

**Graduate Faculty Meeting Minutes**  
**January 9, 2013, 1:30 - 2:30 pm, AGLS 129**

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Present: Gary Briers, Chanda Elbert, James Lindner, Landry Lockett, Summer Odom, John Rayfield, Tracy Rutherford, Tim Murphy, Clarice Fulton

Not Present: Barry Boyd, James Christiansen, Scott Cummings, Deb Dunsford, Kim Dooley, Jack Elliot, Julie Harlin, Alvin Larke, Billy McKim, Lori Moore, Theresa Murphrey, Manuel Pina, Jeff Ripley, Glen Shinn, Robert Strong, Andy Vestal, Jennifer Williams, Gary Wingenbach

Action/Discussion Items

- 1) Approval of Minutes from the November meeting (No December meeting)  
**Motion was made by John Rayfield, Second by Gary Briers to “Approve the November minutes as distributed.” Motion passed unanimously.**
  
- 2) Degree Evaluation Information for Committee Chair in Howdy (Attachment A) – Tim Murphy  
**OGS is proposing the implementation of a “Degree Evaluation for Committee Chairs” access link to be available to individuals who are chair or co-chair of a students’ committee. This link will be added to the Howdy Portal. At this time, some faculty may have this access already if you requested this option back in 2011. All advisors do have this link. If you have the “Degree Evaluation” link, the only additional item you will be able to view, as a committee chair or co-chair, is the students’ committee information. All other information is the same. This is only informational at this time. OGS will be conducting a pilot study prior to any implementation. However, if you currently have the “Degree Evaluation” access on your Howdy Portal, you may be able to view the changes at this time.**
  
- 3) Student Learning Outcomes/Evaluation (Attachment B) – Tim Murphy  
**Dr. Murphy provided brief summary of the College’s graduate program assessment initiative – combining the OGS 18 Characteristics, Weave Online and internal department assessment. ALEC currently still collects the Final Exam assessment sheets once provided by OGS. Dr. Dooley has provided some draft questions for student evaluations/assessment. There are College-Wide plans to require these new assessment forms be collected from the student and reported to OGS. The intent is for the Department to collect, provide information to the College, and the College to summarize the data and report to OGS.**

**Reviewing the College forms, suggestions included:**

**Graduate Student Evaluation form**

- 1) Top portion – add the word “programmatic” in the introductory question
- 2) Top portion - Possible change the expectation columns?
- 3) Top portion - Communicate effectively – need to change to something more detailed. Mention Written, Oral, and Visual or list separately. Defined in stem of the item.
- 4) Bottom portion – Change Ph.D. to word ‘Doctoral’
- 5) Bottom portion – 3<sup>rd</sup> sentence, belongs in the top portion?

**Graduate Student Reflective Assessment form – general concern about the quality of the data to be collected, but no changes suggested at this time.**

**Please review the OGS forms, and the suggested changes, and provide Dr. Murphy with any other suggestions/input for the next College GPC meeting.**

- 4) Summer and Fall 2013 Course Schedules (Attachment C) – Tim Murphy  
**Open discussion. Both schedules were reviewed and edits suggested. This discussion prompted a discussion on the current course rotation.**

**Motion was made by Summer Odom, Second by Tracy Rutherford to “Remove ALEC 616 from the summer rotation and place on the fall rotation to be offered every fall.” Motion passed unanimously.**

**Dr. Lindner requested to add a campus section of ALEC 610 in May-mester. Clarice will update the summer teaching spreadsheet.**

**Dr. Murphy provided information on the summer funding. Funding received for summer courses will be dispersed on what we proposed. If more courses are proposed than what funding can support, Dr. Murphy will prioritize the courses to be offered by teaching demand and course evaluations.**

**The policy for prioritizing courses for summer funding, passed last spring, will be provided at the next meeting.**

**Clarice mentioned a concern. If the summer schedule was now going to be only the courses that could be funded, then we probably should not publicize summer courses on the rotation that is available to students on the web page. This is misleading when students plan their schedules.**

**Motion was made by James Lindner, Second by Tracy Rutherford to “Remove the summer course listing from the course rotation document accessible to students on the web page.” Motion passed unanimously.**

**A suggestion was made that the title of the ALEC 622, Data Collection, Analysis, and Interpretation in ALEC, be changed to remove the word “collection.”**

**Motion was made by Gary Briers, Second by John Rayfield to “Examine the current title of ALEC 622, and propose to remove of the word “collection” from the title at the next graduate curriculum committee meeting.” Motion passed unanimously.**

- 5) Graduate Curriculum Committee Report – Gary Briers  
**No report at this time. A meeting will be scheduled soon.**
  - a. International Ag Course Rotation – Manuel Pina – **No report at this time. Dr. Pina was not present.**
- 6) Qualifying Examination Committee Report – Gary Wingenbach – **No report at this time. Dr. Wingenbach was not present.**

#### Old Business

**None at this time.**

#### New Business

**The idea of changing D@D to Ph.D. at a distance in ALEC as an option.**

**Some concerns were mentioned. 1) Will it need more research courses? 2) Do we have the capacity to offer? 3) Will faculty explore and support? 4) Require Qualifying Exam? 5) Doctoral programs with less than 15 students could be in danger of closure by the THECB.**

**Motion was made by James Lindner, Second by John Rayfield to “Support the TAMU/TTU Joint Doctoral Program Faculty resolution to explore changing the D@D Ed.D. to a Ph.D.” Motion passed unanimously.**

#### Informational Items

- 1) Graduate Program Budgets FY-13 (Attachment D) – Tim Murphy – **Dr. Murphy provided a copy of the current GA budget/funding. Suggestion was made to change column titles for clarification, and to divide “Departmentally – Funded Assistants” from “Grant/Contract Assistants.” The new report will be two separate lists. The Departmentally – Funded Assistants report will include the “next in line” Tenure-track faculty member(s) to lead their research assignments.**
- 2) New Student Orientation – January 18, 2013, AGLS 129 (Faculty visit time, 11:20 am) – Clarice Fulton

**Meeting adjourned.**

Graduate Faculty Meeting Appendices (provided each month):

- 1) Graduate Admission Criterion Score Calculation/GRE Percentile Rankings (Attachment E)
- 2) Faculty “Stewardship” of Course Rotation (Attachment F)
- 3) Five Year Course Rotation (Attachment G)

**Travel Request Form Deadlines**

Domestic (30 days prior to trip): e.g. travel March 1, 2013 due by February 1, 2013  
International (60 days prior to trip): e.g. travel April 1, 2013 due by February 1, 2013

**Upcoming Events/Meetings**

January 28, 2013	ALEC 2013 Department Review
February 3-5, 2013	SRAAAE, Orlando, FL
February 4, 2013	Departmental Office Move
February 12, 2013	Departmental Meeting, 2:00 pm, AGLS 129
March 7, 2013	Departmental Meeting, 9:00 am, AGLS 129
March 15, 2013	Spring Break Holiday
March 29, 2013	Prospective Student Day, AGLS 129
April 2, 2013	Departmental Meeting, 2:00 pm, AGLS 129
April 12, 2013	ALEC Awards Reception, 2-4 pm, Agrlife Center
May 6, 2013	Departmental Meeting, 9:00 am, AGLS 129
May 19-22, 2013	AIAEE, Fort Worth, TX
May 21-24, 2013	National AAAE, Columbus, OH

**Future Graduate Faculty Meetings**

February 12, 2013, 10:00 am, AGLS 129 (Graduate Admissions Discussion)  
March 7, 2013, 1:00 pm, AGLS 129  
April 2, 10:00 am, AGLS 129  
May 6, 1:00 pm, AGLS 129

# **Degree Evaluation for Committee Chairs**

# **Overview**

**This application will give committee chairs and co-chairs the ability to serve a more active role in their students' progress to degree completion, monitor their students' eligibility for funding, and will assist in lowering graduate students' time to degree.**

# Benefits

This application will give committee chairs the ability

- To verify a student's eligibility for funding (tuition waiver, assistantship, fellowship, etc.),
- To verify the courses that a student completes each semester and the grades received,
- To verify that the courses a student has taken are eligible to be used on the degree plan,
- To verify the non-course degree requirements a student has completed,
- To evaluate a student's progress towards the degree,
- To track a student's cumulative and degree plan Grade Point Average (GPA),
- To determine how long a student has been in the current graduate program.

# Details

In order to view a student's degree evaluation, the faculty member must

- **Have completed Family Rights and Privacy Act of 1974 (FERPA) training,**
  - All TAMU staff who have access to FERPA-protected information are required to complete this training.
  - This training only has to be completed one time in a faculty member's career.
  - The training page is linked to the Degree Evaluation page in Howdy.
- **Be the student's committee chair or co-chair on the Office of Graduate Studies- approved degree plan.**

# Questions

**Julie Wilson, Director  
Office of Graduate Studies  
jdwilson@tamu.edu  
845-3631**

**Susan Leonberger, EIS Functional Lead  
Enterprise Information Systems  
susanl@tamu.edu  
458-3355**



# STUDENT LEARNING OUTCOMES— DOCTORAL



**A student who graduates from Texas A&M University with a doctoral degree will:**

- **Master degree program requirements, including**
  - theories, concepts, principles, and practice;
  - develop a coherent understanding of the subject matter through synthesis across courses and experiences; and
  - apply subject matter knowledge to solve problems and make decisions.
- **Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.**
- **Communicate effectively.**
- **Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.**
- **Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.**
- **Teach and explain the subject matter in their discipline.**
- **Choose ethical courses of action in research and practice.**

*Excerpted from  
Academic Master Plan  
Teaching and Learning  
Roadmap (2008-2009)  
Approved by President  
January 2010*

# STUDENT LEARNING OUTCOMES— MASTER'S



**A student who graduates from Texas A&M University with a master's degree will:**

- **Master degree program requirements, including**
  - theories, concepts, principles, and practice, and
  - develop a coherent understanding of the subject matter through synthesis across courses and experiences.
- **Apply subject matter knowledge in a range of contexts to solve problems and make decisions.**
- **Use a variety of sources and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.**
- **Communicate effectively.**
- **Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.**
- **Develop clear research plans and conduct valid (data-supported), theoretically consistent, and institutionally appropriate research.**
- **Choose ethical courses of action in research and practice.**



*Excerpted from*

*Academic Master Plan:  
Teaching and Learning  
Roadmap (2008-2009),  
Approved by President  
January 2010*

Student Name: \_\_\_\_\_  
 Student UIN: \_\_\_\_\_  
 Dept and Major: \_\_\_\_\_

### Graduate Student Evaluation

Faculty Name: \_\_\_\_\_  
 Faculty Role: Chair/Co-Chair \_\_\_\_\_ or Member \_\_\_\_\_

*Add "Programmatic"*

How well does the student meet your expectations in the following areas?	<i>? change</i> Above Expectations	Meets Expectations	Below Expectations	Not Observable
Exhibits a coherent understanding of discipline-specific knowledge?				
Applies discipline-specific knowledge in a range of contexts to solve problems and make decisions?				
Uses a variety of sources and evaluates multiple points of view to analyze and integrate information?				
Utilizes information to conduct critical, well-reasoned arguments?				
<i>Written, Oral, + Visual</i> ? Communicates effectively?				
Explains or teaches the subject matter in their discipline?				
Exhibits proficiency in technology appropriate to solve problems in their discipline?				

The following additional questions should be answered for *Doctoral* MS (Thesis Option) & Ph.D. students only:

How well does the student meet your expectations in the following areas?	Above Expectations	Meets Expectations	Below Expectations	Not Observable
Develops clear research plans?				
Conducts valid, data-supported and theoretically consistent research?				
<i>belong at top? →</i> Chooses ethical courses of action in research and practice?				
Effectively disseminates research results in appropriate contexts?				

Additional Comments (Optional):

Student Name: \_\_\_\_\_

## Graduate Student Reflective Assessment

Department: \_\_\_\_\_

Student UIN: \_\_\_\_\_

Major: \_\_\_\_\_

Think about an influential learning experience you've had as a graduate student at Texas A&M University, and then answer the following:

**Please briefly describe the experience:**

**What did you learn from the experience:**

**How has that experience:**

- 1) increased your curiosity or awareness about new content or issues;
- 2) caused you to independently seek more knowledge outside of the classroom;
- 3) stimulated your ability to take initiative for your own decisions and actions; or
- 4) allowed you to apply or transfer your learning to a new setting?

**Graduate Assessment Pilot Program-Return with final examination form  
Rubric for Student Learning Outcomes for a Doctoral Degree**

STUDENT UIN# \_\_\_\_\_  
PROGRAM \_\_\_\_\_  
DEPARTMENT \_\_\_\_\_  
COLLEGE \_\_\_\_\_

DATE \_\_\_\_/\_\_\_\_/\_\_\_\_

This student who graduates from TAMU with a doctoral degree will (circle or check one proficiency level in each row):

Student Learning Outcome	Proficient	Acceptable	Developing	Unable to Assess
Degree program requirements	Has an excellent understanding of all aspects of the discipline covered by the program. <input type="checkbox"/>	Has a good understanding of most aspects of the discipline covered by the program. <input type="checkbox"/>	Has an average understanding of some but not all aspects of the discipline. <input type="checkbox"/>	<input type="checkbox"/>
Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.	Has an excellent ability to recognize and explain patterns and meaning, to assess and make choices, to critique ideas, and to predict and draw conclusions. <input type="checkbox"/>	Has a good ability to recognize and explain patterns and meaning, to assess and make choices, to critique ideas, and to predict and draw conclusions. <input type="checkbox"/>	Has a minimal but developing ability to recognize and explain patterns and meaning, to assess and make choices, to critique ideas, and to predict and draw conclusions. <input type="checkbox"/>	<input type="checkbox"/>
Communicate effectively.	Communicates very effectively in all modalities – written, oral and visual. <input type="checkbox"/>	Communicates effectively in some but not all modalities. <input type="checkbox"/>	Has minimal, unexceptional, and inconsistent communication skills. <input type="checkbox"/>	<input type="checkbox"/>
Develop clear research plans and conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.	Has an excellent ability to design, construct, invent, and create new ideas, to conduct discipline appropriate scholarship, and to disseminate the results to diverse audiences. <input type="checkbox"/>	Has a good ability to design, construct, invent, and create new ideas, to conduct discipline appropriate scholarship and disseminate the results to diverse audiences. <input type="checkbox"/>	Has an adequate ability to design, construct, invent, and create new ideas, to conduct discipline appropriate scholarship and disseminate the results to some, but not all audiences. <input type="checkbox"/>	<input type="checkbox"/>
Use appropriate technologies.	Has a complete understanding and very effective use of the modern technology required of the discipline. <input type="checkbox"/>	Has a good understanding and effective use of the modern technology required of the discipline. <input type="checkbox"/>	Has an adequate understanding and use of the modern technology required of the discipline. <input type="checkbox"/>	<input type="checkbox"/>
Teach and explain the subject matter in their discipline.	Has an excellent ability to teach and explain the discipline subject matter to all audiences. <input type="checkbox"/>	Has a good ability to teach and explain the discipline subject matter to most but not all audiences. <input type="checkbox"/>	Has a developing but unexceptional ability to teach and explain the discipline subject matter to students in the discipline. <input type="checkbox"/>	<input type="checkbox"/>
Choose ethical courses of action in research and practice.	Has very well developed professionally appropriate ethical and moral standards. <input type="checkbox"/>	Has well developed professionally appropriate ethical and moral standards. <input type="checkbox"/>	Has minimally developed professionally appropriate ethical and moral standards. <input type="checkbox"/>	<input type="checkbox"/>

**Graduate Assessment Pilot Program-Return with final examination form  
Rubric for Student Learning Outcomes for a Master's Degree**

STUDENT UIN# \_\_\_\_\_  
PROGRAM \_\_\_\_\_  
DEPARTMENT \_\_\_\_\_  
COLLEGE \_\_\_\_\_

DATE \_\_\_\_ / \_\_\_\_ / \_\_\_\_

This student who graduates from TAMU with a master's degree will (circle or check one proficiency level in each row):

Student Learning Outcome	Proficient	Acceptable	Developing	Unable to Assess
Degree program requirements	Has an excellent understanding of aspects of the discipline covered by the program <input type="checkbox"/>	Has a good understanding of most aspects of the discipline covered by the program <input type="checkbox"/>	Has minimal understanding of aspects of the discipline covered by the program <input type="checkbox"/>	<input type="checkbox"/>
Apply subject matter knowledge in a range of contexts to solve problems and make decisions.	Has consistent ability to apply knowledge, information, rules and principles to produce results, solve problems and make decisions <input type="checkbox"/>	Has some ability to apply knowledge, information, rules and principles to produce results, solve problems and make decisions <input type="checkbox"/>	Is still developing the ability to apply knowledge, information, rules and principles to produce results, solve problems and make decisions <input type="checkbox"/>	<input type="checkbox"/>
Use a variety of sources and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.	Has an excellent ability to construct critical, well reasoned arguments by analyzing and integrating information from a variety of sources and multiple points of view. <input type="checkbox"/>	Has some ability to develop critical, well reasoned arguments by analyzing and integrating information from a variety of sources and multiple points of view. <input type="checkbox"/>	Has shown minimal to average ability to construct critical, well reasoned arguments by analyzing and integrating information from a variety of sources and multiple points of view. <input type="checkbox"/>	<input type="checkbox"/>
Communicate effectively.	Communicates very effectively in all modalities – written, oral and visual. <input type="checkbox"/>	Communicates effectively in some but not all modalities. <input type="checkbox"/>	Has minimal, unexceptional, and inconsistent communication skills. <input type="checkbox"/>	<input type="checkbox"/>
Use appropriate technologies.	Has a complete understanding and very effective use of the modern technology required of the discipline. <input type="checkbox"/>	Has a good understanding and effective use of the modern technology required of the discipline. <input type="checkbox"/>	Has a minimally acceptable understanding and use of the modern technology required of the discipline. <input type="checkbox"/>	<input type="checkbox"/>
Develop clear research plans and conduct valid, data-supported, theoretically consistent, and institutionally appropriate research.	Is proficient at developing clear research plans and conducting valid, data-supported, theoretically consistent, and institutionally appropriate research. <input type="checkbox"/>	Is acceptable at developing clear research plans and conducting valid, data-supported, theoretically consistent, and institutionally appropriate research. <input type="checkbox"/>	Has some ability developing clear research plans and conducting valid, data-supported, theoretically consistent, and institutionally appropriate research. <input type="checkbox"/>	<input type="checkbox"/>
Choose ethical courses of action in research and practice.	Has very well developed professionally appropriate ethical and moral standards. <input type="checkbox"/>	Has well developed professionally appropriate ethical and moral standards. <input type="checkbox"/>	Has minimally developed professionally appropriate ethical and moral standards. <input type="checkbox"/>	<input type="checkbox"/>

## Summer 2013 Class Schedule

Instructor	Prog.	Course #	Sect. #	Cr. Hrs.	Days	Time	Seats	Room	Notes
Rayfield	ALEC	603	100	3	MTWRFS	1-5; 8-5; 1-5	12		May-mester
McKim	ALEC	604	300	3	?	?	15		
Lindner	ALEC	610	100	3	MTWRFS	?	15		May-mester
Williams	ALEC	617	399,700,720	3	online	online	15		
Elbert	ALEC	625	199,700,720	3	online	online	15		
Ripley	ALEC	631	100	3	TWR	?	15		
Strong	ALEC	640	100	3	?	?	15		
McKim	ALEC	681	100	1	?	?	15		
Murphrey	ALEC	681	100	1	online	online	10		D@D
McKim	ALEC	695	300	3	?	?	15		

### Fall 2013 Class Schedule

Name	Prog.	Course #	Sect. #	Cr. Hrs.	Days	Time	Limit	Room	Notes
Harlin	ALEC	602	600	3	MW; F	9:10-10; 10-11:50	10	AGLS 132	stack w/AGSC 402
Rutherford	ALEC	604	700,720	3	online	online	0		D@D cohort
Rayfield	ALEC	605	600	3	MW; F	8-8:50; 8-9:50	10	AGLS 132	stack w/AGSC 405
Elbert	ALEC	606	600	3	?	?	15	AGLS 110	
Lindner	ALEC	610	699,700,720	3	online	online			
Lindner	ALEC	610	601	3	W	4:10-7:10 pm	20	AGLS 117	
Dooley	ALEC	611	699,700,720	3	online	online			
Murphy	ALEC	615	600	3	W	1:50-4:50	15	??	
Wingenbach	ALEC	621	600	3	?	?	10		
Murphrey	ALEC	623	600	3	M	12:40-3:40	10	AGLS 109	
Murphrey	ALEC	623	699,700,720	3	online	online			
Pina	ALEC	624	600	3	M	9:10-12:10 pm	10	AGLS 109	Doctoral only
Murphrey	ALEC	640	699,700,720	3	online	online			
Strong	ALEC	640	600	3	T	3:55-6:55 pm	12	AGLS 109	
Pina	ALEC	644	600	3	?	?	10	AGLS 117	
McKim	ALEC	681	600	1	F	10:20-11:10 am	30	AGLS 113	??
Briers	ALEC	690	600	3	M	4:10-7:10 pm	15	AGLS 117	
Strong	ALEC	695	699,700,720	3	online	online			
Rayfield	ALEC	695	601	3	R	3:55-6:55 pm	15	AGLS 117	



NAME	Prog	Start Date	ALEC Stipend	ALEC Benefits	*Other Stipend	**Other Benefits	End date	Notes
<b>Summer 2010</b>								
M'Randa Sandlin	Ph.D DE/TAL	5/2/2010	\$15,300	\$5,400			5/1/2013	Theresa Murphrey -- All ALEC (HLSR)
<b>Fall 2010</b>								
Shannon Lawrence	Ph.D AGSC	9/1/2010	\$3,400		\$7,650	\$5,400	10/31/2012	John Rayfield - Dean's Office 1/2 Assistantship 3 years
Annie Specht	Ph.D AGCJ	9/1/2010	\$15,300			\$5,400	8/31/2013	Tracy Rutherford (Naile)
Holly Leggette	Ph.D AGCJ	9/1/2010	\$15,300			\$5,400	8/31/2013	Tracy Rutherford
Samantha Alvis	Ph.D AGCJ	9/1/2010	\$15,300		\$7,650	\$5,400	8/31/2013	Tracy Rutherford (AGCJ Ranked)
<b>Fall 2011</b>								
Caroline Black	MS AGCJ	9/1/2011	\$11,475			\$5,400	8/31/2013	Rutherford (Naile - AGCJ Ranked)
Michael Stavinoha	Ph.D ALED	9/1/2011	\$13,050			\$5,400	8/31/2013	Jennifer Williams - (ALED Ranked)
Megan McClure	Ph.D ALED	9/1/2011	\$8,700		\$8,700	\$5,400	8/31/2014	12-Month Jennifer Williams -- Dean's Office 1/2 Assistan
Cameron Wright	MS Ext	9/1/2011			\$15,300	\$5,400	5/31/2013	12-Month Scott Cummings
Travis Irby	Ph.D DE	9/1/2011	\$10,200	\$2,700	\$10,200	\$2,700	8/31/2014	12-month Robert Strong -- (HLSR) Dean's Office 1/2 Ass
Giuliana Maria Alcala	MS Ext.	9/1/2011			\$19,200	\$5,400	8/31/2013	12-Month Andy Vestal - Grant Funds/FAZD (Plus Bene/Tu
<b>Spring 2012</b>								
Kevin Andrews	Ext	1/15/2012			\$19,122	\$5,400		12-Month Scott Cummings
Erynne Treptow	MS AGSC	1/15/2012	\$9,756			\$5,400	12/15/2013	John Rayfield, IMS - TEA -- APSS / EE
Sara Ho	Ph.D ALED	1/15/2012	\$13,050			\$5,400	12/15/2015	Summer Felton - (ALED Ranked) - (Declined COALS Dive
<b>Fall 2012</b>								
Tegan Walker	MS DE	9/1/2012			\$10,355		5/1/2013	James Lindner (12 Month)
Cassidy Peek	MS Ext.	10/1/2012			\$20,181			Scott Cummings / Susanna Coppernoll
Will Doss	MS AGSC	8/1/2012	\$9,756			\$5,400	7/31/2014	John Rayfield (AGSC Ranked)
Marcus Sodek	MS IMS	9/1/2012		\$5,400	\$9,756		8/31/2014	Alvin Larke (HLSR)
Christopher Bielecki	Ph.D Intl	9/1/2012			\$27,200	\$9,000	8/31/2015	Diversity Fellow Rutherford (\$7,569/yr. - 10-Month)
Bethany Yeaman	MS Ext	9/1/2012			\$13,568	\$5,400		Jeff Ripley / Scott Cummings
Anna McGucken	MS Intl	8/20/2012			\$10,840		6/30/2013	Wingenbach (10 Month)
Melanie Balinas	MS Intl	8/20/2012			\$10,840		6/30/2013	Wingenbach (10 Month)
Lindsey Latham	MS AGSC	9/1/2012	\$9,756	\$5,400			8/31/2014	John Rayfield (HLSR)
Pam Robel	MS AGCJ	9/1/2012	\$9,756			\$5,400	8/31/2014	Billy McKim (AGCJ Ranked)
Orry Pratt	MS Intl	9/1/2012			\$9,756	\$5,400	5/31/2013	Tracy Rutherford (HIE Funding)
Tanner Kilpatrick	MS Ext	10/9/2012			\$4,200	\$2,039	12/14/2012	Andy Vestal - Grant Funds/FAZD (Plus Bene/Tuition)
			<b>\$160,099</b>	<b>\$18,900</b>	<b>\$204,518</b>	<b>\$67,500</b>		Grand Total <b>\$451,017</b>

\*Non-State or Grant Funded, non-"ALEC Grad" sources.

\*\*Benefits paid by OGS, COALS, Grants, Extension, other non-"ALEC Grad" sources.

GA Annual Costs: Tuition ~ \$5,400; Benefits ~\$1,300; Health Ins. ~\$2,300

12 ALEC Funded (7 Ph.D.)

14 Other Funded

**Grad Course Sequencing**  
**Department of Agricultural Leadership, Education, & Communications**

o = odd years; e = even years

<b>Fall Course and Title</b>		<b>Steward</b>
ALEC 602 (o, e)	Advanced Instructional Design in Agricultural Science	Harlin
ALEC 605 (o, e)	Facilitating Complete Secondary Agricultural Science Programs	Rayfield
ALEC 606 (o, e)	Leadership Education Theory	Elbert
ALEC 610 (o, e)	Principles of Adult Education (Web-based)	Lindner
ALEC 611 (o, e)	Advanced Methods in Distance Education (Web-based)	Dooley
ALEC 615 (o, e)	Philosophy of Agricultural Education (Web-Enhanced)	Murphy
ALEC 616 (o, e)	Facilitation of Leadership Programs	Moore?
<b>ALEC 618 (o, e)</b>	<b>(Proposed course) Cross Cultural Perspectives on Leadership</b>	Elbert
ALEC 621 (o)	Methods of Online Survey Research in Agricultural Science	Wingenbach
ALEC 623 (o, e)	Survey of Evaluation Strategies for Agriculture (Web-based)	Murphrey
ALEC 624 (o, e)	Developing Funded Research Projects (Doctoral only)	Pina
ALEC 640 (o, e)	Methods of Technological Change (Web-based)	Murphrey
ALEC 644 (o, e)	The Agricultural Advisor in Developing Nations	Pina
ALEC 646 (e)	Institutions Serving Agriculture in Developing Nations	Wingenbach
ALEC 681 (o, e)	Seminar (topics change by semester; can be taken more than once)	
ALEC 690 (o, e)	Theory of Agricultural Education Research (Basic Quant)	Briers
ALEC 691 (o, e)	Research for MS/PhD	
ALEC 692 (o, e)	Research for EdD	
ALEC 693 (o, e)	Professional Study for MAg	
ALEC 695 (o, e)	Frontiers in Research (Campus & Web-based)	??

<b>Spring Course and Title</b>		<b>Steward</b>
ALEC 601 (o, e)	Advanced Methods in Agricultural Education	Murphy
ALEC 602 (o, e)	Advanced Instructional Design in Agricultural Science	Harlin
ALEC 604 (o, e)	Writing for Professional Publication	Rutherford
ALEC 605 (o, e)	Facilitating Complete Secondary Agricultural Science Programs	Rayfield
ALEC 607 (e)	Youth Leadership Programs (Web-based)	Boyd
ALEC 608 (o, e)	Leadership of Volunteers	Lockett
ALEC 609 (o, e)	Learning Organizations	Moore
ALEC 612 (o, e)	Advanced Instructional Design for Online Learning (Web-based)	Murphrey
ALEC 613 (o, e)	Techniques in eLearning Development & Delivery (Web-based)	Strong
ALEC 620 (o, e)	Instrumentation and Survey Research Methods	Lindner
ALEC 622 (o, e)	Data Collection, Analysis and Interpretation	Briers
ALEC 624 (o, e)	Developing Funded Research Projects (Masters only)	Pina
ALEC 625 (o, e)	Program Evaluation & Organizational Accountability (Web-based)	Elbert
ALEC 630 (o, e)	Guidance and Counseling for Rural Youth	Larke
ALEC 640 (o, e)	Methods of Technological Change	Murphrey
ALEC 645 (o)	Initiating, Managing & Monitoring Projects of International ADEV	Pina
ALEC 646 (e)	Institutions Serving Agriculture in Developing Nations	
ALEC 652 (o)	Images of Agriculture: Visual Communication Research	Rutherford

<b>ALEC 681 (o, e)</b>	<b>Seminar (topics change by semester; can be taken more than once)</b>	
<b>ALEC 691 (o, e)</b>	<b>Research for MS/PhD</b>	
<b>ALEC 692 (o, e)</b>	<b>Research for EdD</b>	
<b>ALEC 693 (o, e)</b>	<b>Professional Study for MAg</b>	
<b>ALEC 695 (o, e)</b>	<b>Frontiers of Research</b>	
<b>ALEC 696 (o, e)</b>	<b>Qualitative Research Methods (Campus &amp; Web-based)</b>	<b>Dooley</b>

<b>Summer Course and Title</b>		<b>Steward</b>
<b>ALEC 603 (o, e)</b>	<b>Experiential Learning</b>	<b>Rayfield</b>
<b>ALEC 617 (o, e)</b>	<b>Leadership in Organizational Culture &amp; Ethics</b>	<b>Williams</b>
<b>ALEC 625 (e)</b>	<b>Program Evaluation &amp; Organizational Accountability (Web-based)</b>	<b>Elbert</b>
<b>ALEC 631 (o, e)</b>	<b>Development and Planning of Community Education Programs</b>	<b>Cummings</b>
<b>ALEC 646 (o)</b>	<b>Institutions Serving Agriculture in Developing Nations</b>	<b>Wingenbach</b>

**This document is intended for planning purposes. Course offerings are subject to change and it is recommended that students visit with their advisors and course instructors to determine exact offerings for specific semesters.**

**Last Updated, January 2013**

## Agricultural Leadership, Education, & Communications Graduate Course Offering Schedule (Five Year)

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>FALL</b>	ALEC 602 Adv Instructional Design in AGSC (Harlin)	ALEC 602 Adv Instructional Design in AGSC (Harlin)	ALEC 602 Adv Instructional Design in AGSC	ALEC 602 Adv Instructional Design in AGSC	ALEC 602 Adv Instructional Design in AGSC
	ALEC 605 Facilitating Comp Secondary AGSC Programs (Rayfield)	ALEC 605 Facilitating Comp Secondary AGSC Programs (Rayfield)	ALEC 605 Facilitating Comp Secondary AGSC Programs	ALEC 605 Facilitating Comp Secondary AGSC Programs	ALEC 605 Facilitating Comp Secondary AGSC Programs
	ALEC 606 Leadership Education Theory (Elbert)	ALEC 606 Leadership Education Theory	ALEC 606 Leadership Education Theory	ALEC 606 Leadership Education Theory	ALEC 606 Leadership Education Theory
	ALEC 610 Principles of Adult Education (Lindner) <sup>13</sup>	ALEC 610 Principles of Adult Education (Lindner) <sup>1</sup>	ALEC 610 Principles of Adult Education <sup>1</sup>	ALEC 610 Principles of Adult Education <sup>1</sup>	ALEC 610 Principles of Adult Education <sup>1</sup>
	ALEC 611 Adv Methods in Distance Ed (Dooley) <sup>1</sup>	ALEC 611 Adv Methods in Distance Ed <sup>1</sup>	ALEC 611 Adv Methods in Distance Ed <sup>1</sup>	ALEC 611 Adv Methods in Distance Ed <sup>1</sup>	ALEC 611 Adv Methods in Distance Ed <sup>1</sup>
	ALEC 615 Philosophy of AGED (Murphy) <sup>2</sup>	ALEC 615 Philosophy of AGED (Murphy) <sup>1</sup>	ALEC 615 Philosophy of AGED <sup>2</sup>	ALEC 615 Philosophy of AGED <sup>1</sup>	ALEC 615 Philosophy of AGED <sup>2</sup>
	ALEC 616 Facilitation of Leadership Programs (Odom)	ALEC 621 Methods of Online Survey Research in AGSC (Wingenbach)	ALEC 623 Survey of Evaluation Strategies for Agriculture	ALEC 621 Methods of Online Survey Research in AGSC	ALEC 623 Survey of Evaluation Strategies for Agriculture
	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey)	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) <sup>1</sup>	ALEC 624 Developing Funded Research Projects	ALEC 623 Survey of Evaluation Strategies for Agriculture <sup>1</sup>	ALEC 624 Developing Funded Research Projects
	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) <sup>1</sup>	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 640 Methods of Technological Change <sup>1</sup>	ALEC 624 Developing Funded Research Projects	ALEC 640 Methods of Technological Change <sup>1</sup>
	ALEC 624 Developing Funded Research Projects-Doctoral only (Pina)	ALEC 640 Methods of Technological Change (Murphrey) <sup>1</sup>	ALEC 644 The Agricultural Advisor in Developing Nations	ALEC 640 Methods of Technological Change <sup>1</sup>	ALEC 644 The Agricultural Advisor in Developing Nations
	ALEC 640 Methods of Technological Change (Murphrey) <sup>1</sup>	ALEC 644 The Agricultural Advisor in Developing Nations (STAFF)	ALEC 646 Institutions Serving AG in Developing Nations	ALEC 644 The Agricultural Advisor in Developing Nations	ALEC 646 Institutions Serving AG in Developing Nations
	ALEC 640 Methods of Technological Change (Strong)	ALEC 681 Seminar (STAFF)	ALEC 681 Seminar	ALEC 681 Seminar	ALEC 681 Seminar
	ALEC 644 The Agricultural Advisor in Developing Nations (Pina)	ALEC 690 Theory of AGED Research-Basic Quant (Briers)	ALEC 690 Theory of AGED Research-Basic Quant	ALEC 690 Theory of AGED Research-Basic Quant	ALEC 690 Theory of AGED Research-Basic Quant
	ALEC 681 Seminar (Murphy)- Theoretical Frameworks	ALEC 695 Frontiers in Research	ALEC 695 Frontiers in Research	ALEC 695 Frontiers in Research	ALEC 695 Frontiers in Research
	ALEC 681 Seminar (Murphrey)	ALEC 695 Frontiers in Research <sup>1</sup>			
	ALEC 681 Seminar (Strong) <sup>13</sup>				
	ALEC 690 Theory of AGED Research-Basic Quant (Briers)				
	ALEC 695 Frontiers of Research (Rayfield)				
	ALEC 695 Frontiers of Research (Strong) <sup>1</sup>				

SPRING REGULAR SEMESTER

	2012-13	2013-14	2014-15	2015-16	2016-17
	ALEC 601 Adv Methods in AGED (Murphy)	ALEC 601 Adv Methods in AGED	ALEC 601 Adv Methods in AGED	ALEC 601 Adv Methods in AGED	ALEC 601 Adv Methods in AGED
	ALEC 601 Adv Methods in AGED (Murphy) <sup>3</sup>	ALEC 602 Adv Instructional Design in AGSC (Harlin)	ALEC 602 Adv Instructional Design in AGSC (Harlin)	ALEC 602 Adv Instructional Design in AGSC (Harlin)	ALEC 602 Adv Instructional Design in AGSC (Harlin)
	ALEC 602 Adv Instructional Design in AGSC (Harlin)	ALEC 605 Facilitating Comp Secondary AGSC Programs (Rayfield)	ALEC 605 Facilitating Comp Secondary AGSC Programs (Rayfield)	ALEC 605 Facilitating Comp Secondary AGSC Programs (Rayfield)	ALEC 605 Facilitating Comp Secondary AGSC Programs (Rayfield)
	ALEC 605 Facilitating Comp Secondary AGSC Programs (Rayfield)	ALEC 604 Writing for Professional Publication	ALEC 604 Writing for Professional Publication	ALEC 604 Writing for Professional Publication	ALEC 604 Writing for Professional Publication
	ALEC 604 Writing for Professional Publication (McKim)	ALEC 607 Youth Leadership Programs <sup>1</sup>	ALEC 607 Youth Leadership Programs <sup>1</sup>	ALEC 607 Youth Leadership Programs <sup>1</sup>	ALEC 607 Youth Leadership Programs <sup>1</sup>
	ALEC 608 Leadership of Volunteers (Lockett)	ALEC 608 Leadership of Volunteers	ALEC 608 Leadership of Volunteers	ALEC 608 Leadership of Volunteers	ALEC 608 Leadership of Volunteers
	ALEC 609 Learning Organizations (Moore)	ALEC 609 Learning Organizations	ALEC 612 Adv Instructional Design for Online Learning <sup>1</sup>	ALEC 609 Learning Organizations	ALEC 612 Adv Instructional Design for Online Learning <sup>1</sup>
	ALEC 612 Adv Instructional Design for Online Learning (Murphrey) <sup>1</sup>	ALEC 612 Adv Instructional Design for Online Learning <sup>1</sup>	ALEC 613 Techniques in eLearning Dev & Delivery <sup>1</sup>	ALEC 612 Adv Instructional Design for Online Learning <sup>1</sup>	ALEC 613 Techniques in eLearning Dev & Delivery <sup>1</sup>
	ALEC 613 Techniques in eLearning Dev & Delivery (Strong) <sup>1</sup>	ALEC 613 Techniques in eLearning Dev & Delivery <sup>1</sup>	ALEC 622 Data Analysis, Collection, & Interpretation	ALEC 613 Techniques in eLearning Dev & Delivery <sup>1</sup>	ALEC 613 Techniques in eLearning Dev & Delivery <sup>1</sup>
	ALEC 620 Instrumentation & Survey Research Methods (Lindner)	ALEC 620 Instrumentation & Survey Research Methods (Lindner)	ALEC 622 Data Analysis, Collection, & Interpretation	ALEC 620 Instrumentation & Survey Research Methods (Lindner)	ALEC 622 Data Analysis, Collection, & Interpretation
	ALEC 622 Data Analysis, Collection, & Interpretation (Briers)	ALEC 622 Data Analysis, Collection, & Interpretation	ALEC 624 Developing Funded Research Projects-Masters only (Pina)	ALEC 622 Data Analysis, Collection, & Interpretation	ALEC 624 Developing Funded Research Projects-Masters only (Pina)
	ALEC 624 Developing Funded Research Projects-Masters only (Pina)	ALEC 624 Developing Funded Research Projects-Masters only (Pina)	ALEC 625 Program Evaluation & Organizational Accountability <sup>1</sup>	ALEC 624 Developing Funded Research Projects-Masters only (Pina)	ALEC 625 Program Evaluation & Organizational Accountability <sup>1</sup>
	ALEC 625 Program Evaluation & Organizational Accountability (Cumings)	ALEC 625 Program Evaluation & Organizational Accountability <sup>1</sup>	ALEC 630 Guidance & Counseling for Rural Youth	ALEC 625 Program Evaluation & Organizational Accountability <sup>1</sup>	ALEC 630 Guidance & Counseling for Rural Youth
	ALEC 625 Program Evaluation & Organizational Accountability (Elbert) <sup>1</sup>	ALEC 630 Guidance & Counseling for Rural Youth	ALEC 641 The Transfer of Technology by Institutions	ALEC 630 Guidance & Counseling for Rural Youth	ALEC 641 The Transfer of Technology by Institutions
	ALEC 630 Guidance & Counseling for Rural Youth (Larke)	ALEC 640 Methods of Technological Change <sup>1</sup>	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV	ALEC 640 Methods of Technological Change <sup>1</sup>	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV
	ALEC 640 Methods of Technological Change (Murphrey) <sup>1</sup>	ALEC 641 The Transfer of Technology by Institutions	ALEC 652 Images of Agriculture: Visual Communication Research	ALEC 640 Methods of Technological Change <sup>1</sup>	ALEC 652 Images of Agriculture: Visual Communication Research
	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 681 Seminar	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 681 Seminar
	ALEC 652 Images of Agriculture: Visual Communication Research (Rutherford)	ALEC 681 Seminar <sup>3</sup>	ALEC 681 Seminar <sup>3</sup>	ALEC 681 Seminar	ALEC 681 Seminar <sup>3</sup>
	ALEC 681 Seminar (Wingenbach)-Intrl	ALEC 681 Seminar <sup>3</sup>	ALEC 695 Frontiers of Research	ALEC 681 Seminar	ALEC 695 Frontiers of Research
	ALEC 695 Frontiers of Research (Strong)	ALEC 695 Frontiers of Research	ALEC 696 Qualitative Research Methods <sup>1</sup>	ALEC 695 Frontiers of Research	ALEC 696 Qualitative Research Methods <sup>1</sup>
	ALEC 695 Frontiers of Research (Odom) <sup>1</sup>	ALEC 696 Qualitative Research Methods <sup>1</sup>		ALEC 696 Qualitative Research Methods <sup>1</sup>	ALEC 696 Qualitative Research Methods <sup>1</sup>
	ALEC 696 Qualitative Research Methods (Dooley) <sup>1</sup>				

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Spring Winter Mini-mester</b>	ALEC 640 Methods of Technological Change (Strong, Harlin) <sup>5</sup> – Costa Rica				
<b>SSI / Summer Mini-mester</b>	ALEC 603 Experiential Learning (Rayfield) <sup>4</sup>  ALEC 617 Leadership in Organizational Culture & Ethics ( Williams ) <sup>1</sup>  ALEC 625 Program Evaluation & Organizational Accountability (Elbert) <sup>1</sup>  ALEC 631 Development and Planning of Community Education Programs (Cummings)  ALEC 646 Institutions Serving AG in Developing Nations	ALEC 603 Experiential Learning  ALEC 617 Leadership in Organizational Culture & Ethics  ALEC 625 Program Evaluation & Organizational Accountability <sup>1</sup>  ALEC 631 Development and Planning of Community Education Programs	ALEC 603 Experiential Learning  ALEC 617 Leadership in Organizational Culture & Ethics  ALEC 631 Development and Planning of Community Education Programs  ALEC 646 Institutions Serving AG in Developing Nations	ALEC 603 Experiential Learning  ALEC 617 Leadership in Organizational Culture & Ethics  ALEC 625 Program Evaluation & Organizational Accountability <sup>1</sup>  ALEC 631 Development and Planning of Community Education Programs	ALEC 603 Experiential Learning  ALEC 617 Leadership in Organizational Culture & Ethics  ALEC 631 Development and Planning of Community Education Programs  ALEC 646 Institutions Serving AG in Developing Nations
<b>SS II</b>					

- 1 Distance delivery as web-based
- 2 Delivery is web enhanced
- 3 For Joint Ed.D. program
- 4 Summer Mini-mester
- 5 Study Abroad

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