic policy are admissions criteria, requirements for academic programs, proposals for new courses and course revisions, course content, faculty hiring, faculty promotion and tenure and faculty development leave.

6.1.2   Administrative policy in the College of Education is the prerogative of the Dean.

6.2   Catalog

The Catalog is the official document pertaining to academic programs within the College of Education.

6.3   Master's Option Guidelines

The *Master's Option Guidelines* booklet is considered to be a supplement to the UHCL Graduate Catalog concerning academic policy related to master's degree options.

6.4   Academic Governance

6.4.1   The faculty of the College of Education shall be the official recommending body pertaining to matters of academic policy. The faculty of the College may delegate to faculty committees such matters as they deem appropriate, except that the Dean has the option of referring matters to the Faculty As-a-Whole.

6.4.2   The Dean shall serve as chair of the faculty and shall call meetings of the faculty. The Dean shall designate a chair in the event of his or her absence from the meeting.

6.4.3   The Secretary to the Dean shall also serve as secretary to the faculty, preparing the agenda and minutes for the meetings and as a contact person for placing matters on the agenda. The Secretary shall maintain a permanent file of the minutes of meetings of the faculty.

6.4.4   Items may be placed on the agenda for faculty meetings by the Dean, the chair of any faculty committee or at the request of a full-time faculty member.

7.0   STUDENT AFFAIRS

7.1   Admissions
(9/15/05, 10/5/06, 3/31/07, 10/1/07 & 8/1/16)

7.1.1   Teacher Certification

The admission to the Teacher Education Program is separate from that of admission to the University. Admission to the Teacher Education Program is contingent upon the following:

7.1.1.1   Meeting the Texas Success Initiative for reading, writing and mathematics by holding a bachelor's degree or higher from an accredited, approved institution, or being Core Complete.

7.1.1.2   achieving a grade of "C-" or better in a college-level Public Speaking course or submitting a Speech Competency form signed by a UHCL instructor who has observed the public speaking skills of the student;

7.1.1.3   completing the Teacher Education Program Application;

7.1.1.4   achieving grades of "C-" or better on the prerequisite courses: EDUC 4310, Theories of Educational Psychology (or approved substitute), SILC 4315, Theories of American Pluralism and INST 3313, Survey of Instructional Technologies; the graduate equivalents of these courses may be substituted, as approved by the student's advisor;

7.1.1.5   having a 2.75 or greater grade point average overall or in the last 60 semester hours;

7.1.1.6   completing 12 semester credit hours in the subject-specific content area for a target teacher (15 for secondary science and mathematics certificates) or passed all Texas content state assessments for the certificate sought;

7.1.1.7   meeting the screening instrument or interview requirement;

7.1.1.8   acknowledging the receipt and understanding of the document, "7 Things to Know Before Becoming an Educator."

7.1.1.9   submitting an application for admission to the Teacher Education Program and having that application approved.

The final authority for admission and retention of any applicant resides with the Dean of the College of Education and the Certification Officer.

7.1.2   Graduate Study – Master's of Science

Students applying for a master's degree or a professional certification program requiring a master's degree in the College of Education must submit either Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores, according to the requirements of the program the student wishes to pursue. The GRE or MAT, however, is not required of any candidate (except those wishing to pursue the M.S. Counseling) who already holds a master's or doctoral degree upon entry to the plan provided the student has obtained a 3.000 (B) or greater grade point average in the last 60 semester hours. Students who already hold a master's or doctoral degree with a grade point average in the last 60 semester hours less than 3.000 will be admitted as detailed in 7.1.2.1-7.1.2.4.

Students with a baccalaureate degree from an accredited university who have obtained a 3.000 (B) or greater grade point average in the last 60 semester hours of coursework may be admitted to the master's degree and professional certification programs. Students already holding a master's degree may be admitted to professional certification programs, if criteria other than grade point average are met.

Students with a GPA of 2.500 or above but less than 3.000 will be admitted as follows:

7.1.2.1   to master's degree or professional certification programs requiring a master's degree by obtaining:

a.   a combined score of 294 or greater on the quantitative and verbal portions of the GRE and a 3.5 or greater on the analytical writing portion of the GRE, or

b.   a score of 390 or better on the MAT.

7.1.2.2   Students with less than a 3.000 GPA in the last 60 semester hours who do not meet the required score on the GRE or MAT or students with less than a 2.500 GPA in the last 60 semester hours generally will not be admitted to master's degree or professional certification programs requiring a master's degree, except as sponsored admissions. A full-time faculty member may sponsor four students a year for admissions to a master's program or professional certification program requiring a master's degree. To be considered for sponsored admission, a student must have submitted a GRE or MAT score, but no minimum score requirements are specified. The faculty member's recommendation for sponsorship will be based on consideration of the student's previous academic record, standardized test scores, leadership potential, professional experiences, and such other factors as the individual

faculty member may deem as predictive of potential success in a graduate program at the University of Houston - Clear Lake. The sponsoring faculty member will forward the admission recommendation and justification to the Associate Dean who will decide on the student's admission. To continue in the program, following sponsored admission, the student must maintain an overall grade point of 3.000 in all coursework taken. In sponsoring a student, the faculty member agrees to provide advisement support for the student to enhance the likelihood of success in the student's academic program. The sponsorship year begins with the fall semester of each academic year.

7.1.2.3   Additional admissions criteria may be considered by individual programs.

7.1.3   Graduate Study – Doctor of Education

All students applying to the Ed.D. program must submit a Graduate Record Examination score which includes the Analytical Writing section, the application form, a curriculum vita, evidence of the completion of a master's degree at an accredited institution (including the transcript showing all courses and grades), a letter of intent, three letters of reference plus a letter of support from their employer. The Ed.D. Admissions sub-committee will evaluate each applicant's dossier for potential for academic success, leadership potential, personal characteristics that suggest commitment to the program, outside support for the applicant, applicant's goals are compatible with program goals, academic preparation and general diversity and balance within the cohort to which the applicant is applying.

7.1.4   Dispositions

As an NCATE/CAEP accredited institution, we will recommend for certification only those persons who have demonstrated the dispositions consistent with the College's *Statement on Professional Dispositions*. Continuation in the program is determined in part by adherence to the principles in the *Statement on Professional Dispositions*. It is a candidate's responsibility to obtain a copy of the *Statement on Professional Dispositions*, become familiar with the contents and maintain the expected standard of behaviors described in the *Statement*. It is also a candidate's responsibility to be familiar with the contents of the *Student Life Policies Handbook*.

In order to put this policy into effect, the College has developed a framework for the assessment of professional dispositions, the reporting of faculty concerns arising from candidate professional dispositions, and a process for reviewing and addressing such concerns. Faculty, staff and candidates are referred to the College's Disposition Concerns Resolution Process.

If a violation of the UHCL Student Code of Conduct is noted, the University policy will be followed and the Associate Dean will be copied on all documentation. The Disposition Concern Report should be used only to document disposition issues that do not constitute violations of the university's Student Code of Conduct or to

document disposition issues until they do constitute a violation of the university policy. Violations of the Student Code of Conduct **must** be reported within the timelines specified by that policy.

7.2   Advisor Assignments
      (2003, April 2006 & 10/1/07)

7.2.1   Students seeking an undergraduate degree in the College of Education are assigned a non-faculty advisor who will prepare their Candidate Plans of Study (CPS) and review and monitor their Degree Progress Report (DPR). Students seeking an academic degree outside of the College of Education with initial teacher certification will have two advisors: the College of Education non-faculty advisor who will assist the students with College of Education courses and procedures and an academic advisor assigned by the degree-granting school. The ratio of students to non-faculty advisor is determined by the number of students and the budgeted slots for non-faculty advisors, but it will be kept as low as is feasible. The degree-granting school will prepare the CPS. The CPS will be generated in the same academic term in which the student is admitted in to the university.

7.2.2   Graduate students admitted to a doctoral degree, master's degree or professional certification program requiring a master's degree are assigned a faculty advisor. The ratio of students to faculty advisors is controlled by the faculty member's Program Coordinator. The faculty advisor meets with the graduate school candidate to discuss the student's educational goals, review transcripts and prepare a CPS.

7.2.3   Graduate non-degree objective students seeking initial teacher certification, additional certifications and supplemental certifications are assigned a non-faculty advisor who will prepare their CPS.

7.2.4   All non-faculty advisors are evaluated each year as part of UHCL's Performance Assessment system as well as by the questionnaires completed by visitors to the Office of Academic Advising. The Director of Student Relations provides an annual evaluation of each advisor to the Associate Dean.

7.3   Student Files
      (10/1/07)

7.3.1   Origin

The registrar provides the College of Education with the following information: (1) Transcript Evaluation Summary, (2) copies of all transcripts and (3) copy of Application for Admission. Based on this information, a file is prepared.

7.3.1.1   A list of new undergraduate students is generated from PeopleSoft after the consensus date each semester. Copies of all transcripts are printed from Singularity. Based on this information, a file is prepared.

7.3.1.2　For graduate students, the Office of Admissions provides the College of Education with a Transcript Evaluation Summary. If deemed necessary by the Director of Student Relations, all transcripts are printed from Singularity. Based on this information, a file is prepared.

7.3.2　Contents

7.3.2.1　Student files contain correspondence pertaining to academic affairs, Degree/Certification Plan, any documentation regarding Degree/Certification Plan (*i.e.*, Change in Degree/Certification Plan, Permit letters, etc.) and test scores (State Assessment, GRE, etc.).

7.3.2.2　If a student's UHCL transcripts demonstrate no enrollment activity in a five-year period, the student's file will be destroyed; however, the files of students who have been recommended by UHCL for certification will be archived after five years of no enrollment activity.

7.3.3　Policies

To insure the privacy of each individual, certain policies have been established.

7.3.3.1　Files are not to leave the College of Education Office (B1231) for any reason.

7.3.3.2　No copies are to be made of any transcripts for any purpose.

7.3.3.3　Students have the privilege of reviewing their file with an advisor during a walk-in or appointment time. However, they cannot remove any item from their file. All information is University (State) property.

7.3.3.4　Copies of the following items can be made for students:

    a.　Degree/Certification Plans
    b.　Change in Degree/Certification Plan forms
    c.　Off Campus Course Request Form
    d.　Correspondence to or from the student
    e.　Deficiency Plans
    f.　Verification of Teaching Experience
    g.　Recommendation letters, if recommending party has agreed.

7.3.3.5　No information concerning an individual's grades, test scores, etc. is to be given out over the phone.

7.3.3.6　The information listed above may not be provided to anyone but the student or College of Education faculty and staff, as needed in their official roles.

7.4   Degree Plans

      7.4.1   When a file has been established and the student's academic interest has been determined, a Degree/Certification Plan is prepared. Steps involved are as follows:

          7.4.1.1   Transcripts are evaluated for transfer courses by the Advisor.

          7.4.1.2   For undergraduate 4-8, 7-12 and EC-12 certification students outside of the College of Education, a copy of the degree plan is forwarded to the College of Education.

          7.4.1.3   The Candidate Plan of Study (CPS) will be approved for typing by Academic Advising.

          7.4.1.4   Each CPS is typed and the final copy is approved by Academic Advising.

          7.4.1.5   Information is entered in an Academic Advising database.

          7.4.1.6   The final copy of the CPS is approved by the advisor.

          7.4.1.7   The student's signature is obtained, and a copy is provided to the student, the advisor and the student file.

      7.4.2   If any changes are made at the request of the student or the advisor, they must be submitted on the appropriate form for approval by the advisor and Academic Advising. A copy is sent to the student, and the original is retained in the student file. Changes are indicated on the CPS.

      7.4.3   For undergraduate degree-seeking and certification students, course substitution forms are approved by Academic Advising. For graduate degree-seeking and certification requiring a master's degree students, course substitution forms are approved by the Associate Dean in consultation with the Program Coordinator of the program that houses the course for which a substitution is being requested. Approval should be obtained prior to registration for the course in question (it can take 2 to 3 weeks for the approval). The original is retained in the student file, and a copy is forwarded to the student. Typically, student requests to take off-campus courses during the semester of graduation will not be approved.

      7.4.4   Academic Record Changes for students already admitted to the College of Education, or coming into the College of Education are reviewed and signed by Academic Advising.

7.5   Internship II Eligibility Audits

Audits for Internship II eligibility are prepared by Academic Advising. Candidate Plans of Study and Degree Progress Reports are checked against transcripts, and grades are recorded accordingly. Information reviewed includes, among other criteria: hours remaining, GPA in Area of Specialization (minimum 2.5) and Professional Development (minimum 3.0). Audit reports are mailed to students.

7.6   State Assessments
        (8/12/03, 10/1/07, 5/27/15 & 8/1/16)

7.6.1   Assessments have been developed by Texas Education Agency (TEA) and Educational Testing Service (ETS) for each educator certificate. Assessments include the Texas Examinations of Educator Standards (TExES), the Texas Examination of Master Teachers (TExMaT) and the Bilingual Target Language Proficiency Test (BTLPT). A certificate candidate must successfully pass all required state assessments and complete all other requirements of a program before being recommended by UHCL for the certificate.

7.6.2   Test Determination

        To determine which state assessments may be required of a certificate, candidates must check their degree or certification plan, ask the state assessments coordinator, a COE academic advisor or faculty advisor.

7.6.3   Eligibility Verification

        The state assessments coordinator determines candidates' eligibility to take the assessments. All candidates may register to take their state assessments on any of the test administration dates under the following conditions:

        1.   Candidates must have an approved and signed degree or certification plan on file in the College of Education that matches the state assessments for which they are registering.

        2.   Teaching certificate candidates must be formally admitted to the Teacher Education Program (TEP).

        3.   Candidates must fulfill specific requirements for each attempt of a state exam.

        All endorsements, supplemental certificates, master teacher certificates and certificates requiring a master's degree in the College of Education include the course Professional Preparation Seminar (ADSU 5010/COUN 5010/LLLS 5010/LLLS 5012). If master's degree certification candidates do not pass all state assessments by the start of their final semester they must enroll in and complete the appropriate 5010/5012 course.

7.6.4   Test Registration

Candidates who meet the above qualifications (7.6.3) may register for state assessments online at https://www.tx.nesinc.com/. Candidates must register for their examinations by the deadline established by ETS. Some exams are only administered during specific test windows and have specific registration windows as well. Other exams are continuously administered and may be registered for up to two days before the desired test date.

7.6.5   Test Preparation

1.   Free preparation manuals and study guides are available online at the Educational Testing Service (ETS) website at: https://www.tx.nesinc.com/.

2.   The College of Education has purchased paper-based practice tests released by TEA and by ETS for use by UHCL educator certification students. Administration dates for these practice tests can be found on the UHCL COE website at (http://prtl.uhcl.education/advising/state-assessments), and as handouts on the state assessment bulletin board outside the College of Education Advising office (B1231).

3.   The College of Education has purchased computer-administered practice tests (Simulados.com) for many of the certification areas and are free for UHCL students. These practice tests are available in the UHCL (B3608) open computer lab.

4.   The College of Education has purchased online practice tests (Exam/Edge) for most certifications. These are assigned to students when needed.

5.   The seminar courses TCED 4100/4102, ADSU 5010, LLLS 5010, LLLS 5012, and COUN 5010 are mandatory for candidates who have not passed all required exams before student teaching/practicum semester.

6.   The state assessments office has prepared test preparation handouts listing many test preparation resources for all certifications. These handouts are always available on the state assessments bulletin board outside the College of Education Advising office (B1231) and via the COE website at http://prtl.uhcl.edu/education/advising/state-assessments.

7.7   Graduation Procedures
        (10/1/07)

7.7.1   In their final semester, graduating students apply online for graduation through E-
        services. After the students' apply for graduation, the Academic Advisors, the
        Coordinator of Certification, and the Director of Student Relations audit the students'
        files.

7.7.2   The auditors pull student files and review transcripts to perform pre-graduation audits.
        A pre-graduation audit letter is sent to each student.

7.7.3   When final grades are in, degree plans are once again evaluated - this time for final
        approval. If an application is denied, a letter is generated by the auditor notifying the
        student.

7.7.4   The auditors enter all degree approvals and denials into the PeopleSoft system by the
        Office of Academic Records' designated deadline and contacts that office to notify
        them of completion.

7.7.5   Pertinent information on all graduates is entered on a database for statistical purposes.

7.7.6   Graduation without Internships I and II

        7.7.6.1   Students seeking a baccalaureate degree in the College of Education may
                  graduate without completing Internships I and II if the student: (1) is moving
                  from the geographic area and UHCL is unable to supervise the internship, (2)
                  no longer wants to pursue a teacher certification program, (3) is approved for
                  entry into the UHCL Alternative Certification Program (ACP) for Core
                  Subjects EC-6 with Special Education EC-12, Core Subjects EC-6 with
                  Bilingual Supplemental or Core Subjects 4-8; or (4) is a THECB aide
                  approved into the State's exemption program.

        7.7.6.2   Students must complete all semester hours outlined on their Candidate Plan
                  of Studies with the exception of Internship I and II and must complete 12
                  hours of approved advised UHCL coursework to replace the Internships.
                  Those students who are officially withdrawing from the Teacher Education
                  Program at UHCL without completing Internships I and II are only required
                  to replace Internships I and II with 6 hours of approved advised UHCL
                  coursework. In addition, students officially withdrawing from the Teacher
                  Education Program will take alternative approved advised UHCL
                  coursework instead of any of the following courses: LLLS 4344, LLLS
                  4346, TCED 4321, TCED 4322, TCED 4323, TTCED 4331, TCED 4332, or
                  TCED 4333. The students must have at least the minimum grade point
                  average required on their Candidate Plan of Study. The students must meet
                  all university requirements for graduation and apply through the means

provided by the Office of Academic Records by their posted deadlines at the beginning of the semester in which they plan to graduate.

7.7.6.3 For the reasons cited above, students must sign a waiver indicating their understanding that: 1) they do not meet certification requirements, 2) they are officially withdrawing from the Teacher Education Program at UHCL without completing Internships I and II, and 3) they are not eligible to return to UHCL for initial certification for a minimum of one year from the date of their graduation. THECB Aides may, however, sign a different waiver that will allow them to complete their certification by completing the THECB Aide Exemption Project program. ACP applicants sign a different waiver that will allow them to graduate without completing Internships I/II to enter the UHCL ACP.

7.8 Educator Certification Procedure
(10/1/07 & 8/1/16)

7.8.1 Certification application instructions are distributed to teacher certification candidates in their final semesters.

7.8.2 Students apply for certification online on the SBEC website after they have met all requirements of their program.

7.8.3 Once the candidate applies, the Certification Officer checks their Certification Plans, Degree Plan audits, and state assessment scores against transcripts to be certain all certification requirements have been met.

7.8.4 The Certification Officer enters the necessary information in SBEC Online and then recommends each candidate online. SBEC then e-mails the candidate with the status of completion. Once certified, candidates may print their certificates online.

7.8.5 Information is entered into a database to be used by the Sr. Coordinator of Educator Certification to facilitate retrieval and analysis. Completer data are entered into ASEP Online and Title II by the Sr. Coordinator of Educator Certification.

7.9 Internships I and II
(October 1996 & 10/1/07)

7.9.1 Procedures for Application for Internships I and II

Students must apply for Internships I and II through the Center for Professional Development of Teachers (B1231) and meet application deadlines of October 1st for spring internships and March 1st for fall internships. Internships I and II are not offered in the summer.

Minimum prerequisites for Internships I and II are:

7.9.1.1   Formal admission to Teacher Education Program

7.9.1.2   A minimum grade point average of 3.000 in Professional Development courses

7.9.1.3   A minimum grade point average of 2.500 in teaching specialization fields

7.9.1.4   For those certifications requiring TCED 4233, successful completion of MATH 3032; certifications requiring TCED 4333, successful completion of MATH 3037.

7.9.1.5   Application received by specified deadline (see 7.9.1 for deadlines)

7.9.1.6   In addition to the above, Internship II also requires that a B- or better has been earned for Internship I and that no more than 6 semester hours (excluding Internship II) be remaining on the student's approved degree/certification plan. All Professional Development coursework is prerequisite to Internship II.

7.9.2   UHCL Students Requesting to Enroll for Internship I or II at Other Institutions

7.10.2.1 Requests are considered on their individual merits.

7.10.2.2 Students must submit a written request to the Associate Dean stating the reasons for taking Internship I or II outside of UHCL's jurisdiction. This request must be submitted by August 15th for spring semester and by February 15th for fall semester internship. Students will receive a written response from the Associate Dean.

7.10.2.3 Only programs which equal UHCL's program quality and credit requirements will be considered.

7.9.3   THECB Aide Project Course TCED 4737

According to Texas HB 1130, an educational aide may apply to the Texas Higher Education Coordinating Board (THECB) to be a part of their "Educational Aide Exemption Program." Once approved by THECB, the student may then be allowed by a university to be exempt from Internships I and II. TCED 4737 is designed to be part of the 12 additional hours in coursework needed for graduation and certification. The grade will be calculated into the GPA for the professional development courses. It is a 5-week course that adheres to the employing district's instructional day and is continuous for the entire 5 weeks. The experience must be done in a public school setting and on the level and in the certification area that the student is seeking. The

CPDT office will determine placement for each candidate. The course is only offered in the first summer session.

Minimum prerequisites for THECB Aide Project are:

1.	Must have been admitted into the Teacher Education Program.

2.	Must have been accepted into THECB exemption program for at least one semester within 5 years prior to start of TCED 4737.

3.	Must sign Internships I/II waivers and submit them to College of Education before enrolling in the final year of the degree plan.

4.	Pedagogy courses and LLLS 4434 must be satisfactorily completed prior to or taken concurrently with TCED 4737. In addition, candidate may have no more than six hours of coursework remaining for the following fall semester.

5.	For those certifications requiring TCED 4233, successful completion of MATH 3032; certification requiring TCED 4333, successful completion of MATH 3037.

6.	Minimum 2.500 GPA in teaching specialization and 3.000 GPA in Professional Development coursework.

7.	A minimum of 2.500 overall GPA. This overall GPA includes all coursework from all collegiate institutions attended. For purposes of THECB eligibility, Professional Development coursework cannot be included in the overall GPA.

8.	All applications materials are due to CPDT office by March 1st for the following summer entry. A completed audit/planning guide, signed Internships I/II waiver, Verification of Teaching Experience Form and letter of acceptance from THECB indicating that the student is qualified for the program must be attached to application.

9.	The CPDT office will place each candidate with one of UHCL member districts at the level and certification the applicant is seeking.

7.9.3.1	Withdrawal with Satisfactory Progress

During THECB Aide Exemption Project, students may wish to withdraw for personal or other reasons. In this case, the student is to inform their university supervisor and the CPDT Director that they are voluntarily withdrawing from the course. If, according to the university supervisor, the student's progress is satisfactory, then the student is to:

1. withdraw through the Office of the Academic Records prior to the deadline stated in the Academic Calendar;

2. return all school or university materials; and

3. meet with the Director of the CPDT to discuss readmission into the course.

The Director of the CPDT will confirm in writing to the school personnel and the university supervisor that the student has withdrawn.

7.9.3.2 Withdrawal or Dismissal with Unsatisfactory Progress

If a student is making unsatisfactory progress, the student may voluntarily withdraw, or the public school representative or College of Education representative, based on their observations or evaluations, may request the student's withdrawal by contacting the Director of the CPDT. An oral request should be followed by a written statement to the CPDT Director stating the reasons for the request.

Unsatisfactory progress includes but is not limited to:

1. behavior that exhibits a candidate's prejudice against children, school personnel or others because of race, gender, age, national origin or handicapping condition;

2. behavior that is physically or verbally threatening to children, public school personnel or College of Education personnel;

3. behavior that demonstrates refusal of a candidate to fulfill the requirements of the course as set out by the program, a public school and its personnel and/or the university supervisor;

4. behavior that does not enhance or that negatively affects a child's ability to learn;

5. behavior that indicates to the professional educators involved that an Internship student does not have the attitude, commitment, personal attributes, disposition or skills to successfully complete the program and be recommended for certification;

6. behavior that is in violation of the Code of Ethics and Standard Practices for Texas Educators or the UHCL *Student Life Policy Handbook*.

Should the student withdraw or be dismissed due to unsatisfactory progress, they are to return all materials belonging to the school district and UHCL within 5 days of the withdrawal or dismissal. They are also required to meet with the CPDT Director as soon as a conference can be arranged. The purpose of the conference is to confirm the withdrawal or dismissal, ascertain that all materials have been returned, and request that the student officially withdraw through the Office of Academic Records from TCED 4737. If the withdrawal or dismissal occurs after the published date to withdraw without penalty, the Director will notify the Associate Dean to request an administrative withdrawal from all semester courses in which the student is registered.

7.9.4   Students from Other Universities Requesting Enrollment in Student Teaching at UHCL ("Remote" Student Teachers)

Because there is considerable variance in student teacher programs across the state and in order to maintain the integrity of each program, it is believed that the home university should have control over placement, experiences, evaluations and other requirements when recommending certification for students. Additionally, it is believed that permission to student teach away from the home university should be given only for extenuating circumstances, such as family illness or spousal/parent transfers. Financial need is not considered as a valid reason for granting permission for a "remote" student teaching placement.

7.9.4.1   Application process for permission to complete a remote teaching placement at UHCL:

1.   Student must be in good standing with home university and eligible to enroll in student teaching.

2.   The student should approach the UHCL CPDT to request to have "remote" placement and to learn if there is a possibility they would be accepted.

3.   If they receive an affirmative answer, the student must have their home university send a letter to the CPDT Director containing the following information:

- Level and content of the placement
- Preferred local ISD
- Length of experience
- A statement that student and the home university agree that:
    o   The student will register at the home university.
    o   The UHCL university supervisor will work with the home university using their materials.
    o   The student will follow the academic UHCL schedule.

○   The student will be recommended for certification by the home university.

4.   The application process must be completed by March 1st for fall student teaching and October 1st for spring student teaching. Late applications will not be accepted.

7.9.4.2   Upon Acceptance into "Remote Student Teacher" Program:

The visiting "remote" student teacher will sign a Statement of Agreement with the UHCL College of Education stating that they understand and agree to the following conditions:

- The visiting teacher will supply the University Supervisor with all necessary materials and will agree to pay $700 to UHCL. The fee will be split with $200 used for administrative costs and $500 paid to the University Supervisor. The student will pay the University Supervisor for mileage at the current State reimbursement rate.

- The visiting teacher will forfeit all money if they withdraw or are dismissed before the semester is complete.

7.9.5   Withdrawal or Dismissal from Internship I or II

The UHCL College of Education supports and anticipates success for all Internships I and II students. However, should problems arise in completion of this important capstone experience; the following procedures will guide the withdrawal and readmission process.

7.9.5.1   Withdrawal with Satisfactory Progress

During Internships I and II, students may wish to withdraw for personal or other reasons. In this case, the student is to inform their university supervisor and the CPDT Director that they are voluntarily withdrawing from Internship I or II. If, according to the university supervisor, the student's progress is satisfactory, then the student is to:

1.   withdraw from Internship I or II through the Office of Academic Records prior to the deadline stated in the Academic Calendar;

2.   return all school or university materials; and

3.   meet with the Director of the CPDT to discuss continuation in Internship I or II.

The Director of the CPDT will confirm in writing to the school personnel and the university supervisor that the student has withdrawn.

7.9.5.2   Withdrawal or Dismissal with Unsatisfactory Progress

If an Internship I or II student is making unsatisfactory progress, the Internship I or II student may voluntarily withdraw, or the public school representative or College of Education representative, based on their observations or evaluations, may request the Internship student's withdrawal by contacting the Director of the CPDT. An oral request should be followed by a written statement to the CPDT Director stating the reasons for the request.

Unsatisfactory progress includes but is not limited to:

1.   behavior that exhibits a candidate's prejudice against children, school personnel or others because of race, gender, age, national origin or handicapping condition;

2.   behavior that is physically or verbally threatening to children, public school personnel or College of Education personnel;

3.   behavior that demonstrates refusal of an Internship student to fulfill the requirements of the Internship as set out by the program, a public school and its personnel, and/or the university supervisor;

4.   behavior that does not enhance or that negatively affects a child's ability to learn;

5.   behavior that indicates to the professional educators involved that an Internship student does not have the attitude, commitment, personal attributes, disposition, or skills to successfully complete the program and be recommended for certification;

6.   behavior that is in violation of the Code of Ethics and Standard Practices for Texas Educators or the UHCL *Student Life Policy Handbook*.

Should the Internship I or II student withdraw or be dismissed due to unsatisfactory progress, they are to return all materials belonging to the school district and UHCL within 5 days of the withdrawal or dismissal. They are also required to meet with the Director of the Center for Professional Development of Teachers as soon as a conference can be arranged. The purpose of the conference is to confirm the withdrawal or dismissal, ascertain that all materials have been returned, and request that the student officially withdraw through the Office of Academic Records from

Internship I or II. If the withdrawal or dismissal occurs after the published date to withdraw without penalty, the Director will notify the Associate Dean to request an administrative withdrawal from all semester courses in which the student is registered.

7.9.6   Readmission to Internship I or Internship II Following Withdrawal or Dismissal with Unsatisfactory Progress.

The following procedures apply to requests for readmission to Internship I or II:

1.   If the student wishes to appeal the decision and be readmitted to Internship I or II, the student is to notify the CPDT Director in writing. The letter to the CPDT Director must reach the CPDT Director within 10 days of the dismissal conference.

2.   If the student wishes to appeal the decision of the CPDT Director and be readmitted to Internship I or II, the student is to notify the Associate Dean in writing. The letter to the Associate Dean initiating the formal appeal process must reach the Associate Dean within 10 days of receipt of the response from the CPDT Director.

3.   The student's letter to the Associate Dean must include a rationale for the appeal. Supporting documentation may be appended.

4.   The Director of the Center for Professional Development of Teachers will be requested to submit rationale and/or documentation upon which the withdrawal or dismissal was based.

5.   The Associate Dean will make a decision and reply in writing to the student.

6.   The student may appeal the decision of the Associate Dean by submitting a written appeal to the Dean within 10 days of the receipt of the Associate Dean's reply.

7.   The Dean will forward the letter of appeal and all documentation received by the Associate Dean to the chairperson of the Student Affairs Committee. The student has the option to meet with the committee.

a.   The chairperson of the Student Affairs Committee will notify the student and the Director of the CPDT of receipt of the appeal and inform the student of their right to meet with the Committee. If the student wishes to meet with the committee, they must submit written notification to the Chair of the Committee within 7 days of notification of receipt of the appeal by the Committee Chairperson.

b. If the student does not request to meet with the committee, the committee will make a recommendation to the Dean within 21 days of notification of the student of receipt of the appeal.

c. Should the student request to meet with the committee, the Chair will make arrangements for both the student and the Director of the CPDT to appear before the committee. Both the student and the Director may present their side of the case, along with supporting documentation and either may call witnesses. Both parties are permitted to bring an advisor to the meeting; however, the advisor cannot speak on behalf of either party. Neither party can be present during the deliberations of the committee. The Committee will submit a recommendation to the Dean within 21 days of notification of the student of receipt of the appeal.

8. The Dean's decision regarding the student's readmission to Internship I or II is final.

7.9.7 Readmission to Internship I or II Following Withdrawal or Dismissal with Unsatisfactory Progress After One Long Term

1. If a student withdraws or is dismissed with unsatisfactory progress from either Internship I or Internship II, then the student may be re-admitted to that Internship, but not until at least one long term has passed since the withdrawal or dismissal.

2. The student submits the petition to the CPDT Director.

3. The petition should contain at least the following: (a) a statement of events which have occurred in the intervening long term which would rectify the causes for the withdrawal or dismissal, (b) a statement explaining why the student is now prepared to successfully complete the Internship and (c) other information the student feels impacts the decision.

4. The CPDT Director will issue the decision as to (a) whether the student will be admitted to the Internship and (b) if admitted, the start date of the Internship to which the student is admitted.

5. If admitted, the student is subject to all the rules and regulations of the Internship.

7.10 Procedures for Application for the Alternative Certification Program (ACP) (10/1/07)

Students must apply for the ACP through the CPDT (B1231) by the application deadline (which is announced each August and is based on the TExES administration schedule).

Students are encouraged to submit their application after an informational meeting. ACP Internship begins with the start of the public school calendar in the fall only.

7.10.1 Minimum prerequisites for ACP are:

1.   An earned bachelor's degree, or higher degree, from a regionally accredited institution before admission into the program;

2.   A minimum of 2.500 overall grade point average that includes all coursework from all colleges and universities attended.

3.   Attend an informational meeting or meet with an academic advisor in fall or spring before admission.

4.   Pass the TExES content state assessment in the certification area the student is seeking.

5.   Submission of the ACP application by the announced deadline. All transcripts from all colleges and/or universities must be attached to applications. There is a $60.00 application fee and an $82.00 TExES fee for each state assessment to be taken. All fees are non-refundable and a $45.00 fee is charged for changing the application once submitted. (This does not include personal data.) Applications must be submitted in person.

6.   Completion of audit indicating the student is qualified for the program.

7.   Candidates should not seek employment with a school district until they have received an approved audit from the CPDT office indicating that they have qualified for the ACP internship program.

8.   Those UHCL College of Education undergraduate candidates seeking certification in EC-6 Bilingual, 4-8 Generalist or EC-6 Generalist with EC-12 Special Education may apply to graduate without Internships I and II and be admitted to the ACP Internship Program the following semester if they meet the following additional requirements:

   •   Must pass all required State Assessments prior to graduation
   •   Must complete 12 hours of approved coursework to replace the hours of Internships I/II
   •   Must have a GPA of 2.800 or greater for all coursework completed at UHCL
   •   Must have a GPA of 3.500 or greater in all Professional Development coursework
   •   Must provide 3 letters of reference (one from one of their instructors of their required content courses; one from one of their instructors of their

COE courses; and one from another UHCL instructor, public school teacher, or administrator).

7.10.2 Qualified applicants:

1.   Apply for teaching positions with UHCL College of Education member districts. The College of Education does not assist in obtaining ACP placement.

2.   Have a signed contract or commitment for full-time employment in an approved specialization with a College of Education member school district by the last day of registration for either the fall or spring semester. Bring the commitment to hire letter to the CPDT office in order to be admitted to the ACP program. The teaching position must match the level and area of certification program currently offered by UHCL and being sought by the applicant. The teaching position cannot include sponsorship of extracurricular activities (*e.g.*, coaching, cheerleading, theater) or teaching content outside of the teaching specialization.

3.   Upon acceptance into the ACP program the student must sign a contract stating that the student understands and accepts the costs and procedures of the program.

7.10.3 Costs of the ACP Program include:

1.   A non-refundable fee deducted from the intern's first year salary. This fee supports the intern's release time, public school mentor and the university supervisor. The fee is currently set at $3,000, but is subject to change.

2.   All tuition, fees and other costs for required university coursework associated with the completion of the ACP Program.

3.   If an intern requires a second year to complete the program, a second fee of $900 each semester must be deducted from her/his salary by the school district for the same reasons. Of the $900, half stays with the district and half is sent to UHCL. Again, there is a $350 mentor stipend for each semester and is paid by the district. If a third year is required and the candidate has passed the required Pedagogy and Professional Responsibilities TExES (PPR), then the school district will determine the fee and provide the supervision. If the candidate has not passed the required PPR by the third year in the program, then the $900 fee will be deducted for each semester to cover the costs listed above. Three years is the maximum allowed to complete the program.

7.11   Withdrawal or Dismissal from the Alternative Certification Internship Program
        (10/1/07)

   7.11.1 Withdrawal with Satisfactory Progress.

           To withdraw from the ACP Internship program, students must adhere to the public
           school procedures for resignation as well as inform their university supervisor that
           they are voluntarily withdrawing. If, according to the university supervisor, the
           intern's progress is satisfactory, then the intern is to:

           7.11.1.1 Meet with the CPDT Director so that the Director can ascertain that all
                     materials have been returned and formally request that the student officially
                     withdraw through the Office of Academic Records.

           7.11.1.2 Return all School or University materials.

           7.11.1.3 Withdraw from the ACP program through the Office of Academic Records
                     prior to the deadline stated in the Academic Calendar. If the withdrawal
                     occurs after the published date to withdraw without penalty, the CPDT
                     Director will notify the Associate Dean to request an administrative
                     withdrawal from all semester courses in which the student is registered.

           7.11.1.4 Understand that the fee (see section 7.10.3) deducted from the student's
                     monthly salary is forfeited for each of the semesters the intern was employed
                     or $1,500 (subject to change) for each semester or $450 (subject to change)
                     for each semester in a second and third year.

           7.11.1.5 Understand that if the intern withdraws to seek initial certification in another
                     program or university that UHCL will not recommend them for initial
                     certification in the future.

   7.11.2 Withdrawal or Dismissal with Unsatisfactory Progress

           7.11.2.1 If an ACP intern is making unsatisfactory progress, the intern may
                     voluntarily withdraw, or the public school representative or College of
                     Education representative, based on their observations or evaluations, may
                     request the ACP intern's withdrawal or dismissal by contacting the CPDT
                     Director. Following an oral request for withdrawal/dismissal, a written
                     statement will be sent to the CPDT Director stating the reasons for the
                     requested withdrawal/dismissal. The ACP intern must also adhere to the
                     district's procedures for resignation or termination.

7.11.2.2 If the intern's progress is deemed unsatisfactory, then the intern is to:

1. Meet with the Director of the CPDT so that the Director can ascertain that all materials have been returned and formally request that the student officially withdraw through the Office of Academic Records.

2. Return all School or University materials within 5 days of the withdrawal/dismissal.

3. Withdraw from the ACP program through the Office of Academic Records prior to the deadline stated in the Academic Calendar. If the withdrawal occurs after the published date to withdraw without penalty, the CPDT Director will notify the Associate Dean to request an administrative withdrawal from all semester courses in which the student is registered.

4. Understand that the fee (see section 7.10.3) deducted from the student's monthly salary is forfeited for each of the semesters the intern was employed or $1,500 (subject to change) for each semester.

5. Understand that once dismissed from the ACP Program that they may not be readmitted into the Alternative Certification Internship Program at UHCL.

6. Understand that they may appeal the dismissal by following UHCL College of Education Grievance Procedures.

7.11.2.3 The following procedures apply to requests for readmission to ACP Program:

1. If the student wishes to appeal the decision and be readmitted to the ACP Internship Program, the student is to notify the CPDT Director in writing. The letter to the CPDT Director must reach the CPDT Director within 10 days of the dismissal conference.

2. If the student wishes to appeal the decision of the CPDT Director and be readmitted to ACP Internship Program, the student is to notify the Associate Dean in writing. The letter to the Associate Dean initiating the formal appeal process must reach the Associate Dean within 45 days of the withdrawal date. The student's letter to the Associate Dean must include a rationale for the appeal. Supporting documentation may be appended.

3. The CPDT Director will be requested to submit rationale and/or documentation upon which the withdrawal or dismissal was based.

4. The Associate Dean will make a decision and reply in writing to the student.

5. The student may appeal the decision of the Associate Dean by submitting a written appeal to the Dean within 14 days of the receipt of the Associate Dean's reply.

6. The Dean will forward the letter of appeal and all documentation received by the Associate Dean to the chairperson of the Student Affairs Committee. The student has the option to meet with the committee.

   a. The chairperson of the Student Affairs Committee will notify the student and the Director of the CPDT of receipt of the appeal and inform the student of their right to meet with the Committee. If the student wishes to meet with the committee, they must submit written notification to the Chair of the Committee within 7 days of notification of receipt of the appeal by the Committee Chairperson.

   b. If the student does not request to meet with the committee, the committee will make a recommendation to the Dean within 21 days of notification of the student of receipt of the appeal.

   c. Should the student request to meet with the committee, the Chair will make arrangements for both the student and the Director of the CPDT to appear before the committee. Both the student and the Director may present their side of the case, along with supporting documentation, and either may call witnesses. Both parties are permitted to bring an advisor to the meeting; however, the advisor cannot speak on behalf of either party. Neither party can be present during the deliberations of the committee. The Committee will submit a recommendation to the Dean within 21 days of notification of the student of receipt of the appeal. The Dean's decision regarding the student's readmission to the ACP Internship Program is final.

7. The Dean's decision regarding the student's readmission to the ACP Internship Program is final.

7.11.2.4 Unsatisfactory progress includes, but is not limited to:

1. Behavior that exhibits an intern's prejudice against children, school personnel, or others because of race, gender, age, national origin or handicapping condition.

2. Behavior that is physically or verbally threatening to children, public school personnel or College of Education personnel.

3. Behavior that demonstrates refusal of an ACP intern to fulfill the requirements of the program set out by the School of Education, a public school and its personnel, and/or the university supervisor.

4. Behavior that does not enhance or that negatively affects a child's ability to learn.

5. Behavior that indicates to the professional educators involved that an ACP intern does not have the attitude, commitment, personal attributes, disposition or skills to successfully complete the program and be recommended for certification.

6. Behavior that is in violation of the Code of Ethics and Standard Practices for Texas Educators or the UHCL *Student Life Policy Handbook*.

7.12 Provision of Individualized Assistance to Students in their First Year Following Program Completion

The faculty of the College of Education agree to provide individualized assistance to "completers" of any of the College of Education programs during their first year on the job for which their completed programs prepared them and after they have attained full certification. Students may request such assistance at any time during their first year in that job in any of the cooperating school districts that are members of the CPDT. The assistance may take one of three forms:

1. That which is conducted at the University only (this may or may not be with the knowledge of the "completer's" job supervisor).

2. That which is conducted at the job site only (this may only be with the knowledge, approval, and appropriate participation of the "completer's" job supervisor).

3. That which is conducted both at the University (this may or may not be with the knowledge of the job supervisor at the option of the "completer") and at the job site (this may only be with the knowledge, approval and appropriate participation of the "completer's" job supervisor).

"Individualized" assistance includes provision of appropriate professional support and help through such means as mentoring by College of Education faculty members, involvement in small support groups, workshop sessions and University participation in job site activities focused on helping the individual "completer." In cases where a State-mandated induction-year program is necessary for full certification, the first year on the job for purposes of this assistance will be that which follows the induction year.

To facilitate individualized assistance for completers, the College of Education has established a website at http://www.uhcl.edu/coe/ntol/.

7.13   Graduate Practicum and Internship Placements
(8/24/06 & 10/1/07)

Graduate practicum and internship placements must be within a 50-mile radius of the UHCL campus or an official off-campus location such as UHS-Cinco Ranch or San Jacinto College-North. Due to limited placement sites, some programs may have more restrictive policies regarding their off-campus placements. Candidates should confirm the allowed placement locations with their faculty advisor. All placement locations must have an approved UHCL Agreement of Affiliation on record with the CPDT office prior to beginning the internship.

7.14   Scholarship Policies
(8/1/98)

7.14.1 The Student Affairs Committee will serve as the College of Education Scholarship Committee and make recommendations to the Dean regarding scholarship awards; recommendations will reflect the criteria specified for the individual scholarship awards.

7.14.2 The Director of Student Relations will provide administrative assistance to the Student Affairs Committee on scholarship awards.

7.14.3 Applications for scholarships and distribution of scholarship awards, based on College of Education scholarship decisions, typically will be coordinated through the UHCL Office of Student Financial Aid (OSFA); application and award calendars will be specified by OSFA.

7.14.4 Scholarship awards not coordinated through the OSFA will be coordinated by the Dean in collaboration with the Director of Student Relations and the Student Affairs Committee.

7.15   Grade Grievance Policy
(10/1/07)

7.15.1 Procedures

All appeals relating to specific course grades require that students first seek a satisfactory solution with the instructor. If this is not possible or the instructor cannot be reached, the student must send a written statement detailing the grounds for the appeal to the respective Department Chair. This written request must be received by the respective Department Chair within 45 days from the calendar date when grades are available as specified in the UHCL course schedule for that semester. The Department Chair will then initiate the appropriate procedures to review the appeal. The student will be notified in writing of the decision. The student may appeal this

decision in writing to the Associate Dean within 15 working days of notification. The student may appeal this decision in writing to the Dean within 15 working days of notification. The Dean's decision is final on all grade appeals. If the student is denied the opportunity to appeal a grade at the school level, they may appeal to the University Review Board to require a grade appeal hearing at the school.

7.15.1.1 If a student believes that established criteria for grades were misapplied by an instructor, the student will contact said instructor to discuss the grade.

7.15.1.2 If the student is unable to contact the instructor or the student's meeting with the instructor does not resolve the issue satisfactorily, the student may notify the respective Department Chair in writing that a final grade is in question. This letter of appeal must reach the respective Department Chair within 45 days from the calendar date when grades are available as specified in the UHCL course schedule for that semester.

7.15.1.3 When a grade grievance is filed, a copy of the cover letter will be sent to the instructor by the Department Chair.

7.15.1.4 The student letter to the Department Chair must include evidence in support of the contention that established course grading criteria were misapplied. At this point, the course instructor is encouraged by the Department Chair to submit the evidence upon which the original grade was based.

7.15.1.5 Once the student's grievance letter and the evidence from both the student and the instructor have been reviewed, the Department Chair will make a decision and reply in writing to the student with a copy to the instructor.

7.15.1.6 If the student is unable to resolve the issue satisfactorily at the Department Chair level, the student may file a written grade grievance with the Associate Dean. This appeal must be received by the Associate Dean within 15 working days of notification of the decision of the Department Chair. The student may appeal this decision in writing to the Dean within 15 working days of notification. The grievance must include a cover letter, which defines the basis of the grievance and documentation in support of the claim.

7.15.1.7 The Dean's office will forward the letter, documentation and all other relevant information to the chairperson of the Student Affairs Committee, which serves as the Grade Grievance Committee for the College of Education. The Committee shall endeavor to make a recommendation to the Dean within 15 working days of receipt of the documentation.

7.15.1.8 A student may request in writing to meet with the Committee. If such a request is made, the Chair of the Committee will make arrangements to accommodate this request. The student may make a statement and respond to questions but may not be present for deliberations about the grievance.

7.15.1.9   The Committee will make a judgment either for or against the student's case based on the evidence presented. That judgment is forwarded to the Dean in the form of a written recommendation accompanied by a summary of the reasons for the decision.

7.15.1.10 Based on the evidence presented and on the recommendation of the Committee, the Dean will then make a decision for or against the student's case. The Dean's decision is final on all grade appeals.

7.15.2   Committee Guidelines

7.15.2.1   A grade grievance is by definition an unresolved dispute. It is both a dispute and an academic matter; it is not a legal matter.

7.15.2.2   The Committee must maintain confidentiality both during and after its review of the grievance.

7.15.2.3   Early in the review process, the Committee's task is to ascertain if the student's grievance involves the instructor's failure to fairly apply the established criteria for final course grades.

7.15.2.4   In a grade grievance the sole issue is whether the established criteria for final grades in the course were fairly applied in determining the grievant's course grade. Grades received are not at issue except as documentation that grades were or were not assigned objectively on the basis of established course criteria.

7.15.2.5   Should the Committee determine that the grounds for the student's case are not appropriate to sustain a grievance, it notifies the Dean in writing of that fact and recommends termination of the process. The following are examples of inappropriate grounds for a grade grievance:

The text was too difficult.
Too much outside work was required.
The entire grade was based on the final examination.
There was a personal illness or illness in the family.
There were job pressures or personal financial problems.
The instructor used poor teaching techniques.
Weekly quizzes should have counted more (or less).

7.15.2.6   The Committee must decide whether the grievant's case is supported by the weight of the evidence. The Committee may review documented information including, but not limited to, syllabi, expert evaluation, student products, formal letters relating to the case, etc. Unsupported allegations and

statements of belief or feelings do not give the Committee a basis for making a judgment on a grade grievance.

7.15.2.7 A student may request in writing to meet with the Committee. If such a request is made, the Chair of the Committee will make arrangements for the student to meet with the committee. The student may make a statement and respond to questions but may not be present for deliberations about the grievance.

7.15.2.8 While the Committee works from the academic model rather than the legal one, it retains full responsibility for ensuring that the rights of all involved in the grievance are protected. Impartiality, confidentiality and consideration only of the grade grievance itself are the best means for protecting rights. Attorneys or advocates are not appropriate tools for obtaining necessary information. The student may be accompanied to the meeting with the Committee by one adult individual, but this individual will not have the prerogative to address the Committee. Electronic recordings of the meeting and Committee deliberations will not be made.

7.15.2.9 Since it is the responsibility of the individual course instructors to establish criteria for grades in courses and to assign grades in those courses, no grade change is to be submitted, except by the instructor, until all steps in the grade grievance process have been completed.

7.15.2.10 At no stage in the grade grievance process is a decision to be made until full input is obtained from the course instructor (if available). That input will receive full consideration by the Associate Dean, the Dean and/or the Committee.

7.15.2.11 A determination that in a particular case established criteria for grades have not been applied does not mean that the student's grade should be changed. It may result in a recommendation that the grade be "re-computed" applying the criteria. This recommendation is made to the Dean who cannot change the grade unless the instructor is contacted, or until all reasonable efforts to contact the instructor have been exhausted.

7.15.2.12 Neither the criteria nor the individual grades may be determined or changed by administrators without the consent of the instructor. If the Committee recommends a grade change and if the instructor is not available, the Dean will have the authority to make the change.

7.15.2.13 The Committee completes its task when it has thoroughly reviewed relevant evidence and has submitted its recommendation and summary of reasons for that recommendation to the Dean.

7.15.2.14 If a grievance is filed against any member of the Committee, then that member will be excluded from all committee activities pertaining to the complaint.

7.15.2.15 Records of grade grievances will be maintained in the Dean's Office for a period of one year following the Dean's decision on the grievance. Information pertaining to grade grievances will remain confidential throughout the grievance process and afterward.

7.16   Records Management
(5/14/92 & 10/1/07)

University of Houston-Clear Lake has a student records management policy that directs destruction of all student records except UHCL permanent academic records (transcripts) when there has been no enrollment by the student for five calendar years. The Texas Education Agency requires that colleges of education maintain permanent files on students who have been recommended for any certificate. These records must be kept in perpetuity, and the Certification Office must have the ability to print hard copies if necessary. The College of Education has adopted a Record Retention policy that is in compliance with the State of Texas Records Retention Schedule (SLR 105).

The College of Education currently has paper files for all students who have enrolled as a College of Education student. These student records are divided into two categories: Active (students who have attended during the past five years), and Inactive (students who have not enrolled in the past five years). Active files remain as hard copy files. Inactive files are shredded. Before shredding the file of any student whom UHCL recommended for certification or who filed a grievance with the School of Education, this file will be archived on the Canon Scan Manager software and scanner.

7.16.1 Rationale

Space limitations prohibit the continuation of maintaining paper file folders for College of Education students whose records must be retained. The College of Education has established a records policy that complies with University of Houston-Clear Lake records management policies while meeting standards required for accreditation purposes. Under this policy certain inactive files will be copied and stored.

7.16.2 Records to be Retained

All certification records are permanently retained.

7.16.3 Records to be Shredded

All records will be shredded for students who have not attended UHCL for five calendar years. The Office of Academic Records keeps records of all degrees

conferred, and for the College of Education to keep records of these students is redundant. All certification records are archived on the scanner software after five years of non-enrollment.

7.16.4 Non-certification Records that should be Maintained

Records will be kept for any student who has suggested, threatened or pursued legal action or who has signed a waiver to withdraw from the Teacher Education Program. If there is no enrollment activity from the student after five years, the entire contents of these files will be archived to disk.

7.16.5 Index and Backup Copies

Records will be scanned onto the software and hard drive and backed up daily. Once each record is verified in the scanner software, all paper copies will be shredded. A separate computerized listing by student last name, EMPLID, and social security number will be maintained on all records copied.

7.16.6 Storage of Records

7.16.6.1 Inactive Records

Records will be stored on the hard drive and the COE server as backup.

7.16.6.2 Active Records

Active records, that is, records for students who have been enrolled in UHCL for any part of the last five years will be maintained in paper file folders located in the College of Education file room. While such files are still in the active stage, all relevant information will be maintained.

7.16.6.3 Returning Students

College of Education returning students will have an active file built with an indication in the file folder that previous records are on the scanner software. Any part of the previously copied records that is relevant can be printed as needed for the newly established active file folder.

8.0 CENTER FOR EDUCATIONAL PROGRAMS
(2/7/94 & 8/29/03)

8.1 Kids' U Operations

The CEP will assist College of Education academy/camp directors by coordinating the marketing and registration processes and taking care of the daily details of holding Kids' U. Directors of Kids' U academies/camps serve as advisors to the CEP associate director on day-

to-day operations. Together with the Dean, faculty camp directors are the final decision-makers in courses offered, hiring of teachers and on expenditures made from their accounts, within their approved budgets following UHCL budget guidelines. The CEP Associate Director therefore is responsible to the academy/camp directors to keep them informed about expenses, publicity and personnel matters in a timely manner.

The following procedures will be implemented by the CEP:

8.1.1   Funds will be expended from accounts only with prior approval from Camp Directors. The CEP will process account expenditures year round and assist the business office in the monthly reconciliation of Center accounts.

8.1.2   The director of each camp will submit course lists, instructor information and other course plans by January 31st. The CEP Associate Director and the Camp Director will schedule the activities at a mutually agreeable time. The enrollment is to be reviewed and updated by the Camp Director two weeks before Kids' U classes begin for the camp. Information (such as the approximate cost of the brochure and advertisements, as well as the approximate costs of instructors for the camp) will be provided to directors by the CEP Director in order to finalize the budget.

8.1.3   The CEP Associate Director periodically will provide account information to the Camp Directors, and after the University's final budget report for the preceding year will provide Camp Directors with a final expenditure report and account balance.

8.1.4   Camp Directors will provide information needed to complete payroll forms for camp instructors to the CEP prior to the first day of the month in which they will begin teaching. The Associate Director of the CEP will assist Camp Directors in obtaining necessary information for completing this documentation.

8.1.5   The Associate CEP Director and Camp Directors will approve brochure materials by approximately February 1st. Printing and distribution processes should be complete by April 1st for an approximate beginning date of May 1st for Kids' U registration.

8.1.6   Programs developed for other than summer will use appropriate deadlines mutually agreed upon by the CEP Associate Director and the Camp Director.

8.2   Evaluation of Continuing Education Programs

8.2.1   All continuing education offerings by the Center will be evaluated using an appropriate evaluation methodology.

8.2.2   The CEP Associate Director will meet annually in August with the Dean and Associate Dean to discuss the Center's continuing education program, including consideration of the results of the evaluation of program offerings.

8.2.3   As with all UHCL personnel, a performance evaluation of the CEP Associate Director will be conducted annually by the Associate Dean.