

**Graduate Faculty Meeting Agenda  
October 9, 2012 1:00 - 2:00 pm, AGLS 129**

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

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

Action/Discussion Items

- 1) Approval of Minutes from the September meeting  
**Motion was made by John Rayfield, Second by Jeff Ripley to “Approve the September minutes as distributed.” Motion passed unanimously.**

- 2) Graduate Admissions Discussion (Attachment/data provided at meeting) – Tim Murphy  
**An open discussion was held about the admission of each applicant. Faculty will have until October 19 at 5:00 pm. to review applicants, vote, and indicate whether wish to be an IMA (interim major advisor).**

**Open discussion on the doctoral admission requirement of at least 3 years of full-time work experience in a related field. Some students have been admitted without a full 3 years of professional experience. Some faculty view experience differently than others, so admission will depend on how the faculty vote.**

- 3) Student Learning Outcomes/Evaluation – Tim Murphy  
**Dr. Murphy informed faculty that ALEC currently still collects the assessment sheets once provided by OGS. (Attachment A). SACS wants hard numbers on evaluation and quantifiable assessment of students. One way is to continue collecting these data sheets, create a rubric for scoring and provide summaries in WEAVE online. The College wants to start collecting this data and Dr. Dooley has provided some draft questions for student evaluations/assessment. (Attachment B).**

**By collecting the current data from OGS forms, we are ahead of the requirement to submit questions to Dr. Reed. 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.**

- 4) Student research hours (691, 692) – Tim Murphy  
**Open discussion about the required number of research hours to apply to a doctoral degree plan. The ‘normal’ plan has 12. Some faculty feel more hours can be justified. One suggestion was “3 hours per Journal Article.” (e.g. 24 hours research, the dissertation and at least 4 journal articles). The committee has more flexibility, a committee decision to approve more hours. Each committee member should review plans for ‘appropriate’ application of 691.**

**Another point was that many faculty member use 685 when 691 is more appropriate.**

- 5) Graduate Curriculum Committee Report – Gary Briers – **No report at this time.**
  - a. International Ag Course Rotation – Manuel Pina – **No report at this time.**
- 6) Qualifying Examination Committee Report – Gary Wingenbach – **Not present, no report at this time.**

Old Business

None

New Business

- 1) **Non-degree (G6) continuation in ALEC. Are there requirements for continued enrollment?**

**Open discussion on this matter because of an issue with a current G6 student. The student is disruptive during class and exhibits inappropriate behavior. Several faculty members indicated concern for the student to continue in ALEC. Dean's Sams and Dr. Dooley were called and came to the meeting to discuss the proper procedures.**

**Requirements for G6 continuation will be discussed at the next faculty meeting.**

Informational Items

- 1) Graduate Program Budgets FY-13 – Tim Murphy – **Report was prepared, but not delivered due to more pressing issues.**
- 2) OGS Spring 2013 Updated Calendar – Clarice Fulton  
**Clarice provided a quick statement to the faculty to be aware of the new OGS deadline for those students defending after current semester deadlines, but wish to prepare to defend later in the semester to avoid registration for the next semester. This deadline is now early in December prior to leaving for the winter holidays. The deadline for preparation to graduate Spring 2013 to avoid registration for spring is December 14 to submit final document to the Thesis Office. (Attachment D).**
- 3) ALEC News for Web page – Clarice Fulton

**Dr. Murphy declared meeting adjourned.**

Graduate Faculty Meeting Appendices (provided each month):

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

**Travel Request Form Deadlines**

Domestic (30 days prior to trip): e.g. travel 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 8, 2012	Departmental Meeting, AGLS 129, 2:00 pm
November 23-23, 2012	Thanksgiving Break
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 11-13, 2012	D@D Seminar in College Station, TX
December 24-January 1	Holiday Break

**Future Graduate Faculty**

November 8, 2012, AGLS 129, 1:00 pm

**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"/>

# 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?



**SPRING SEMESTER 2013**

*NOTE: Failure to meet deadlines may result in the postponement of receipt of the degree.*

**\*These dates are subject to change.**

**Degree plans** should be **approved** by our office at least **90 working days** prior to submission of the Request and Announcement of the Final Examination.

**MASTER'S – NON-THESIS OPTION**

November 16	Friday	Last day for degree plan to be approved by the Office of Graduate Studies if graduating in May 2013.
January 2	Wednesday	First day to apply for degrees to be awarded in May 2013.
January 11	Friday	Last day to register for spring semester classes and pay fees by 5:00 p.m.
January 14	Monday	First day of spring semester classes.
January 21	Monday	Last day for adding/dropping courses for the spring semester by 5:00 p.m.
February 15	Friday	<b>LAST DAY TO APPLY FOR DEGREES TO BE AWARDED IN MAY BY 5:00PM</b> without a late fee. A diploma fee of \$47.50 must be paid either at registration or at the Fiscal Office (GSC). Complete the application for degree form via the Howdy Portal. <b>A LATE CHARGE OF \$50.00 WILL BE ASSESSED TO STUDENTS WHO APPLY FOR GRADUATION AFTER 02-15-13.</b>
February 22	Friday	Last day for MS students to change degree to M.Eng. or M.C.S. and still graduate in May 2013.
March 29	Friday	Last day to submit "Request and Announcement of the Final Examination" <b>or 10 working days prior to the examination, whichever comes first</b> to the Office of Graduate Studies.
March 29	Friday	Last day to submit "Request for Exemption from Final Examination" for students in M.Eng., MCS or M.Ed. in EPSY.
April 2	Tuesday	Last day for <u>all</u> students to drop courses with no penalty (Q-drop). Last day to officially withdraw from the University.
April 12	Friday	Last day to take final examination.

**MASTER'S – THESIS OPTION**

October 12	Friday	Last day for degree plan to be approved by the Office of Graduate Studies if graduating in May 2013.
November 28	Wednesday	Electronic Thesis/Dissertation System Re-Opens for May 2013 degree candidates.
December 14	Wednesday	Last day to submit approval form and PDF of thesis in final form by 5:00 p.m. to avoid registration in Spring 2013 semester.†
January 2	Wednesday	First day to apply for degrees to be awarded in May 2013.
January 2	Wednesday	First day students are able to clear the Thesis Office for Spring graduation.
January 11	Friday	Last day to register for spring semester classes and pay fees by 5:00 p.m.
January 14	Monday	First day of spring semester classes.
January 18	Friday	Last day to clear Thesis Office by 5:00 p.m. to avoid registration in Spring 2013 semester.
January 21	Monday	Last day for adding/dropping courses for the spring semester by 5:00 p.m.
February 4	Monday	Last day to submit thesis research proposal.
February 15	Friday	<b>LAST DAY TO APPLY FOR DEGREES TO BE AWARDED IN MAY BY 5:00PM</b> without a late fee. A diploma fee of \$47.50 must be paid either at registration or at the Fiscal Office (GSC). Complete the application for degree form via the Howdy Portal. <b>A LATE CHARGE OF \$50.00 WILL BE ASSESSED TO STUDENTS WHO APPLY FOR GRADUATION AFTER 02-15-13.</b>
February 22	Friday	Last day to submit "Request and Announcement of the Final Examination" <b>or 10 working days prior to the examination, whichever comes first</b> to the Office of Graduate Studies.
February 22	Friday	Last day to submit "Request for Exemption from Final Examination"
March 8	Friday	Last day to take final exam (defend thesis)
March 22	Friday	Last day to submit a signed approval form and a PDF file of the thesis in final form by 5:00 p.m. The signed approval form is submitted to the <b>Thesis Office</b> . The PDF file must be submitted via the web to <a href="http://thesis.tamu.edu">http://thesis.tamu.edu</a> .
April 2	Tuesday	Last day for <u>all</u> students to drop courses with no penalty (Q-drop). Last day to officially withdraw from the University.
April 24	Wednesday	Last day to submit final corrections of thesis to the Thesis Office by 5:00 p.m.

†Note: Meeting Thesis Office deadlines does not guarantee, but merely maintains, eligibility for graduation/clearance in a certain time frame.

## DOCTORAL DEGREES

Preliminary examination results must be received by the Office of Graduate Studies at least 14 WEEKS prior to the final examination date.

October 12	Friday	Last day for degree plan to be approved by the Office of Graduate Studies if graduating in May 2013.
November 28	Wednesday	Electronic Thesis/Dissertation System Re-Opens for May 2013 degree candidates.
December 14	Wednesday	Last day to submit approval form and PDF of thesis in final form by 5:00 p.m. to avoid registration in spring semester.†
January 2	Wednesday	First day to apply for degrees to be awarded in May 2013.
January 2	Wednesday	First day students are able to clear the Thesis Office for Spring graduation.
January 11	Friday	Last day to register for spring semester classes and pay fees by 5:00 p.m.
January 14	Monday	First day of spring semester classes.
January 18	Friday	Last day to clear Thesis Office by 5:00 p.m. to avoid registration in Spring 2013 semester.
January 21	Monday	Last day for adding/dropping courses for the spring semester by 5:00 p.m.
February 15	Friday	LAST DAY TO APPLY FOR DEGREES TO BE AWARDED IN MAY BY 5:00PM without a late fee. A diploma fee of \$47.50 must be paid either at registration or at the Fiscal Office (GSC). Complete the application for degree form via the Howdy Portal. <b>A LATE CHARGE OF \$50.00 WILL BE ASSESSED TO STUDENTS WHO APPLY FOR GRADUATION AFTER 02-15-13.</b>
February 22	Friday	Last day to submit "Request and Announcement of the Final Examination" or <b>10 working days prior to the examination, whichever comes first</b> to the Office of Graduate Studies.
March 8	Friday	Last day to take final exam. (defend dissertation or record of study)
March 22	Friday	Last day to submit a signed approval form and PDF of the dissertation in final form by 5:00 p.m. Signed approval form is submitted to <b>Thesis Office</b> . The PDF file must be submitted via the web to <a href="http://thesis.tamu.edu">http://thesis.tamu.edu</a> .
April 2	Tuesday	Last day for <u>all</u> students to drop courses with no penalty (Q-drop). Last day to officially withdraw from the University.
April 24	Wednesday	Last day to submit final corrections of dissertation or record of study to the Thesis Office by 5:00 p.m.

†Note: Meeting Thesis Office deadlines does not guarantee, but merely maintains, eligibility for graduation/clearance in a certain time frame.

## ADDITIONAL DEADLINES FOR DEGREES TO BE CONFERRED IN MAY 2013

April 5	Friday	Last day to submit petitions to change degree plan coursework for students in master's programs without a final examination requirement: MAB, MBA, MMR, MIA, MID, MPSA, MRE, MS programs in the Lowry Mays College of Business, and MS programs in EHRD – HRD option.
May 31	Friday	Last day to CLEAR for spring 2012 graduation. (Applies <b>ONLY</b> to those students not clearing final audit on degree audit night.)

## CLEARANCE FOR ALL MAY 2013 DEGREE CANDIDATES

May 9	Thursday	Academic Degree Evaluations conducted <i>after</i> 5:00 p.m.
May 10	Friday	Academic Degree Evaluation results available.

## COMMENCEMENT CEREMONIES

May 10-11	Friday/Sat	Commencement
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**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

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

<b>Spring Course and Title</b>		<b>Steward</b>
ALEC 601 (o, e)	Advanced Methods in Agricultural Education	Murphy
ALEC 602 (o, e)	Advanced Instructional Design in Agricultural Science	Harlin
ALEC 604 (o, e)	Writing for Professional Publication	Rutherford
ALEC 605 (o, e)	Facilitating Complete Secondary Agricultural Science Programs	Rayfield
ALEC 607 (e)	Youth Leadership Programs (Web-based)	Boyd
ALEC 608 (o, e)	Leadership of Volunteers	Lockett
ALEC 609 (o, e)	Learning Organizations	Moore
ALEC 612 (o, e)	Advanced Instructional Design for Online Learning (Web-based)	Murphrey
ALEC 613 (o, e)	Techniques in eLearning Development & Delivery (Web-based)	Strong
ALEC 620 (o, e)	Instrumentation and Survey Research Methods	Lindner
ALEC 622 (o, e)	Data 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
<b>ALEC 641 (o, e)</b>	<b>The Transfer of Technology by Institutions (removed from catalog)</b>	<b>Wingenbach</b>
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)	

<b>ALEC 691 (o, e)</b>	<b>Research for MS/PhD</b>	
<b>ALEC 692 (o, e)</b>	<b>Research for EdD</b>	
<b>ALEC 693 (o, e)</b>	<b>Professional Study for MAg</b>	
<b>ALEC 695 (o, e)</b>	<b>Frontiers of Research</b>	
<b>ALEC 696 (o, e)</b>	<b>Qualitative Research Methods (Campus &amp; Web-based)</b>	<b>Dooley</b>

<b>Summer Course and Title</b>		<b>Steward</b>
<b>ALEC 603 (o, e)</b>	<b>Experiential Learning</b>	<b>Rayfield</b>
<b>ALEC 617 (o, e)</b>	<b>Leadership in Organizational Culture &amp; Ethics</b>	<b>Williams</b>
<b>ALEC 616 (o, e)</b>	<b>Facilitation of Leadership Programs</b>	<b>Moore</b>
<b>ALEC 625 (e)</b>	<b>Program Evaluation &amp; Organizational Accountability (Web-based)</b>	<b>Elbert</b>
<b>ALEC 631 (o, e)</b>	<b>Development and Planning of Community Education Programs</b>	<b>Cummings</b>
<b>ALEC 646 (o)</b>	<b>Institutions Serving Agriculture in Developing Nations</b>	<b>Wingenbach</b>

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

**Last Updated, August 2012**

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

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

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

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

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

Updated August 2012