

Graduate Faculty Meeting Minutes
March 10, 2011
1:00 – 2:00 pm, Room 101 Scoates

Present: Kim Dooley, Lori Moore, Chanda Elbert, Gary Briers, Traci Naile, Tracy Rutherford, Alvin Larke, James Lindner, Andy Vestal, Robert Strong, Jennifer Williams, Scott Cummings, Tim Murphy, Clarice Fulton

Not Present: Jack Elliot, Barry Boyd, James Christiansen, Jeff Ripley, Julie Harlin, Theresa Murphrey, Landry Lockett, Michael McCormick, Manual Pina, John Rayfield, Gary Wingenbach, Jennifer Williams, Glen Shinn

Action/Discussion Items

- 1) Approval of Minutes from the February meeting.
Motion was made by Scott Cummings, Seconded by Kim Dooley to “Approve the February minutes as written.” Motion passed unanimously.

- 2) Graduate Admissions discussions (applicants meeting March 1, 2011 deadline, spreadsheet provided at meeting) – Tim Murphy
The current complete applications meeting the March 1, 2011, deadline for admission were discussed (handout). Faculty members provided comments and offered to serve as IMAs. Faculty will have until Friday, March 25, 2011, to review these applicant’s materials, place votes, and indicate their willingness to serve as the IMA for these applicants. A reminder to vote and deadline to do so will be sent by email to all on Tuesday, March 22, 2011.

- 3) Graduate Research Sequence - EPSY 435 (Attachment A) – Tim Murphy, Gary Briers
Discussion of research sequence suggested course list. Dr. Murphy suggested that research sequence sheet be updated through approval of the Graduate Faculty. Courses to be included should be proposed with a syllabus of the course provided to the Graduate Faculty for review. Graduate Faculty members may also review courses currently on the list to see if some should be removed. The Research Tools sequence is attached for reference. (Attachment B)

- 4) Graduate Curriculum Committee Report – Gary Briers
 - a. Faculty “Stewardship” of Courses/Course Rotation – (Attachment C)
No action taken at this time. Some “stewards” are no longer present. The Course Steward list will be updated at next meeting. Discussion about the responsibilities of a “steward.” If a steward is not teaching the course, the person teaching the course should approach the steward as a courtesy and have conversation about how the course will be taught.
Questioned asked where new course request are in approval process.
ALEC 617 Leadership in Organizational Culture and Ethics and ALEC 652 Images of Agriculture: Visual Communication Research have been approval by College GPC and University Curriculum Committee. They are on the April agenda for Faculty Senate.

Old Business

- 1) Five year course rotation – (Attachment D) - **No changes at this time.**
- 2) Departmental By-Laws – Tim Murphy - **No report at this time.**

New Business

No new business at this time.

Informational Items

- 1) Call for Kunze Award nominees (Attachment E) – Tim Murphy
Tim Murphy mentioned that the requirements favor long dissertation research studies, and we usually do have not anyone that is eligible. If we wish to nominate an individual, we would need to plan well in advance, and advise an individual early in program to meet the requirements.

- 2) Degree Plan block notification (Attachment F) – Tim Murphy
Provided the list of students that will be blocked if degree plan is not submitted by April 10. It is suggested that IMA's communicate early with their students to avoid being blocked.

- 3) OGS Graduate Assessment-Pilot Program (Attachment G) – Tim Murphy
OGS has started to evaluate student learning outcomes for doctoral students. To do this, OGS has begun an Assessment –Pilot Program in which a rubric assessment form will be sent to the committee as part of the final examination paperwork. It is recommended for each committee member to complete at the time of the exam and return with final exam results.

- 4) Turnitin.com (Attachment H) – Tim Murphy
The Thesis Office now utilizes Turnitin.com, and they encourage all students to submit theses/dissertations/record of study through this service. Turnitin.com allows students to self-check their manuscript for academic integrity. Recommend this service to your students and advised them to submit prior to submission to the Thesis Office.

- 5) Other University Admission Offers
Robert Strong announced that University of Florida mailed out admission offer letters February 25 indicating a March 11 deadline. We should always try to pursue the best doctoral candidates. It was announced that UFL also displays a poster of previous Ph.D. students and where they are now as you enter.

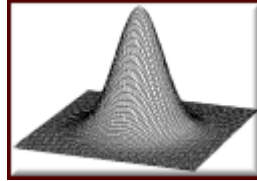
Tim Murphy motioned to adjourn, Seconded by Tracy Rutherford.

EPSY 435

Educational Statistics

ATTACH A

EPSY 435: Sections 501-504
Time: MW 12:40 – 1:30
Room: HECC 200
Lab: HECT 217
(Verizon Lab)



TA: Eunju Jung

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Spring 2011

EPSY 435: Educational Statistics. This course represents an introduction to the theory and application of statistical methods in behavioral science research with emphasis on classroom applications.

Prerequisites: **None.**

Purpose: In education and the behavioral sciences (e.g., psychology), **measurement** (the quantification of aspects or characteristics of people, objects, and events) provides an essential means of understanding and communicating about the world. **Statistics** is a system of rules and procedures for handling, summarizing, and interpreting the **data** that result from measurement. A working knowledge of statistics is essential for anyone who is involved in educational or psychological measurement, evaluation, or research; and for anyone who must interpret and evaluate the results of such efforts. *The purpose of EPSY 435 is to assist you in beginning to develop such knowledge.*

For behavioral scientists, statistics are tools that can be used to unravel the mysteries of data collected in a research study. In particular, they allow researchers to summarize data and to distinguish between chance and systematic effects. Although the behavioral scientist's main interest is in the substance of the study, there is interplay among the research components, substance, design of the study, and analysis of the data. It seems appropriate, therefore, to begin an entry-level course on statistics by addressing issues of substance and design.

Topics covered in this course will include:

- organizing and graphing data from variable distributions,
- using measures of center and spread to summarize distributions,
- comparing variable distributions,
- specifying sampling distributions to estimate parameters, and
- using normal distributions to interpret test results.

Objective: The objective of EPSY 435 is for you to develop, at an introductory level, the **conceptual**, **computational**, and **conditional knowledge** needed to use and interpret statistics.

- **Conceptual knowledge** includes an understanding of what different types of data and statistics mean, and what they do and do not tell you.
- **Computational knowledge** includes knowledge of how to code, display, and summarize data, and how to perform statistical calculations.
- **Conditional knowledge** includes knowledge of the situations in which the use of a given coding procedure or the computation of a given statistical index or test is appropriate.

Brief Overview: EPSY 435 provides an introduction to *descriptive* and *inferential* statistics.

Descriptive statistics (methods for coding, organizing, summarizing, and displaying data) are presented in Chapters 1-5. Topics reviewed in these chapters include: basic terminology (Chapter 1); scales of measurement and variables (Chapter 2); organizing and graphing data (Chapter 3); measures of central tendency (Chapter 4); measures of variability (Chapter 5); and correlation and regression (Chapters 9 and 10).

Inferential statistics (methods for making inferences about a population given data from a sample) are introduced in Chapters 6-8. Topics reviewed in these chapters include: theoretical distributions (Chapter 6); probability (Chapter 7); sampling distributions and hypothesis testing (Chapter 8); hypothesis testing – applied to one sample (Chapter 12); and chi-square – nonparametric test of differences (Chapter 19).

Textbook: The course will use one textbook and no supplements: Howell, D. C. (2010). **Fundamental Statistics for the Behavioral Sciences** (7th ed.). Belmont, CA: Thomson-Wadsworth

Calculator: In-class demonstrations are based on MS Excel (Office 2010/2011). You may also want to use a calculator, although MS Excel will handle all the necessary computation in this class. I have some videos illustrating how to use the TI-83 (84) graphing calculator, but I will not be covering the use of the calculator in class. Nonetheless, you may want to use a basic

calculator with some built-in statistical functions for this course. Calculators like the *Texas Instruments* TI-34II Scientific or the TI-30X IIS Scientific are less than \$20 and would be sufficient (as would any calculator that does two-variable statistics).

Course Objectives:

- Provide basic coverage of the statistical tests that students are likely to run into as undergraduate or graduate students within the limits of a one-term course.
- Show the usefulness of statistical thinking as a general method for making decisions.
- Use examples and problems that would teach things beyond statistical manipulation (i.e., classical experiments, problems in psychology and other fields, reasons that statistics was invented, people who invented statistics and the excitement of research).
- Learn to tell the story that a statistical test supports.
- Learn to choose the correct test for a set of data.

Class Structure: Presentations will be computer-based slide shows. Lectures will be linked to a class website following the in-class presentation. Students are strongly encouraged to take notes in class. Posted lecture notes should be used to review material that you might have missed in class, **not** as primary study materials.

Concepts and procedures covered in the lecture materials will be highlighted in demonstration problems. Some of these problems will be taken from the book. Note that the author has provided answers and extended answers for some of the problems in the book.

You should come to class prepared. This means bring your book and a calculator to each class session and read the assigned chapter pages and articles before class. Expect the class to meet for the entire 50 minutes. Thursdays and Fridays are not part of the weekends; we will meet for the full time allotted to the lab sections. Make certain you attend all classes. You will have assigned seats and attendance will be taken.

Attendance: In this class you will have assigned seats and attendance will be taken each day. For purposes of compiling attendance data there are **no** excused absences. If you are not in class, you are absent. You are not required to be at any class session – you will not be penalized for missing class. However, at the end of the course, I review the distribution of absences and determine cutoffs for bonus points. In past semesters, the bonus is generally somewhere between 3 to 5 points added to your final point total. The number of bonus points awarded is a function of how many classes you miss and other bonus point opportunities that might occur over the course of the semester. In other words, there will be a graduated bonus point system tied to absences but

the determination of how many bonus points or what the cutoffs will be to qualify for the bonus points will not be determined until the end of the semester. A couple of absences will not hurt, but one absence every couple of weeks adds up (7) and that behavior will not be rewarded.

Homework Assignments: There are 12 homework assignments to be completed **outside** of class. These assignments may include comprehension-check, definitional, and multiple-choice problems but will focus primarily on calculation and interpretation of data. Assignments will be due as posted or agreed upon (see **Topics** in website). Individual assignments are due by the **beginning** of your lab section. Individual paper assignments **will not be graded** but they will be reviewed for completeness during your assigned lab time. **Graded** assignments will be those submitted online and are due by Friday at 5:00 pm.

To reduce the amount of grading and to encourage collaborative effort, students will be assigned to small groups (~4 per group). Currently 5 of the 12 assignments are designated as group assignments (1, 2, 3, 4, and 10); the rest will be individual assignments. For group assignments, each member of the group receives the same assignment grade given that their individual paper assignments were complete and turned in for review during lab.

All assignments are due at the beginning of your lab. Since we will be discussing assignment questions in lab, you need to complete the problems before I answer questions about the problems. Your answers don't need to be correct but you must make a **reasonable** attempt to do the work on your own. Students who do not complete all assignment problems will receive a prorated score based on the number of assignment questions that they complete. So, if an assignment has 5 questions and you complete 4 then your assignment grade will be 4/5 or 80% of the group or individual grade. In general, assignments are worth 20 points each.

Example 1: You come to lab with your individual assignment. There are 5 questions on the assignment and you made a reasonable attempt on 4 of the problems. On the fifth problem, you were not sure what to do and did not leave yourself enough time to go back to the book, notes, or examples to work through the problem. You decide to leave space for the answer on your worksheet and write next to the question something like

- "I don't remember covering this material in class; I just don't know where to begin."
- "I could not find any information in the book about this kind of problem."
- "You (instructor) did not cover this material in class or in your notes; I just don't know what to do or where to begin."

Scenarios like these are excuses and would be labeled "no reasonable attempt." All problems on the homework assignments are based on material covered in the book, notes, and/or class demonstrations and discussions.

In this case you would get credit for having completed 4 of the 5 problems. This will be indicated by a number placed on the paper assignment. In this example your assignment completeness rating, indicated on the top of your cover

sheet, would be .8. Your assignment is returned to you in lab and you then submit answers to be graded for all 5 assignment questions through OnLine Testing ©. All questions from your assignment are graded and when you review your report you find that your score was 17 out of 20. When you check your grade, however, you find that your posted grade for that assignment is not 17 but 13.6. You go to the TA and say there must be a mistake. There is no mistake. Your completion rating was .8 so your point total of 17 was multiplied by .8 resulting in a grade of 13.6.

Example 2: You do not come to lab but you submit your answers for that week's assignment through OnLine Testing ©. Your assignment is graded and your score is 17 out of 20. You check your grade online and find that you got a **0** on the assignment. Again, there is no mistake. Your completion rating was 0 (no paper copy submitted) so your point total of 17 was multiplied by 0 resulting in a grade of 0.

Example 3: You are not able to attend lab due to ??? but you deliver (email, fax, friend, group member) a copy of your paper assignment to Eun Sook at or before lab. You then submit your answers for that week's assignment through OnLine Testing ©. Your assignment is graded and your score is 17 out of 20. You check your grade online and find that you got a **17** on the assignment. Your completion rating was 1 (paper copy submitted, all problems attempted) so your point total of 17 was multiplied by 1 resulting in a grade of 17.

Example 4: You are not able to attend your designated lab but make an arrangement with the instructor to attend a different lab section. You don't submit a copy of your paper assignment at the time of your regularly scheduled lab but do bring your assignment at the time of your rescheduled lab. You then submit your answers for that week's assignment through OnLine Testing ©. Your assignment is graded and your score is 17 out of 20. You check your grade online and find that you got a **17** on the assignment. Your completion rating was 1 (paper copy submitted, all problems attempted) so your point total of 17 was multiplied by 1 resulting in a grade of 17.

Tests: There will be four exams and one final covering material presented in the book, in notes, and in class. Exams may include multiple choice, matching, short answer, essay, and workout problems. All exams will be taken online in a computer lab [Student Computing Center]. Exams are on Tuesday nights from 6:00 to 9:00 pm. You will have three hours to complete each exam, although it should take no more than 90 minutes to finish most of the exams. These are closed book exams, worth 35 to 55 points. You may use MS Excel and/or calculators on the exam. The final exam will be given at the time of the regularly scheduled final (Monday, May 9 – 10:00 am to 1:00 pm).

Grading: Grades will be based on individual performance and on group effort. The following represents a general point distribution for the different class activities. Check **Grades** on the website for details regarding bonus points and exams. Individual and group bonus points are available for each exam.

Homework Assignments	(11 @ 20 points each)	220
	(1 @ 25 points)	25
Exams	(3 @ 35 points each)	105
	(1 @ 45 points)	45
Final		55
<hr/>		
Total Points		450

Note:

Tutoring: For most students, questions related to this course can be handled by the TA, Eunju Jung, or by me. Eunju, however, has a limited amount of time (20 hours per week) that she is scheduled to work for this class. Each semester there are some students who come to me with questions about tutoring. I would **not** recommend "A+ Tutoring," "Tutor John," or any other commercial service. **See me first.** Eunju or I are the best resources for this class.

Course grades will be determined as follows:

450.0 - 405.0	A
404.5 - 360.0	B
359.5 - 315.0	C
314.5 - 270.0	D
269.5 and below	F

Office Schedule: Individual appointments (Room 718F, Harrington Tower) can be scheduled following classes, by telephone (845-1800), by e-mail (bobhall@tamu.edu), or through the website:

<http://courses.cehd.tamu.edu/>

Copyright/Plagiarism

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to self-assessments, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy them, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person.

Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules <<http://student-rules.tamu.edu/>> under Part I. Academic Rules, No. 20 Scholastic Dishonesty.

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: <http://www.tamu.edu/aggiehonor/>

ADA

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services <http://disability.tamu.edu/>. Their main office is located in Cain Hall, Room B118. The phone number is (979) 845-1637.

Tentative Topic Schedule

Week	Reading	Topic
1. January 17	Chapter 1	Overview, Statistical Terms
2. January 24	Chapter 2	Basic Math; Measurement Scales/Design
3. January 31	Chapter 2	Variables and Experimental Design
4. February 7	Chapter 3	Organizing and Graphing Data
February 8	6:30 – 10:30	Exam No. 1 – Terms and Concepts
5. February 14	Chapter 4	Central Tendency
6. February 21	Chapter 5	Variability
February 22	5:30 – 10:00	Exam No. 2 – Describing Distributions
7. February 28	Chapter 6	Normal Distribution
8. March 7	Chapter 9	Correlation
March 8	5:30 – 10:00	Exam No. 3 – Variability
March 14-18	SPRING BREAK	
9. March 21	Chapter 9	Correlation/Regression
10. March 28	Chapters 9 & 10	Regression
11. April 4	Chapter 10	Probability/Sampling Distributions
April 5	5:30 – 10:00	Exam No. 4 – Correlation & Regression
12. April 11	Chapters 7 & 8	Inference/Hypothesis Testing
13. April 18	Chapter 12	Hypothesis Testing
14. April 25	Chapter 19	Chi Square
15. May 2-3	Chapters 8, 12, 19	Review Statistical Inference/Chi Square
May 9	10:00 – 1:00	Final Exam

Tentative Assignment Schedule

Assignment	Topic	Date Due
Bonus	Math/Algebra Pretest	January 24
No. 1	Basic Math/Terms	January 28
No. 2	Variables; Limits	February 4
No. 3	Distributions	February 11
No. 4	Central Tendency	February 18
No. 5	Variability	February 25
No. 6	Normal Distribution	March 4
No. 7	Correlation	March 11
No. 8	Correlation	March 25
No. 9	Regression	April 1
No. 10	Sampling Distributions	April 14 & 15
No. 11	Hypothesis Testing	April 26
No. 12	Chi-Square	May 3

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. 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. (3Hours of Tools)	M. S. (6 Hours of Tools)	Ed. D. (12 Hours of Tools)	Ph. D. (18 Hours of Tools)
ALEC 695	ALEC 695 / Basic Qual	Basic Quant	Basic Quant
	STAT I	Basic Qual.	Basic Qual.
		STAT I or 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 692 (12 hrs.)	Interpretation / Analysis
			Writing / Reporting Result
			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 EHRD are 690 courses, so plan accordingly.
- Doctoral ordinarily students 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.

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 (Previously ALEC 690-Theory of Agricultural Education Research)
ALEC 695	Frontiers in ALEC Research-Required for Masters programs
ALEC 696	Qualitative Research Methods

Variable Credit Courses in ALEC

<i>Variable Credit</i>	<i>ALEC 681 - Seminar</i>
	<i>ALEC 684 - Internship (M.Ed., M.Ag.)</i>
	<i>ALEC 685 - Direct Study</i>
	<i>ALEC 691 - Research (PhD dissertation and MS thesis)</i>
	<i>ALEC 692 Professional Study (EdD Record of Study)</i>
	<i>ALEC 693 Professional Study (MEd, M.Ag., Professional Paper)</i>

Other Research Tools Courses by Department

STAT 651	Statistics in Research I
STAT 652	Statistics in Research II
STAT 653	Statistics in Research III
STAT 659	Applied Categorical Data Analysis
STAT 636	Methods in Multivariate Analysis
STAT 609	Order Statistics and Non-Parametric Methods
STAT 607	Sampling
STAT 606	Design of Experiments
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 Research—Stat I
EDAD/EHRD 690	Theory of EHRD Research—Stat II
EDAD/EHRD 690	Theory of EHRD Research—Research Design (Quant)
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)
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
SOCI 623	Measurement of Sociological Parameters
SOCI 624	Qualitative Methodology (Intro Qual)
SOCI 631	Seminar in Sociological Research

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

Attachment C

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	??
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 618 (o, e)	(Proposed course) Cross Cultural Perspectives on Leadership	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	Pina
ALEC 635 (o, e)	(Proposed course) Diversity Issues in Higher Education	Elbert/Larke
ALEC 640 (o, e)	Methods of Technological Change (Web-based)	Murphrey
ALEC 644 (o)	The Agricultural Advisor in Developing Nations	Shinn
ALEC 646 (e)	Institutions Serving Agriculture in Developing Nations	??
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)	??

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	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)	??
ALEC 620 (e)	Instrumentation and Survey Research Methods	Lindner
ALEC 622 (o, e)	Data Analysis, Collection, and Interpretation	Briers
ALEC 625 (o, e)	Program Evaluation & Organizational Accountability (Web-based)	Elbert
ALEC 630 (o, e)	Guidance and Counseling for Rural Youth	Larke
ALEC 631 (o, e)	Development and Planning of Community Education Programs	Cummings
ALEC 640 (o, e)	Methods of Technological Change	Murphrey
ALEC 641 (o, e)	The Transfer of Technology by Institutions	Wingenbach
ALEC 645 (o)	Initiating, Managing & Monitoring Projects of International ADEV	Shinn
ALEC 652 (o)	(Proposed course) 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	
ALEC 696 (o, e)	Qualitative Research Methods (Campus & Web-based)	Dooley

Summer Course and Title		Steward
ALEC 603 (o, e)	Experiential Learning	Rayfield
ALEC 617 (o, e)	(Proposed course) Leadership in Organizational Culture & Ethics	Williams
ALEC 616 (o, e)	Facilitation of Leadership Programs	Moore
ALEC 625 (e)	Program Evaluation & Organizational Accountability (Web-based)	Elbert
ALEC 646 (o)	Institutions Serving Agriculture in Developing Nations	??

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, February 2011

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

Attachment D

	2009-10	2010-11	2011-12	2012-13	2013-14
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	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 (Rayfield)	ALEC 605 Facilitating Comp Secondary AGSC Programs	ALEC 605 Facilitating Comp Secondary AGSC Programs
	ALEC 606 Leadership Education Theory (Rosser)	ALEC 606 Leadership Education Theory (Elbert)	ALEC 606 Leadership Education Theory (Elbert)	ALEC 606 Leadership Education Theory	ALEC 606 Leadership Education Theory
	ALEC 610 Principles of Adult Education (Ripley) ¹	ALEC 610 Principles of Adult Education (Lindner) ¹	ALEC 610 Principles of Adult Education (Lindner) ¹	ALEC 610 Principles of Adult Education ¹	ALEC 610 Principles of Adult Education ¹
	ALEC 611 Adv Methods in Distance Ed ¹ Dooley (cancelled)	ALEC 610 Principles of Adult Education (Strong) ³	ALEC 611 Adv Methods in Distance Ed (Dooley) ¹	ALEC 611 Adv Methods in Distance Ed ¹	ALEC 611 Adv Methods in Distance Ed ¹
	ALEC 615 Philosophy of AGED (Murphy) ¹	ALEC 611 Adv Methods in Distance Ed (Dooley) ¹	ALEC 615 Philosophy of AGED (Murphy) ¹	ALEC 624 Developing Funded Research Projects	ALEC 621 Methods of Online Survey Research in AGSC
	ALEC 621 Methods of Online Survey Research in AGSC (Wingenbach)	ALEC 615 Philosophy of AGED (Murphy) ²	ALEC 621 Methods of Online Survey Research in AGSC (Wingenbach)	ALEC 640 Methods of Technological Change ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹
	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 624 Developing Funded Research Projects (Pina)	ALEC 646 Institutions Serving AG in Developing Nations	ALEC 624 Developing Funded Research Projects
	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 681 Seminar	ALEC 640 Methods of Technological Change ¹
	ALEC 644 The Agricultural Advisor in Developing Nations (Shinn)	ALEC 646 Institutions Serving AG in Developing Nations (Wingenbach)	ALEC 644 The Agricultural Advisor in Developing Nations (STAFF)	ALEC 690 Theory of AGED Research-Basic Quant	ALEC 644 The Agricultural Advisor in Developing Nations
	ALEC 646 Institutions Serving AG in Developing Nations (Shinn)	ALEC 681 Seminar (Rutherford)	ALEC 681 Seminar (STAFF)	ALEC 695 Frontiers in Research	ALEC 681 Seminar
	ALEC 681 Seminar (Murphy)	ALEC 689 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹	ALEC 623 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹		ALEC 690 Theory of AGED Research-Basic Quant
	ALEC 681 Seminar (Murphrey) ¹	ALEC 689 Ethics and Agriculture (Naile)	ALEC 689 Media Influence in AGCJ (Naile)		ALEC 695 Frontiers in Research
	ALEC 689 Survey of Evaluation Strategies for Agriculture (Murphrey) ¹	ALEC 689 Advanced Leadership Theory (Williams)	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 in Research (Rayfield)		
	ALEC 695 Frontiers in Research (Lindner) ^{1 2}	ALEC 695 Frontiers in Research (Rayfield)	ALEC 695 Frontiers in Research (Strong) ¹		
	ALEC 695 Frontiers in Research (Dooley) ^{1 3}	ALEC 695 Frontiers of Research (Lindner) ¹			
		ALEC 695 Frontiers of Research (Strong) ¹			

	2009-10	2010-11	2011-12	2012-13	2013-14
SPRING REGULAR SEMESTER/ Winter Mini-mester	ALEC 601 Adv Methods in AGED (Murphy)	ALEC 601 Adv Methods in AGED (Murphy) ³	ALEC 601 Adv Methods in AGED	ALEC 601 Adv Methods in AGED	ALEC 601 Adv Methods in AGED
	ALEC 604 Writing for Professional Publication (Naile)	ALEC 604 Writing for Professional Publication (Dunsford)	ALEC 604 Writing for Professional Publication	ALEC 604 Writing for Professional Publication	ALEC 604 Writing for Professional Publication
	ALEC 607 Youth Leadership Programs (Boyd) ¹	ALEC 608 Leadership of Volunteers (Lockett)	ALEC 607 Youth Leadership Programs	ALEC 608 Leadership of Volunteers	ALEC 607 Youth Leadership Programs
	ALEC 608 Leadership of Volunteers (Lockett)	ALEC 609 Learning Organizations (Moore)	ALEC 608 Leadership of Volunteers	ALEC 612 Adv Instructional Design for Online Learning ¹	ALEC 608 Leadership of Volunteers
	ALEC 609 Learning Organizations (Moore)	ALEC 612 Adv Instructional Design for Online Learning (Murphrey) ¹	ALEC 609 Learning Organizations	ALEC 613 Techniques in eLearning Dev & Delivery ¹	ALEC 609 Learning Organizations
	ALEC 612 Adv Instructional Design for Online Learning (Murphrey) ¹	ALEC 613 Techniques in eLearning Dev & Delivery (Strong) ¹	ALEC 612 Adv Instructional Design for Online Learning ¹	ALEC 622 Data Analysis, Collection, & Interpretation	ALEC 612 Adv Instructional Design for Online Learning ¹
	ALEC 613 Techniques in eLearning Dev & Delivery (not scheduled) ¹	ALEC 620 Instrumentation & Survey Research Methods (Lindner)	ALEC 613 Techniques in eLearning Dev & Delivery ¹	ALEC 625 Program Evaluation & Organizational Accountability ¹	ALEC 613 Techniques in eLearning Dev & Delivery ¹
	ALEC 620 Instrumentation & Survey Research Methods (Lindner)	ALEC 622 Data Analysis, Collection, & Interpretation (Briers)	ALEC 620 Instrumentation & Survey Research Methods	ALEC 630 Guidance & Counseling for Rural Youth	ALEC 620 Instrumentation & Survey Research Methods
	ALEC 622 Data Analysis, Collection, & Interpretation (Briers)	ALEC 625 Program Evaluation & Organizational Accountability (Elbert) ¹	ALEC 622 Data Analysis, Collection, & Interpretation	ALEC 641 The Transfer of Technology by Institutions	ALEC 622 Data Analysis, Collection, & Interpretation
	ALEC 625 Program Evaluation & Organizational Accountability (Elbert) ¹	ALEC 630 Guidance & Counseling for Rural Youth (Larke)	ALEC 625 Program Evaluation & Organizational Accountability ¹	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV	ALEC 625 Program Evaluation & Organizational Accountability ¹
	ALEC 630 Guidance & Counseling for Rural Youth (Larke)	ALEC 640/ALED 440 Methods of Technological Change (Dooley/Lindner) ⁵	ALEC 630 Guidance & Counseling for Rural Youth	ALEC 681 Seminar	ALEC 630 Guidance & Counseling for Rural Youth
	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 640 Methods of Technological Change (Murphrey) ¹	ALEC 640 Methods of Technological Change ¹	ALEC 681 Seminar ³	ALEC 640 Methods of Technological Change ¹
	ALEC 641 The Transfer of Technology by Institutions (Pina)	ALEC 641 The Transfer of Technology by Institutions (Wingenbach-cancelled)	ALEC 641 The Transfer of Technology by Institutions	ALEC 695 Frontiers of Research	ALEC 641 The Transfer of Technology by Institutions
	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Shinn)	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Pina)	ALEC 696 Qualitative Research Methods ¹	ALEC 645 Initiating, Managing & Monitoring Projects of International ADEV (Shinn)
	ALEC 681 Seminar (Wingenbach)	ALEC 681 Seminar (Lindner/Dooley)	ALEC 681 Seminar ³		ALEC 681 Seminar
	ALEC 681 Seminar (Murphrey) ¹	ALEC 689 Advanced Leadership Theory (Williams)	ALEC 681 Seminar ³		ALEC 681 Seminar
	ALEC 695 Frontiers of Research (Wingenbach)	ALEC 689 Media Influence on AGCJ (Naile)	ALEC 695 Frontiers of Research		ALEC 695 Frontiers of Research
	ALEC 695 Frontiers of Research (Dooley) ¹	ALEC 695 Frontiers of Research (McKim)	ALEC 695 Frontiers of Research		ALEC 695 Frontiers of Research
	ALEC 696 Qualitative Research Methods (Dooley)	ALEC 695 Frontiers of Research (Strong) ¹	ALEC 696 Qualitative Research Methods ¹		ALEC 696 Qualitative Research Methods ¹
	ALEC 696 Qualitative Research Methods (Dooley) ¹	ALEC 696 Qualitative Research Methods (Dooley)	ALEC 696 Qualitative Research Methods ¹		ALEC 696 Qualitative Research Methods ¹

	2009-10	2010-11	2011-12	2012-13	2013-14
SS I / Summer Mini-mester	<p>ALEC 603 Experiential Learning (Rayfield)⁴</p> <p>ALEC 608 Leadership of Volunteers (not scheduled)</p> <p>ALEC 616 Facilitation of Leadership Programs (Moore)⁴</p> <p>ALEC 625 Program Evaluation & Organizational Accountability (Elbert)¹</p> <p>ALEC 644 The Agricultural Advisor in Developing Nations (Shinn)</p> <p>ALEC 681 Seminar (Murphrey)³</p> <p>ALEC 689 Development and Planning of Community Education Programs (Cummings)</p>	<p>ALEC 603 Experiential Learning (Rayfield)⁴</p> <p>ALEC 616 Facilitation of Leadership Programs (Moore)⁴</p> <p>ALEC 631 Development and Planning of Community Education Programs (Cummings)</p> <p>ALEC 646 Institutions Serving AG in Developing Nations</p> <p>ALEC 681 Seminar</p> <p>ALEC 689 Leadership in Organizational Culture & Ethics (Williams)</p>	<p>ALEC 603 Experiential Learning</p> <p>ALEC 616 Facilitation of Leadership Programs (Moore)⁴</p> <p>ALEC 625 Program Evaluation & Organizational Accountability¹</p>	<p>ALEC 603 Experiential Learning</p> <p>ALEC 616 Facilitation of Leadership Programs⁴</p> <p>ALEC 646 Institutions Serving AG in Developing Nations</p>	<p>ALEC 603 Experiential Learning</p> <p>ALEC 608 Leadership of Volunteers</p> <p>ALEC 616 Facilitation of Leadership Programs⁴</p> <p>ALEC 625 Program Evaluation & Organizational Accountability¹</p>
SS II	ALEC 689 Leadership Culture and Ethics (Williams)-Cancelled				

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

Updated October 2010

February 8, 2011

MEMORANDUM

TO: Department Heads and Chairs, Interdisciplinary Faculties

FROM: Karen L. Butler-Purry, Associate Vice President for Graduate Studies

SUBJECT: George W. Kunze Prize

The Office of Graduate Studies invites nominations for the Seventeenth Annual George W. Kunze Prize. Dr. Kunze was the long-time Dean of the Graduate College at Texas A&M University. At the time of his retirement, university faculty and friends generously contributed an endowment, in honor of Dr. Kunze, to provide a stipend for a doctoral student nearing completion of their degree program. Several years ago, this endowment matured sufficiently to begin providing an annual award. This award will provide a one-time stipend of \$1,000 to a doctoral student *who was admitted to candidacy by September 1, 2010*.

The competition is university-wide and subject to the following guidelines for nominations. Each department or university-recognized interdisciplinary faculty may nominate one candidate. These nominations will be submitted to the Graduate Operations Committee (GOC) Dean in which the department is located. Nominees chosen by interdisciplinary faculties should be submitted to the college in which the nominee resides. *Each college shall select one nominee from among the original group and submit that nomination to the Office of Graduate Studies by Friday, April 8, 2011.*

The primary basis for the nomination and selection shall be superior academic achievement and one or more publications in a refereed journal (or journals) of national or international stature. Secondly, the nominee shall have demonstrated good citizenship through contributions to the university and/or the community.

Three letters of recommendation which refer to the publication(s) shall accompany the nominations. At least one of the letters should attest to the citizenship contributions of the nominee. Letters from scholars outside of Texas A&M University are encouraged, and additional letters may be provided, if they are useful.

302 Jack K. Williams Administration Building
1113 TAMU
College Station, TX 77843-1113

Tel. 979.845.3631 Fax. 979.862.1692
<http://ogs.tamu.edu>

Page 2
February 8, 2011

The *nominee* shall prepare a statement which explains the doctoral research work in lay language. This statement must be the work of the student, and it should not exceed two pages in length.

Nominations should be submitted by the departments and interdisciplinary faculties to their respective colleges no later than **Friday, March 25, 2011**. The nominations forwarded by the colleges must be received in the Office of Graduate Studies on or before **Friday, April 8, 2011**.

Please contact Brenda Thomas in our office (845-3631) if you need additional information.

Pc: Deans
Graduate Council
GOC Deans
Graduate Advisors
Graduate Student Council
Interdisciplinary Program Chairs

February 8, 2011

GUIDELINES FOR GEORGE W. KUNZE PRIZE - 2011

- Doctoral student enrolled and admitted to candidacy by 9/1/10.
- Currently enrolled and in residence.
- University-wide competition. One nominee per college.
- Nomination made by chair of committee.
- Superior academic achievement and publication in refereed journal(s) of national stature.
- Citizenship via contributions to university and community.
- Letters of recommendation.
- Nominee prepares a statement which explains the doctoral research work in lay language.
- Award = \$1,000.00.

Coll	Dept	Compass ID	Student	Class	Deg	Major	1st Regl
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AG	ALEC	T00689895	Andrews, Kevin Brice	G7	MS	ALEC	201021
		T00741161	Arevalo, Juan Manuel	G7	MAG	ADEV	201031
		T00297126	Baros, Joyce Kathleen	G7	MS	ALEC	201021
		T00302569	Bergin, Lauren Marie	G7	MS	ALEC	201021
		T00475586	Brown, Jacob Beason	G7	MS	ALEC	201021
		T00117443	Bruun, Glenna Radford	G7	MAG	ADEV	200911
		T00467260	Cameron, Cole Graybill	G7	MS	ALEC	201031
		T00035871	Campbell, Robert Frank	G7	MS	ALEC	201031
		T00748394	Chang, Ruel-Ping	G7	MS	ALEC	201031
		T00546943	Craft, Terin J	G7	MED	ALEC	201021
		T00292621	De-Sousa, David Alexandre	G8	PHD	ALEC	200921
		T00276935	Dromgoole, Amy Lynn	G7	MS	ALEC	201031
		T00475954	Farrington, Kristen Elizabeth	G7	MAG	ADEV	201031
		T00754643	Fath, Kevin L	G7	MS	ALEC	201031
		T00533838	Kelm, Donald Wayne	G8	EDD	ALEC	200931
		T00659856	Lehman, Kelli Diane	G8	EDD	ALEC	200931
		T00454783	Lesar, John Michael	G7	MS	ALEC	201021
		T00039356	Luna, Jamie Lynn	G7	MED	ALEC	201031
		T00544772	Marshall, Jonathan Hairrell	G7	MED	ALEC	201031
		T00455665	McDonald, William Chance	G7	MED	ALEC	201021
		T00666063	Mcgaughy, Tamra Denise	G8	EDD	ALEC	200931
		T00663448	Melelan, Michael Shane	G8	EDD	ALEC	200931
		T00259532	Miller, Kasey Lynn	G7	MS	ALEC	201031
		T00084981	Moore, Jenna Marie	G7	MED	ALEC	201031
		T00641269	Neely, Alanna Lee	G8	EDD	ALEC	200931
		T00107012	Noll, Steven Wayne	G7	MAG	ADEV	201031
		T00257673	O'Quinn, Steven Blake	G7	MED	ALEC	201031
		T00350638	Ollerton, Robyn Leigh	G7	MS	ALEC	201031
		T00487958	Orth, Melanie Elise	G7	MED	ALEC	201031
		T00037310	Osborn, Cody Wayne	G7	MS	ALEC	201031
		T00011351	Osborne, Mona Gail	G7	MED	ALEC	201031

Some names have been crossed out due to the fact degree plans have been submitted.

Report ID: SRC_CS_NO_DEGPLAN_AG

Submitted By: appworxp

Report Generated on: 2/21/2011 5:33:30 PM

Coll	Dept	Compass ID	Student	Class	Deg	Major	1st Regi
AG	ALEC	T00214505	Painter, Sheldie Leann	G7	MAG	ADEV	201021
		T00567524	Petrosky, Joelle Grace	G7	MS	ALEC	201031
		T00143134	Preston-Hill, Amber Lea	G8	EDD	ALEC	200931
		T00439437	Pritchett, Kelly Marie	G7	MS	ALEC	201021
		T00644112	Rayland, J Derrick	G8	EDD	ALEC	200931
		T00665786	Sanagorski, Laura Anne	G8	EDD	ALEC	200931
		T00661181	Sandfeer, Aimee	G8	EDD	ALEC	200931
		T00254015	Schronk, Mary Joe	G7	MED	ALEC	201021
		T00778840	Silberg, Timothy Robert	G7	MED	ALEC	201031
		T00356062	Taylor, Zachary William	G7	MS	ALEC	201011
		T00525743	Trent, Krystin Jennifer	G7	MS	ALEC	201031
		T00209577	Weber, Katy Marie	G7	MAG	ADEV	201031
		T00744601	Williams, Katy Frances	G7	MED	ALEC	201031



November 12, 2010

Dear Colleagues:

Attached is an assessment rubric for the learning outcomes of the graduate student you are examining today. Each committee member is asked to complete the assessment of the student's proficiency level (proficient, acceptable, or developing) for each learning outcome. Once completed, please return the assessment form to the Office of Graduate Studies, along with the other OGS forms.

The graduate student learning outcomes were developed by the Teaching and Learning Roadmap committee and approved by the Academic Master Plan committee and the Faculty Senate. Improving graduate education by continual assessment of our students is an important part of overall program improvement.

Thank you,

A handwritten signature in black ink, appearing to read "J. Gunn".

J. Martyn Gunn
Vice Provost for Academic Affairs

Ninth Floor Rudder Tower
1248 TAMU
College Station, TX 77843-1248 USA

Tel. 979.845.4016 Fax. 979.845.6994
www.tamu.edu/provost/

**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"/>

Turnitin.com Information

Attachment H

Turnitin.com, a new service to assist students in the preparation of theses and dissertations, is now available through the Thesis Office. This service enables students to self-check for academic integrity in their electronic thesis/dissertation (ETD). Academic integrity is an essential component for students and scholars.

Graduate Studies at Texas A&M recommends that each student submit their entire ETD through Turnitin.com prior to submitting their ETD to the Thesis Office. This addresses any potential academic integrity violations. The site allows multiple submissions, so students may upload single chapters or sections early in the process, as well as upload and review the entire document once the ETD is in final format.

“We are excited to be able to offer this new service, which aligns with our goal to support students in the preparation of a quality, professional thesis or dissertation. We hope that students will take advantage of this program to identify previously published content, and employ this as a learning opportunity to enhance their scholarly writing,” says Laura Hammons, director, Thesis Office.

For more information about this service, or to request access to the site, see the Academic Integrity Reviews page of the Thesis Office at <http://thesis.tamu.edu/academic-integrity-reviews>

Advisors: Please post or distribute this announcement and attached poster as appropriate for students, faculty, and staff in your department. For more information, please call the Thesis Office at (979) 845-2225.