

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. (Responsibility for curriculum)

Off-site Committee's Response

On the basis of the materials provided, the Off-Site Reaffirmation Committee was unable to affirm that Texas College places primary responsibility for the content, quality, and effectiveness with its faculty.

The narrative asserted that the faculty have a role, but did not establish that the faculty have primary responsibility. They act in an advisory capacity: "faculty are key to the recommending process of content quality and effectiveness of the curriculum." "Program enhancements" were the only kind of curricular matter for which an approval process was referenced. This occurred through the process of the program review. Outside of the first step ("departmental or divisional approval,") the remaining steps in the approval process were administrative (the academic council advising the VPAA, followed by approval of the administrative cabinet.). No record of the process in action, such as applications, minutes or agendas of meetings, was included. Neither were there any documents of a course approval or modification process.

Documents presented as evidence of a process in action were problematic. These were examples of biennial program reviews which the institution claimed demonstrated a process that "maintains the content and quality of instruction." Three examples of program review were included. Each of these was a very broad program review, including departmental concerns like scheduling, budget, and faculty development. It was not evident who submitted these program reviews, using what data. According to the description, a Program Review Committee and its recommendations were referenced, but the implementation of that level of review was not presented. In each case, the item in the Executive summary that was supposed to provide "Committee Determination" was blank. Within the program reviews, there were sections that could be used in curricular review (for example, the sections on "Accomplishments on achieving the goals of the previous review" and "Strengths and Weaknesses") but these gave little concrete sense of curricular matters. It wasn't clear what became of program recommendations. In short, from the program reviews presented, it was not possible to determine how faculty executes the responsibilities defined in the standard.

Institution's Response

The Off-site Committee reported that they were unable to affirm that the primary responsibility for the content, quality, and effectiveness of the curriculum is that of faculty. Pursuant to the concern of the Committee, the College is confirming that the primary responsibility for the content, quality, and effectiveness of the

curriculum rests with faculty as noted by their responsibility to delivering the “educational mantra” of the institution. This is addressed in the Faculty and Staff Handbook where it states (p.53). “The role of faculty (full-time and part-time) is that of delivering the educational mantra of the College. . .” It is further noted (page 54) that “...Faculty are responsible for the delivery and administration of instruction at the College,” and “... participate in the process of formulating, revising and continuously reviewing educational policies and procedures related to recruitment, admissions, registration, attendance, withdrawal, transfer curriculum, degree requirements, grading and examination policies (see Attachment 3.4.10-A: policies excerpt from Faculty and Staff Handbook)

Evidence of the faculty’s role as having primary responsibility of the curriculum is noted in the unit Minutes where curriculum matters are discussed. The Faculty engaged in discussions related to the content, quality, and effectiveness of its curriculum (see Attachment 3.4.10-B: Minutes (sample) for the Division of Education). Further, the Academic Council of the College is composed of faculty who also deliberate and address the curriculum responsibilities associated with and quality. Attachment 3.4.10-C: Academic Council Minutes with comments of faculty deliberations.

Additionally, the faculty are responsible for implementing the Program Review process. The first level of the program review begins with the faculty. When reviewing programs and curriculum for changes or modifications, or recommending new programs or curriculum; all such items emanate from the faculty. The sequence of the Program Review starts with the faculty at the divisional level with subsequent submission to by the Academic Council (a mixed faculty body from various units); submission to the College’s Cabinet, by the academic officer and if applicable; submission to the Board by way of the Academic Affairs Standing Committee.

Documentation:

- Attachment 3.4.10-A: policies excerpt from Faculty and Staff Handbook
- Attachment 3.4.10-B: Minutes (sample) for the Division of Education
- Attachment 3.4.10-C: Academic Council Minutes with comments of faculty deliberations
- Program Review (sample)

Attachment 3.4.10-A: Policies Excerpt from Faculty and Staff Handbook

TEXAS COLLEGE

Founded 1894



Faculty and Staff Handbook

FACULTY EMPLOYMENT

The Faculty Senate

Texas College embraces the concept of shared governance. The College supports assembly of the faculty as the official body for deliberating and making recommendations about matters of interest to all teaching faculty members. The authority granted to the Senate shall be consistent with the policies set by the College. Actions taken by the Faculty Senate are advisory and recommended to the Vice President for Academic Affairs, for review and recommendations to the Administrative Cabinet for review and action. The Faculty Senate is chaired by an officer elected by the faculty.

Faculty Meetings

Meetings of the faculty are convened by the Vice President of Academic Affairs and presided over by that officer. Special meetings may be convened by the President of the College. The Agenda for faculty meetings are determined by the Vice President for Academic Affairs in consultation with the principal administrative officers.

Suggestions from faculty and/or committees are considered for the agenda of the faculty meeting. Parliamentary procedures (Robert's Rules of Order) govern faculty meetings. Items not on the agenda may be discussed and, if necessary, acted upon by a majority of the faculty members present. Secret ballot shall be used at the discretion of the faculty or presiding officer. All full-time faculty members holding the rank of professor, associate professor, assistant professor and instructor, are eligible to vote in the meetings of faculty. Professional librarians have faculty status and thus, participate in all faculty activities in the same fashion as all other faculty members. Other members of the institution and administrative staff may be invited by the Vice President for Academic Affairs to faculty meetings, but they do not have voting privileges regarding matters under the purview of the faculty.

Faculty: Definition, Jurisdiction, and Responsibility

Definition of Faculty

The role of faculty (full-time and part-time) is that of delivering the educational mantra of the College; that is imparting basic or applied knowledge that will assist students in the teaching and learning process. With the Mission being the guiding force of the College it is expected that it will be addressed along with the Core Values.

- Full-time Faculty is a teaching professional who has academic rank of instructor, assistant professor, associate professor, or professor. Full-time faculty have normal teaching loads that average 12-16 hours per semester and have committee assignments
- Part-time Faculty is a teaching professional who is not a permanent employee of the College and do not have a rank designation. Part-time faculty (also referred to as Adjunct faculty) are employed as needed and assigned less than a normal teaching load, not to exceed nine (9) credit hours.

The faculty at Texas College is defined as all persons with academic appointments, which include division chairpersons, area coordinators, professional librarians, and those persons who have administrative or staff duties but teach one or more courses on a periodic basis.

Faculty are responsible for the delivery and administration of instruction at the College.

Academic Advisement and Other Faculty Responsibilities

Academic advising, active participation on College committees, and sponsoring student organizations and extracurricular activities are considered inseparable aspects of a faculty member's normal functions. Thus, no release time is granted for participation in these activities.

Teaching is the primary function of the faculty at Texas College although research and service are encouraged. Distributions in the faculty workload reflect the College's purposes. Faculty members are allowed time for preparation of lessons, evaluation of class assignments, academic advisement, and participation in committee meetings and other activities.

Faculty members shall cooperate fully with the officials of the College in promoting the welfare of students and in seeking to attain the goals of the institution. More specifically, it is essential that faculty members:

1. report to the College before the opening of the academic year on the date designated by the President or the Vice President for Academic Affairs.
2. post and maintain office hours -- minimum of ten (10) per week.
3. direct requests to the appropriate division chairperson if the need arises to leave the campus during the normal time of duty, which includes the time for office hours.
4. counsel and advise students on a regular basis during the semester and during formal registration.
5. familiarize themselves with academic foundations requirements as well as major and minor requirements of the discipline relating to all departments in the division in which an appointment is held in order to ensure effective student counseling.
6. maintain class rolls, discipline, and control in class in order to ensure a collegial atmosphere suitable for the teaching/learning process.

7. place book orders promptly and appropriately prior to the end of a semester for courses to be offered during the oncoming semester.
8. comply with College requirements in submitting grade reports and statistical information when due.
9. attend departmental, divisional, and general faculty meetings and vote on issues brought before the faculty.
10. assist in divisional, departmental, and committee work as assigned. Other reasonable non-teaching, but student-oriented assignments may be required.
11. participate fully in College functions such as convocations, commencement, homecoming, assemblies, and external ceremonies of interest to the College in the larger community. Faculty should be prepared to wear academic regalia for four convocations per year: Fall Convocation, Founders' Day, Baccalaureate and Commencement.
12. uphold the ideals of the College as expressed in its mission and philosophy, and cooperate with the President, through appropriate channels and activities, in promoting the mission and philosophy of the College.
13. participate in the process of formulating, revising, and continuously reviewing educational policies and procedures related to recruitment, admissions, registration, attendance, withdrawal, transfer, curriculum, degree requirements, grading, and examination policies.
14. maintain a high degree of professionalism and pedagogical relevance in the selection of course content and delivery.
15. attain permission from the President to engage in off-campus employment (if employed full-time). Such employment should not interfere with the thorough, efficient, and earnest performance of college duties.
16. serve as advisor to student organizations when requested to do so.
17. take personal responsibility for engaging in professional activities in specific teaching areas such as attending professional meetings, workshops, or earning graduate course credits.
18. adhere to and utilize the college-adopted format for course syllabi, and utilize a part of the first day of each class as an orientation period to review each facet of the course syllabus with the students.

Faculty Advisement

The responsibility for academic advisement of students is shared by the division chairpersons and individual faculty members. Unless excused for other work, each faculty member will be assigned a number of designated student advisees. The faculty member will assist the students with the selection of an academic program, review of career objectives and preparation of class schedules. Exceptions or substitutions for academic foundations degree requirements cannot be made except with written approval of the chairperson of the division in which a student is majoring and the Vice President for Academic Affairs.

Attachment 3.4.10-B: Minutes (sample)
for the Division of Education

Division Meeting

Dec. 12

Review of Associate of Arts/EC-6 issue

Opened in prayer by Mrs. Brown

Present:

Dr. Mary Heape

Mrs. Octavia Brown

Mrs. Brenda Hillmon

Mrs. Sonja Warren

Mrs. Gloria Young

Dr. Heape presented the problem being encountered by the office of Academic Affairs regarding the issue of double dipping in the AA ECE and the Interdisciplinary Studies (EC-6) degree plans. She presented the degree plans for Texas College and TJC for comparative analysis.

Mrs. Brown recommended that the number of hours in the major be reduced to 12 hours eliminating EDUC 2323 Human Growth but keeping READ 2322 Individualized and Recreational Reading to illustrate to students the importance of reading in the early years. Dr. Heape pointed out that this course is on the EC-6 plan and isn't really a reading readiness course for early childhood.

Dr. Heape recommended that the plan be revised to include only 9 hours which is 3 hours more than required by TJC. The TC degree plan includes EDUC 2321 Introduction to Early Childhood which is NOT included on the TJC degree plan. This would allow GOVT 2305 US Government to be added back into the core, which is of benefit to the EC-6 students, and minimizes the issue of double dipping while lowering the overall number of hours to 60, which is comparable to TJC.

It was also noted that the UT Tyler degree plan included both a methods course for integrated arts and geography, which TC currently does not have. Students need an upper level course in the arts and in social studies. Future study needs to be given to these two areas.

Dr. Heape closed in prayer.

See attachments

Minutes for Division of Education Meeting
Office of the Division of Education
WLG Building Suite 217
November 3, 2014

Present: Dr. Mary Heape- Division Chair/Faculty, Octavia Brown-Director of Teacher Education/Faculty, Gloria Young-Faculty, Brenda Conley-Hillmon-Faculty, Sonja Warren-Faculty

The Division of education met to review the Educator Standards for the Generalist EC-6, ELAR, Mathematics, Physical Education and Science curriculum

- Each faculty member was provided a copy of the educator standards for each certification area in the EPP.
- Each faculty member was also provided a copy of all certification degree areas
- With each standard each course offering was reviewed course by course to make certain courses were aligned with the educator standards and being taught.
- Generalist EC-6, it was determined that for English, Standards II, V, VIII and IX were not covered. Therefore it was recommended that two courses be added to the curriculum immediately to ensure students were being adequately prepared; Language Arts across the curriculum and Introduction to Linguistics.
- The Generalist EC-6 Mathematics standards were reviewed and it was determined that for Mathematics standard IV, Applied Statistics had to be added to the degree plan. In addition, TEKS (Texas Essential Knowledge and Skills) must be emphasized in each mathematics class in order that students are prepared to teach students to use mathematics.
- Social Studies Standard I,II, and V were not being covered in any of the existing History courses. Therefore the recommendation for Social Studies for Teachers which would be designed specifically for teachers of young and middle school children, this course focuses on planning, organizing, and effectively delivering instruction based upon the Social Studies TEKS. Social studies content areas emphasized are history, geography, economics, government, citizenship, and culture. Discussions should include the social and environmental consequences of scientific discovery and technological innovations.
- English Language Arts and Reading 4-8 and ELAR 7-12..... There were errors in the degree plans. Currently the 4-8 and 7-12 degree plans are identical and they should better reflect the teaching assignments likely for teachers in those areas, as well as the content that is covered on the TExES exams. Introduction to Linguistics and Literary Analysis were important to the competencies at the 4-8 level and Shakespeare was considered important in addition to British Masterpieces at the 7-12 level. Language Arts Across the curriculum was added to both degree plans. An alignment chart and syllabi need to be completed for these courses.
- Physical Education-It was recommended that PHED-2329 be removed from the catalog since it is not a degree requirement for physical education EC-12. It was also recommended that Foundations of PE be placed on the schedule for both semesters

**TEXAS COLLEGE
2404 NORTH GRAND AVENUE
TYLER, TEXAS 75702**

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

**MINUTES
WEDNESDAY, MAY 06, 2015
12:00 NOON**

The Meeting of the Faculty was held and called to order in MSBC 109, by the Vice President for Academic Affairs, Dr. Cynthia Biggins-Mashall. Dr. Cynthia Biggins-Marshall congratulated and expressed her cordial appreciation to the Faculty for all cooperation and services that had been rendered for the 2014-2015 Academic School Year. She brought lunch.

Attending the Meeting were the Members of the Faculty. Each Faculty Member signed the roster.

The Invocation was given by Bishop Ronald Cunningham.

LUNCH

A CD of TEXAS COLLEGE 2014-2017 College Catalog was issued to each Faculty Member to be reviewed for any corrections.

She reminded the Faculty that she would be making office visitations, and checking advisees' folders. Be sure to follow the rule for any student who has a grade, incomplete. Make sure assignments are attached for students who have grades , incompletes. A student who receives a grade I must be passing the Course. An officially suspended indefinitely student can't receive a grade.

Questions-Answers Period

Adjournment.

Minutes
Faculty Meeting
April 1, 2013

PRAYER

The meeting was opened at 12:20 PM with a prayer by Godwin Osuagwu.

Ms. Cynthia Marshall-Biggins, Vice President for Academic Affairs, presided.

PERSPECTIVE GRADUATES

The List of Perspective Graduates for May was circulated and reviewed by the faculty. The motion to accept the list of students graduating May 4, 2013 was made by Ms. Victoria Gordon, and seconded by Dr. John Abbott. The motion was approved unanimously by the faculty to accept the list as is current on April 1, 2013.

COURSES OFFERED FOR THE SUMMER, 2013 AND FALL, 2013 TERMS DUE

The list of courses to be offered for the summer and fall, 2013 was circulated to Division Chairs. Faculty needing to make amendments to that list must seek approval from their Division Chair and final list should be returned to Ms. Marshall as soon as possible in preparation for registration planned to begin Monday, April 8, 2013. The course list is planned to be complete by the end of the day on April 5, 2013.

INCOMING FRESHMEN STUDENTS

During a six-week period from mid-June to July, incoming freshmen students will arrive on campus for assistance in math and writing. As an institution, we are moving away from developmental courses. In this regard, 50 incoming freshmen students have been contacted to be included in these preparation activities. The school is shifting to recruit students with high GPA's.

SUMMER SESSION, 2013

- The summer session will emphasize library instruction. The result will show an increase in student participation in the library.
- Summer tuition is \$130 per three-hour class.
- As possible, summer classes will be online.

REQUESTS FOR GRADE CHANGE

Ms. Marshall emphasized that there are too many requests for changes in student grades. Students must take responsibility for the grade they earn in a course. The activity of giving a student a minimum amount of work to do, such as writing a paper, will not be sufficient to earn a grade in a semester-long course. This activity is highly discouraged. Division Chairs are commissioned to question all requests for grade changes and not approve those that are clearly insufficient. The additional comment was made that students have to be responsible for fulfilling their academic life and balance that with their extracurricular life.

STUDENT COURSE LOAD

A comment from the faculty was that students need to take at least 15 hours per semester in order to graduate in four years. Ms. Marshall commented that a student has to take a minimum of 24 semester hours a year in order to get financial aid. Since 99% of our student body accepts financial aid, this will impact almost all of our students.

STUDENT LEARNING

It is time to administer post-tests to students. This is how we put it into writing that learning has taken place. Final examinations will begin the week of April 29.

FIRST- AND SECOND-YEAR SEMINARS

For the Fall semester until further notice, First Year Seminar will be scheduled for 11:00 Tuesdays; Second Year Seminar will be scheduled for 11:00 Thursdays. This will avoid conflicts with Chapel which will be held at 11:00 each Monday, Wednesday, and Friday.

The meeting ended at 1:00 PM after a prayer offered by Dr. Garth Baker-Fletcher.

Respectfully Submitted,

Linda Johnson

Division Chair, Natural and Computational Sciences

Attachment 3.4.10-C: Academic Council
Minutes with Comments of Faculty
Deliberations

Academic Council Meeting
May 26, 2015, 10:00 am
Martin Hall Boardroom

Attendees: Robert Harper, Tiffany Lloyd Bullock, John Roberts, Humad Ali, Bassey Akpan

The meeting was called to order at 10:00am.

The purpose shared by Dr. Harper as strategic direction and the need for making recommendations and/or changes in the academic direction of the institution. These recommendations would then be forwarded to the Academic Officer for submission to the Administrative Cabinet for further review and approval. Furthermore, any item requiring budgetary or policy changes must be submitted to the Board of Trustees.

The agenda began with recommendations from the division program reviews. Dr. Heape presented the recommended items from the Educator Preparation Program:

- An adjunct needs to be hired to teach the math methodology course MATH 4220. The request is for the person to be certified and have experience in the classroom within the last 5-10 years to ensure the individual is knowledgeable of the current trends in pedagogy.

A discussion followed concerning the need for methodology courses in both math and science that are taught by Certified K-12 Teachers who are active in the profession. A motion was made to hire K-12 adjunct teachers by Mr. Roberts. The recommendation was seconded by Dr. Ali and unanimously approved.

- To avoid course conflicts in the schedule, the division chairs will meet to set the schedule after having met with the program area coordinators.

A discussion followed about the need for cooperation between the areas so that the schedule benefits the students. Mr. Roberts recommended that only the division chairs meet to create the schedule. It was agreed that too many people at the table made it more difficult to come to a consensus. It was recommended that division chairs get input from area coordinators prior to meeting. A motion was made by Dr. Ali to accept the recommendation. It was seconded by Dr. Akpan and unanimously approved.

- Put a policy in place to limit the amount of time allowed for a student to complete the program once admitted to the program to two years.

A discussion followed that considered the amount of hours and required for admission to the program and whether it was feasible to complete the program in 2 years or less. The decision was made to table the recommendation for further discussion.

- Criteria for Admission:



- A student must complete 12-15 hours (12 for EC-6, ELAR and PE, 15 for Science and Math) in the content area prior to being admitted to the program.

An explanation was given by Dr. Heape that this is required by TEA and we must approve it so that it can be in our published materials. These hours are to be completed before the student is admitted to the program. These hours are in addition to the 6 hours of education courses (EDUC 2301 and EDUC 2302) that are already required for admission to the program. A motion was made by Mr. Roberts that the recommendation be approved. It was seconded by Dr. Ali and unanimously accepted.

- **Criteria for Admission:**

- A student must have a minimum 2.75 GPA to be admitted to the program. This GPA must be maintained through graduation.

Mr. Roberts presented this as a need to clarify that students needed the 2.75 to graduate as well as to be admitted to the program. The wording was changed to reflect that the GPA must be maintained through graduation. A motion was made by Mr. Roberts that the recommendation be approved. It was seconded by Dr. Ali and approved unanimously.

- **Modify the Educator Preparation Program benchmarks to include:**

- 30 hours of field experience, 15 of which must be interactive, with the students participating in learning activities in the classroom, must be completed prior to clinical teaching.

Discussion followed. Dr. Heape stated that this is a TEA requirement and that the 30 hours of field experience is already required, but that the part about 15 hours where the student is interacting with students in the classroom is new. A motion was made by Mr. Roberts to accept the recommendation. It was seconded by Dr. Ali and unanimously approved.

- **Modify the Educator Preparation Program benchmarks to include:**

- The student must pass both the content area and PPR TExES exams prior to being admitted to clinical teaching, effective Jan. 1, 2016

Discussion followed. Mr. Roberts was opposed to making student teaching contingent upon passing both of the exams because it placed a hardship on students who did not want to go into teaching. Dr. Heape explained that the accreditation of the program and the grant are contingent upon the programs pass rates and the number of program completers who pass the tests prior to the August 31 deadline. Placing this requirement in the benchmarks protects the school from being held accountable for students who complete the requirements for graduation but do not complete the requirements for certification. The decision was made by the chair to table the item for further discussion.

- The following changes need to be made to the degree, Interdisciplinary Studies EC-6:

- The title for the degree plan for Interdisciplinary Studies EC-6 Generalist needs to be changed to read Interdisciplinary Studies Core Subjects EC-6.

- The following statement needs to be added to the bottom of the degree plan:
 - *Students who have completed the Associate of Arts in Early Childhood Education or an Associate of Arts in Teaching and have taken any of the above courses for that degree, will need to replace those semester hours with required electives taken from the Core Subjects content areas.

Discussion followed. Dr. Heape gave an explanation for the name change, saying that this is the new name given to that certification area by TEA and our degree needs to follow suit. The second statement is needed because students getting the AA are taking courses from within the major in lieu of courses within the common core. As a result, they are ending up without enough hours to graduate, because they cannot be required to go back and complete general requirements once they have been conferred the AA. The content areas for the Core Subjects degree include, English, Language Arts and Reading, Fine Arts, Health and PE, Science, Math, and Social Studies. Students can use courses from those areas to satisfy the electives requirement. The courses from the general requirements they are not taking included US Government, World Literature, Health and Introduction to Physical Science. It was explained that all of those courses cover competencies on the licensure exam. A motion was made by Dr. Bullock that the recommendation be approved. It was seconded by Mr. Ali and accepted unanimously approved.

- Following a meeting with the science faculty on May 8 (minutes attached), the following changes are recommended:
 - The degree plan for Science 4-8 needs to be modified to replace PHYS 1412 Physics II with PHYS 1411 Physics I
 We think this may have started as a typographical error. Students cannot take Physics II without having first taken Physics I. This error needs to be corrected.
 A motion was made by Dr. Ali to make the changes. It was seconded by Dr. Bullock and approved unanimously.
 - The degree plan for Science 7-12 needs to be modified in the following ways:
 - Remove:
 - BIOL 2470 General Botany
 - BIOL 2473 Microbiology
 - Add:
 - PHYS 1411 General Physics I
 - CHEM 1471 General Chemistry I
 - A statement needs to be added :
 - *The following courses are recommended for preparation for the classroom, but are not required for graduation: PHYS 1412 General Physics II, CHEM 1472 General Chemistry II, BIOL 2470 General Botany.
- A discussion followed about the reasons for the changes. Students were not doing well on the state exam for Science 7-12 because there was a section for Physics and a section for Chemistry and our students were getting nothing beyond some introductory

material in Intro to Physical Science. A motion was made by Mr. Ali to approve the recommendation. It was seconded by Dr. Roberts and unanimously accepted.

Dr. Ali presented the recommendations for the Social Sciences. He presented the following action item:

- Add Economics as a requirement for all Social Science Degrees. The hours should be taken from the electives and moved to required courses in the major. A brief discussion followed. Dr. Ali stated that this idea had been presented by Dr. Somerville during one of their division meetings, since Economics was a social science common to and impacting all of the social sciences. A motion was made by Dr. Bullock to accept the recommendation. It was seconded by Mr. Roberts and approved unanimously.

Dr. Ali presented the following informational items:

An additional Social Science major is being considered. Social Work is working on the steps to having the program accredited. The self-study has been completed and everything is in place to continue progress in this regard. After accreditation is in place for the Social Work program, the division is considering pursuing accreditation for the business program.

Dr. Akpan presented the recommendations from Natural and Computational Sciences. The following changes to the catalog are recommended:

- Update the following course descriptions in the new catalog:
 - BIOL 1472 General Biology II
 - CHEM 1471 General Chemistry I
 - CHEM 1472 General Chemistry II
 - Include a course description for MATH 4220 Special Problems
- Remove the outdated courses from the catalogue:
 - BIOL 1411 Zoology
 - BIOL 1470 Life Science
 - BIOL 3370 Nutrition

Discussion followed regarding the proposed changes. Dr. Heape made the motion to approve the recommendation. Mr. Roberts seconded the motion and it was unanimously approved.

The division plans to propose a Computer Information Systems major with the hours taken from business and computer science.

Dr. Bullock presented the recommendations for the Humanities and General Studies. She made the following recommendations:

- The creation of a separate budget line item, Piano Maintenance and Repair

Discussion followed. The rationale for the creation of this line item is the limited budget for instruments in the music budget which does not allow for the big ticket items such as acquiring

concert horns and tubas, and still have enough left over to do regular maintenance and repair on the acoustic pianos. The acoustic pianos should have maintenance and repair done annually and this has not been done consistently. This past year, the school spent \$990 on repairs for the piano in the glass building and the tuning of the other pianos. A motion was made by Dr. Heape to approve the recommendation. It was seconded by Dr. Ali and unanimously approved.

- Add music to the list of minors

Brief discussion about the list of majors followed. A motion was made by Dr. Heape to approve the recommendation. It was seconded and unanimously approved.

- Add to the catalog and General Education Requirements:

- EDUC 2301 Composition I, EDUC 2302 Composition II, and MATH 1314 College Algebra must be passed with a "C" or better.

Discussion followed. Dr. Heape heartily supported this recommendation because it supports the higher GPA requirement of the Division of Education. Comments were favorable. A motion was made by Dr. Ali to approve the recommendation. It was seconded by Dr. Heape and passed.

- Hire additional full- and part-time faculty in the area of English

The needs of the English Department were discussed. It was mentioned that Dr. Nwang had been moved to full-time, but that because of the new QEP there would be additional needs so the request needed to be included in the items to be sent to Administrative Cabinet. A motion to approve the recommendation was made. It was seconded and unanimously approved.

Dr. Harper presented the faculty observation form for review. After a brief discussion of a number of items that could not be observed in the classroom or that were specifically for online teaching, it was determined that the best course of action would be to review both evaluation forms at the same time and formulate recommendations for changes at that time. Dr. Akpan made the motion to table the review until we had both forms to review simultaneously. It was seconded and approved.



Program Review (sample)

TEXAS COLLEGE
Program Review
Teacher Education Program
2014-2015

EXECUTIVE SUMMARY

Division of Education-Teacher Education

1. Program Strengths

- a. Core area content (English, science, math, social studies) faculty took the actual TExES exam in order to familiarize themselves with the testing structure along with making certain that the required content was being taught in content courses.
- b. Purchasing the Certifyteacher online program for students to utilize prior to taking the TExES exam. There is also a tracing mechanism embedded into the program that allows student progress to be tracked.
- c. T-Cert (which is a TExES Certification review for teachers) is now a component in the Capstone course taken prior to student teaching.

2. Program Weaknesses

- a. Students are not being required to take the TExES certification test prior to student teaching.
- b. The Division of Education does not have a policy in place to limit the amount of time students are given to complete their course work including testing.
- c. A need for adjunct faculty to teach crucial content courses who are presently in the public school i.e. social studies and mathematics.

3. Recommendations for Program Improvement:

- a. The need for a course on special populations that includes teaching strategies for students with dyslexia and other special needs.
- b. Redesign Pedagogy courses to support the close coupling of practice, content, and theory.
- c. Develop a comprehensive, annual method of curriculum and overall program evaluation which involves the advisory committee.
- d. Reinstating the post baccalaureate program once the redesign of the program has occurred.
- e. Adjunct faculty in the secondary levels since the larger number of students presently in the program are 4-8, 7-12 and EC-12 certification area.

4. Committee Determination:

Program Review 2014-2015

| | |
|--|---|
| Teacher Education Programs Program Evaluation Summary To be completed by the Program Review Committee members | <p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none">1. Program Strengths2. Program Weaknesses3. Recommendations for Program Improvement4. Committee Determination |
| 1. Support of the College Mission | <p>A. State the purpose of program.</p> <p>The Educator Preparation Program at Texas College strives to prepare qualified and certified public school teachers.</p> <p>B. Describe how the programs support the overall mission of the College as adopted by the Board of Trustees.</p> <p>The EPP provides a well-balanced course of study leading to intellectual and social development. Partnering with neighboring school districts allows program completers to become productive members of society.</p> <p>C. Describe the unique institutional goal the program achieves.</p> <p>Academic Excellence, Assessment and Evaluation and Institutional Effectiveness are all addressed by the program. The EPP must conduct the program in a way that insures success for the students as they take the TExES certification exams. Through pre- and post- testing throughout their program of study as well as having to maintain strict qualifications prior to student teaching and being approved to take the actual exam, Assessment and Evaluation is also addressed. Making sure that the students are well-prepared for the certification exams as well as their student teaching assignments will also promote Institutional Effectiveness.</p> |
| 2. Accomplishments in Achieving Goals Outlined in the Previous Program Review | <p>A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements.</p> <p>Increase the number of students taking and passing the certification exams.</p> <p>B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.</p> <p>T-Cert; CertifyTeacher and not allowing the students to receive credit for the Capstone class until they score an 80% or higher on the pre-certification exam.</p> |
| 3. Populations Served | <p>A. Describe the populations served by the program, including special populations.</p> |

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| | <p>Open enrollment to all students with a 2.5 GPA. Students with learning differences are encouraged to apply for admission to the program.</p> <p>B. Describe other populations that should be served by the program, and describe plans to serve them in the future.</p> <p>Displaced persons and post-baccalaureate persons. A program much like the College's Success Program is being developed.</p> |
| 4. Curriculum/Program Offering | <p>List Curriculum/Program as offered. List Curriculum/Program as Recommended.</p> <p>EDUC 2301 Foundations of Teaching; EDUC 2302 Diversity in Education; EDUC 2323 Human Growth and Development; EDUC 3311 Theory and Measurement; EDUC 4325 Curriculum and Instruction; EDUC 4313 Classroom Management; EDUC 4303 Capstone; READ 4314 Reading in the Content Area; EDUC 4101 Student Teaching Seminar; EDUC 4603 Student Teaching.</p> |
| 5. Course Scheduling and Availability | <p>Describe how effectively the scheduling process of classes in the program:</p> <p>A. Optimizes class availability for day students, evening students and distance education students.</p> <p>B. Optimizes student learning.</p> <p>The schedule allows students to take the classes that they need and not be overburdened with too many classes at one time.</p> |
| 6. Learning Outcomes | <p>A. List institutional outcomes and program learning outcomes.</p> <p>100% of teacher education candidates will score an "acceptable" rating or higher on their student teaching experience; 100% of the students admitted to the teacher education program will have a 2.5 GPA or higher; 80% of the teacher education candidates with score a 240 or higher on the TExES certification exams (content and PPR).</p> |
| 7. Program Deficiencies | <p>Describe any projected deficiencies in the program.</p> <p>Student deficiency in core academic areas; deficiency in specific content teaching methods and faculty stability in both secondary and elementary levels.</p> |
| 8. Professional Development | <p>A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.</p> <p>Faculty members attend staff development as opportunities present themselves. This year department faculty attended conferences presented by TACTE; TDFE; TADC; SBEC; and CSOTTE.</p> <p>Faculty also subscribed to webinars concerning ASEP reporting and Title III reporting as well as TEA webinars as we prepared for the TEA five year monitoring visit.</p> <p>Conferences are geared toward student passing rates for the TExES exam, professional development for faculty, data assessment and distribution analysis and legislative updates from the state law makers. A new liaison assignment from the Texas Higher Education Coordinating Board (THECB) was made to work with special programs which in this case included the TADC consortium. The utilization of software presented at conferences last year have serve Texas College students well, i.e. T-CERT and Certifyteacher.</p> |

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| <p>9. Facilities and Equipment</p> | <p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program.</p> <p>Yes</p> <p>B. Is available dedicated space adequate to support the program? Explain. We have a teacher resource room that needs updating and organizing. Materials need to be catalogued so the students can readily access the resources available to them.</p> <p>C. Is available equipment adequate to support the program? Explain. All computer equipment is not regularly maintained and causes instructional delays. Also, more training needs to occur so instructors know what is available.</p> <p>D. Describe plans for future changes in support facilities or equipment. Schedule ore hands-on professional development; we are working closely with the technology department to make sure all of our equipment is working and available to students.</p> |
| <p>12. Strengths and Weaknesses</p> | <p>A. List and comment on the major strengths of the program.</p> <p>Accountability standards in place for the students; specific and on-going advisement; partnerships with neighboring school districts; increase in the number of students taking the TExES exams</p> |
| <p>13. Budget Modifications if applicable</p> | |
| <p>14. Recommendations</p> | <p>Identify recommendations for program improvement(s), if applicable.</p> <p>Adjunct faculty hired to fill specific content/methodology classes especially for secondary education.</p> |