

Graduate Faculty Meeting Minutes
November 8, 2012 1:00 - 2:00 pm, AGLS 129

Present: Scott Cummings, Deb Dunsford, Chanda Elbert, Julie Harlin, Alvin Larke, James Lindner, Billy McKim, Lori Moore, Theresa Murphrey, Summer Odom, Manuel Pina, John Rayfield, Tracy Rutherford, Tim Murphy, Clarice Fulton

Not Present: Barry Boyd, Gary Briers, James Christiansen, Kim Dooley, Jack Elliot, Landry Lockett, Jeff Ripley, Glen Shinn, Robert Strong, Andy Vestal, Jennifer Williams, Gary Wingenbach,

Action/Discussion Items

- 1) Approval of Minutes from the October meeting
Motion was made by Deb Dunsford, Second by James Lindner to “Approve the October minutes as distributed.” Motion passed unanimously.
- 2) Student Learning Outcomes/Evaluation (Attachment A) – Tim Murphy
Dr. Murphy provided brief summary about the College’s intent to tie together the OGS 18 Characteristics, Weave Online and internal department assessment. ALEC currently still collects the assessment sheets once provided by OGS. Dr. Dooley has provided some draft questions for student evaluations/assessment. Please review the current OGS data and the suggested questions by Dr. Dooley and provide Dr. Murphy with suggestions/input for the next graduate faculty meeting.
- 3) Non-degree (G6) Continuation/Requirements in ALEC – Tim Murphy
Open discussion. Does a G6 student need approval from his interim advisor to register? Faculty agree that something must be set in place. If the G6 student is not performing, faculty member should not be expected to continue as IMA. Student must have an IMA.
Policy changes - If the IMA no longer wishes to be IMA, a request should be sent to Dr. Murphy in writing to be withdrawn as IMA. The student will be notified and blocked from registration.
- 4) Graduate Curriculum Committee Report – Gary Briers – **No report at this time. Dr. Briers not present.**
 - a. International Ag Course Rotation – Manuel Pina
Dr. Pina provided information that he had proposed to faculty that he wanted to set up presentations to allow them to discuss their learning experiences while abroad. He also hoped to contact graduate students who have participated in study abroad to set up presentations of their activities/experiences. He did not receive a response as of yet and hopes this can still be accomplished. He added that the international course rotation needs to be discussed further. He discussed with Dr. Murphy and he volunteered to teach a rotation, however, other volunteers are needed for the other courses. Is there a possibility to offer these courses as May or Winter-mester courses?
- 5) Qualifying Examination Committee Report – Gary Wingenbach – **No report at this time. Dr. Wingenbach not present.**
- 6) Need for December 2012 meeting? – Tim Murphy - **All agreed, no need for December meeting.**

Old Business

None at this time.

New Business

None at this time.

Informational Items

- 1) Academic Home – Tim Murphy
Dr. Murphy indicated that we have individuals that have approached ALEC for an academic home. We currently have no standard policy. ALEC would need more information from the individuals to what they seek from the academic department.

- 2) Graduate Program Budgets FY-13 – Tim Murphy
Dr. Murphy received corrected information from Tanya just prior to the meeting. He has updated the spreadsheet. (Attachment B).
- 3) Degree Name Changes (EDD - ALEC back to AGED) – Tim Murphy
When the department previously requested the name change from AGED to ALEC in 2006, it changed all programs with this name, including the joint program. This became an issue with the joint program with the institutions having different degree names, therefore, a request was submitted to correct this. The Doctor of Education, campus and joint program, have been changed back to AGED effectively immediately.
- 4) Reminder – D@D Seminar, Dec. 11-12, 2012 –Tim Murphy
ALEC is in full support in continuing with the program and now recruiting for the next cohort. TTU will be represented at the seminar and it is encouraged for ALEC faculty to participate when can.

A Task Force Visioning Committee has been established to review the program based on the SWOT analysis from the joint meeting in October. Committee consists of, Dr. Theresa Murphrey, Dr. Jeff Ripley, Dr. Jon Ulmer and Dr. Matt Baker.

Dr. Alvin Larke moved to adjourn. Seconded by Julie Harlin. Meeting adjourned.

Graduate Faculty Meeting Appendices (provided each month):

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

Travel Request Form Deadlines

Domestic (30 days prior to trip): e.g. travel December 1, 2012 due by November 1, 2012
 International (60 days prior to trip): e.g. travel January 1, 2013 due by November 1, 2012

Upcoming Events/Meetings

November 29, 2012	ALEC Distinguished Lecture (Vol III) – Briers, AGLS 129, 3:30 pm
December 3, 2012	College Holiday Social
December 5, 2012	Departmental Meeting, AGLS 129, 9:00 am
December 11-12, 2012	D@D Seminar, C.S.
December 24-January 1	Holiday Break

Future Graduate Faculty

No December meeting
 January TBA

STUDENT LEARNING OUTCOMES— DOCTORAL



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

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

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

STUDENT LEARNING OUTCOMES— MASTER'S



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

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

Excerpted from

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

Graduate Student Evaluation

Student Name: _____
 Student UIN: _____
 Dept and Major: _____

Faculty Name: _____
 Faculty Role: Chair/Co-Chair ____ or Member ____

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

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

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

Additional Comments (Optional):

Student Name: _____

Graduate Student Reflective Assessment

Department: _____

Student UIN: _____

Major: _____

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

Please briefly describe the experience:

What did you learn from the experience:

How has that experience:

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

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

STUDENT UIN# _____
PROGRAM _____
DEPARTMENT _____
COLLEGE _____

DATE ____/____/____

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

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

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

STUDENT UIN# _____

PROGRAM _____

DEPARTMENT _____

COLLEGE _____

DATE ____ / ____ / ____

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

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

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

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

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

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

12 ALEC Funded (7 Ph.D.)

14 Other Funded

GRE SCORES and PERCENTILE RANKS

PREV SCORE	NEW SCORE	NEW QUANTITATIVE %	NEW VERBAL %
800	166	94	99
790	164	91	99
780	163	88	99
770	161	86	99
760	160	84	99
750	159	82	99
740	158	79	99
730	157	77	98
720	156	74	98
710	155	69	98
700	155	69	97
690	154	67	96
680	153	65	96
670	152	61	94
660	152	61	94
650	151	56	93
640	151	56	90
630	150	53	90
620	149	49	89
610	149	49	86
600	148	44	86
590	148	44	84
580	147	40	79
570	147	40	79
560	146	36	77
550	146	36	72
540	145	32	72
530	145	32	69
520	144	26	64
510	144	26	64
500	144	26	62
490	143	22	56
480	143	22	56
470	142	19	51
460	142	19	51
450	141	16	48
440	141	16	42
430	141	16	42
420	140	12	40
410	140	12	36
400	140	12	31
390	139	10	31
380	139	10	28
370	138	7	26
360	138	7	21
350	138	7	21
340	137	6	18
330	137	6	16
320	136	4	13
310	136	4	10
300	136	4	8
290	135	3	6
280	135	3	4
270	134	2	3
260	134	2	2
250	133	1	1
240	133	1	1
230	132	1	1
220	132	1	1
210	131	1	1
200	131	1	1

SCORE	WRITING %
6.0	98
5.5	92
5.0	81
4.5	63
4.0	41
3.5	23
3.0	10
2.5	3
2.0	1
1.5	1
1.0	1
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 Auto Admit 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 - Auto Admit Minimums

Master's Applicants

GRE-Q	GRE-V	Writing	Last 60 hrs. GPR
26%	36%	41%	3.1
144	147	4	

Doctoral Applicants

GRE-Q	GRE-V	Writing	Graduate GPR
26%	48%	41%	3.7
144	150	4	

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

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 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 (Doctoral only)	Pina
ALEC 640 (o, e)	Methods of Technological Change (Web-based)	Murphrey
ALEC 644 (o, e)	The Agricultural Advisor in Developing Nations	Pina
ALEC 646 (e)	Institutions Serving Agriculture in Developing Nations	Wingenbach
ALEC 681 (o, e)	Seminar (topics change by semester; can be taken more than once)	
ALEC 690 (o, e)	Theory of Agricultural Education Research (Basic Quant)	Briers
ALEC 691 (o, e)	Research for MS/PhD	
ALEC 692 (o, e)	Research for EdD	
ALEC 693 (o, e)	Professional Study for MAg	
ALEC 695 (o, e)	Frontiers in Research (Campus & Web-based)	??

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 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 Analysis, Collection, and Interpretation	Briers
ALEC 624 (o, e)	Developing Funded Research Projects (Masters only)	Pina
ALEC 625 (o, e)	Program Evaluation & Organizational Accountability (Web-based)	Elbert
ALEC 630 (o, e)	Guidance and Counseling for Rural Youth	Larke
ALEC 640 (o, e)	Methods of Technological Change	Murphrey
ALEC 641 (o, e)	The Transfer of Technology by Institutions (removed from catalog)	Wingenbach
ALEC 645 (e, o)	Initiating, Managing & Monitoring Projects of International ADEV	Pina
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	
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)	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 631 (o, e)	Development and Planning of Community Education Programs	Cummings
ALEC 646 (o)	Institutions Serving Agriculture in Developing Nations	Wingenbach

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, August 2012

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

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

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

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

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

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