The University of Georgia

University Council
Athens, Georgia 30602

February 3, 2017

UNIVERSITY CURRICULUM COMMITTEE – 2016-2017
Dr. Alison F. Alexander, Chair
Agricultural and Environmental Sciences – Dr. Elizabeth Little
Arts and Sciences - Dr. Sujata Iyengar (Arts)
Dr. Rodney Mauricio (Sciences)
Business - Dr. Myra L. Moore
Ecology – Dr. Sonia Altizer
Education - Dr. Seock-Ho Kim
Engineering - Dr. Sudhagar Mani
Environment and Design - Mr. David Spooner
Family and Consumer Sciences - Dr. Patricia Hunt-Hurst
Forestry and Natural Resources - Dr. John C. Maerz
Journalism and Mass Communication – Dr. Jay Hamilton
Law - Ms. Elizabeth Weeks Leonard
Pharmacy – Dr. Robin Southwood
Public and International Affairs - Dr. Robert Grafstein
Public Health – Dr. Anne Marie Zimeri
Social Work - Dr. David O. Okech
Veterinary Medicine - Dr. Kira L. Epstein
Graduate School - Dr. Timothy L. Foutz
Ex-Officio - Provost Pamela S. Whitten
Undergraduate Student Representative – Ms. Gabrielle Roth
Graduate Student Representative – Ms. Ashley E. Fallaize

Dear Colleagues:

The attached proposal from the College of Agricultural and Environmental Sciences for a new major in Agricultural Leadership, Education and Communication (Ph.D.) will be an agenda item for the February 10, 2017, Full University Curriculum Committee meeting.

Sincerely,

Alison Alexander

Alison Alexander, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: University of Georgia

Date Completed at the Institution: November 10, 2016

Name of Proposed Program/Inscription: Agricultural Leadership, Education, and Communication (ALEC)

Degree: Doctor of Philosophy

Major: Agricultural Leadership, Education, and Communication (ALEC)

CIP Code:

Anticipated Implementation Date: Fall 2017

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	X
Off-campus location, face-to-face only (specify the location):	
Online Only	
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

School/Division/College: College of Agricultural and Environmental Sciences (CAES)

Department: Agricultural Leadership, Education, and Communication (ALEC)

Departmental Contact: Dr. Kay Kelsey, Department Head, 706-542-0649; kdk@uga.edu

Approval by President or Vice President for Academic Affairs:

_____

Approval by Vice President for Finance/Business (or designee) and contact information:

_____

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

_____

ONE-STEP ACADEMIC PROGRAM PROPOSAL

1) **Rationale:** Provide the rationale for proposing the new academic program.

The Department of Agricultural Leadership, Education, and Communication (ALEC) at UGA develops leaders with multidisciplinary skills to engage in emerging challenges related to food, environmental, and social systems. ALEC promotes food, environmental, and social sustainability through experiential education to empower communities toward food security, agricultural and environmental sustainability through an interdisciplinary curriculum encompassing leadership, education, and communication.

ALEC prepares agricultural educators who teach youth and adults using formal and non-formal methods in a variety of contexts in and about food, fiber, and natural resource systems (*Agricultural Education* focus area); develops professionals who lead effective change in the context of agricultural and environmental systems on local, state, national, and international levels (*Leadership* focus area); prepares agricultural communicators to disseminate information in agribusiness, government agencies, educational and non-profit centers and institutes, and media outlets (*Agricultural Communication* focus area); creates and disseminates knowledge concerning the educational process in agricultural leadership, education, and communication through research and development (*Extension Education* focus area).

ALEC offers two BSA degrees in *Agricultural Education* and *Agricultural Communication* and one Master of *Agricultural and Environmental Education* degree. Building upon UGA's 2020 strategic plan, *Building on Excellence*, the proposed ALEC Ph.D. integrates university, college, and departmental goals including *Strategic Direction II: Enhancing Graduate and Professional Programs* by proposing a doctoral program to meet the need for more highly qualified professions in agricultural and environmental professions.

UGA ALEC is well positioned to capitalize on an unmet need for Ph.D. degree holders in ALEC. The Southeastern region of the United States produces the largest number of ALEC-related master's degrees in the country, with 139 degrees conferred in related fields in 2013 (Hanover Report, 2015). The high level of master's degree completions, combined with low competitive saturation in the region, with only the University of Florida offering a residential Ph.D., suggests that an ALEC Ph.D. will address the unmet demand for doctoral programs in the region. In addition, our proposed focus areas in Extension Education and Environmental Education at the Ph.D. level are rare nationally (Hanover Report, 2015).

The Hanover Research Group conducted a market analysis in February, 2015 to determine the market for a doctoral program in ALEC at UGA. Student demand and labor market demand were used to analyze the potential viability for an ALEC Ph.D. and potential areas for specialization for the proposed doctoral program. Findings indicated that an ALEC doctoral program would enable UGA to capitalize on a current unmet demand for doctoral programming in the combined areas of agricultural leadership, education, and communication. In addition, the Hanover Report (2015) found that the demand for leadership education and environmental education specifically are expected to increase in the coming years. The report stated, "an agricultural leadership Ph.D. program would be uniquely situated to prepare students not only for academic jobs but also for leadership roles in industry and government" (p. 4).

According to the Hanover Report:

> "The University of Georgia would be the only institution in Georgia, and one of only two in the Southeast, to offer a Ph.D. in Agricultural Leadership, Education, and Communication. This region currently produces the largest number of ALEC-related master's degrees in the country, with 139 degrees conferred in related fields in 2013. High levels of master's degree completions, combined with low competitive saturation within the region, suggest that an ALEC Ph.D. program offered by UGA may be able to capitalize on unmet demand for doctoral programming in the area" (p. 3).

2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

UGA prepares graduates to engage in solving global challenges such as food insecurity and increasing climate variability through a diverse curriculum including physical, biological medical, and social sciences. UGA aims to cultivate an appreciation for cultural diversity needed for an edified and informed populace. The College of Agricultural and Environmental Sciences (CAES) at UGA is one of 17 colleges at UGA and was established in 1859 as the state's land- and sea-grant university. CAES offers 22 majors, 17 minors and 30 graduate programs. CAES' vision is to "seek, verify and apply knowledge related to agriculture and the environment, and to disseminate this knowledge through student education and public outreach programs" (Strategic Plan, 2013, p. 6). To accomplish its mission, Dean Pardue identified teaching as a priority area and is committed to creating a "culture of support for students in and out of the classroom – excellence in teaching, advising, placement and out-of-the classroom opportunities for students" through bachelors, Masters and Doctoral degree programs. Dean Pardue has prioritized college-wide curricular requirements, interdepartmental curricula, globalization, increasing the diversity of the student-body, involving undergraduates in research experiences and internships, interdisciplinary teaching, and distance education as strategies for instructional excellence. Focus areas of the CAES strategic plan (p. 16) lead with creating sustainable food systems that include consideration for environmental, social, and economic growth through genetics, breeding, genomics, food, health and safety, natural resource management, and production and marketing. The proposed ALEC Ph.D. will address the need expressed in the strategic plan using an interdisciplinary approach to preparing professionals to educate the public in and about agriculture, communicate with the public to increase scientific and agricultural literacy, and extend the land- and sea-grant university mission through environmental and Extension education focus areas.

Nationally Accepted Trends and Standards in the Discipline

The ALEC department is comprised of eleven tenure-track graduate faculty members representing expertise in agricultural education teacher preparation (AGED), agricultural communication (AGCM), agricultural leadership (ALDR), environmental education (ENED), and agricultural Extension education, domestic and international (EXED). This composition of expertise is consistent with ALEC programs nationwide. However, UGA's ALEC department

brings a rare, but relevant addition of environmental education to the graduate curriculum. This combination of disciplinary areas in a single department lends itself to the potential for a unique doctoral program that will meet the rapidly evolving and diverse needs of ALEC professions nationwide.

The 2016 *American Association for Agricultural Education* (AAAE) National Research Agenda identified various research priority areas that spanned the disciplinary areas within the ALEC professions. Priority areas included: public and policy maker understanding of agriculture and natural resources; new technologies, practices and product adoption decisions; sufficient scientific and professional workforce that address the challenges of the 21st century; meaningful and engaged learning in all environments; efficient and effective agricultural education programs; vibrant, resilient communities; and addressing complex problems (Roberts, Harder, & Brashears, 2016). The proposed ALEC doctoral program will develop professionals who are equipped to tackle these six key priority areas from a variety of theoretical perspectives.

Beyond the agricultural leadership, education, and communication professions, land-grant universities across the nation have been challenged to address various agricultural and environmental issues. The grand challenges identified include enhancing sustainability, competitiveness, and profitability of US food and agricultural systems; adapting to and mitigating the impacts of climate variability on food, feed, fiber, and fuel systems in the US; supporting energy security and the development of the bio economy from renewable natural resources in the US; providing global leadership to ensure a safe, secure, and abundant food supply for the world; improving human health, nutrition, and wellness of the US population; heightening environmental stewardship through the development of sustainable management practices; and strengthening individual, family, and community development and resilience (Association of Public and Land-grant Universities, 2010). Each of these issues has a social and behavioral science component that will be addressed in the doctoral program to prepare graduates to make significant contributions toward solving the grand challenges facing humanity.

3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The proposed ALEC Ph.D. program stands out from other programs nationally for its emphasis on interdisciplinary education, a UGA strategic priority for graduate education. Students will integrate emerging issues in agricultural and environmental education within their respective foci. Another strategic priority in graduate education is to provide and promote additional opportunities for international experiences (education, research, and service-learning). The international Extension education focus area will attract international students and increase the diversity of our student population. UGA's strategic priority to increase access to UGA graduate education through extended campus educational programs is an integral part of the ALEC Ph.D. program as we have two faculty located on the Tifton campus who will teach courses and mentor doctoral students.

According to UGA's Strategic Direction III: Investing in Research Excellence at UGA, the Ph.D. program will better position the ALEC department to grow its research capacity and rigor, increasing capacity to compete for external funding and participate in complex, interdisciplinary,

and multi-institutional grants with colleagues nationwide. Strategic Direction IV: *Serving the Citizens of the State of Georgia and Beyond* allows ALEC Extension efforts to meet the public service division of UGA by preparing students to further enhance public service outreach and will serve as a laboratory for experiential and service-learning courses while providing opportunities for research. The Ph.D. program encompasses links with K-12 public education, agricultural commodity groups, state and federal organizations, and public service non-profit organizations.

The proposed Ph.D. program in ALEC is designed to prepare graduates for both academic and non-academic careers. The degree requires a total of 45 hours of coursework and research hours and provides all doctoral students with a common set of core competencies and content areas (12 hours, referred to as "common core"), while allowing students to specialize in one of four focus area (12 hours). The focus areas are: 1) Agricultural Education (AGED), 2) Agricultural Communication (AGCM), 3) Environmental Education (ENED), or 4) Extension Education (EXED) with either a domestic or international concentration. Leadership and service learning theory and practices are interwoven throughout the curriculum. Within these four foci, doctoral students will become intellectual and programmatic leaders within their respective disciplines.

The common core curriculum (12 hours) will ensure that all doctoral students have the same foundational theoretical knowledge-base in six key constructs that unify our multi-disciplinary department: 1) teaching and learning theory, 2) influencing change and change theory, 3) program development and evaluation, 4) communication theory, 5) global agricultural and environmental issues, and 6) advanced formal and non-formal teaching methods. These six common core key constructs were identified following a comprehensive review of the literature and with input from ALEC faculty nationwide. Students will also complete 12 hours of coursework related specifically to their focus area (AGED, AGCM, ENED, or EXED), 12 hours of quantitative and qualitative research methods, three hours of research, and six hours of dissertation for a total of 45 hours to complete the degree.

Along with preparation in the common core, doctoral students will be exposed to emerging issues and grand challenges specific to their respective foci such as climate variability, food insecurity, and social sustainability within the context of growing global populations, food shortages, and environmental degradation. Because employers report doctoral students have high levels of subject matter expertise but often lack in team and process skill, our graduates will possess "skills related to working in a team environment, creating and delivering presentations, business acumen (skills necessary to deliver outcomes on schedule and on budget), project management, and the ability to discuss technical issues with nontechnical individuals", known as leadership and service-learning skills (Council of Graduate Schools and Education Testing Service, 2012, p. 10). Figure 1 provides a graphical representation of the common core, the four focus areas, and the minimum research requirements for the Ph.D. program.

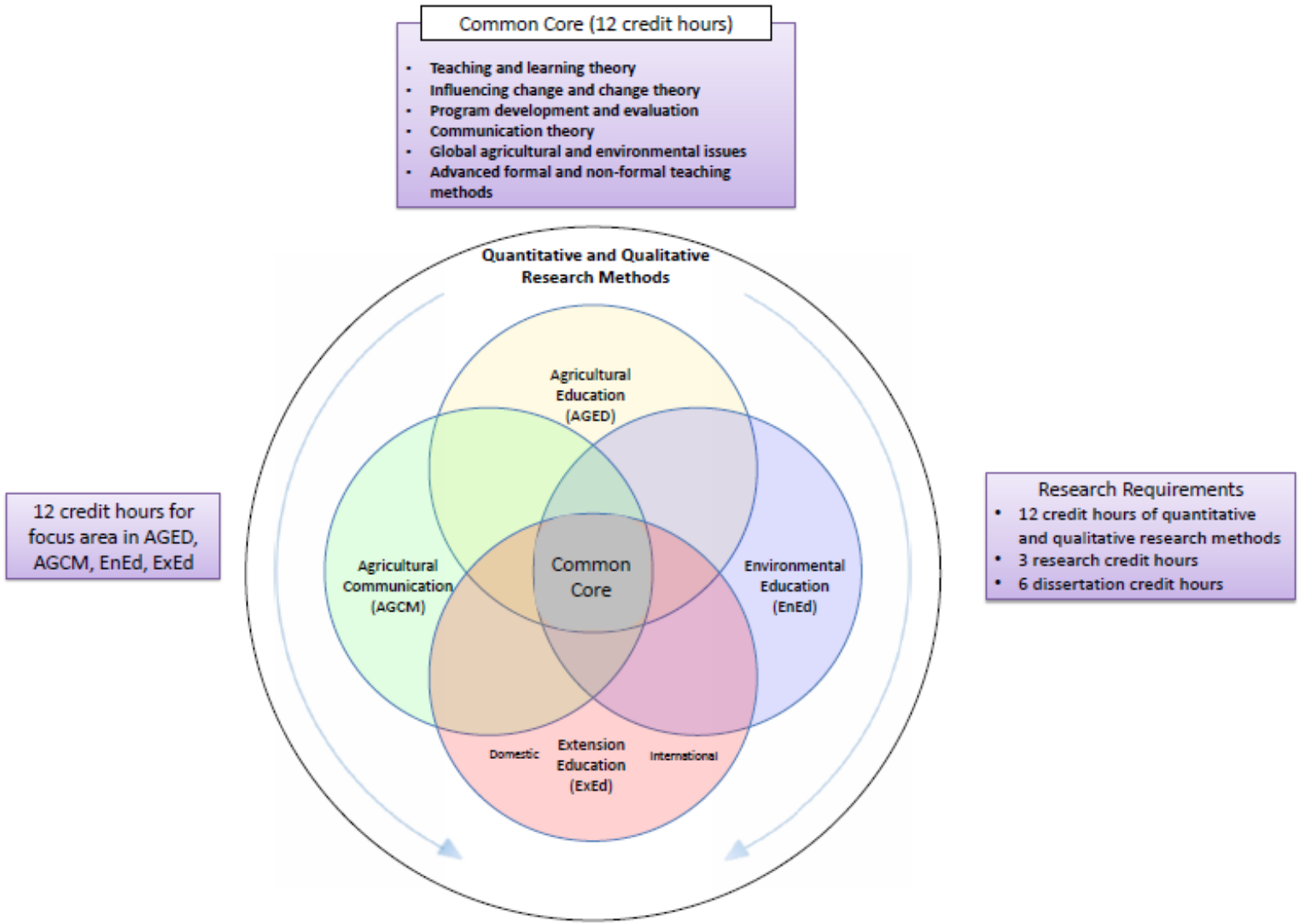

Figure 1. Graphical representation of the ALEC Ph.D. foci and common core requirements.

Goals/objectives of the Ph.D. program

Upon graduation, successful doctoral students will be able to:

1. Effectively design and conduct quantitative and qualitative research studies aimed at addressing emerging domestic and global issues related to food insecurity, environmental degradation, and social sustainability;
2. Successfully teach and evaluate learning in formal and non-formal environments; and
3. Plan, implement, and evaluate impactful educational programs targeting specific clientele needs in the agricultural and environmental sciences.

Expected Competencies of Ph.D. Graduates for the Four Foci According to National Accrediting Agencies and Professional Organizations for ALEC Disciplines

Agricultural Education (AGED)

The Agricultural Education profession is a sub-discipline of the broader social science research field examining the current gaps between the agriculture, food, and natural resource industry and the general public (Roberts, Harder, & Brashears, 2016). The research conducted by ALEC faculty examines interdisciplinary topics such as urban agriculture, the local food movement, international agriculture, and food insecurity. The teacher preparation profession is guided by several organizations, one being the Association for Teacher Education (ATE). In 2000, the ATE developed a set of competencies needed by all teacher educators to effectively prepare the next generation of teachers.

1. Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education.
2. Apply cultural competence and promote social justice in teacher education.
3. Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education.
4. Inquire systematically into, reflect on, and improve their practice and demonstrate commitment to continuous professional development.
5. Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice.
6. Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning.
7. Serve as informed, constructive advocates for high quality education for all students.
8. Contribute to improving the teacher education profession.
9. Contribute to creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views

Agricultural Communication (AGCM)

Students selecting the Agricultural Communication foci area will complete 12 hours of coursework aligned with key competencies supported by professionals (Smith, Sitton, & Ramsey, 2012).

1. Knowledge of policy and current events in agriculture, science literacy and knowledge.
2. Global issues and media influence impacting food, agriculture, and communications.
3. A thorough understanding of how agricultural communications is connected to other disciplines.
4. Communication theories and their implications in research.
5. Understanding the public opinion process.
6. Rhetorical theory and criticism as it relates to agriculture and environmental sciences.
7. Knowledge in photography, campaign development, emerging technology, design principles, social media, and video and audio production.
8. Knowledgeable in evaluation methods, qualitative and quantitative methodologies, and scale development.
9. Grant seeking and writing abilities.
10. Strong abilities in instructional design and university-level teaching.
11. Strong writing abilities in research, technical, scientific, journalist, and media including mastery of AP and APA writing styles.

Environmental Education (ENED)

The *North American Association for Environmental Education* (NAAEE), the discipline's leading professional organization, has developed a series of national priority areas of which environmental education professionals should possess.

1. Program planning, implementation, management, and sustainability (Guidelines 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 6.1)
2. Effective information delivery and curriculum development (environmental literacy content) (Guidelines 3.1, 3.3 and 1.3, 2.1, 3.1, 5.1)
3. Program evaluation (Guidelines 5.2, 6.1, 6.2, 6.3)
4. Community engagement (Guidelines 5.3, 6.3)

Extension Education (Domestic and International) (EXED)

Graduates will have exposure to all discipline-specific competencies documented by scholars, including Liles and Mustain (2004), Maddy Neimann, Lindquist, and Bateman (2002), Ohio State University (2015), Suvedi (n. d.), Vandenburg and Foerster (2008), Lindner et al. (2003), Shinn et al. (2009), and Strong and Harder (2001) regarding mastery expectations of Ph.D. graduates in Extension Education. Issahaku (2014) found interpersonal relations, communication, personal qualities and technical knowledge dominate most competency frameworks and competency-related literature. Social, cultural, program evaluation and Good Agricultural Practices (GAP) were predictors of workers' performance. Khalil et al. (2009) reported, "Program planning, implementation and evaluation [competencies] emerged as

significant predictors of performance" (p. 444) of extensions agents in Yemen. Chae, Kim, and Lim (2014) found that core competencies such as research and analytical skills, interpersonal skills, strategic instruction, and agricultural extension and customer orientation are positively related to agents' performance. The Ph.D. program will address the following competencies:

1. Instructional design, curriculum development, and delivery strategies.
2. Change and technology adoption in regard to agricultural and rural development.
3. Understanding of emerging issues in international agriculture and Extension education
4. Skills to manage non-profit organizations (human resource development and community engagement).
5. Program development skills such as needs assessment and program planning, implementation, and evaluation; data collection methods and tools.
6. Communication and leadership theory and skills such as context, culture, diversity, and intercultural development.

Common Core Courses

The following table lists courses comprising the common core that all Ph.D. students will complete. Regardless of the number of courses taken within each of the core competency areas, students must complete at least 16 hours of 8000-level courses to satisfy the minimum requirement for Ph.D. coursework at UGA. All courses are currently provided by the ALEC department and offered at least once annually.

Course Code	Course Title	Credit Hours
ALDR 8100	Teaching and Learning Theory	3
ALDR 8030	Diffusion of Innovations	3
ALDR 7070[#]	Program Development for Agricultural Leaders	3
ALDR 7400[#]	Communication in Agricultural and Environmental Sci.	3

[#] Under curriculum committee review as 8000-level courses

The Ph.D. program will be delivered primarily through face-to-face teaching and research experiences. Faculty resources available allow for course delivery, advising, discussions, and interactions to be available in person at the Athens and Tifton campuses. ALEC employs eleven tenure-track graduate faculty members at UGA Athens and Tifton and one department head. Interacting with faculty members on a regular basis is critical for Ph.D. students to learn from, and become comfortable in the academic setting.

4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

Needs met by Focus Area: Agricultural Education (AGED)

The ALEC Ph.D. program will include a focus area for the preparation of agricultural teacher educators who are prepared to engage in both formal and non-formal educational settings and

solve pressing educational issues facing our nation's public school system. The Hanover Report (2015) market analysis echoed the demand for graduates with advanced degrees in agricultural education, stating, "agricultural education jobs in Georgia are projected to grow much faster than the national average. The postsecondary agricultural education profession is projected to grow by over 30% in the state between 2012 and 2022" (p. 4). Therefore, a need exists to develop an agricultural education focused Ph.D. program to satisfy the growing demand for agriculture teacher educators.

The AGED focus area will prepare graduates to become experts in 1) teaching and learning theory, 2) curriculum development, and 3) teacher education. Graduates will engage in coursework and research experiences that utilize an interdisciplinary perspective to investigate emerging issues facing society, some of which are engaging urban audiences in agricultural practices and meeting the educational needs of students with rapidly changing demographics.

Graduates will be prepared to enter professional positions in academia, public school systems, curriculum development, and other formal and non-formal educational settings. Potential research topics include: effectiveness of inquiry-based instruction, assessment of classroom and laboratory knowledge acquisition and retention, effectiveness of experiential learning, teacher pedagogical content knowledge development and utilization, and the utilization of learning tools in formal and non-formal learning environments. Appendix B provides a list of published doctoral dissertation studies in the AGED focus area.

Needs met by Focus Area: Agricultural Communication (AGCM)

The AGCM focus area provides an interdisciplinary curriculum that emphasizes the intersections of three key areas: 1) media and technology; 2) agricultural, food, and environmental issues; and 3) diversity among various audience types. In order to bolster and secure the scholarly field of Agricultural Communication, it is essential that doctoral students graduate from this program with a command of interdisciplinary research methods and theoretical frameworks so that they can effectively address and engage in the ever-evolving and emerging issues of:

- Communication and engagement strategies
- Perceptions, expectations, and demands of diverse audiences
- Global food and social sustainability
- Intensive local food production

Graduates will be qualified for faculty positions in one of the 48 agricultural communication academic programs in the USA, as well as a variety of social science research-oriented positions within agriculture, food, and environmentally-based organizations or agencies. Agricultural Communication BS programs are the fastest growing segment of ALEC departments nationwide. Qualified faculty members are in short supply to meet the demand. Many faculty positions go unfilled for a lack of qualified applicants. The ALEC Ph.D. will help meet the demand for highly qualified Agricultural Communication faculty as well as industry roles such as director of communications, director of publishing, marketing manager, director of research communications, and Extension specialist (https://www.aceweb.org/Job-Opportunities). Appendix B provides a list of published doctoral dissertation studies in the AGCM focus area.

Needs Met by Focus Area: Environmental Education (ENED)

The *North American Association for Environmental Education* (NAAEE) recently developed a series of guidelines that inform the planning, implementation, and evaluation of environmental education programs and activities. May (2000) identified disciplinary skills needed among undergraduate students pursuing teaching careers where environmental education was a key component of their job. Critical needs of successful environmental educators include teachers who exhibit an efficacious:

- Knowledge base in ecology, local culture, and teaching and learning theory
- Skills base with instructional strategies, alternative assessments, and making connections between local/global issues and curricula (May, 2000)

More recently, Vincent and Focht (2011) identified characteristics of successful environmental science-related degree programs as being those which highlight an interdisciplinary and applied focus on the link between human and natural systems. Similarly, the *National Environmental Education Advisory Council* (2015) stated the critical need for environmental education researchers who can disseminate relevant and meaningful research and evaluation findings that to practitioners and administrators as well as to the general public.

The Hanover Report (2015) noted the need for a doctoral degree focusing in environmental education, stating, "Environmental Education doctoral degrees are currently primarily offered by education and environmental science departments. UGA would be one of the only universities to offer this specialization through an ALEC department" (p. 4), within the College of Agricultural and Environmental Sciences. In addition, the report noted that environmental education would serve a complimentary role to the agricultural education discipline. Specifically, "A Ph.D. in Environmental Education within the department of Agricultural Leadership, Education, and Communication at UGA would offer a unique context for approaching environmental education as an aspect of agricultural education" (p. 19).

The ALEC Ph.D. focus in ENED will prepare students to become environmental educators at the secondary and post-secondary levels through interdisciplinary coursework, research, and teaching experiences while proactively addressing emerging issues within human and natural systems. Students will also be prepared to address critically emerging issues such as:

- Climate variability
- Water conservation and use
- Sustainability and life cycle assessment
- Wildland-urban interface and habitat fragmentation
- Citizen science for environmental action and engagement

Appendix B provides a list of published doctoral dissertation studies in the ENED focus area.

Needs met by Focus Area: Extension Education (Domestic and International) (EXED)

Extension educators and specialists have played, and will continue to play, a key role in working with people, communities, and institutions to address grand challenges such as poverty reduction, agricultural and environmental sustainability, food security, health and nutrition, and

youth development locally and globally. County- or state-based Extension professionals fulfill their role through the collection, analysis, development, transfer, and co-creation of knowledge (Röling, 2004). They are adult educators employed in local, national, and international organizations such as government, non-government (NGO), for profit or not for profit organizations. For decades, the challenge in the preparation of county- or state-based Extension professionals has been to balance content and technical knowledge with context and professional competencies (i.e., agricultural and health knowledge vs. communication and interpersonal skills) (Etling & Radhakrishna, 1998; Lindner, Dooley, & Wingenbach, 2003; Strong & Harder, 2011), a problem that becomes even more complex when preparing Extension professionals to work in international settings (Shinn, Wingenbach, Briers, Lindner, & Baker, 2009). Communities have very different social, historical, economic, educational, cultural, political, and environmental characteristics often unfamiliar to Extension agents.

Novice Extension professionals in the US usually have excellent preparation in technical skills. Employers provide sustained professional development to prepare educators for challenges in their Extension roles such as working and communicating with people, collaborating with institutions, collecting data, analyzing situations, evaluating programs, and co-creating solutions.

Therefore, it is important to prepare Ph.D. graduates to create and implement curriculum that includes:

- Technical and professional development needs of Extension professionals throughout their careers
- Technical qualifications to execute knowledge integration

ALEC graduates will supply the demand for the growing market for county- or state-based Extension professionals and may select to concentrate on either domestic or international Extension efforts. Appendix B provides a list of published doctoral dissertation studies in the EXED focus area.

5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

Demand for the ALEC Ph.D. program was determined by 1) surveying currently enrolled students and 2) all Georgia Agricultural Education secondary teachers.

A Qualtrics survey link was emailed to all current ALEC undergraduate students (n=100) and Master of Agricultural and Environmental Education students (n=40) using the departmental listserve regarding the demand for a Ph.D. in ALEC June 20, 2016. Twenty-nine people responded to the survey for a 21% response rate. 76% of respondents (n=22) were likely to seek a Ph.D. program in the next five years. 78% of respondents (n=23) were likely to seek a Ph.D. program from ALEC, UGA, indicated strong demand for the Ph.D. program among current students and recent ALEC graduates.

The same survey was sent to the Georgia Vocational Agriculture Teachers Association (GVATA) listserve June 23, 2016 to assess demand among a primary stakeholder audience.

There are 400 members of GVATA. 84 people responded to the survey for a 21% response rate. 77% of respondents (n=65) were likely to seek a Ph.D. program in the next five years. 60% of respondents (n=50) were likely to seek a Ph.D. program from ALEC, UGA, indicated strong demand for the degree among working professionals. The following table details the responses from these two populations.

Question	Response options	Frequency Current Students	Percent Current Students	Frequency GVATA members	Percent GVATA members
How likely are you to seek a Ph.D. degree in the next 5 years?	Extremely likely	11	38	22	26
	Moderately likely	4	14	21	25
	Slightly likely	7	24	22	26
	Neither likely nor unlikely	2	7	3	4
	Slightly unlikely	0	0	1	1
	Moderately unlikely	3	10	4	5
	Extremely unlikely	2	7	11	13
	Total	29	100%	84	100%
How likely are you to seek a Ph.D. program from UGA, ALEC?	Extremely likely	10	34	10	12
	Moderately likely	10	34	19	23
	Slightly likely	3	10	21	25
	Neither likely nor unlikely	2	7	10	12
	Slightly unlikely	0	0	7	8
	Moderately unlikely	2	7	4	5
	Extremely unlikely	2	7	13	15
	Total	29	100%	84	100%
Which of the following areas would you most likely enroll in?	Agricultural Education	14	50	65	80
	Agricultural Communication	7	25	5	6
	Environmental Education	3	11	4	5
	Extension Education - Domestic	2	7	4	5
	Extension Education - International	2	7	3	4
	Total	28	100%	81	100%
What is the most likely mode for earning your Ph.D. degree?	100% face-to-face on campus	1	4	2	2
	Online and face-to-face courses	15	54	18	22
	100% of courses online	12	43	62	76
	Total	28	100%	82	100%
Would you need a graduate	Yes	10	36	10	12
	Maybe	13	46	25	30

assistantship to begin your Ph.D.?	No	5	18	48	58
	Total	28	100%	83	100%
What are your career goals?	• Secondary agriculture education teacher • Start as a secondary agriculture education teacher, advance to college level • Work in agricultural education, with the FFA organization • Work on Georgia FFA State Staff or at a University • Administrator, Superintendent in public K-12 schools • Career, Technical, Agricultural Education (CTAE) director • College faculty/University Academia • Extension education • Environmental education coordination and implementation • Environmental education center director • Director of education at an accredited zoo or aquarium • Cooperative Extension leadership position • Extension specialist • Youth development • Work with USDA FAS to develop agricultural systems abroad • Work in educational administration at UGA • Agricultural communication education • Agricultural association management • NGO or a governmental organization like USAID				

Placement of ALEC Ph.D. Holders

In regard to job placement specific to ALEC Ph.D. holders, Dr. Kelsey, ALEC department head, sent a request for information to the professional listserve for the *American Association for Agricultural Education* on June 20, 2016. The AAAE professional society encompasses the sub disciplines of agricultural education (secondary teacher preparation), leadership education, agricultural communication, and Extension education (domestic and international). AAAE members who earned an ALEC-related Ph.D. between 2010 and 2016 were asked to report their degree focus area, granting institution, and current job placement. Forty individuals responded to the survey.

Respondents received ALEC Ph.D. degrees from Auburn University (n=1), Cornell University (n=1), Iowa State University (n=4); Louisiana State University (n=1); North Carolina State University (n=2); Ohio State University (n=1); Oklahoma State University (n=6); Purdue University (n=1); Texas Tech University (n=4); University of Florida (n=8); University of Missouri, (n=3); Texas A&M University (n=2); Virginia Tech (n=5); and West Virginia University (n=1). One respondent earned an Ed.D. in Agricultural Education from Texas Tech University.

ALEC is a multi-disciplinary degree area. Universities offering an ALEC-related degree have various names for the degree. Respondents reported majoring in Agricultural Leadership,

Education, and Communication (TAMU); Agricultural Communication, Education, and Leadership (Ohio State); Agricultural Education, Communications and Leadership (Oklahoma State); Agricultural Leadership and Community Education (VT); Agricultural Education and Communication (UF); Agricultural Education and Leadership (UM); Agricultural Communications and Education (TTU); Agricultural Education (Auburn, ISU, NCSU); Agriculture and Extension Education (LSU); Education (Cornell University); and Human and Community Development (West Virginia University).

Within the above degrees, respondents reported specializing in: Extension education; environmental education; program planning and evaluation; animal science; online education; and agricultural mechanics.

All respondents reported working in a professional field related to their Ph.D. and shared the following position titles:

- Department Head, Agriculture and Home Economics Education, School of Education, Njala University, Sierra Leone, West Africa (n=1)
- Assistant or Associate professor, Agricultural Education (Teacher Preparation) (n=15)
- Assistant professor, Agricultural Communication (n=7)
- Assistant professor, Environmental Education, University of Georgia (n=1)
- Assistant Professor, Specialty Livestock/Youth Education Specialist, University of Arkansas Cooperative Extension Service (n=1)
- Assistant Professor of Science and Agriculture, University of Minnesota Extension Center for Youth Development (4-H) (n=1)
- Assistant Professor, Extension 4-H Youth Specialist, Univ. of North Dakota, Fargo (n=1)
- Assistant Professor of Agribusiness, Department of Agricultural Sciences and Engineering Technology, College of Sciences, Sam Houston State University (n=1)
- Lecturer and Agriscience Education Program Coordinator, Ohio State University (n=1)
- 4-H Program Specialist for Youth Development, Iowa State University (n=1)
- Assessment Postdoctoral Fellow for the assistant provost of undergraduate education at Virginia Tech (n=1)
- Assistant Director, Instructional Technology Services, TAMU (n=1)
- Director, Center for Experiential Learning and Career Services, Penn State (n=1)
- Director, Equine AS degree program at UMass (n=1)
- Director, Special Projects, Texas Tech University School of Law (n=1)
- Assistant Director, South Carolina 4-H, Clemson University (n=1)
- Middle School Principal, Tulsa, OK (n=1)
- Secondary Agricultural Education Teacher, Sonoraville High School, Calhoun, GA (n=1)
- Secondary Chemistry Teacher, San Jose, CA (n=1)
- Program Evaluator (n=1)

According to Ostriker, Kuh, and Voytuk (2010), 57% of Ph.D. holders in the social and behavioral sciences plan to enter academia and take six years to complete their Ph.D. program. Given the variety and number of professional jobs available to ALEC Ph.D. holders, the demand for graduates is anticipated to be high. The following table displays projected trends in the demand for graduates with a Ph.D. in ALEC.

Job Placement of Recent Ph.D. Graduates in ALEC-related Disciplines

Type/Title of Position	Number of Anticipated Position Openings	Average Starting Salary
Assistant professor of Agricultural Education	5-10 per year nationally	9-month = $68,121 12-month $79,995
Assistant professor of Agricultural Communication	5-10 per year nationally	9-month = $68,121 12-month = $79,995
Other ALEC-related assistant professors	5-10 per year nationally	9-month = $68,121 12-month = $79,995
Extension specialist	2-5 per year nationally	9-month = $68,121 12-month = $79,995
Secondary Agriculture Teacher	1,462 new agriculture teachers were hired nationally in 2015 (Foster et al., 2015)	$60,000 to $90,000 depending on school district, years of experience, and degrees held

Salary Estimates for ALEC Ph.D. Holders

Average salaries for ALEC faculty are reported by the *American Association for Agricultural Education* (Swortzel, 2016). The average salary for a 9-month assistant professor was $68,121 and $79,995 for a 12-month assistant professor in 2015. The average salary for a secondary agriculture teacher with 10 years of experience and a Ph.D. is $82,765 (S. Mitchell, State FFA Staff North Region Director, personal communication June 22, 2016).

National Job Placement Data from the Bureau of Labor Statistics

The US Bureau of Labor Statistics (2016) was consulted to determine demand for various occupations that ALEC Ph.D. holders may qualify for given their training. The following table lists the job title, number of job openings (in thousands) due to growth and replacements over a ten year period (2014-2024), median annual wage, and typical education needed for entry.

Job Title	Job openings (numbers in thousands)	Median annual wage, 2015*	Education needed for entry
Management	2,586	$115,020	Bachelor's
Advertising, marketing, promotions, public relations, and sales managers	210	$131,670	Bachelor's
Media and communication workers	198	$53,220	Bachelor's
**Media and communication Workers	8,800	$45,220	Bachelor's
**Multimedia artists and animators	15,900	$63,970	Bachelor's
** Photographers	34,500	$31,710	Bachelor's
** Writers and authors	26,100	$60,250	Bachelor's
Social scientists and related workers	97	$78,520	Doctoral
Education administrators	185	$90,970	Master's

Education, training, and library occupations	2,661	$64,450	Doctoral
Community and social service occupations	792	$53,660	Master's
** Postsecondary agricultural sciences teachers	2,900	$90,780	Doctoral
Post-secondary social science teachers	550	$84,180	Doctoral
Post-secondary vocational education teachers	33	$54,260	Master's
Secondary agriculture school teachers with a Ph.D.		$82,765	Doctoral
Secondary school teachers	303	$60,270	Bachelor's
**Cooperative Extension - Farm and Home Management Advisors	2,200	$49,190	Bachelor's, Master's

*Median annual wage data obtained from http://www.bls.gov/oes/current/oes_nat.htm#11-0000
**Data provided by National Center for O*NET Development (2016).

Georgia's Hot Careers to 2022

Georgia Department of Labor (2016) listed several high demand occupations ALEC Ph.D. holders are qualified to fill. The following table details selected occupations relevant to ALEC Ph.D. holders.

Job Title	Job openings 2012-2022 (numbers in thousands)	Median annual wage, 2013
Postsecondary education teachers	190	$56,000
Postsecondary vocational education teachers	200	$48,900
Education administrators, elementary and secondary	370	$85,600
Education administrators, post-secondary	210	$97,800
Educational, guidance, school, & vocational counselors	320	$56,900
Middle school teachers, career/tech ed	1,220	$54,600
Public relations specialist	190	$58,400
Marketing manager	230	$126,400
Web developer	140	$73,000

6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

There are no ALEC Ph.D. degrees offered in the state of Georgia. The nearest similar program is University of Florida.

7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity? **No: X**

8) **Forecast:** If this program was not listed on your academic forecast for the 2016 – 2017 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

The Ph.D. program has been a priority for the ALEC department for at least six years.

9) **Admission Criteria:** List the admission criteria for the academic program.
   a) Include all required minima scores on standardized tests.
   b) Include the required grade point average requirement.

ALEC Doctoral applicants must complete a Master's degree from an accredited university prior to being admitted into the Ph.D. program. Students seeking to become agriculture teacher educators (AGED focus area) must have a minimum of three years of professional work experience teaching agriculture at the middle or secondary level before being admitted.

Students must meet the minimum requirements for GPA and GRE scores of the UGA Graduate School to be admitted. Doctoral students will be admitted during the fall and spring semesters (beginning fall, 2017) following application review and voting by the Graduate Education Committee (chaired by the Graduate Coordinator) within the ALEC department.

10) Curriculum (See the form below this series of questions and please complete.)
   a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses.
   b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word "new" beside new courses.
   c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.
   d) State the total number of credit hours required to complete the program but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

Program of Study

All Ph.D. students will complete the common core (12 hours) and select one of four focus areas (12 hours). Students will also complete quantitative and qualitative research methods courses (12 hours), three hours of dissertation writing, and six hours of dissertation research for a total of 45 hours required to complete the Ph.D. program.

Course Code	Course Titles and Descriptions	Credit Hours	Prerequisites
Common Core (12 hours)			

ALDR 8100*	**Teaching and Learning Theories in Agricultural Leadership, Education, and Communication**. Contemporary and foundational theory and research on teaching and learning processes with emphasis on applications in agricultural leadership, education, and communication. Emphasis on behavioral, social cognitive, cognitive, information processing, brain-based, constructivist, developmental, motivational, and transformational theories as they apply to contemporary agricultural leadership, education, and communication settings.	3	ALDR 8200 or ALDR 8200E
ALDR 8030*	**Diffusion of Innovations.** Students will develop a better understanding of the factors that influence changes in social systems. Students will analyze several examples of diffusion and determine how each represents the theory base supporting the process of diffusion.	3	None
ALDR 7070*@	**Program Development for Agricultural Leaders.** Basic problems, principles, and procedures involved in developing programs by leaders in agricultural organizations. Topics include needs assessment and citizen involvement techniques, instructional and evaluation elements.	3	None
ALDR 7400*@	**Communication in Agricultural and Environmental Sci**. Analysis of communication challenges faced by leaders in agricultural and environmental organizations and their constituents. Basic communication theory and targeted applications such as working with media, conducting advisory group meetings, marketing, negotiation, public affairs communication, networking among stakeholders, and conflict management and resolution required of leaders to sustain and improve organizational effectiveness.	3	None
Agricultural Communication Focus Area (12 Hours)			
ADPR 7760*	**Digital and Social Communication Strategies.** Students will learn about the types and practices of digital and social advertising and public relations strategies. Attention is given to evaluating these strategies, their role and uses, audience targeting, message design, and evaluation. Topics include mobile, community management, advertising, viral videos, SEO/SEM, and privacy, metrics, and ethical issues.	3	None
COMM 8520*	**Seminar in Communication and Social Influence.** Familiarizes students with issues related to communication and social influence. Parameters of	3	None

	social influence, theories of social influence that emphasize communication processes, source and audience characteristics, message and channel properties, and attitudinal outcomes		
AGCM 8100#	**Culture-Centered Communication & Engagement.** Under development**.**	3	None
AGCM 7600*	**Digital Storytelling in Agricultural & Environmental Science**. Theoretical underpinnings associated with using technology to communicate with the public about global issues related to agricultural and environmental sciences. Students will engage in research related to using digital storytelling to analyze the impact this form of communication has on consumer thoughts and opinions related to agricultural and environmental sciences.	3	None
Agricultural Education Focus Area (12 Hours)			
AGED 7020*	**Methods of Instruction in Agricultural Education.** Instructional procedures, materials, and evaluation techniques in agricultural education.	3	None
ALDR 7350	**Team, and Organizational Development.** An interdisciplinary course on the understanding of groups, teams, and organizations related to agricultural organizations. Theories of group dynamics and applications of problem-solving skills. Team building skills are studied with practical applications. Profit and non-profit agricultural organizations are used as case studies.	3	None
ALDR 8300*	**History and Philosophy of Agricultural Education.** Major historical people, events, policy, and legislation that have contributed to the development of agricultural education organizations and practice in the United States.	3	ALDR 8200 or ALDR 8200E
ALDR 8400*	**Advanced Program Eval./Data Analysis**. Designed for students who have previously taken either Research Methods in Agricultural Education or introductory Program Evaluation and who wish to strengthen their skills in quantitative data collection, analysis, and interpretation. Topics include questionnaire development, reliability and validity, and inferential statistics, including t-tests, analysis of variance, correlation, and regression.	3	ALDR 7070 or ALDR 7020E or ALDR 8200
Environmental Education Focus Area (12 Hours)			
FANR 6444S*	**Foundations of Environmental Education**. Foundational knowledge and applied service-learning experiences in the field of environmental education, including goals, theory, practice and history of	3	POD

	environmental education and the competencies necessary to be a well-prepared environmental educator.		
FANR 7750*	**The Science of Sustainability**. Sustainability is everywhere. Despite its popularity, however, the concept of sustainability is difficult to define or operationalize. This seminar will investigate definitions of sustainability and the scientific basis for operationalizing the concept. We will focus on quantifiable metrics that might help determine if we are managing our natural resources sustainably.	3	None
ALDR 8500	**Change Theories in Environmental Conservation** Theoretical foundations and applications of educational and communication strategies to create an environmentally sustainable world. Students conduct original research on behavior change while working with an educational organization in formal and non-formal settings to develop strategies that support responsible environmental behavior in agriculture and environmental science disciplines.	3	ALDR 8200
FANR 8900*	**University Teaching in Forestry and Natural Resources**. Instructional policies and procedures as well as effective pedagogical approaches for university teaching in forestry and natural resources. Through the development of a teaching portfolio, students also learn how to document their instructional activities.	3	POD
Extension Education Focus Area (12 Hours)			
ALDR 6710*	**International Agricultural Development**. Analysis of international development programs, stressing the developing world's perspective. Study of issues affecting international cooperation, agricultural development and sustainability, technology transfer, and extension education	3	None
ALDR 6800*	**Grantseeking.** Funding proposal development for foundation and government agencies. Conceptualizing innovative projects that address societal needs, identifying funding sources, and developing proposals that follow agency guidelines, including a literature review, need for the project, approach, timeline, and budget.	3	None
AGCM 8100#	**Culture-Centered Communication & Engagement** – under development	3	None
ALDR 8400	**Advanced Program Eval./Data Analysis**. Designed for students who have previously taken either Research Methods in Agricultural Education or introductory Program Evaluation and who wish to	3	ALDR 7070 or ALDR 7020E or ALDR 8200

	strengthen their skills in quantitative data collection, analysis, and interpretation. Topics include questionnaire development, reliability and validity, and inferential statistics, including t-tests, analysis of variance, correlation, and regression.		
All Ph.D. students will complete Research methods courses (12 Hours)			
QUAL 8400*	**Qualitative Research Traditions.** Foundations of qualitative design: history, philosophy, nature, types, examples, and assessment. Reading and evaluating reports of qualitative research in education and identifying methodological issues.	3	ERSH 6200
QUAL 8410*	**Designing Qualitative Research.** Disciplinary origins and cross-disciplinary uses, variations, applications, and evaluations of methods of collecting qualitative data. Choice of methods in the overall construction of qualitative designs, practice in selecting and collecting qualitative data for educational research, and examination of naturalistic data in the educational literature.	3	QUAL 8400
STAT 6210*	**Introduction to Statistical Methods I.** First course on statistics emphasizing applications in social, behavioral sciences. Covers elementary topics, one and two sample inference, simple linear regression, some categorical data analysis. Uses point-and-click statistical software. Provides preparation for Introduction to Statistical Methods II**.**	3	None
STAT 6220*	**Induction to Statistical Methods II.** A continuation of Introduction to Statistical Methods I. Introduces additional statistical methods not covered in the first course. Emphasizes applications in the social and behavioral sciences. Topics include inference for categorical variables, multiple regression, logistic regression, one-way ANOVA, two-way ANOVA, ANCOVA, and nonparametric methods. Uses point-and-click statistical software.	3	STAT 6210
All Students will Complete Research and Dissertation courses (9 Hours)			
ALDR 9000#	**Ph.D. Research**. Research while enrolled for a doctoral degree under the direction of faculty members. Independent research under the direction of a faculty member.	6	POD
ALDR 9300#	**PhD Dissertation.** Dissertation writing under the direction of the major professor. Independent research and preparation of the doctoral dissertation.	3	POD

a) *Existing courses

b) # Under curriculum committee review in CAPA as a new course. New course descriptions provided in Appendix C.
c) @ Existing courses under curriculum committee review in CAPA to be 8000-level courses

d) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Reviewer #1: Dr. Barry Croom, Professor and Department Head, Agricultural Education and Agricultural Sciences, Oregon State University.
Strand Agriculture Hall 130B
170 SW Waldo Place
Corvallis, OR 97331
541-737-1337
Barry.Croom@oregonstate.edu

Dr. Barry Croom is a professor and department head for Agricultural Education and Agricultural Sciences at Oregon State University. He is an alumnus and Alumni Distinguished Undergraduate Professor Emeritus in the Department of Agricultural and Extension Education at North Carolina State University. Dr. Croom teaches courses in the Agricultural Science Major at Oregon State. Dr. Croom is a former NCSU Park Faculty Scholar, a Fellow of North American Colleges and Teachers of Agriculture, and a Fellow of the American Association for Agricultural Education. His research program includes developing new teaching methods, innovative educational programming for rural and disadvantaged youth, and historical studies in career and technical education. Dr. Croom serveed as the editor of the Journal of Agricultural Education. Specialties: Experiential learning, Teaching methods, Historical research in career and technical education, Training and Development

Reviewer #2: Dr. Tom Dormody, Regents Professor, New Mexico State University
111 Gerald Thomas Hall
New Mexico State University
Las Cruses, NM, 88003
575-646-4511
tdormody@nmsu.edu

Dr. Dormody served as the Director of the Division of Education and Dean of the Graduate School at CATIE (Center for Tropical Agricultural Research and Higher Education) headquartered in Turrialba, Costa Rica from 2012 to 2013. At CATIE he oversaw all graduate education programs (including four Ph.D. programs), the Technical Training Area, the Orton Memorial Library, and the Biostatistics Unit. Dr. Dormody was placed at CATIE as part of a collaborative agreement with NMSU. He has taught undergraduate courses in agricultural and technology teacher education, leadership and communications, planning community educational programs, and sustainability. His graduate courses have included research methods, advanced leadership, and the diffusion and adoption of agricultural innovations. He has received the Burlington Resources Foundation Faculty Achievement Award for Outstanding University

Teaching from NMSU, the Western Region Award for Excellence in College and University Teaching in the Food and Agricultural Sciences from the USDA, the Distinguished Award for Graduate Teaching/Advisement from the NMSU Chapter of Gamma Sigma Delta, and is a NACTA (North American Colleges and Teachers of Agriculture) Teacher Fellow.

Dr. Dormody has researched problems related to secondary agricultural education and technology education programs, contributions of NMSU agricultural science and research centers to the mission, university teaching, and youth leadership development. He has been recognized twice as Author of the Year for the Journal of Agricultural Education and with the E. B. Knight Journal Award from NACTA. He has also received the Western Region American Association for Agricultural Education Distinguished Research Award.

Dr. Dormody served as Agricultural and Extension Education Department Head for 14 years. He has provided national-level service to the American Association for Agricultural Education, Alpha Tau Alpha (the national professional honorary agricultural education fraternity), and the National FFA Organization. He holds a BS in horticultural science from Oregon State University, a MS in vegetable crops from the University of California at Davis, and a Ph.D. in agricultural and occupational education from Cornell University.

Reviewer #3: Dr. Matt Baker, Professor of Agricultural Education, Texas Tech University
Department of Agricultural Education & Communications
Box 42131
Lubbock, TX 79404-2131
matt.baker@ttu.edu
(806) 834-6358

Dr. Baker is a Professor in the Department of Agricultural Education and Communications in the College of Agricultural Sciences and Natural Resources at Texas Tech University in Lubbock. Baker served eleven years in academic administration including three years as founding dean of University College at Texas Tech and eight years as department chairperson in his home department. Baker has had previous faculty experience at the University of Florida and Cal Poly University. Baker received a B.S. (1979) and M.Ed. (1986) from Texas Tech, and a Ph.D. from Ohio State (1990).

He currently teaches graduate courses in Research Methods, Program Evaluation, College Teaching, and Applied Multivariate Data Analysis. He also teaches a senior-level undergraduate course in Organizational Leadership. His research interests include capacity building of agricultural colleges and programs in developing countries as well as the development of a unified methodology for assessing neurocognitive processing utilizing fMRI, psychophysiology, and eye-tracking technologies. He volunteers during summers for capacity building projects in developing countries, with service most recently in both West Africa and Asia.

Reviewer #4: Dr. Martha Monroe, Professor of Environmental Education and Extension, University of Florida.
347 Newins-Ziegler Hall
PO Box 110410

University of Florida
Gainesville, FL 32611-0410
mcmonroe@ufl.edu
(352) 846.0878

Dr. Monroe is an expert in Environmental Education and is responsible for extension activities, research, and courses related to environmental education, conservation behavior, and human dimensions of wildland-urban interface issues. Her work includes the development and evaluation of curriculum resources for educators and understanding how people perceive issues such as wildfire and woody biomass in the South. She is exploring strategies for engaging people in helpful dialogue and productive change as we move toward sustainability. Prior to joining the School in 1997, she directed the Resource Center for Green COM, an international environmental education and communications project, and coordinated the development of the EE Toolbox for the National Consortium for Environmental Education and Training. She was on the faculty of the College of Natural Resources at the University of Wisconsin-Stevens Point and developed award-winning youth programs at the Dahlem Environmental Education Center in Michigan. She was the President of the North American Association for Environmental Education (2006-2007). Dr. Monroe is committed to using education to help move communities and nations toward conservation behavior and sustainable systems. Her areas of expertise provide valuable guidance on the Environmental Education focus area of the Ph.D. proposal.

e) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

The ALEC department has a minimal funding level for three graduate research assistantships per year. Additional assistantships will be secured from competitive grant funding and training programs such as the National Needs Fellowships (USDA-NIFA). Current doctoral students and those applying to the program will be able to apply for assistantships by submitting a Letter of Intent and a resume to the Graduate Education Committee in the ALEC department. Chaired by the Graduate Coordinator, the committee will review applications and align student qualifications, interests, and experiences with the availability of assistantship funds.

All Ph.D. students will be required to complete a residency requirement of 30 hours within the ALEC department. During residency, doctoral students will serve as teaching and research assistants alongside faculty, gaining valuable skills to prepare them for careers in academia and as leaders in government agencies, non-profit organizations, or industry.

f) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

The ALEC Ph.D. requires 45 credit hours. UGA Graduate College requires a minimum of 30 credit hours for a Ph.D. including at least 3 hours of dissertation writing (9300) and at least 16

hours of coursework must be above the 8000 level excluding research (9000) and dissertation (9300) hours. If an ALEC Ph.D. student has completed core courses and electives as part of a Master's program, his/her program of study will be adjusted to meet the Graduate College requirements. Our sister institutions (OK State, NCSU, TAMU, UF) require 60 hours for the ALEC Ph.D. UGA faculty balanced between our sister institution requirements (60 hours) and UGA's requirements (30 hours) for an ALEC Ph.D. to require 45 hours.

12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

Knowledge Outcomes

At the conclusion of the Ph.D. program, graduates will be able to demonstrate knowledge of:

- Appropriate quantitative and qualitative research methods for measuring social phenomena.
- Relevant emerging issues within their respective foci (AGED, AGCM, ENED, EXED).
- Relevant theoretical frameworks within their respective foci.
- Teaching and learning theories for knowledge transfer in formal (classroom) and non-formal (non-classroom) learning environments.
- Teaching methods for use with youth and adults in formal and non-formal learning environments.
- Theories that inform the process of change within individuals and organizations.
- Methods for planning, implementing, and evaluating educational activities and programs.
- Theories of communication.
- Agricultural and environmental issues from a global perspective.

Skills Outcomes

At the conclusion of the Ph.D. program, graduates will be able to:

- Successfully design and conduct research studies publishable in top-tier, peer-reviewed journals.
- Convey research results from quantitative or qualitative studies understood by non-academic audiences.
- Target and address emerging issues within their respective foci using appropriate educational methods.
- Effectively teach a planned lesson to youth or adults in both formal and non-formal learning environments.
- Plan, implement, and evaluate educational programs targeting specific needs of the audience.
- Engage with other professionals and the general public to positively influence agricultural and environmental issues locally and globally.

13) **Assessment and Quality**: Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

Ph.D. student progress within the program will be assessed annually by their major professor and the Graduate Coordinator. A rubric will be used to assess progress and will evaluate the student on achievements in coursework, progress toward the comprehensive exam, progress toward their dissertation proposal and research, and achievements in teaching (e.g., course evaluations) and scholarship (e.g., conference submissions/articles in review for publication). In addition, long-term learning outcomes and skills will be assessed via exit interviews with doctoral students and interviews with employers of recent ALEC Ph.D. graduates.

14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

Not Applicable. The program will be fully accredited under the UGA accreditation process.

15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

a) Will enrollments be cohort-based? **No: X**

b) Explain the rationale used to determine enrollment projections.

ALEC anticipates enrolling three to five new doctoral students each year based on comparable enrollments in sister institutions. UGA Institutional Research FACTS website reported that ALEC generated 874 graduate-level credit hours for the 2015 calendar year. New enrollments are expected to increase credit hour generation by 20 credit hours/student/year assuming new Ph.D. students enroll in 6-7 courses/year. Enrollments are not cohort based.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	3	3	4	5
Total Majors	3	6	10	15
Course Sections Satisfying Program Requirements				
Previously existing	12	15	15	15
New	3	0	0	0
Total Program Course Sections	15	15	15	15
Credit Hours Generated by Those Courses				
Existing enrollments	874	874	874	874
New enrollments	60	120	200	300
Total Credit Hours	934	994	1,074	1,174

(Reference: https://facts.oir.uga.edu/facts2/CO_CrHrs_PayDept.cfm)

16) Faculty

a) Provide the total number of faculty members that will support this program: There are 11 graduate faculty and one department head to support the Ph.D. program.

b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Day-to-day administration of the program will be overseen by the department head, Dr. Kay Kelsey and carried out by the Graduate Education Committee, and all graduate faculty members within the ALEC department. The Graduate Education Committee is comprised of three graduate faculty members and chaired by the department Graduate Coordinator, Dr. Nick Fuhrman. The committee is responsible for sharing important deadlines with other faculty advising Ph.D. students and reviewing doctoral application packets within a month of submission.

The following table provides a summary of the graduate faculty members who will be involved in advising Ph.D. students enrolled in the program along with the workload (assignment) of each faculty member. The faculty represent a balance among the four foci; Agricultural Education (two-four faculty), Agricultural Communication (two faculty), Environmental Education (two faculty), and Extension Education with a Domestic or International focus (four faculty). Faculty in the ALEC department possess deep expertise in experiential education, a core mission of UGA, particularly through undergraduate and graduate study-abroad service-learning experiences (Scotland and Romania). The research, teaching, and service expertise of ALEC faculty make them well positioned to lead the Ph.D. program to national prominence. No additional faculty hires are required to support the program.

Faculty Name	**Rank**	**Highest Degree**	**Other Degrees Earned**	**Academic Discipline**	**Current Workload**
Abigail Borron	Assistant Professor	Ph.D. in Youth Development and Agricultural Education (Purdue University)	M.S. in Youth Development and Agricultural Education; B.A. in English	Agricultural Communication; Culture-centered communication	75% Instruction, 25% Extension
Dennis Duncan	Professor	Ph.D. in Agricultural and Extension Education & Higher Education	M.S. in Agricultural and Extension; B.S. in Agricultural	Agricultural Education; Leadership Education	75% Instruction, 25% Research

		Administration (Michigan State Univ.)	and Extension & Horticulture		
Nick Fuhrman	Associate Professor and Graduate Coordinator	Ph.D. in Agricultural Education and Communication (UF)	M.S. in Forestry; B.S. in Forestry	Program Evaluation; Extension Education, Environmental Education; Quantitative Research	60% Instruction, 40% Extension
Lauren L. Griffith	Director of Advancing Georgia's Leaders in Agriculture and Forestry (AGL)	Ph.D. in Adult Education (UGA)	Interdisciplinary Certificate of Qualitative Research; Certificate of Human Resources and Organizational Development; M.E. in Education Administration and Policy; B.S. in Agricultural Communication; Interdisciplinary Certificate of Leadership	Adult Education; Leadership Development; Qualitative Research	100% Extension
Jessica Holt	Assistant Professor and Undergraduate Coordinator for Agricultural Communication Major	Ph.D. in Agricultural Education and Communication (UF)	M.S. in Agricultural Communication; B.S. in Agricultural Education and Communication	Agricultural Communication; Print design; Photography	75% Instruction, 25% Research
(Kay Kelsey)	Professor and Department Head	Ph.D. in Agricultural, Extension, & Adult Education (Cornell University)	M.A. in Agricultural & Extension Education; Teaching Credential: Agricultural	Program evaluation; Adult education; Qualitative Research	100% Admin.

			Education; B.S. in Animal Science		
Maria Navarro	Associate Professor	Ph.D. in Agricultural Education (TAMU)	M.S. in Agricultural Engineering;B. S. in Agricultural Engineering	International Agriculture & Development; Extension Education, Interdisciplinary Education	80% Instruction, 20% Comm. Service
Milton G. Newberry, III	Assistant Professor	Ph.D. in Agricultural Education and Communication (UF)	M.AL in Agricultural Leadership; B.S. in Wildlife & Fisheries Science	Program Evaluation; Extension Education, Environmental Education; Quantitative Research	50% Instruction, 50% Research
Jason B. Peake	Professor and Director of Academic Programs at UGA Tifton	Ph.D. in Agricultural Education, Teacher Preparation, and Distance Education (TAMU)	M.A. in Computer Education Technology/ Instructional Design Systems; B.S. in Agricultural Education	Agricultural Education, Distance Education, Instructional Design	50% Instruction, 50% Admin.
Eric Rubenstein	Assistant Professor	Ph.D. in Agricultural Education and Communication (UF)	M.S. in Agricultural Education and Communication; B.S. in Agricultural & Extension Education	Agricultural Education; Nonformal Education; Program Evaluation	75% Instruction, 25% Research

Courses Taught (including term, course number & title, credit hours (D, UN, UT, G)

Faculty Name	**Courses Taught: course number & title,**	**Term Fall, Spring, Summer**	**Credit hours**	**D, UN, UT, G**
Abigail Borron	AGCM 3200 AGCM 4000 AGCM 4200S AGCM 4300S	Fa Fa, Sp, Su Sp Sp (even years)	3 3 3 3	UT UT UT UT

	AGCM 4310S	Su (even years)	3	UT
	AGCM 7400	Fa	3	G
	AGCM 8100	Sp	3	G
Dennis Duncan	ALDR 3810S & 3800S	Sp	1.5	UT
	ALDR 3900s	Fa, Sp	3	UT
	ALDR 4540/6540	FA	3	UT/G
	ALDR 4000S	Sp	3	UT
	ALDR 4600/6600	Sp	3	UT/G
	ALDR 7350E	Fa	3	G
	ALDR 3910	Fa, Sp, Su	3	UT
Nick Fuhrman	FYOS 1001	Fall	3	UT
	AGED 2001	Fall	3	UT
	ALDR 3800	Spring	1.5	UT
	FANR 5690/7690	Spring (even	3	UT/G
	ALDR 7070E	year), Sp	3	G
	ALDR 8400E	Spring	3	G
Lauren L. Griffith	None			
Jessica Holt	AGCM 1200	Fa	3	UT
	AGCM 3400W	Fa	3	UT
	AGCM 3810	Fa	3	UT
	AGCM 3820E	Su	3	UT
	AGCM 3830	Sp	3	UT
	AGCM 3910	Fa, Sp, Su	3	UT
	AGCM 4000	Fa, Sp, Su	3	UT
	AGCM 7600	Sp	3	G
(Kay Kelsey)	ALDR 4800/6800	Su	3	UT/G
Maria Navarro	ALDR 3820, 3820H	Fa, Sp, Su	3	UT
	ALDR 4710/6710	Fa, Su	3	UT/G
	ALDR 8030	Sp	3	G
Milton G. Newberry, III	AGCM 1200	Sp	3	UT
	ALDR 7020E	Fa	3	G
	ALDR 8200E	Sp	3	G
	ALDR 8500E	Fa	3	G
Jason B. Peake	AGED 4000	Fa, Sp	3	UT
	AGED 4350/6350	Fa	3	UT/G
	AGED 4360/6360	Fa	3	UT/G
	AGED 4040/6040	Sp	3	UT/G
	AGED 5460	Sp	12	UT/G
Eric Rubenstein	AGED 4340/6340	Fa	3	UT/ G
	AGED 4350/6350	Fa	3	UT/ G
	AGED 5460	Sp	12	UT/ G
	AGED 4370/6370	Sp	3	UT/ G
	ALDR 8100	Sp	3	G
	ALDR 8300	Sp	3	G

D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

Total Number of Faculty: 11 plus one Department Head

c) Explain how faculty workloads will be impacted by the proposed new program.

Faculty load analysis is detailed in the above table. Only three additional courses are required to offer the Ph.D. program, AGCM 8100, ALDR 9000, and 9300. Faculty teaching loads have been reduced over the past three years under the leadership of the new department head, Dr. Kay Kelsey, in preparation for developing a Ph.D. program. Previously, faculty members were 100% Instruction, teaching up to 10 courses per year. Currently, faculty members have been reduced to 75% Instruction, 25% Research to allocate more time to scholarship and advising doctoral level students. On average, faculty with a 75% Instruction appointment will teach 5 courses per year or less.

d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

No new faculty beyond current staffing are required.

17) Fiscal and Estimated Budget

a) Describe the resources that will be used specifically for the program.

b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following**:

c) For Expenditures:

i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

d) For Revenue:

i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

ii. Explain how the new tuition amounts are calculated.

iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

e) When Grand Total Revenue is not equal to Grand Total Costs:
i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

Personnel: The majority of expenses for this program are attributed to salary and benefits for tenure-track faculty members and one department head with graduate faculty status (3 professors, 2 associate professors, 5 assistant professors) and two adjunct professors with graduate faculty status. Current faculty will teach courses and advise doctoral students conducting research and writing the dissertation. Existing ALEC faculty, the majority hold 75% Instruction and 25% Research appointments, will teach courses already in place for the Master of Agricultural and Environmental Education (MAEE), upgraded to support Ph.D. level curriculum. No new faculty will be hired to support the degree.

Library: UGA Libraries own over 4.6 million volumes, 6.6 million microforms units, and subscribes to over 7,000 print journals. They have access to over 48,000 electronic full-text journals and 400,000 full text e-books. UGA Libraries is a member of the Association of Research Libraries. The Library receives all U.S. government publications made available through the federal Depository Library Program as a regional depository. GALILEO provides access to over 400 databases such as AGRICOLA; Communication and Mass Media Complete; Education Research Complete; Environmental Sciences and Pollution Management; ERIC; PsychINFO; and Web of Science relevant to Agricultural Leadership, Education and Communication disciplines. I addition, ALEC faculty are supported by Liz Holdsworth, Science Librarian.

The Library has access to all journals relevant to the study of ALEC disciplines. The major journals in the discipline are either physically available or available on line, such as the *Journal of Agricultural Education, Journal of Applied Communications, Journal of Applied Environmental Education and Communication, Journal of International Agricultural and Extension Education, North American Colleges & Teachers of Agriculture Journal, Journal of Extension,* and *Journal of Leadership Education.* If a particular journal is neither physically held nor available online, it can be accessed through interlibrary loan.

The library currently fully supports doctoral level resources (reference librarians, journals, books, etc.) necessary for the ALEC Ph.D. curriculum. No new library resources are necessary to support the degree.

Laboratories: The Ph.D. in ALEC is a social and behavioral science degree, thus, no traditional laboratories are required. Our laboratories generally consist of youth and adult Extension educational programs, international development programs, public schools, and environmental education camps. No new laboratory space or facilities are required to support the degree.

Supplies: Supplies required to offer the degree are integrated into the departmental instruction operating budget. No new supplies will be required to support the degree.

Capital expenditures: The department has existing infrastructure to support the Ph.D. program. The program will use existing classroom and office space, technology, and support staff. New graduate student office space has been created over the past two years. ALEC added five additional student work desks to support anticipated growth in graduate students. No new capital expenditures are required to support the degree.

i. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

Existing ALEC faculty have the availability to assume additional mentoring duties at the doctoral level based on recent strategic hires. ALEC hired five new tenure-track assistant professors over the past two years in anticipation of applying for the Ph.D. degree. Current faculty-to-student ratios for undergraduate enrollment are 10 students to 1 faculty. The current ratio for the MAEE program is 4:1; therefore, ALEC has capacity to support additional 8000-9000 level courses and doctoral-level students. ALEC will combine some MAEE courses with Ph.D. courses, increasing rigor for doctoral students. The coursework required for the Ph.D. program includes 36 hours of courses and 9 hours of research and dissertation. AGCM 8100, Doctoral Research (ALEC 9000) and Doctoral Dissertation (ALEC 9300) hours are the only new courses under development. New course descriptions are provided in Appendix C.

Faculty Costs for New Courses
The average faculty cost per 1-hour of coursework is $5,000. One faculty can supervise three doctoral students per section of doctoral research (ALDR 9000) and doctoral dissertation (ALDR 9300).

ALEC's projected number of students entering the Ph.D. program over the next five years is three new students in year one, three new students in year two, four new students in year three, five new students in year four, and 5 new students in year five for a maximum enrollment of 20 Ph.D. students in five years. Students would not enroll in ALDR 9000 and 9300 until their third year in the program (2 years of course work + 1 year of dissertation research). Therefore, there will be no new expenses for years one and two. In year three, faculty time will be dedicated to advising doctoral research (ALDR 9000) and doctoral dissertation writing activity (ALDR 9300).

Faculty Instruction Expenses

Faculty Instruction Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
ALDR 9000 Doctoral Research (3 hours)	0	0	$5,000 (3 students = 1 section)	$10,000 (4 students = 2 sections)	$10,000 (5 students = 2 sections)
ALDR 9300 Doctoral Dissertation (9 hours)	0	0	$5,000 (3 students = 1 section)	$10,000 (4 students = 2 sections)	$10,000 (5 students = 2 sections)
Total	0	0	$10,000	$20,000	$20,000

Faculty Costs for Existing Courses
The 36 credit hours of existing courses will require reallocation of resources within our current course offerings in terms of faculty time spent mentoring doctoral students and grading additional assignments. While there is sufficient availability of seats in existing course sections for doctoral students, faculty spend on average 20% more time mentoring a doctoral student versus a Master's student by adding additional assignments and rigor to the curriculum.

We anticipate that on average, 70% of the students enrolled in graduate courses will be Master's students and 30% will be Ph.D. students. The increased workload for a class of 20 graduate students (14 Master's + 6 Ph.D.) would be 10% more time or cost to offer a graduate course to support doctoral students. (Assume an index of 100 hours spent teaching a course/20 students = 5 hours/student. (5 hours x 14 Masters) + (6 hours x 6 Ph.D.) = 106 hours total time. 100/106 = .94 or 10 additional hours/course.

Program Personnel other than Instruction
ALEC has a graduate education coordinator, Dr. Nick Fuhrman and one student affairs professional to support graduate education. Dr. Fuhrman is given release time for his role as graduate coordinator. No new non-instructional resources are needed to support the Ph.D. program.

Graduate Assistant Expenses
Three assistantships per year ($6,000 per semester/student) paid from resident instruction funds will be reallocated from the Master's to doctoral level. This is a reallocation cost of $36,000 per year. Future faculty research grants will support additional assistantships.

Support Staff Expenses for Existing Employees
No new staff positions will be needed for the Ph.D. program as the staff have availability within their normal schedule to accommodate additional students. The table below estimates the portion of staff salaries that will be reallocated to the Ph.D. program.

Reallocated Staff Funds to Support the Ph.D. Program

Item	Year 1	Year 2	Year 3	Year 4
Graduate faculty coordinator (reallocation)	$5,000	$5,000	$5,000	$5,000

Graduate Assistantships (3 GRA reallocated from existing funds)	$36,000	$36,000	$36,000	$36,000
Administrative academic support staff (reallocation)	$5,000	$5,000	$5,000	$5,000
Business manager staff (reallocation)	$1,500	$1,500	$1,500	$1,500
Total	$47,500.00	$47,500.00	$47,500.00	$47,500.00

a. For Revenue:

iii. If using existing funds, provide a specific and detailed plan indicating the following:

1. Source of existing funds being reallocated

A portion of faculty and staff salaries attributed to the Ph.D. program, as well as the reallocated graduate assistantships, are paid from base budget resident instruction funds. In 2015-16 ALEC supported three Master's level GRA from resident instruction funds and an additional eight GRA from faculty grants, new-hire start-up funds, and Extension assistantships. Other revenue sources included the CAES Office of Diversity Relations, 4-H Office, and federal grants from poultry science and crop and soil science faculty members collaborating with ALEC faculty.

2. How the existing resources will be reallocated to specific costs for the new program

Faculty teaching time will be reallocated from Master's students to Ph.D. students. Graduate research assistantships will be reallocated from the Master's degree to the Doctoral degree.

3. The impact the redirection will have on units that lose funding

Reallocation of graduate research assistantships from the Master's degree to the Doctoral degree will reduce the number of resident masters students, who will be replaced with resident doctoral students. This reallocation will improve faculty productivity with increased research and grantseeking support from more highly trained GRAs who will enter the Ph.D. program with a Master's degree. We expect a net positive gain in faculty productivity and scholarship as a result of the reallocation.

iv. Explain how the new tuition amounts are calculated.

The following table shows the expected tuition for a student to complete the course requirements of 45 hours over six semesters. Current trends for the Master's degree suggest that 20% of students are out-of-state. Therefore, we estimate that 20% of doctoral students will be out of state.

Expected Tuition for Ph.D. Students

In-state student	Year 1	Year 2	Year 3	Tuition Cost to Student
$4,246 x 2 semesters	$8,492	$8,492	$8,492	$25,476
Out of state student				

$12,045 x 2 semesters	$24,090	$24,090	$24,090	$72,270	
Number of expected students	Income from In-State Tuition			Income from Out-of-State Tuition	
Year 1 = 2 students	$16,984			Year 1 = 1 student	$24,090
Year 2 = 5 students	$42,460			Year 2 = 1 students	$24,090
Year 3 = 8 students	$67,936			Year 3 = 2 students	$48,180
Year 4 = 8 students	$67,936			Year 4 = 2 students	$48,180
Year 5 = 8 students	$67,936			Year 5 = 2 students	$48,180
Total	$263,252.00				$192,720.00

ONE-STEP ACADEMIC PROGRAM PROPOSAL

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty **(see 15.a.ii)**	0	0	$10,000	$20,000
Part-time Faculty **(see 15 a.ii)**	0	0	0	0
Graduate Assistants **(see 15 a.ii)**	$36,000	$36,000	$36,000	$36,000
Administrators **(see 15 a.ii)**	$5,000	$5,000	$5,000	$5,000
Support Staff **(see 15 a.ii)**	$5,000	$5,000	$5,000	$5,000
Fringe Benefits	0	0	0	0
Other Personnel Costs	$1,500	$1,500	$1,500	$1,500
Total Existing Personnel Costs	$47,500.00	$47,500.00	$57,500.00	$67,500.00
Personnel – new positions (see 15 a.i)				
Faculty	0	0	0	0
Part-time Faculty	0	0	0	0
Graduate Assistants	0	0	0	0
Administrators	0	0	0	0
Support Staff	0	0	0	0
Fringe Benefits	0	0	0	0
Other Personnel Costs	0	0	0	0
Total New Personnel Costs	0	0	0	0
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/Learning Resources	0	0	0	0
Equipment	0	0	0	0
Other	0	0	0	0
Physical Facilities: construction or renovation (see section on Facilities)	0	0	0	0
Total One-time Costs	0	0	0	0
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	0	0	0	0
Travel	0	0	0	0
Equipment	0	0	0	0
Library/Learning Resources	0	0	0	0
Other	0	0	0	0
Total Recurring Costs	0	0	0	0
GRAND TOTAL COSTS	$47,500.00	$47,500.00	$57,500.00	$67,500.00

II. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds **(see 15 b.i)**	$36,000	$36,000	$36,000	$36,000
New student workload	0	0	0	0
New tuition **(see 15 b.ii)**	$41,074	$66,550	$116,116	$116,116
Federal funds	0	0	0	0
Other grants **(see 15 b.iv)**	0	0	0	0
Student fees **(see 15 b.iii)**	0	0	0	0
Other **(see 15 b.v)**	0	0	0	0
New state allocation requested for budget hearing	0	0	0	0
Nature of Funds	0	0	0	0
Base budget	0	0	0	0
One-time funds	0	0	0	0
***GRAND TOTAL REVENUES* (see 15 c.i and c.ii)**	$77,074.00	$102,550.00	$152,116.00	$152,116.00

18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

			Total GSF
a.	**Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.**		**2,500**
b.	**Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)**		
	Type of Space		**Comments**
i.	Construction of new space is required.		N/A
ii.	Existing space will require modification.		N/A
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		N/A
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.		N/A
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.		N/A
vi.	Existing space will be used as is.		X

ONE-STEP ACADEMIC PROGRAM PROPOSAL

c.	**If new space is anticipated, provide information in space below.**	
i.	Estimated construction cost	N/A
ii.	Estimated total project budget cost	N/A
iii.	Proposed source of funding	N/A
iv.	Availability of funds	N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year.)	N/A
vi.	How will the construction be funded for the new space/facility?	N/A
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	N/A

d.	**If existing space will be used, provide information in space below.**
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.
	Four Towers, 2nd floor. 405 College Station Road, Athens, GA 30602. Classroom 213 (2,000 sq ft), 214 Four Towers, student offices (500 sq ft)

e.	**List the specific type(s) and number of spaces that will be utilized (e.g., classrooms, labs, offices).**			
i.	**No. of Spaces**	**Type of Space**	**Number of Seats**	**Assignable Square Feet (ASF)**
	1	Classrooms	24	2,000
	0	Labs (dry)	0	0
	0	Labs (wet)	0	0
	0	Meeting/Seminar Rooms	10	0
	2	Offices		500
	0	Other (specify)		0
			Total Assignable Square Feet (ASF)	**2,500**

ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.

	N/A

Chief Business Officer or Chief Facilities Officer Name & Title	Phone No.	Email Address
William Cheesborough, Director of Finance and Administration	706-542-2373	wnc@uga.edu
	Signature	

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

References

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-2017 Edition (2015), Career and Technical Education Teachers. Retrieved from http://www.bls.gov/ooh/education-training-and-library/career-and-technical-education-teachers.htm

Chae, S. H., Kim, Y. D., & Lim, H. J. (2014). Analysis of the association between competence and performance-focusing on farms and extension workers. *American Journal of Agricultural and Biological Sciences,* 9(1), Doi:101-108. Doi:10.3844/ajabssp.2014.101.108

Council of Graduate Schools and Education Testing Service (2012). *Pathways through graduate school and into careers*. Report from the Commission on Pathways through Graduate School and into Careers. Princeton, NJ: Educational Testing Service.

Etling, A. W., & Radhakrishna, R. B. (1998). The evolution of a curriculum to prepare nonformal educators. *Journal of International Agricultural and Extension Education, 5*(1), 5-15. DOI: 10.5191/jiaee.1998.05101

Foster, D. D., Lawver, R. G., & Smith, A. R. (2014). *National agricultural education supply and demand study*. American Association for Agricultural Education.

Foster, D. D., Lawver, R. G., & Smith, A. R. (2015). *National agricultural education supply and demand study 2014 Executive summary*. Retrieved from http://aaaeonline.org/resources/Documents/NSD%20Summary_2015.pdf

Georgia Department of Labor (2016). *Georgia's Hot Careers to 2022*. Workforce statistics and economic research. Retrieved from https://explorer.gdol.ga.gov/mis/current/hot_careers_current.pdf

Issahaku, A. (2014). *Perceived competencies of agriculture extension workers in extension services delivery in northern regions of Ghana: Perspective from literature. Developing Counties Studies,* 4(15), 107-114. www.iiste.org.

Khalil, B. A. N., Ismail, M., Suandi, T., & Silong, A. D. (2009). Human resource development competencies as predictors of agricultural extension agents in Nigeria [Abstract]. *Journal of Agricultural Education and Extension.* 6(4), 223-233.

Liles, R. T., & Mustain, R. D. (2004). Core competencies: A system approach for training and organizational development in extension. *The Journal of Agricultural Education and Extension.* 10(2), 77-82.

Lindner, J. R., Dooley, K. E., & Wingenbach, G. J. (2003). A cross-national study of agricultural and extension education competencies. *Journal of International Agricultural and Extension Education, 10*(1), Doi: 51-59. DOI: 10.5191/jiaee.2003.10107

Maddy, D.J., Neimann, K., Lindquist, J., & Bateman, K. (2002). *Core competencies for the cooperative extension system*. Oregon State University Extension Service. http://www.msuextension.org/jobs/forms/Core_Competencies.pdf.

May, T. D. (2000). Elements of success in environmental education through practitioner eyes. *Journal of Environmental Education, 31*(3), 4-11.

National Center for O*NET Development. (2016). 25-9021.00. *O*NET OnLine*. Retrieved from http://www.onetonline.org/link/summary/25-9021.00

NEEAC. (2015). *Report to the U.S. Environmental Protection Agency Administrator.* National Environmental Education Advisory Council, Washington, D.C. Ohio State University. (2015). *Core competencies.* http://extensionhr.osu.edu/compmodel/corecomp.html

Ostriker, J. P., Kuh, C. V., Voytuk, J. A. (2010). *A data-based assessment of research-doctorate programs in the United States.* National Research Council of the National Academies. Washington D.C.: The National Academies Press. DOI 10.17226/12994

Roberts, T. G., Harder, A., & Brashears, M. T. (Eds). (2016). *American Association for Agricultural Education national research agenda: 2016-2020.* Gainesville, FL: Department of Agricultural Education and Communication.

Röling, N. G. (2004). *Communication for development in research, extension, and education*. Paper presented at the 9th UN Roundtable on Communication for Development, Rome.

Shinn, G. C., Wingenbach, G. J., Briers, G. E., Lindner, J. R., & Baker, M. (2009). Forecasting doctoral-level content in international agricultural and extension education – 2010: Viewpoint of fifteen engaged international scholars. *Journal of International Agricultural and Extension Education, 16*(1), 57-71. DOI: 10.5191/jiaee.2009.16105

Smith, J. A., Sitton, S., & Ramsey, J. (2012). Core components of a doctoral program in agricultural communications: A delphi national study. *NACTA Journal*. Retrieved from https://www.nactateachers.org/images/stories/NACTA/Conference/2012/AB0345.pdf

Strong, R., & Harder, A. (2011). Recommended competencies needed for teaching in international extension settings. *Journal of International Agricultural and Extension Education, 18*(3), 72-83. Doi: 10.5191/jiaee.2011.18306

Suvedi, M. (n. d.). Capacity building for agricultural knowledge management: Challenges facing the agricultural extension profession. Unpublished manuscript. East Lasing, MI: Department of Community Sustainability, Michigan State University.

Swortzel, K. A. (2016). *American Association for Agricultural Education 2015-2016 Faculty Salary Report.* Mississippi State University. Retrieved from http://aaaeonline.org/Salary-Reports

United States Bureau of Labor Statistics (2016). *Employment by detailed occupation*. Retrieved from http://www.bls.gov/emp/ep_table_102.htm

Vandenburg, L., & Foerster, K. (2008). *Core competencies in MSU extension.* East Lasing, MI: Michigan State University Extension.

Vincent, S., & Focht, W. (2011). Interdisciplinary environmental education: Elements of field identity and curriculum design. *Journal of Environmental Studies and Sciences, 1*(1), 14-35.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX A - Letters of Support

Daniel B. Warnell School of Forestry and Natural Resources
Forestry, Fisheries and Wildlife, Water and Soil Resources
Natural Resources Recreation and Tourism

Office of the Dean

July 15, 2016

Dear Curriculum Committee Reviewers:

Please accept my strong support for the proposal to offer a Doctor of Philosophy in Agricultural Leadership, Education, and Communication (ALEC) within the ALEC department. The Warnell School of Forestry and Natural Resources has a long record of positive collaboration with the College of Agricultural and Environmental Sciences (CAES) and specifically, the ALEC department through their faculty's work in environmental education. This proposed degree should benefit the students and faculty within both CAES and Warnell substantially. My comments target the Environmental Education focus area, as this is an area where ALEC and Warnell have strong synergy and a history of collaboration through Warnell's Natural Resource Recreation and Tourism (NRRT) emphasis.

The Ph.D. in ALEC would offer unique educational experiences for graduate students interested in environmental education careers both at the administrative and academic (tenure-track) levels. For example, doctoral students in the proposed program would gain valuable coursework in leadership and program development, while gaining research expertise (qualitatively and quantitatively) in areas such as the evaluation of outdoor learning and interpretation experiences. Equally important is the program's emphasis on building environmental and natural resource content knowledge in doctoral students. Nearly all natural resource management decisions today require a consideration of the social implications of such choices. ALEC PhD students will understand the ecological ramifications of management decisions *and* how such decisions will impact the public. With training in pedagogy, research, and outreach, ALEC doctoral students will be well prepared to lead environmental education organizations or enter the academy as faculty members ready to engage in the tripartite mission of the land-grant university.

It is my pleasure to provide support for the proposal to offer a PhD in ALEC. The degree would strengthen the already positive synergy between CAES and Warnell and has my strong support.

Sincerely,

W. Dale Greene
Dean

Athens, Georgia 30602-2152 • Telephone (706) 542-4741 • Fax (706) 542-2281
An Equal Opportunity / Affirmative Action Institution

Agricultural Education & Agricultural Sciences
Oregon State University
108 Strand Agriculture Hall
Corvallis, Oregon 97331

July 6, 2016

Dr. Suzanne Barbour
Dean of the Graduate School
University of Georgia Graduate School
Terrell Hall
210 S. Jackson St.
Athens, GA 30602

Dean Barbour:

The Department of Agricultural Leadership, Education, and Communication (ALEC) at the University of Georgia is proposing to establish a new PhD program in Agricultural Leadership, Education, and Communication. This new degree program will prepare students for careers in agricultural teacher education, extension education, and leadership and communications education. Students who complete this doctoral program would be suited for careers in higher education, government service, and specialized service in agricultural business and marketing.

This proposed program is somewhat unique in that it blends together "common core" elements of agricultural and extension education, leadership education, and communications. Students complete these "common core" elements before entering into specialized areas of instruction. This provides the foundational theoretical knowledge necessary for students to be successful in ALEC careers.

I support the development of this new PhD program at the University of Georgia because I believe it will do much to fill the void within our profession for effective teachers, leaders, and communicators. I have made some minor recommendations for improvement to the planning committee, but these recommendations do not diminish my support for this new program.

ALEC teaches the systems and processes that connect learners to technical knowledge in agriculture and natural resources. The department's degree programs, including this one if approved, combine elements of liberal arts, social sciences, agriculture, and natural resources without being any one of these disciplines individually. ALEC faculty are fortunate to work alongside content specialists in agricultural and natural resources who provide the technical expertise relied upon by students, but they also have significant expertise in the processes that connect technical information to those who need to develop knowledge in it. In short, ALEC faculty have the knowledge, skill and disposition to develop and grow this new PhD program.

This new degree program combines elements where the ALEC department excels. As the faculty in the department develop this instructional program, they seek to know how they can improve the economic health and viability of communities, and how to increase the number and diversity

of students entering food, agriculture, natural resources and human sciences. This degree program touches upon a broad range of agricultural issues including, economics and commerce, families, youth and communities, natural resources and environment and technology and engineering. In other words, this degree program is pointed in the right direction – to address critical emerging issues in ALEC professions.

I support this new degree program, and encourage you to approve its continued development.

Sincerely,

D. Barry Croom

D. Barry Croom
Professor and Department Head

NM STATE UNIVERSITY

College of Agricultural, Consumer and Environmental Sciences
Department of Agricultural and Extension Education
MSC 3501
New Mexico State University
P.O. Box 30003
Las Cruces, NM 88003-8003
575-646-4511, fax: 575-646-4082

June 27, 2016

Dr. Suzanne Barbour
Dean of the Graduate School
University of Georgia Graduate School
Terrell Hall
210 S. Jackson St.
Athens, GA 30602

Dear Dean Barbour:

I have reviewed the proposal for a new Doctor of Philosophy (Ph.D.) in Agricultural Leadership, Education and Communication (ALEC) at the University of Georgia. I am writing to express my support for the program.

The ALEC Ph.D. would be a welcome and nationally competitive addition to similar Ph.D. programs in the United States. There is currently a strong demand in our professions for Ph.D. graduates and a limited supply.

With the large number of university agricultural education programs (to prepare secondary teachers of agriculture) and growing number of agricultural communications and leadership programs in the country, the demand for Ph.D. graduates in these two foci for the ALEC Ph.D. should be strong. I just chaired our search committee for a teacher educator in agricultural education at New Mexico State University and pushed the process along as fast as we could because of the many openings for and limited supply of Ph.D. teacher education graduates this year.

I especially like the ALEC Ph.D.'s foci of Environmental Education and Extension Education. I think for agricultural education university programs to remain relevant in the future, they will have to thoroughly embrace environmental and sustainability content fields. That UGA ALEC already has an environmental education dimension in its curriculum shows the department has been proactive in this area. Also, as a professor in Agricultural and Extension Education I get many inquiries from international students about a Ph.D. in Extension Education; this focus area would enable international extensionists to move into influential leadership, management, and specialist positions in their countries or organizations. Domestically, I receive similar inquiries from our county Extension faculty who could advance in their careers with an Extension Education Ph.D. Unfortunately, due to our small faculty size of five we are not able to offer a program to help this cohort. These two Ph.D. foci will attract a deep pool of international and domestic applicants to the University of Georgia.

of students entering food, agriculture, natural resources and human sciences. This degree program touches upon a broad range of agricultural issues including, economics and commerce, families, youth and communities, natural resources and environment and technology and engineering. In other words, this degree program is pointed in the right direction – to address critical emerging issues in ALEC professions.

I support this new degree program, and encourage you to approve its continued development.

Sincerely,

D. Barry Croom

D. Barry Croom
Professor and Department Head

NM STATE UNIVERSITY

College of Agricultural, Consumer and Environmental Sciences
Department of Agricultural and Extension Education
MSC 3501
New Mexico State University
P.O. Box 30003
Las Cruces, NM 88003-8003
575-646-4511, fax: 575-646-4082

June 27, 2016

Dr. Suzanne Barbour
Dean of the Graduate School
University of Georgia Graduate School
Terrell Hall
210 S. Jackson St.
Athens, GA 30602

Dear Dean Barbour:

I have reviewed the proposal for a new Doctor of Philosophy (Ph.D.) in Agricultural Leadership, Education and Communication (ALEC) at the University of Georgia. I am writing to express my support for the program.

The ALEC Ph.D. would be a welcome and nationally competitive addition to similar Ph.D. programs in the United States. There is currently a strong demand in our professions for Ph.D. graduates and a limited supply.

With the large number of university agricultural education programs (to prepare secondary teachers of agriculture) and growing number of agricultural communications and leadership programs in the country, the demand for Ph.D. graduates in these two foci for the ALEC Ph.D. should be strong. I just chaired our search committee for a teacher educator in agricultural education at New Mexico State University and pushed the process along as fast as we could because of the many openings for and limited supply of Ph.D. teacher education graduates this year.

I especially like the ALEC Ph.D.'s foci of Environmental Education and Extension Education. I think for agricultural education university programs to remain relevant in the future, they will have to thoroughly embrace environmental and sustainability content fields. That UGA ALEC already has an environmental education dimension in its curriculum shows the department has been proactive in this area. Also, as a professor in Agricultural and Extension Education I get many inquiries from international students about a Ph.D. in Extension Education; this focus area would enable international extensionists to move into influential leadership, management, and specialist positions in their countries or organizations. Domestically, I receive similar inquiries from our county Extension faculty who could advance in their careers with an Extension Education Ph.D. Unfortunately, due to our small faculty size of five we are not able to offer a program to help this cohort. These two Ph.D. foci will attract a deep pool of international and domestic applicants to the University of Georgia.

Another reason for supporting the ALEC Ph.D. is the course offerings the department and university have that are germane to the four foci. The faculty proposal writing team has done a good job of cross-walking nationally-recognized core competencies with UGA courses to demonstrate how they will be covered in the proposed curriculum. I believe the breakdown in minimum required course credits between the common core (18 cr.) the four foci (12 cr.) research methods and statistics (18 cr.), emerging issues (6 cr.) and research (6 cr.) is sound and provides adequate breadth and concentration credits as well as a sound foundation for success in conducting research during and after completing the degree. The proposal also elaborates on the research needs that can be addressed by students in the four foci.

Finally, upon review of the ALEC faculty and their areas of expertise, I am confident the department has the bases covered for excellent teaching, advising, and research mentoring in the four Ph.D. foci. The unit is ready and able to take on the responsibilities of a strong Ph.D. degree and to enjoy the wonderful synergies to its teaching, research, and outreach mission components that will arise once the Ph.D. is active.

Thank you very much for this opportunity to review this exciting proposal for a Ph.D. in Agricultural Leadership, Education and Communications at the University of Georgia. Good luck in the decision making process.

Sincerely,

Dr. Thomas J. Dormody
Regents Professor

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX B
Successful Ph.D. Dissertation Studies in ALEC

Agricultural Education Dissertations

1. Science Achievement of Secondary Agricultural Education Students. Clark, Sara Vicky. Auburn University.
2. A case study of Oklahoma secondary agricultural education teachers' needs in agricultural communications. Stockcamp, Ashley. Oklahoma State University.
3. Assessing the impact of an agricultural economics game in secondary agricultural education curriculum: The Farm and Ranch Risk Management (FARRM) game. Anderson, Kathryn Jill. Oklahoma State University.
4. Supervisory practices in non-formal educational settings as perceived by agricultural education teachers: A national study. Paulsen, Thomas Howard. Iowa State University.
5. A philosophical, qualitative, and quantitative examination of transformational leadership in secondary agricultural education. Hall, Johnathan Lewis. Texas A&M University.

Agricultural Communication Dissertations

1. Determining effective communication strategies for agricultural organizations to provide agricultural producers the knowledge necessary to promote change and adoption in the 21st century. Maddox, Sandra Jane. North Carolina State University.
2. The seven CS ethical model of communication: Environmental communication and indigenous knowledge management strategies in international agricultural development. McCann, Elisabeth L. S. Texas A&M University.
3. Crisis communication needs assessment: A Delphi study to enhance instruction for agricultural communicators and other stakeholders. McGuire, Allyson Ceary. University of Arkansas.
4. Risk perception and communication about agricultural biotechnology in developing countries: The case of Bt eggplant in India. Chong, Mark Yiew Kim. Cornell University.
5. Sources of agricultural news: The media relations environment of agricultural communication professionals. Ruth, Amanda M. University of Florida.

Environmental Education Dissertations

1. Urban environmental education and sense of place. Kudryavtsev, Alexey. Cornell University.
2. Environmental literacy of sixth grade students in Arkansas: Implications for environmental education reform. Wood, Lisa S. University of Arkansas.
3. The frontiers of environmental education: Understanding the role of community-based organizations in the socio-ecological learning of urban youth. Crosley, Katie L. University of Miami.
4. On human violence to nature: A philosophical genealogy of environmental education. Sloane, Amy L. The University of Wisconsin – Madison.
5. Nature connection, outdoor play, and environmental stewardship in residential environmental education. Andrejewski, Robert G. The Pennsylvania State University.

Extension Education Dissertations

1. County extension agents' backgrounds and perceptions regarding teaching personal financial education. Connerly, Laura. University of Arkansas.
2. Evaluation of the impacts of a cooperative extension 4-H nutrition education and gardening program on nutrition behavior and self-efficacy. Dodge, Elizabeth C. The University of Maine.
3. Personal networks and private forestry: Exploring Extension's role in landowner education. Sagor, Eli Samuel. University of Minnesota.
4. Using performance-based arts as a delivery strategy in international agricultural development. Chatterjee, Aparupa. Texas A&M University.
5. Introducing new technologies for sustainable agricultural development in Mongolia: Towards a collaborative and effective extension system. Chuluunbaatar, Delgermaa. The University of Saskatchewan (Canada).

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIC C
New Course Descriptions

AGCM 8100 - Culture-Centered Communication and Engagement

Course Description
Explores the interaction of culture, structure, and agency in the purviews of communication and engagement activities in targeted communities. Topics are guided by critical theory and cultural studies in multiple contexts, including food production, food narratives, and community development.

Course Objectives
At the conclusion of this course, students will:
1. Understand the role of culture in the construction of communication.
2. Examine the role of critical theory in the context of food production, food narratives, and community development.
3. Understand the role of agricultural communication programs designed to address issues of food and community inequalities and structural disparities, paying attention to issues of social justice and structural transformation.
4. Develop an understanding of methodological tools that illuminate the epistemology of the critical-cultural approach to agricultural communication.

Topical Outline
1. Welcome, Introduction, and course overview
2. Culture, epistemology, and ontology
3. Culture and Critical Reflexivity
4. Culture, Identity, and Food
5. Culture, Modernity, and Food Production
6. Culture and Communities
7. Culture and Community Engagement
8. Culture, Structure, and Agency
9. Culture, Agricultural Communication, and Public Policy
10. Culture, Ways of Knowing, and Held Meanings
11. Culture and Held Meanings
12. Alternative ways of knowing
13. Agency in Food Practices And Narratives
14. Culture, Food, and Resistance
15. Culture and Coalition Building
16. Culture and Social Change

ALDR 9000: Doctoral Research

Course Description
Research while enrolled for a doctoral degree under the direction of faculty members. Independent research under the direction of a faculty member.

Course Objectives
Research while enrolled for a doctoral degree under the direction of faculty members. Independent research under the direction of a faculty member.

ALDR 9300: Doctoral Dissertation

Course Description
Dissertation writing under the direction of the major professor. Independent research and preparation of the doctoral dissertation.

Course Objectives
Independent research and preparation of the doctoral dissertation.

The University of Georgia

Graduate School

January 19, 2017

Dr. Pamela Whitten
Senior Vice President for Academic
Affairs and Provost
Administration Bldg.
Campus

Dear Dr. Whitten:

On January 18, 2017, the Graduate Council voted to approve the following proposal:

Doctor of Philosophy in Agricultural Leadership, Education, and Communication

The proposal is attached. I am pleased to forward this request to you with my endorsement. Please let me know if you have any questions.

Sincerely,

Suzanne Barbour
Dean

cc: Dean Sam Pardue
Dr. Kelsey Kay
Dr. Nick Fuhrman
Ms. Fiona Liken

The University of Georgia

College of Agricultural and Environmental Sciences
Office of Academic Affairs

September 22, 2016

Ms. Fiona Liken
Assistant Vice President for Instruction
318 New College
CAMPUS

Dear Ms. Liken:

Enclosed, please find a proposal requesting a New PhD. degree program in Agricultural Leadership, Education and Communication. Our CAES Faculty Council has approved the request and we submit this proposal for your review and consideration.

Thank you for your attention. Please contact me if you have any questions.

Sincerely,

Josef M. Broder
Associate Dean

JMB:skh

Enclosure

cy: Sam Pardue
Kay Kelsey

102 Conner Hall • Athens, Georgia 30602-7502 • Telephone 706-542-1611 • Fax 706-542-2130

APPROVAL PAGE
COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES
CURRICULUM PROPOSALS

Proposal: **PhD in Agricultural Leadership, Education and Communication**

for Dr. KAy Kelsey — 23 Sept. 2016
Department Head — Date

Miguel A Cabrera — 23 Sept 2016
Faculty Council Curriculum Committee Chair — Date

21 Sept 2016
Faculty Council Executive Committee Chair — Date

Joy M. Broder — 23 Sept. 2016
Associate Dean for Academic Affairs — Date

9-23-16
Dean and Director — Date