1979

Proposal For a Master of Education Degree in Educational Administration

University of Texas at Tyler

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TEXAS EASTERN UNIVERSITY
TYLER, TEXAS

Proposal for a
MASTER OF EDUCATION DEGREE
IN
EDUCATIONAL ADMINISTRATION

Submitted to the Coordinating Board,
Texas College and University System
July 1979
PROPOSAL FOR
MASTER OF EDUCATION DEGREE IN
EDUCATIONAL ADMINISTRATION

I. INTRODUCTION

In our fast-changing world, change itself seems to be the only con-
stant. Since in our changing society more people are playing key roles
in public schools, the effective management of planned change is critical
as a means of insuring that schools become increasingly better places in
which children may live, learn, and grow. In order that Texas Eastern
University's School of Education and Psychology complete the circle of
service to educational needs of its geographic area, a program for train-
ing educational administrators is essential.

The proposed program, one of three given priority through an adminis-
trative selection process, has been developed through the efforts of a
faculty committee assisted by a group of twenty area school administrators
ranging in professional role from supervisor to superintendent. Input from
the administrator group served to support the philosophy of university
faculty that in the school organization, important reference groups are
pupils, teachers, parents, and central office personnel. Thus, the general
goal of the proposed program is to prepare an educational administrator who
can relate, interact, perceive, affect, and communicate within and among
these groups given a grasp of basic principles and a sensitivity to reality.

II. DESCRIPTION OF PROPOSED PROGRAM

1. What is the title and nature of the proposed degree program?

The proposed program is a Master of Education degree with a major in
educational administration. The graduate degree has already been
approved and implemented at Texas Eastern University. The major in
educational administration is requested owing to current needs for
supervisors, coordinators, curriculum directors, and principals in
order to serve growing populations within area schools.

The proposed educational administration major is intended to provide
comprehensive preparation involving development of knowledge and skills
to assume a variety of roles among public school administrative staff
up to the area of superintendency. The major will be a new program
for Texas Eastern University but, it should be noted, that much of the
graduate curriculum is already in existence and that the proposed
graduate degree will be developed with minimal curricular additions.
The proposed program will be designed to provide a Texas Professional Administrator's Certificate to those students who hold a Provisional Certificate, have had a minimum of two years creditable classroom teaching experience, and have completed the program once approved by the Texas Education Agency.

2. List the course offerings to comprise the program. Which of these courses will be new ones?

Seven new courses will be required to provide for academic and internship needs for graduate students pursuing the proposed degree and/or certification. The proposed program will be composed of the following course offerings (new courses are identified by an asterisk):

Foundations Area ........................................ 12 hours

*MANA 5310 Organizational Management
SOCI 5321 Intercultural Studies
or
SPCH 5340 Seminar in Intercultural Communication
EDUC 5311 Clinical Supervision
EDUC 5352 Curriculum Development: Early Childhood-Adult Education

Concentration Area ...................................... 18 hours

*EDAD 5320 School Law
*EDAD 5310 Introduction to School Administration
*EDAD 5330 Principalship
*EDAD 5333 Administration of Special Programs
*EDAD 5340 The Administrator and Community Relations
EDUC 5308 Current Issues in Education

Support Area .......................................... 12 hours

EDUC 5303 Applied Learning Theories
EDUC 5325 Administration and Supervision of Technical-Vocational Programs
EDUC 5338 Implementing Career Concepts into Course Content
EDUC 5351  Assessment in Educational Settings
EDUC 5357  Affective Personal Growth in Teaching
PSYC 5320  Human Growth and Development
PSYC 5325  School Psychology
PSYC 5345  Group Processes
EDSP 5350  Overview of Education of Exceptional Children
EDSP 5376  Contemporary Issues in Education of Children
            with Special Learning Needs
READ 5368  Organization and Supervision of Reading Programs
SPCH 5328  Leadership and the Group Process
Up to six semester hours may be completed in appropriate
academic areas if approved by the student's advisor.

Internship. .............................................. 3 hours

*EDAD 5370  Internship in Educational Administration

3. Outline a semester-by-semester curriculum for the proposed program, 
   if applicable.

   Since students enrolled in the program will enter with varying back-
   grounds and administrative objectives, a semester-by-semester outline 
   is not applicable. Required educational administration courses are 
   recommended to be taken in sequence according to course number. 
   Other required courses will be taken as available. Electives will 
   be dependent upon the students' current or projected administrative 
   roles.

4. What special requirements are included in the degree plan? If a 
   graduate degree is contemplated, is a thesis or dissertation required? 
   If not, what will be substituted? Describe any innovative changes 
   in degree requirements.

   The proposed degree plan will require forty-five (45) semester credit 
   hours for completion in compliance with certification requirements 
   imposed by the Texas Education Agency. There will be no thesis 
   requirement but students will be required to complete a three (3) 
   semester credit hour internship under direction and supervision of 
   public school administrative personnel and university faculty.
5. Is the proposed program entirely new to the institution? Is it an extension of a major field? If so, give the number of students minoring in the program during the last three years.

The graduate degree in which the proposed program will terminate is not new to the institution. The proposed program would constitute a new major, but with the exception of seven courses, requirements for completion of the degree and/or certification are from existing curricula within the university.

6. How many similar programs are offered elsewhere in Texas, and where? What is the nearest institution offering a similar program?

Eight colleges and universities in Texas offering graduate degrees have graduate programs in educational administration. Currently, the nearest institution offering a similar program is Stephen F. Austin State University.

7. Describe the current manpower needs for graduates of the program. Also, describe how the proposed program strengthens the total academic program of the institution.

As public school populations increase and districts strive to meet that increase with additional facilities, manpower needs will continue to grow. Currently, requests for the proposed program approximate 130 from area administrators who are seeking to complete their training in order to maintain present positions. Requests are also made from area teachers who have been approached regarding assuming an administrative position once the minimum requirements for the granting of a special permit are met. A survey of area administrators revealed that about 85 graduates of such a program will be hired in the next five years.

The proposed program adds to the comprehensive nature of graduate opportunities at Texas Eastern University and due to its interdepartmental nature, will strengthen enrollment in several departments, both within and outside the School of Education and Psychology.

8. Has the proposed program been approved by the institution's governing board?

The Board of Regents of Texas Eastern University approved the proposed program on
III. PROJECTED ENROLLMENT

9. Project the enrollment for the proposed program for the next five years. Explain the basis for this projection.

<table>
<thead>
<tr>
<th>Year</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-81</td>
<td>12</td>
<td>NA</td>
</tr>
<tr>
<td>1981-82</td>
<td>17</td>
<td>NA</td>
</tr>
<tr>
<td>1982-83</td>
<td>24</td>
<td>NA</td>
</tr>
<tr>
<td>1983-84</td>
<td>30</td>
<td>NA</td>
</tr>
<tr>
<td>1984-85</td>
<td>40</td>
<td>NA</td>
</tr>
</tbody>
</table>

The above data are based upon current student interest, discussions with area administrators, and projected population growth of the area served by Texas Eastern University.

10. Describe the likely source of students who will enroll in this program. (Will they come from existing programs or will they be attracted to the institution to enroll in the proposed program?)

Students will come from a variety of sources. Many will come from public schools in the East Texas area in order to qualify for administrative positions as school districts increase in pupil population. Others will be attracted to the institution because of its proximity to their place of employment, while still others will enroll in the program because of its high quality and the favorable reputation already enjoyed by Texas Eastern University. The above statement is based upon input received from the aforementioned twenty-member administrator committee.

IV. FACULTY

11. Give the number of persons presently on the faculty who will be most directly involved in the proposed program. List name, rank, highest degree, present course load, and estimated course load in the proposed program for each. Do present faculty meet minimal criteria for the requested program?

The nature of the proposed program for school administrators will require the involvement of several members within the School of Education and Psychology as well as some from outside that school.
The present faculty meets minimal criteria for the program, holding an earned doctoral degree in given areas of responsibility. Additional doctoral level professional persons are available within the community for part-time instructional responsibilities as needed. Present faculty who will be most directly related to the proposed program are as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>RANK</th>
<th>HIGHEST DEGREE</th>
<th>LOAD</th>
<th>PROPOSED PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Betty</td>
<td>Assoc. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Bryant, Rita</td>
<td>Assoc. Prof.</td>
<td>Ed.D.</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Cox, Robert L.</td>
<td>Professor</td>
<td>Ed.D.</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Moseley, Mac R.</td>
<td>Assoc. Prof.</td>
<td>Ed.D.</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Pataniczek, Dennis</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>To be Filled</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniels, Stephen</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Freeman, Judy</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Key, Charles</td>
<td>Assoc. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Young, Marilyn</td>
<td>Assoc. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allen, Clayton</td>
<td>Assoc. Prof.</td>
<td>Ed.D.</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Geboy, Michael</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Geffner, Robert</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Mears, Gary</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>McClure, Robert</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Rada, Stephen</td>
<td>Asst. Prof.</td>
<td>Ph.D.</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Sowell, Evelyn</td>
<td>Professor</td>
<td>Ed.D.</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

12. Calculate the present student-faculty ratio in the subject matter field(s) or department(s) in which the proposed program will be offered. (Divide full-time equivalent students by full-time equivalent faculty.) Also give the average teacher-student ratio in the courses given by the department (planned number of students per class).

Within the School of Education and Psychology, the faculty-student ratio is 15 to 1 which reflects enrollments in both undergraduate and graduate programs. Proposed future policy for faculty-student ratio in graduate level courses places the figure at a range of 1 faculty for 15-20 students.

In the Department of Special Services the faculty-student ratio is 18:1 at both the graduate and undergraduate levels.
It is anticipated that the ratio in courses offered in the proposed program will follow the projection of one faculty for approximately 20 students.

13. Project the need for new faculty required for the proposed program for the next five years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, describe how this will be done.

The proposed program will require one additional full-time equivalent faculty during the next five years. Faculty additions during that time will be the result of total expansion within the School of Education and Psychology. When considering an individual for employment, the School of Education and Psychology considers those applicants who possess multiple skills who can be utilized in more than one program. As position needs are filled, it is anticipated that those new faculty will contribute to the proposed program in the area of concentration, foundation, or support.

14. Will acquisition of new faculty in the program require an additional outlay of funds? Explain in detail.

Implementation of the proposed program will require additional outlay of funds appropriate for the appointment of one faculty member. Support funds for the proposed program are included in the general budget of the School of Education and Psychology and reflect the needs of the total teacher education program in reference to increased student enrollments and program growth.

15. Describe the involvement of the faculty, present and projected, in research, extension, correspondence and other activities related to the proposed program. Will this program decrease or increase the course load of present faculty?

Faculty involvement in research, extension, and correspondence activities will be within normal levels dependent upon the individual professional interest of faculty members in the program. Texas Eastern University maintains a policy of 12 semester hours course load per faculty member. The addition of this program will not affect this policy.

V. LIBRARY

16. Are present library holdings in relevant fields adequate to begin the proposed program? How will the library have to be improved to meet program needs in the next four years? (Please explain need
for books, periodicals, reference books, primary source materials, etc.) What are your institutional surpluses or deficiencies in holdings as measured by the Clapp-Jordan formula? How will approval of this program alter the situation?

Currently, the library resources at Texas Eastern University are more than adequate for the proposed program. A majority of major periodicals in the field of educational administration are already part of the library holdings. These periodicals date from first issues through the use of microfilm, thus providing students with a complete reference source. Current publications are reviewed and added to the already large holdings of professional books in the field. Videotapes, films, slides, and other media are available to the program. The comprehensive scope of current library offerings in the specialized field of the proposed program provides an excellent base for research, course work, and professional reading.

The Clapp-Jordan formula applied to Texas Eastern University Library as of December 1, 1978 is:

a. Basic collection required is 85,000 vols.
b. Allowance per FTE Faculty (100x70 FTE Faculty), 7,770 vols.
c. Allowance per FTE Students (15 vols. x 1166 students) 21,665 vols.
d. Allowance per undergrad major or minor field (350 vols. x 45), 17,500 vols.
e. Allowance per Master's field, when no higher degree is offered (6,000 vols. x 12 Master's), 78,000 vols.

Total Volumes Needed 209,935 vols.

The Library, as of December 1, 1978, had 216,484 volumes or 1.0312 percent above the Clapp-Jordan formula.

17. Do faculty and students now use libraries of other institutions? Could they do so in the proposed program? Explain in detail.

Students and faculty at present have access to a number of university junior college, public school and community libraries. In addition, publications, materials, and equipment are available for loan through local, regional, and state instructional material centers. The Cooperative arrangements between these resources and Texas Eastern University will apply to all student and faculty involved in this proposed program.

18. Estimate the total expenditure for the last two complete fiscal years for library acquisitions in the departments or subject matter fields in which the proposed program would be offered, or in fields which are closely related to the proposed program.

The estimated library budget for the Department of Special Services for the last two fiscal years is $5,000.
Budgetary support for special materials and equipment to be ordered apart from the library materials will be handled through departmental budgets. Special grants will also serve as a channel to supplement library resources for this program.

VI. FACILITIES

20. Describe existing facilities that are available for the proposed program. Describe the present utilization of these facilities. What new facilities will be needed in the near future? Specify what special facilities and equipment will be needed and estimate their costs. From what sources do you anticipate obtaining needed facilities and equipment? Will the approval of this program result in planning for the addition of new facilities?

Texas Eastern University is located on a new campus with facilities specifically designed for the various programs within the School of Education and Psychology. Testing facilities, demonstration rooms, observation areas, open and closed classroom space, media centers and conference rooms as well as adequate office space are included in these facilities. The proposed program will make use of these facilities since its implementation was given consideration in the design of the space.

Equipment needs for the proposed program are adequate. Regular budget channels will continue to serve as the primary source for future needs.

VII. ADMINISTRATION OF PROPOSED PROGRAM

21. Will the proposed program affect the administrative structure of the institution? If so, describe how. In what department, division, school or college will the proposed program be administered? If the program is to have inter-departmental or inter-unit administration, explain in detail.

The implementation of the proposed program will not affect the administrative structure of the institution. The program will be administered through the Department of Special Services.

VIII. ACCREDITATION

22. Describe the requirements for accreditation, if the program is eligible to be accredited. What is the name of the accrediting agencies? What will be the initial costs of accreditation and the subsequent annual costs to maintain it? Identify basic criteria for accreditation and describe how well these are presently being met.
The proposed program will be eligible for approval by the Texas Education Agency by meeting requirements for the certificate identify field in Question #1. Since Texas Eastern University currently enjoys appropriate accreditation privileges from the Southern Association of Colleges and Schools, the program will receive the same consideration afforded other graduate programs at this institution.

IX. SUPPORTING FIELDS

23. Evaluate the subject fields at your institution which may be considered as necessary, or valuable, in support of the proposed program. Will these fields need improvement or expansion? If so, how, to what extent, and to what cost? Be specific.

As support areas, the proposed program will utilize courses from curriculum and instruction, reading, special education and psychology within the School of Education and Psychology, along with sociology, management, speech, and other appropriate disciplines. All the disciplines have faculty, facilities, and course offerings to provide more than adequate support for the needs of the proposed program.

X. COSTS OF PROPOSED PROGRAM

24. Estimate the initial (first year) costs of the proposed program. If this is an extension of an ongoing program, what will be the cost differential?

In order to implement the proposed program, the addition of one full-time faculty member will be needed whose area of training is in educational administration. That person, along with some part-time instructional staff, will be adequate since the program includes instructional support from Schools of Business Administration and Humanities and Social Sciences. Initial operating costs should alter allocated budgetary appropriations only by additional instructional resources, estimated to range between $21,000-$25,000.

25. Estimate the annual cost of the program for three years following the first year. (Use current formula in arriving at your estimate.) Explain the rationale for your estimate. If this is an extension of an ongoing program, what will be the cost differential?

Policy of Texas Eastern University concerning budgetary matters does not include a breakdown below school level. Therefore, it is not possible to respond to this question precisely. However, it is anticipated that the proposed program will affect future budgetary planning only in the area of faculty needs. Estimates are as follows:
1981-82 $27,500  
1982-83 $31,000  
1983-84 $34,500  

26. Departmental Costs:
   a. Show the departmental operating expenditures for the last two fiscal years for the departments which will contribute significantly to the support of the proposed program.
   b. How will the proposed program affect the allocation or distribution of these funds?

   a. The institutional budget of Texas Eastern University is not yet broken down below the school level, making it difficult to show departmental operating expenses over the last two fiscal years. Operating expenses for the 1975-76 to 1978-79 fiscal years for the School of Education and Psychology are provided below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>$326,877</td>
</tr>
<tr>
<td>1976-77</td>
<td>$412,838</td>
</tr>
<tr>
<td>1977-78</td>
<td>$411,958</td>
</tr>
<tr>
<td>1978-79</td>
<td>$455,289</td>
</tr>
</tbody>
</table>

An estimate of operating expenses for the Department of Special Services for the last two fiscal years is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>$36,600</td>
</tr>
<tr>
<td>1977-78</td>
<td>$38,000</td>
</tr>
</tbody>
</table>

   b. The proposed program will not affect the allocation or distribution of these funds. Additional funds for instructional needs will be required in keeping with estimate stated above.

27. What additional funds for research will be needed to support the proposed program. Explain.

No additional funds for research will be needed to support the proposed program since the primary orientation of the program is not research. Future research needs of the program will be channeled
through already established funding mechanisms from local, state, federal, and private sources

28. How many graduate assistantships are considered desirable to begin the program? Estimate the amount of funds required for these assistantships over the next four years? What sources are available to support these assistantships? Will student aid funds be needed for undergraduates other than those provided for all undergraduates? Explain in detail.

No graduate assistantships will be needed to implement the program. Internships will be encouraged and developed within area school districts as the program grows in enrollment and interest. No student aid funds will be needed for undergraduates.

29. Describe briefly the sources of financial support for this program and evaluate the adequacy of funds for the inauguration and support of the program. Does the program give the indications of becoming self-supporting within three years in terms of formula-generated income?

The anticipated sources of financial support for this program will be primarily legislative appropriations for the general academic program at Texas Eastern University. No additional support other than that for existing programs will be required.

30. Add any comments which would be helpful to the Coordinating Board in evaluating this program request.

Implementation of the proposed program will be continuation of the charge given to Texas Eastern University when it was chartered, to "Provide for the educational needs of the East Texas Community." The proposed program is a result of community need and demand. A body of students interested in the program is available. Employment opportunities, current and future, are excellent. Taken together, all of these elements indicate a strong foundation of local support and need for the proposed program.