MEMORANDUM

TO: President Ray M. Bowen

SUBJECT: Approval of the Reorganization of the College of Education (FS.17.64)

At its regular meeting on November 8, 1999, the Faculty Senate approved the following recommendation from the Graduate Council and the University Curriculum Committee. Attached is a copy of the materials sent to our Senators regarding these items.

Nonsubstantive Administrative Change Request
College of Education
Reorganization of the College of Education from five departments to four departments
- Educational Administration and Human Resource Department
- Teaching, Learning and Culture
- Educational Psychology
- Health and Kinesiology

The Faculty Senate submits this change request for you approval. Please inform me of your action on this item.

[Signature]
Thomas E. Wehrly
Speaker, 1999-2000

Attachment

cc: Dr. Ronald G. Douglas, Executive Vice President & Provost
    Dr. Janis P. Stout, Dean of Faculties & Associate Provost
    Dr. Jane Close Conoley, Dean, College of Education
    Dr. J. Rick Giardino, Chair, Graduate Council
    Ms. Linda F. Lacey, Director of Academic Support Services

Approved:

[Signature]
Ray M. Bowen, President

1/7/2000

Date
Report of Graduate Council  
October 14, 1999  

Report of the University Curriculum Committee  
October 15, 1999  

The Graduate Council and the University Curriculum Committee recommend approval of the following:

Nonsubstantive Administrative Change Request

College of Education
- Reorganization of the College of Education from five departments to four departments
  - Educational Administration and Human Resource Department
  - Teaching, Learning and Culture
  - Educational Psychology
  - Health and Kinesiology
Nonsubstantive Administrative Change Request

1. Institution

Texas A&M University College of Education

2. Change Request:

It is proposed that the College be reorganized from five departments to four departments. The reconfigured departments will be as follows:

- Educational Administration and Human Resource Development
- Teaching, Learning, and Culture
- Educational Psychology
- Health and Kinesiology

The affiliation of the Department of Agricultural Education, College of Agriculture and Life Sciences, with the College of Education is not affected by the proposed reorganization.

3. Administrative units and programs, current and proposed organization:

See current and proposed organizational charts presented as Attachments A & B. A matrix of degree offerings in the current and proposed organizations is provided as Attachment C.

4. Implementation Date: September 1, 2000

5. Person to be contacted:

Jane Close Conoley  Dean of Education 409 845 5313
jane-conoley@tamu.edu

Signatures:

__________________________  __________________________
Campus Chief Executive  Date

__________________________  __________________________
System Chief Executive  Date

Governing Board Approval date:  ___________
Request to Reorganize the TAMU College of Education
Nonsubstantive Administrative Change

1. Requested Change:

The College of Education currently consists of five departments: Educational Administration, Educational Curriculum and Instruction, Educational Human Resource Development, Educational Psychology, and Health and Kinesiology. In addition, Agricultural Education is affiliated with the College of Education but administered through the College of Agriculture and Life Sciences (see Attachment A).

The proposed reorganization (which grew out of a year of dialogue among faculty, staff, students, and constituencies of the College) would reconfigure the College of Education into four departments: Educational Administration and Human Resource Development; Teaching, Learning, and Culture; Educational Psychology; and Health and Kinesiology. The Department of Health and Kinesiology is not affected by the proposed reorganization, nor is the affiliation of the Department of Agricultural Education (see Attachment B).

The proposed reorganization will not result in the creation or elimination of any degree programs. Rather, it will reconfigure programs and faculty to reflect and to lead advances in the disciplines. Further, it will permit faculty and staff to serve more efficiently and effectively serve the needs and interests of the students and constituencies of the College of Education and the State of Texas. Degree programs offered by the reconfigured departments will be as follows (see Attachment C):

- The Department of Educational Administration and Human Resource Development will offer all degree programs currently offered by the Department of Educational Administration and by the Department of Educational Human Resource Development.
- The Department of Teaching, Learning, and Culture will offer all programs currently offered by the Department of Educational Curriculum and Instruction, with the exception of the Educational Technology masters program, which will be offered by the reconfigured Department of Educational Psychology.
- The reconfigured Department of Educational Psychology will offer all degree programs offered by the current Department of Educational Psychology. In addition, it will offer the Educational Technology masters program currently offered by the Department of Educational Curriculum and Instruction.

The faculties of the reconfigured departments will be constituted as follows:

- The faculty of the Department of Educational Administration and Human Resource Development will consist of all faculty of the current Department of Educational Administration, eight faculty from the Department of Educational Human Resource Development, and two faculty members from the Department of Educational Psychology.
- The faculty of the Department of Teaching, Learning, and Culture will consist of all but three of the faculty of the current Department of Educational Curriculum and Instruction. They will be joined by one faculty member from the Department of Educational Human Resource Development.
- The reconfigured Department of Educational Psychology will consist of all but two members of faculty of the current Department of Educational Psychology. They will be joined by three faculty from the Department of Educational Curriculum and Instruction, and one faculty member from the Department of Educational Human Resource Development.
2. Rationale

The proposed reorganization will enable the College of Education to better serve the needs of the schools and citizens of the state of Texas in the century ahead. Further, it will enhance the teaching, research, and service missions of the College of Education, and ensure that the College is a dynamic and vital component of Texas A&M University as it pursues the vision and mission espoused in Vision 2020. The specific goals of the reorganization were outlined in the College Strategic Plan, 1997-2002, and in Dean Conoley's September 3, 1998, Charge to the Committee to Consider Organizational Changes in the College of Education, which spurred College-wide dialogue. These specific goals include the following:

A. *Increase the depth and breadth of research and instruction focused on adults.* As the population of Texas and the United States ages, and as the rate of change in jobs and the skills required to succeed in the workplace and professions accelerates, adult education and training will become increasingly important. At present, the College of Education offers programs and areas of emphasis in adult teaching and learning, career development, community education, educational administration, higher education, human resource development, and literacy education; but these efforts are spread across departments (Educational Administration, Educational Human Resource Development, Educational Psychology) in a manner that hinders cohesion and efficiency of efforts. The reconfigured Department of Educational Administration and Human Resource Development will bring together faculty and students focused on adults, creating greater capacity for instruction, research, and outreach. This department will also maintain and enhance a major focus on training educational administrators to provide the leadership needed for successful PK-12 schools.

B. *Increase diversity among our student body and faculty to meet the needs of an increasingly diverse population.* It is a well-known fact that the linguistic and cultural diversity of Texas and the United States is rapidly increasing. It has been estimated that the majority of the population of Texas will consist of "minority" persons by the year 2030. In many urban school districts, that is already the case. The transformation of the Department of Educational Curriculum and Instruction into the Department of Teaching, Learning, and Culture will energize a renewed and strengthened commitment to the preparation of professional educators for the increasingly diverse student bodies they will encounter in the schools. Mentored experiences in diverse school settings will be combined with explorations of contemporary issues of society, culture, and schooling (e.g., social justice, diversity, inclusive education, multicultural education, and urban and rural education). This emphasis should facilitate efforts to recruit the diverse students and faculty needed for the pursuit of excellence in the changing demography of the century ahead.

C. *Foster the creation of a nationally prominent program in educational technology and distance education.* The 20th century has often been characterized by the explosion of information and breath-takingly rapid advances in technologies such as computers and telecommunications. These trends are only likely to accelerate in the century ahead. For the citizens of Texas to thrive in this environment, it is essential that the College of Education be on the cutting edge of efforts to apply these new technologies in the schools and in the instruction and training of adults. The College is already a leader in distance education and electronically mediated instruction, but our faculty resources in these areas have been scattered. The reconfigured Department of Educational Psychology will bring together the faculty and professional staff in the Educational Technology program, the Center for Distance Learning Research, and the Cognition and Instructional Technology Laboratory (currently housed in the departments of Educational Curriculum and Instruction, Educational Human
Resource Development, and Educational Psychology, respectively). Combining these resources and efforts (e.g., instruction in educational technology; distance learning; learning, development, and cognition) in a single department should enhance our efforts to assume and maintain national prominence in this rapidly changing and increasingly vital area.

3. Assessment of the Effects of Reorganization

In the current organizational configuration of the College of Education, faculty and students with similar interests are spread across various departments in a manner that has limited efficiency. Bringing these individuals together in reconfigured departments identified in this request should help to create the critical mass needed to do a better job of the multiple missions of the College with available resources. The proposed reorganization will redistribute the faculty and programs within the College to create four departments more similar in size than in the current organization. In the present organization of five departments, two departments are relatively small, and hence, inefficient in terms of administrative costs.

Although the number and names of the departments will change under the proposed reorganization, all current academic programs within the College of Education will remain the same.

4. Implications for classes, personnel, facilities, and equipment.

The proposed reorganization has been developed under the guiding principle that the interests of the students and constituencies of the College of Education will be protected. Given that the courses and programs will remain unchanged, disruption to students should be minimal. All current programs will retain their current titles. All students will be given an opportunity to complete their studies for the degree programs to which they were admitted. All degree plans on file will be honored. The Student Advisory Council and Office of Graduate Studies will work with the College of Education to address student concerns and resolve any unforeseen difficulties that may arise. Input from faculty and staff regarding possible reassignment has been and will continue to be solicited, and where possible, incorporated.

The reorganization will have no short-term effects on classes, availability of facilities, or availability of equipment. Long-term effects are anticipated to be positive, as greater articulation and coordination of classes, facilities, and equipment can be accomplished. Students in adult-focused and technology-related programs should benefit from increased access to faculty that will result from bringing together faculty with similar interests who are now scattered across several departments. Over time, the reorganization should facilitate increased depth and breadth of research and instruction in areas targeted by the reconfigured departments.

5. Additional costs or savings.

No net increases or decreases in faculty or staff are anticipated as a result of the proposed reorganization. Costs associated with the reorganization (e.g., changes in stationery, signs on doors, moving offices) will be minimal. Consolidation from five to four departments will make it possible to reallocate some faculty and staff resources currently tied up in departmental administration to serve more directly the teaching, research, and service missions of the College of Education and Texas A&M University, and the needs and interests of the schools, citizens, and State of Texas.
College of Education
Texas A&M University
Proposed Organizational Chart

Department of Educational Administration and Human Resource Development
- Degrees in Educational Administration
- Master of Education
- Master of Science
- Doctor of Education
- Doctor of Philosophy
- Degrees in Educational Human Resource Development
- Master of Science
- Doctor of Philosophy
- Degree in Interdisciplinary Technology
- Bachelor of Science

Department of Teaching, Learning, and Culture
- Degrees in Curriculum and Instruction
- Master of Education
- Master of Science
- Doctor of Education
- Doctor of Philosophy
- Degree in Interdisciplinary Studies
- Bachelor of Science

Department of Educational Psychology
- Degrees in Educational Psychology
- Master of Education
- Master of Science
- Doctor of Philosophy
- Option: Career Development – MEd, MS, PhD
- Degree in School Psychology
- Doctor of Philosophy
- Degree in Counseling Psychology
- Doctor of Philosophy
- Degree in Educational Technology
- Master of Education

Department of Agricultural Education
- Degrees in Agricultural Education
- Master of Education, Master of Science
- Doctor of Education, Doctor of Philosophy
- Degree in Agricultural Development
- Bachelor of Science
- Degree in Agricultural Science
- Bachelor of Science
- Options: Horticulture, Production

Department of Health and Kinesiology
- Degree in Health
- Bachelor of Science
- Option: Community Health – BS
- Degrees in Health Education
- Master of Education
- Master of Science
- Doctor of Philosophy
- Degrees in Kinesiology
- Bachelor of Science
- Master of Science
- Doctor of Philosophy
- Degrees in Physical Education
- Master of Education
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| Department of         | Department of          |
| Educational Human Resource Development (0898) | Teaching, Learning, and Culture (0890) |
| Degrees in Educational Human Resource Development (13.1201.00) | Degrees in Curriculum and Instruction (13.0301.00) |
| Master of Science     | Master of Education    |
| Doctor of Philosophy  | Master of Science      |
| Degree in Interdisciplinary Technology (15.1101.00) | Doctor of Education    |
| Bachelor of Science   | Doctor of Philosophy   |

| Department of         | Department of          |
| Educational Curriculum and Instruction (0890) | Educational Psychology (0920) |
| Degrees in Curriculum and Instruction (13.0301.00) | Degrees in Educational Psychology (13.0802.00) |
| Master of Education   | Master of Education    |
| Master of Science     | Master of Science      |
| Doctor of Education   | Doctor of Education    |
| Doctor of Philosophy  | Doctor of Philosophy   |
| Degree in Educational Technology (13.0501.00) | Option (13.1320.01): |
| Master of Education   | Career Development – MEd, MS, Ph.D. |
| Degree in Interdisciplinary Studies (30.9999.01) | Degree in Counseling Psychology (42.0601.00) |
| Bachelor of Science   | Doctor of Philosophy   |

| Department of         | Department of          |
| Health and Kinesiology (1402) | Health and Kinesiology (1402) |
| Degrees in Health Education (13.1307.00) | Degrees in Health Education (13.1307.00) |
| Master of Education   | Master of Education    |
| Master of Science     | Master of Science      |
| Doctor of Philosophy  | Doctor of Philosophy   |
| Degrees in Physical Education (13.1314.00) | Degrees in Physical Education (13.1314.00) |
| Master of Education   | Master of Education    |
| Doctor of Education   | Doctor of Education    |
| Degrees in Kinesiology | Degrees in Kinesiology |
| Bachelor of Science (31.0501.10) | Bachelor of Science (31.0501.10) |
| Master of Science (31.0501.10) | Master of Science (31.0501.10) |
| Doctor of Philosophy (31.0505.00) | Doctor of Philosophy (31.0505.00) |
| Degree in Health (51.0301.20) | Degree in Health (51.0301.20) |
| Bachelor of Science   | Bachelor of Science    |
| Option (51.0301.00): Community Health – BS | Option (51.0301.00): Community Health – BS |