

Graduate Faculty Meeting Agenda
March 13, 2015, 9:00-10:00 am, AGLS 129

Present: Scott Cummings, Kim Dooley, Jack Elliot, James Lindner, Billy McKim, Tim Murphy, Clarice Fulton

Not Present: Barry Boyd, Gary Briers, James Christiansen, Deb Dunsford, Chanda Elbert, Jack Elliot, Julie Harlin, Alvin Larke, Holli Leggette, Lori Moore, Theresa Murphrey, Summer Odom, Manuel Pina, John Rayfield, Jeff Ripley, Tracy Rutherford, Glen Shinn, Jennifer Strong, Robert Strong, Andy Vestal, Gary Wingenbach

Action/Discussion Items

- 1) Approval of Minutes from the February meeting – Tim Murphy
Motion was made by Tim Murphy, Second by Kim Dooley, to “Approve the February minutes as distributed.” Motion passed unanimously.

- 2) Graduate Admission Decisions (Handout will be available at meeting) – Tim Murphy
Handout was provided for informational purposes. Faculty supported the paper voting process as it seemed to be more convenient. There is hope the new AIMS system will include an easy voting process. Change in voting procedures will be an agenda item at the next meeting.

Dr. Murphy mentioned now that admissions decisions have been determined, assistantship review may begin. The assistantship review process will be similar to the admission review. The assistantship materials for those applicants who applied for assistantship positions are available on the Group Drive under Graduate Assistantship folder with each workgroup having separate folders. Dr. Murphy asks that UG Program Areas send him their rankings as soon as possible.

- 3) Faculty Load Reporting – Tim Murphy/Gary Briers
Handout provided as Attachment A. Dr. Murphy explained that ALEC uses CTC as automatically calculated. The ETC codes are not calculated. ETC arrangement may be discussed with the Department Head during your Annual Performance Review.

- 4) Graduate Curriculum Committee Report – Gary Briers
 - a. Graduate Research Committee – Billy McKim
Dr. Murphy informed everyone that sufficient background work has been done, and a plan to accomplish the research sequence competencies identified by the Graduate Faculty will be developed during a graduate faculty retreat in April. Clarice will send out a Doodle poll to schedule the best fit day/time for the retreat.
 - b. International Ag Course Rotation – Manuel Pina – **no report at this time. Dr. Pina was not present.**

Old Business

New Business

Informational Items

- 1) D@D IRB Approval Process (Attachment B) - Tim Murphy
Handout was provided listing the new IRB process for the D@D students. From this point forward, D@D students will follow this plan. In short – they will initially request IRB approval from TTU. Once approved, request approval from TAMU with few more steps required. The Doc@Distance IRB Approval Process handout is attached and available from Clarice.

- 2) Thesis Office Copyright Availability Form (Attachment C) - Release time (Attachment A) – Tim Murphy
Dr. Murphy wants students to carefully consider their options when completing this form. He suggests that the first box (Release immediately) should be checked in most cases. Dissertations are, by definition, unpublished. An embargo prevents anyone from accessing the document. This can have implications for theses/dissertation award programs, proposal development, etc.
- 3) Special Appointment for Teaching a Course – Tim Murphy
GPC met and agreed there is no longer a Special Appointment form required to OGAPS for faculty wishing to teach a course. Approval is granted by Dr. Reed only. Form remains required for Committee Service.
- 4) ALEC Outstanding Graduate Student Awards – Voting process – **It was agreed that Clarice would email a Ballot, with the nomination letters for review and voting. Faculty will reply with their votes by March 23rd.**
- 5) Reminder upcoming Award/Fellowship deadlines – OGAPS Kunze Fellowship – March 31;
 Montgomery Fellowship – April 3

Graduate Faculty Meeting Appendices (provided each month):

- 1) Graduate Admission Criterion Score Calculation/GRE Percentile Rankings (Attachment D)
- 2) Graduate Course Rotation/Steward (Attachment E)
- 3) Five Year Course Rotation (Attachment F)
- 4) Graduate Course Research Tools Sequence (Attachment G)

Travel Request Form Deadlines

Domestic (30 days prior to trip): e.g. travel May 1, 2015 due by April 1, 2015
 International (60 days prior to trip): e.g. travel June 1, 2015 due by April 1, 2015

Upcoming Events/Meetings

March 18-20, 2015	Spring Break
March 25, 2015	Departmental Mtg, 2:00 pm, AGLS 129
March 26-28, 2015	MANRRS, Houston
April 22, 2015	Departmental Mtg, 2:00 pm, AGLS 129
May 19-22, 2015	National AAAE, San Antonio, TX
May 27, 2015	Departmental Mtg, 2:00 pm, AGLS 129
June 16-20, 2015	NACTA Conference, Georgia
July 12-15, 2015	ALE Conference, Washington, DC

Future Graduate Faculty

April 10, 2015, 9:00 am, AGLS 129
 May 8, 2015, 9:00 am, AGLS 129

TEXAS A&M ESSENTIALS

<http://provost.tamu.edu/>



Office of the Dean of Faculties &
Associate Provost
1126 TAMU
College Station, TX 77843-1126
Tel. 979.845.4274
Fax. 979.845.1822

<http://dof.tamu.edu/>

Faculty Workload Accountability

The assignment of teaching loads is governed by Texas A&M University Rule 12.03.99.M1, *Faculty Teaching Workload Reporting*. This rule is compliant with System Policy 12.03, *Faculty Academic Workload and Reporting Requirements*, which in turn follows guidelines and requirements set forth in the Texas Education Code Section 51.402 (b).

Rule 12.03.99.M1 states that a full-time faculty member must have 9 total teaching workload credits every semester. The rule further defines the faculty workload credits as *Classroom Teaching Credits* and *Equivalent Teaching Credits* (see Table 1). For classroom teaching credits the type of instruction determines the amount of credit. For undergraduate courses, each lecture contact hour is equivalent to 1 workload credit. So, teaching two 3-credit-hour undergraduate courses earns 6 classroom teaching credits. For graduate courses, each lecture contact hour earns 1.5 classroom teaching credits. So, teaching a 3-credit-hour graduate course earns 4.5 classroom teaching credits. Equivalent teaching credits are given for defined activities up to a prescribed limit. For example, chairing a Ph.D. dissertation committee yields 1 equivalent teaching credit, but a faculty member may not earn more than 6 credits by chairing Ph.D. dissertation committees. A faculty member can fulfill the minimum workload requirement by adding classroom and equivalent teaching credits.

Table 1—Texas A&M University Workload Credits for Faculty

Classroom Teaching Credits (CTC)

- Lecture/Seminar UG courses = credits awarded for course
- Lecture/Seminar Grad courses = 1.5 x credits awarded for the course
- Laboratory/Private lessons UG or Grad course = 0.67 x credits awarded for the course
- Independent Study UG or Grad = sum of all these SCHs/3, but no more than 6 credits/semester
- Practicum/student teaching = sum of these students/2, but no more than 9 credits/semester

Equivalent Teaching Credits (ETC) (*coding for the report is shown in parentheses*)

- **(A1)** Master's Committee(s) Chaired = 2 credits if 2–4 students, and 3 credits if more than 4
- **(A3)** Doctoral Committee(s) Chaired = 1 credit for each student, but no more than 6 credits
- **(A2 or A4)** Member of graduate committee = 1 credit for more than 4 master's students, 1 for 2–4 doctoral students, and 2 if more than 4 doctoral students
- **(A5)** Large lectures can be multiplied by 1.5 (at A&M typically 40 for Grad and 80 for UG), but no more than 3 credits/ semester
- **(B1–B2)** Each department has a restricted total number of administrative credits depending on faculty FTEs
- **(C1–C3)** Student advisor for the department can be awarded up to 3 credits depending on number of students
- **(C4–C5)** Major University Assignment up to 3 credits
- **(D1)** New faculty up to 3/credits/semester for up to 3 years
- **(P1–P2)** Faculty approved study leave can be awarded up to 9 credits
- **(R1)** Research can be awarded up to 6 credits

Rule 12.03.99.M1 requires that, each semester, Data and Research Services with input from the deans and department heads will generate a workload report for all faculty members. DARS submits the report to the Dean of Faculties and the Provost and notes if any faculty member is out of compliance. The report format lists out-of-compliance faculty members first, followed by workload averages sorted by college and department. It concludes by listing the faculty workload for every faculty member together with their required workloads (follow the link to view a PDF of the Spring 2014 [“Texas A&M University Faculty Workload Compliance Report”](#)).

The Dean of Faculties follows up with the department heads about out-of-compliance faculty members. In general, it is rare for faculty members, much less departments or colleges, to be out of compliance with workload requirements. For instance, in Spring 2014, only seven faculty members were out of compliance. Of these, five were on sick leave, one was deceased, and another did not teach because an assigned class did not make.

For Spring 2014, the average of classroom teaching credits per faculty member was 10.9 (virtually the entire workload requirement was fulfilled by classroom teaching alone). When equivalent teaching credits were added, the average reported total number of workload credits per faculty member was 12.6. However, the average true total number of workload credits is likely to much higher because once a faculty member satisfies the minimum 9-credit requirement, department heads are not obligated to account for the additional equivalent teaching credits that faculty members earn. Thus, for most faculty members—particularly tenure-track faculty—the officially reported total workload credits underestimates the actual total workload credits.

For Spring 2014, the average reported total of workload credits per faculty member was 12.6.

Resources

“Texas A&M University Faculty Workload Compliance Report” (*restricted access*)

Spring 2010 “Texas A&M University Faculty Workload Compliance Report” (PDF)
<http://dars.tamu.edu/dars/files/d8/d8fca5f1-fa14-4675-9497-d7d9b8044190.pdf>

System Policy 12.03 Faculty Academic Workload and Reporting Requirements
<http://policies.tamus.edu/12-03.pdf>

University Rule 12.03.99.M1 Faculty Teaching Workload Reporting
<http://rules-saps.tamu.edu/PDFs/12.03.99.M1.pdf>

Texas Education Code §51.402
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm#51.402>

**Texas Tech University Human Research Protection Program (HRPP)
(formally Institutional Review Board (IRB) office)
Research Compliance Approval Process for
D@D Students (Effective March 2015)**

Students in this Joint Program have a more complicated path to IRB approval, requiring approval from both institutions at a minimum. Following these steps to secure approval will reduce the amount of time and trouble in securing IRB Approval.

- 1) Regardless of where your “Primary” Co-Chair is employed, secure IRB Approval from TTU first. Submit all proposal materials to TTU IRB first. Request assistance from your TTU Co-Chair for this process.
- 2) Once approved by TTU IRB, submit all proposal materials (including the official approval from TTU IRB) to your TAMU Co-Chair. This information will be forwarded to Ms. Aline Lovings alovings@tamu.edu at the TAMU IRB Office.
- 3) In Addition, the following items need to be completed for TAMU IRB approval:
 1. Add the following TAMU IRB information statement to recruitment materials and the study information sheet (Appendix B, C, E, F, G, H and I): “For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at 1.855.795.8636 or irb@tamu.edu.” Email those documents to Aline so she can apply the TAMU IRB stamp.
 2. Human Subject Training: Each student must complete Human Subject Research Training (Group 2.Social and Behavioral Research Investigators and Key Personnel). Instructions for completing the training are available here: <http://rcb.tamu.edu/humansubjects/training>. Please let Aline know when you have completed the training, send her a copy of the certificate. If you have taken an equivalent training from Texas Tech, please email her your certificate.
 3. TAMU Departmental Attestation – The TAMU Department Head must complete. He will initiate the approval after he has received approval from the TAMU Co-Chair.
 4. Faculty Sponsor Attestation and Conflict of Interest Statement -- TAMU faculty must complete.
 5. Protocol Director Attestation and Conflict of Interest Statement -- TAMU faculty must complete.



**THESIS, DISSERTATION, AND RECORD OF STUDY
COPYRIGHT AND AVAILABILITY FORM**

Student's Name: _____ Student's UIN: _____

Degree: (check one) Master's Doctoral Date of Graduation (Month Year): _____

TAMU COPYRIGHT AGREEMENT

I hereby certify that, if appropriate, I have obtained and attached hereto a written permission statement from the owner(s) of each third party copyrighted matter to be included in my thesis, dissertation, or record of study (hereafter referred to as ETD), allowing distribution as specified below.

I certify that the version I submitted is the same as that approved by my advisory committee.

I hereby grant to Texas A&M University or its agents the non-exclusive license to archive and make accessible, under the conditions specified below, my thesis, dissertation, or record of study in whole or in part in all forms of media, now or hereafter known.

FERPA. To the extent this thesis, dissertation, or record of study is an educational record as defined in the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g), I consent to disclosure of it to anyone who requests a copy.

I retain all other ownership rights to the copyright of the thesis, dissertation or record of study. I also retain the right to use in future works (such as articles or books) all or part of this thesis, dissertation, or record of study.

ACKNOWLEDGMENT OF CONTENT STATEMENT

I hereby acknowledge that it is my responsibility to ensure the data and information presented in the ETD are correct and accurate, complying with copyright, Institutional Review Board and other applicable laws/requirements. Any errors therein are acknowledged as my own. I further admit that any optional/personal information exposed in the ETD was included willingly and knowingly. I understand once my ETD has been released to the University Libraries and/or ProQuest, I will not have access to it for corrections of any nature.

AVAILABILITY OPTIONS* (check one)

- (Immediate Release)* Release the ETD immediately for worldwide access on the Internet.
- (Full Record Hold)* Restrict all access to the ETD for **two years** for purposes of patent consideration, compliance with research contractual terms, etc., and then release the ETD for worldwide access on the Internet. **Please explain below.**
- (Document Only Hold)* Restrict access to the ETD document for **two years** for purposes of publication, etc., then release the ETD for worldwide access on the Internet. *(ETD metadata will be available during the embargo period).* **Please explain below.**

Explain the specific reason for selecting a hold, provide the status of any actions already taken to prepare for worldwide release, and include the anticipated plan/timeline for future actions (e.g., filing of patent disclosure form, etc.). Attach additional pages if needed:

*See reverse side for additional explanation of each hold type, as well as information regarding requests for extensions. Research/data which precludes releasing the ETD for open access, after a limited embargo period, should not be included in the ETD.

CHAIR/CO-CHAIR'S SIGNATURE

I have discussed the availability choices with my student, and I approve of the choice the student has made.

Chair or Co-Chair's Signature: _____ Date _____

STUDENT AVAILABILITY & COPYRIGHT AGREEMENT

I have read and fully agree to the TAMU copyright agreement regarding my ETD. I agree to the ETD availability option I selected above and understand the ETD will be released immediately following the expiration of the embargo period unless a written request for extension has been submitted and approved. I understand that the availability option is my choice and that there are publishing consequences to my selection.

Student's Signature: _____ Date _____

Texas A&M University
Electronic Theses and Dissertations (ETD)
How to Choose an Availability Option

Texas A&M University's Policy

All Texas A&M University Electronic Theses/Dissertations (ETDs) will be made available immediately after graduation worldwide on the Internet via Texas A&M University Libraries. Availability may be delayed temporarily for circumstances such as patent consideration, compliance with research contractual terms, publication issues, etc.

What comprises an ETD record?

An ETD record includes several elements, as noted below:

Metadata – Data which describe the ETD record. These include, but are not limited to, the title, abstract, author, committee, keywords, etc.

Document – The ETD primary document which describes the independent research study that was undertaken to partially fulfill requirements for the degree sought – generally a single PDF file.

Supplemental files – Files which accompany the ETD document, are intended for public access, and provide additional details of the research (e.g., data sets, movie clips, etc.).

License files – Files which describe the license signed by the student author at the time of submission, granting Texas A&M University (or other parties) certain, limited rights for use.

Administrative files – Files provided to the Office of Graduate and Professional Studies for administrative processing purposes and/or for purposes of being included as part of the graduate student record (e.g., Written Thesis/Dissertation Approval Form, Copyright & Availability Form, etc.). These files are not made available to the public along with the ETD record.

What is a “Full Record Hold,” and when would I choose it?

If you need the full ETD record to be withheld from public access due to patent considerations or to comply with research contractual terms, select the “Full Record Hold”. The ETD record (not including administrative files) will be released immediately after two years unless an extension is requested and approved. Do NOT include in the ETD research that would preclude worldwide release for an extended period of time or permanently (e.g., sponsored research, national security, personal risk).

What is a “Document Only Hold” and when would I choose it?

If you are submitting material to a publisher who has restrictive pre- or post-publication policies (e.g., restricts Internet access to material prior to publication), select the “Document Only Hold”. The ETD metadata will be made available for open access immediately following graduation via the Texas A&M University Libraries and ProQuest (for dissertations), but the document and supplemental files will be restricted during the embargo period. The ETD document and supplemental files will be released immediately after two years unless an extension is requested and approved.

How do I extend a hold?

A hold may be extended for up to two years (for the first extension) and then one year at a time for any additional extensions. The request must be made prior to expiration and appropriate justification must be included. Each request for extension will be reviewed on a case-by-case basis. Please complete and submit the “Request for Extension of Thesis/Dissertation Hold” form.

Graduate students and faculty (when sponsored research) bear responsibility for requesting extensions. For holds, the graduate student and faculty chair will be contacted by email prior to the expiration date of the hold. A timely response is important in order to extend the hold period. The full ETD record will be released following the expiration date if no response is received after several attempts to contact the graduate student and faculty chair.

For additional questions or concerns regarding availability options, please contact Thesis & Dissertation Services at thesis@tamu.edu or 979-845-3631.

GRE SCORES and PERCENTILE RANKS

PREV SCORE	NEW SCORE Q	NEW QUANT %	NEW SCORE V	NEW VERBAL %
800	166	93	170	99
790	164	89	170	99
780	163	87	170	99
770	161	81	170	99
760	160	78	170	99
750	159	75	169	99
740	158	72	169	99
730	157	69	168	98
720	156	65	168	98
710	155	61	167	97
700	155	61	166	96
690	154	57	165	95
680	153	53	165	95
670	152	49	164	93
660	152	49	164	93
650	151	45	163	91
640	151	45	162	89
630	150	41	162	89
620	149	37	161	87
610	149	37	160	84
600	148	33	160	84
590	148	33	159	81
580	147	29	158	78
570	147	29	158	78
560	146	25	157	73
550	146	25	156	70
540	145	22	156	70
530	145	22	155	66
520	144	18	154	62
510	144	18	154	62
500	144	18	153	58
490	143	15	152	53
480	143	15	152	53
470	142	13	151	49
460	142	13	151	49
450	141	11	150	44
440	141	11	149	40
430	141	11	149	40
420	140	8	148	36
410	140	8	147	32
400	140	8	146	28
390	139	6	146	28
380	139	6	145	24
370	138	5	144	21
360	138	5	143	18
350	138	5	143	18
340	137	3	142	15
330	137	3	141	12
320	136	2	140	10
310	136	2	139	7
300	136	2	138	6
290	135	2	137	5
280	135	2	135	2
270	134	1	134	2
260	134	1	133	1
250	133	1	132	1
240	133	1	131	1
230	132	1	130	0
220	132	0	130	0
210	131	0	130	0
200	131	0	130	0

SCORE	WRITING %
6.0	99
5.5	97
5.0	93
4.5	78
4.0	54
3.5	35
3.0	14
2.5	6
2.0	2
1.5	1
1.0	0
0.5	0
0.0	0

ALEC Criterion Score Calculation

(GRE-V %ile + GRE-Q %ile + GRE-W %ile) + (GPR x 100)

Master's Minimum to be considered: 350

Doctoral Minimum to be considered: 400

Old Test Minimums

Master's Applicants

GRE-Q	GRE-V	Writing	Last 60 hrs. GPR
500	410	4	3.1

Doctoral Applicants

GRE-Q	GRE-V	Writing	Graduate GPR
500	450	4	3.7

New Test - Highly Competitive Scores

Master's Applicants

GRE-Q	GRE-V	Writing	Last 60 hrs. GPR
26%	36%	41%	3.1
146	148	4	

Doctoral Applicants

GRE-Q	GRE-V	Writing	Graduate GPR
26%	48%	41%	3.7
146	151	4	

If your scores and GPA meet each category above for the degree of interest, your application will be considered highly competitive and you may be admitted without a faculty vote. However, you must still have a faculty member to agree to serve as your interim major advisor (IMA).

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

o = odd years; e = even years

Fall Course and Title	Steward
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	Odom
ALEC 621 (o) Methods of Online Survey Research in Agricultural Science	Wingenbach
ALEC 623 (o, e) Survey of Evaluation Strategies for Agriculture (Campus & WBased)	Murphrey
ALEC 624 (e) Developing Funded Research Projects (Doctoral only)	Pina
ALEC 631 (o, e) Development and Planning of Community Education Programs	Cummings
ALEC 640 (o, e) Methods of Technological Change (Campus & Web-based)	Strong
ALEC 644 (o, e) The Agricultural Advisor in Developing Nations	Pina
ALEC 681 (o, e) Seminar (topics change by semester; can be taken more than once)	Murphy
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)	Murphy

Spring Course and Title	Steward
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 610 (o, e) Principles of Adult Education (Campus)	Lindner
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 (e) Developing Funded Research Projects (Masters only)	Pina
ALEC 625 (o, e) Program Evaluation & Org Accountability (Campus & Web-based)	Elbert
ALEC 630 (o, e) Guidance and Counseling for Rural Youth	Larke
ALEC 640 (o, e) Methods of Technological Change (Campus & Web-based)	Strong
ALEC 645 (o, e) Initiating, Managing & Monitoring Projects of International ADEV	Pina
ALEC 646 (o) Institutions Serving Agriculture in Developing Nations	Wingenbach
ALEC 652 (o) Images of Agriculture: Visual Communication Research	Rutherford
ALEC 681 (o, e) Seminar (topics change by semester; can be taken more than once)	

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 of Research (Campus & Web-based)	Murphy
ALEC 696 (o, e)	Qualitative Research Methods (Campus & Web-based)	Dooley

Summer Course and Title (Proposed list)		Steward
ALEC 603 (o, e)	Experiential Learning	Rayfield
ALEC 617 (o, e)	Leadership in Organizational Culture & Ethics (Web-based)	Williams
ALEC 625 (e)	Program Evaluation & Org Accountability (Campus & Web-based)	Elbert

This document is intended for planning purposes. Summer course offerings are proposed for approval in the spring semester. All 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, June 2014

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

	2013-14	2014-15	2015-16	2016-17	2017-18
FALL	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 606 Leadership Education Theory (Elbert)	ALEC 606 Leadership Education Theory (Moore)	ALEC 606 Leadership Education Theory (Elbert)	ALEC 606 Leadership Education Theory (Elbert)	ALEC 606 Leadership Education Theory (Elbert)
	ALEC 610 Principles of Adult Education (Lindner)	ALEC 610 Principles of Adult Education (Walker) ¹	ALEC 610 Principles of Adult Education (Lindner) ¹	ALEC 610 Principles of Adult Education (Lindner) ¹	ALEC 610 Principles of Adult Education (Lindner)
	ALEC 611 Adv Methods in Distance Ed (Dooley) ¹	ALEC 611 Adv Methods in Distance Ed (Dooley) ¹	ALEC 611 Adv Methods in Distance Ed (Dooley) ¹	ALEC 611 Adv Methods in Distance Ed (Dooley) ¹	ALEC 611 Adv Methods in Distance Ed ¹
	ALEC 615 Philosophy of AGED (Murphy)	ALEC 615 Philosophy of AGED (Murphy)	ALEC 615 Philosophy of AGED (Murphy)	ALEC 615 Philosophy of AGED (Murphy)	ALEC 615 Philosophy of AGED (Murphy)
	ALEC 616 Facilitation of Leadership Programs (Odom)	ALEC 616 Facilitation of Leadership Programs (Odom)	ALEC 616 Facilitation of Leadership Programs (Odom)	ALEC 616 Facilitation of Leadership Programs (Odom)	ALEC 616 Facilitation of Leadership Programs (Odom)
	ALEC 621 Methods of Online Survey Research in AGSC (Wingenbach)	ALEC 621 Methods of Online Survey Research in AGSC (Wingenbach)	ALEC 621 Methods of Online Survey Research in AGSC (Wingenbach)	ALEC 621 Methods of Online Survey Research in AGSC (Wingenbach)	ALEC 621 Methods of Online Survey Research in AGSC (Wingenbach)
	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey)	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey)
	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey)
	ALEC 624 Developing Funded Research Projects-Doctoral only (Pina)	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)
	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)
	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 640 Methods of Technological Change ¹	ALEC 640 Methods of Technological Change ¹
	ALEC 640 Methods of Technological Change (Strong)	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 640 Methods of Technological Change (Murphrey)
	ALEC 644 The Agricultural Advisor in Developing Nations (Pina)	ALEC 644 The Agricultural Advisor in Developing Nations (Pina)	ALEC 644 The Agricultural Advisor in Developing Nations (Pina)	ALEC 644 The Agricultural Advisor in Developing Nations (Pina)	ALEC 644 The Agricultural Advisor in Developing Nations (Pina)
	ALEC 681 Seminar (Hanagriff)	ALEC 681 Seminar (Murphy)	ALEC 681 Seminar (Murphrey) ¹	ALEC 681 Seminar (Murphrey) ¹	ALEC 681 Seminar (Murphy)
	ALEC 681 Seminar (Murphrey) ¹	ALEC 681 Seminar (Murphrey) ¹	ALEC 681 Seminar (Murphrey) ¹	ALEC 681 Seminar (Murphrey) ¹	ALEC 681 Seminar (Murphrey)
	ALEC 689 Sp Tp Leadership of Teams (Williams)	ALEC 689 Sp Tp Leadership of Teams (Williams)	ALEC 689 Sp Tp Leadership of Teams (Williams)	ALEC 689 Sp Tp Leadership of Teams (Williams)	ALEC 689 Sp Tp Leadership of Teams (Williams)
	ALEC 689 Sp Tp Mentoring for Success (Odom)	ALEC 689 Sp Tp Mentoring for Success (Odom)	ALEC 689 Sp Tp Mentoring for Success (Odom)	ALEC 689 Sp Tp Mentoring for Success (Odom)	ALEC 689 Sp Tp Mentoring for Success (Odom)
	ALEC 690 Theory of AGED Research-Basic Quant (Briers)	ALEC 690 Theory of AGED Research-Basic Quant (Briers)	ALEC 690 Theory of AGED Research-Basic Quant (Briers)	ALEC 690 Theory of AGED Research-Basic Quant (Briers)	ALEC 690 Theory of AGED Research-Basic Quant (Briers)
ALEC 695 Frontiers of Research (Rayfield)	ALEC 695 Frontiers of Research (Rayfield)	ALEC 695 Frontiers of Research (Rayfield)	ALEC 695 Frontiers of Research (Rayfield)	ALEC 695 Frontiers of Research (Rayfield)	
ALEC 695 Frontiers of Research (Strong) ^{1 3}	ALEC 695 Frontiers of Research (Strong) ¹	ALEC 695 Frontiers of Research (Strong) ³	ALEC 695 Frontiers of Research (Strong) ³	ALEC 695 Frontiers of Research ¹	

SPRING REGULAR SEMESTER

	2013-14	2014-15	2015-16	2016-17	2017-18
	ALEC 601 Adv Methods in AGED (Murphy)	ALEC 601 Adv Methods in AGED (Murphy) ¹	ALEC 601 Adv Methods in AGED (Murphy)	ALEC 601 Adv Methods in AGED	ALEC 601 Adv Methods in AGED
	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 604 Writing for Professional Publication (Leggette)	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 (Rutherford) ^{1 3}	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 606 Leadership Education Theory (Moore) ³	ALEC 609 Learning Organizations (Moore)	ALEC 607 Youth Leadership Programs ¹	ALEC 608 Leadership of Volunteers	ALEC 607 Youth Leadership Programs ¹
	ALEC 607 Youth Leadership Programs (Moore) ¹	ALEC 610 Principles of Adult Education (Lindner)	ALEC 608 Leadership of Volunteers	ALEC 609 Learning Organizations	ALEC 608 Leadership of Volunteers
	ALEC 608 Leadership of Volunteers (Lockett)	ALEC 612 Adv Instructional Design for Online Learning (Murphrey) ¹	ALEC 609 Learning Organizations	ALEC 610 Principles of Adult Education	ALEC 610 Principles of Adult Education
	ALEC 609 Learning Organizations (Moore) Cancelled	ALEC 613 Techniques in eLearning Dev & Delivery (Strong) ¹	ALEC 610 Principles of Adult Education	ALEC 612 Adv Instructional Design for Online Learning ¹	ALEC 612 Adv Instructional Design for Online Learning ¹
	ALEC 610 Principles of Adult Education (Lindner)	ALEC 617 Leadership in Organizational Culture & Ethics (Williams)	ALEC 612 Adv Instructional Design for Online Learning ¹	ALEC 613 Techniques in eLearning Dev & Delivery ¹	ALEC 613 Techniques in eLearning Dev & Delivery ¹
	ALEC 612 Adv Instructional Design for Online Learning (Murphrey) ¹	ALEC 620 Instrumentation & Survey Research Methods (Lindner)	ALEC 613 Techniques in eLearning Dev & Delivery ¹	ALEC 620 Instrumentation & Survey Research Methods (Lindner)	ALEC 622 Data Collection, Analysis, & Interpretation
	ALEC 613 Techniques in eLearning Dev & Delivery (Strong) ¹	ALEC 622 Data Collection, Analysis, & Interpretation (Briers)	ALEC 622 Data Collection, Analysis, & Interpretation	ALEC 622 Data Collection, Analysis, & Interpretation	ALEC 624 Developing Funded Research Projects-Masters only (Pina)
	ALEC 620 Instrumentation & Survey Research Methods (Lindner)	ALEC 625 Program Evaluation & Organizational Accountability (Cummings)	ALEC 624 Developing Funded Research Projects-Masters only (Pina)	ALEC 625 Program Evaluation & Organizational Accountability ¹	ALEC 625 Program Evaluation & Organizational Accountability ¹
	ALEC 622 Data Collection, Analysis, & Interpretation (Briers)	ALEC 630 Guidance & Counseling for Rural Youth – Not offered	ALEC 625 Program Evaluation & Organizational Accountability ¹	ALEC 625 Program Evaluation & Organizational Accountability	ALEC 625 Program Evaluation & Organizational Accountability
	ALEC 625 Program Evaluation & Organizational Accountability (Cummings)	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 625 Program Evaluation & Organizational Accountability	ALEC 630 Guidance & Counseling for Rural Youth	ALEC 630 Guidance & Counseling for Rural Youth
	ALEC 625 Program Evaluation & Organizational Accountability (Elbert) ¹	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 630 Guidance & Counseling for Rural Youth	ALEC 640 Methods of Technological Change ¹	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)
	ALEC 630 Guidance & Counseling for Rural Youth (Larke)	ALEC 646 Institutions Serving AG in Developing Nations (Pina)	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 646 Institutions Serving AG in Developing Nations
	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 681 Seminar (Wingenbach)	ALEC 646 Institutions Serving AG in Developing Nations	ALEC 681 Seminar	ALEC 652 Images of Agriculture: Visual Communication Research
	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 681 Seminar (Murphrey) ¹	ALEC 652 Images of Agriculture: Visual Communication Research	ALEC 695 Frontiers of Research	ALEC 652 Images of Agriculture: Visual Communication Research
	ALEC 646 Institutions Serving AG in Developing Nations (Pina)	ALEC 695 Frontiers of Research (Strong)	ALEC 681 Seminar	ALEC 696 Qualitative Research Methods ¹	ALEC 681 Seminar
	ALEC 681 Seminar (Cummings)	ALEC 696 Qualitative Research Methods (Dooley) ¹	ALEC 681 Seminar ³		ALEC 681 Seminar ³
	ALEC 695 Frontiers of Research (Strong)	ALEC 696 Qualitative Research Methods (Lindner)	ALEC 695 Frontiers of Research		ALEC 695 Frontiers of Research
	ALEC 696 Qualitative Research Methods (Dooley) ¹		ALEC 696 Qualitative Research Methods ¹		ALEC 696 Qualitative Research Methods ¹
	ALEC 696 Qualitative Research Methods (Lindner)				

	2013-14	2014-15	2015-16	2016-17	2017-18
Spring Winter Mini-mester	ALEC 640 Methods of Technological Change (Strong) ⁵ – Costa Rica	ALEC 640 Methods of Technological Change (Murphy, Hanagriff) ⁵ – Costa Rica			
SSI / Summer Mini-mester	ALEC 603 Experiential Learning (Rayfield) ⁴ ALEC 604 Writing for Prof. Publication (McKim) ALEC 617 Leadership in Organizational Culture & Ethics (Williams) ¹ ALEC 625 Program Evaluation & Organizational Accountability - Not offered ALEC 631 Development and Planning of Community Education Programs - Not offered ALEC 681 Seminar (Murphrey) ¹	Proposed ALEC 603 Experiential Learning (Rayfield) ⁴ ALEC 607 Youth Leadership Programs (Boyd) ⁴ ALEC 689 Agriculture and Leadership – Poland and the U.S. (Mazurkiewicz) ⁵	ALEC 603 Experiential Learning ALEC 617 Leadership in Organizational Culture & Ethics	ALEC 603 Experiential Learning ALEC 617 Leadership in Organizational Culture & Ethics ALEC 625 Program Evaluation & Organizational Accountability ¹	ALEC 603 Experiential Learning ALEC 617 Leadership in Organizational Culture & Ethics
SS II	ALEC 604 Writing for Prof. Publication (Rutherford) ⁵ – Namibia				

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

Updated December 2014

**Agricultural Leadership, Education, and Communications (ALEC)
Graduate Degree Plan Required Research Sequence**

The graduate faculty in ALEC wants to provide you the knowledge and skills to be a consumer and initiator of research. Graduate degrees assume a theoretical perspective, and the ability to conduct research-based inquiry. Degrees requiring original research require more advanced research tools and a knowledge of statistics. If you have previously taken some research coursework, you may proceed through the research sequence taking more advanced courses. If you have no research-related preparation, you may need leveling coursework. Provided below are the minimum requirements for Research Tools courses in the degree programs offered by the department. In addition to the required Research Tools courses, students in each graduate program ordinarily include the ALEC Graduate Seminar, and an appropriate amount of Research, Professional Study, or Internship credit on their Degree Plans. These requirements are summarized in the Table below.

M. Ed. or M. Ag. (3 Hours of Tools)	M. S. (6 Hours of Tools)	Ed. D. (12 Hours of Tools)	Ph. D. (18 Hours of Tools)
ALEC 695	Basic Quant OR Basic Qual	Basic Quant	Basic Quant
	STAT I	Basic Qual.	Basic Qual.
		STAT I OR STAT II	STAT I
ALEC 684 OR ALEC 693	ALEC 681 (1 hr.)	Advanced Quant.	STAT II
	ALEC 691 (4 hrs.)	ALEC 681 (3 hr.)	Measurement/Instrumentation
			STAT III
		ALEC 684 (6 hrs.)	Interpretation/Analysis
			Writing/Reporting Results
		ALEC 692 (12 hrs.)	ALEC 681 (3 hr.)
			ALEC 691 (12 hrs.)

Notes:

- ALEC 681 (graduate seminar) is a part of our departmental research culture. *All graduate students are encouraged to attend even when not enrolled.*
- A Master of Science student is limited to one 690 course. The STAT series in EDAD or EHRD are 690 courses, so plan accordingly. In addition, there is a limitation to the number of variable course credit (refer to catalog).
- Doctoral students ordinarily include a basic quantitative and qualitative course, two graduate statistics courses, and one or more advanced methods courses matching the methods chosen for their study (quant/qual) in the following areas 1) measurement/instrumentation, 2) interpretation/analysis, and 3) writing/reporting results.

Variable Credit Courses in ALEC

ALEC 681	Seminar
ALEC 684	Professional Internship (M.Ed., M.Ag., EdD)
ALEC 685	Direct Studies
ALEC 691	Research (PhD dissertation and MS thesis)
ALEC 692	Professional Study (EdD Record of Study)
ALEC 693	Professional Study (MEd, M.Ag., Professional Paper)

Approved Statistics Courses

STAT 651 (STAT I)	Statistics in Research I
EDAD/EHRD 690 (STAT I)	Theory of EDAD/EHRD Research-STAT I
EPSY 640 (STAT I)	Experimental Design in Education I
STAT 652 (STAT II)	Statistics in Research II
EDAD/EHRD 690 (STAT II)	Theory of EDAD/EHRD Research-STAT II
EPSY 641 (STAT II)	Experimental Design in Education II

Approved Research Tools Courses in ALEC

ALEC 604	Writing for Professional Publication
ALEC 620	Instrumentation and Survey Research Methods in Ag Ed
ALEC 621	Online Research Methods
ALEC 622	Data Analysis and Interpretation
ALEC 690	Basic Quantitative Research Methods
ALEC 695	Frontiers in ALEC Research—Required for Masters programs
ALEC 696	Qualitative Research Methods

Approved Research Tools Courses by Department

STAT 606	Design of Experiments
STAT 607	Sampling
STAT 609	Order Statistics and Non-Parametric Methods
STAT 636	Methods in Multivariate Analysis
STAT 641	The Methods of Statistics I
STAT 642	The Methods of Statistics II
STAT 653	Statistics in Research III
STAT 659	Applied Categorical Data Analysis
EDAD 623	Advanced Fieldwork Methods (Advanced Qual)
EDAD 690	Theory of EDAD Research—Field Methods (Intro Qual)
EDAD 690	Theory of EDAD Research—Proposal Preparation
EDAD/EHRD 690	Theory of EDAD/EHRD Research—Research Design (STAT III)
EDAD 690	Theory of EDAD Research—Survey Data Analysis
EDCI 636	Educator as Researcher
EDCI 673	Analysis of Teaching Behavior
EHRD 627	Research and Development in EHRD
EHRD 651	Models of Epistemology and Inquiry in EHRD
EHRD 655	Qualitative Research Methods
EHRD 656	Narrative Analysis (Advanced Qual)
EHRD 657	Life History Research (Advanced Qual)
EHRD 690	Theory of EHRD Research—Adult Ed Research Design (Qual)
EHRD 690	Theory of EHRD Research—Literature Review
EPSY 435	Educational Statistics
EPSY 622	Measurement and Evaluation in Research
EPSY 625	Advanced Behavioral Measurement
EPSY 636	Techniques of Research
EPSY 640	Experimental Design in Education I
EPSY 641	Experimental Design in Education II
EPSY 642	Meta-Analysis of Behavioral Research
EPSY 643	Applied Multivariate Methods
COMM 610	Social Science Methods in Communication Research (Quan)
COMM 615	Interpretive Research in Communication (Qual)
KINE 601	Reading Research Publications in Kinesiology
PSYC 623	Standardized Tests and Measurements
PSYC 624	Individual Testing
PSYC 627	Individual Testing of Children and Adolescents
PSYC 671	Experimental Design for Behavioral Scientists
PSYC 672	Factor Analysis for Behavioral Scientists
PSYC 673	Psychometric Theory and Methods
PSYC 674	Covariance Structure Models and Causal Analysis
PSYC 676	Web-Based Data Collection
RPTS 615	Analytic Techniques in RPTS
SOCI 623	Measurement of Sociological Parameters
SOCI 624	Qualitative Methodology (Intro Qual)
SOCI 631	Seminar in Sociological Research
URSC 641	Analytics Methods in Landscape and Urban Research I