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Texas A&M University Corpus Christi Accreditations:

Southern Association of Colleges and Schools
Texas A&M University-Corpus Christi is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas A&M University-Corpus Christi.

AACSB International – The Association to Advance Collegiate Schools of Business
All undergraduate and graduate business and accounting degree programs are accredited by AACSB International – The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730; USA; telephone 813-769-6500; fax 813-769-6559.

Commission on Collegiate Nursing Education (CCNE)
The undergraduate and graduate nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; telephone (202) 887-6791.

National Association of Schools of Music
Texas A&M University-Corpus Christi is an accredited institutional member of the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248.

National Accrediting Agency for Clinical Laboratory Sciences
The clinical laboratory science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 8410 W. Bryn Mawr Ave., Suite 670, Chicago, Illinois 60631-3415; telephone (773) 714-8886.

ABET - Applied Science Accreditation Commission (ASAC)
The bachelor’s degree program in Geographic Information Science is accredited by the Applied Science Accreditation Commission (ASAC) of ABET, 415 North Charles Street, Baltimore, MD 21201 – telephone: (410) 347-7700.

ABET - Computing Accreditation Commission (CAC)
The bachelor’s degree program in Computer Science-Systems Programming option is accredited by the Computing Accreditation Commission (CAC) of ABET, 415 North Charles Street, Baltimore, MD 21201 – telephone: (410) 347-7700.

ABET – Engineering Accreditation Commission (EAC)
The bachelor’s degree program in Mechanical Engineering is accredited by the Engineering Accreditation Commission (EAC) of ABET, 415 North Charles Street, Baltimore, MD 21201 – telephone: (410) 347-7700.

ABET – Engineering Technology Accreditation Commission (ETAC)
The bachelor’s degree program in Mechanical Engineering Technology is accredited by the Engineering Technology Accreditation Commission (ETAC) of ABET, 415 North Charles Street, Baltimore, MD 21201 – telephone: (410) 347-7700.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
The Counseling and Educational Psychology Department’s master’s programs in addiction counseling, clinical mental health counseling, school counseling, and marriage, couple and family counseling, as well as the doctor of philosophy in counselor education are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA 22304; telephone: (703) 823.9800, ext. 301.

Commission on Accreditation of Athletic Training Education (CAATE)
The undergraduate Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664; www.caate.net
The Islander Academy is Texas A&M University—Corpus Christi (TAMU-CC)’s dual credit program. A dual credit course is a class that awards both high school and college credit upon completion. Dual credit is a great opportunity for qualified high school students to earn college credit by attending a college level class on the TAMU-CC campus.

**The Islander Academy:**

Provides challenging coursework for advanced students
Minimizes the duplication of courses taken in both high school and college
Offers college coursework from an accredited university at a fraction of the price
Allows students to explore subject areas within the TAMU-CC core curriculum
Prepares students to make the transition from high school to college
Reduces the time to degree completion in college

**In the Islander Academy, students**

Attend classes on the campus of a four year university for a true diverse college experience
Engage with professors in an actual classroom experience
Utilize TAMU-CC student support services such as CASA, Writing Center, peer mentors, academic advisors, supplemental instruction and Disability Services
Have the opportunity to qualify for the TAMU-CC Honors Program and Honors scholarships
Register before the TAMU-CC college students to ensure class times work with the high school schedule
Qualifications for the Islander Academy:
You must be a current high school student

You must have an average GPA of 85 in your core high school courses.

You must have the approval of your legal guardian/parent, your high school counselor and your high school principal

You must enroll in a course selected from the list of approved dual credit courses for TAMU-CC

You must be prepared to function in an adult learning environment

You must meet the Texas Success Initiative (TSI) requirement for reading, writing and math skills prior to enrolling in courses or meet the exemption standards. (A high school student is also eligible to enroll in academic dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions: if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or a score of 460 on the evidence-based reading and writing (EBRW) test on a PSAT/NMSQT exam administered on or after October 15, 2015; or a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire. For Courses that require demonstration of TSI college readiness in mathematics: if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or a score of 510 on the mathematics test on a PSAT/NMSQT exam administered on or after October 15, 2015 or a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.)
What challenges will I face as part of the Islander Academy?

Dual credit courses are university courses; the class material and grading expectations are not modified for high school students. You can expect that these courses will be more challenging than the classes you take in high school. Also, the grade that you earn in a dual credit course is on both your high school and college transcript. If you make a low grade it can adversely affect both your high school and college grade point average (gpa). In order to receive credit at the high school level, you must make at least a C in the dual credit course.

Dual credit courses take place in an adult environment. This means that professors will expect that you can manage your time and workload responsibly. YOU are responsible for knowing the assignments, deadlines, requirements of the class and YOU are responsible for ensuring all work is completed in a timely manner. It also means that class discussion themes often will reflect a diversity of perspectives and may sometimes be more controversial than what you are accustomed to. You are expected to treat all with respect.

In high school, your teachers may take steps to inform you and/or your parents of your class performance. They may even schedule parent/teacher conferences to help you stay on track. However, as previously stated, dual credit courses take place in an adult learning environment. Professors do make themselves available to students during office hours to discuss grades, but they will expect that you will take the initiative, keep up with the workload and stay apprised of class expectations and standards. University faculty will not meet with parents. All communication with professors needs to be between you and your professors.

While TAMU-CC has many resources for you as a student, there are some services that you will not have access to, due to liability issues. Dual credit students may not utilize the services provided by the University Health Center, University Counseling Services or the Recreational Sports and Wellness Center.
What is the cost of the Islander Academy?

TAMU-CC charges dual credit students a reduced tuition rate. The formula for calculating the rate is:

Statutory Tuition + $25.00 of the designated tuition per credit hour (Statutory Tuition can be found on the TAMU-CC website (tamucc.edu)

For 2018-2019, the rate for a 3 credit hour course, such as HIST 1301, would be $150.00 + $75.00 = $225.00.

Students are responsible for additional fees such as the application fee ($45.00), the cost of books and the cost of supplies, such as lab coats, safety goggles, etc.

Who teaches the dual credit courses?

Dual credit courses are taught by TAMU-CC professors on the TAMU-CC campus. Students taking dual credit courses are placed in core curriculum courses on the TAMU-CC campus. They are placed in these classes anonymously to ensure they receive the same treatment, class instruction, grading and course expectations as all other university students enrolled in the class. TAMU-CC professors, hired, supervised and evaluated by TAMU-CC, teach the core curriculum courses. All faculty teaching core curriculum classes must meet the same standards and approval procedures as any TAMU-CC faculty. TAMU-CC faculty teaching core curriculum classes may also teach additional TAMU-CC courses in the same semester.

Who determines the high school equivalency of a dual credit course?

All TAMU-CC courses selected for dual credit courses are reviewed by staff employed by the local ISD high schools. Staff review the TAMU-CC course description and course syllabus to determine if the TAMU-CC course meets the state standards set forth in the Texas Essential Knowledge and Skills (TEKS). Courses that are deemed equivalent or surpass the TEKS are awarded high school credit.
What are the Islander Academy goals?

The Islander Academy will

Assist high school students in obtaining college credit which will also meet high school graduation requirements (dual credit courses)

Provide a bridge program to ensure a smooth transition from high school to college expectations

Provide a supportive, multicultural learning community

Provide students with a challenging educational experience

Monitor student grades throughout the semester

Collaborate with local ISD and community agencies to enhance students’ educational experiences and opportunities

A designated academic advisor for dual credit will meet individually with the high school students each semester to discuss which courses would be appropriate for both high school requirements and post-secondary degree requirements. In addition, a designated academic advisor will coordinate with the local high schools to ensure information is accurate and timely. A designated academic advisor and faculty from the Department of Undergraduate Studies will work with the high school students to discuss expectations, requirements and skills needed to be successful on the university campus. Students will be taking dual credit courses in classes made up of dual credit students and university students; all courses are part of the university core curriculum and are taught by university professors on the TAMU-CC campus. In order to assist students in successful completion of courses, the dual credit student grades will be monitored through the use of an early alert system. This will allow the university to provide focused resources for each student.
All TAMU-CC students, including dual credit students, are required to comply with the Student Code of Conduct; this can be found at the following link:

http://judicialaffairs.tamucc.edu//studentcofc.html

In addition, all students are responsible for following the policies and procedures in the TAMU-CC undergraduate catalog, found at the following link:

http://catalog.tamucc.edu/index.php?catoid=15
The Truth About Transcripts

Transcripts follow you!

Your transcripts do not stay at one institution. The classes you take here and the grades you make are required by law to be sent to any university that you attend. This means that if you decide to go to another school besides TAMU-CC, you have to send the transcripts from TAMU-CC to them.

GPA

Along with your transcripts, the GPA you earn while taking classes at TAMU-CC will also follow you to any other college you attend. This means that grades matter! It cannot be stressed enough that your actions in one college can directly affect your attendance at any other college.

Impact of the classes you are taking now

The classes you are taking now, the grades you make, and the corresponding GPA will all show up on your transcripts. Your transcripts and GPA affect many things such as your eligibility to graduate, participation in Athletic Programs, keeping/receiving financial aid and scholarships, as well as your competitiveness for getting into other universities. If you decide to apply to another college, they will see your grades and GPA and this can directly affect the school’s admission decision. Take your grades and classes seriously because they will directly affect your future opportunities and decisions.

Bottom Line: WHAT YOU DO NOW MATTERS!
## High School vs. College

**“Following the Rules in High School”**

- High school is *mandatory* and usually *free.*
- Your time is structured by others.
- You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.
- Most of your classes are arranged for you.
- Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.

**“Choosing Responsibility in College”**

- College is *voluntary* and *expensive.*
- You manage your own time.
- You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.
- You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are.
- Guiding principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

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**Did you Know?**

School Colors: Blue, Green and Silver
<table>
<thead>
<tr>
<th><strong>“Succeeding in High School Classes”</strong></th>
<th><strong>“Succeeding in College Classes”</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Classes generally have no more than 35 students.”</td>
<td>“Classes may number 100 students or more.”</td>
</tr>
<tr>
<td>“You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation. You seldom need to read anything more than once, and sometimes listening in class is enough.”</td>
<td>“You need to study at least 2 to 3 hours outside of class for each hour in class. You need to review class notes and text material regularly.”</td>
</tr>
<tr>
<td>“Guiding principle: You will usually be told in class what you need to learn from assigned readings.”</td>
<td>“Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.”</td>
</tr>
</tbody>
</table>

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Did you know?

Izzy the Islander is the school mascot
<table>
<thead>
<tr>
<th>“High School Teachers”</th>
<th>“College Professors”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Teachers approach you if they believe you need assistance.”</td>
<td>“Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.”</td>
</tr>
<tr>
<td>“Teachers are often available for conversation before, during, or after class.”</td>
<td>“Professors expect and want you to attend their scheduled office hours.”</td>
</tr>
<tr>
<td>“Teachers provide you with information you missed when you were absent.”</td>
<td>“Professors expect you to get from classmates any notes from classes you missed.”</td>
</tr>
<tr>
<td>“Teachers present material to help you understand the material in the textbook.”</td>
<td>“Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.”</td>
</tr>
<tr>
<td>“Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.”</td>
<td>“Professors expect you to think about and synthesize seemingly unrelated topics.”</td>
</tr>
<tr>
<td>“Teachers often take time to remind you of assignments and due dates.”</td>
<td>“Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.”</td>
</tr>
<tr>
<td>“Teachers carefully monitor class attendance.”</td>
<td>“Professors may not formally take roll, but they are still likely to know whether or not you attended.”</td>
</tr>
<tr>
<td>“Guiding principle: High school is a teaching environment in which you acquire facts and skills.”</td>
<td>“Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned.”</td>
</tr>
<tr>
<td><strong>“Tests in High School”</strong></td>
<td><strong>“Tests in College”</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>“Testing is frequent and covers small amounts of material.”</td>
<td>“Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.”</td>
</tr>
<tr>
<td>“Makeup tests are often available.”</td>
<td>“Makeup tests are seldom an option; if they are, you need to request them.”</td>
</tr>
<tr>
<td>“Teachers frequently rearrange test dates to avoid conflict with school events.”</td>
<td>“Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.”</td>
</tr>
<tr>
<td>“Teachers frequently conduct review sessions, pointing out the most important concepts.”</td>
<td>“Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.”</td>
</tr>
<tr>
<td>“Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.”</td>
<td>“Guiding principle: Mastery is often seen as the ability to apply what you’ve learned to new situations or to solve new kinds of problems.”</td>
</tr>
<tr>
<td><strong>“Grades in High School”</strong></td>
<td><strong>“Course Grades In College”</strong></td>
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<td>-----------------------------</td>
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</tr>
<tr>
<td>“Grades are given for most assigned work. Consistently good homework grades may raise your overall grade when test grades are low.”</td>
<td>“Grades may not be provided for all assigned work. Grades on tests and major papers usually provide most of the course grade.”</td>
</tr>
<tr>
<td>“Initial test grades, especially when they are low, may not have an adverse effect on your final grade.”</td>
<td>“Watch out for your <em>first</em> tests. These are usually ‘wake-up calls’ to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.”</td>
</tr>
</tbody>
</table>
HIGH SCHOOL NEEDS 1 CREDIT OF ENGLISH

HIGH SCHOOL NEEDS .5 CREDIT OF PUBLIC SPEAKING
COMM 1311 (010) = .5 credit for English AND .5 credit for speech
ENGL 1302 – Composition II (010) = .5 credit for HS

HIGH SCHOOL NEEDS 1 CREDIT OF HISTORY
HIST 1301 – U.S. History to 1865 (060) = .5 credit for HS
HIST 1302 – U.S. History Since 1865 (060) = .5 credit for HS

HIGH SCHOOL NEEDS .5 CREDIT OF POLITICAL SCIENCE (GOVERNMENT)
POLS 2305 – U.S. Government & Politics (070) = 0.5 credit for HS

HIGH SCHOOL NEEDS 1 CREDIT OF SCIENCE
IF COMBINING, MUST BE IN SAME SERIES (I.E. BIOL 1406 AND BIOL 1407 NOT BIOL 1406 AND CHEM 1305)

BIOL 1406 (030) – Biology I = .5 credit for HS
BIOL 1407 (030) – Biology II = .5 credit for HS
CHEM 1305 (030) – Intro to Chemistry = .5 credit for HS
CHEM 1411 (030) – General Chemistry I = 1 credit for HS
CHEM 1412 (030) – Gen Chemistry II = 1 credit for HS
ESCI 1401 (030) – Intro to Environmental Science I = 1 credit for HS
GEOL 1403 – Physical Geology = 1 credit for HS
GEOL 1404 (030) - Historical Geology = 1 credit for HS
PHYS 1303 (030) – Intro to Astronomy: Stars and Galaxies = 1 credit for HS
PHYS 1401 (030) – Gen. Physics I = .5 credit for HS
PHYS 1402 (030) – Gen Physics II = .5 credit for HS
HIGH SCHOOL NEEDS 1 CREDIT OF MATH

MATH 1314 (020) – College Algebra = 1 credit for HS
MATH 1442 (020) – Statistics = 1 credit for HS
MATH 2413 (020) – Calculus I = .5 credit for HS

HIGH SCHOOL NEEDS .5 CREDIT OF ECONOMICS

ECON 2301 (080) – Macroeconomics Principles = .5 credit for HS
ECON 2302 (080) – Microeconomics Principles = .5 credit for HS

HIGH SCHOOL NEEDS 1 CREDIT OF FINE ARTS

ARTS 1301 (050) – Art and Society = 1 credit for HS
MEDI 1305 (050) – Film and Culture = 1 credit for HS
MUSI 1306 (050) – Understand/Enjoying Music = 1 credit for HS
THEA 1310 (050) – The Art of Theatre = 1 credit for HS
Tips for Success

The most basic success tip....

Go to class and participate!

**Read with a purpose.** Use titles, subtitles, review questions and other reading aids to help you point out the key information and to help focus your thinking as you read. Be sure to highlight, box, underline or circle key concepts and terms so you can refer to the information later. Read the chapters as you learn them in class. This not only helps you to understand the material better, but will help you avoid cramming the night before the test.

**Write a summary of what you learned.** Briefly summarize sections of the text by stating the important concepts or key facts that you read.

3-2-1 Summary

List **Three** things you learned from reading the text.

List **Two** things you found interesting in the text.

Write **One** question you still have about what you read.
Study in increments. Study for 10—20 minutes and then take a break to refocus your brain. If you study a small amount each day, you’ll retain the information longer and be better prepared for class. See the table below.

The Curve of Forgetting

The table below explains how we retain new information as time goes by. For example, look at Day 1 after the lecture. You retain 100% of the material. As of Day 2, without studying or revisiting the material, you would have lost 50-80% of the lecture. If you study for 10 minutes you will retain nearly 100% of the information!! It is worth your while to continue studying the material right after you learn it.

Take notes! If your professor offers an outline or power point beforehand, print it as a handout version or paste it into a word document. You can then add information from the class lecture to the powerpoint/outline. Sometimes it’s the little details that make a difference.

Start studying for an exam at least a week in advance. This way you can break it up into chunks and still have time to do an overall review before the test. It will help you to feel more confident the day of the test, and less rushed when studying. If you have continued to review the material on a daily basis, the amount of time you need to study each day will be significantly reduced. (See page 19).

Do all your assignments, and do them on time. There are no late grades given in college. If you do not have it the day it is due, you get a zero, plain and simple.

Do not be afraid to ask questions in class. If you have a question about the topic, it is very likely someone else does as well, so ask - do not wait!

Go to your professor’s office hours. If you have questions, no matter how simple it seems, it is always best to ask your professor so you know what they expect.

Use the campus resources. CASA, the Writing Center, Academic Advisors, and professors are all here to help you succeed. One of the most adult things you can do is admit when you need help and ask for assistance.
Form study groups. Get to know a couple of people in the class and make plans to get together and review the material. Someone else may know the way to explain a concept that makes sense to you, or vice versa.

Save your material. If your class has a comprehensive final or is a two part class, such Biology I and Biology II, it will be extremely helpful to have old course materials to refer back to when studying.

Your Professor

Your professor is your best resource for a class. The professor knows exactly what is expected in class and from the assignments. Get to know your professor. Professors care about the subjects they teach and are more than happy to talk with you. Schedule an appointment within the first few weeks of the semester. They are willing to work with you and help you succeed, but you can’t wait until the last minute or end of the semester.

Did you know?

The Spine is the nickname for the walkway that leads through and connects the Campus. It starts on one side by the University Center, goes in front of the Library and Round Building, and ends at Corpus Christi Hall (CCH). The majority of campus building that you will need to use, or have classes in, are located on or relatively close to the Spine.
THE SYLLABUS

During your first class meeting, the professor will give you a syllabus. This is a document which contains the expectations for the class; review the syllabus to stay on top of assignments. The syllabus will contain the following information:

- Description of course
- Professors contact information
- Office hours for the professor
- Attendance policy for the course
- Grading policy for the course
- Your list of assignments
- When assignments are due
- How each assignment counts towards your final grade
- Expectations of the professor during class hours (i.e. is eating in class allowed, can you use laptops or electronic devices, etc.)

READ THE SYLLABUS!
Student Resources

1. Academic Advising

2. Department of Undergraduate Studies

3. Mary and Jeff Bell Library

4. CASA

5. Disability Services

6. University Center (UC)

Did you Know?

Enrollment: Around 12,500 students representing 48 states and 67 foreign countries.
What is Academic Advising?

“Academic advising is an educational process that facilitates students’ understanding of the meaning and purpose of higher education” (NACADA, 2004).

At TAMU-CC, academic advising provides students with the opportunity to build interpersonal relationships with their advisor for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the resources and services that are available to them on the TAMU-CC campus. Furthermore, regular meetings with the academic advising staff will ensure that students graduate in a timely fashion.

Academic advising is a collaborative educational process whereby students and their advisors are partners in meeting and ensuring academic, personal, and career goals. This partnership requires proactive participation and involvement by both parties. This partnership is a process that is built over the student’s entire educational career at TAMU-CC. The student and advisor share responsibility for ensuring that this partnership is successful.

TAMU-CC Academic Advising Mission Statement

“In collaboration with other University entities, the purpose of academic advising at Texas A&M University-Corpus Christi 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.”

The Dual Credit advisor is:

Dr. Rachel Kirk

Faculty Center, 139

Phone: 361.825.2257

Email: rachel.kirk@tamucc.edu

Office Hours: Monday-Friday, 8:00 a.m.—1:00 p.m. and 2:00–5:00 p.m.

Not available between 1:00—2:00 p.m.
Department of Undergraduate Studies:
Located in the Faculty Center, first floor, the Department of Undergraduate Studies houses the Learning Communities, Special Population Programs (including Dual Credit Programs), Core Curriculum, Seminar Professors, Honors, Bachelor’s of Applied Sciences and University Studies. Most important for you to know as a dual credit student, Dr. Rachel Kirk, your assigned academic advisor, is housed in the Department of Undergraduate Studies.

EVERY SEMESTER BE SURE TO:

- Stay current on assignments
- Establish a timeline of important dates
- Check Holds
- Go to class and actively participate
- Maintain at least a 2.0 GPA
- Get involved in campus activities
- Monitor grades
- Access SAIL
- Visit your advisor
- Meet deadlines
- Visit your professor
- Use campus resources

Did you know?
The University slogan is "The Island University". Texas A&M-Corpus Christi is the only university in the nation that is located on its own island.
Bell Library:
Located in the middle of The Spine.

The Library is the focal point of any college. If you have a research paper to do, it is a great place to go for both primary and secondary sources. The Bell Library has two floors, with the reference, periodicals, and Government Documents collections on the first floor and the main book collections on the second. The library also has a wide variety of online databases which students can access from the library’s website: http://rattler.tamucc.edu. They also have a Special Collections and Archives which holds rare and unique materials such as letters, maps, newspapers and books on the history of Texas and the Corpus Christi area, and much more.

There are three computer labs located in the library, where you can use Microsoft Office software to type a paper or create a PowerPoint presentation, as well as a group of computers by the reference desk which are for research purposes only. In the Media Center on the second floor, you can check out a laptop to use in the library for three hours (you need your SandDollar ID), as well as watch DVDs and VHS for classes.

Librarians are available and willing to help with any questions or problems finding sources for research purposes. They are located at the Reference Desk on the first floor (you can also email questions from home).
There are several study rooms for student use. In order to use one, you must have at least two people and check out the room at the front desk (this requires your SandDollar ID). More information is available at the Bell Library front Desk.

Security officers are available by the doors to escort students at night if they feel uncomfortable walking alone, free of charge.
The Center for Academic Student Achievement (C.A.S.A.)
Located in the Glasscock building, behind the Center for the Sciences (CS). They offer a variety of tutoring in various core subjects. They have a writing center to help students with technical writing, citations, bibliographies, and various other writing aspects. They host supplemental instruction, which is assistance offered in individual classes set up by the instructor. C.A.S.A. offers Texas Success Initiative (TSI) testing which tests students in comprehensive skills required for college level courses. Results are used to determine if you are academically ready for college courses or if you will be required to take intermediate courses.

Disability Services:
Located in Corpus Christi Hall (CCH) 116. If you have any diagnosed disabilities such as ADHD or dyslexia, or temporary disabilities such as a broken arm or leg, they work to provide a fair learning environment. Services may include providing a note taker, physical access or technological services (i.e. getting your books on a CD), and exam accommodations.
University Center (UC):
Located at the base of the Spine. Holds a variety of different resources available for student use. Below are some of the main resources in the UC.

The Cove: Located on the first floor of the University Center (UC). Offers a large sitting area, as well as a variety of food choices which you can purchase using a meal plan (available through the SandDollar Office), debit/credit card, or cash.

Barnes & Noble Book Store: Located on the first floor of the University Center, facing the cove. Here you can purchase/pick up books for classes, TAMUCC apparel, school supplies (backpacks, scantrons, blue books, folders, etc.), and a small variety of books for pleasure reading.

Career Services: Located on the third floor of the UC, to the right of the elevators. Offers advice and information on jobs, resume building, internships and job shadowing. Will also assist you with practicing for interviews, how to dress for interviews and business etiquette.
**Wells Fargo:** A branch of Wells Fargo Bank. You can deposit or withdraw money from your checking or savings account. They can also link your checking account to your SandDollar card to make it a debit card.

**SandDollar Office:** The SandDollar is your school picture ID card. You can deposit money onto it using any SandDollar machine on campus, or at the SandDollar office. The SandDollar office is located next to Wells Fargo on the first floor of the University Center. Your SandDollar is used to get you into any on-campus events, can be used to buy food and other necessities on campus, and to check out books from the library.

**The Breakers:** Located on the first floor of the UC. They have a variety of entertainment options such as TV, game systems, billiards, and a lounge area. It is a cool place to hang out with friends when you are stressed or if you just need a break from school work. It requires your SandDollar ID to get in.
QUESTIONS?

Contact
Dr. Rachel Kirk
Special Populations Advisor
Department of Undergraduate Studies
361.825.2257
rachel.kirk@tamucc.edu
Faculty Center 139

Or contact a specific department
Admissions 361.825.7024 or 1.800.4.TAMUCC (1.800.482.6822)
Breakers Game Room 825-5282
Business Office 825-2600 Opt. 5
Campus Bookstore (Barnes & Noble) 825-2603
Campus Copies 825-5679
Commons Market 825-2345
Computer Helpline - Students 825-5618
Core Curriculum Programs 825-2150
Emergency 911
Island Online Helpdesk (Blackboard) local: 825-2692
toll-free: 1-866-353-2491
Island Waves - Student Newspaper 825-5744
Language Lab 825-6039
Library Circulation Desk 825-2340
Lost and Found (University Center) 825-5282
PAC Box Office 825-3369
Printing Services 825-5679
Recreational Sports 825-2454
University Pool 825-2705
University Theatre - Box Office 825-5800
Know Your Islander Lingo!

WORD BANK:

AVID
DEGREE
DUAL CREDIT
FACULTY CENTER
FINAL EXAM
FLASHCARDS
FRESHMAN
GREEN
ISLANDER
IZZY
LECTURE
LIBRARY
MAJOR
MIDTERMS
PEER MENTOR
PROFESSOR
ROYAL BLUE
SILVER
STUDY GROUP
TAMUCC
THE SPINE
WARD ISLAND
Designated Smoking and Vaping Locations

In an effort to create an environment of health and wellness on campus, Texas A&M University-Corpus Christi has designated areas for smoking and vaping. A map to approved smoking and vaping locations is posted at http://smokingmaps.tamucc.edu/. Please only smoke or vape in these designated areas and dispose of all refuse in the receptacles provided. For more information, please refer to University Rule 34.05.99.C1.