THE FACULTY SENATE

July 27, 1999

MEMORANDUM

TO: President Ray M. Bowen

SUBJECT: Approval of Joint Doctor of Education Degree in Agricultural Education via Distance Education

At its regular meeting on July 12, 1999 the Faculty Senate approved a proposal to offer a Joint Doctor of Education Degree in Agricultural Education via Distance Education and submits it for your approval. Enclosed is a copy of the materials sent to senators on this item.

Thank you for your consideration of this item. I would appreciate your informing me of your action on this recommendation.

[Signature]

Thomas E. Wehrly
Speaker, 1999-2000

Enclosures

cc: Dr. Ronald G. Douglas, Executive Vice President & Provost
Dr. J. Rick Giardino, Chair, Graduate Council
Ms. Linda F. Lacey, Director of Academic Support Services

Approved:

[Signature]
Ray M. Bowen, President

[Date] 9/21/99
REPORT OF THE GRADUATE COUNCIL MEETING
June 10, 1999

The Graduate Council at the June 10 meeting approved a proposal to offer a Joint Doctor of Education Degree in Agricultural Education via Distance Education.
Texas A&M University
and
Texas Tech University

Request for Approval to Offer a Joint

*Doctor of Education Degree in Agricultural Education*

Via Distance Education

Submitted to
The Texas Higher Education Coordinating Board

(A&M Logo) (Tech Logo)

May 1999
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SUBSTANTIVE DEGREE PROGRAM REQUEST

Name of Institutions: Texas A&M University and Texas Tech University

Name of Proposed Program: Joint Doctor of Education in Agricultural Education

Coordinating Board Program Inventory with Texas CIP Code Designation: 13.03 01.00 05

Name of Program on Student Diplomas: Texas A&M University – Texas Tech University

Name of Program on Student Transcripts: Doctor of Education in Agricultural Education

Joint Doctor of Education in Agricultural Education

Texas A&M University – Texas Tech University

The Department of Agricultural Education in the College of Agriculture and Life Sciences at Texas A&M University and the Department of Agricultural Education and Communications in the College of Agriculture and Natural Resources at Texas Tech University

Proposed Date for Implementation of the Program: June 01, 2000

Administrative Units Responsible for the Program:

Contact Person(s) for the Program:

Name: Dr. Paul Vaughn  
Title: Professor & Chairman  
Address: Department of Agricultural Education and Communications  
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Texas Tech University  
Lubbock, TX 79409-2131  
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Professor & Head  
Department of Agricultural Education  
107 Scoates Hall  
Texas A&M University  
College Station, TX 77843-2116  
(979) 862-3012  
(979) 845-6296  
gs@tamu.edu
I. PROGRAM ADMINISTRATION

A. Administration of the Program

The program will be administered through the Department of Agricultural Education at Texas A&M University and the Department of Agricultural Education and Communications at Texas Tech University. The program administration will flow through the Deans of the respective colleges and to the respective chairman/head for these two units. At the present time, these individuals are Dr. Glen Shinn, Professor and Head, Department of Agricultural Education, Texas A&M University and Dr. Paul Vaughn, Professor and Chair, Department of Agricultural Education and Communications, Texas Tech University.

Responsibilities for student advisement and supervision will be a joint effort between graduate faculty within the Departments of Agricultural Education at Texas A&M University and Agricultural Education and Communications at Texas Tech University. The joint faculty presently consists of 15 tenure-track faculty plus 16 non-tenured professional faculty who hold continuing appointments. All joint graduate faculty members will hold appointments and graduate faculty status at both universities.

Faculty members from both institutions have formed teams to organize and manage the degree program effectively and efficiently. These teams include:

Curriculum Design and Course Sequence
Dr. Steve Fraze, Associate Professor, Texas Tech University (Team Leader)
Dr. Lance Kieth, Assistant Professor, Texas Tech University
Dr. Glen Shinn, Professor and Head, Texas A&M University
Dr. Gary Briers, Professor and Associate Head, Texas A&M University
Dr. Jacqui Lockaby, Assistant Professor, Texas Tech University

Admissions
Dr. Alvin Larke, Professor & Graduate Coordinator, Texas A&M University (Team Leader)
Dr. Gary Briers, Professor and Associate Head, Texas A&M University
Dr. Tim Murphy, Assistant Professor, Texas A&M University
Dr. David Lawver, Associate Professor, Texas Tech University
Dr. Lance Kieth, Texas Tech University

Evaluation and On-Going Review
Dr. Gary Briers, Professor and Associate Head, Texas A&M University (Team Leader)
Dr. David Lawver, Associate Professor, Texas Tech University
Dr. Kim Dooley, Assistant Professor, Texas A&M University
Dr. Larry Dooley, Associate Professor, Texas A&M University (External Reviewer)
Dwayne Pavelock, Instructor, Texas Tech University

Communications and Publicity
Dr. Jacqui Lockaby, Assistant Professor, Texas Tech University (Team Leader)
Dr. Alvin Larke, Professor and Graduate Coordinator, Texas A&M University
Dr. Glen Shinn, Professor & Head, Texas A&M University
Cindy Akers, Instructor, Texas Tech University
Technical Design and Delivery
Dr. Tim Murphy. Assistant Professor. Texas A&M University (Team Leader)
Dr. Kim Dooley. Assistant Professor. Texas A&M University
Dr. David Lawver. Associate Professor. Texas Tech University
Dwayne Pavelock, Instructor. Texas Tech University

TAMU/TTU Policy
Dr. Glen Shinn. Professor & Head. Texas A&M University (Team Leader)
Dr. Paul Vaughn. Professor & Chairman. Texas Tech University
Dr. C. R. Creger. Executive Associate Dean. Texas A&M University
Dr. John Abernathy. Dean. Texas Tech University
Dr. Marvin Cepica. Executive Associate Dean. Texas Tech University
Dr. Elizabeth Tebeaux. Professor & Director of Distance Education. Texas A&M University

Research/Funding Proposals
Dr. Paul Vaughn. Professor & Chairman. Texas Tech University (Team Leader)
Dr. Tim Murphy. Assistant Professor. Texas A&M University
Dr. Kim Dooley. Assistant Professor. Texas A&M University

Selection of prospective graduate students for the program will be the responsibility of the joint faculty admissions team. Admission will be by cohort and will require an interview and submission of a professional portfolio. Admission criteria are described in Section II. B., page 11.

In the area of student advisement and supervision, faculty from both universities will have joint appointments, and student degree plans will be individually designed on the basis of the student’s career objectives, the identified knowledge base of expertise and the professional role to which the student aspires. The core course sequence will be structured, with some flexibility in the three elective support areas of program administration, science and technology or adult and human resource development. Mentoring and advising will occur via face-to-face meetings, video conferencing, and e-mail correspondence.

Formula funding will be credited to the home institution of the faculty member(s) of record. It is anticipated that six faculty members from Texas Tech University and seven faculty members from Texas A&M University will be primarily involved in conducting this program. Consequently, approximately 45% to 55% of the student credit hour production will be credited to each institution over the life of the program.

Expertise of Joint Faculty

One of the beneficial aspects of the joint administration of this degree program is the combined expertise of the joint faculty who will be available to students. Faculty from the departments of each institution meet on a regular basis and have identified the specific knowledge bases and contextual applications of the discipline. The faculty recognize scholarship as a creative endeavor that is validated and communicated to others. Forms of scholarship include teaching and learning, discovery, artistic creativity, integration, and the application of knowledge. Although some faculty will not teach formal courses in the doctoral program, each contributes to the knowledge bases. Understanding of contextual applications, and to the collective scholarship of the discipline. The requirements for admission to the graduate faculty of the respective universities are included in Appendix C.
These areas, identified by faculty expertise, include:

Knowledge Bases

Planning and Needs Assessment
Mary Marshall, Professor & Extension Specialists, Texas A&M University
Manuel Piña Jr., Associate Professor, Texas A&M University
Glen Shinn*, Professor and Head, Texas A&M University
Cruz Torres, Associate Professor, Texas A&M University
William Younger, Extension Specialist, Texas A&M University

Learner-Centered Instructional Design
Edward Cain, Continuing Education Assistant Professor, Texas A&M University
Richard Cummins, Visiting Assistant Professor, Texas A&M University
Kim Dooley*, Assistant Professor, Texas A&M University
Larry Ermis, Continuing Education Associate Professor, Texas A&M University
Keith Zamzow, Continuing Education Assistant Professor, Texas A&M University

Delivery Strategies
Cindy Akers, Instructor, Texas Tech University
Steven Banning*, Assistant Professor, Texas A&M University
James Christiansen*, Professor, Texas A&M University
John Dillingham, Continuing Education Professor, Texas A&M University
Betty Franklin-Harrelson, Extension Specialists, Texas A&M University
Steve Fraze*, Professor, Texas Tech University
Lance Kieth*, Assistant Professor, Texas Tech University
Tim Knezek, Continuing Education Assistant Professor, Texas A&M University
Alvin Larke Jr.*, Professor, Texas A&M University
Jacqui Lockaby, Assistant Professor, Texas Tech University
Tim Murphy*, Assistant Professor, Texas A&M University
James Smith, Visiting Lecturer, Texas A&M University
Christine Townsend*, Professor, Texas A&M University
Joe Townsend*, Associate Professor and Associate Dean, Texas A&M University
William Younger, Extension Specialist, Texas A&M University

Evaluation and Accountability
Scott Cummings, Assistant Professor and Extension Specialist, Texas A&M University
Howard Ladewig*, Professor and Extension Specialist, Texas A&M University
David Lawver*, Associate Professor, Texas Tech University

Research, Measurement, and Analysis
Gary Briers*, Professor and Associate Head, Texas A&M University
Lance Kieth*, Assistant Professor, Texas Tech University
Paul Vaughn, Professor and Chairman, Texas Tech University

* Those members of the graduate faculty are designated with an asterisk.

Knowledge Bases include a listing all faculty in the Department of Agricultural Education and the Department of Agricultural Education and Communications. Some may not be directly involved in this degree program but contribute to the collective scholarship.
Contextual Applications

Leadership Education
Richard Cummings, Visiting Assistant Professor, Texas A&M University
Christine Townsend*, Professor, Texas A&M University
Joe Townsend*, Associate Professor and Associate Dean, Texas A&M University

Distance Education
Kim Dooley*, Assistant Professor, Texas A&M University
Tim Murphy*, Assistant Professor, Texas A&M University
Dwayne Pavelock, Instructor, Texas Tech University

Extension Education
Scott Cummings, Assistant Professor and Extension Specialist, Texas A&M University
Larry Ermis, Continuing Education Associate Professor, Texas A&M University
Betty Franklin-Harrellson, Extension Specialist, Texas A&M University
Lance Kieh*, Assistant Professor, Texas Tech University
Howard Ladewig*, Professor and Extension Specialist, Texas A&M University
Mary Marshall, Professor and Extension Specialist, Texas A&M University
T. A. Andy Vestal, Extension Specialist, Texas A&M University
William Younger, Extension Specialist, Texas A&M University

Teacher Education
Gary Briers*, Professor and Associate Head, Texas A&M University
Edward Cain, Continuing Education Assistant Professor, Texas A&M University
John Dillingham, Continuing Education Professor, Texas A&M University
Steve Fraze*, Professor, Texas Tech University
Tim Knezek, Continuing Education Assistant Professor, Texas A&M University
Alvin Larke Jr.*, Professor, Texas A&M University
David Lawver*, Associate Professor, Texas Tech University
Glen Shinn*, Professor and Head, Texas A&M University
James Smith, Visiting Lecturer, Texas A&M University
Paul Vaughn*, Professor and Chairman, Texas Tech University
Keith Zamzow, Continuing Education Assistant Professor, Texas A&M University

International Agricultural Education
James Christiansen*, Professor, Texas A&M University
Manuel Pinza Jr., Associate Professor, Texas A&M University
Cruz Torres*, Associate Professor, Texas A&M University

Agricultural Communications
Cindy Akers, Instructor, Texas Tech University
Steven Banning*, Assistant Professor, Texas A&M University
Jacqui Lockaby*, Assistant Professor, Texas Tech University

(2) Contextual Applications includes a listing all faculty in the Department of Agricultural Education and the Department of Agricultural Education and Communications. Some may not be directly involved in this degree program but contribute to the collective scholarship.
* Those members of the graduate faculty are designated with an asterisk.
B. Involvement of Institutes or Centers

No institute or center will be involved in the direct administration of the proposed program. However, outreach centers such as Texas A&M University Experiment Stations and Texas A&M University District Extension Centers will be an integral part of the delivery for selected cohort subgroups. The Center for Distance Learning Research of the College of Education at Texas A&M University, as a part of its role in research in distance learning, will be an active collaborator in the design and development of innovative educational strategies.

C. New Organizational Unit

No new or reorganized administrative unit will be required.

II. PROGRAM DESCRIPTION

A. Educational Objectives

The major purposes of this joint doctoral degree are twofold: (1) strengthen the application and integration of knowledge of agricultural education in the professional communities of Texas; and (2) provide agricultural professionals in the State of Texas with academic and geographic access to advanced degrees.

Specific program objectives include:

- To provide a degree program that is accessible, satisfying, and meets the educational needs of agricultural professionals in Texas.
- To create and nurture a high quality learning environment that encourages the discovery, integration, and application of scholarship.
- To document results of learning and behaviors that advance professional development and scholarship and to advance the discipline.
- To provide administrative services that complement the on-campus services and procedures of the graduate program offices of Texas A&M University and Texas Tech University.

B. Admission Standards

Students must be admitted to the degree program through the prescribed procedures of both institutions. All applicants must meet minimum entrance requirements as set by Texas A&M University and Texas Tech University. Satisfying the minimum criteria qualifies an applicant for consideration but does not guarantee admission to the program. The joint departmental admission committee will consider all criteria. Moreover, because this program prepares individuals for professional careers in agriculture, life experiences will also be evaluated prior to considering admission. This will be documented in a professional portfolio submitted with other application materials.

Criteria are as follows:

1. A combination of GRE and GPR/GPA and no fewer than three letters of recommendation (a letter of commitment from employer is encouraged.) A criterion score will be calculated using the (GPA X 50) on all previous graduate level courses plus the combined percentile score of the verbal and quantitative portions of the GRE. The criterion score for recommended admission is 270 points.
2. Documentation of five years of successful professional experience.

3. Description and/or documentation of professional competencies currently possessed.

4. A letter of commitment to the doctoral degree program, a written professional philosophy, and a statement of professional goals and aspirations.

5. Identification of a primary knowledge base and a contextual application area (see Section I.A., page 9).

6. Completion of a written instrument developed by the joint departmental admissions committee that assesses the applicant’s knowledge of the requirements and duties of the professional roles to which they aspire and that demonstrates the level of their ability to write with clarity, organization, and correctness. A joint subcommittee is currently working to develop this instrument.

7. Willingness of applicant to participate at one of the cluster locations as an active member of a “site-based team” (probably five clusters across the state). Selection will be limited to a cohort of 25 persons.

8. Successful interviews with applicant by a team comprised of members of the joint graduate faculty at each predetermined site.

C. Degree Requirements

1. Semester Credit Hours

The degree program of the Doctor of Education in Agricultural Education will include a minimum of 64 semester credit hours.

2. Special Requirements

a. Degree Requirements

<table>
<thead>
<tr>
<th>SCH</th>
<th>Foundation</th>
<th>Required</th>
<th>Elective (Prescribed)</th>
<th>Elective (Elected by Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>64</td>
<td>51</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Sixty-four hours above the master’s degree will be required in the following category areas:

- Seminars (6 hours)
- Content Specialization, including courses in planning and needs assessment, delivery strategies, and evaluation. (21 hours)
- Methods of Research (12 hours) – Research Methods, Research Analyses, and Data Interpretation.
- Supporting Field (13 hours) – Six hours of internship; other hours in educational administration, science and technology, or research and statistical analyses.
- Record of Study (12 hours)
b. Record of Study

The Doctor of Education at Texas A&M University requires a "Record of Study" involving at least 12 semester hours of credit whereas the Doctor of Education at Texas Tech University requires a "Dissertation" with a similar semester hours of credit requirement.

A "Record of Study" is defined in the Texas A&M University Graduate Catalog as a major research document which may involve such topics as (1) a field study on a problem of major proportions in time or extent; (2) a curriculum development project validated through pilot and field testing; or (3) action research on a curricular, instructional, supervisory, or administrative problem based on empirical data. The Ed.D. student must have primary responsibility for the design and development of the research and the "Record of Study" must be the sole and original work of the candidate.

According to the Texas Tech University Graduate Catalog, a "Dissertation" is required of every candidate for a doctoral degree. The "Dissertation" must demonstrate a mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. The "Dissertation" should embody a significant contribution of new information to a subject or a substantial reevaluation of existing knowledge, presented in a scholarly style.

To address institutional differences in regard to whether the student completes a "Record of Study" or a "Dissertation," the joint faculty recognizes that the outcome of this requirement is a document presenting original research or creative scholarship with a high degree of literary skill. Students under the direction of a major advisor from Texas A&M University will enroll in AGED 692 from Texas A&M University and students under the direction of a major advisor from Texas Tech University will enroll in AGED 8000 from Texas Tech University. The student's graduate committee will be comprised of faculty from both institutions.

c. Residency

Traditional doctoral degree programs recognize the value of immersion in advanced study, interaction of the student with faculty members and peers, access to the academic resources of the university, and the interchange of knowledge with the academic community. Requiring two consecutive semesters of full-time course work on a campus is traditionally used to augment these values.

The joint faculty of this degree program recognizes and values each of the attributes of traditional residency. However, they propose to use strategies that apply variable time and variable location methods to enhance scholarship and engagement.

Prior to full admission to the cohort, each student will develop a letter of commitment with his/her employer that acknowledges the time demands of the degree program and the need for systematic intellectual development. Upon admission, each student will participate in specific work groups. These groups will undertake scholarly initiatives and document results of learning and behaviors that advance professional development.

Currently it is proposed that a maximum of 25 students be selected per cohort with subgroups consisting of 4-6 individuals. In addition to regular meetings with their
subgroups, students will be required to attend a minimum of four 3-5 day seminars to be held yearly. The seminars will alternate between the Lubbock and College Station campuses.

All appropriate educational technologies will be used to engage the student systematically with the graduate faculty, major advisor, graduate program committee, and peers. Engagement will be monitored and regularly discussed between the student and advisor as well as periodically discussed with the graduate program committee via TTVN. When deemed necessary, students may be required to make on-campus visits for faculty/student discussions.

Access to academic resources will be provided by a variety of means at both institutions. These resources are discussed in greater detail in VI. Resources, Section B.2., page 26 and VII. Costs, page 29.

3. Admission of Transfer Students

There are no plans to have transfer students from a similar program at another institution admitted to the program unless they start as part of a beginning cohort.

D. Curriculum

1. Required/Elective Courses

The following inventory of courses will be required/elected for completion of the proposed program. The program will include existing courses and courses that have been taught as “special topics” at Texas A&M University and Texas Tech University. The quality and rigor of the courses and graduate faculty selected for this new degree will not be compromised when compared with the traditional, on-campus delivery strategies for Ph.D. and Ed.D. degrees. No new courses are planned to be added to the inventory of Texas A&M University or Texas Tech University at this time.

**Texas A&M University**

AGED 601 Advanced Methods in Agricultural Education. Learning theories, techniques and procedures to enhance the teaching-learning process; methods to evaluate learning.

AGED 607 Youth Leadership Programs. Methods and procedures of organizing and conducting youth leadership programs in school and non-school settings.

AGED 610 Principles of Adult Education. Identification of basic principles motivating adults to learn. Procedures to implement these principles in bringing about changes in adult behavior.

AGED 615 Philosophy of Agricultural Education. Historical and philosophical developments in education that brought about education in agriculture; ideas of individuals that culminate in agricultural education institutions and organizations.

AGED 630 Guidance and Counseling for Rural Youth. Problems of youth with special attention given to rural youth; theories of vocational development reviewed and techniques and procedures developed to help youth make career choices.
AGED 640 Methods of Technological Change. Dynamics of cultural change as theoretical framework for planned technological change; methods of planning and implementing change, its effects and how it can be predicted.

AGED 641 The Transfer of Technology by Institutions. Role and organization of institutions for effective transfer of technology; institutional models; assignment of priorities; institutional linkages, communications; special program design, program strategies and program evaluation.

AGED 644 The Agricultural Advisor in Developing Nations. Trends, conditions, critical incidents, techniques, roles and preparation affecting the success of persons desiring to provide technical assistance in projects of agricultural development by serving as agricultural advisors in developing nations, especial in cross-cultural settings.

AGED 645 Initiating, Managing, and Monitoring Projects of International Agricultural Development. Origin of projects in agricultural development involving host governments, procedures in developing contracts with sponsors, duties and responsibilities of contract administrators, project leaders, and the home institution; reporting systems; project reviews, and evaluation procedures; procedures effective in managing projects.

AGED 646 Institutions Serving Agriculture in Developing Nations. Comparisons among programs and functions, strengths and weaknesses, organization, and relationships of institutions and agencies in public sectors serving agriculture in developing nations; includes those responsible for agricultural extension, agricultural research, agrarian reform, price stabilization, agricultural credit and agricultural cooperatives.

AGED 681 Seminar. Group study and discussion of current developments in agricultural education: research and legislation as they affect programs in teacher education, agricultural science and related areas of education.

AGED 684 Professional Internship. An on-the-job supervised experience program conducted in the area of the student's specialization.

AGED 685 Directed Studies. Studies related to classroom, laboratory, supervised activities in agriculture, work experience, extension education and adult educational activities in agricultural programs.

AGED 689 Special Topics in... Selected topics in an identified area of agricultural education.

AGED 690 Theory of Agricultural Education Research. Theory and design of research problems in agricultural education; communication of research proposal and results of research; evaluation of current research of faculty and students; review of current research literature.

AGED 691 Research. Initiation and completion of research for advanced degree.

AGED 692 Professional Study. Approved professional study of project undertaken as the terminal requirement for degree of Doctor of Education; preparation of a record of study summarizing the rationale, procedures, and results of the completed project.
Texas Tech University

AGED 5001 Contemporary Issues in Agricultural and Extension Education. Study current issues and trends in agricultural and extension education and develop plans to improve the disciplines.

AGED 5301 Special Problems. Investigation of problems in agricultural education or extension education of special interest to the student.

AGED 5302 Research Methods and Analyses in Agricultural and Extension Education. Application of research techniques in agricultural and extension education. Determining the correct research design, treatment of data, and dissemination of results.

AGED 5303 Advanced Computer Applications in Agricultural and Extension Education. Using computers in agricultural and extension education programs. Includes word processing, presentation graphics, desktop publishing, and integrated software.

AGED 5304 Advanced Methods in Agricultural Leadership. Theory of motivation and behavior, leadership and management styles, change agents, and the adoption process. Practical application regarding agricultural occupations.

AGED 5305 Program Development in Agricultural and Extension Education. Development of a total agricultural education program in communities and counties using all available resources.

AGED 5306 History and Philosophy of Agricultural Education. Historical and philosophical foundations of agricultural education. Emphasis is on preparing leaders who can shape and interpret policy.

AGED 5307 Methods of Technological Change. Dynamics of cultural change as theoretical framework for planned technological change, methods of planning and implementing change, its effect, and how it can be predicted.

AGED 5308 Advanced Methods in Agricultural Education. Study and investigation of recent advances, concepts, and current problems in agricultural and extension education. Emphasis on programs for adults.

AGED 5309 Evaluation of Programs in Vocational, Technical, and Extension Education. Techniques in evaluating vocational, technical and extension education programs. Principles and procedures of evaluation with emphasis on focusing, designing, reporting, and managing evaluation.

AGED 5310 College Teaching in Agriculture. Methods and techniques of teaching agriculture at the college level. Includes self-assessment, student assessment, course development, lesson planning, presentations, and evaluation.

AGED 5311 Planning for the Future in Agricultural Education. Study of current trends and future projections in agriculture and education, including their impact upon society and technology.

AGED 7000 Research. Individualized research.
AGED 7100 **Doctoral Seminar.** Professional development for the doctoral student in agricultural and extension education.

AGED 7200 **Professional Internship.** Internship for the doctoral student in agricultural and extension education.

AGED 8000 **Doctor's Dissertation.** Research for the doctoral student in agricultural and extension education. Initiation and completion of research for advanced degree.

2. **Multiple Curricula**

Although students will have opportunities to select a number of electives, no options or specializations are being proposed at this time.
3. **Projected Offerings Semester-By-Semester**

A proposed program of study, course categories, course sequence and primary faculty responsibilities are illustrated in the following table:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Credit Hrs.</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>4</td>
<td>Doctoral Seminar (1 hr.) (681/7100) ▲ TTU</td>
<td>History, Philosophy and Policies of Agricultural Education (615/5306) ♥ TAMU</td>
</tr>
<tr>
<td>Summer</td>
<td>6</td>
<td>Program Planning in Agricultural and Extension Education (5305) ♥ TTU</td>
<td>Supporting Field (3 hrs.) or Professional Internship (684/7200) ▲ TAMU</td>
</tr>
<tr>
<td>Fall</td>
<td>6</td>
<td>Theory of Research in Agricultural and Extension Education (690/5302) ♥ TAMU</td>
<td>Evaluation of Programs in Agricultural and Extension Education (5309) ♥ TTU</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>Designing Qualitative Research (EHRD 655/5382) ♥ TTU</td>
<td>Advanced Methods in Agricultural Leadership (601/5304) ♥ TAMU</td>
</tr>
<tr>
<td>Summer</td>
<td>4</td>
<td>Doctoral Seminar (1 hr.) (681/7100) ▲ TAMU</td>
<td>Supporting Field (3 hrs.) or Professional Internship (684/7200) ▲ TTU</td>
</tr>
<tr>
<td>Fall</td>
<td>6</td>
<td>Methods of Technological Change (640/5307) ♥ TTU</td>
<td>Youth Leadership Programs (607) ♥ TAMU</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
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<tr>
<td>Spring</td>
<td>6</td>
<td>Educational Statistics I (651/5380) ♥ TTU</td>
<td>Principles of Adult Education (610) ♥ TAMU</td>
</tr>
<tr>
<td>Summer</td>
<td>6</td>
<td>Research (2 hrs.) (692/8000) σ TAMU</td>
<td>Supporting Field (4 hrs.) or Professional Internship (684/7200) ▲ TAMU</td>
</tr>
<tr>
<td>Fall</td>
<td>4</td>
<td>Doctoral Seminar (1 hr.) (681/7100) ▲ TTU</td>
<td>Supporting Field (3 hrs.) ▲ TTU</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>Research (3 hrs.) (692/8000) σ TAMU/TTU</td>
<td>Data Interpretation (3 hrs.) (690/7000) ▲ TAMU</td>
</tr>
<tr>
<td>Summer</td>
<td>4</td>
<td>Doctoral Seminar (1 hr.) (681/7100) ▲ TAMU</td>
<td>Research (3 hrs.) (692/8000) σ TAMU/TTU</td>
</tr>
<tr>
<td>Fall</td>
<td>6</td>
<td>Doctoral Seminar (2 hr.) (681/7100) ▲ TTU</td>
<td>Research (4 hrs.) (692/8000) σ TAMU/TTU</td>
</tr>
</tbody>
</table>

▲ Seminars (6 Hours)  ♥ Content Area of Interest (21 hours)
♦ Research Techniques (12 hours)  ▲ Supporting Field (13 hours)
σ Record of Study/Dissertation (12 hours)
4. **Arrangements for Non-Traditional Students.**

Essentially, all students in the program will be non-traditional. Instruction (with the exception of seminars) will be offered via distance delivery at several TTVN sites located in various regions of the state. Because admission is by cohort, students will be surveyed to determine the most appropriate time for the course offerings. It is anticipated that most of the courses will be offered in evening and weekend formats.

**E. Supporting Fields**

Existing degree programs that complement the proposed program are: (1) the Ph.D. degree in Agricultural Education at Texas A&M University, and (2) the Ed.D. degree in Curriculum & Instruction (with a support area in Agricultural Education) at Texas Tech University. Many of the faculty for these programs will teach courses for the proposed distance education degree program. However, it is not anticipated that students from these existing degree programs will enroll in courses offered for the proposed program. This is due to the nature of the delivery of instruction and the cohort arrangement for the proposed program.

Three supporting fields of study will be developed based upon the nature of the proposed degree program and the educational needs of the target audience. The three supporting fields of study include study in (1) agricultural sciences, (2) adult and human resource development, and (3) educational administration. Conversations are ongoing with selected faculty in the College of Education and College of Agriculture and Life Sciences at Texas A&M University and the College of Education and the College of Agriculture and Natural Resources at Texas Tech University to identify expertise and interests that complement this degree program.

**F. Effect on Existing Programs**

No changes are planned for the courses that are currently being offered for students enrolled in existing agricultural education degree programs at either institution. Therefore, there should be little effect on existing courses.

It is anticipated that two sections of existing courses (one at each institution) will be adapted for distance education delivery each semester and will be utilized for this new degree program. This would mean that current faculty members would teach one or two of the three-credit courses every four years. Therefore, the effect on teaching assignments on both institutions will be modest. However, in order for the program to be successful, there is a projected need for additional faculty and staff support at both institutions. The cost sheets, pages 30-35, indicate that both universities will provide the needed financial support prior to receiving formula funding. Rather than having a negative impact on existing programs, it is anticipated that the new program will serve as a magnet to draw prospective agricultural educators into existing programs at both institutions in addition to those whose needs will be met by this proposed joint program.

**G. Accreditation**

The Southern Association of Colleges and Schools (SACS) is a private, non-profit, voluntary organization for the purpose of setting standards and improving education in the colleges and schools of the South. The SACS Commission on Colleges develops standards for and accredits postsecondary degree-granting institutions. A preliminary letter of information has been sent to the SACS Commission on Colleges to initiate this Joint Doctor of Education in Agricultural
Education at a distance. There currently is no accrediting agency specifically for programs in agricultural education.

III. EVALUATION

A. Procedures for Evaluation

The evaluation of the program will be multifaceted. Because graduate courses included in the proposed distance program will be taught also in a traditional manner to on-campus sections of students not enrolled in the program, comparisons of student outcomes and academic achievement by the two groups (distance and traditional on-campus) will be made as part of an on-going evaluation process. In addition, students will evaluate each course at the end of the semester. using standard evaluation forms from the appropriate institutions. Formal and informal discussions with students will also provide additional information regarding the effectiveness of specific courses and the program overall. The retention rate of students in individual courses and the degree program will be monitored.

A comprehensive formative database using standardized tests will also be established at the onset of the degree program. These instruments may include, but not limited to standardized graduate record exams, leadership measures, personality measures, technical mastery indicators, and job performance evaluations. These data will be used to benchmark program effectiveness.

Texas A&M University and Texas Tech University require a review of all doctoral programs. At the onset, this program will identify an external evaluation team that will be responsible for an independent formative and summative evaluation process. The team will review the evaluation plan, monitor the evaluation process, examine the aggregation of data, and examine the recommendations for integration of practices into the program for the second cohort. The Southern Association of Colleges and Schools Commission on Colleges policies, procedures and guidelines will be used as the basis for the evaluation process. Although there are no current accreditation standards within the discipline of agricultural education, the professional society, American Association for Agricultural Education, is exploring this issue. Texas A&M University has initiated a plan and schedule for doctoral degree review beginning in 2000. This will be useful in developing the evaluation strategy for this new program. The findings of the evaluation plan will be used to adjust the degree program prior to the admission of the second cohort. A timeline for the evaluation process is being developed by a subgroup of the joint faculty.

IV. PROGRAM NEED/DEMAND

A. Similar Programs

1. Offered in Texas

Currently, there is no doctoral program offered via distance education for agricultural professionals in Texas. Texas A&M University is the only institution in the state that offers the "traditional" Ph.D. and Ed.D. degree in Agricultural Education. Texas Tech University also offers a "traditional" Ed.D. Degree program in Curriculum & Instruction with a support area in Agricultural Education.
2. Offered At Out-of-State Institutions

Although a large number of institutions (including Texas A&M University and Texas Tech University) offer courses via distance education, we have been unable to identify either a distance education-delivered or a joint doctoral program in agricultural education. It is likely that this program in agricultural education would be the first of its kind in the United States.

B. Justification for the Proposed Program

The problem being addressed is that professionals in agriculture needing advanced degrees in agricultural education are constrained by time, place, and schedules in pursuing a traditional on-campus resident-credit graduate program. The proposed program uniquely addresses this problem.

An examination of global trends reveals rapid development of new knowledge. This new knowledge results in expanded applications that impact agricultural educators and food systems. Clearly, the research and development of public agricultural education has not kept pace with the research and development of agricultural science. Unless the same level of genius and commitment is applied to knowledge acquisition and public education, the very global customers who stand to benefit most will reject the science that feeds them.

In a 1996 report on lifelong learning, the National Association of State Universities and Land Grant Colleges (NASULGC) found that 81 percent of adults believe that furthering their education is important for them to be successful at work. Further, about four in five adults have received some type of job-related training or education during the last three years while more that one-half say they will enroll in a college course in the next three years. The percentage of adults who participate in lifelong learning is significantly higher among college graduates.

Texas has a major investment in agricultural education. The complex system of agriculture and natural resources is a $255 billion enterprise in Texas and accounts for approximately 16% of the Texas workforce. These systems increasingly rely on science and technology and are moving from capital-intensive models to knowledge-intensive models. Effective strategies for knowledge acquisition and distribution are essential in a successful global society. Megatrends, including population growth, environmental degradation, migration, and rapidly advancing technologies, affect the changing roles of agricultural education. Texas A&M University and Texas Tech University are recognized as major universities in agricultural science and technology and have the capacity to enhance the economic well being and our quality of life for Texas.

There is abundant evidence that Texas needs a distance education doctoral program for agricultural professionals. In 1997-1998, there were approximately 3,250 professional agricultural educators in Texas including 1,550 agricultural science and technology teachers, 850 county and district agricultural extension agents, and 850 agricultural educators in other agencies and the private sector.

Recent estimates by Dr. Edward Hiler, Vice Chancellor and Dean, College of Agriculture and Life Sciences, Texas A&M University, and Dr. John Abernathy, Dean of the College of Agriculture and Natural Resources, Texas Tech University, indicated that approximately 120 Texas Agricultural Extension Service agricultural professionals presently have need for a doctoral degree but are unable to complete the degree because of the lack of academic and geographical access. Conservative estimates forecast a present need for 60 professionals with
doctoral degrees in the other agencies and organizations. A dispersion of the agricultural professionals who have been recommended for a doctoral degree in agricultural education is presented in Appendix C.

The identified audience includes qualified senior-level professionals who are working in organizations such as the Texas Agricultural Extension Service, Texas Department of Agriculture, Texas community and junior colleges, Texas independent school districts, Texas A&M Agricultural Experiment Station, Texas Education Agency, USDA/REE/CSREES, Farm Services Agencies, and other organizations with roles involving education and training in food, natural resources, and environmental systems.

Both Texas A&M University and Texas Tech University have strategic plans that include support for distance education. Both institutions have individuals who are responsible for distance education. In addition, opportunities for learning are also linked with the nationally recognized Center for Distance Learning Research of the College of Education at Texas A&M University. The Center was established in collaboration with GTE, a private telecommunication corporation. Research opportunities, as well as internships for graduate students, are available at the Center.

V. PROGRAM POTENTIAL

A. Projected Enrollment for the Proposed Program for the Next Four Years

A target of 25 students will be admitted biennially and complete the program as a cohort. This projection is based on results of a survey and discussions with senior administrators at Texas A&M University and Texas Tech University. Nominations for candidates for the first cohort have already exceeded 80, and more are expected as the program is communicated to potential students.

B. Information on Which Estimates are Based

The estimate of enrollment is based on nominations from state agricultural agencies, surveys of educational needs of the Texas Agricultural Extension Service, and estimates of administrators who oversee agricultural education agencies and programs. As previously mentioned, more than 120 of the 3,250 agricultural educators in the state have indicated an interest in pursuing a doctoral program in agricultural education but currently have limited time-matching and geographic access to traditional residence programs.

VI. RESOURCES

A. Personnel

1. Personnel Changes in Anticipation of the Program

No personnel changes or additions have taken place in anticipation of this proposed program.