THE FACULTY SENATE

July 14, 1995

Dr. Ray M. Bowen
President
Texas A&M University

Dear President Bowen:

At its regular meeting held July 10, 1995 the Faculty Senate considered and approved a nonsubstantive administrative change (FS.13.040) from the Graduate Council:

Nonsubstantive Administrative Change: Change the Vocational Education Program within the Department of Educational Psychology to Career Development Education (CDED) and that the current degrees offered in Vocational Education (M.Ed., Ed.D., and Ph.D.) be deleted in favor of the General EPSY degrees. The Vocational Education Program will be changed to an option in Career Development Education under the Educational Psychology M.Ed., M.S., and Ph.D. degrees.

Enclosed is the document considered by the Senate. Please advise me of your decision on this recommendation.

Sincerely yours,

Pierce E. Cantrell
Speaker, 1995-96

pc: Dr. J. Charles Lee, Interim Executive Vice President & Provost
Dr. Dan H. Robertson, Chair, Graduate Council

APPROVED DATE

Ray M. Bowen 8.24.95

TEXAS A&M UNIVERSITY COLLEGE STATION, TEXAS 77843-1225 TEL 409/845-9528 FAX 409/845-6445
MEMORANDUM

TO: Dr. Pierce E. Cantrell  
Speaker, The Faculty Senate

SUBJECT: (FS.13.040) Nonsubstantive Administrative Change for the Vocational Education Program Within the Department of Educational Psychology

I am approving the Nonsubstantive Administrative Change submitted by the Vocational Education Program within the Department of Educational Psychology to Career Development Education. Under the department’s proposal the current degrees offered in Vocational Education (M.Ed., Ed.D. and Ph.D.) will be deleted in favor of the General Educational Psychology degrees. The Vocational Education Program will be changed to an option in Career Development Education under the General Educational Psychology M.Ed., M.S., and Ph.D. degrees.

Please understand that I am required to submit such administrative changes to the Chancellor’s Office for review. If the Chancellor’s Office approves the requested changes, then I will submit a request to the Texas Higher Education Coordinating Board requesting official approval of these changes.

Also at this time I am approving the curricular matters associated with this department administrative change that came to The Faculty Senate at the May 8, 1995 meeting. I had previously informed you of my desire to withhold approval of the curricular matters (FS. 12.080) in my memorandum of 29 May 1995 (copy attached) until the administrative change request was approved by The Faculty Senate.

Ray M. Bowen

cc: Dr. J. Charles Lee  
Dr. Vi Florez  
Ms. Jeanette Phariss

FACULTY SENATE RECEIVED  
AUG 28 1995  
TEXAS A&M UNIVERSITY
At the Graduate Council's regular meeting of 8 June, 1995, the following motion was passed:

Nonsustantive administrative change request to change the Vocational Education program within the Department of Educational Psychology be changed to Career Development Education (CDEED) and that the current degrees offered in Vocational Education (M.Ed., Ed.D., and Ph.D.) be deleted in favor of the general EPSY degrees. The Vocational Education Program will be changed to an option in Career Development Education under the Educational Psychology M.Ed., M.S. and Ph.D. degrees. This proposed change is to take effect immediately upon approval.
May 22, 1995

MEMORANDUM

To: Dan H. Robertson, Director
   Office of Graduate Studies

Through: Jane A. Stallings, Dean
         College of Education

From: Patricia A. Alexander
      Interim Department Head

Please find attached two documents for your review and final approval. The Departmental requests for changes in VOED graduate courses and nonsubstantive administrative change request have been developed with the assistance of Jeanette Phariss from the Provost's Office and Linda Lacey from the Office of Admissions and Records.

These documents have been approved by the VOED faculty.
Department of Educational Psychology

Current Graduate Degree Programs Offered in the Department of Educational Psychology

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Psychology</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>School Psychology</td>
<td></td>
</tr>
<tr>
<td>Vocational Education</td>
<td>M.Ed.</td>
</tr>
</tbody>
</table>

Proposed Graduate Degree Programs Offered After the Request Change

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Psychology</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Career Development Education</td>
<td>X</td>
</tr>
<tr>
<td>School Psychology</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>
Degrees Program and Program Name Change

This specific request is that the name of the Vocational Education program within the Department of Educational Psychology be changed to Career Development Education (CDED) and that the current degrees offered in Vocational Education (M.Ed., Ed.D., and Ph.D.) be deleted in favor of the general EPSY degrees. The Vocational Education Program will be changed to an option in Career Development Education under the Educational Psychology M.Ed., M.S. and Ph.D. degrees. This proposed change is to take effect immediately upon approval and is a nonsubstantive Administrative Change request.

Rationale for Proposed Change

In order to better conceptualize Vocational Education in line with happenings at the State and National levels, the Vocational Education program needs to undergo major restructuring. The State of Texas no longer uses the term "vocational education" to describe its program but has programs called Career and Technology Education at the secondary level and Career and Technical Education at the postsecondary levels. This transition of the vocational education programs offered at Texas A&M University is timely and represents a proactive approach to keeping the field current and up-to-date.

The name and focus of the Vocational Education Program at Texas A&M University are being changed to reflect the strengths of the faculty within the program and the Educational Psychology Department, as well as to maximize opportunities for external funding. The role and function of the Vocational Education Program are undergoing changes to take advantage of the opportunities that this program affords for close collaboration across and between programs in the department, the College of Education, as well as other colleges and Texas A&M University System institutions.

The Vocational Education faculty has proposed this nonsubstantive administrative change following the formulation of a Vision Statement. This statement was preceded by a series of meetings with leadership in the Department of Agricultural Education and key leaders in the Department of Educational Human Resource Development. The Vision Statement is a view of the directions for a comprehensive vocational education program as shared by the members. It represents an integrated effort requiring cross-program and cross-department collaboration. The change from Vocational Education to Career Development Education builds upon the abilities of the vocational education faculty and enhances opportunities to achieve state and national prominence.

Assessment of Effect Upon Administrative Unit

This transition has been a carefully planned change that will be beneficial to all concerned. It has been approved by the Vocational Education faculty, the faculty of the Department of Educational Psychology, and supported by the Dean of the College. This transition has
been coordinated with the Department of Agricultural Education and the Department of Educational Human Resource Development through the Coordinating Council for Vocational Education. It will have no effect on the administrative overhead in time, effort and budgetary accountability. Because the coordinator of the Vocational Education program has already been named and approved, no change will be needed to continue the program as Career Development Education.

Implications for Classes, Personnel, Facilities, and Equipment

This proposed change should result in the following:

1. Classes will continue to appear in one section of the Class Schedule Bulletin under a new CDED prefix.
2. Graduate advisors will not be affected because only a name and a degree program change are proposed.
3. There will be no change in the personnel, facilities, equipment, or resources needed to facilitate this change.
4. The revised curriculum and courses to be developed will be more relevant and up-to-date and will better meet the needs for an educated and trained workforce.
5. This change will result in a more clearly articulated body of knowledge shared by all graduates.
6. The transition will enhance opportunities to recruit academically strong and motivated students.
7. These restructuring activities will give rise to significant efforts for identifying, securing, and maximizing opportunities for external funding to support future Career Development Education program activities.

Overall, the major reconceptualizing and restructuring of the Vocational Education program within the Department of Educational Psychology should have far-reaching, positive effects including the recruitment of outstanding students and the more effective use of faculty affiliated with the program. This transition could enable the Career Development Education program to achieve national prominence in new areas, such as career counseling and guidance, and community college personnel, while extending its reputation and leadership roles in existing ones. Certification programs in vocational supervision/administration, career investigation and vocational counseling will be continued.

Additional Savings

Opportunities for external funding and continuing education activities will be increased under the new proposed program of Career Development Education. This could result in additional savings to the Department of Educational Psychology for travel and graduate student support.
MEMORANDUM

TO:        Dr. Pierce Cantrell
           Speaker, The Faculty Senate

SUBJECT:   Approval of Curricular Matters

I am approving the attached curricular changes with the exception of the VOED prefix, title and description changes. These changes should have come to the Faculty Senate along with a nonsubstantive administrative change request to change the name of the vocational education program in the Department of Educational Psychology to Career Development Education. Since that administrative change has not made its way to the Senate, it is premature for me to approve the VOED course prefix, title and description changes until the Career Development Education (CDED) change comes through.

This omission has been called to the attention of the department and the Dean’s Office. Once the nonsubstantive name change has been considered and approved by the Senate, I will approve the requested curricular changes.

Ray M. Bowen

RMB:mls

Attachments

cc:       Dr. J. Charles Lee
          Dr. Jane Stallings
          Dr. Pat Alexander
          Dr. Gonzalo Garcia
          Dr. Dan Robertson
          Ms. Jeanette Phariss
          Ms. Linda Lacey

FACULTY SENATE
RECEIVED
JUN 02 1995
TEXAS A&M UNIVERSITY
THE FACULTY SENATE

May 16, 1995

Dr. Ray M. Bowen
President
Texas A&M University

Dear President Bowen:

At its regular meeting held May 8, 1995 the Faculty Senate approved the following curriculum matters and recommends them for your approval.

FS.12.080 New Graduate Courses: ECON 631, ECON 647, HORT 630, PPHY 630, PSYC 674, PHYS 685, EDCI 651, PHIL 631, VOED 601, VOED 605, VOED 611, VOED 612, VOED 615, VOED 617, VOED 622, and VOED 620.

FS.12.086 New Undergraduate Course: GEOS 489.

I enclose for your information a copy of the material sent to Senators on the above items.

Thank you for considering these items. Please inform me of your action on these recommendations.

Sincerely,

Mark H. Weichold
Speaker, 1994-95

Enclosure

pc: Dr. J. Charles Lee, Interim Executive Vice President & Provost
    Dr. Dan H. Robertson, Chair, Graduate Council
    Dr. R. Bruce Simpson, Chair, University Curriculum Committee
    Ms. Linda F. Lacey, Director of Academic Support Services

APPROVED                                DATE
a particular society or culture; bilingual/multicultural views of early childhood education, curriculum, and teaching strategies requiring constant examination.

PHIL 631

From: The Nature of Religious Knowledge -- Investigation of common nature and cognitive significance of religious beliefs and experiences.

To: Philosophy of Religion -- Investigation of metaphysical and epistemological issues concerning religious claims, beliefs, and experiences.

Prefix, Title and Description Change

VOED 601

From: VOED 601: Principles and Practices of Vocational Education -- Principles of vocational education, its development, social and economic values, and purposes; contemporary practices, regulations, scope, and nature of the program components of vocational education.

To: CDE 601: Principles and Practices of Education for Work Program -- Principles of vocational and career development programs; historical, social, economic, and legislative foundations; practices, scope, and nature of contemporary programs in all settings.

VOED 605

From: VOED 605: Organization and Administration of Vocational Education - Administration of comprehensive vocational education programs; operation and implementation of programs as provided for by state and federal legislation.

To: CDE 605: Administration and Supervision of Education for Work Programs -- Administration and supervision of comprehensive programs that prepare people for work at secondary and post secondary levels; operation and implementation of programs as provided for by state and federal legislation.

VOED 611

From: VOED 611: Vocational Student Identification, Placement, and Follow-up -- Various instruments, methods, and techniques used in determining occupational aptitudes and interests of students; planning, organizing and coordinating placement and follow-up programs.

To: CDE 611: Career Assessment and Placement Services -- Theory and techniques of selecting and using career assessment instruments in the career development process; planning and operating placement programs for education and employment.
REPORT OF THE GRADUATE COUNCIL MEETING  
April 13, 1995

I. Approved requests for new graduate courses as follows:

**ECON 631: Microeconomic Theory III. (3-0). 3 credits.** Advanced theoretical microeconomics; comprehensive study of consumer and producer theory, general equilibrium and welfare, and failures of the competitive model. Prerequisites: ECON 629, ECON 630.

**ECON 647: Macroeconomic Theory III. (3-0). 3 credits.** Advanced theory of consumption, investment, money, interest, inflation and employment; most recent developments in macro theory. Prerequisites: ECON 636, ECON 646.

**HORT 630: Post-Harvest Biology, Physiology, and Genetics of Plants. (3-0). 3 credits.** Overview of the biological, physiological, and genetic mechanisms which impart phenotypes associated with quality and value of plant products; current emphasis in the areas of ripening, senescence, fruit and flower development, and relevant applications of biotechnology will be the focus of this course. Prerequisite: Approval of instructor. Cross listed with PPHY 630.

**PPHY 630: Post-Harvest Biology, Physiology, and Genetics of Plants. (3-0). 3 credits.** Overview of the biological, physiological, and genetic mechanisms which impart phenotypes associated with quality and value of plant products; current emphasis in the areas of ripening, senescence, fruit and flower development and relevant applications of biotechnology will be the focus of this course. Prerequisite: Approval of instructor. Cross listed with HORT 630.

**PSYC 674: Covariance Structure Models and Causal Analysis. (3-0). 3 credits.** Advanced introduction to structural equation models and causal analysis; emphasis on underlying theory and assumptions as well as practical application for the behavioral sciences. Prerequisites: PSYC 671 or STAT 608 or approval of the instructor.

II. Approved requests for graduate course changes as follows:

**Contact Hours Changed:**

- **PHYS 685**
  
  From: (0-6) 6 Credits
  
  To: (0-9) 1 to 9 Credits

**Title and Description Change**

- **EDCI 651**
  
  From: **Advanced Strategies for Teaching Young Children --** The young child and proven methods which enhance growth and effectively educate; examination of environmental, self directive, intervention, and peer teaching strategies and their implementation in the classroom.
  
  To: **Bilingual/Multicultural Early Childhood Education --** Historical/current models of early childhood curriculum/methodology as a foundation for the more critical analysis of curriculum as social construction, grounded within values of
VOED 612

From: VOED 612: Planning and Organizing Programs of Vocational Guidance -- Purposes and functions of a guidance program; group guidance procedures; components of a vocational guidance program; techniques of providing guidance services for elementary and secondary students and adults.

To: CDEN 612: Planning and Organizing Comprehensive Guidance Programs -- Purposes and functions of a guidance program; components of a comprehensive guidance program; systems approach to implementing a comprehensive guidance program for elementary and secondary students and adults.

VOED 615

From: VOED 615: Developing Curricula in Vocational Education -- Principles and applied practices in developing curricula for different areas of vocational education; process of curricular development and improvement using a systems approach.

To: CDEN 615: Developing Curricula for Career Preparation Programs -- Principles and applied practices in developing curricula for different types and levels of programs that prepare students for employment; systems approach to processes of curricular improvement; use of in-service programs to improve curricula.

VOED 617

From: VOED 617: Vocational Cooperative Training Program -- Implementation of standards for cooperative training programs; organization and coordination of cooperative education programs; development and maintenance of required records in cooperative education; correlation of related studies and on-the-job training activities; public relations activities and youth leadership development activities.

To: CDEN 617: Transition from School to Work -- Current issues and practices related to the transition of students from school to work; partnerships with business and industry; secondary and post secondary education linkages; work-based training.

VOED 622

From: VOED 622: Vocational Education for the Special Needs Student -- For vocational and special education teachers, administrators and support personnel who are involved in educating the handicapped at the secondary level. Current issues and practices pertaining to career preparation of the handicapped from a vocational and special needs perspective.

To: CDEN 622: Career Development Education for Special Populations -- Overview of special populations and related legislation; policy and practices that provide for inclusion of special populations in career development and training programs; model programs for special populations.
Prefix, Title, Description and Contact Hours Change

VOED 620

From: VOED 620: Evaluation and Analysis in Vocational Education. (2-2). 4 Credits -- Principles and procedures of evaluation used in developing and conducting programs of vocational education; field practice in evaluation procedures required.

To: CDED 620: Program and Personnel Evaluation in Education for Work Programs. (3-0). 3 Credits -- Principles and procedures of evaluation used in developing and conducting career development and education for work programs in secondary and post secondary institutions, and business and industry settings. Field practice in evaluation required.