STUDENT HANDBOOK

TEXAS A&M UNIVERSITY
CORPUS CHRISTI™
The Islander Ring
Earn It! Wear It!

Texas A&M University
Corpus Christi™
#IslanderRingTradition

Alumni Relations Office
(361) 825-5787
To view the Islander rings or to order, please visit the Woo Sung Lee Alumni Welcome Center on Ennis Joslin.

Facebook.com/IslanderAlumni and @IslanderAlumni

For more information visit us on line at balfour.com or call us at 1-877-225-3687.
It is a privilege to be a member of the community of scholars at Texas A&M University-Corpus Christi.

As an Islander, I pledge to:
Strive for personal and intellectual growth and excellence
Demonstrate integrity and accountability
Lead with courage and innovation
Exhibit pride in my university and its traditions
Embrace our unique identities and
Commit to life-long learning.

With these values held true, we are ISLANDERS!
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Purpose and Use of this Handbook

This handbook is to be used as a reference guide for students, faculty, and other members of the Texas A&M University-Corpus Christi community. All efforts were made to provide updated information; however, each academic year, changes are made to policies, procedures, and guidelines. These changes may affect the information included in this handbook and in the rules and procedures. Please check with appropriate offices or officials to make sure you have accurate and up-to-date information. Additionally, there are other publications at the University which contain vital information: Class Schedule (Fall, Spring & Summer), Texas A&M University-Corpus Christi Catalog (Undergraduate & Graduate), and the Student Academic Information Link (S.A.I.L.) web site. Please refer to the A&M-Corpus Christi Catalog for academic-related policies and information. Academic policies in the A&M-Corpus Christi Catalog supersede the academic information in The Islander Student Handbook if in conflict. The Student Code of Conduct is located on the web at ses.tamucc.edu Please review this web site and familiarize yourself with the University's policies. Students are expected to know and abide by these standards and policies. If you have any questions regarding this year's edition of The Islander Student Handbook, please contact the Office of Student Engagement and Success at 361-825-2612. We welcome any suggestions you may have.

Information Subject to Change

The information contained in the 2014–2015 Student Handbook and Code of Conduct is true and correct at the time of publication to the best knowledge of the administration. These provisions are not to be regarded as an irrevocable contract between the student and University. The regulations and requirements herein, including fees, are subject to change without notice at any time at the discretion of the administration. For the most recent version of the 2014–2015 Student Handbook and Code of Conduct, please visit tamucc.edu/~students/handbook.html.
Welcome to Texas A&M University-Corpus Christi

Welcome, fellow Islander!

It is my privilege to officially welcome you to Texas A&M University-Corpus Christi on behalf of the entire campus community! I hope you are as excited to begin your college journey as our staff and faculty are to have you here. We cannot wait to share with you the numerous services, programs and activities our great University has to offer.

As you know, Texas A&M-Corpus Christi has built a solid academic reputation for its challenging curriculum and highly-rated degree programs. Our students explore the depths of the Gulf of Mexico, perform on the finest stage in the Coastal Bend, undertake innovative study and research that improves lives, and engage in partnerships with the community. Now you have the opportunity to add to your success and ours.

I highly encourage you to take advantage of everything our beautiful Island University has to offer. Visit the library for some quiet study time, enjoy one of our many eateries, join an organization, or root our Islanders on to victory at one of the various sporting events. Your opportunities are only limited by your imagination.

Again, welcome to our campus…we can’t wait to see all of the amazing things you will accomplish during your time here at Texas A&M University-Corpus Christi!

Sincerely,

Flavius C. Killebrew

Dr. Flavius C. Killebrew
President/CEO of the University
Welcome to Texas A&M University-Corpus Christi from the Division of Student Engagement & Success!

The Division offers activities and programs with your success in mind. From Aloha Days and Career Fairs to Intramurals and Student Government—there is plenty to do and lots of support!

It is important that each student finds ways to connect to the campus and acquire skills beyond the classroom. Employers expect their new hires to have experience working in groups, leading teams, and communicating effectively. While classroom training provides the basis for a career, those skills learned outside the classroom complete a college education. Besides, these activities and connections are a lot of fun! Check out Recreational Sports, Residence Life (Camden Housing), and Student Activities for events, organizations, and ways to get connected.

In addition to countless opportunities for involvement, the Division offers a variety of support services for students.

Career Services, Disability Services, Judicial Affairs, University Counseling Center, and University Health Center, along with numerous Division programs, are designed to assist and support students as they complete their degrees and prepare for careers after college.

Take advantage of all the opportunities available and don’t forget to ask for help when you need it.

On behalf of the Division of Student Engagement & Success, welcome to the Island University, and GO ISLANDERS!

Sincerely,

Don D. Albrecht

Don D. Albrecht, Ph.D.
Vice President for
Student Engagement & Success
Greetings Islanders,

First, we’d like to welcome all our returning and new students to the Island University. In addition to the many great leaders we have on campus, the Student Government Association (SGA), is honored and privileged to help guide you in becoming a leader on campus. Our goal, as the SGA, is to be the voice of your University and act as the official liaison between the students and administration at Texas A&M University- Corpus Christi. Our main priority is to handle matters in a reasonable and timely manner.

SGA offers rich leadership experiences that often mirror the local, state, and federal governments. Our Student Government is organized with an executive, legislative, and judicial branch. During your stay on the Island, we invite you to participate in a variety of leadership roles that will prepare you to be engaged and involved. In addition, there are many organizations ranging from sports to science clubs, to fraternities and sororities, and many others. The University offers you the opportunity to explore your interests and start a club of your own. If you are unsure of what you’re interested in, we encourage you to visit the Student Organization Center, located in the University Center, room 204.

We are anticipating a great and fun-filled school year at A&M-Corpus Christi. On behalf of the Student Government Association, we wish you all the success, and we invite you to join our ranks to demonstrate what it means to be an Islander and a Leader at Texas A&M University-Corpus Christi! You are encouraged to attend our SGA weekly meetings on Wednesdays at 12:15pm. For meeting locations, visit sga.tamucc.edu. Have a good year and GO ISLANDERS!

Sincerely,

Angel Monjarraz | President | SGA.President@tamucc.edu
Mariah Rodriguez | Vice President | SGA.VP@tamucc.edu

University Center, Room 206
361.825.5745
REDUCE REUSE RECYCLE

The University promotes green initiative efforts. You may follow the latest tips, news or offer suggestions for our Green Initiative at http://islandergreen.tamucc.edu. For more eco-friendly tips check the environmental awareness resource section in this handbook.

TAMUCC
ISLANDER GREEN ReTHINK • ReUSE • ReCYCLE
# Campus Telephone Guide

## Administrative Offices

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<tr>
<th>Office</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Academic Advising Transition Center</td>
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<td>Admissions &amp; Records</td>
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<td>Student Engagement &amp; Success</td>
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<td>Student Government Exec. Office</td>
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<td>TALK2ME</td>
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<td>University Police Department</td>
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<td>Wells Fargo Bank</td>
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## Academic Departments

### College of Liberal Arts

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<td>Department of Psychology</td>
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### College of Business

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<td>Master's Programs</td>
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<td>Business Computer Lab</td>
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<tr>
<td>Accounting/Business Law Department</td>
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<tr>
<td>Finance/Economic &amp; Decision Sciences</td>
<td>2377</td>
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<tr>
<td>Management &amp; Marketing Department</td>
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### College of Education

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<td>Certification Office</td>
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<td>State Testing Coordinator's Office</td>
<td>3261</td>
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<td>Curriculum &amp; Instructions Department</td>
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<tr>
<td>Teacher Education Department</td>
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<td>Counseling/Educational Psychology</td>
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<tr>
<td>Educational Administration</td>
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<tr>
<td>Special Education Department</td>
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<td>Educational Leadership</td>
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### College of Nursing & Health Sciences

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<td>College of Nursing Dean's Office</td>
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<tr>
<td>College of Nursing Advisors</td>
<td>2648</td>
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### College of Science & Engineering

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<td>Science &amp; Engineering Dean's Office</td>
<td>5777</td>
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<td>Computer Science Department</td>
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<tr>
<td>Geographical Information Science</td>
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<tr>
<td>Mathematics Department</td>
<td>3754</td>
</tr>
<tr>
<td>Engineering Technology Department</td>
<td>5849</td>
</tr>
</tbody>
</table>
From the East, From the West, From the North, the South,
    Alma Mater we praise your name.
    As a fire in hearts none shall ever doubt,
    That your spirit is kept aflame.
    Many people are heard the whole land through,
    All lifting their voices praising you.
    To the ends of the earth we your worth will hail!
    Alma Mater our A&M-CC.
Islander Spirit & Traditions

Traditional Islander Events

Islander Tribute: A memorial dedicated to honor students that have passed away the past year. Traditionally the first Tuesday in April.

President’s Picnic: The official Welcome Week picnic held each Fall semester to kick off the year with a Presidential welcome, some Islander Spirit, free food, and games.

Late Night Breakfast: A stress-free night filled with free food, door prizes and entertainment to wish students good luck as they prepare for final exams. It is held each Fall and Spring semester in the UC Commons on the last day of the semester and is hosted by the Division of Student Engagement & Success.

Ring Ceremony: The Official Ring Ceremony is a celebration where students who have earned 75 or more hours toward their undergraduate degree or 25 or more hours towards their graduate degree are honored. The National Alumni Association President presents the rings to the honorees.

Homecoming: Homecoming at TAMU-CC is celebrated during the Spring semester and culminates with a basketball game featuring our Islanders Basketball Team. It’s a time for students, faculty, staff, alumni and the community to gather to celebrate Islander Spirit and traditions. Homecoming day is filled with fun and activities such as the Homecoming Parade, Pep Rally, and Tailgate. Some of the signature traditions of the week-long festivities include the Tip-Off Picnic, Homecoming Court Voting, the Faculty/Staff vs. Student Basketball Game, the Lighting of the “I”, CAB’s Islander-ino, and SGA’s Friday Fiesta. For more information, please visit: http://homecoming.tamucc.edu

Islander Lights: Celebrate the kick-off to the holiday season with refreshments, music, and activities at the annual lighting of campus tradition hosted by the Division of Student Engagement & Success. Donate a new unwrapped, non-violent toy or make a monetary donation for children in need. All proceeds are donated to Toys for Tots. The event is open to students, faculty, staff, and the community.

The “Shaka”
The “Shaka” is the official Islander hand sign. Originally it meant to “hang loose” or to chill and be laid back. It can be used as a greeting or goodbye, a sign of approval or praise, as well as, a symbol of school spirit.

How to Shaka:
Step 1: Make a Fist
Step 2: Thumbs Up
Step 3: Pinky Out
Step 4: Shake It!

University History
1947 University of Corpus Christi established
1977 University’s name changed to Corpus Christi State University
1989 Corpus Christi State University joins the Texas A&M University System
1994 Marked the transformation of the institution to a four year university.

Islander Fight Song
Fight for A and M, A and M CC
Highest Honor, Brave and Strong
Ever true will be,
Onward to Victory
Islanders will prevail,
We’ll fight, fight.
Fight Forever
A and M CC!
2014–2015 Academic Calendar

Fall Semester 2014

August 7, Thursday
August 25, Monday
August 27, Wednesday
September 3, Wednesday
October 15, Wednesday

October 16, Thursday
November 7, Friday
November 27-28, Thursday-Friday
December 1, Monday

December 2, Tuesday

December 3, Wednesday
December 9, Tuesday
December 4-5, Thursday-Friday
December 8-10, Monday-Wednesday
December 11-12, Thursday-Friday
December 13, Saturday
December 15, Monday

Last day to apply for December 2014 graduation
Faculty Start Date
Classes Begin Regular Fall and 1st 7-Week Session
Last day to register or add a class
Last Day of Classes for 1st 7-Week Session and Final Exams
First Day of Classes 2nd 7-Week Session
Last day to drop a class
Thanksgiving Holidays
Last day to withdraw from the University
Last Day of Classes Regular Fall and 2nd 7-Week Session
Final Exams 2nd 7-Week Session
Reading Day
Last day to apply for May 2015 graduation
Final examinations

Grading days
Fall Commencement
Fall Grades Due

January Session 2015

January 2, Friday
January 15, Thursday
January 16, Friday

Registration and first day of class
Last day of classes
Final Examinations

Spring Semester 2015

January 19, Monday
January 21, Wednesday
January 28, Wednesday
March 13, Friday

March 16-20, Monday-Friday
March 23, Monday
April 10, Friday
May 4, Monday
May 5, Tuesday

May 6, Wednesday
May 7-8, Thursday-Friday
May 11-13, Monday-Wednesday

Martin Luther King Jr. Holiday
Classes Begin
Last Day to register or add a class
Last Day of Classes for 1st 7-Week Session and Final Exams
Spring Break
Classes Begin 2nd 7-Week Session
Last Day to Drop a Class
Last Day to Withdraw from University
Last Day of Classes Regular Sprng and 2nd 7-Week Session; Final Exams 2nd 7-Week Session
Last day to apply for August 2015 graduation
Reading Day
Final Examinations
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 14-15, Thursday-Friday</td>
<td>Grading days</td>
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<tr>
<td>May 16, Saturday</td>
<td>Spring Commencement</td>
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<tr>
<td>May 18, Monday</td>
<td>All Spring Grades Due</td>
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<tr>
<td>May 22, Friday</td>
<td>Faculty End Date</td>
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**Maymester 2015**

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<td>May 14, Thursday</td>
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<tr>
<td>May 25, Monday</td>
<td>Memorial Day Holiday</td>
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<tr>
<td>May 28, Thursday</td>
<td>Last day of Maymester</td>
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<tr>
<td>May 29, Friday</td>
<td>Maymester final examinations</td>
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<td>June 1, Monday</td>
<td>Maymester Grades Due</td>
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**Summer Session I 2015**

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<tr>
<td>June 1, Monday</td>
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<tr>
<td>June 2, Tuesday</td>
<td>Last day to register or add a class</td>
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<tr>
<td>June 19, Friday</td>
<td>Last day to drop a class</td>
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<tr>
<td>July 30, Tuesday</td>
<td>Last day to withdraw from the University</td>
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<tr>
<td>July 2, Thursday</td>
<td>Last day of classes</td>
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<td>July 7, Tuesday</td>
<td>Summer Session I final examinations</td>
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**Summer Session II 2015**

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<td>July 6, Monday</td>
<td>Classes begin</td>
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<td>July 7, Tuesday</td>
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<tr>
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<td>August 4, Tuesday</td>
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<td>August 6, Thursday</td>
<td>Last day to withdraw from the University</td>
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<td>August 8, Saturday</td>
<td>Last day of classes</td>
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<td>August 11, Tuesday</td>
<td>Summer Session II final examinations</td>
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<td>Summer Commencement</td>
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<td>All Summer Grades due</td>
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**August Session 2015**

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<td>August 10, Tuesday</td>
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<td>August 20, Monday</td>
<td>Last day of classes</td>
</tr>
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<td>August 21, Tuesday</td>
<td>August session final examinations</td>
</tr>
<tr>
<td>August 24, Monday</td>
<td>August Session Grades Due</td>
</tr>
</tbody>
</table>

*Some summer session courses will follow a different schedule. Please see the class schedule for information on when particular courses are offered.

Note: Dates of holidays are tentative, pending approval by the Texas A&M University System Board of Regents. For the latest information on dates and deadlines, please consult the appropriate class schedule.
Code Blue Emergency Notification System

Texas A&M University-Corpus Christi uses a comprehensive alert system to send students, faculty and staff messages during emergency situations. The notifications include emails and text as appropriate. These emergencies can include hurricane warnings, school closures, delays and evacuations.

Students must submit a form requesting their phone and email for such notifications when they register. Updates can also be made through SAIL. Faculty and Staff can update their Code Blue contact information through HR Connect.

**Code Blue Emergency Notification System**
The University uses a third-party emergency notification system that has the ability to contact students and employees by work phone, cell phone, text message and/or email. The severity of the emergency will determine how many forms of contacts are used.

A phone or text message will come from:
- 361-825-7777 emergency
- 361-825-5700 non-emergency

An email alert will come from:
- TAMUCC Code Blue (codeblue@tamucc.edu)
- Texas A&M-Corpus Christi (notices@tamucc.edu)

The Code Blue Emergency Notification system can also reach classroom telephones and each of the residences at Camden Miramar. For more information call Institutional Advancement at 361-825-2420.

**Code Blue Emergency Notification System will also be notified through:**

- Outdoor Voice & Sound Alarm
- University Web Site, Social Media
- Campus Work Phones
- Classroom Telephones
- Special Campus Announcements
- Campus Monitors
- Area Television Stations, Radio Stations and the Caller-Times
- Outdoor Emergency Phones
- Emergency Information Hotlines

**FMI go to the following website:** codeblue.tamucc.edu
2014-2015 EVENTS
Sponsored by Career Services

ALL MAJOR CAREER FAIR
WEDNESDAY, OCTOBER 8, 2014  10:00 AM -- 2:00 PM

ALUMNI/GRADUATE CAREER FAIR
WEDNESDAY, OCTOBER 29, 2014  4:00 PM - 7:00 PM

GRADUATE SCHOOL FAIR
FRIDAY, NOVEMBER 7, 2014  10:00 – 2:00 PM

TEACHER JOB FAIR
WEDNESDAY, NOVEMBER 12, 2014  9:30 AM - 12:00 PM

P: 361-825-2628  F: 361-825-5729  R: UC 304

THE ISLANDER APPRENTICE

WHO:  Texas A&M Corpus Christi Students
WHERE:  Throughout Community and Campus
WHEN:  Spring Semester
APPLY:  Career Services-UC 304 (361)-825-2628 career-services.tamucc.edu
### August 2014

<table>
<thead>
<tr>
<th>Sunday</th>
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</thead>
<tbody>
<tr>
<td>Aloha Days</td>
<td>Aloha Days</td>
<td>Faculty start date</td>
<td>Convocation (11am &amp; 2pm) Performing Arts Center</td>
<td>Panhellenic Sorority Recruitment</td>
<td>Island Bash (3-5pm) East Lawn &amp; Dugan Wellness Center</td>
</tr>
<tr>
<td>Welcome Back Luau (Camden)</td>
<td>Classes begin Regular Fall and 1st 7-Week Session</td>
<td>Panhellenic Sorority Recruitment</td>
<td>Career Services Tailgate: Semester Kickoff (5-7pm)</td>
<td>Islander Culture</td>
<td>CAB Movie Night (8pm) East Lawn</td>
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<tr>
<td>Panhellenic Sorority Recruitment</td>
<td>Panhellenic Sorority Recruitment</td>
<td>Panhellenic Sorority Recruitment</td>
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</tbody>
</table>

*Inclined to move toward the middle or center*

_The city was built with its roads and buildings situated in a centripetal manner._
the smallest piece, a slight trace, a speck
There wasn’t a scintilla of truth in his story.
GERONTOCRACY  a government based on rule by elders
The youngest member of the tribe’s gerontocracy was seventy-seven.

ISLANDERS
Ruth felt a consanguinity with her best friend.

Consanguinity: kinship, relationship through a common ancestor.
### SEPTEMBER 2014

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**SUNDAY**

**URSINE** bear-like; referring to or having to do with a bear

Juan’s presence was ursine and intimidating.

**MONDAY**

**TUESDAY**

**WEDNESDAY**

**THURSDAY**

• ICA and MGC: Latin Dance Night, TBD

**FRIDAY**

• 7pm Women's Soccer vs. Central Arkansas

**SATURDAY**

21 September

22 September

23 September

24 September

25 September

26 September

27 September
SINECURE  a well-paying position with little responsibility
His administrative job was sinecure and relatively simple.

Check your email for iNews updates!
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
</table>
| October 5, 2014 | • 7pm Volleyball vs. Stephen F. Austin  
• ICA’s Welcome to the Family, UC Oso Room |
| October 6, 2014 | 
| October 7, 2014 | The servants were asked to genuflect before the king. |
| October 8, 2014 | • ICA’s National Coming Out Day Celebration, East Lawn |
| October 9, 2014 | • 1pm Volleyball vs. Northwestern State |

**GENUFLECT** to bend a knee in respect, expressing servility.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event(s)</th>
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<tbody>
<tr>
<td>Oct 12 SUNDAY</td>
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<td>• 1pm Women's Soccer vs. Lamar</td>
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<td>Oct 13 MONDAY</td>
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<tr>
<td>Oct 14 TUESDAY</td>
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<td>Oct 15 WEDNESDAY</td>
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<td>• DiversABILITY, UC Ballrooms</td>
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<td>• Last day of Classes for 1st 7-Week Session and Final Exams</td>
</tr>
<tr>
<td>Oct 16 THURSDAY</td>
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<td>• First Day of Classes 2nd 7-Week Session</td>
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<tr>
<td>Oct 17 FRIDAY</td>
<td></td>
<td>• 7pm Women's Soccer vs. Abilene Christian</td>
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<tr>
<td>Oct 18 SATURDAY</td>
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<td>• 10am CAB's October Carnival, East Lawn</td>
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</table>

**DILETTANTE** one who superficially takes up an art or activity

*She was a dilettante whose occasional paintings never earned her much money.*

Check your email for iNews updates!
<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Sunday</td>
<td><strong>Grades Due for 1st 7-Week Session</strong></td>
</tr>
<tr>
<td>Monday</td>
<td><strong>7pm Volleyball vs. Central Arkansas</strong></td>
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<td><strong>ICA’s LGBT History Month Celebration, TBD</strong></td>
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<tr>
<td>Tuesday</td>
<td><strong>7pm volleyball vs. Nicholls State</strong></td>
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<td><strong>7pm Women’s soccer vs. Sam Houston State</strong></td>
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<tr>
<td>Wednesday</td>
<td><strong>1pm Volleyball vs. McNeese State</strong></td>
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</table>

*IGNOMINY* deep public disgrace, shame and dishonor

Patrick could barely stand the ignominy of failing calculus.
**AMELIORATE** to improve, to make better or more satisfactory

Maria knew she could ameliorate her debate skills with more research.

---

Check your email for iNews updates!
VERISIMILITUDE

the quality of appearing to be real or true

The verisimilitude of her argument couldn't fool those who knew better.
**TRENCHANT** cutting, clear, incisive, vigorous and effective
His boss’ trenchant criticism of his work affected him deeply.

---

Check your email for iNews updates!
SYBARITE: a person devoted to luxury and sensuality

The sybarite queen spent all her money on her extravagant lifestyle.
Poseur  a person who acts a certain way to impress
She seemed to enjoy their ideas, but it was easy to see she was simply a poseur.

Check your email for iNews updates!
CONVENIENT, LACKING SPACE, UNCOMFORTABLE
The cabin was Incommodious and would need to be expanded.

INCOMMODIOUS
to divide voting districts to favor one political party
The politician hoped to gerrymander a district and win more votes.

Check your email for iNews updates!
FLORID reddish in complexion, or very flowery and ornate
Her florid face made her always look embarrassed.
EXPURGATE

The editors decided to expurgate the passages in the book before it was sent to publication.
**DIURNAL**

daily, occurring in the daytime, not nocturnal

*His mother demanded he get a diurnal pet.*
Cynosure

The cynosure of the small community was its historic church.

- Registration and first day of class

Check your email for iNews updates!
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**JANUARY 2015**

**SUNDAY**

---

**LABILE** unstable; likely to change or alter

Susan watched the labile weather reports to plan her weekend.

---

**Monday**

---

**Tuesday**

---

**Wednesday**

---

**Thursday**

---

**Friday**

- Last day of classes and final examinations

---

**Saturday**

---
**Check your email for iNews updates!**

To enroll or register in post-secondary education, he decided to matriculate at an ivy league school.

**MATRICULATE**

### January 2015

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- **January 18**: MARTIN LUTHER KING JR. DAY
  - Classes begin Regular Spring Semester
  - 8pm CAB Movie Night, East Lawn
  - ICA’s Marin Luther King Jr. March & Celebration, TBD

- **January 24**: SVC’s MLK Jr. Day of Service
NEOLOGISM

The neologism in his essay left his teacher confused.

26 MONDAY

• ICA and MGC: Juke Joint, TBD

27 TUESDAY

28 WEDNESDAY

• Last day to register or add a class

29 THURSDAY

30 FRIDAY

31 SATURDAY
Rebus: a representation of words by pictures or symbols
She didn't know how to write, so she sent his message as a rebus instead.

Check your email for iNews updates!
FEBRUARY 2015

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TRAduce
to slander or speak maliciously of someone
Reporters should try not to traduce people in newspapers.
AMALGAM combination, mixture of metal used to fill teeth
His success was an amalgam of persistence, hard work, and luck.
adequate, well-deserved, and satisfactory

The research he put into his report was condign enough to earn him a high grade.
The group decided to tweak their plan while it was inchoate.
Her accusations maculated his reputation.

MACULATED spotted and stained, marked, defiled and impure
STYGIAN referring to the river Styx or Hades; hellish

The stygian battle left the soldiers fearful and exhausted.

Check your email for iNews updates!
causing sleep; characterized by drowsiness

The soporific speech left the audience yawning.

SOPORIFIC

• First Day of classes 2nd 7-Week session

• Grades Due for 1st 7-Week Session

• SVC's BIG Event
<table>
<thead>
<tr>
<th>APRIL 2015</th>
<th>29</th>
<th>SUNDAY</th>
<th>PALM SUNDAY</th>
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**PEREGRINATE**

My family has plans to peregrinate this summer cross country, from the West Coast to the East Coast.

---

Check your email for iNews updates!
GASTRONOMY  the practice and art of preparing good food

Her gastronomy earned him praise from fellow chefs.
The speaker tried to concatenate the points of his argument so the audience could better understand.
begging, or a person who lives as a beggar

The mendicant man stood on the corner asking passersby for money.
SUPERNUMERARY

The company could have saved money by getting rid of their supernumerary procedures.

extra, more than necessary, excessive, superfluous
UXORIOUS  excessively doting on and servile to one’s wife
  He was uxorious with his wife to earn her approval.

<table>
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<th>MONDAY</th>
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### May 2015

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<tr>
<td>Sunday</td>
<td>Mother's Day</td>
<td>11th</td>
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</table>

- **Mother's Day**
  - 6am UC Study Center, University Center

**Comestible**

edible; something fit to be eaten as food

The unfamiliar berry turned out to be comestible.

---

- 11th
  - 6am UC Study Center, University Center

- 12th
  - 6am UC Study Center, University Center

- 13th
  - 6am UC Study Center, University Center

- 14th
  - Gradeing days until 5/15/14
  - Maymester registration & first day of classes

- 15th

- 16th
  - Spring Commencement

---

Check your email for iNews updates!
bad-tempered, easy to anger, peevish, irritable

Mom was fractious after her long week at work.
HISTRIONIC excessively dramatic; having to do with acting
Jan’s friends were annoyed by her histrionic behavior to gain attention.

Check your email for iNews updates!
Misanthrope
one who dislikes and mistrusts humankind
The way she was treated as a child turned Brenda into a misanthrope.
INAMORATA a woman who is loved, a sweetheart or lover
Robert would do anything for his Laura, his inamorata.
John’s ribald jokes were amusing but made some people uncomfortable.
having the position of protector or guardian
Karen's tutelary older sister made sure no one harmed her.
CONTINENCE
self-restraint; control over bodily urges

He showed amazing continence despite being provoked to fight.

• Last Day to withdraw from the University
• Last day of classes
• Summer Session I final examinations
• Independence Day Holiday

TEXAS A&M UNIVERSITY
CORPUS CHRISTI
HALCYON  calm, peaceful, and tranquil; rich and prosperous
Juan stayed halcyon despite the frightening surroundings.

Check your email for iNews updates!
someone who gathers material to make a dictionary

The lexicographer decided the word did not meet the standards to include it in a dictionary.
VAUNTED

highly publicized, praised, boasted about

The vaunted art show didn’t live up to its hype.

Check your email for iNews updates!
The peripatetic woman enjoyed the exercise she received from walking.
SOLECISM  error in grammatical usage or social etiquette
His solecism during the wedding embarrassed his friends.

Check your email for iNews updates!
Freedom of speech is under the aegis of the U.S. Constitution.
**ENCOMIUM**

formal praise; an enthusiastic eulogy or speech  
*The class president’s encomium was a highlight of the graduation ceremony.*
The city was built with its roads and buildings situated in a centripetal manner.
the smallest piece, a slight trace, a speck
There wasn’t a scintilla of truth in his story.
Gerontocracy

a government based on rule by elders

The youngest member of the tribe’s gerontocracy was seventy-seven.
CONSGUINITY  kinship, relationship through a common ancestor
Ruth felt a consanguinity with her best friend.
Juan’s presence was ursine and intimidating.
a well-paying position with little responsibility

His administrative job was sinecure and relatively simple.
Student Responsibility

The student must seek advice about degree requirements and other University policies when necessary. The student is held responsible for knowing and abiding by University regulations regarding the standard of work required to continue in the University, as well as those dealing with academic integrity, scholastic probation, suspension, and dismissal. Additionally, the student is expected to comply with the rules in the Student Handbook and Student Code of Conduct, as well as the process in the latter, which are administered by the Office of Student Engagement and Success. The Student Handbook and Student Code of Conduct are accessible at ses.tamucc.edu. The University reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. An admission on the basis of false statement or document is void upon discovery of that fraud, and the student is not entitled to any credit for work that he/she may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due at the University will be considered receivable and will be collected.

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Student Services and Resources

At Texas A&M University-Corpus Christi we want you to succeed, have an array of opportunities to get involved on campus, and have a little fun while you're working on your degree. A variety of services are offered to you so that you can get involved, stay healthy (mind, body and spirit) and achieve your ultimate goal: GRADUATING! Try something new and fun! Check out the following offices to get involved with the campus community. You are guaranteed to find something exciting to do.

University Center & Student Activities (UCSA)
UC 218
825-2707
Ucsa.tamucc.edu

UCSA is the department committed to engaging students in meaningful experiences outside of the classroom. UCSA is located in the University Center, which is THE place to hang out and relax since we are the “living room” of the university. The UC is also the place to find information about any student organization on campus from Greek organizations to honor societies, and everything else in between! There are over 90 organizations on campus, and if you can’t find one that suits your interest, you can start your own. Multicultural programs are offered to help you learn how to embrace differences, and we also offer leadership training through UCSA Leads. If you’re looking for student employment, we may have a position available. We’d love to have you as part of our team! Can’t find what you want? Come by and talk to us to see how we can help YOU!

Campus Activities Board (CAB)
UC 204
825-2363
Cab.tamucc.edu

CAB is a student run organization responsible for providing a variety of social, recreational, and educational programs for the campus community. Students involved in CAB choose programs, make facility and food arrangements, promote events, and provide assistance to performers and artists. Examples of CAB programs can include concerts, movies, hypnotists, magicians, festivals, dance lessons, and much more.

Islander Cultural Alliance (ICA)
UC 204
825-2539
ica.tamucc.edu/ICA

ICA provides opportunities for the campus to learn and participate in activities representing different cultures. These activities relate to Hispanic heritage, disabilities awareness, Women’s history, Asian cultures, Native American heritage, Black history and more. Along with providing opportunities to celebrate the diversity of TAMUCC, ICA brings cultural awareness and diversity education to campus. Students involved in ICA help coordinate campus wide events and initiatives as members and in leadership positions.

UCSA L.E.A.D.S.
UC 218
825-2182
Ucsa.tamucc.edu/ucsaleads

UCSA L.E.A.D.S. is a service provided by the professional staff of the University Center & Student Activities department. Leadership Hour, a leadership certification program, is an 8-week series of workshops with three tracks for Emerging, Intermediate and Advanced student leaders. The UCSA Leads Conference provides a variety of workshops on general leadership topics, as well as a keynote address by a featured speaker. The Workshops To-Go service is for anyone on campus including, but not limited to, student organization meetings, department meetings and classes. The UCSA Leads program also offers Weekend Leadership, a program offered on Fridays and Saturdays to allow for more in-depth leadership development. All of these programs are offered to students with the intent to improve leadership skills to become more marketable and global leaders.
Aloha Days – First Year Transition Camp
UC 204
825-2707
Alohadays.tamucc.edu

Aloha Days, a First Year Transition Camp, is a three day experience to help welcome new students into the TAMUCC culture. The camp is responsible for providing peer to peer leadership, resources on involvement, school pride and traditions, diversity, and educational components that will help new students be successful on campus. Students also have the opportunity, even if they did not attend camp, to take on a leadership role, join and help create and implement the next summer’s Aloha Days.

Student Volunteer Connection (SVC)
UC 204
825-2707
Svc.tamucc.edu

The Student Volunteer Connection is a student departmental organization responsible for providing a variety of volunteer opportunities, programs and events, and resources to get involved in the University, the Corpus Christi community, and beyond, to aid in service. Students involved in SVC can choose to participate or take on leadership roles in volunteer events, help coordinate and program Islander Clean-up, Alternative Spring Break, and BIG Event.

Alternative Spring Break (ASB)
UC 204
825-2707
svc.tamucc.edu

Alternative Spring Break is a SVC program that provides an opportunity for college students and staff members to engage in direct “hands on” service that addresses the needs of the location in areas such as community service, social services, environmental conversation, etc. ASB programs establish educational objectives in collaboration with the host location, which will aid in participants having a sense of understanding about the region and population they serve. This is an opportunity to volunteer and to experience culture of an area and population different from your own.

Island Waves Student Newspaper (IW)
UC 204G
825-5862
islandwaves.tamucc.edu

Want to know the scoop about what is happening on campus from a student perspective? Then pick up a free copy of the Island Waves Student Newspaper from a stand around campus! The paper is produced entirely by students, and is out on stands every Thursday. Let your voice be heard! Paid positions, volunteer opportunities, and internships are available to aspiring journalists or anyone who likes to write, take photos, and/or dabble in graphic design.

Waves of Welcome (WOW)
UC 226
825-2707
calendar.tamucc.edu

Waves of Welcome (WOW) is designed to assist you in becoming more familiar with your campus and the resources available to succeed at Texas A&M University-CC. There are many events and activities to take part in during the fall and spring semesters and we encourage you to do so. At these events you will meet many of your fellow Islanders as well as network with faculty, staff, and student leaders. GET INVOLVED. STAY CONNECTED!

Islanders Athletics
Dugan Wellness Center, 2nd Floor
361-825-3415
GoIslanders.com

Texas A&M University-Corpus Christi competes in 15 NCAA Division I sports: men’s & women’s basketball, baseball, softball, women’s volleyball, men’s and women’s cross country, women’s soccer, women’s golf, men’s and women’s tennis, men’s and women’s indoor and outdoor track and field. The Islanders are a member of the Southland Conference, which includes institutions from Texas, Louisiana, and Arkansas. Islanders students receive FREE admission to athletic events with a valid SandDollar$ ID card. In addition, all students are invited to join the Blue Crew, the official student section of Islanders Athletics. Blue Crew members receive a Blue Crew shirt and invitations to special events. Visit GoIslanders.com for more information and to register.
Recreational Sports
Dugan Wellness Center/Hike & Bike Trail/Pool/
Momentum Multipurpose Fields
825-2454/825-2170
http://recsports.tamucc.edu

Do you want to be healthy and fit? Do you love sports? Come to the Wellness Center to participate! Get in shape by working out with weights and cardio equipment. Drop by to play basketball or volleyball or jog on the indoor track. Open Rec times are available at the Tennis Center, too. If you need motivation, our personal trainers and group exercise classes can help! Come and play intramural sports with your classmates and friends – basketball, softball, flag football, etc. Join one of our Sport Clubs to learn a new sport or meet new friends with similar interests. You can even rent equipment for surfing, kayaking, and camping or travel on outdoor adventure trips. Check out our website for additional programming information and details.

Campus Services

Business Office
Student Services Center (Round Building)
825-2600
falcon.tamucc.edu/~business/BusinessOffice.htm

The Business Office serves as the central point for most of your financial transactions and products and provides several ways for you to make payments for items such as tuition and fees, parking permits, parking fines, etc. If transactions on your account result in us owing you money, we ensure timely processing of your refund. Higher One, at your request, will send this money via a paper check, direct deposit (ACH) to your account at your financial institution or a deposit into a debit card from Higher One. All students will receive an Easy Refund Card from Higher One, which is to be used to sign up for one of three refund choices. If you are having trouble coming up with the cash to pay your tuition bill, you should visit the Business Office for information on installment payment plans and emergency loans. Remember, you are responsible for all of your bills (including parking fines), so make sure you pay everything you owe prior to attempting to register for the next semester. Failure to pay your financial obligations by the due dates may result in your removal from the University, exclusion from final exams, graduation, the release of transcripts, and/or further enrollment. If you are having financial problems, call or stop by the Business Office to discuss payment options. Tuition bills are not mailed prior to payment due dates but email notifications are sent to your university issued email address.

Career Services
UC 304
825-2628
career-services.tamucc.edu

Need a part-time job? Not sure about your major? Want to begin working on that resume or find a cool summer internship? Come by Career Services. We’ve got it all. Not sure what you want to do with that degree? Use the computer programs and other resources to discover all the possibilities!

Credit Counseling of South Texas
854-4357
www.cccsstx.org

All college students are in a perpetual need of funds, and it is important that you manage your money well. A rule of thumb is to keep your expenditures less than the amount of money you bring in from any source: jobs, parents, financial aid, etc. As a college student, you will receive numerous offers for pre-approved credit cards. It is tempting to use credit cards for impulse purchases, and failure to pay off debt can ruin your credit. If you get into credit card debt, you may want to call Consumer Credit Counseling Services of South Texas. The financial counselors at CCCS can help you set up a monthly budget and manage your payments.
Office of Student Engagement and Success
UC 318
825-2612
ses.tamucc.edu

If you are having a problem, but don’t know how to solve it, Office of Student Engagement and Success can help! The Vice President for Student Engagement and Success and the Dean of Students serve as student advocates and are available to guide you through your student experience.

Regional Transportation Authority
If you don’t have a car, life won’t be so bad. The university has an agreement with the Corpus Christi Regional Transportation Authority. You can go anywhere the bus goes in the city free of charge. The University also has a special shuttle which stops at some area apartment complexes. Just bring your SandDollar$ ID card. For more information visit www.ccRTA.org.

University Counseling Center
Driftwood Building, Room 107
825-2703
counseling.tamucc.edu

Are you... overwhelmed by stress? Worried about your grades? Having relationship problems? Feeling depressed or anxious? Not sure how to help a friend? If so, you’re not alone. Many college students struggle with these same concerns. The University Counseling Center (UCC) can help with these and many other personal and academic issues. We provide free and confidential services to currently enrolled students. Our services include individual and group counseling, crisis intervention, and substance abuse education and treatment. We also offer limited psychiatric services. Visit our website to see a complete description of services and to access anonymous mental health screenings and a variety of self-help resources. To make an appointment or consult with a counselor, just stop by our office. We’re here for you!

Sand Dollar$ Office
CCH 103
825-5978
sanddollars.tamucc.edu

One card, many services! The SandDollar$ card is your student ID and passport to an array of services at Texas A&M University-Corpus Christi and at participating local businesses partners. The SandDollar$ card allows you to leave the cash and carry the card for convenience and security. The card is your meal plan ticket at the Islander Dining Hall and can be used at all campus dining locations. Other uses include the campus bookstore, convenience store, library, vending machines and Sandpaper pay-for-print printers and copiers campus wide.

Use the card to utilize library services and gain access to athletics events, computer labs, residence halls and the fitness and wellness center. Ride Regional Transit Authority (RTA) buses, without charge, to your favorite spots in the city and access the services of our off-campus business partners including restaurants, pharmacies, fuel stations and more. For on the go convenience, you can check your balance, view your transaction history, and make deposits online at tamucc.managemyid.com. You also have the option to invite others to make deposits to your account. How cool is that?

Open a new Wells Fargo account or use your existing Wells Fargo account to link your SandDollar$ card to your Wells Fargo checking account for the convenience of using your SandDollar$ card as your ATM and PIN based debit card. This allows access to your SandDollar$ account and your Wells Fargo checking account with one card!

New and transferring students may get their SandDollar$ card during orientation. Returning students can visit the SandDollar$ office to replace lost or stolen cards. There is a nominal fee for replacing lost cards, so protect your card.
If your SandDollar$ card is lost or stolen, deactivate it IMMEDIATELY online at tamucc.managemyid.com (See sanddollars.tamucc.edu for more information) or report it to the SandDollar$ Office at 361-825-5978 and prevent unauthorized use. When a replacement card is issued all privileges and values are transferred to the new card and the old card is rendered useless.

Financial Aid/Assistance Office
Student Services Center (Round Building)
825-2338
osfa.tamucc.edu

Did you know that there is money available to help you pay for school? Grants, scholarships, work-study and student loans are awarded and processed through the Office of Student Financial Assistance (OSFA). The OSFA is prepared to help make the financial aid process as easy as possible. The OSFA offers personal counseling to student and parents concerning aid opportunities, application requirements, program guidelines, and student eligibility. Students and parents may call, e-mail, or visit the office for any needed assistance. Remember to apply for financial aid by the priority deadline (March 31) to ensure your funds are received by the time school starts. You must reapply for financial aid each year.

TALK2ME
361TALK2ME
361-825-5263/361TALK2ME

361TALK2ME is a resource on campus designed to help students with their transition to the University. We are designed to help answer questions and guide students to appropriate campus resources. Have a question? Give us a call at 361-825-5263 or 361TALKTOME.

Office of International Education
Classroom East (CE) 213
International Students: 825-3922
Study Abroad: 825-2789
http://oie.tamucc.edu/

The Office of International Education (OIE) is geared to help international students in dealing with common adjustments to a new culture, to provide advice on non-academic issues of daily life, and to guide all international students to the services and functions of the university. This office organizes events and social activities for the international students to engage in and help them feel part of the university as well as raise the profile of international students and their many cultures for the rest of the student community. In addition, the Office of International Education, through the Study Abroad Programs, is responsible for promoting and supporting international educational opportunities for the Texas A&M University-Corpus Christi community by developing and administering well-run and academically challenging programs that complement the Texas A&M–Corpus Christi curriculum. The Study Abroad Team works to provide Study Abroad programs that are affordable and accessible to Texas A&M-Corpus Christi students in all academic disciplines. Visit us at http://oie.tamucc.edu/. 

International Student Special Requirements
International Student Advising Student Services
Classroom East (CE) 213
825-2258
oie.tamucc.edu

International students are required to report to the Coordinator, International Student Services located in the Round Building Room 100 at the beginning of each semester and to provide a current U.S. address, phone number and email address, and all their visa particulars. All international students must provide proof of health insurance if they choose not to accept the University Health Insurance. The Coordinator helps students with forms and paperwork required to maintain their F1 status.
University Police Department
825-4444
police.tamucc.edu

The University Police Department (UPD) is the sole law enforcement agency on the campus of TAMU-CC. The University Police Department employs commissioned police officers who are licensed by the Texas Commission on Law Enforcement. University police officers enforce the rules and regulations of the University and are empowered by the Code of Criminal Procedures to enforce all state and local laws. It is the responsibility of the University Police Department to respond to all emergencies and promote a safe and orderly campus. UPD offers several crime prevention programs that are available to the campus community and also provides pedestrian escorts. UPD has a crime victim’s advocate available to all victims of crime. For emergency services call 4444 or 911 from any campus phone.

Campus Parking
825-PARK
http://police.tamucc.edu/

You must have a valid General parking permit to park a vehicle on any campus surface parking lot. The permit must be clearly visible from the vehicle’s front windshield. Parking is also available in the Bayside Parking Garage as a pay by the hour fee or by Semesters. All vehicles are registered through your SAIL account. You may print a temporary permit when you register your vehicle that is valid for five days. The permanent permit must be picked up at the University Police Department (UPD). Permits may be purchased for the full year, by the semester, or a combination of semesters. Payment is made at the Business Office, or SAIL account. Expired parking permits can be updated by placing the current validation sticker over the expired location block on the hang tag. Validation stickers are issued at the University Police Department and Sand-Dollar Office. Keep your parking permit hangtag from year to year and purchase validation stickers as needed. Lost/Stolen replacement cost is $25.00. To appeal a parking citation, go the UPD website and follow the instructions. All appeals must be made no later than 10 business days after the citation issue date in order for the appeal to be reviewed. You are responsible for any citations issued to you or your vehicle. Failure to pay parking fines may result in a hold on your registration and possible disciplinary action.

Health Center
Sandpiper Building
825-2601
healthcenter.tamucc.edu

Feeling ill? Need a physical? Have a health question? Call or come by the University Health Center. The Health Center is staffed with a team of nurses, nurse practitioners and physicians who offer services similar to your family doctor’s office. Visits are free and confidential. Supplies, lab tests and medications are available at minimal cost. The Health Center also has a convenient on-site pharmacy with affordable pricing.

The University encourages students to keep their immunizations current. Recommended immunizations include Tetanus/Diphtheria; Measles, Mumps and Rubella (MMR); Varicella; Meningitis; Gardasil; Hepatitis A and B vaccination series and annual flu shots. Certain academic programs, and some campus jobs, require students to follow a specific immunization schedule. Check with your advisors or employers about their requirements. Immunizations are available at the Health Center at a minimal cost.
The Mary and Jeff Bell Library provides resources and services to assist you with your research and information needs. Over half a million items are listed in Portal, the online catalog, and many more items are accessible through our electronic resources. Over 200 online databases and 130,000 electronic journals contain scholarly material to assist students in completing research projects or assignments. The library provides reference service in person, by phone, and online to assist students with research. We also provide instruction in the use of library resources. Interlibrary loan is available to obtain items the library does not own. A media lab allows students to make use of the library’s audio-visual collections. More than 150 computers provide access to the Internet and can be used to complete research and course assignments. Multimedia Presentation Rooms are available for use when the Media Center is open. Each room is equipped with a video camera, 22” camera monitor, computer, and SmartBoard. Laptop computers are also available for use within the library Monday through Thursday from 10am-6pm. Special Collections and Archives houses a wealth of resources focusing on Corpus Christi, the Coastal Bend, and South Texas. The atrium of the library contains popular magazines and a selection of daily newspapers. Group study rooms are available for checkout at the circulation desk by two or more students. The quiet study area is available for use by all library patrons.
Veterans Affairs Office
Student Services Center (Round Building) 101
825-2331
vets.tamucc.edu

The Texas A&M University – Corpus Christi has been awarded the designation of “Military Friendly School” by GI Jobs Magazine © for 2010, 2011, 2012, and 2013 for our outstanding support of military service members, Veterans, and their dependents. The Office of Veterans Affairs assists Veterans and their dependents to achieve their education goals by providing help and guidance on applying for and processing claims for Veterans education benefits under the Federal GI Bill Program and the State of Texas Hazlewood Act and Hazlewood Legacy Act. We also provide assistance for Veterans in transitioning from military to college life with advice, guidance, and information about college life, local programs, and benefits available to Veterans. For more information on educational programs and updates on the Post-9/11 GI Bill and the Hazlewood Act and Hazlewood Legacy, please visit the Veterans Office as soon as possible.

Disability Services
Corpus Christi Hall 116
825-5816
disabilityservices.tamucc.edu

Disability Services (DS) office coordinates services and academic accommodations for Texas A&M University-Corpus Christi students with documented disabilities to ensure equal access to facilities, programs, services, and resources of the university. In order for you to qualify for and receive academic accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, you must be registered with the DS office. The first step in the process is to make an appointment with our office and we will provide you with the information and support you need to have a successful classroom experience. In most cases students with temporary disabilities can also be accommodated. We welcome all students and/or student organizations interested in community service, practicum, internships, and special class projects to work with us.

S.A.I.L. Web Registration
Office of the University Registrar
Student Services Center (Round Building)
sail.tamucc.edu

The SAIL student portal allows you to manage your student account and register for classes via the web. You are eligible to register for classes using SAIL if you are a newly accepted or returning student in good academic standing with no registration holds on your account. To access the portal, you must know your Student ID and PIN (as a new student your PIN is auto-set to your date of birth in the format MMDDYY). Course schedules for each semester are available on the SAIL home page, via the Class Schedules link. For questions regarding class registration, please contact the Office of the University Registrar at 361-825-7024.

University IT Resources
Library/Corpus Christi Hall/Center for Instruction/
Island Hall/Engineering building/O’Connor building
Need help? Call the IT Help Desk
(361) 825-2692 or visit https://it.tamucc.edu

Need a place to write a paper, do your homework, print, browse the Internet or check your e-mail? Visit one of the various computer labs on the TAMUCC campus. For access to your TAMUCC Information Technology resources, visit https://passwords.tamucc.edu. While you are there, be sure to verify your Account Recovery Information. If you should need additional assistance obtaining your Island ID credentials (student computer ID and password), setting up Wi-Fi access on your laptop, or using IT resources, visit the computer labs at Corpus Christi Hall room 201 or Center for Instruction room 227.
The Center for Academic Student Achievement (CASA), winner of the National Tutoring Association Excellence Award, is committed to providing academic support services to help you reach your educational goals and succeed in the University and beyond. Our mission is to help students develop the skills necessary to achieve academic success and independence in a supportive learning environment that fosters intellectual growth. At CASA, students work collaboratively with our staff to achieve success by setting educational goals, gaining an understanding of individual learning styles, and mastering learning strategies. Our support services include the Writing Center, Tutoring, Supplemental Instruction, Peer Mentoring, and Developmental Education & Retention.

**Writing Center**
Our Writing Center is staffed with professional, graduate, and peer consultants to help all writers at any stage of the writing process. We offer support for various genres of writing and writing in different disciplines. We encourage you to make a 30-minute appointment, but we do also welcome walk-ins. We also offer online writing consultations if you are unable to come to campus. To better serve you, it is always helpful to have your assignment instructions with you when you visit with us. Any student can utilize up to a total of three hours of Writing Center services per week. Please visit http://casa.tamucc.edu/wc.php to schedule an appointment.

**Tutoring**
We offer face-to-face tutoring and lab work for many subjects including math, biology, chemistry, and physics. Tutors are peers students highly recommended by faculty in their area of expertise. Space is designed for individual and group work. Tutoring is available on a walk-in basis.

**Supplemental Instruction**
Supplemental Instruction is an academic assistance program that is connected to entry-level courses providing regularly scheduled out-of-class, peer-facilitated sessions. Sessions cover subject mastery as well as general study skills.

**AIM Peer Mentoring**
CASA’s Academic Insight Mentors (AIM) can also provide academic assistance to all first year students. The mentors are academically successful upper-division and graduate students who are waiting to help you succeed.

**Retention Specialists and Developmental Education Program**
Retention Specialists located in the center can provide you with information about academic success and provide advising with regard to the Texas Success Initiative (TSI) and developmental education course work and requirements.

Our motto reflects that of the National Association of Developmental Education: We help unprepared students to prepare, prepared students to advance, and advanced students to excel.

For hours of operation and tutor schedules, please visit casa.tamucc.edu.
Academic Information

Academic Advising Services
Islander Transition Center
825-2139
http://aatc.tamucc.edu/current/advisors.html

The purpose of academic advising is to assist students in developing meaningful educational plans and career goals in a process that promotes students in becoming engaged self-directed learners, and effective decision makers. Academic advising centers are housed in each college and staffed by full-time academic advisors. Undeclared/exploratory students and prospective transfer students are advised through the Islander Transition Center (ITC). Academic advisors are available to assist students throughout their college careers with their educational plans, course selections, degree requirements and other academic matters. To locate your academic advisor and/or to find out more information about academic advising, please go to http://aatc.tamucc.edu/current/advisors.html

Retroactive Withdrawal

VP Academic Affairs Office
Corpus Christi Hall (CCH) 291C
825-3060

A student may request that all grades in an academic period be retroactively removed and replaced by entries of “W” on his/her transcript. A retroactive withdrawal may be granted only when a student has experienced circumstances of such serious and compelling nature that s/he could not reasonably have been expected to satisfactorily complete the academic period or submit a petition for regular withdrawal by the deadline specified in the university catalog. Such serious and compelling circumstances may include (but are not limited to) hospitalization, incarceration, debilitating mental illness, or sudden absence at the end of the semester due to family crisis. Failure to academically perform due to factors such as bad habits, poor judgment, time management issues, failed relationships, roommate conflicts, or ignorance of university policies would not generally qualify a student for retroactive withdrawal.

To withdraw retroactively from the university, the student must request this action in writing through the Office of the Associate Vice-President for Academic Affairs. The request must be accompanied by supporting documents which demonstrate serious and compelling reasons why action was not taken through the regular withdrawal process during the academic period in question. The time limit for making this request is the end of the next long semester following the academic period in question. If retroactive administrative withdrawal is granted, the Office of Admissions and Records will set all grades for the relevant term to a non-punitive mark of “W.” If the student should wish to appeal a decision on retroactive withdrawal, an appeal can be made, in writing, to the Provost and Vice-President for Academic Affairs within 14 days of the date of notification.

Medical Incapacitation /Extended Class Absence

University Center 318
825-2612
ses.tamucc.edu

If for unforeseen events (hospitalization, death in the family, incarceration, etc.) a student will miss an extended amount of class meetings he/she should contact the Office of Student Engagement and Success. The Office of Student Engagement and Success does not excuse a student from class; however, if the student is out for an extended period of time, the office will notify professors of absences as a courtesy. The student will have to provide written documentation to verify the reason for the absences. Ultimately, it is the professor’s decision as to whether or not he/she will allow a student to make up any class assignments. For further assistance, please contact the Office of Student Engagement and Success.

Office of the University Registrar

Student Services Center (Round Building)
825-7024
registrar.tamucc.edu

Add/Drop a Class: You can add/drop classes from your schedule before classes start via the SAIL student portal. Once classes have started and are in session, you will need to visit the Office of the University Registrar to add/drop courses. Log on to SAIL or see the class schedule booklet to learn when the option to add/drop classes via the web is available. If you are having doubts about your class, visit with the professor. Talking with them may ease your concerns. If you still wish to drop the class, you can do so by completing a Class Scheduling form (pre-census) or Course Drop Form (post-census) at the Office of the University Registrar. However, you will not be permitted to drop ANY classes (by web or in person) after the tenth week of classes in the fall and spring semesters and after the third week of classes during summer sessions. Remember: you can only drop six classes (after census date) during your entire college career (here or at any other Texas institution). Contact the Office of the University Registrar for more information on this mandate. Dropping classes can affect your financial aid, so be sure to ask your financial advisor before you drop!
DUGAN WELLNESS CENTER

This facility offers two NCAA regulation basketball courts, two multipurpose rooms for group fitness and clubs, and over 9,000 square feet of weight and cardio equipment. Other venues include an indoor 1/7 mile track, outdoor 1.3 mile hike and bike trail, outdoor pool, and multipurpose outdoor fields.

SandDollar$ ID
Required For
Entry Every Time!

RECSPORTS.TAMUCC.EDU
361.825.2454
Facebook: TAMUCC RECSPORTS

I-CARE

Concerned about the well-being of a fellow student? I-CARE can help!
We provide early intervention to students who may be struggling with some aspect of college life.

To make an I-CARE report go to http://icare.tamucc.edu

For more information contact 361.825.2612
Office of Student Engagement and Success,
University Center 318
**Attending Class:** Students are held responsible for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count this as an excused absence and should not penalize the student for it. Students should be allowed to make up any required course work in advance or after their return to campus. Students are responsible for informing their instructors about the trip in advance so that the faculty members can make plans accordingly. If you have any doubt as to whether that activity in question is considered official university business, you should contact the Provost’s Office.

**Incompletes:** If the course content allows, a professor may allow you to receive a grade of incomplete “I” in a course. Incompletes are given to students at the end of the semester if they have almost finished the semester, and if they have a valid reason. This means that the student’s work in the course was satisfactory but incomplete. The decision to grant an incomplete is at the professor’s discretion. All coursework must be completed by the last day of the next regular (fall or spring) semester, unless the professor designates an earlier date for completion. Please be aware if you don’t finish the coursework on time, you may receive an F in the course. For details, see “Removing the Grade of Incomplete” in the catalog section titled “General Academic Policies and Regulations.” FMI visit online at http://catalog.tamucc.edu.

**Mistakes on Official Transcripts:** If information pertaining to your official academic transcript is incorrect, you need to write a letter to the Office of the University Registrar describing the error. The Office of the University Registrar and any other pertinent academic personnel will investigate the issue. A response will be sent to you no later than 20 days after your letter is received. Please see the Challenge to an Academic Record section in the University Catalog for more information.

**Called to Active Duty:** If you get called to active duty during the middle of an academic semester, it is crucial that you notify the Office of the University Registrar to withdraw from the University. Please contact 361-825-7024 as soon as you are called to active duty. For more information, see Students Called to Active Duty and Removing Grade of Incomplete-Military (IM) section in the University Catalog under General Academic Policies and Regulations.

**Appealing Grades:** Refer to the following websites for rules and procedures regarding grade appeals.


If you believe that you have been given an unfair grade in a course, the first thing you should do is set an appointment with the instructor to discuss the matter informally. Most problems or complaints can be resolved through discussions between the student and the instructor. In those instances in which the problem cannot be resolved at this level, the student may follow the steps below.

1. Presentation of grievance to instructor (This step must be taken within fourteen calendar days after the beginning of the next term).
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee hold hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.
PASS is comprised of four federally funded United States Department of Education (DOE) academic support programs. Student Support Services (SSS); STEM Outreach, Access and Retention (SOAR); and McNair Scholars Program. PASS programs serve the needs of low-income, first generation college students and underrepresented students in higher education. The major goal of PASS is to increase student retention and graduation. All PASS programs are located in the Glasscock Building PASS side. Our programs are free and available to help meet your academic needs.

http://pass.tamucc.edu/

www.triosss.tamucc.edu/

Services provided: academic support, tutoring, success workshops, academic, transfer, and career advising.

www.soar.tamucc.edu/

SOAR focuses on assisting students from high schools, community colleges, and TAMUCC succeed in a Science, Technology, Engineering, or Mathematics field of study through workshops and supplemental instruction.

www.mcnair.tamucc.edu/

McNair Scholars Program provides a $2500 stipend for spring/summer research for eligible undergraduate students who want to pursue a doctoral degree. Services provided: academic counseling, advising, workshops, conference travel and graduate school visits.
Please visit the web sites provided for complete details regarding the Student Grade Appeal Rule and Procedure, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Engagement and Success. If you think your grade has been miscalculated or entered incorrectly, speak to your instructor. A grade change can only occur if there has been a miscalculation or incorrect recording of the grade or if a chance has been ordered as the result of the grade appeal process. Refer to the academic catalog for more information about grade changes.

* The primary source of information on academic rules is the University Catalog.

The 6-Drop Rule: Under section 51.907 of the Texas Education Code (beginning Fall 2007), all first-time freshmen students enrolled at any Texas public institution are limited to six course drops during their academic career. Any course a student drops after the posted census date is counted toward the six-course limit unless specifically identified as being exempt. This includes student and faculty initiated drops and courses dropped while enrolled at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawal from all courses for the semester. You may drop the first two courses during your academic career without penalty. Once you drop a third course, a registration hold will automatically be placed on your records. In order to have the hold removed, you will need to schedule a meeting with your academic advisor. No further holds will be placed on your record unless you drop another course. Each subsequent drop will cause a registration hold to be placed on your record and will require you to meet with your advisor to have it lifted. Your advisor will explain the implications of approaching the six-drop course limit and advise you on course choices accordingly. If you drop a sixth course, your academic advisor, prior to lifting the hold, will inform you that no further holds will be processed by the Registrar. Should you attempt to drop a seventh class, your request will be denied by the Registrar and the drop not processed due to exceeding the six-drop limit. As a result, you will have to accept a grade in all courses in which you are enrolled and should plan your schedule accordingly.

EXEMPTIONS AND EXCLUSIONS: Any students enrolled at a Texas public institution prior to the Fall 2007 semester is exempt from this legislation. Students who elected to use the provisions of Academic Fresh Start and who have coursework prior to the Fall 2007 semester are also exempt. Students who have completed a baccalaureate degree at any recognized public or private institution are not considered affected students whether or not taking additional undergraduate courses.

Drops from the following types of courses are excluded from the course drop limit:

1. Courses taken by students while enrolled in high school – whether for dual credit, early college credit, or for college credit alone.
2. Courses dropped at private or out-of-state institutions
3. Remedial or developmental courses, workforce education courses, or other courses that would not generate academic credit that could be applied to a degree
4. Aerospace Studies courses not eligible for formula funding
5. Courses taken as required co-requisites such as a lecture class with a required laboratory are counted as one drop whether or not identified as separate courses or as separate sections of a course.
6. Courses which meet the definition of complete withdrawal

EXCEPTIONS: Students may petition to drop more than the 6-course limit, or to drop a course and not have the drop count against the 6-course limit. These petitions will be reviewed by University Registrar's Office. The following circumstances will be considered:
1. A severe illness or other debilitating condition that affects the student’s ability to satisfactorily complete the course. Supporting documentation must be provided.

2. The student’s responsibility to provide the care of a sick, injured, or needy person such that providing the care affects the student’s ability to satisfactorily complete the course. Supporting documentation must be provided.

3. The death of a person considered to be a member of the student’s family or someone who is otherwise considered to have a sufficiently close relationship to the student. Supporting documentation must be provided.

4. The student’s active duty service as a member of the military or of a person considered to be a member of the student’s family or someone who is otherwise considered to have a sufficiently close relationship to the student. Supporting documentation must be provided.

5. A change of the student’s work schedule that is beyond the control of the student and that affects the student’s ability to satisfactorily complete the course. Supporting documentation must be provided.

6. Other good causes as determined by the Office of the Provost.
   The following circumstances will not be considered valid reasons for requesting an exception to the 6-course drop limit:
   1. An attempt to avoid scholastic probation
   2. Failing a course
   3. Possibility of receiving a grade that will lower the grade point average.

**Called to Active Military Service**
Registrar and Veterans Affairs Offices, Student Services Center (Round Building)
vets.tamucc.edu
825-7024/825-2331

Original deployment orders and military ID should be presented to the Office of the University Registrar and also the Veterans Affairs Office when a student withdraws due to active military duty. Withdrawal options for a student called to active military service include:

1. Refund of tuition and fees paid by the student for the semester in which the student withdraws;

2. Grant a student who is eligible under the University’s guidelines, an incomplete grade in all courses by designating “withdrawn-military” on the student’s transcript; or

3. As determined by the instructor(s), assign an appropriate final grade or credit to a student who has satisfactorily completed a substantial amount of coursework and who has demonstrated a sufficient mastery of the course material.
University Counseling Center

Are you stressed out?
Worried about grades?
Having relationship problems?
Feeling Down?
Need someone to talk to?

We’re here for you!

361.825.2703 · 6300 Ocean Dr, Unit 5716 · Driftwood Building
http://counseling.tamucc.edu

W.O.W.
GET INVOLVED.
STAY CONNECTED!

For a list of all events go to:

• Welcome Week!
• Passport to the Island
• President’s Picnic

Contact: 361.825.2231
Rights & Responsibilities

Equal Access and Opportunity
Texas A&M University-Corpus Christi does not exclude any qualified individual from participation in, deny the benefits of, or subject anyone to discrimination based on their race, color, national origin, sex (including pregnancy), religion, age, veteran status, genetic information or disability.

Student Right-to-Know Act 1990 (Clery Act)
You have the right to know about campus crime statistics, security resources and rules and regulations. The TAMU-CC Campus Security and Fire Safety report includes statistics for the previous three years concerning fires reported at student housing and reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by TAMU-CC, and on public property within, or immediately adjacent to and accessible to the campus. The report also includes institutional policies concerning campus security, sexual assault, and other matters. You can obtain a copy of this report by contacting the University Police Department at (361) 825-4444 or on the UPD website http://police.tamucc.edu/campus_security_act.html.

I-ADAPT
Islander’s Alcohol and Drug Abuse Prevention Team
University Center 303B
825-3925
iadapt.tamucc.edu

The purpose of the Islander Alcohol and Drug Abuse Prevention Team (I-ADAPT) is to promote healthy choices to reduce the harmful effects caused by abusing alcohol, tobacco and other drugs. I-ADAPT hosts several fun activities and events to support Islanders in making smart choices. We want every Islander to THINK about their goals, make CHOICES that will help them achieve their dreams and GRADUATE!

Student Records
It is your responsibility to inform the Office of the University Registrar if your telephone number and/or local address changes. To change your address, go to the Office of the University Registrar in the Student Services Center (Round Building) or login to Student Services at http://sail.tamucc.edu/. You also should maintain current emergency notification information on file so that we can contact a relative or friend in case of a crisis. The Family Educational Rights and Privacy Act (FERPA) afford you certain rights with respect to your education records. These rights include:

1. The right to inspect and review your education records within 45 days of the day the University receives a request for access. You should submit to the registrar, dean, or head of the academic department, or other appropriate official a written request that identifies the record(s) you wish to inspect. The University official will make arrangements for access and notify you of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise you of the correct official to whom the request should be addressed.

2. The right to request the amendment of your education records that you believe is inaccurate or misleading. You should write the University official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by you, the University will notify you of the decision and advise you of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when you are notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement unit and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials or another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

5. For more information about your rights under FERPA, contact the Office of the University Registrar at 361-825-7024 or visit the University’s website at http://registrar.tamucc.edu/ferpa.html.

**Campus Sex Crimes Prevention Act**

The Campus Sex Crimes Prevention Act is a federal law that provides for the tracking of convicted, registered sex offenders enrolled as students at institutions of higher education or working or volunteering on campus. The act requires sex offenders to provide notice, as required under state law, to each institution of higher education in that state at which the person is employed, carries on a vocation, or is a student. The act also requires that state procedures ensure that this registration information is promptly made available to law enforcement agencies with jurisdiction where the institutions of higher education are located and that it is entered into appropriate state records or data systems. For more information, contact Lt. Melissa Wright at 825-3791 or 825-4444.

**Bacterial Meningitis**

In accordance with Texas Senate Bill 1107 (SB 62, effective October 1, 2013), Texas A&M University-Corpus Christi will require all new students under the age of 22 to provide certified proof from a health practitioner that they have received a valid bacterial meningitis vaccination or booster within the last five years. Students must submit their proof of vaccination or a booster at least 10 days prior to the first day of class for the intended term of enrollment. Students are strongly encouraged to obtain the bacterial meningitis vaccination before entering the United States or moving to the Corpus Christi area. A new entering student includes a first-time student of an institution of higher education or private or independent institution of higher education and includes a transfer student, or a student who previously attended an institution of higher education before January 1, 2012, and who is enrolling in the same or another institution of higher education following a break in enrollment of at least one fall or spring semester.

All documents pertaining to compliance with the bacterial meningitis vaccination policy should be mailed, faxed, emailed, or hand-delivered to Texas A&M University-Corpus Christi Office of Recruitment and Admissions (361.825.2624 or 1.800.4.TAMUCC). For more details on how to comply with this requirement, visit: http://admissions.tamucc.edu/meningitis.html.

**Mailing Address:**
Texas A&M University-Corpus Christi
Office of Admissions
6300 Ocean Drive, Unit 5774
Corpus Christi, TX 78412-5774
P: 361.825.2624 or 1.800.4.TAMUCC | F: 361.825.5887, Fax Cover Sheet
E-mail: admiss@tamucc.edu (Please type Meningitis Vaccination in the Subject Line)
Hand-Delivered: Student Services Center, Office of Admissions, Customer Service Kiosk
Monday – Thursday (8 a.m. to 7 p.m. CST) | Friday (8 a.m. to 3 p.m. CST)
DO THE RIGHT THING

The Texas A&M University System is dedicated to adhering to the highest ethical standards and principles. If you have factual information suggestive of fraudulent, wasteful or abusive activities, we want you to report it. Examples of reportable issues include fraud; misuse of resources or information; violations of safety rules; inappropriate conduct, harassment or discrimination.

We encourage you to report such issues through the Risk, Fraud & Misconduct Hotline, a telephone and web-based reporting system. 1-888-501-3850 or select “file a report” at the top of the page at www.ethicspoint.com. The hotline is independently operated and available 24 hours a day, 7 days a week. Reports can be submitted anonymously, and will be forwarded to the appropriate institution or agency official for action.

THINK
about the pride I have for my university

CHOOSE
to get high off school spirit

GRADUATE
Izzy the Islander

http://iadapt.tamucc.edu/
Rules & Regulations

You are expected to comply with the rules and regulations of the University. The following section provides information on nonacademic rules affecting students. The primary source of information on academic rules is the University Catalog. For information on academic matters not discussed below, please see the catalog. The University also has a code of conduct that define what student behaviors are acceptable and how unacceptable behaviors will be investigated and adjudicated. It is your responsibility to become familiar with the code of conduct. For more information, visit online at http://falcon.tamucc.edu/

Reporting an Incident and Filing a Complaint

Any on campus emergency, criminal offense, or suspected criminal activity must be reported immediately to the University Police Department (UPD) in person (Physical Plant Bldg. #23 on Campus Map) or by dialing 911 or 361-825-4444. A Crime Prevention Service Request can also be submitted at http://police.tamucc.edu/crimePreventionServiceRequest.html. There are Emergency Phones located throughout the campus. For non-emergencies, TAMUCC has an on-line incident report at https://publicdocs.maxient.com/incidentreport.php?TexasAMUnivCC.

We cannot overemphasize the importance of prompt and accurate reporting of a crime. If you witness a crime, suspicious activity or an emergency, immediately report it to the UPD. If you are the victim of a crime, you suspect, or have seen or received information of any criminal activity or other emergency, please contact the UPD immediately.

Incidents, including harassment or sexual misconduct, should be reported to the Office of Student Engagement & Success (University Center, room 318) at 361-825-2613, and/or Sam Ramirez, Director, Employee Development & Compliance Services Department (Corpus Christi Hall, room 130) at 361-825-5826 or via email: Samuel.Ramirez@tamucc.edu. The following website provides more information about the procedure to report any type of incident: http://www.tamucc.edu/marcom/complaints/compendium.html/research.

Concealed Firearms & Explosives

Possession or use of firearms, any type or ammunition, and other dangerous weapons, are prohibited on all University property and in residence facilities. This includes BB guns. The sale, use, or possession of fireworks, explosives, noxious materials, incendiary devices or other similar dangerous items are also prohibited on University premises.

Alcohol & Illicit Drugs


Alcohol is not allowed on the A&M-Corpus Christi campus, except in the University residential facilities. If you are at least 21 years old, you may possess and/or consume alcoholic beverages in the privacy of your room in the University residential facilities. However, you and your guests must comply with state and local statutes concerning possession, sale and consumption of alcoholic beverages. Please be aware that even if you are 21, possessing or consuming alcohol in the same room with any roommate or guest under the age of 21 is a violation of state law. You will be considered to be providing alcohol to a minor and they will be considered a minor in possession. Any use of alcoholic beverages should be in moderation. Therefore, bulk quantities of alcohol (kegs, cases, party balls, etc.) are not allowed on campus or in residence facilities. Loud or disruptive behavior or drinking habits that are harmful to the health or education of an individual or those around him/her are reasons for disciplinary action.

You are also expected to abide by all state and federal laws pertaining to controlled substances and illicit drugs. Standards of conduct strictly prohibit the unlawful manufacture, distribution, possession, or use of controlled substances, illicit drugs, look-alike drugs or drug paraphernalia on University property or at University sponsored activities. Please be aware that any person who distributes, possesses with intent to distribute, or manufactures a controlled substance in or on, or within one thousand feet of, the real property comprising a public or private college, junior college, or university is subject to twice of that authorized may be imposed. Individuals may use prescription medications that are medically necessary and prescribed by a licensed physician only in the manner in which it is prescribed. Improper or illegal use, possession or distribution of narcotics or other controlled substances may result in immediate expulsion from University residence facilities. If you are expelled from housing, you are still responsible for your rent under your lease agreement. For more information regarding the alcohol and drug policy, visit http://academicaffairs.tamucc.edu/Rules_Procedures/PDF/340201C1.pdf
Required Islander Alcohol Education Program
All incoming students under the age of 21 are required to complete an on-line alcohol education program before or during the first semester of attendance. Completion of this course is required to continue enrollment and receive grades at the university. FMI: http://adapt.tamucc.edu/.

Pets on Campus
www.tamucc.edu/provost/university_rules_employment/499C1.htm

There are significant health and safety hazards and nuisances created by unrestrained animals on campus. Accordingly, the following guidelines shall be enforced to animals.

- Animals shall not be brought on to the University property unless they are under the complete control of the owner and present no hazard to people. The wearing of a muzzle by a dog shall not be regarded as control by its owner.
- Dogs may not be brought onto the campus ground except where: they are secured to a leash, cord, chain or similar direct physical control of a maximum length of six (6) feet, the other end of which is retained by a person or securely confined in a vehicle, cage or similar restrictive convenience.
- Animals including dogs may not be tethered on campus.
- Animals are not permitted in any campus building even though leashed except for: guide dogs and service dogs for disabled persons, animals involved in authorized research or police operations.
- Dogs and cats must have a valid license as evidence of current rabies vaccinations. The University manages a Feral Cat Program.
- Animals including dogs and cats found running at large or without evidence of current rabies vaccination are subject to being removed from the campus by the City of Corpus Christi Animal Control.

Non-Motorized Transportation Devices- University Rule 34.99.99.C1.02

Non-motorized transportation devices include the following: roller skates, rollerblades, bicycles, skateboards, longboards and all other non-motorized transportation devices excluding disability-related (i.e., wheel chairs) or emergency response devices. The use of a non-motorized transportation device in an unsafe manner and/or trick riding is prohibited.

This includes, but is not limited to, riding on stairs, walls, rails, benches and other structures, as well as operating the device at an unsafe speed. Operators of all non-motorized transportation devices do so at their own risk and liability. Helmets and other personal safety equipment are strongly recommended for those using non-motorized transportation devices. It is recommended that all non-motorized transportation devices be registered with University Police. Failure to follow these requirements is cause for disciplinary actions.

Tobacco, Smoke and E Vapor Free Environment- University Rule 34.05.99.C1

Texas A&M University-Corpus Christi strives to maintain an environment that protects the health of each person while on the TAMUCC campus. The use of tobacco products, smoking and/or simulated smoking material (e.g. E Cigarettes) is prohibited in University buildings, within 25 feet of doorways, residence facilities, University vehicles, outdoor venues, outdoor athletic events, semi-enclosed walkways including the campus “spine,” in all gazebos-(palapas), in the area surrounding the Early Childhood Development Center (from the curb to the building, inside the fenced area surrounding the building), and in the Hector P. Garcia memorial plaza.
Gain leadership and critical thinking skills.
Show future employers you have the ability to hold your peers accountable.

Student Conduct Board

The SCB uses critical thinking skills and reasoning to determine if their peers have violated the Student Code of Conduct and if so, what sanctions will be put in place due to the violation.

Time commitment is about two hours a week. Students receive training and active experiences that can assist with future employment, admittance to graduate programs, law school or medical school.

Applications are available online or in room 318 in the University Center.

www.judicialaffairs.tamucc.edu

UNIVERISTY HEALTH CENTER

Sandpiper Building
Monday | Wednesday | Thursday: 8am–5pm
Tuesday: 8am–7pm
Friday: 8am–3pm

Phone: 361.825.2601
Nurse Line: 361.825.5735
Pharmacy: 361.825.6079

Call for an Appointment

Your Health Is Important To Us!
Grievance Procedures

TAMUCC is committed to appropriate resolution of complaints as efficiently and effectively as possible. We believe that by providing a mechanism for complaints to be heard, we have the opportunity to improve our services. TAMUCC has established rules and procedures for reporting and resolving grade appeals, faculty and non-faculty grievances, student grievances, sexual and research misconduct. You can access information about these rules and procedures at:

http://www.tamucc.edu/marcom/complaints/compendium.html

If you have a grievance concerning the behavior and/or actions of University employees (faculty/staff), contract workers, students or student organizations, you may file a complaint by contacting the Office of Student Engagement & Success (UC 318) at 361-825-2612, and/or Sam Ramirez, Director, ED&CS (CCH 130) at 361-825-5826.

Campus Complaint Resolution: Not sure where to get help for a problem? Have an issue or complaint you haven’t been able to resolve?

If you’re not sure how to proceed, you’ve tried and failed to resolve an issue informally, or your complaint is more general in nature, we encourage you to use this confidential on-line Complaint Resolution form at:

http://www.tamucc.edu/marcom/complaints/

The Texas A&M University System also maintains an on-line system for reporting risk, waste, fraud, abuse or other serious ethics violations. It is available at: www.ethicspoint.com or by calling the Risk, Fraud and Misconduct Hotline at 1-888-501-3850.

Hazing

Hazing is any intentional, knowing or reckless act occurring on or off campus, by one person alone or acting with others, which endangers the mental or physical health or safety of an individual for the purpose of pledging, being initiated into, affiliating with, holding office, or maintaining membership in any organization. Although hazing is commonly associated with fraternities and sororities, it can occur in any type of organization or group. Hazing not only violates University rules, but also Texas law. It does not matter if someone agrees to participate in a hazing activity—it is hazing whether someone agrees to it or not. Examples include, but are not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body or similar activities.
2. Any type of physical activity that subjects an individual to an unreasonable risk or harm or that adversely affects the mental health, such as sleep deprivation, exposure to the elements, confinement in a small place, calisthenics or similar activities, or physical health or safety of an individual.
3. Any activity involving the consumption of food, liquid, alcoholic beverages, drug, or other substance which subjects the individual to unreasonable risk of harm or which adversely affects the mental or physical health or safety of the person.
4. Any activity which intimidates or threatens the person with ostracism, subjects the individual to extreme mental stress, shame, or humiliation, or adversely affects the mental health or dignity of the individual.
5. Any activity that induces or requires the student to perform a duty or task which involves a violation of the State of Texas Penal Code or Texas Education Code Sec. 37.150 and 37.153.

Please be aware that the following activities are considered to be hazing by Texas A&M University-Corpus Christi: wearing clothes that one would not normally wear, collecting signatures of members, drinking excessively, cleaning another member’s house, apartment or car in order to achieve or maintain membership in the organization, etc. If you have firsthand knowledge of this planning or occurrence of a specific hazing incident, you must report it or you have committed a hazing offense. For additional information or to report any incidence of hazing contact the Office of Student Engagement and Success in UC 318, or call 825-2612.
Disability Services
(361) 825-5816

Are you a student with a disability in need of academic accommodations, accessibility assistance, sign language interpreters, and materials in alternative format and/or assistive communication devices?

OR

Are you experiencing cognitive and/or physical access issues in the classroom or on campus?

“We are here to assist you!”

6300 Ocean Drive, Unit 5717
Corpus Christi Hall 116 (CCH-116)
http://disabilityservices.tamucc.edu

UCSA
University Center & Student Activities

Dedicated to enhancing the student experience.

• Aloha Days First Year Transition Camp
• Alternative Spring Break
• Breakers Game Room
• CAB (Campus Activities Board)
• Greek Life
• Homecoming
• ICA (Islander Cultural Alliance)
• Island Waves Student Newspaper
• SVC (Student Volunteer Connection)
• UCSA Leads
• UCSO (University Council of Student Organizations)
• Waves of Welcome
I-CARE
As colleges and universities around the country are expanding and increasing in size and enrollment numbers, a growing concern for the mental health and well-being of students has become a top priority. As a result, behavioral intervention teams are becoming standard on college campuses. The I-CARE team is TAMU-CC’s behavioral intervention team for students of concern, which is coordinated by the Office of Student Affairs. The purpose of I-CARE is to provide early intervention for students who may be struggling with some aspect of college life, which in turn has a negative impact on their overall well-being. Some behaviors that may warrant a referral to I-CARE include (but are not limited to): unusual changes in behavior and/or appearance, verbalizing or exhibiting depressive symptoms, unusual emotional responses, persistent sadness, extreme irritability, unusually high energy, rapid speech, racing thoughts, extreme difficulty in organizing thoughts or communicating clearly, expressing feelings of hopelessness, and expressing thoughts of doing harm to self or others. The I-CARE team provides a centralized system for faculty, staff, and students to report concerns regarding students exhibiting distressed and/or high-risk behaviors, and to ensure a timely and coordinated University response. The I-CARE team is not designed to deal with cases of immediate threats to the safety of the student or others. In these cases, the University Police Department should be contacted directly at 825-4444 or ext. 4444 (from campus).

Our membership is made up of representation from the following areas: Office of Student Affairs, University Counseling Center, Disability Services, Judicial Affairs, University Police Department, Camden Miramar Housing, and TAMUS Legal Counsel (for consultation as needed). I-CARE meets on a regular basis to discuss students that have been referred, and to agree upon the most appropriate course of action to help the student you are concerned about. To make a referral to the I-CARE team, complete and submit an Incident Report Form. This can be completed by going to http://icare.tamucc.edu

Voluntary or Involuntary Leave Policy
In cases where a student leaves the institution, whether voluntarily or involuntarily, the University reserves the right to set a registration hold on your account and place mandatory conditions upon your return. This may include, but is not limited to, an assessment by an outside provider and/or completion of disciplinary sanctions. Other criteria from other departments may be required as well prior to your return to the University. For questions pertaining to this section, please contact the Office of Student Engagement and Success at 825-2612.

Classroom Conduct
Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable University employee would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action. Reports involving classroom conduct are to be submitted to the Office of Judicial Affairs for review and appropriate action.

Physical Abuse
Texas A&M University defines physical abuse as:
Any attempt to cause injury or inflict pain, or causing injury or inflicting pain. Also causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. It is not a defense that the person (or group) against whom the physical abuse was directed consented to, or acquiesced to, the physical abuse.

The physical abuse rule is not intended to prohibit the following conduct:
1. Customary public athletic events, contests, or competitions that are sponsored by the university or the organized and supervised practices associated with such events; or
2. Any activity or conduct that further the goals of a legitimate educational curriculum, a legitimate extracurricular-program or a legitimate military training program as defined and approved by the university.
Harassment
Texas A&M University defines harassment as the following: Conduct (physical, verbal, graphic, written, or electronic) that is sufficiently severe, pervasive or persistent so as to threaten an individual or limit the ability of an individual to work, study or participate in the activities of the university.
Examples include but are not limited to: protected category motivated attacks, epithets scrawled on University property or property leased by the University, and organized hate activity directed at students. Additionally, the President and our campus firmly believes that every Islander is responsible and accountable for providing a learning, work and academic environment where everyone feels included and is treated with dignity and respect.

A&M System Policies & Procedures
Texas A&M-Corpus Christi is a part of the Texas A&M University System and is required to follow all applicable state and federal laws as well as system policies and procedures. For more information visit www.tamus.edu.
Student Code of Conduct

Texas A&M University-Corpus Christi strives to protect its educational community and to maintain social discipline among its students and student organizations. All members of the University community are entitled to freedom from suffering deliberate hurt, injury, or loss regardless of race, ethnicity, religion, gender, sexual orientation, or disability. The University endeavors to foster the development of students who are ethically sensitive and responsible community members. The Student Handbook and Student Code of Conduct are available online at www.ses.tamucc.edu. Copies are available at the beginning of the Fall term for students to pick-up in the Office of Student Engagement and Success and at several other offices across campus.

The Student Code of Conduct is reviewed on an annual basis and is printed each August. The Code is not a contract between the student and the University. The University reserves the right to publish such revisions on the University’s website, and students will be held accountable for knowledge of these revisions. The University will attempt to keep students informed via students’ Islander email account of all changes in rules and procedures which may affect them.

Since students serve as representatives of the University, inappropriate behavior, whether occurring on or off campus, will, at the discretion of the University, be investigated and adjudicated in a manner pursuant with TAMUCC’s educational and community development goals. Consistent with this purpose, reasonable efforts will be made to foster the personal and social development of those students who are found in violation of University regulations and/or local, state, or federal law.

Article I. Jurisdiction

The Student Code of Conduct defines a process for the efficient adjudication regarding alleged misconduct by students of Texas A&M University-Corpus Christi. The Student Code of Conduct establishes standards of behavior, both scholastic and behavioral, for the student body of TAMUCC. The Student Code of Conduct applies to the on-campus conduct and/or conduct occurring at off-campus University functions of all students and student organizations.

The newest version of the Student Code of Conduct is the official document regarding student conduct policies, procedures, rules and regulations. The newest version of the Code supersedes all previous conduct codes, policies, or procedures in regard to student conduct. Action taken by the Office of Judicial Affairs regarding the Student Code of
Conduct does not preclude prosecution in the criminal courts. Similarly, prosecution in the
criminal court does not preclude action taken by the Office of Judicial Affairs regarding
the Student Code of Conduct. The Texas A&M University-Corpus Christi Office of Judicial
Affairs oversees the adjudication of all cases of student misconduct as addressed by the
Student Code of Conduct. In addition, the University reserves the right to exercise
jurisdiction for events or actions occurring off-campus in those instances in which the
University’s community interest and/or the pursuit of its objectives is affected. Other
entities may have additional jurisdiction over areas including the following:

1. Academic Misconduct: Academic misconduct is a violation of the Student Code of
   Conduct and is resolved through the Procedures for Academic Misconduct Cases
   (see University Rules & Procedures Section 13.02.99.C3.01).
2. Financial Disputes: Disputes over financial concerns or complaints of University
   rules and regulations regarding the payment of bills and loans are resolved
   through the office or department where the dispute originated.
3. Parking Violations: Violations of the University parking policy as outlined in the
   Motor Vehicle and Parking Regulations Handbook are handled by the Parking
   Division of the University Police Department.
4. Contractual Obligations: Violations of non-disciplinary contractual obligations
   between students and the University and/or its affiliates are handled by the
   appropriate University office.
5. Camden Miramar Lease Contract: Lease violations may be resolved by Camden
   Miramar personnel. Lease violations that are simultaneously violations of the
   Student Code of Conduct will be addressed by the Office of Judicial Affairs in
   communication/conjunction with Camden Miramar personnel, where
   appropriate.
6. Sexual Misconduct Violations: Alleged violations identified in the Student Code of
   Conduct as sexual misconduct and other alleged violations when gender based
   may be processed under the Student Sexual Misconduct Process in
   communication/conjunction with the Title IX coordinator, when appropriate.

Article II. Definitions

For the purpose of this document, the following definitions will be utilized:

1. Alleged Violator is an individual who is charged with committing a violation of the
   Student Code of Conduct.
2. **Appellate Board** is any person or persons authorized by the Associate Dean of Students to consider an appeal of the outcome from a hearing body.

3. **Charge** is an allegation of a potential violation of the *Student Code of Conduct*. Charges are issued after a Student Conduct Officer has determined sufficient information exists to hold a hearing to determine whether or not a student has violated the *Student Code of Conduct*.

4. **Conduct Hearing** is a proceeding before a hearing body in which the reporting party, the alleged victim and/or the alleged violator may have the opportunity to present information relevant to the incident under review.

5. **Faculty Member** is any person employed by the University to provide academic instruction, educational supervision and/or engage in scholarly activities.

6. **Incident Report** is a written or electronic report indicating that an individual or group may have committed a violation.

7. **Investigation** is a process used to ascertain details and circumstances associated with an incident. Investigations may result in charges, mediation or dismissal.

8. **Failure to Comply Hold** is a restriction placed on a student’s account which may prevent a student from registering, obtaining enrollment, withdrawing and/or receiving an official transcript.

9. **Good Disciplinary Standing** is when a student is not currently on disciplinary probation, suspension or expulsion resulting from academic and/or behavioral misconduct.

10. **Hearing Body** is any person or persons authorized to determine whether a student has violated the *Student Code of Conduct* and to impose sanctions. Hearing Bodies may include, but are not limited to, the Student Conduct Board, the Student Conduct Officer, and any other person or persons as deemed appropriate by the Associate Dean of Students. The Student Conduct Board is a select group of students, staff and/or faculty appointed and specifically trained to administer conduct hearings.

11. The term **May** is used in the permissive sense.

12. **Member of the University Community** is any person who is a student, faculty member, resident, University official, guest of the University, person employed by the University or employed on University grounds or off-campus sites. A person’s status in a particular situation shall be determined by the Vice President for Student Engagement and Success or designee.

13. **Notice/notification** is verbal communication, electronic mail, letter delivered in person or to on-campus property or correspondence sent by mail, addressed to the addressee at the location shown in University records.
14. **Notice of Charges** is a written or electronic statement identifying the alleged violator, the specific violation(s) of the *Student Code of Conduct* that has/have allegedly occurred, and a short summary of information leading to the charges.

15. **On-Campus** - Any grounds or building under University control, when relevant to the lawful mission, processes and functions of the University.

16. **Premises** are a building or a portion of a building. The term does not include any public or private driveways, streets, sidewalks, walkways, parking lots, parking garages, or other parking area.

17. **Preponderance of Information** is a standard of proof that indicates that the information provided leads the hearing body to the conclusion that “more likely than not” a violation did or did not occur.

18. **Presenter** is a University official who was appointed to investigate and/or present the case to the hearing body on behalf of the University.

19. **Reporting Party** is any person who submits information indicating that a student may have violated the *Student Code of Conduct*. Information brought forth by the individual may result in an investigation.

20. **Rule/Regulation** is the written policy of the University as found in, but not limited to, the *Student Code of Conduct*, Camden Miramar Lease Contract, Graduate/Undergraduate Catalogs, University Rules and Procedures and Texas A&M University System Policies/Procedures.

21. **Sanction** is an outcome imposed for the violation of the *Student Code of Conduct*. Generally, sanctions are typically educational in nature and intended to modify the student’s behavior as well as build an awareness of personal responsibility and community standards.

22. The term **Shall** is used in the imperative sense.

23. **Student** is an individual who has accepted his/her offer of admission, and/or who is taking courses from the University, either full-time or part-time. Individuals who withdraw after allegedly violating the *Student Code of Conduct* are still considered to be students until the conduct matter is resolved. Individuals who are not officially enrolled for a particular term, but who have a continuing relationship with the University are considered students. In addition, persons who are living in University residence halls and apartments, although not enrolled in this institution, may also be considered students.

24. **Student Conduct Officer** is a University official authorized to initiate charge letters, articulate charges in hearings, present information to support charges, to conduct hearings, and to impose sanctions upon any student(s) found to have violated the *Student Code of Conduct*. 
25. **Student Organization** is a group comprised of any number of persons who have complied with the formal requirements for University recognition, registration, or is departmentally supported.

26. **University** means Texas A&M University-Corpus Christi.

27. **University Official** is any person employed or authorized by the University to perform assigned administrative or professional responsibilities.

28. **University Function** is any activity on or off-campus that is initiated, aided, authorized, or supervised by the University.

**Article III. Violations of the Student Code of Conduct**

The following acts or omissions to act are violations of the *Student Code of Conduct*. These sections are not inclusive, and students are subject to additional rules and regulations of Texas A&M University-Corpus Christi. Students who attempt to abuse any portion of the *Student Code of Conduct* may be charged under the code accordingly.

**Student Conduct in Relation to Federal, State and Local Law**

The Office of Judicial Affairs may issue charges against a student charged with a violation of a law which is also a violation of the *Student Code of Conduct* (for example, if both violations result from the same factual situation) without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under this *Student Code of Conduct* may be carried out prior to, simultaneously with or following civil or criminal proceedings off-campus.

When a student is charged by federal, state or local authorities with a violation of law, the University will not request or agree to special consideration for that individual because of his or her status as a student. However, if the alleged offense is also the subject of a proceeding before a hearing body under the *Student Code of Conduct* the University may advise off-campus authorities of the existence of the *Student Code of Conduct* and of how such matters will be handled internally within the University community. The University will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the condition imposed by criminal courts. Individual students, staff and faculty members, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.
Prohibited Conduct

The following actions, or the aiding, abetting, inciting of, or attempt to commit these actions, constitute violations of the *Student Code of Conduct*. Any student found to have committed or to have attempted to commit the following prohibited conduct is subject to the disciplinary sanction(s) outlined in Article VIII of the *Student Code of Conduct*.

Specific violations of the *Student Code of Conduct* include, but are not limited to:

1. **Academic Misconduct**: engaging in an act that violates the standards of the academic integrity policy as described in the *Student Code of Conduct* and *Procedure for Academic Misconduct Cases*. Any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. Additionally, possessing, using, buying, stealing, transporting, selling or soliciting in whole or in part items including, but not limited to the contents of an unadministered test, test key, homework solutions or possession at any time of current or previous test materials without the instructor’s permission will be considered academic misconduct.
   
a. **Cheating**: intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

   *Examples:*
   
   - Copying from another student’s paper or receiving unauthorized assistance during a quiz, test or examination.
   - Using books, notes or other devices (e.g. calculators, cell phones, or computers) when these are not authorized.
   - The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.
   - Unauthorized collaboration on exams.
   - Selling, giving or exchanging completed exams to a student who has not yet taken the test.

b. **Plagiarism**: intentionally and knowingly presenting the work of another as one’s own with the exception of information that is generally accepted as common knowledge.
Examples:
- Using another’s work from print, web or other sources without acknowledging the source.
- Quoting from a source without citation.
- Using facts, figures, graphs, charts or information without acknowledgement of the source.
- Using a past assignment the student has completed as a portion of a new assignments, without providing citation. Please note that without instructor permission this is also considered a multiple submission violation.

c. Multiple Submissions: submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructors for which the student submits the work.

Examples:
- Submitting the same paper for credit in two courses without instructor permission.
- Making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

d. Collusion: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.

Examples:
- Knowingly allowing another to copy from one’s paper during an examination or test.
- Distributing test questions or substantive information about the material to be tested before a scheduled exercise.
- Deliberately furnishing false information in regards to an academic integrity investigation.
- Working with another student on a take home test or homework assignments without permission from the instructor.
• Discussing the contents of a completed exam or other assignments with a student who will take the exam or complete the assignment in the future.

e. Fabrication, Falsification, or Misrepresentation: intentional altering or investing of any information or citation that is used in assessing academic work.

   Examples:
   • Inventing, counterfeiting or omitting data and/or results such that the research is not accurately represented in the research record.
   • Falsely citing the source of information.
   • Altering the record of or reporting false information about the practicum or clinical experiences.
   • Altering grade reports or other academic records.

2. Endangerment:
   a. Committing or threatening to commit any act of violence or bodily harm.
   b. Action(s) that endanger the health, safety, or well-being of one’s self or others.

3. Brawling: Willfully participating in, or contributing to, an incident of physical harm.

4. Harassment: Conduct, including, but not limited to, physical, verbal, graphic, written, or electronic behavior that is sufficiently severe, pervasive or persistent so as to unreasonably interfere with, deny or limit someone’s ability – physically or mentally – to participate in or benefit from the University’s educational programs, services and/or activities. This includes, but is not limited to, behavior that is aggressive in nature and intended to hurt and/or control another individual (see University Rules and Procedures 34.01.99.C1).

5. Stalking: Behavior in which an individual willingly, maliciously and repeatedly engages in a knowing course of conduct directed at a specific person and/or group which reasonably and seriously alarms, torments, or terrorizes the person(s). This conduct makes the victim fear:
   a. Bodily injury or death of self.
   b. Bodily injury or death of another individual.
   c. That an offense will be committed against their property.
6. **Use of Force:** Using violence, the threat of violence, intimidation, implied threats, coercion or blackmail to obtain a desired outcome or behavior from another individual and/or group.

7. **Retaliation:** Any behavior and/or adverse action taken against a person and/or group because of participation in a complaint or investigation.

8. **Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

9. **Domestic Violence:** The willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior perpetrated by a person with whom: the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or by a person similarly situated to a spouse of the victim.

10. **Sexual Misconduct:** Behavior and/or action that includes but is not limited to:
   a. **Sexual Harassment:** Unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of unreasonably interfering with, denying or limiting someone’s ability – physically or mentally – to participate in or benefit from the University’s education program, services and/or activities.
   b. **Non-Consensual Sexual Contact:** Any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or a woman that is without consent and/or by force.
   c. **Non-Consensual Sexual Intercourse:** Any sexual intercourse, however slight, with any object, by a man or woman upon a man or woman that is without consent and/or by force.
   d. **Sexual Exploitation:** Taking non-consensual or abusive sexual advantage of another individual for advantage or benefit, or to benefit or advantage anyone other than the one being exploited and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Behaviors which may be included in this category include, but are not limited to: invasion of sexual privacy, prostituting another individual, non-consensual video or audio-taping of sexual activity, going beyond the boundaries of consent, engaging in voyeurism, knowingly transmitting an
STI or HIV to another person, exposing one’s genitals in non-consensual circumstances; inducing another to expose their genitals, sexually-based stalking and/or bullying.

**Note:** For the purpose of this policy, consent must be freely and actively given through mutually understood terms of actions. A person is deemed incapable of giving consent when the person is a minor, is coerced, physically helpless, under the influence of alcohol or drugs to the point of being unable to make a rational decision, unconscious or asleep. A person always retains the right to revoke consent any time during a sexual act. An individual who is mentally incapacitated, unconscious, or unaware that the sexual assault is occurring is considered unable to give consent. Additionally, the process for which alleged violations of this nature are addressed may vary from other alleged violations. Please see the document: Student Sexual Misconduct Process which can be found online at judicialaffairs.tamucc.edu for more information.

### 11. Hazing:
Any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with other, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. The term includes, but is not limited to:

- **a.** Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
- **b.** Any type of physical activity, such as sleep deprivation, exposure to the elements, and confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- **c.** Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- **d.** Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a
student to leave the organization or the institutions rather than submit to acts described in this subdivision.

e. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Texas Education Code Sec. 37.152 and 37.153.

- The intent of the act or the consent or cooperation of the hazing recipient will not constitute a defense. The University or the hazing recipient may charge an individual and/or the officers of a recognized organization with responsibility for the hazing act(s) both on or off-campus. Hazing is also a violation of Texas state law. See the Texas Education Code, sections 37.151 and 51.936 at www.stophazing.org/laws/tx-law.htm. A person may be found guilty of criminal conduct for hazing, encouraging hazing, permitting hazing, or having knowledge of the planning of hazing incidents and failing to report in writing his/her knowledge to the Student Conduct Officer.

**Note:** Texas law provides any person reporting a specific hazing incident to the Student Conduct Officer or other appropriate institutional official is immune from civil and criminal liability unless the report is in bad faith or malicious.

12. Weapons and Explosives: Intentionally, knowingly, or recklessly possessing a firearm, illegal knife or prohibited weapon (with or without a concealed handgun permit) on the physical premises of the University, to include any buildings or passenger transportation vehicles under the direct control of the University. Prohibited weapons include, but are not limited to, unauthorized firearms and fireworks, pellet guns, bb guns, air-soft guns, tasers, stun guns, slingshots, martial arts devices, illegal knives and clubs.

13. Fire and Safety:

a. Improper use or possession of hazardous substances.

b. Knowingly, recklessly, or negligently setting or attempting to set a fire on University property.

c. Creating a fire hazard or endangering the safety of persons or property.

d. False reporting of a fire.

e. Failing to report a fire.

f. Interfering with the response of University or city officials to emergency calls.
g. Misuse or removal of, damage to or tampering with fire prevention or other emergency equipment and/or signage.

h. Use or possession of any electrical appliance which is not authorized.

i. Possession of candles, extension cords, strip plugs without surge protectors, halogen lamps and other potential fire hazards.

j. Refusing to comply with fire alarm and fire drill procedures.

14. Drugs:

a. Any of the following: possession, purchase, use, manufacture, sale, distribution, being in the proximity or being under the influence of any illegal and/or synthetic drug(s).

b. Improper or illegal use, possession, distribution, sale, transfer, or manufacture of controlled substances; to include, but not limited to, prescription drugs.

c. Possession or being in the proximity of any paraphernalia associated with the use and/or possession of any illegal drug(s).

Note: The presence of any prohibited item in a location which is under your control, such as an apartment, residence hall space or vehicle is also defined as possession.

15. Alcohol:

a. Any of the following: possession, purchase, use, consumption, manufacture, sale, distribution, being in the proximity or being under the influence of alcohol and/or empty alcohol containers by anyone under 21 years of age.

b. Providing alcoholic beverages to an individual who is under the age of 21.

c. The possession, use, consumption, manufacture, sale, or distribution of alcohol in violation of any applicable law and/or University policy or procedure.

d. Unauthorized possession, use, consumption, manufacture, sale, or distribution of alcohol in any building, facility, or property under University control.

e. Any use or possession of alcohol and/or empty alcohol containers in a common area of on-campus housing if the student, roommate, or any guests are under 21 years of age.

f. Intoxicated behavior that causes a public or private disturbance. Indicators of this may include slurred speech, loud and/or inappropriate behavior, loss of coordination, and/or glassy or bloodshot eyes.
g. Unauthorized possession of keg(s) in any building, facility or property under University control.

**Note:** The presence of any prohibited item in a location which is under your control, such as an apartment, residence hall space or vehicle is also defined as possession.

**Note:** For information regarding the 911 Lifeline Law please see Article VI.

16. **Throwing Objects:** throwing objects out of windows, roofs, stairwells, balconies, etc. of any building on University property where there is a reasonable threat of injury involved.

17. **Property:**
   
a. **Unauthorized Removal, Possession or Use:** Unauthorized use, possession or removal of property from a designated area under the control of the University and/or its community members, guests or vendors.
   
b. **Unauthorized Entry:** Unauthorized entry to property under University control. Additionally, no student shall remain in a University building beyond its normal operating hours unless duly authorized by a University official.
   
c. **Damage, Destruction or Defacement of Property:** Damage, destruction, or defacement of property, including unauthorized painting or staining, that is under the control of the University, residences and/or any of its community members, guests or vendors.
   
d. **Unauthorized Duplication and/or Use:** Unauthorized possession, duplication of or use of key, student ID cards, parking permits, etc.
   
e. **Unauthorized Posting of Announcements:** Posting of announcements which do not abide by established University guidelines.
   
f. **Unauthorized Business:** Unauthorized use of University property, facilities (including on campus housing), and resources to conduct business.

**Note:** The maintenance and preservation of the resources of the University, including its grounds, academic buildings, residences, dining facilities, and other structures are obligations of all members of the Texas A&M University-Corpus Christi community.
18. Technology Misuse:
   a. Unauthorized access, use, misuse and/or abuse of computer equipment, technology, programs or data.
   b. Any attempted or successful transport, access or copy of programs, records and/or data belonging to the University or another user without permission.
   c. Any attempted or successful breach of the security of another user’s account or to deprive another user of access to the University’s computing resources.
   d. Using the University’s computer resources for personal or financial gain.
   e. Any attempted or successful destruction or modification of programs, records and/or data belonging to the University or to another user.
   f. Copy, instillation and/or use of any software or data files in violation of applicable copyrights or license agreements including, but not limited to, downloading and/or distribution of music, movies, or any media via the Internet on any University computer.
   g. Use of University computer facility and/or technology that results in a violation of the Student Code of Conduct.

19. Information and Identification:
   a. Personal Misrepresentation: Representing oneself and/or another in person, verbally, in writing or through means of electronic communication, with intent to obtain a benefit, to injure, or defraud.
   b. Unauthorized Representation: Alleging to represent the University or any of its organizations without specific prior consent of the respective officials and with intent to obtain a benefit or to injure or defraud.
   c. Inaccuracy of Records and Information: Falsifying, tampering, altering, forging, or misusing any University record or official document or knowingly supplying false or misleading information to University officials.
   d. Registration Tampering: Tampering or attempts to tamper with the registration or records of another student or one’s own including, but not limited to, dropping and/or adding courses.
   e. Election Tampering: Tampering with the election or referendum process of any University entity or recognized student organization.
   f. Dishonesty in Judicial and Administrative Matters: Dishonesty before hearing bodies, University boards or committees, or University officials;
or knowingly misrepresenting the nature of events or the identification of persons coming before designated individuals or bodies.

g. **False reports:** Falsely reporting a crime, a conduct violation, and/or safety threat.

**20. Failure to Comply:**

a. Failure to follow the reasonable instructions given by any properly identified University official including residence life personnel and other partners of the University.

b. Failure to present personal photo identification to a University official upon request.

**21. Breach of Peace:**

a. **Disruptive Behavior:** Any action that impacts, interferes or obstructs operations, processes and/or functions of the University or any of its members. This may include, but not limited to, disruption of learning, study, sleep or work.

b. **Obstruction or Disruption of University Activities:** Obstructing or disrupting classes, research, administration, disciplinary proceedings, or authorized activities under the control of the University or inciting others to do the same.

c. **Classroom Disruptions:** Classroom behavior that interferes with the instructor’s ability to conduct the class and/or the ability of other students to benefit from the instructional program.

**22. Accessory Responsibility:**

a. **Accessory to a Violation:** Aiding or abetting another individual in the commission of an offense as defined by the Student Code of Conduct. A person may be charged under this section even though the alleged perpetrator of the original offense may be found “not in violation.”

b. **Guest Responsibility:** *Failure to ensure that a student’s guest(s) know and behave consistently with this Code while on campus.*

**Note:** Students are also responsible for the activities that occur in their rooms and the shared living space in their on-campus housing. Students are expected to properly secure their living area(s) at all time. All assigned occupants of a room or suite may be subject to the same sanctions under this Code as the actual violators.
23. **Traffic Obstruction**: Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised activities.

24. **Abuse of Student Conduct Proceedings**:
   a. Falsification, distortion and/or misrepresentation of information before a Hearing Body.
   b. Disruption or interference with the orderly conduct of any student conduct proceeding.
   c. Attempting to discourage or influence an individual’s proper participation in, or use of, reporting options and/or disciplinary proceedings.
   d. Attempting to influence the impartiality of a member of a Hearing Body.
   e. Harassment and/or intimidation of a member of a Hearing Body.
   f. Failure to comply with the sanction(s) imposed under the *Student Code of Conduct*.
   g. Breaching the FERPA rights of any person involved in a conduct proceeding.

25. **On-Campus Housing Violations**:
   a. **Restricted Behavior**: Behavior that is prohibited in the Camden Lease Contract. Additionally, gambling inside of an on-campus residence is also prohibited.
   b. **Restricted Possession**: Possession of an item that is prohibited in the Camden Lease Contract.
   c. **Violation of Agreement**: Failure to adhere to the Camden Lease Contract which includes but is not limited to violating the substance-free housing addendum.

26. **Other violations**:
   a. Violation of published University rules not otherwise addressed in the *Student Code of Conduct*.
   b. Arrest or citation for violation of federal, state or local law, occurring on or off campus.
Article IV. Judicial Authority

The Student Conduct Officer shall determine the composition of the Hearing Bodies and Appellate Boards, in accordance with Article XIII and will determine which Hearing Body and Appellate Board shall be authorized to hear each case. The Student Conduct Officer shall develop polices for the administration of the conduct program and procedural rules for the conduct of hearings which are consistent with the provisions of the Student Code of Conduct. Decisions made by a Hearing Body and/or Student Conduct Officer shall be final, pending the normal appeal process. A Hearing Body may be designated as mediator of disputes within the student community in cases which do not involve a violation of the Student Code of Conduct. All parties must agree to mediation and to be bound by the decision with no right of appeal.

Article V. Parental Notification for Alcohol and Drug Violations

The Office of Judicial Affairs may notify parents/legal guardians of students, under the age of 21, who have been found in violation of the Student Code of Conduct if their violation(s) has (have) involved alcohol or illegal substances.

Article VI. 911 Lifeline Law

In 2011 the Texas Legislature passed a law providing a partial amnesty program for individuals who are under the age of 21 and call 911 because someone might have alcohol poisoning. Texas A&M University-Corpus Christi holds student safety as the number one priority. In order to ensure that students are able to call for help when needed, the Office of Judicial Affairs may not issue charges under the Student Code of Conduct for alcohol possession or consumption by a minor in certain circumstances. This amnesty may be applied when a student is the first person to contact emergency personnel (911 or 825-4444 on campus), remains on the scene until medical personnel arrives and fully cooperates with EMS and law enforcement. Charges may still be filed if other code allegations and/or violations of law occurred. For more information on the 911 Lifeline Law and the signs of alcohol poisoning, please visit our website at www.judicialaffairs.tamucc.edu.
Article VII. Student Conduct Proceedings

These proceeding guidelines will be followed for the majority of alleged violations within the Student Code of Conduct. In the circumstance, however, that the incident may have included prohibited behavior that was based on gender, then the Student Sexual Misconduct Process may be utilized in place of the proceedings described in this section. The Student Sexual Misconduct Process can be found online at judicialaffairs.tamucc.edu

1. Process:
   a. Alleged incident occurs -> Report is submitted to Judicial Affairs -> Charges may be issued -> Informal resolution meeting -> Notification of finding and if applicable sanctions are assigned -> Student accepts or denies informal resolution -> Formal hearing if needed -> Notification of finding and if applicable sanctions are assigned -> Student may choose to appeal formal outcome -> Notification of appeal finding and if applicable sanctions

2. Charges:
   a. Any member of the University community may file an incident report in writing (hard copy or electronic format) against any student for alleged misconduct and submit to the Student Conduct Officer. Incident reports should be submitted within ninety (90) days after the incident takes place. However, in the event that an incident becomes known after the ninety (90) day period it must still be reported within ninety (90) days of receiving knowledge and one year of the date of incident, except in the instance of cases which may be adjudicated under the Student Sexual Misconduct Process.

   b. The Student Conduct officer may conduct an investigation to determine if the incident report has merit and/or if it can be resolved administratively by mutual consent of the parties involved in a manner acceptable to the Student Conduct Officer. Such resolution shall be final with no subsequent proceedings. If the incident report cannot be resolved by mutual consent, the Student Conduct Officer may later serve in the same matter as the Hearing Body or member thereof.

   c. If the incident report is substantiated, written charges shall be presented to the accused student (hard copy or electronic). A time shall be set for an informal resolution meeting, not less than one but not more than fifteen business days after the notification has been provided. Maximum time limits for scheduling of meetings may be extended at the discretion of the Student Conduct Officer.
3. **Informal Resolution:** Prior to a formal disciplinary hearing, the accused student will have the opportunity to meet with a Student Conduct Officer in an informal resolution meeting to review a summary of the student’s rights. The Student Conduct Officer may use this meeting to conduct further investigation of the incident. In addition, during this meeting the Student Conduct Officer will request that the student respond to the alleged charges and the student may be able to participate in the informal resolution process at that time. Informal resolution may not be available for all cases. If the option of an informal resolution is available the Student Conduct Officer will serve as the hearing body and will discuss the events of the alleged incident with the student to make a determination regarding the outcome of the case. The student will be sent an outcome letter within five business days. The student is able to then accept the outcome of the informal resolution process, or complete the necessary paperwork attached to the letter to deny the outcome and request a formal hearing. If a formal hearing is scheduled, this will occur not less than three, but not more than fifteen business days after the notification has been sent to the student. Students may request to waive the three day waiting period for formal hearing, when available, at the discretion of the Student Conduct Officer. Maximum time limits for scheduling of hearing may be extended at the discretion of the Student Conduct Officer.

4. **Formal Hearing Guidelines:** Every student in the Texas A&M University-Corpus Christi community shall have the right to a hearing. Except in the event of interim suspension (see Article X), sanctions shall not be imposed upon any student without a hearing. Hearings shall be conducted by a Hearing Body according to the following guidelines:

   a. Hearings are conducted in a closed setting and admission of any person to the hearing shall be at the discretion of the Student Conduct Officer.

   b. In hearings involving more than one accused student, all students may participate in one hearing together. In special circumstances, the Student Conduct Officer may schedule the hearings concerning each student separately.

   c. The accused student(s) is responsible for presenting his or her own case. However, accused students, reporting parties, witnesses and victims all
have the right to be assisted by an advisor of their choice, at their own expense. The advisor:

i. May be an attorney, friend, parent, faculty member, etc.

ii. Is restricted to an advisory role and is not permitted to participate directly in any hearing. Advisors may speak ONLY to the student they are assisting.

iii. Is required to maintain privacy regarding information provided at the conduct proceedings.

d. The victim, the accused student and the Hearing Body shall have the privilege of requesting witnesses and have the right to communicate questions to one another via the Chair of the Hearing Body. It is the responsibility of the individual requesting the witness(es) to notify the individual(s) of the hearing date, location and time.

e. Relevant documentary information may be accepted as evidence for consideration by a Hearing Body at the discretion of the Student Conduct Officer.

f. All procedural questions are subject to the final decision of the Student Conduct Officer.

g. When a possible sanction of a case includes suspension or expulsion, a notice will be sent (certified letter and/or email) to the hearing board members, accused and victim(s) notifying them of when they are able to review information that will be presented at the hearing. The hearing package will include the original incident report and will be available at least three business days prior to the hearing. Additional relevant information, not known and/or not available at the time the hearing package was prepared, may be presented at the hearing. In cases that are unlikely to result in suspension or expulsion, the student may request a packet to review. This request should be made to the Student Conduct Officer no less than five business days prior to the scheduled hearing.

h. After the hearing, the Hearing Body shall determine (by majority vote if the Hearing Body consists of more than one person) whether the student has violated the Student Code of Conduct. The accused student will usually be sent notification outlining the outcome of the hearing within 5 business days.

i. The Hearing Body’s determination shall be made on the basis of “preponderance of information”. A determination as to “in violation” or “not in violation” of the alleged offense will be based upon the
information presented at the hearing, and if the alleged violator is found “in violation”, appropriate sanctions will be levied.

j. A complete and confidential record (i.e., recordings, notes) may be kept of all hearings.
   i. There may be a single verbatim record of all hearings before a Hearing Body.
   ii. The Student Conduct Officer shall decide which hearings will be recorded.
       1. All recordings shall be the property of Texas A&M University-Corpus Christi.
       2. If an appeal is not submitted to the Office of Student Engagement and Success, all recordings may be erased fifteen (15) calendar days after a decision by the Hearing Body. If an appeal is submitted, the recordings may be kept five business days after a decision has been rendered by the Appellate Board. (For appeals process see Article XI)
       3. When the sanction issued is suspension or expulsion from the University, the recordings of the hearings may be kept until the end of the following semester.

k. If a student fails to appear, information regarding the charges shall be presented, considered and a decision may be rendered in the student’s absence.

Article VIII. Sanctions

Sanction(s) may be imposed upon a student after being found in violation of the Student Code of Conduct. The following considerations will be made in determining appropriate sanctions:

- The nature of the violation
- The student’s role in the incident
- The impact on the University community
- Past misconduct
- The student’s current disciplinary status
- Previous decisions in similar cases
The sanctions listed below are not exhaustive, but merely serve as guidelines and may be levied in any combination. Sanctions will typically be imposed in an active and educational manner. Failure to comply with sanctions given may result in more severe sanctions and a registration hold may be placed on the student’s account. The hold will remain on the student’s account until sanction(s) are completed. (NOTE: Registration holds prevent students from registering for or dropping classes). Students found in violation of the Student Code of Conduct may still be held accountable for financial obligations including, but not limited to: tuition, fees, housing, etc.

1. **Education**: Involvement in educational activities designed to increase self-awareness such as self-directed research, online courses, referrals to campus resources and any other assignments deemed appropriate.

2. **Disciplinary Warning**: A letter of reprimand stating the student violated the Student Code of Conduct and indicating that any future violation of the Student Code of Conduct will subject the student to further judicial proceedings, in which the original violation will be considered when determining the sanctions to be imposed.

3. **Community Service**: Service determined by the Student Conduct Officer, and given to a student to fulfill the requirements of an available work assignment.

4. **Restitution**: Payment for damage to the University’s property. The dollar amount is determined by the cost of materials to repair the item damaged, including any labor needed to replace or restore the item.

5. **Restricted Access**: Restricting or banning from entering certain designated areas and use of specific equipment as defined by the Student Conduct Officer for a specified period of time. Restricting or banning may include, but is not limited to, access to a University facility and services, academic related programs and/or opportunities, internships, access to on campus housing, participation in University-sponsored activities, or contact with a specified University community member(s).

6. **Disciplinary Probation**: A written reprimand that defines a student as “not in good disciplinary standing” for a specific period of time as a result of academic and/or behavioral misconduct. If a student violates any other rules and regulations within the jurisdiction of the judicial system while under University
Disciplinary Probation, that student will be subject to further student conduct proceedings and possibly more severe sanctions than would normally be imposed for the new offense alone.

7. **Housing Eviction**: Permanent separation of the student from University on-campus residence facilities. A student who is removed from on campus housing as the result of this sanction may be required to pay the full room charge and any other fees that are owed as stipulated in the lease agreement.

8. **Suspension**: Temporary loss of the privilege of being enrolled as a student at Texas A&M University-Corpus Christi, for a definite period of time. Once the student is eligible to return, conditions for readmission may apply. Suspended students may not reside in on-campus housing and will be considered “not in good disciplinary standing”. Suspension will commence immediately unless otherwise noted by the Hearing Body.

9. **Expulsion from the University**: Permanent loss of the privilege of being enrolled as a student at Texas A&M University-Corpus Christi. The student will be considered “not in good disciplinary standing”. Expulsion will commence immediately unless otherwise noted by the Hearing Body.

10. **Deferred Sanction**: The temporary or permanent delay of a sanction for a definite or indefinite period. If further violation(s) of the *Student Code of Conduct* occur the deferred sanction may be imposed immediately. In determining whether to impose the deferred sanction, the student’s judicial record, as well as the nature and circumstances of the subsequent offense, will be considered.

11. **Banned from Campus**: Prohibition from entering the grounds and/or facilities owned and maintained by the University, including on-campus housing facilities. Individuals who violate this sanction may be issued a criminal trespass warning, arrested and/or have additional charges filed against them under the *Student Code of Conduct*.

12. **Interim Suspension**: Refer to Article X for definition and procedural guidelines.
Article IX. Student Organizations

Allegations of misconduct regarding student organizations will be addressed through the University Center and Student Activities Office. More information regarding this process can be found in the Student Organization Conduct Process online at www.ucsa.tamucc.edu. For questions regarding this process, please contact the Assistant Director of Student Activities. Upon finding that a student organization has violated any regulation listed in the Student Organization Handbook, Greek Handbook, Sport Club Handbook and/or Scheduling and Reservations Handbook, the appropriate University official or Hearing Body may apply one or more disciplinary measures within the restrictions provided in the Student Organization Conduct Process. The severity of the sanction shall be consistent with the nature of the offense and in consideration of past violations.

Individuals within a student organization may be found in violation of the Student Code of Conduct and subject to the appropriate sanctions which may include criminal charges. Other than University suspension or expulsion, organization disciplinary sanctions shall not be made part of the student’s record, but shall become part of the student organization’s record.

Student organizations may face additional disciplinary actions from their national organizations if applicable.

Article X. Authority and Procedures Related to Exigent Circumstances and Public Safety on Campus

The University may utilize either one of the following procedures to insure the safety of members of the campus community and University property. The discretion as to which procedure to utilize rests solely with the University.

1. **Interim Suspensions:** In certain circumstances, the Chief Student Conduct Officer, or designee, may impose a University and/or residence hall suspension prior to the hearing.
   a. Interim suspension may be imposed only:
      i. To ensure the safety and well-being of members of the University community or preservation of University property, and/or
ii. To ensure the student’s own physical or emotional safety and well-being, and/or

iii. If the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University.

b. During the interim suspension, a student shall be denied access to the residence halls and/or the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible, as the Student Conduct Officer may determine to be appropriate.

c. The University may impose an interim suspension without notice or hearing, as long as the notice and hearing follow as soon as practicable (but not less than three business days). The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a hearing, if required. After imposing an interim suspension, the student should be notified in writing (hard copy or electronic) of this action and the reasons for the suspension. The notice should include the time, date, and place of a subsequent hearing at which the student may show cause why his or her continued presence on the campus does not constitute a threat (and at which they may contest whether a campus rule was violated.) An interim suspension shall not last longer than 10 class days.

2. **Maintaining Campus Order During Periods of Disruption:** The Texas Education Code (TEC §§ 51.231-.244) permits the president of a state University to suspend a student for up to 14 days during periods of disruption whenever the president believes there is reasonable cause to demonstrate the student has willfully disrupted the orderly operation of the campus and the student’s presence on the campus will constitute a substantial and material threat to the orderly operation of the campus. The statute defines a period of disruption as “any period in which it reasonably appears that there is a threat of destruction to institutional property, injury to human life on the campus or facility, or a threat of willful disruption of the orderly operation of the campus or facility”. If the president of the University invokes this power, they will follow the statutory process requirements.
Article XI. Appeals

1. A request for appeal must be made within five business days of the dated, written notification (hard copy or electronic) of the decision rendered during the student conduct proceeding. Any decision that does not receive a request for appeal within the designated timeline will be considered final and binding upon all involved.

2. Request for appeals must be in writing, addressed and delivered to the Office of Student Engagement and Success. Students must follow the appeal procedures including completion of necessary forms found online at www.judicialaffairs.tamucc.edu.

3. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the hearing and supporting documents for one or more of the following purposes:
   a. **Guidelines:** To determine whether the hearing was conducted in conformity with prescribed guidelines. Deviations from designated guidelines will not be a basis for sustaining an appeal unless significant prejudice to the alleged violator or victim was the result.
   b. **New Information:** To consider new information sufficient to alter a decision, not brought out in the original hearing because such information could not have been known to the alleged violator and/or victim at the time of the original hearing.

4. Once a request for appeal is received, the student and other relevant parties will be notified. Any request for appeal will be sent to the Appellate Board along with all relevant materials regarding the case.

5. If an appeal is upheld by the Appellate Board, the matter shall be returned to the original Hearing Body for re-opening of the hearing to allow reconsideration of the original determination. Upon re-hearing, the outcome of the case may be overturned and/or if applicable, the same, a lesser, or a greater sanction may be assigned. If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

Article XII. Disciplinary Records

Disciplinary records are maintained by the Division of Student Engagement and Success in the following manner:
1. Records included in the federally required Campus Safety Report may be purged seven (7) years after the student’s last enrollment date.

2. Other records may be purged five (5) years following the student’s last enrollment date.

**NOTE:** *Records resulting in suspension or expulsion may be maintained permanently.*

These retention periods will be adjusted as needed based on the Texas A&M University System, federal and/or state mandated requirements.

**Transcript Notation:** When a sanction of suspension or expulsion is levied as a result of a violation of the *Student Code of Conduct*, a notation will be made on the student’s academic transcript. The notation will differentiate between cognitive (academic) and non-cognitive (behavioral) violations that lead to the assigned sanction.

Access to disciplinary records is provided in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended and the *Confidentiality of Student Records* policy. A student may request verification of disciplinary records by providing written authorization to release the records through completion of the proper paperwork at the Public Information Office. Students are able to file an addendum to their record to further explain, clarify or refute information obtained within the record. Expunged records may be retained by the University for two additional years solely to comply with federal law.

**Article XIII. Hearing Bodies**

1. **Chief Student Conduct Officer:** The University Chief Student Conduct Officer or designee(s) shall have total responsibility for the administration, implementation, and efficient coordination of the *Student Code of Conduct* and will determine, on an individual basis, which appointee or group will hear the case.

2. **The Student Conduct Board (SCB) Composition:** A hearing body composed of currently enrolled students of Texas A&M University-Corpus Christi. A minimum of three individuals is needed in each case to meet quorum.
   a. **Chair:** From the SCB a chair is appointed by the Chief Student Conduct Officer or designee to preside over the hearing and ensure that the prescribed procedures are followed.
   b. **Scope of Authority:** The SCB will be utilized, at the discretion of the Chief Student Conduct Officer or designee, in hearing *Student Code of Conduct*
cases. The SCB provides a decision to the Student Conduct Officer who then notifies the accused student and if applicable, the victim.

3. Student Hearing and Appellate Board Panel (SHABP): A hearing body composed of currently enrolled students, faculty and/or staff of Texas A&M University-Corpus Christi. A minimum of three individuals is needed in each case to meet quorum.
   a. Chair: From the SHABP a chair is appointed by the Chief Student Conduct Officer or designee to preside over the hearing and ensure that the prescribed procedures are followed.
   b. Scope of Authority: The SHABP will be utilized, at the discretion of the Chief Student Conduct Officer or designee, in hearing Student Code of Conduct cases, Student Sexual Misconduct Process cases and appeals. The SHABP provides a decision to the Student Conduct Officer who then notifies the accused student and if applicable, the victim.

4. The Chief Student Conduct Officer or designee has the authority to appoint other bodies to hear cases when deemed appropriate.

Article XIV. Interpretation & Revision

1. Any questions of interpretation regarding the Student Code of Conduct shall be referred to the Office of Judicial Affairs for final determination.

2. The Student Code of Conduct shall be reviewed annually under the direction of the Associate Dean of Students. In keeping with normal University policy approval processes, the Student Code of Conduct and Student Handbook may, at the sole discretion of the University, be amended at any time.
Introduction
Texas A&M University-Corpus Christi (TAMUCC) is committed to ensuring an environment in which members of the University community, guests and visitors have the right to be free from sexual misconduct. When an allegation of sexual misconduct is brought to the attention of the University and an individual is found to have violated this policy, serious sanctions will be used as an effort to reasonably ensure that such actions are minimized and prevented whenever possible. These procedures have been developed to reaffirm these principles, to serve as complimentary function of the Student Code of Conduct and to provide recourse for those individuals whose rights have been violated. These procedures establish a mechanism for determining when the sexual misconduct policies have been violated.

Additionally, Title IX of the Higher Education Amendments of 1972 requires TAMUCC to:

- Ensure the campus environment and/or events are free from sexual harassment and sex/gender based violence
- Create and publicize to all employees and students a policy prohibiting sexual harassment and sex/gender based violence; and
- Establish complaint procedures

This procedure only applies to students that have allegedly engaged in sexual misconduct. All definitions, including that of the term ‘student’, that are described in the most recent version of the Student Code of Conduct are applicable for this policy. If a student is adversely affected by sexual misconduct perpetrated by a staff or faculty member, the student should utilize the procedures set forth in TAMUS 08.01.01, Civil Rights Compliance.

At TAMUCC the Title IX Coordinator and Investigator is:
Mr. Samuel Ramirez, Director of Employee Relations, EEO, Training and Development
(361) 825-2765, Corpus Christi Hall (CCH) 130

The Deputy Title IX Coordinator and Investigator is:
Ms. Rosie Ruiz, Associate Director, Employee Development & Compliance Services
(361) 825-2765, Corpus Christi Hall (CCH) 130
Other Title IX Investigators Include:

Diane Hockenberry - Employee Development & Compliance Services Coordinator
(361) 825-2765, Corpus Christi Hall (CCH) 130

Shannon McClellan - Employee Development & Compliance Services Coordinator
(361) 825-2765, Corpus Christi Hall (CCH) 130

Mr. Ralph McFarland, Assistant Director for Disability Services
(361) 825-2658, Corpus Christi Hall (CCH) 116a

Mr. Lionel Cassin, Information Security Officer
(361) 825-2124, Corpus Christi Hall (CCH) 105aMs.

Angela Walker, Associate Dean of Students (faculty and staff only)
(361) 825-2612, University Center (UC) 318d

Ms. Kristina Yzaguirre, Student Conduct Officer (faculty and staff only)
(361) 825-2612, University Center (UC) 318c

Dr. David Billeaux, Associate Vice President for Academic Affairs
(361) 825-2393, Corpus Christi Hall (CCH) 291c

Prohibited Forms of Sexual Misconduct

Overview of Expectations Regarding Sexual Misconduct:
For the purpose of these procedures the term 'student' shall be defined as: an individual who has accepted his/her offer of admission, and/or who is taking courses from the University, either full-time or par-time, pursing undergraduate, graduate, or professional studies. Individuals who withdraw after allegedly violating the Student Code of Conduct or who are not officially enrolled for a particular term but who have a continuing relationship with the University are considered students. In addition, students who are living in University residence halls and apartments, although not enrolled in this institution, are also considered students. Any and all individuals that the most recent version of the Student Code of Conduct regards as a student are subject to the sexual misconduct policies described in this process. A copy of the
Student Code of Conduct can be found online at http://judicialaffairs.tamucc.edu.

Sexual misconduct offenses include, but are not limited to:
1. Sexual Harassment
2. Non-Consensual Sexual Contact (or attempts to commit same)
3. Non-Consensual Sexual Intercourse (or attempts to commit same)
4. Sexual Exploitation

Sexual Harassment is:
- Unwelcome, gender-based verbal or physical conduct that is,
- Sufficiently severe, persistent or pervasive that it,
- Has the effect of unreasonably interfering with, denying or limiting
  someone’s ability – physically or mentally –to participate in or benefit from
  the University’s education program, services and/or activities.

Examples of Sexual Harassment may include, but are not limited to:
- Each day as a student employee arrives to work the office
  supervisor makes an unwelcome comment about the fit of the
  student’s clothing and the way their body looks.
- Professor probes into student’s past sexual behaviors even though it
  is not directly related to any class topic. The instructor continues to
  demand answers from the students, even when they are visually
  uncomfortable and unwilling to respond.
- One student continually hugs another group member in such a way
  that their two bodies are touching and the hug lingers longer that
  what is normally socially acceptable and makes the student feel
  uncomfortable.
- One student sends multiple unwelcome texts each day to their ex-
  partner’s current significant other explicitly describing alleged
  current sexual activity between the two.

Non-Consensual Sexual Contact is:
- Any intentional sexual touching,
- However slight,
- With any object,
- By a man or a woman upon a man or a woman,
- That is without consent and/or by force.
Examples of Non-Consensual Sexual Contact may include, but are not limited to:
- An instructor asks a student to meet after class. During this meeting the instructor touches the student on the buttocks area without consent.
- While eating lunch and goofing around a student grabs another student’s breast without consent.
- One roommate hugs the other, tightly, pressing their body up against the other individual’s groin area without consent.

*Non-Consensual Sexual Intercourse is:*
- Any sexual intercourse,
- However slight,
- With any object,
- By a man or woman upon a man or woman,
- That is without consent and/or by force.

Examples of Non-Consensual Sexual Intercourse may include, but are not limited to:
- A student passes out at a party. Several students proceed to have intercourse with the individual who was clearly passed out.
- A student organization uses broomsticks to penetrate inductees against their will as a requirement for membership.
- Two students utilize illegal substance together and then one student initiates penetration with the other incapacitated student without receiving consent to do so.

*Sexual Exploitation occurs when:*
- A student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited and that behavior does not otherwise constitute one of other sexual misconduct offenses. Behaviors which may be included in this category include, but are not limited to:
  - Invasion of sexual privacy
  - Prostituting another individual
  - Non-consensual video or audio-taping of sexual activity
  - Going beyond the boundaries of consent
  - Engaging in voyeurism
  - Knowingly transmitting an STI or HIV to another student
  - Exposing one’s genitals in non-consensual circumstances; inducing another to expose their genitals
• Sexually-based stalking and/or bullying may also be forms of sexual exploitation

Examples of Sexual Exploitation may include, but are not limited to:
• One student gives another multiple beverages that contain alcohol without telling them before attempting to engage in intercourse.
• A student uses a webcam to record their roommate’s sexual activities without their knowledge.
• Two staff members intentionally engage in sexual conduct where another staff member is forced to watch or leave their workspace.

Additional Applicable Definitions:
Other Forms of Sexual Misconduct (will fall under this process when gender-based):
• Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person
• Discrimination, defined as actions that deprive other members of the community of education or employment access, benefits or opportunities on the basis of gender
• Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another
• Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the university community, when related to the admission, imitation, pledging, joining, or any other group-affiliation activity (as defined further in the Student Code of Conduct)
• Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally (that is not speech or conduct otherwise protected by the 1st Amendment)
• Stalking: Behavior in which an individual willingly, maliciously and repeatedly engages in a knowing course of conduct directed at a specific person and/or group which reasonably and seriously alarms, torments, or terrorizes the person(s). This conduct makes the victim(s) fear either bodily injury or death, bodily injury or death of another individual and/or that an offense will be committed against their property.

Consent:
For the purpose of this process consent must be freely and actively given through mutually understood terms of actions. A person is deemed incapable of giving consent when the person is a minor, is coerced, physically helpless, under the influence of alcohol or drugs to the point of being unable to make a rational decision, unconscious or asleep. A person always retains the right to
revoke consent any time during a sexual act. An individual who is mentally incapacitated, unconscious, or unaware that the sexual assault is occurring is considered unable to give consent.

*Use of Force is:*
Using violence, the threat of violence, intimidation, implied threats, coercion or blackmail to obtain a desired outcome or behavior from another individual and/or group.

Examples:
- Have sex with me or I'll tell your professor that I saw you cheating.
- Send me photos of you in the shower or your face won't look that great at next week's formal.
- I won't give you a good review on our group project unless you make out with me.

*Dating Violence is:*
Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Examples:
- Two students are arguing about trust issues in their relationship when one student smacks the other across the face and takes their cell phone so that they can't call anyone for help.
- Two students who have recently broken up meet up at a local coffee shop to return items to one another and one student shoves the other up against a wall and begins yelling about how this is all their fault.

*Domestic Violence is:*
The willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior perpetrated by a person with whom: the victim shares a child in common, by a person who is cohabitating with or has cohabited with the victim as a spouse or by a person similarly situated to a spouse of the victim.

Example:
- Two students are in a relationship and live together off campus. While one student is taking out the trash the other student secretly reads through their text messages and finds communication they are unhappy with. When their partner returns to the apartment they grab them and push them
against the stair railing, injuring their back, and begins yelling about the messages.

Retaliation is:
Any behavior and/or adverse action taken against a person and/or group because of participation in a complaint or investigation.

Examples:
• I know you filed that report about me – hope you didn’t plan on passing this course.
• A group refuses to admit a new member because the student filed a report regarding their behavior at a new member event.
• A supervisor begins limiting a student worker’s weekly hours after a complaint is filed regarding the supervisor’s behavior.

The University will not tolerate instances of retaliation. To report retaliation, contact the University’s Title IX Coordinator and/or the Office of Judicial Affairs.

Sanctions
Sanction(s) may be imposed upon a student after being found in violation of the Student Code of Conduct. The following considerations will be made in determining appropriate sanctions:
• The nature of the violation
• The student’s role in the incident
• The impact on the University community
• Past misconduct
• The student’s current disciplinary status
• Previous decisions in similar cases

The sanctions listed below are not exhaustive, but merely serve as guidelines and may be levied in any combination. Sanctions will typically be imposed in an active and educational manner. Failure to comply with sanctions given may result in more severe sanctions and a registration hold may be placed on the student’s account. The hold will remain on the student’s account until sanction(s) are completed. (NOTE: Registration holds prevent students from registering for or dropping classes). Students found in violation of the Student Code of Conduct may still be held accountable for financial obligations including, but not limited to: tuition, fees, housing, etc.

A. Education: Involvement in educational activities designed to increase self-awareness such as self-directed research, online courses, referrals to campus resources and any other assignments deemed appropriate.
B. Disciplinary Warning: A letter of reprimand stating the student violated the Student Code of Conduct and indicating that any future violation of the Student Code of Conduct will subject the student to further judicial proceedings, in which the original violation will be considered when determining the sanctions to be imposed.

C. Community Service: Service determined by the Student Conduct Officer, and given to a student to fulfill the requirements of an available work assignment.

D. Restitution: Payment for damage to the University’s property. The dollar amount is determined by the cost of materials to repair the item damaged, including any labor needed to replace or restore the item.

E. Restricted Access: Restricting or banning from entering certain designated areas and use of specific equipment as defined by the Student Conduct Officer for a specified period of time. Restricting or banning may include, but is not limited to, access to a University facility and services, academic related programs and/or opportunities, internships, access to on campus housing, participation in University-sponsored activities, or contact with a specified University community member(s).

F. Disciplinary Probation: A written reprimand that defines a student as “not in good disciplinary standing” for a specific period of time as a result of academic and/or behavioral misconduct. If a student violates any other rules and regulations within the jurisdiction of the judicial system while under University Disciplinary Probation, that student will be subject to further student conduct proceedings and possibly more severe sanctions than would normally be imposed for the new offense alone.

G. Housing Eviction: Permanent separation of the student from University on-campus residence facilities. A student who is removed from on campus housing as the result of this sanction may be required to pay the full room charge and any other fees that are owed as stipulated in the lease agreement.

H. Suspension: Temporary loss of the privilege of being enrolled as a student at Texas A&M University-Corpus Christi, for a definite period of time. Once the student is eligible to return, conditions for readmission may apply. Suspended students may not reside in on-campus housing and will be considered “not in good disciplinary standing”. Suspension will commence immediately unless otherwise noted by the Hearing Body.
I. Expulsion from the University: Permanent loss of the privilege of being enrolled as a student at Texas A&M University-Corpus Christi. The student will be considered “not in good disciplinary standing”. Expulsion will commence immediately unless otherwise noted by the Hearing Body.

J. Deferred Sanction: The temporary or permanent delay of a sanction for a definite or indefinite period. If further violation(s) of the Student Code of Conduct occur the deferred sanction may be imposed immediately. In determining whether to impose the deferred sanction, the student’s judicial record, as well as the nature and circumstances of the subsequent offense, will be considered.

K. Banned from Campus: Prohibition from entering the grounds and/or facilities owned and maintained by the University, including on-campus housing facilities. Individuals who violate this sanction may be issued a criminal trespass warning, arrested and/or have additional charges filed against them under the Student Code of Conduct.

L. Interim suspension: Refer to Article X in the Student Code of Conduct for definition and procedural guidelines.

Reporting Procedures and Confidentiality

All alleged incidents of sexual misconduct should be reported within 60 calendar days of the most recent incident, or the report may be considered untimely filed and dismissed. Incidents can however, still be reported outside of this timeline and may be considered for investigation.

If you or someone you are aware of has experienced sexual misconduct*, you have multiple reporting options regardless of the location of the incident, on or off campus. The University may choose not to issue charges for other policy violations, which may include alcohol and/or drug possession or use, when the individual is providing information regarding an incident of alleged sexual misconduct.

*Note: All incidents of Sexual Harassment (pg.2) should be reported to the Title IX Coordinator.

Off campus incident not involving a member of the University Community:
If the accused individual is not a student and the incident occurred off campus at a non-University sponsored event or at a non-University owned or controlled facility, the incident should be reported to the local police who will serve as the primary investigators. The reporter may also choose to follow up with the University Police Department.

*Off campus incident involving one or more members of the University Community:*
All other reports regarding incidents of sexual misconduct which involve an alleged member(s) of the University community and occurred off campus at a non-University sponsored event or at a non-University owned or controlled facility should be reported to the University Police Department.

*On campus incidents:*
All other reports regarding incidents of sexual misconduct which occurred on University owned or controlled property or at a University sponsored events should be reported to the University Police Department.

**University Police Department**
**Physical Plant/Police Department Building**
361-825-4444
[http://police.tamucc.edu/index.html](http://police.tamucc.edu/index.html)

The University Police Department provides a crime victim’s advocate to all victims of crime. The advocate provides guidance to the victim with medical, emotional, or financial needs, and makes referrals to the appropriate counseling agencies. The advocate also serves as a liaison between law enforcement and the victim as well as during the judicial process. For more information contact University Police Department, SGT. Wright 361-825-4444.

Individuals may also be able to file a formal report with the Office of Student Engagement and Success or the Title IX Campus Coordinator. These resources are expressly there for you to report sexual misconduct and policy violations and they will take action when you report your complaint to them. Reports made to these individuals are considered official notice of the incident to the University. Please note that if you speak with other University employees regarding the incident they may be forced to disclose the information to the Title IX Campus Coordinator and/or a Student Conduct Administrator.

If you would like to discuss this issue in a confidential manner you may do so by contacting a mental health professional on or off campus. The University Counseling Center and the University Health Center have trained professionals
able to assist our students with these types of issues. These offices may offer you confidentiality, sharing options and advice without any obligation to tell anyone who you are unless you want them to. Contact them at the following:

**University Health Center**  
Sandpiper Building  
361-825-2601  
Nurse Line – 361-825-5735  
[http://healthcenter.tamucc.edu//index.html](http://healthcenter.tamucc.edu//index.html)

**University Counseling Center**  
Driftwood Building 107  
361-825-2703  
[http://counseling.tamucc.edu//index.html](http://counseling.tamucc.edu//index.html)

Once a formal report is made, the University will initiate an investigation and a resolution may be determined within 60 days. If the alleged victim does not wish for the University to investigate the incident, information may still be gathered regarding the claim. The ability of the University to respond to the incident may be limited.

Falsely reporting a crime, conduct violation and/or safety threat is prohibited and appropriate action will be taken. TAMUCC will not tolerate intentional false reporting of incidents. It is a violation of the **Student Code of Conduct** to make an intentionally false report of any policy violation, and it may also violate state criminal statues and civil defamation laws.

**Timely Warning**  
Schools are required to provide "timely warnings" when the school considers a crime to pose an ongoing "threat to students and employees". This warning may or may not include personally identifiable information about the alleged victim.

**Process**

**Timeline**

Once the University receives notice of an allegation of sexual misconduct every attempt will be made to bring resolution to the incident within 30-60 calendar days. Delays to this timeline may result due to criminal investigations, holiday breaks, final examinations and other circumstances as deemed appropriate. Interim actions to remedy the situation may occur during the investigatory
process. Please see the ‘Provisions’ and ‘Sanctions’ sections in this process for more details.

**Investigation:**

Once a complaint is received, the Title IX Coordinator will initiate a prompt, thorough and impartial investigation if there is reasonable cause to believe that a sexual misconduct violation may have occurred. The Title IX Coordinator may work in conjunction with the Office of Student Engagement and Success and/or the University Police Department throughout the process. This investigation is designed to provide a fair and reliable determination about whether the University’s sexual misconduct policy has been violated.

Once the University receives notice of an incident of concern an investigation will begin. This investigation may include the interviewing of multiple parties, compiling and verifying statements, obtaining and gathering documentation including the outcomes of medical evidence testing, speaking with expert witnesses, research and writing an executive summary of facts regarding the alleged incident. Pending the outcome of that investigation charges may be issued to the accused(s). The investigation may not substantiate charges under this sexual misconduct policy, however may indicate other violations of the Student Code of Conduct, which may be referred to the Office of Judicial Affairs to proceed with the standard judicial process. If the investigation of sexual misconduct is unsubstantiated and no evidence of other violations is presented, no hearing will occur and the case will be closed.

**Pre-Conference Meeting:**

Once a charge has been issued, the accused will be given notice to attend a pre-conference meeting. During this meeting the alleged charges, the conduct process and student rights will be discussed. A pre-conference meeting will also occur with the alleged victim to discuss the process and their rights as well.

**Hearing**

A hearing date may then be set and all individuals who are to be in attendance will be notified of the day, time and location. This notice will include the names of any witnesses that will be requested to attend to provide information.

A notice will be sent (certified letter and/or email) to the hearing board members, accused and alleged victim(s) notifying them of when they are able
to review information that will be presented at the hearing. The hearing package will include the full investigator’s report and will be available at least three business days prior to the hearing. Additional relevant information, not known and/or not available at the time the hearing package was prepared, may be presented at the hearing. If this new information is made available, it should be given to the Title IX Coordinator. This new information may then be provided to the investigator(s) for further review.

Those present may consist of trained board members, the investigator, a representative from the Office of Judicial Affairs, the alleged victim(s), the accused and any applicable witness, which may include expert witnesses. Additionally the alleged victim and the accused may bring one advisor each. Hearings are typically conducted in a closed session to ensure as much privacy as possible.

During the hearing, the investigator, or designee, will provide an oral summary of the final investigation report. The investigator, or designee, will also respond to questions from the panel, the accused and the alleged victim. The board will review the information provided. The accused and the alleged victim may be able to ask questions during the hearing.

If the board needs to review additional information an executive session may be called by the chair to allow time for additional witnesses to be called before the panel or to address procedural questions. In rare circumstances, a hearing may be tabled and scheduled to reconvene at another time.

Deliberation:

In a closed door session the hearing body will deliberate and based on information presented, using a standard of preponderance of information, a determination regarding each individual alleged violation will be made along with any applicable sanctions and/or remedies.

Outcome & Notification:

Notification of the outcome, any applicable sanctions and/or remedies of the hearing will be provided in writing via certified letter and/or email to both the accused and alleged victim.
**Appeal Process:**

A request for appeal must be made within five business days of the dated, written notification (hard copy or electronic) of the decision rendered during the student conduct proceeding. Any decision that does not receive a request for appeal within the designated timeline will be considered final and binding upon all involved.

Request for appeals must be in writing, addressed and delivered to the Office of Student Engagement and Success. Students must follow the appeal procedures including completion of necessary forms found online at www.judicialaffairs.tamucc.edu.

Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the hearing and supporting documents for one or more of the following purposes:

- **Guidelines:** To determine whether the hearing was conducted in conformity with prescribed guidelines. Deviations from designated guidelines will not be a basis for sustaining an appeal unless significant prejudice to the alleged violator or victim was the result.
- **New Information:** To consider new information sufficient to alter a decision, not brought out in the original hearing because such information could not have been known to the alleged violator and/or victim at the time of the original hearing.

Once a request for appeal is received, the student and other relevant parties will be notified. Any request for appeal will be sent to the Appellate Board along with all relevant materials regarding the case.

If an appeal is upheld by the Appellate Board, the matter shall be returned to the original Hearing Body for re-opening of the hearing to allow reconsideration of the original determination. Upon rehearing, the outcome of the case may be overturned and/or if applicable, the same, a lesser, or a greater sanction may be assigned.

If an appeal is not upheld, the matter shall be considered final and binding upon all involved.
Provisions

Provisions: Alleged Victim
The following are provisions that the University may provide to the complainant and/or alleged victim:

- An investigation into the complaint along with an appropriate resolution made in good faith effort by University administrators.
- The right to have an advisor (parent, friend, victim advocate, attorney, etc.) present during all campus proceedings regarding the incident.
- The right to be informed of the outcome and sanction of any disciplinary hearing involving the misconduct offenses discussed in this policy, usually within 3 business days of the end of the conduct hearing.
- Student will be informed of reporting options including on campus and local police.
- Student will be informed of available resources including counseling, mental health or student services for victims of sexual assault, both on campus and in the community.
- The student will be notified of options for changing academic and living situations after an alleged sexual misconduct incident, if so requested by the victim and if such changes are reasonably available (no formal complaint, or investigation, campus or criminal, need occur before this option is available).

Accommodations, when available and appropriate may include:
  - Change of an on-campus student’s housing to a different on-campus location
  - Arranging to dissolve a housing contract and pro-rating a refund
  - Exam (paper, assignment) rescheduling
  - Taking incomplete in a class
  - Transferring class sections
  - Alternative course completion options
  - Assisting with withdrawal

- The right not to have irrelevant prior sexual history admitted as evidence in a campus hearing. However, prior history and/or instances of sexual misconduct may be considered relevant and submitted before the hearing body.
- The right to have any complaint of sexual misconduct adjudicated.
• The right to make a written victim-impact statement which would be provided to the hearing body after a finding of in violation has been made, but prior to sanctions being assigned.

• The right to a campus no contact order against another student who has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the complaining student or others;

• The right to appeal the outcome of the hearing based upon guideline error or new significant information that was not known at the time of the hearing.

• The right to review all documentary evidence available regarding the complaint, subject to the privacy limitations imposed by state and federal law, at least 3 business days prior to the hearing. If evidence is discovered after the documentation has been presented to the victim, arrangements may be made to provide the victim with the additional information.

• The right to be informed of the names of all witnesses who will be called to give statements, within three business days, except in cases where a witness’ identity will not be revealed to the accused student for compelling safety reasons until the time of the hearing.

• Maintaining confidentiality as much as possible, while still fully investigating and administering the conduct process.

• The right to a closed hearing.

• The right to request that any member of the conduct body be removed on the basis of demonstrated bias. This request will be made during a scheduled meeting, prior to the start of the hearing. Any decision made regarding the possible removal of a hearing body member is final.

• Accommodations may be made in the hearing facility to avoid face-to-face viewing between the victim and the accused. Not being present for the hearing and/or written statement will not be deemed as an appropriate accommodation. Note: If any individual chooses not to attend the hearing, proceedings may continue in their absence, without their oral statements.

• The right to attend a meeting and/or receive notification prior to the hearing during which they will be fully informed of campus conduct rules and procedures as well as the nature and extent of all alleged violations contained within the complaint.

• The right to the opportunity (if desired) to ask questions, indirectly, of witnesses (including the accused student), and the
right to discuss and/or question the accuracy documentary evidence.

- The right to be present for all statements given and evidence presented before the conduct body.

**Provisions for the Accused**

The following are provisions that the University may provide to the accused:

- An investigation into the complaint along with an appropriate resolution made in good faith effort by University administrators.
- The right to have an advisor (parent, friend, victim advocate, attorney, etc.) present during all campus proceedings regarding the incident.
- The right to be informed of the outcome and sanction of any disciplinary hearing involving the misconduct offenses discussed in this policy, usually within 3 business days of the end of the conduct hearing.
- Student will be informed of reporting options including on campus and local police.
- Student will be informed of on and off campus resources for medical, counseling, and advisory services.
- The student will be notified of options for changing academic and living situations after an alleged sexual misconduct incident, if so requested by the accused and if such changes are reasonably available (no formal complaint, or investigation, campus or criminal, need occur before this option is available).

Accommodations, when available and appropriate may include:

- Change of an on-campus student’s housing to a different on-campus location
- Arranging to dissolve a housing contract and pro-rating a refund
- Exam (paper, assignment) rescheduling
- Taking incomplete in a class
- Transferring class sections
- Alternative course completion options
- Assisting with withdrawal

- The right not to have irrelevant prior sexual history admitted as evidence in a campus hearing. However, prior history and/or instances of sexual misconduct may be considered relevant and submitted before the hearing body.
- The right to have any complaint of sexual misconduct adjudicated.
- The right to make a written impact statement which would be provided to the hearing body after a finding of in violation has been made, but prior to sanctions being assigned.
- The right to a campus no contact order against another student who has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the complaining student or others;
- The right to appeal the outcome of the hearing based upon procedural error or new information that was not known at the time of the hearing.
- The right to review all documentary evidence available regarding the complaint, subject to the privacy limitations imposed by state and federal law, at least three business days prior to the hearing. If evidence is discovered after the documentation has been presented to the accused, arrangements may be made to provide the accused with the additional information.
- The right to be informed of the names of all witnesses who will be called to give statements, within three business days of the hearing, except in cases where a witness’ identity will not be revealed to the accused student for compelling safety reasons until the time of the hearing.
- Maintaining confidentiality as much as possible, while still fully investigating and administering the conduct process.
- The right to a closed hearing.
- The right to request that any member of the conduct body be removed on the basis of demonstrated bias. This request will be made during a scheduled meeting, prior to the start of the hearing. Any decision made regarding the possible removal of a hearing body member is final.
- Accommodations may be made in the hearing facility to avoid face-to-face viewing between the victim and the accused. Not being present for the hearing and/or written statement will not be deemed as an appropriate accommodation. Note: If any individual chooses not to attend the hearing, proceeding may continue in their absence, without their statements.
- The right to attend a meeting and/or receive notification prior to the hearing during which they will be fully informed of
campus conduct rules and procedures as well as the nature and extent of all alleged violations contained within the complaint.

- The right to the opportunity (if desired) to ask questions, indirectly, of witnesses (including the complainant), and the right to discuss and/or question the accuracy documentary evidence.
- The right to be present for all statements given and evidence presented before the conduct body.
- The right to a conduct panel comprised of representatives of both genders.
- The right to a campus conduct outcome based solely on evidence presented during the conduct process.
- Sanctions will be determined based upon the character of the offense with further consideration given to the possibility of the wider effect of the offense on the University community. Past history of misconduct, on record with the University, will be a consideration when determining appropriate sanctions.

**Drafted by:**

Angela Walker, Associate Dean of Students

Rosie Ruiz, Associate Director, Equality Opportunity/Employee Relations, Training & Development

Kristina Yzaguirre, Student Conduct Officer

**Resources utilized to create this policy include:**

Title IX Coordinator and Administrator Training and Certification Course Materials (2011) Association of Title IX Administrators, and The National Center for Higher Education Risk Management.

ATIXA Gender-Based and Sexual Misconduct Model Policy (2011) NCHERM Partners: Brett A. Sokolow, J.D. W. Scott Lewis, J.D. Saundra K. Schuster, J.D.

Civil Rights Grievance and Investigation Process: Complaints Concerning Discrimination and/or Harassment (2012). Title IX Certification Training, San Antonio, TX.

# How to Calculate Your Collegiate G.P.A.

Grade Point Averages are often used to determine your eligibility for honors programs, graduate programs or university entrance, and also used for minimum graduation or pass standards.

To calculate your G.P.A., set up six columns. In the first & second, list your course numbers and courses. In the third column, write your letter grade. In the fourth column, enter your credit hours earned for the course, in the fifth column, record your grade points by multiplying the numeric grade value times the credit hours earned.

**Example:**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>LETTER GRADE</th>
<th>CREDIT HOURS</th>
<th>NUMERIC GRADE</th>
<th>GRADE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101</td>
<td>English-First Year Composition</td>
<td>A</td>
<td>3</td>
<td>4.00</td>
<td>12.00</td>
</tr>
<tr>
<td>ENG111</td>
<td>English-Technical Writing</td>
<td>B</td>
<td>3</td>
<td>3.33</td>
<td>9.99</td>
</tr>
<tr>
<td>COM230</td>
<td>Small Group Communication</td>
<td>C</td>
<td>3</td>
<td>3.00</td>
<td>9.00</td>
</tr>
<tr>
<td>CRE101</td>
<td>Critical &amp; Evaluative Reading I</td>
<td>A-</td>
<td>3</td>
<td>2.67</td>
<td>8.01</td>
</tr>
<tr>
<td>MAT105</td>
<td>The Mathematics of Design</td>
<td>B</td>
<td>3</td>
<td>2.00</td>
<td>6.00</td>
</tr>
<tr>
<td>ECO100</td>
<td>Economics in American Society</td>
<td>C</td>
<td>3</td>
<td>1.67</td>
<td>5.01</td>
</tr>
<tr>
<td>BIO102</td>
<td>General Biology (Non-Majors)</td>
<td>C+</td>
<td>4</td>
<td>1.33</td>
<td>5.32</td>
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<tr>
<td></td>
<td>(4.0 scale shown in example)</td>
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<tr>
<td></td>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>25</strong></td>
<td></td>
<td><strong>82.34</strong></td>
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82.34 total points ÷ 25 total credit hours = 3.29 G.P.A.

Add up the total credit hours and the total grade points, divide the total points by the total credit hours earned. This will give you your G.P.A.

You may find that you need to improve certain grades in order to get a better G.P.A. Write down what you will do to improve your marks.

The marks assigned to a test, quiz, project or essay are important indicators of your performance. However, they do not tell the entire story. Which areas do you need to improve on in order to excel? Save relevant comments and remarks made on tests by your professors. Review them periodically.

**Track your G.P.A. performance:**

<table>
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<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>LETTER GRADE</th>
<th>CREDIT HOURS</th>
<th>NUMERIC GRADE</th>
<th>GRADE POINTS</th>
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</table>

**TOTALS**

Total points ÷ number of credit hours equals my G.P.A.

**Note:** Point values may differ slightly in different colleges and universities or parts of the country; please verify these values with your advisor.
Career Planning Guide

**THIS GUIDE CAN HELP YOU TO:**

A. Plan for your long-term career or profession.
B. Find a part-time or summer job while in school.
C. Determine what an employer is looking for.
D. Write a job resume and cover letter.

**Planning your future**

1. List your **successes, skills, and abilities.**
2. **Make a list** of the **careers or professions** you might want to consider. Describe each of them in terms of the **skills/abilities and personality traits** required.
3. **Match** the items in #1 with those in #2.
4. See your school’s Guidance Counselor or Career Center.
5. Identify and plan to meet with **people who can assist you** in deciding on your **career**: people doing those jobs, resource professionals, mentors, etc.
6. Always keep your **options open, finish school**, and periodically review your **career plan**.

**What kind of education do you need?**

The answer to this question depends on you. What kind of career do you want? Some careers will require a formal college or university education. Others will require a mix of vocational training and an apprenticeship program.

Don’t neglect opportunities to expand your education. For example, if you plan to get an Arts degree in college, take vocational courses now on computers.

Also, remember that working can be learning. For example, if you want to be a teacher, volunteer as a teacher’s aide. Not only will it stand out on your resume, it will give you valuable experience that will make your education and future job easier. Use your jobs to “test drive” a career.

**It’s your future!**

**Plan wisely!**

**Follow the steps!**

**New professions are appearing daily.** Do you know what it takes to become an ice floe specialist, an animal psychologist, a music therapist, a systems architect, a biomedical engineer? To get **more ideas** as to where you might fit in, surf the Net for jobs, careers, and professions. Also, chat with **job seekers** and **job advertisers**. These encounters can help you decide on your future and how to get there.
Looking for a Job?

Rule #1  Work for cash, not promises!
Rule #2  Work for experience!
Rule #3  Never let work interfere with your education!

LOOK
• on the web, or at government employment centers.
• in store and restaurant windows for hiring announcements.
• at supermarket and community bulletin boards, newspaper classifieds, telephone book yellow pages, professional/trade directories, etc.

MEET
• as many people as you can who might hire or refer you: expand your network of contacts.

FOLLOW-UP
• a day or two after your interview: call the person back. Thank him or her for seeing you and ask how you did. If you want the job, say so. You should also send a note thanking the person for seeing you.

PERSIST
• in applying for jobs and meeting people. The more people you meet and the more you follow up, the better your chances of success will be.

Interviews / Application Tips:

When going to a job interview, bring your own:
• non-smudge black ballpoint pen.
• work permit (if underage) and Social Security card (for U.S.), or federal I.D. / SIN number (for Canada).
• driver’s license, passport, or some other form of picture identification, if you have one.

Don’t forget to:
• read each question on the application form carefully.
• write neatly: no cross-outs!
• present your resume, as well as a summary of references.
How to improve your chances at an interview:

• Be on **time**.
• Look **neat**, not flashy.
• **Stand** and sit tall.
• Thank the interviewer for **seeing you**.
• Show **confidence**. Look at your interviewer directly.
• Answer all questions **honestly** and **briefly**. Think before responding. Never make claims that you cannot support.
• Sell yourself: show how your **abilities** and **skills** will enable you to adapt to what is required.

How to make it happen

1. Set a **realistic target date** by which time you would like to have a job.
2. Make a systematic list of **places** and **Web sites** you will visit, newspapers and other sources you will consult, and people you will talk to about a job. Make the commitment to **call companies**, or write letters at a specific time. Enter those times in your agenda. **Carry a notepad** so that you can write down **phone numbers** and **appointment dates**.
3. Enter all telephone callbacks, follow-ups, and meeting or interview appointments in your agenda.

Confirming your choices: evaluate your E.S.P.

How will you **research** these jobs? Which **businesses** and workers will you visit? Where can you get **information** on these professions? (Library? Interviews? Internet? etc.)

**E**ducation: How will you acquire the **necessary knowledge** and **skills**?

**S**uitability: What kinds of jobs, volunteer work, or hobbies have you had that support your goal? Which **school subjects** indicate your interest?

**P**ersonality and **D**rive: Why do you want this **career** or **profession**? Where can it lead you? How will you **grow in it**?
What Does an Employer Really Want?

HOW to read an employment ad. What’s an ad really saying?
Spend a moment analyzing it:

Most of the time, this is a commission job in sales.

May be a new company with a high employee turnover rate. Beware! Check them out before responding.

The guarantee is usually good only as long as your sales remain above a certain level. If you coast, you’re toast!

If you’re not the “right person”, you will have wasted a lot of time, probably spent your own money, and certainly lost income potential.

They don’t want to see a resume. They want to hear your voice to determine if you are convincing on the phone. They also might not have the means or desire to read, evaluate, and store job resumes.

How about this one?

The company wants someone young because the job is entry-level (doesn’t require experience). “Hard-working” may refer to the student’s work habits at school. An employer wants to be sure that a student will not jeopardize grades while working part-time.

This describes the job. You will be taking orders directly from one person who will be training and supervising you. You probably will not be dealing with the public.

Transportation should not be a problem.

The working hours have been tailored to suit your responsibilities at school. It is possible that you would not be working full eight-hour days, and you would have time to do homework.

Some physical work is involved. Find out how much and if you are suited for it.

There is no guesswork about remuneration. You know how much you can expect to earn if you put in the hours.

Hard-working student to assist stock manager weekends

- Central location
- Must be fit
- Some computer entry
- Minimum wage

FAX RESUME: 835-4930

The company expects to see a neat, organized resume free of typing and spelling mistakes. It should come from a conscientious, responsible student. Although not requested, you should send a cover letter with it.
A Model Resume

Martha Cavernet
4975 North Progress Avenue
Doxville, MD 20809
(301) 825-0088

RESUME

GOAL:
- A weekend/part-time job that will enable me to use my organizational and people skills.

EXPERIENCE:
- Coke's Supermarket, Morgantown, July-August, 1996
  - Supermarket bagger and assistant cashier
- Inner Harbor Recreation Display, Baltimore, March-August, 2000
  - Committee assistant, set-up, and tour guide (weekends and evenings)
- Yosacome House and Bayshore Community Center, Doville's Reach, May 2001 to present
  - Volunteer coordinator
  - Snowshoe instructor

SKILLS:
- Broad background:
  - Stock-keeping, cash
- People Skills:
  - Communication and interaction
  - Caring for the elderly and handicapped,
  - Parent involvement
  - Captain, volleyball and field hockey
- General:
  - Operation and record-keeping
  - Expert user: Microsoft Excel, data entry

EDUCATION:
- Southview Secondary School, Doville
  - Grade 11 (completed)
  - Coursework: pre-advanced
  - soccer, communications
- Frederick College, Doville
  - Certificate in Theater and Music

HOBBIES AND COMMUNITY:
- Reading, movies
- Tennis, hiking, snowboarding, rock climbing
- Chess

**Here's a hint**

Use the same tips in evaluating an employment ad to help you listen to what the company is looking for during your interview. This will give you a more realistic idea as to whether you and the job are right for each other. You will also be able to tailor your answers more appropriately.

**FOLLOW THE STEPS TO SUCCESS!**
Martha Cavernet
5879 North Prospect Avenue
Darnville, MD 20939
(301) 425-0138

April 22, 2004

Mr. Donald Liebquest, Proprietor
Down Valley Pharmacy
627 Dawn Valley Parkway
Darnville, MD 20947

Re: Job Application, Stock Clerk

Dear Mr. Liebquest,

I am enclosing my resume as you requested.

Since the new town subdivisions have opened, I have noticed that your store has been much busier, particularly on weekends. I am available at this time to stock shelves, maintain records, and perform other duties. I can also make deliveries on my bicycle and help with displays. As my resume shows, I am trustworthy, capable, energetic, and a quick learner.

I will call you next Tuesday at 10:00 a.m. to discuss this matter further with you.

Thank you for your consideration.

Yours truly,

Martha Cavernet

---

Do your homework

When applying for a career position, or even a responsible part-time job, improve your chances of being hired by learning about the company. What is it known for? What are its goals? Is it product- or service-oriented? Present yourself to show how you will contribute to its growth and success.

FOLLOW THE STEPS TO SUCCESS!
What is a bibliography?

A bibliography is a list of sources used in compiling a document. You should arrange the bibliography in alphabetical order by the author's last name or, if there is no author, by the first main word of the title. You can ignore “A,” “And,” and “The” in a title.

There are several bibliographic styles, and your instructor may prefer a specific one. Be sure to find out which style you should use. Don't mix styles because you may confuse your reader. The examples in this bibliography are written in the American Psychological Association (APA) style, which is commonly used in psychology and other social sciences.

Examples

Below are example entries for different kinds of materials you might need to include in a bibliography.

A BOOK WITH ONE AUTHOR

A BOOK WITH TWO OR MORE AUTHORS

A BOOK WITH AN EDITOR

A TRANSLATION OF A BOOK

AN ANONYMOUS BOOK

A WORK IN MORE THAN ONE VOLUME

A SIGNED ARTICLE IN A JOURNAL

A SIGNED ARTICLE IN A MONTHLY MAGAZINE

A SIGNED ARTICLE IN A DAILY NEWSPAPER

AN UNSIGNED ARTICLE

AN ENTRY IN AN ENCYCLOPEDIA

A BROCHURE (CORPORATE AUTHOR)
A GOVERNMENT DOCUMENT

COMPUTER SOFTWARE

A FILM OR VIDEOTAPE

A PUBLISHED OR BROADCAST INTERVIEW
There is no approved style for interviews. You may cite an interview within the text as a personal communication.

A DOCUMENT ON THE INTERNET

AN ARTICLE FROM AN ONLINE MAGAZINE OR JOURNAL (ACCESSED DIRECTLY)

Annotated bibliography

While a bibliography provides readers with the basic details of a source (author, title, publication date), an annotated bibliography adds a summary, or annotation, below each source. This summary includes a few phrases about the work and provides enough information so readers will understand the source’s purpose, context and value within the paper. Begin each phrase with a capital and end with a period, even if it is not grammatically a complete sentence.

HOW TO WRITE AN ANNOTATED BIBLIOGRAPHY:

1. Locate sources (books, periodicals, documents, etc.) that may contain useful information or different perspectives on your topic.
2. Cite the source using the APA reference style.
3. On the lines following the source information, briefly summarize the document (in 150 words or less) doing one or more of the following:
   - Describe the source content, purpose or central theme
   - Note the relevance of the information and the authority or background of the author
   - Indicate the intended audience
   - Explain anything that makes this source unique
   - Make readers aware of any weakness or bias

Examples


I got all the facts about Mother Teresa’s life from this book. From the time she was 12 years old, Mother Teresa (born Agnes Gonxha Bojaxhiu) knew she had to be a missionary to spread the love of Christ. She is most well known for her devotion and service to the poor and disaster-stricken, and for founding the religious order, “The Missionaries of Charity.” The author is very readable and includes a detailed bibliography.


In analyzing the great debate between Mac and PC computers, this article helped me gather facts on each side’s innovations. While PCs have a larger hold on the “at home” market, Macs have quickly gained status in educational and business realms. It seems the two camps have found a way to coincide in this industry by each dominating their own spheres—though which dominates their sphere the most is still at question. PC makers continue to develop cheaper, faster computers for home, office and gaming use, while Apple has developed faster, stronger computers that can easily handle high-resolution graphics and endless media formats. This article is unbiased in nature, letting the facts speak for themselves. It was helpful to see these statistics presented side-by-side as well as the different perspectives offered by experts in the industry.
Bibliography (MLA Style)

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A SIGNED ARTICLE IN A MONTHLY MAGAZINE

A SIGNED ARTICLE IN A NEWSPAPER

AN UNSIGNED ARTICLE

AN ENTRY IN AN ENCYCLOPEDIA

A BROCHURE (CORPORATE AUTHOR)

The rules for creating an MLA-style bibliography are:

- Double-space all entries (the examples on this sheet are single-spaced to save space)
- Use hanging indent paragraph style (the first line of the paragraph is aligned with the left margin, and all subsequent lines are indented .5 inches from the left margin).
- Type authors’ last names first, with the last and first names separated by a comma, unless there are two or more authors. For references that have multiple authors, type the last name first for the first author, and type subsequent names with the first name first.
- Type full titles and begin each important word with a capital letter.
- Use italics for the titles of books, periodicals, films, etc.
- Enclose titles of periodical articles in quotation marks.
- Type publication information (place of publication, publisher’s name, year, and so on) after each reference title.
- In using spaces after periods at the end of a sentence, be consistent and follow your instructor’s advice.
- When no publisher name appears on the website, write N.p. for no publisher given. When sites omit a date of publication write n.d. for no date. For sources found only online (no print version) or on databases that do not provide pagination, write n. pag. for no pagination.
A GOVERNMENT DOCUMENT

A CD ROM

A FILM OR VIDEOTAPE

A PUBLISHED OR BROADCAST INTERVIEW

AN ONLINE-ONLY PUBLICATION

A WEB PAGE

AN ARTICLE FROM AN ONLINE MAGAZINE (ACCESSSED DIRECTLY)

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**Examples**


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Path to Success

Choosing the right college was the first step. Now find out how to take the next steps in your college experience with confidence.

The Transition to College Life
Healthy Habits
Money Matters
Study Skills
Career Preparation
Planning Pages
The Transition to College Life

Going to college is a major milestone—one that brings with it many changes, opportunities, and challenges. For some, the start of college signifies the beginning of independence. For others, college represents a fresh start academically and socially. And for yet others, college offers an opportunity to challenge beliefs and learn new ideas.

No matter what expectations you bring to college life, one thing is certain—in college, YOU are the one in control of your educational experience. And because college is a large investment of both time and money, it is important to prepare yourself for what is ahead:

- Become an independent learner.
- Do your work.
- Become part of the school community.
- Find a balance between academics and your social life.
- Practice self-discipline.
- Ask for help.
- Initiate contact with your professors and teacher assistants.

Degree Path

The post-secondary landscape is changing. Not only are the racial, age, and gender demographics shifting, students are also earning a degree through many different pathways.

Today’s pathways to a degree:

- Community college
- Co-op program
- Online courses
- Dual bachelor degree program
- Part-time schooling
- Two-year degree
- Four-year degree
- Dual-credit courses taken in high school
Seeking Advice

Though you will be the one choosing the course of your college education, you won’t be alone on your journey. Whether you need help academically, are struggling financially, or are just feeling overwhelmed, there are many people and places you can turn to for help.

- Academic advisors
- Writing center
- Financial services
- Professors during office hours
- Tutoring center
- Computer center
- Teacher assistants
- Study groups
- Career center
- Student center
- Campus librarians
- Like-minded student groups
- Counseling services
- Health center
- Campus security

Early in the year, familiarize yourself with the specific support resources offered at your college so that you know where to go for help if a problem arises. Save the contact information for these resources by entering it into your phone or writing it in your planner or address book.
Self-Awareness

You'll learn a lot as you navigate through your college experience. As you gain knowledge about the world around you, and interact with new ideas, beliefs, and opinions, it is also important to spend time learning about yourself. Knowing who you are and who you want to become will help you make choices consistent with your values.

Personal Values

Imagine yourself twenty years in the future. What does success look like to you? Real success—in school, career, relationships, or life—can only be achieved by acting according to your values.

Your values are the things in life that are most important to you. Your values shape your choices, your beliefs, and your outlook on life. As you walk down the path toward college success, spend time exploring what matters most to you.

Prioritize the values below from most important (#1) to least important (#20).

- Creativity
- Integrity
- Learning
- Trust
- Love
- Safety
- Health
- Service to others
- Money
- Respect

- Honesty
- Education
- Family
- Freedom
- Friendship
- Relaxation
- Religion
- Humor
- Compassion
- Kindness

Evaluating your choices to make sure they are consistent with your values will keep you on the path to success.
Strengths and Interests
Understanding your strengths and identifying your weaknesses can help you set realistic goals for the future and can help you recognize and avoid potential areas of difficulty. Try these on for size:

**I am:** (Circle all of the words that best describe you, or add your own. Put a star next to traits that you would like to improve.)

<table>
<thead>
<tr>
<th>Adaptable</th>
<th>Persistent</th>
<th>Compassionate</th>
<th>Sensitive</th>
<th>Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized</td>
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<td>Flexible</td>
<td>Enterprising</td>
<td>Fun-loving</td>
</tr>
<tr>
<td>Motivated</td>
<td>Sincere</td>
<td>Spiritual</td>
<td>Honest</td>
<td>Positive</td>
</tr>
<tr>
<td>Generous</td>
<td>Considerate</td>
<td>Intellectual</td>
<td>Practical</td>
<td>Detailed</td>
</tr>
<tr>
<td>Reliable</td>
<td>Friendly</td>
<td>Responsible</td>
<td>Respectful</td>
<td>Creative</td>
</tr>
<tr>
<td>Thrifty</td>
<td>Rational</td>
<td>Committed</td>
<td>Punctual</td>
<td>_________</td>
</tr>
<tr>
<td>A team player</td>
<td>Energetic</td>
<td>Attentive</td>
<td>Decisive</td>
<td>_________</td>
</tr>
<tr>
<td>A self-starter</td>
<td>Artistic</td>
<td>A leader</td>
<td>Enthusiastic</td>
<td>_________</td>
</tr>
<tr>
<td>Athletic</td>
<td>Spontaneous</td>
<td>Analytical</td>
<td>Caring</td>
<td>_________</td>
</tr>
<tr>
<td>Cheerful</td>
<td>Thoughtful</td>
<td>Easy-going</td>
<td>Talkative</td>
<td>_________</td>
</tr>
</tbody>
</table>

**Build up your strengths and improve areas of weakness.**

☑ Each month, choose one area you would like to improve. Set goals in your planner that focus on developing that particular trait.

☑ Recognize and cultivate your strengths every day. Apply your strengths to new areas of your life as you learn and mature.
Healthy Habits

College can be stressful. Between assignments, part-time jobs, extra-curricular activities, and your social calendar, it is easy to forget about taking care of yourself.

But spending time caring for your physical, mental, emotional, and spiritual needs today will ensure you are strong enough to face whatever challenges arise in the future.

Sleep

Do you really need sleep? Yes!

Sleep is important! Sleep restores your energy, strengthens your immune system, helps you think more clearly and creatively, strengthens memory, and puts you in a better mood.

- Most college students need 7–9 hours of sleep every night.
- Most college students get less than 6 hours of sleep every night.

(Sources: National Sleep Foundation and College Tidbits)

Students who sleep 6 hours or less each night often:

- Feel tired
- Have an increased risk of depression and anxiety
- Feel stressed
- Gain weight
- Have lower grade-point averages
- Have a greater number of accidents caused by fatigue

Need more sleep? Check out these tips:

✓ Create a consistent bedtime routine.
✓ Make your room dark.
✓ Don’t have caffeine too close to bedtime.
✓ Don’t eat, drink, or exercise too close to bedtime.
✓ Take naps! (Make sure they are not too late in the day so you still sleep well at night.)
Eating Healthy

As a college student, you are free to eat whatever you like. If you are like most people, your list of “likes” will include foods that give you the fuel you need to perform at your peak, and foods that taste great, but have little nutritional value. Learning how to strike a balance in your diet now will set you up for a lifetime of good choices and healthy habits. So how exactly do you do that?

This is what a balanced meal* looks like.

Eating balanced meals at regular intervals throughout the day is an important part of a healthy diet. But let’s face it, that isn’t always possible for a busy college student.

So, when a balanced meal is just not an option, here are some other tips to keep in mind.

- Eat breakfast.
- Drink a lot of water.
- Eat a lot of fruits and vegetables.
- Eat foods high in calcium.
- Limit sugary drinks and desserts.
- Limit foods made with refined grains (white rice and white bread).
- Limit fast food—it may be convenient, but it can take a toll on your wallet and waistline.

* http://myplate.gov
Fitness

You already know that exercise is good for you. But did you know that people who exercise tend to be happier, more energetic, and more productive, while also sleeping better and experiencing less stress? Sounds good, right? So, get moving!

Exercise doesn’t have to mean going to a gym ... though it can certainly be that too. Exercise is anything that gets your heart pumping.

You could try:

- Doing jumping jacks while your roommate quizzes you on some lecture notes
- Walking briskly to your class on the other side of campus
- Taking a recreational activity course
- Going swimming
- Playing tennis
- Joining an extra-curricular sports league
- Doing yoga
- Doing five pushups for every test question you got wrong
- Jogging up and down the stairs
- Hiking local trails

Don’t forget to schedule regular workouts in your planner!

Find a type of exercise you enjoy doing and get your body moving for 30 minutes a day. For extra accountability, invite a friend to come along.
Drugs and Alcohol

You are on your own and making your own decisions. Are you ready to make the right choices when it comes to drugs and alcohol? Just remember that while drugs, alcohol, and partying are often associated with college life, drugs and alcohol do not have to define your college experience.

Students use drugs and alcohol for many reasons. They may be trying to cope with stress or peer pressure, have fun, or forget about problems. But, the long-term consequences of drug and alcohol use can be severe.

Academic problems:
About 25 percent of college students report academic consequences of their drinking.

Physical assault and arrest:
95 percent of all college campus violence is related to alcohol.

Sexual assault:
97,000 students between the ages of 18 and 24 have been victims of alcohol-related sexual assault or date rape.

Death:
Drug and alcohol abuse is the leading cause of death for people between the ages of 15 and 24.

(Sources: Florida Institute of Technology and www.collegedrinkingprevention.gov)

The choices you make concerning drugs and alcohol can have a lasting impact on your health, education, personal life, and future goals. Make sure you are making choices consistent with the values you acknowledged earlier.
Money Matters

Budgeting Money

College comes with a lot of expenses—tuition, food, clothing, housing, utilities, and transportation to name a few.

Making a budget can help you find out where your money is going, create guidelines for your spending, and make sure you have enough money coming in to make ends meet.

Making a Budget

Step 1
Know your income. Collect paystubs, talk to your family about what money, if any, they will be contributing, and determine the exact amount of your financial aid (for more information on financial aid, turn 3 pages).

Step 2
Know your fixed expenses. You already know how much things like tuition and housing cost. These expenses will stay the same each month.

Step 3
Estimate your variable expenses. Food, utilities, and entertainment are harder to calculate because they change every month. Be realistic when you are budgeting for these items.

Step 4
Calculate your net income. Subtract your total expenses from your total income.

Step 5
Keep track of your actual costs. Using receipts and bank statements, calculate what you actually spent in each expense category. Use this information to help you decide where to trim costs if you find that your expenses are exceeding your income.
# My College Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Monthly Budget</th>
<th>Monthly Actual</th>
<th>Semester Budget</th>
<th>Semester Actual</th>
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<tr>
<td><strong>Income:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job</td>
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<td>Family</td>
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<td>Student Loans</td>
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<td>Scholarships</td>
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<td>Grants</td>
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<tr>
<td>Other</td>
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<tr>
<td>Income Subtotal</td>
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<tr>
<td><strong>Expenses:</strong></td>
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<td>Tuition</td>
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<td>Books</td>
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<tr>
<td>Expenses Total</td>
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</tbody>
</table>

**Net Income**

(Income minus expenses)
Exceeding Your Income

If your budget shows that you spend more than you bring in, you will either need to cut expenses or increase your income.

Tips for cutting costs:

✓ Buy books online, get them used, or share them with a friend.
✓ Look for free (or cheap) entertainment.
✓ Use coupons.
✓ Carpool or take public transportation.
✓ Buy snacks at the grocery store instead of the vending machine.
✓ Avoid eating out (even coffee shops can get expensive)—invite your friends to eat in instead.
✓ Use credit cards for emergencies only (it’s easy to rack up debt when you don’t see the money immediately leaving your hand or your bank account).
✓ Ask for student discounts wherever you go.

Tips for increasing income:

✓ Get a part-time job (look for a job on campus, in a field related to your major, or one that includes tips).
✓ Charge classmates for tutoring, editing, or typing services.
✓ Put your skills and hobbies to work for you (teach music or dance lessons, offer dog walking or pet sitting services in your local community, etc.).
✓ Ask family and friends if they have odd jobs you can do (painting a room, running errands, etc.).
✓ Sell personal items online.
✓ Get paid to take online surveys.
✓ Look into becoming a secret shopper.
Financial Aid

Financial aid is money given or loaned to you by the government or other institutions to help you pay for college. There are many different types of financial aid:

**Scholarships**

Scholarships may be awarded to students with strong academic abilities, leadership skills, certain talents or interests, or athletic abilities. Some scholarships are also given to students belonging to various ethnic or religious groups. Many scholarships are dependent on maintaining a certain grade-point average.

**Grants**

Grants come from federal, state, or provincial governments, and from educational institutions. They are usually awarded based on your family’s financial need.

**Loans**

Money that you borrow from a bank or the government is called a loan. Unlike scholarships and grants, loans, and the interest they accrue, must be repaid.

**Work-study**

Work-study programs offer students with a financial need paid part-time campus employment that is subsidized by the federal government.

Talk to someone in your college’s financial aid office to learn more about the financial aid options available to you.
Critical Thinking and Critical Reading

Thinking is something you do all the time. Critical thinking takes your thought process from autopilot to analytical.

In college you will be introduced to all kinds of new experiences, ideas, and opinions. By using your critical-thinking skills to carefully consider what you should believe or do, you will grow into a well-informed, open-minded, reflective person. Plus, critical thinking is a skill that will make you a desirable candidate when you begin applying for jobs.

Critical Thinking Strategies:

- Analyze what you hear and read (consider supporting evidence, know the difference between fact and opinion, identify gaps in information, question the credibility of information).
- Examine assumptions—your own and those of others.
- Ask questions.
- Evaluate possible consequences.
- Consider alternative explanations and ideas.

Critical Reading:

Approach your texts with an analytical eye. Ask these questions as you read:

- Is this a good source of information?
- What assumptions are being made?
- What's a different point of view?
- Is this fact or opinion?
- What evidence is given?
Notes and Tests

You will do a lot of note taking and test taking in college. Use these tips to improve your skills.

**Note Taking**

- Listen for and record main ideas and supporting facts.
- After class, quickly review your notes.
- Highlight important facts.
- Recite your notes to yourself, or teach the material to a friend.

**Studying for an Exam**

- Set up a study schedule and review all materials well before the test.
- Get enough rest the night before the exam.

**Taking a Multiple-Choice Test**

- Make sure you understand each question.
- Before looking at the possible answers, form an answer in your mind.
- Read each possible answer carefully before making a choice.
- Watch for words such as *always, never, only, or except.*
- Don’t change your initial answer unless you’re absolutely certain it’s wrong.

**Taking an Essay Exam**

- Survey the entire exam. Answer the easiest questions first.
- Read questions several times to ensure you understand what is being asked.
- Underline key words such as *analyze, discuss, define,* or *describe.*
- Take a few moments to brainstorm and create a rough outline.
- Support each major idea with specific examples and detailed information.
- Conclude by briefly summing up your answer.
Time Management

Everyone has the same number of minutes in a day to get things done. However, some people are better than others at managing their time. Reduce the stress in your life by learning how to become a good manager of your time.

Good time management involves:

1. Evaluating your time

Maintain an activity journal for one week. In half hour increments, record the way you spend your day. Evaluate the time spent on different activities. Is your time going where you want it to?

2. Prioritizing

Make choices about where you are spending your time. If something is important to you and meets your goals, do it first.

3. Avoiding procrastination

Procrastination is easy. After all, why study when you could take a nap? But you’ll never reach your goals by procrastinating. Beat procrastination with these tips:

- Avoid distractions (turn off your cell phone, close your e-mail, etc.).
- Start small. Break projects and tasks into small steps that don’t seem so overwhelming.
- Find a source of motivation. Reward yourself (treat yourself to dessert for finishing your outline), or give yourself a consequence to avoid (do your roommate’s laundry if you don’t turn in your paper on time).
- Use positive peer pressure. Ask a classmate to check in with you to see what you’ve accomplished.
Goal Setting

Goals help you focus your efforts and break down your big picture dreams into specific, achievable tasks.

Your goals should:

- Clearly state what you want to accomplish
- Have measurable outcomes so you can monitor progress
- Have specific deadlines
- Challenge you while still being realistic and attainable

Break your short-term and long-term goals into small, intermediate tasks and work toward them one step at a time:

- List and prioritize the intermediate steps required to complete your goals.
- Assign a timeline to each step.
- Schedule individual tasks associated with each step on the monthly and weekly pages of your planner.

Setting goals is the first step toward making your dreams come true. But sometimes your dreams change, and your goals need to as well. Reflect on your goals every three months to make sure they are still taking you where you want to go.
Career Preparation

Many people go to college to gain the skills and knowledge they will need for a future career. While it is important to think about what kind of career you would like to have after graduation and to make the most of the learning opportunities available to you, it is also important to remember that the decisions and choices you make today do not bind you to a certain career path! If you find out that your dream job is actually not such a good fit, you are allowed to change your mind and try something different.

However, the more you can do now to learn about different careers and round out your educational experience, the better off you’ll be.

- Learn about and explore possibilities.
- Assess your interests and skills.
- Seek to gain experience (through summer work or volunteer opportunities) in careers that interest you.
- Research a variety of career paths.
- Talk to people working in careers you are interested in.
- Prepare your résumé and cover letter.
- Keep track of your best work in a portfolio.
Writing a Résumé

Summer internships are a great way to learn more about a career path that interests you. But, in order to get that summer internship, you’re going to need a résumé that explains why you deserve a shot at the job.

Develop a Cover Letter

Your cover letter is the first contact you’ll have with a future boss or supervisor. A good cover letter can help you stand out from the crowd and get a potential employer to read and consider your résumé.

- State the job you are interested in and how you learned of the position.
- Describe how your education, skills, and experience would be an asset.
- Explain your future career aspirations if applicable.
- Ask for an interview.
- Note that your résumé is attached.

Ramp Up Your Résumé

Your résumé is a snapshot of the professional you; it’s a calling card to get you into an interview. Put your best foot forward. Make sure your résumé:

- Is truthful. Not only is lying a bad idea, it is the quickest way to lose a job.
- Is clear. Use easily readable fonts, and keep it to one or two pages.
- Highlights your personal strengths, those that fit the requirements of the job.
- Has clear sections that are easy to scan, and tells enough about you to gain interest.
- Uses basic formatting and a standard font size and style. Since many résumés today are submitted electronically, it is important to make sure yours can be viewed properly on all computer operating systems.
- Stands out, professionally speaking, in a stack. If submitting your résumé in person, try using heavier stock, nice linen paper, or a slightly different color (stay with the standard size).
Sample Résumé

Sam Someone
1234 Example St, Sample City, Washington 98765

565-656-5656  email@gmail.com

Education

Premier University, Seattle, Washington
Bachelor of Arts, English major (anticipated date)
Current GPA 3.2

Experience

Premier University..................................................August 2014 to May 2015
Student Association Vice President
  Worked with school staff to improve the quality of campus life
  Participated in campus policy making
  Helped to run various student organizations

Central City News, Central City, WA..........................May 2014 to August 2014
Summer Intern
  Tasked with fact-checking, proofreading, and researching
  Wrote several opinion-based articles

Activities

Writing center volunteer, French Club, University News contributor

Achievements

Premier Scholarship Recipient
Interview Tips

You got an interview! Now what?! Now is the time to let yourself shine and show your potential bosses why you are the right match for their company and the job.

- Dress professionally.
- Be confident and courteous.
- Smile and offer a firm handshake.
- Keep an open posture ... sit up, shoulders back, arms open and relaxed.
- Look them in the eye.
- Speak clearly and to the point.
- Steer clear of questions on salary, benefits, and time off.
- Ask when they will be making their decision about the position.
- Listen.
- Clarify questions.
- Portray quiet confidence and a professional attitude.
- Write down the interviewers’ names, titles, and addresses so you can send thank-you notes and follow up with them directly.
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Cyber-smarts

Be cyber-smart!
Everyone has them—the friends who are always forwarding you corny jokes and chain emails, the ones who like posting embarrassing photos, the ones who IM things that make you think: “They’ll regret that!”

Don’t be one of those friends. Instead, **be sensitive, safe, and cyber-smart!**

**Be Sensitive!**
Being sensitive in cyber-space is all about respect: **respecting others’ time, privacy, and feelings.**

Respect their **time** by:
- thinking hard before forwarding jokes and chain messages
- double-checking those dramatic “Pass this on!” emails that may or may not be true, before passing them on; check an urban legends/online hoaxes website

Respect their **privacy** by:
- not forwarding an email unless you’re positive the sender meant for others to see it
- using Bcc—“blind carbon copy”—when sending out group emails, so everyone’s email addresses will be hidden (because maybe some people don’t want the whole group to know their address)

Respect their **feelings** by:
- thinking twice before you post or send, about whether your message could hurt, offend, or anger someone
- doing your best to make sure your message can’t be misunderstood (remember, people can’t see your expression or hear your tone of voice for extra clues)
- knowing your “Netiquette”
- not posting or sending when you’re angry!

**Before you send or post, ask yourself:**

- Am I angry or feeling sarcastic? Should I wait until I calm down?
- Would I say this to someone’s face?
- How would I feel if I were the person seeing or receiving this?
- Am I sure my message can’t be misunderstood in a way that would make someone hurt or offended?
- Am I positive I won’t regret this tomorrow... or next week... or in ten years when I’m applying for a job and my possible boss Googles me?
Know your "netiquette"!

- Don’t type an email using all capital letters (this is like SHOUTING!).
- Use polite, clean language.
- Remember that it’s easy to be misunderstood, so do your best to be clear—and always be ready to explain or apologize.
- If you’re joking, make yourself clear by adding a smiley. :-)

:-)  :)  ;-)  :-)  -->  :-(
:<  :C  :-*  =:O  :-D

Think first... think twice!

Be Safe!

Imagine your private conversations being broadcast on TV. Kind of a weird thought? But is blogging or chatting online really all that different? The cyberworld may feel private, but it's really a public place... so don’t go public with your private information!

Protect yourself with these important DON'Ts (and one DO!):

- Don’t share information that can identify you. Even information like the name of your teacher or places you hang out can give clues about who and where you are.
- Don’t share photos, unless you check with an adult.
- Don’t believe everything or everyone. It’s easy for people to lie online, or pretend they’re someone they’re not. Be especially careful about someone who wants to find out lots about you or meet you.
- Don’t arrange to get together with someone you’ve met online. Remember that friends you meet online are still "strangers"; you just don’t know enough about them to trust them completely. So do you really want them to know what you look like?
- Do talk to an adult about anything that makes you unsure or uncomfortable. It can be hard to tell an adult about something you’ve done online, especially if you regret it. But the sooner you tell, the better!

Being safe is mostly a matter of using your common sense. When in doubt... talk to an adult!
Protect your information by choosing and protecting your passwords with care. A good password is:

- **Hard to guess**: The best passwords are a combination of letters, numbers, and symbols.
- **Not written anywhere**: Think of passwords that you will be able to remember, but that others won’t be able to guess. Here’s one good idea: think of a sentence, and use the first letters of each word to create an acronym password.
- **Only used for one thing**: If you use the same password for different things, and it’s guessed or discovered, all your information could be in trouble!
- **Not shared!**: Your friends may not snoop, mess up your stuff, or pretend to be you... but what if they record, lose, or share your password with someone who will? Accidents happen!

Remember, if someone has your password, he or she can not only access your information—but can even pretend to be you!

Protect your **computer** by:

- **Deleting suspicious emails or attachments**, including email from unknown senders, or attachments with extensions you don’t recognize, like .exe.

- **Not downloading or installing software** without talking to an adult (like a parent or teacher). You could be downloading something that damages your computer, or "spyware" that collects information from it.

- **Disconnecting from the Internet between sessions**, to minimize the chance of any unintended “traffic” to or from your computer.

- **Backing up your files regularly... just in case!** Your family can also use anti-virus software and install firewalls to defend against viruses or hackers. It’s also a good idea to disable the file-sharing option on your computer.
Be smarter than cyber-bullies!

- **Don’t respond.** Bullies are always looking for a reaction. If they don’t get one from you they’re likely to get bored and go off searching for other, more interesting targets.

- **Block the bully.** A cyber-bully can send you nasty messages a bunch of different ways, but he or she can’t make you read them.

- **If you meet a bully** in cyberspace, leave that online environment. Remember, you can’t be bullied if you can’t be reached!

- **Tell someone.** Talk to an adult. Save the “evidence” (like hateful messages) to show them. Be sure to tell the whole story, even if it’s tough.

- **Get active offline!** Hang out with your friends; get involved in sports and hobbies. No one can bully you online if you’re too busy offline playing basketball with your friends.

Be smarter than spammers!

- **Keep your email address secret.** Spammers collect email addresses using spambots that troll the Internet looking for anything with an @ symbol in it. So if you post your email address anywhere on the Internet, you’ll quickly find yourself getting loads of spam.

- **Pick an unusual email address.** Spammers also collect email addresses by guessing them, so get creative with your email address.

- **Don’t reply to spam,** even to be taken off their list. If you reply spammers will know you actually read their emails!

- **Try a “white-list” spam filter.** These filters only allow you to receive emails from people you’ve put on your approved list.

**What is cyber-bullying?**

Cyber-bullying includes:

- **threatening:** sending messages to scare someone
- **flaming:** harassing someone by repeatedly sending them nasty messages
- **gossiping:** spreading rumors or posting false information about someone
- **outing:** passing along someone’s private information
- **impersonating:** pretending to be someone and posting messages as him or her, to damage his or her reputation
Minding Your Business

Ever heard of a Chief Financial Officer?
That snazzy title belongs to the person in a business who makes sure the money is handled right. This means more than just keeping track of cash coming in and going out. The CFO sees to it that the bank part of the business supports the goals of the company.

Now imagine you’ve been appointed Chief Financial Officer of You, Inc. It’s your first day on the job. First thing to tackle? Figuring out what this company you work for is all about!

What are the short term goals of You, Inc.?

1 Month Outlook:

3 Month Outlook:

6 Month Outlook:

What about long term? Where is You, Inc. going to be...

1 Year from now?

3 Years from now?

5 Years from now?

Keep these goals in mind as you manage your money to make You, Inc. profitable!
Money Basics

Using money wisely can mean different things to different people. But there are a few basics that aren’t up for grabs. Smart money means:

1. **Paying yourself first.**
   Having some now is a good thing, but having more later is even better. Always save a little bit of what you earn (experts recommend 10%). You’ll be amazed at how quickly it grows!

2. **Stepping up and owning what’s yours.**
   Got bills? Pay them, and do it on time. Got a job? Be there, and do the work for the money. In the red? Talk to the people you owe, and make a plan to fix it.

3. **Working it.**
   Make your money do what you want it to. Know your goals, and think about them when you make spending decisions.

4. **Figuring out the difference between “gotta have” and “wanna have.”**
   Yeah, you need to eat. Does that mean you need to eat out for every meal?

**BANK ON IT**

**CONSIDER THIS...**
The way you use your money says something about who you are. If your money could talk, what would it say about you?

---

Alas, fortune does not change men; it unmasks them. – Stephen T. Steve
Check It Out

One of the first steps in growing up financially is getting yourself a checking account. How hard is that? You just walk into any bank and ask for one, don’t you?

Think about this - would you hand over your money for shoes that don’t fit? No way! Likewise, you shouldn’t settle on a checking account until you find one that fits the way you use your money. Checking accounts can come with a bunch of different features, and it’s important to shop for one that’s right for you.

Consider your habits when it comes to:

**SPENDING:**

- A. I spend all I have, and sometimes more.
- B. I spend most of my money and only have a little left over each month.
- C. I do some spending, but I hold onto more than I give away.

**SAVING:**

- A. What’s that?
- B. I save a little bit, and I’d like to save more.
- C. I save a good chunk of change every month.

**KEEPING SCORE:**

- A. Sometimes I don’t know where my money goes... it’s just gone!
- B. I try to keep track, but sometimes I forget what I’ve spent.
- C. I know where every penny goes.

Think about your habits as you review some of the account features offered by most banks.
account Basics

1. **Overdraft Protection**
   Say you write a $10 check, but you only have $5 in your account. Usually, your bank would refuse to pay the check, return it to the person you wrote it to, and charge you a hefty fee for the hassle. If you have overdraft protection, your bank will pay the $10 check. Don’t get too excited – they’ll still charge you a fee for doing it, but it’s usually smaller than the fee for a refused check. And don’t kid yourself – you still have to make a deposit for that $5 you were missing (plus the overdraft fee). But if you answered mostly “A”, consider an account with overdraft protection.

2. **Linked Savings**
   Many banks offer linked checking and savings accounts and allow you to transfer money between them. With a linked account, you can keep most of your money in savings and transfer money to checking only as needed. Some banks will even use a linked savings account as a type of overdraft protection, automatically transferring money from savings if needed to pay a check. If you answered mostly “B”, consider an account with linked savings.

3. **Minimum Balance**
   On minimum balance accounts, you agree to keep a certain amount of money in your account and pay a fee any time your balance goes below the minimum. For doing so, you get to enjoy perks not offered on other accounts (like earning interest on that balance you’ve agreed to keep). If you answered mostly “C”, consider a minimum balance account.

4. **Other features to ask about:**
   - ATM cards
   - Service fees and other charges
   - Special accounts just for students
   - Telephone and online banking

**BANK ON IT**
When you open your account, ask for a lesson on balancing your checkbook. Then do it! Keeping tabs on how much you have will save you a lot of grief – not to mention money – in the long run.
The “B” Word

Ever notice that the people you see out jogging don’t look like they need the exercise? But that’s why they’re physically fit, because they’re willing to do the work to stay that way. The same applies to financial fitness.

Want to be in good shape when it comes to your money? Then you gotta do the work... and that means budgeting.

WHAT DO YOU THINK WHEN YOU HEAR THE WORD “BUDGET”? 

A. Why would I need a budget? I’m broke!

B. Budget = Bummer. I want to enjoy my money, not stress about every little penny.

C. Booooring! I like the freedom of spending my money how I want; I don’t want to be a slave to a budget.

Many people don’t like the idea of budgeting, because they don’t understand what a budget really is.

A budget is your plan for what you’re going to do with your money.

Beware of little expenses; a small leak will sink a great ship.

Benjamin Franklin
Budget Rules

Sounds easy enough, right? Just follow a few simple rules to build a budget that works.

1. **Be real.**
   A useful budget is based on your financial reality, not the account balance you wish you had. So be honest with yourself about where you're really at, even if you're in the red.

2. **The little things matter.**
   A magazine here, a pack of gum there, a can of pop a few times a week...little stuff adds up. Make sure your budget adds it up too.

3. **Currency counts.**
   Your financial situation will change, and so should your budget. Look it over regularly and make changes as needed.

So budgeting isn’t the nasty, scary thing you thought it was, right? Good. Then take a deep breath, because we’re going in...

**Step 1: State Reality**

Building your budget starts with taking a look at where you get your money and where it goes. Use the space in your planner to write down every single thing you spend money on, every single day, for a month. Everything.

You’ll also need to record the cash that comes your way. Don’t be surprised that the “cash in” list is shorter. That’s reality for you...

**Bank On It**

Some financial experts recommend tracking your income and spending for at least three months before setting up a budget. To get a sharper picture of where you stand financially, track yourself for an extra month or two.
Crunch the Numbers

Step 2: The Stuff You forgot

So you wrote down everything that you spent money on for a month. Even the 25 cents for the parking meter? Good deal – but you need to sharpen your pencil because there might be a few things you missed. Like...

- You’re graduating next spring and will need extra cash for the festivities.
- The holidays are coming up and it’s time to check out that whole “giving is better than receiving” concept.
- Your car is running okay now, but it will need a tune-up soon to make sure it stays that way.

These expenses don’t happen every month, but they do happen. Plan for them, and you won’t be caught empty handed when it’s time to settle up. Estimate how much you’ll spend each year and divide by 12 to come up with a total per month.

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<th>OCCASIONAL EXPENSES</th>
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Step 3: ADD IT UP

You’ve done the hard part! Now arm yourself with a calculator and fill in the “Per Month” column with the monthly total for each category.

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Step 4: What’s the Sitch?

Check out your chart from the previous page. What does it say about your financial health?

A. I’m in good shape! I have more coming in than I have going out.
   
   This is a good thing, and you want to keep it that way. But before you break your arm patting yourself on the back, ask yourself the bigger question – are you achieving your goals? If not, use the column titled “Adjust” to change the amount you plan to spend in each category.

B. I’m hurting! Money’s pouring out faster than it’s coming in.
   
   Put yourself to work filling in the “Adjust” column. It’s easier to change what you spend than it is to change what you earn, so take a hard look at each and every expense. Don’t quit until you’ve tipped the scales back in the right direction. When cash in exceeds (not equals) cash out, you can put your pencil down.

Step 5: Work It

You’ve tracked your spending for at least a month. You’ve figured in the stuff you forgot. You’ve added it all up and had a hard look at your financial situation. You’ve decided where you can make some changes. Now you’re ready to put your budget on paper and put your money to work!

Fill in the chart on the next page with your totals from the previous page (use the amount from the “Adjust” column if you had some fixes to make). This is your planned monthly budget. Make copies so you can use the form throughout the year.

At the end of each month, do some math and fill in the “Actual” column. This will show you how well you’re working your plan, and where you need to tighten your belt if you spend too much.
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Your PIQ

“I was cruising the bookstore when I noticed the lady handing out candy bars. Fill out a credit card application and I could score some free food. When I got the card, I used it when I wanted to, paid the minimum payment when I could, skipped paying it when I had to.

After a while, it got to be a drag, so I knuckled down and paid it off. End of story? Nope. A couple years later, I had saved up for a down payment on a used car. But the bank wouldn’t loan me the money I needed. They said I was a credit risk, all because of those missed payments on the credit card. That candy bar I snagged when I filled out the card application ended up costing me way more than it was worth.”

What’s the problem with credit cards? Nothing – as long as you know how they work and how to use them.

BANK ON IT

WANT TO KNOW HOW YOU RATE?

For a small fee, you can get your credit report from one of the “big three” credit bureaus. It’s a good idea to review your report annually for errors.

What’s Your PIQ? (Plastic Intelligence Quotient)

TRUE OR FALSE

1. **Once you turn 25, credit card companies start rating you on how you use credit.**
   
   **FALSE** As soon as you start using credit, you will also start accumulating a credit history. It doesn’t matter that you’re young and new at this. Credit bureaus will watch how much debt you rack up and how you handle paying it back. Your habits are converted into a score, called a credit rating. Banks and other lenders look at your credit rating to decide if they should loan you money. A bad score can be really tough to shake.

2. **Credit card companies charge the same amount of interest for whatever you charge.**
   
   **FALSE** Credit card companies can charge different interest rates for different types of charges. For example, a card issuer might charge one rate for purchases, another rate for cash advances, and another rate for balance transfers. Read the small print and know what rate you’ll be charged for using your card before you use it.

3. **As long as you pay your full balance every month, you won’t get charged any interest.**
   
   **FALSE** Some credit cards have what’s called a grace period, meaning that if you pay your full balance by a certain date each month, you won’t be charged any interest on the amount you owe. But not all cards have a grace period. Once again, it’s up to you to know what you’ve signed up for.

4. **If you lose your credit card, you should call the police right away.**
   
   **FALSE** Call the card issuer right away. Keep your card number in a secure file so you can give the number to the card issuer when you call. While you’re at it, keep all of your card statements in a secure file too, and review them every month for charges that aren’t yours. If anything looks funky, call your card issuer immediately.
Are You a Debt Head?

We’re not talking about wearing a tie-dye t-shirt, grooving to some 60’s music. We’re talking about being in over your head, in the red... we’re talking about debt. Spending too much time in debt space?

T  F  ANSWER THE FOLLOWING QUESTIONS TO FIND OUT:

☐ ☐ I’m borrowing money from one place to pay what I owe to another.

☐ ☐ I usually pay just the minimum payment on my debts.

☐ ☐ I’m sometimes late making payments because I just don’t have the money.

☐ ☐ When I think about the total amount of money I owe, I feel stressed out.

☐ ☐ Sometimes I dread getting the mail or answering the phone because of the collection notices and calls I’ve received.

☐ ☐ I’ve had to put off some of my goals, because I just can’t seem to get my debt under control.

If you’ve answered “True” to even one statement above, do yourself a favor and deal with your debt problems before they get worse.

Money is a terrible master, but an excellent servant. – P. T. Barnum
Debt Recovery Tips

Here are some debt recovery tips to get yourself back on solid ground:

1. **Don’t stick your head in the sand!**
   Call your creditors and come clean. Most will work out a payment plan with you.

2. **Focus your funds.**
   Limit necessary spending (the “gotta have” stuff) and eliminate all discretionary spending (the “wanna have” stuff). Make it your mission to uncover every extra penny you can find, and use them all to pay off your debts.

3. **Park the plastic!**
   Quit charging stuff until you’ve dug out of the hole.

4. **Consider consolidation.**
   If you owe to several different creditors, you might be better off transferring all of your balances to one loan with the lowest possible interest rate.

5. **Don’t pull a repeat.**
   Figure out what got you off course in the first place. Did you use too much plastic? Neglect to balance your checkbook? Fail to make adjustments where you needed to? Put your finger on what caused your problems and make it a point to steer clear in the future.

**BANK ON IT**

Sometimes the best defense is a good offense. Figure out your spending traps and plan ahead for keeping yourself out of trouble.

*My debt pits are:*
Getting There from Here

Life’s not about enjoying money, but the way you handle your money can help you enjoy your life. Think about what “the good life” means to you. Use the information from this guide to help you plan how you’ll use your money to get there. And don’t forget to enjoy the journey...

ACTION PLAN

One thing I will do to improve my financial health today:

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“The good life” for me is:

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may be the husk of many things, but not the kernel. It buys you food, but not appetite; medicine, but not health; acquaintances, but not friends; servants, but not loyalty; days of joy, but not peace or happiness.

— Henrik Ibsen
Food Guide - Choose My Plate

Take action on the Dietary Guidelines by making changes in these three areas. Choose steps that work for you and start today.

**PORTIONS COUNT**
- Eat smaller portions while still enjoying your food.
- Avoid oversized portions.

**GOOD THINGS TO EAT**
- Make at least half of your meal fruits & vegetables.
- Eat whole grains regularly.
- Choose a reduced-fat or fat-free milk.

**FOODS TO AVOID**
- Avoid foods that are high in sodium.
- Avoid sugary drinks; drink more water.

One size doesn’t fit all. The ChooseMyPlate Plan can help you choose the foods and amounts that are right for you.

- For a quick estimate of what and how much you need to eat, visit the ChooseMyPlate Plan (choosemyplate.gov/myplate/index.aspx) and enter your age, sex, and activity level.

- For a detailed assessment of your food intake and physical activity level, visit the MyPyramid Tracker (mypyramidtracker.gov).

- Use the advice inside ChooseMyPlate (choosemyplate.gov) to help you
  - Make smart choices from every food group.
  - Find your balance between food and physical activity.
  - Get the most nutrition out of your calories.
### GRAINS
Make half your grains whole

- Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day
- 1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or ½ cup of cooked rice, cereal, or pasta

### VEGETABLES
Vary your veggies

- Eat more dark-green vegetables like broccoli, spinach, and other dark leafy greens
- Eat more orange and red vegetables like carrots, sweet potatoes, and tomatoes
- Eat more dry beans and peas like pinto beans, kidney beans, and lentils

### FRUITS
Focus on fruits

- Eat a variety of fruit
- Choose fresh, frozen, canned, or dried fruit
- Go easy on fruit juices—look for 100% fruit juice

### MILK
Get your calcium-rich foods

- Go low-fat or fat-free when you choose milk, yogurt, and other milk products
- If you don’t or can’t consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages

### MEAT & BEANS
Go lean with protein

- Choose low-fat or lean meats and poultry, or processed soy products
- Bake it, broil it, or grill it
- Vary your protein routine—choose more fish, beans, peas, nuts, and seeds
- Have at least 8 oz. of cooked seafood a week

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For a 2,000-calorie diet, you need the amounts below from each food group.
To find the amounts that are right for you, go to MyPyramidTracker.gov.

- Eat 6 oz. every day
- Eat 2½ cups every day
- Eat 2 cups every day
- Get 3 cups every day; for kids aged 2 to 8, it’s 2
- Eat 5½ oz. every day

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### Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be at least moderately physically active for at least 30 minutes most days of the week, or at least 2½ hours per week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

### Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

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USDA
U.S. Department of Agriculture
(Nutritional guidance information as of June 2011)
Health: Quick 4-Minute Guide

THE QUICK FOUR-MINUTE WHY–WHAT–WHEN–WHERE–HOW GUIDE.

Eat your veggies! Drink your milk! It’s bedtime, NOW! Why don’t you walk? Go play outside! If you’ve heard these phrases (or something like them), someone cares about your health.

**FOOD**

**YOU EAT IT; YOU NEED IT.**

*Why:* Energy. Food in = movement and brain power out. It’s a simple formula that every creature on the planet is designed to follow.

*What:* Get “grained.” Eat less sugar and more good food. Kick your bad eating habits by replacing them with smarter choices.

*When:* Start right. Skipping breakfast is like running a race without your track shoes. Snack throughout the day and eat smaller portions more often, rather than eating larger meals less frequently. Keep your body’s energy level even-keeled.

*Where:* When you follow “what” you’ll hit the fast food places less and rediscover the vegetable crispers in your and your friend’s refrigerator. (Carrots are really good for your eyesight!)

*How:* No lessons needed here. Save starving for a day that won’t come and just chew with your mouth closed!

_Check out the USDA interactive pyramid at www.MyPyramid.gov_

**SLEEP**

*GO TO SLEEP, CLOSE YOUR EYES …*

*Why:* Growth hormones kick into high gear when your peepers are sleeping. Close them when people (like your teachers) don’t mind seeing your eyelids. You’ll be in a better mood with more shut-eye too.

*What:* Sleep makes you more alert. Your body just plain needs a recharge every day. Maybe that’s why it gets dark so often…

*When:* You need your beauty sleep even if you have a shot with a modeling agency. The more hours you sleep before midnight, the better your body recharges.

**EXERCISE**

*JUST MOVE IT.*

*Why:* Bodies were made to move. (If they weren’t you probably couldn’t touch the middle of your back with your pinky finger, or make a clean get away from that loud neighbor dog.)

*What:* Swim, stretch, Pilates, martial arts, lift weights, skip, jog, walk, row, you name it. Check out internet sites and the piles of books and magazines on exercising and healthy living. There’s no excuse for exercise ignorance.

*When:* Whenever as long as “now” is part of it. Why wait? Discover what time you are most motivated to get going. First thing in the morning? Early afternoon? Late night? All through the day? That time is your best exercise time.

*Where:* Wherever. Start a routine or join a team. Whatever gets your heart pumping and body moving is going to be good for your body, heart, soul, and mind. Even if you just increase your pace on things you do everyday … or take the stairs instead of the elevator…

*How:* However you can. Start big or start small, just don’t let yourself NOT start at all. Just move it.
Student Volunteer Connection (SVC) is a student organization that aims to get TAMUCC students actively involved and committed to community service, make community service opportunities more accessible to students and to connect the campus to the community.

Meetings on Wednesdays @6PM

scv@tamucc.edu / 825-2707

Facebook: Facebook.com/studentvolunteerconnection

“Aim above morality. Be not simply good, be good for something.”

Henry David Thoreau

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One Big Day, One Big Thanks, One Big Event.

Big Event
Islander Clean-Up
Texas A&M University
Corpus Christi
March 28, 2015
Help put the CC back into TAMU-CC

Facebook: Facebook.com/studentvolunteerconnection or svc@tamucc.edu

Brought to you by:
Student Volunteer Connection

FMI: SVC.TAMUCC.EDU or SVC@tamucc.edu
825-2707
The Student Art Association shall create a sense of unity, friendship and cooperation to reach common goals. The major goals are to promote art work of students in our community and to provide educational information to help each individual reach their goals.

FMI: FACEBOOK.COM/TAMUCC.ART

Student Government is a student-run, campus-wide, organization developed to provide students with a voice in the decision-making processes of the university. SGA members are encouraged to discuss their opinions, criticisms, and expectations to promote a student-friendly environment and uphold the general welfare of the student body.

For information on elections or joining a committee visit:

sga.tamucc.edu
facebook.com/sga.tamucc
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“Brothers of Different Cultures”

“will promote diversity, service, and scholarship through brotherhood and friendship. We intend to provide an opportunity for men of all cultures to celebrate their similarities and differences. We also want to provide a place for men of any economic status to experience fraternity life.”

FOR MORE INFORMATION
betaxichi.tamu@tamu.edu
www.betaxichi.com
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zeta rho beta@gmail.com

Panhellenic Council

Alpha Gamma Delta
Phi alpha gamma delta
Philanthropic Cause:
Diabetes Awareness
Symbol:
Rose
Colors:
Red, Burgundy and Gold

Delta Delta Delta
Phi Delta Delta
Philanthropic Cause:
St. Jude Children's Research Hospital
Symbol:
Trident and Pine Tree
Colors:
Silver, Gold and Cerulean Blue

Gamma Phi Beta
Gamma Phi Beta
Philanthropic Cause:
Branding Songs Girls
Symbol:
Crescent Moon
Colors:
Brown and Gold

Zeta Tau Alpha
Zeta Tau Alpha
Philanthropic Cause:
Breast Cancer Education and Awareness
Symbol:
Strawberries and Creams
Colors:
Steel Gray and Periwinkle Blue

facebook.com/Tamu-Panhellenic

IFC

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We know. We’ve been there.

TAMUCC

2013 SVO
STUDENT VETERANS ORGANIZATION

The SVO is open to all students, veteran or non-veteran. The SVO was established to assist veterans with the transition from military to civilian life.
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Materials expire on September 30, 2014.

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CAREER SERVICES

CAREER SERVICES HAS ALL THE TOOLS YOU NEED AND THE OPPORTUNITIES TO SUCCEED.

CAREER EXPLORATION
Career Counselors can help you explore careers and develop a plan for success.

MOCK INTERVIEW
Practice and learn great answers to ace the interview.

RESUME REVIEW
Get help to create an attention-getting resume.

CAREER FAIR
Network with employers hiring for internships and full-time jobs.

FOLLOW US