

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

ACADEMIC PROGRAM REVIEW

**AGRICULTURAL COMMUNICATIONS, B.S. Degree
AGRICULTURAL EDUCATION, B.S. Degree
AGRICULTURAL EDUCATION, M.S. Degree
AGRICULTURAL EDUCATION, Ph.D. Degree**

**Department of Agricultural Education, Communications and
4-H Youth Development**

College of Agricultural Sciences and Natural Resources

Oklahoma State University, Stillwater

March 1, 2005

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Agricultural Communications
Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Agricultural Communications/Animal Science Double Major

Bachelor of Science in Agriculture
Degree designation as on diploma (Level II)

B.S.
Formal degree abbreviation (Level I)

Degree-granting academic unit Agricultural Education, Communications 104
And 4-H Youth Development
(Name) (Cost Center)

CIP code 0 2 0 1 0 2

HEGIS code 0 1 9 9

Instructional Program code 0 1 3

Name of department head
(person who oversees degree program listed above) Dr. James G. Leising

Program holds specialized accreditation from None

Name and title of contact person N/A
(Name)

N/A
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Agricultural Education
Title of unit or degree program reviewed (Level III)

With options (Level IV) in: Teaching
Leadership and Service

Bachelor of Science
Degree designation as on diploma (Level II)

B.S.
Formal degree abbreviation (Level I)

Degree-granting academic unit Agricultural Education, Communications 104
And 4-H Youth Development
(Name) (Cost Center)

CIP code 1 3 1 3 0 1

HEGIS code 0 8 5 6

Instructional Program code 0 0 7

Name of department head
(person who oversees degree program listed above) Dr. James G. Leising

Program holds specialized accreditation from None

Name and title of contact person N/A
(Name)

N/A
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 - 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Agricultural Education
Title of unit or degree program reviewed (Level III)

With options (Level IV) in: None

Master of Science
Degree designation as on diploma (Level II)

M.S.
Formal degree abbreviation (Level I)

Degree-granting academic unit Agricultural Education, Communications 104
And 4-H Youth Development
(Name) (Cost Center)

CIP code 1 3 1 3 0 1

HEGIS code 0 8 5 6

Instructional Program code 0 0 8

Name of department head
(person who oversees degree program listed above) Dr. James G. Leising

Program holds specialized accreditation from None

Name and title of contact person N/A
(Name)

N/A
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2004 – 2005
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Agricultural Education
Title of unit or degree program reviewed (Level III)

With options (Level IV) in: None

Doctor of Philosophy
Degree designation as on diploma (Level II)

Ph.D.
Formal degree abbreviation (Level I)

Degree-granting academic unit Agricultural Education, Communications 104
And 4-H Youth Development (Cost Center)

CIP code 1 3 1 3 0 1

HEGIS code 0 8 5 6

Instructional Program code 0 0 9

Name of department head
(person who oversees degree program listed above) Dr. James G. Leising

Program holds specialized accreditation from None

Name and title of contact person N/A
(Name)
N/A
(Title)

Date of Institutional Governing Board Review: _____

President _____ Date: _____
(Signature)

**OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY**

**DEPARTMENT OR DEGREE PROGRAM: Agricultural Education, Communications and
4-H Youth Development**

The Department of Agricultural Education, Communications and 4-H Youth Development conducted an academic program review during spring 2005. Faculty members associated with the academic program were involved in reviewing the program objectives and student outcomes, determining the strengths and areas for improvement, providing input to the recommendations for action, and reviewing the five-year goals.

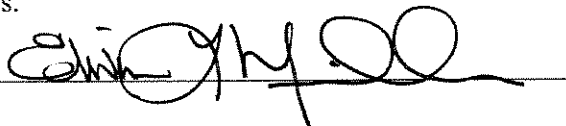
Academic programs of the department consist of undergraduate majors in Agricultural Education with options in teaching and leadership and service; and Agricultural Communications with a double major option in animal science. Graduate programs included the Master of Science in Agricultural Education, Master of Agriculture, and Doctor of Philosophy in Agricultural Education.

The mission of the Department is to prepare agricultural leaders of national prominence in the areas of education, leadership and communications. The B.S. degree in Agricultural Education and Agricultural Communications, and the M.S. and Ph.D. in Agricultural Education are essential to the mission of the College of Agricultural Sciences and Natural Resources and Oklahoma State University. These academic programs provide exceptional learning opportunities for students to grow intellectually and socially. Graduates of the department are prepared for a range of careers in agriculture, education and communications that extend the University to the people of Oklahoma. Positions were found to range from agricultural teacher and extension educator to agricultural communications specialist, public relations manager, agribusiness manager, conservationist and natural resource manager.

Faculty members were found to be highly qualified, nationally recognized, focused on student learning, and had excellent records of teaching, scholarship and student advisement. Student enrollment and student credit hours in the department have increased significantly over the past five years. Important productivity factors, such as the average number of semesters to graduation for students, faculty to student ratio, and average class size decreased during this review period. The annual number of graduates from each academic program of the department exceeded the minimum productivity standards established by the Oklahoma State Regents for Higher Education. A high percentage of graduates obtained initial employment in positions directly related to their academic area of study upon graduation and many have advanced to leadership positions within their profession.

Five-year goals for academic programs in the department were based on the Department's Strategic Plan and included: (1) Sustaining and growing the student enrollment; (2) improving the department teaching and learning environment; (3) increasing ethnic diversity of students and faculty; (4) increasing funding for undergraduate and graduate scholarships; (5) reinventing the distance graduate education program; (6) development of a new major in Agricultural Leadership; and (7) to be one of the preeminent departments of Agricultural Education, Communications and Leadership in the United States.

Dean



Date

Feb. 24, 2005

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OVERVIEW

A. Introduction to the Discipline

The Department of Agricultural Education, Communications and 4-H Youth Development was organized in 1993-1994, as a result of consolidating three departments, Agricultural Education, Agricultural Communications and 4-H Youth Development. All areas of the department have been a part of Oklahoma State University for over 80 years and have contributed significantly to the overall success of the institution.

The department is composed of teaching, research and extension programs in agricultural education, agricultural communications, agricultural leadership and 4-H Youth Development. Teaching programs include undergraduate majors in agricultural education (leadership and service, teaching and horticulture double major options) and agricultural communications (includes option in animal science/agricultural communications double major). Graduate programs include the following degrees: Master of Agriculture (college-wide program), Master of Science in Agricultural Communications, and Master of Science in Agricultural Education and Doctor of Philosophy in Agricultural Education.

Undergraduate Program

Agricultural Communications Major

The agricultural communications program began as a program in agricultural journalism in the late 1920s, boasting one of the first three OSU journalism graduates in 1931. Since that time the administration of the program has been moved many times, but has been a part of agricultural communications in the College of Agricultural Sciences and Natural Resources since 1977.

The need for trained and competent communications specialist in the field of agriculture continues to have two major thrusts: (1) those who can communicate information to people in the various areas of agriculture sciences and natural resources (production of food and fiber, processing, research, marketing, distribution, regulation, etc.) and (2) those who can communicate information about agriculture to consumers and other external audiences. Because agriculture in all its segments employs the largest number of people on the planet, the need continues to be great for those who possess technical competence in communications and journalism combined with a solid understanding of and appreciation for agriculture. The challenge in preparing agricultural communicators is to keep a balance in the students' academic program between the study of agricultural sciences and natural resources and journalism/communications.

Since 1991, the agricultural communications major has seen tremendous enrollment growth from 24 students to 124 students in fall 2004. Changes that have resulted in the major since the last review include the development of undergraduate courses in agricultural photography, AGCM 3233; Web Design for Agricultural Organizations, AGCM 3223; Layout and Design for Agricultural Publications, AGCM 3113; and Planning Campaigns for Agriculture and Natural Resources. A Master of Science program in Agricultural Communications was begun in fall 2004. New graduate courses include: AGCM 5103, History and Philosophical Foundations of Agricultural Communications; AGCM 5203, Theory and Practice in Agricultural Communications; and AGCM 5990, Advanced Studies

in Agricultural Communications. An additional 1.5 faculty FTE was added to the program to support the growing number of students enrolled in the courses and major.

Agricultural Education Major

Agricultural Education at Oklahoma State University has been an area of study at OSU since the early days of the university. Traditionally, graduates of the major were prepared to become secondary agriculture teachers or county extension educators. Their preparation included in-depth knowledge of agricultural sciences and natural resources, general education and professional knowledge in education and teaching. The major has two options: teaching and leadership and service. In addition, three double majors: animal science/agricultural education, agricultural economics/agricultural education and agricultural education/horticulture are shared with other departments in the college. The teaching option prepares students for achieving the initial teaching credential to become a secondary agricultural teacher. The leadership and service option prepares students for careers in agricultural related businesses and non-formal education organizations, such as cooperative extension, department of agriculture, Farm Bureau, etc.

Major curriculum changes that have taken place in the Agricultural Education teaching option since the Academic Program Review in March 2000 included the addition of required courses in horticulture, meat science or food science and revision of the professional education portfolio. Currently, the program is working collaboratively with other colleges at OSU to achieve NCATE accreditation in spring 2006.

Curriculum changes in the leadership and service option include development of leadership core courses and a college minor in leadership. Primary new courses include: AGED 1511, Introduction to Leadership in Agricultural Sciences and Natural Resources; AGED 2303, Personal Leadership Development in Agricultural Sciences and Natural Resources; AGED 3333, Contemporary Issues in Leadership; and AGED 4303, Facilitating Leadership Education Programs. Faculty FTE was increased by 1.0 in the area of leadership since the last program review was conducted.

Graduate Program

The broad goals of the graduate program in agricultural education are to (1) prepare students for entry into or advancement in teaching careers and (2) provide for further development of research and professional leadership skills for careers in agriculture education, agribusiness, government service, extension, or adult education. Needs of both international and domestic students are addressed in the program.

Master of Agriculture and Master of Science in Agricultural Education

The Master of Agriculture degree is focused on the development of specific agricultural knowledge and skills in agriculture and education needed for advancement in teaching, extension, administration and other professional areas. The Master of Science degree develops the theoretical and research foundation to conduct research, prepare for further graduate studies, and develop specialized knowledge and skills in agriculture and education.

Master of Science in Agricultural Communications

The Master of Science degree in Agricultural Communications is designed to prepare students for entry into or advancement in a variety of mass media and public relations positions. This program also provides development of professional communications skills for related careers in agribusiness, government service, and extension. Areas of emphasis include: marketing, mass media and public relations in the context of agriculture and natural resources. This program was initiated in fall 2003, along with two new graduate courses in Agricultural Communications: History and Philosophical Foundations of Agricultural Communications (AGCM 5103) and Theory and Practice in Agricultural Communications (AGCM 5203).

Doctor of Philosophy

The Doctor of Philosophy degree program in Agricultural Education is designed to prepare graduates for careers in teacher education, supervision, curriculum development, leadership, agricultural communications and related areas in agriculture, agricultural extension and career and technology education. In January 1997, the Doctor of Philosophy degree replaced the Ed.D. degree. Since that time a number of the graduate courses have been revised and new graduate courses added in Grant Seeking (AGED 5202), Leadership in Agriculture (AGED 5353), and Seminar in Advanced Qualitative Research Methods (AGED 6250).

B. Recommendations from Previous Program Reviews

An Oklahoma Regents for Higher Education Academic Program Review was conducted in 2000. Following are the recommendations made by the faculty:

1. Increase faculty teaching FTE in the department by 1.25 FTE. This increase in faculty FTE is needed to reduce the high faculty to student ratio (1:75) in the agricultural communications major and to add important courses to the curriculum in the areas of agricultural photography, radio and television production and graphics/ website design and development.
2. Develop an external advisory committee to provide input to the faculty on relevancy of the curricula, assist in identifying internships, develop support for more scholarships and forge deeper partnerships and collaborations with external clients that will lead to strengthening the department's academic program.
3. Work with the College administration to identify appropriate student workspace and to fund a student computer laboratory and agriscience classroom for use by agricultural communications and agricultural education students and faculty members.
4. Increase the number of African American and Latino students enrolled in the department's academic programs.

Actions Taken to Address the Recommendations

Recommendation Number 1: Increase faculty FTE in the department by 1.25 FTE

Action:

The amount of faculty FTE dedicated to teaching in 2000 was 5.4 FTE. Between 2000 and 2004, a total of 3.35 teaching FTE were added to the department. Currently, a total of 8.75 faculty FTE is invested in the departments' teaching program. FTE dedicated to teaching assistant/associates were not included in the calculation.

Recommendation Number 2: Develop an external advisory committee to provide input to the faculty on relevancy of the curricula, etc.

Action:

A Department Advisory Council was formed in 2001. The Council is composed of a variety of alumni, lay people, employers and others in agricultural education, agricultural communications and leadership and service. The Council has met once per year to provide input to faculty regarding the relevance of the curriculum, possible internships and to assist with development initiatives. The size of the committee varies from 15 to 20 members.

Recommendation Number 3: Work with the College Administration to identify student work space for agricultural communications and education, fund student computer laboratory space for agricultural communications and agriscience classroom/laboratory space for agricultural education.

Action:

To date, no additional space has been assigned to the department by the College to support the teaching programs in agricultural communications or agricultural education. A number of meetings were held over the past four years and requests were developed by the department for both the College space committee and the Dean's Office. Conversations have taken place that look promising, but space needs remain. In 2001-2002, Room 439 Agricultural Hall was renovated for use by faculty and students in all teaching areas. Although the room is themed "agriscience," it has served broad purposes in the department. This room is the only classroom space scheduled by the department. Approximately \$25,000 was raised by the department with matching funds from the College.

Recommendation Number 4: Increase the number of African American and Latino students enrolled in the department's academic programs.

Action:

No dramatic changes in African American or Latino student enrollment in the department resulted over the past four years. In the past year, two African American students were enrolled in the department and a few Latino students were enrolled. Four years ago there were no African American student enrolled in the department and a few Latino students. However, approximately 10 percent of the students enrolled in the department are Native American. The ability of the department and college to attract ethnic minorities continues to be a challenge for the faculty and administration to address.

CRITERION I – PROGRAM CENTRALITY

A. Goals and Objectives of Degree Programs

Undergraduate Program

Agricultural Communications Major (0061)

Program Clientele:

Agricultural Communications students are primarily full-time, traditional college students on the Stillwater campus. A majority of the students enroll on campus as freshmen and a limited number transfer from junior colleges.

Program Objectives:

1. Agricultural Communications graduates will demonstrate competence in the following core areas: written communications, broadcast, Web design, photography and public relations in an agricultural context.
2. Agricultural Communications graduates will demonstrate competence in a professional setting through a required internship experience.

Expected Student Outcomes:

1. Graduates will earn at least a 3.0 cumulative GPA in the following core courses: AGCM2103, AGCM3113, AGCM3123, AGCM3213, AGCM3223, AGCM3233, AGCM4203, AGCM4403, AGCM4113, AGCM4413
2. Graduates will have direct experience with all core areas and be able to translate agriculture science and natural resources content through successful completion of capstone courses (AGCM 4403 & AGCM 4413)
3. Graduates will successfully complete a writing assessment with a score of 3 or higher.
4. Graduates will successfully complete an internship experience after completing required documentation including a supervisor evaluation, self evaluation, faculty evaluation and internship presentation.
5. Graduates will complete a professional portfolio highlighting experiences gained in internships, coursework and other activities.

Agricultural Education Major – Teaching Option (0041)

Program Clientele:

Students enrolled in the Agricultural Education major, teaching option, are primarily full-time traditional college-age students on the Stillwater campus. More than 70 percent of the students have transferred to OSU from a junior college.

Program Objectives:

1. Agricultural education teaching option majors will demonstrate competence in five technical content areas: agricultural business/marketing, communications, and leadership; animal science; plant and soil sciences; agricultural mechanics; natural resources.
 2. Agricultural education teaching option majors will demonstrate competence related to teaching and learning theory and practice.
- Agricultural education teaching option majors will demonstrate competence in dispositions expected of effective professional teachers.

Expected Student Outcomes:

1. Program completers will pass the Oklahoma Subject Area Test (OSAT) for Agricultural Education and demonstrate competence in its five technical content areas.
2. Program completers will earn a 2.5 GPA overall with no grade lower than “C” for agriculture and professional education course work.
3. Program completers will pass the Oklahoma Professional Teaching Examination (OPTE: 6-12) and demonstrate competence in six the content areas: learners and the learning environment, instruction and assessment, the professional environment, and constructed responses in critical analysis, student inquiry and teacher assignment.
4. Program completers will submit professional portfolios and score “acceptable” or higher on each of the Oklahoma Commission for Teacher Preparation (OCTP) competencies contained therein.

Program completers will demonstrate competency in reading, writing, and mathematics as measured by the Oklahoma General Education Test (OGET).

Program completers will score “satisfactory” or higher on all professional dispositions as evaluated by cooperating teachers at student teaching centers.

5. Program completers will demonstrate appropriate dispositions during professional education admission interviews.

Agricultural Education Major – Leadership and Service Option (0042)

Program Clientele:

Students enrolled in the Agricultural Education major, leadership and service option, are primarily full-time traditional college students on the Stillwater campus. The majority of students have transferred to OSU from a junior college.

Program Objectives:

1. Agricultural education leadership and service option majors will demonstrate competence related to authentic leadership and leadership theory and practice.
2. Agricultural education leadership and service option majors will demonstrate professionalism and competence in a professional setting in agricultural sciences and natural resources.

Expected Student Outcomes:

1. Graduates will demonstrate competence related to authentic leadership through the development of a personal vision in AGED 2303.
2. Graduates will demonstrate competence related to leadership theory and practice through an assessment in AGED 3303.
3. Graduates will successfully demonstrate competence related to creating and delivering professional presentations through AGED 4203 and AGED 4300.
4. Graduates will successfully demonstrate professionalism through the ability to serve as an effective team member through AGED 4203.
5. Graduates will successfully complete an internship experience and required documentation including a cooperator evaluation, self-evaluation and internship presentation.

6. Graduates will complete a professional portfolio highlighting the required internship experience and other professional development experiences gained through coursework, extracurricular activities, and work experience.

Graduate Programs in Agricultural Education

Master of Science in Agricultural Education (008)

Program Clientele:

Students enrolled in the Agricultural Education Master of Science Degree Program are practicing or pre-service agricultural educators primarily working in the area of Cooperative Extension or teaching secondary Agricultural Education who are interested in research. The student population is evenly split between resident and part-time students. Part-time students either commute to campus for classes or enroll in distance courses offered by the Department.

Program Objectives:

1. Agricultural Education Master of Science students will demonstrate the ability to conduct scholarly work.
2. Agricultural Education Master of Science students will demonstrate proficiency in basic statistical analysis of data.
3. Agricultural Education Master of Science students will demonstrate proficiency in basic research methods.

Expected Student Outcomes:

1. Agricultural Education Master of Science students will achieve a grade of "C" or better in a course in research methods.
2. Agricultural Education Master of Science students will achieve a grade of "C" or better in a course in master's level statistics.
3. Agricultural Education Master of Science students will complete an original research project (thesis or formal report) acceptable to their graduate committee.

Master of Agriculture in Agricultural Education (College-wide program not included in this review)

Program Clientele:

Students enrolled in the Agricultural Education Master of Agriculture Degree Program are practicing or pre-service agricultural educators primarily working in the area of Cooperative Extension or teaching secondary Agricultural Education in the public school system. The majority of students are OSU resident students. Some students earn a teaching credential through this degree program. Part-time students either commute to campus for classes or enroll in distance courses offered by the Department.

Program Objectives:

1. Agricultural Education Master of Agriculture students will demonstrate the ability to conduct applied research.

OR

1. Agricultural Education Master of Agriculture students will demonstrate professionalism and competence in a professional setting in agricultural sciences and natural resources.

Expected Student Outcomes:

1. Agricultural Education Master of Agriculture graduates will demonstrate competence in conducting applied research by completing an original creative component acceptable to their graduate committee.

OR

1. Graduates will successfully complete an internship experience and required documentation including a cooperator evaluation, self-evaluation and internship presentation.
2. Graduates will complete a professional portfolio highlighting the required internship experience.

Doctor of Philosophy in Agricultural Education (009)

Program Clientele:

Students enrolled in the Agricultural Education Doctor of Philosophy Degree Program are experienced educators, in agriculture or related fields, seeking preparation for jobs in post-secondary education, government service or agricultural business. The majority of students are OSU resident students. Part-time students either commute to campus for classes or enroll in distance courses offered by the Department.

Program Objectives:

1. Agricultural Education doctoral students will demonstrate the ability to conduct scholarly work.
2. Agricultural Education doctoral students will demonstrate their ability to synthesize, organize and apply their knowledge of research methodology, an identified support field, and the following areas in the context of agricultural education: evaluation, teaching and learning, history and philosophy, technological change, and leadership.
3. Agricultural Education doctoral students will demonstrate their ability to defend and clarify their positions on research methodology, an identified support field, and the following areas in the context of agricultural education: evaluation, teaching and learning, history and philosophy, technological change, and leadership.

Expected Student Outcomes:

1. Program completers will achieve passing scores on all four areas of the written comprehensive exam.
2. Program completers will achieve passing scores of all four areas of the oral session of the comprehensive exam.
3. Program completers will publish the results of their dissertation or other original research in a peer-reviewed journal.
4. Program completers will present the results of their dissertation or other original research in at a regional or national research meeting.

B. Linkage of the Program to Institution's Mission

"Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates/enhances economic development through instruction, research, outreach, and creative activities." The OSU Division of Agricultural Sciences and Natural Resources is comprised of three entities: the College of Agricultural Sciences and Natural Resources, the Oklahoma Agricultural Experiment Station, and the Oklahoma Cooperative Extension Service. These entities represent, respectively, OSU's mission of teaching, research and extension.

The mission of the Department of Agricultural Education, Communications and 4-H Youth Development is to prepare leaders in agricultural education, leadership, agricultural communications and youth development. The BS degrees in Agricultural Education and Agricultural Communications, the M.S. in Agricultural Communications and M.S. and Ph.D. degrees in Agricultural Education are an essential part of the mission of the College of Agricultural Sciences and Natural Resources and Oklahoma State University. These academic programs provide undergraduate and graduate students with exceptional learning experiences in agriculture, education, leadership and communications that prepare them to extend the University to the people of Oklahoma through careers ranging from agricultural teacher and extension educator to agricultural communications specialist, soil conservationist and agribusiness manager. Faculty and students through teaching, research and extension programs of the department and Division of Agricultural Sciences and Natural Resources extend the University to the people of Oklahoma by enriching lives, advancing knowledge and stimulating economic development.

CRITERION II – PROGRAM CURRICULUM AND STRUCTURE

A. Program Structure:

Following are copies of the undergraduate option sheets for the Agricultural Education major and Agricultural Communications major. The option sheets list the course requirements for each major option.

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

For students matriculating:

Academic Year 2004-2005

COLLEGE OF BACHELOR OF

AGRICULTURAL SCIENCES AND
NATURAL RESOURCES
SCIENCE IN AGRICULTURAL
SCIENCES AND NATURAL RESOURCES
DEGREE
AGRICULTURAL COMMUNICATIONS
MAJOR

Total hours 130



Minimum overall grade-point average 2.00

Other GPA requirements, see below.

General Education Requirements <u>43</u> Hours		
Area	Hrs	To Be Selected From
English Composition and Oral Communication	6	ENGL 1113 or 1313; and 1213 or 1413 or 3323. (See Academic Regulations 3.5 in Catalog.)
American History and Government	6	HIST 1103; POLS 1113
Analytical and Quantitative Thought (A)	6	Select from: MATH 1483*, 1493*, 1513*, higher MATH* or 3 hrs designated (A)*
Humanities (H)	6	Any course designated (H). Must include one lower division course.
Natural Sciences (N)	9	BIOL 1114*; CHEM 1215*
Social and Behavioral Sciences (S)	7	AGEC 1114*; SPCH 2713*
International Dimension (I)	3	AGED 4713 or ANSI 3903 or any course designated (I)
Scientific Investigation (L)	--	Any course designated (L)
* College and Departmental Requirements that may be used to meet General Education requirements.		
College/Departmental Requirements <u>26</u> Hours		
Agricultural Courses	17	AG 1011; AGED 2303 or 3303 or 3403; ANSI 1124; PLNT 1213; 3 hours food science-related course; 3 hours environmental science course
Communications Courses	9	AGCM 2103 or JB 2003; JB 2013, 2183

Major Requirements <u>61</u> Hours	
Core Courses <u>42</u> Hours	
ACCT	2103 (or FIN 2123)
AGCM	3101, 3123, 3213, 3223, 3233, 4203, 4300 (2 hrs), 4403, 4413
AGEC	3703, 3323 (or MKTG 3213)
AGEC	4413 (or LSB 3213)
JB	3263, 3313
Controlled Electives <u>19</u> Hours	
9 hours agricultural courses	
10 hours communications courses	

Other Requirements:
 A minimum of 40 semester credit hrs and 100 grade pts must be earned in courses numbered 3000 or above. A 2.00 GPA or higher in upper-division hours.
 Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) & any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.

 DEAN
 AG-9
  DEPARTMENT HEAD

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

COLLEGE OF

AGRICULTURAL SCIENCES AND
NATURAL RESOURCES
SCIENCE IN AGRICULTURAL

For students matriculating:

Academic Year 2004-2005

BACHELOR OF

SCIENCES AND NATURAL RESOURCES
DEGREE

Total hours 137

AGRICULTURAL COMMUNICATIONS
MAJOR

Minimum overall grade-point average 2.00

(ANIMAL SCIENCE DOUBLE MAJOR)
OPTION

Other GPA requirements, see below.

General Education Requirements <u>43</u> Hours		
Area	Hrs	To Be Selected From
English Composition and Oral Communication	6	ENGL 1113 or 1313; and 1213 or 1413 or 3323. (See Academic Regulations 3.5 in Catalog.)
American History and Government	6	HIST 1103; POLS 1113
Analytical and Quantitative Thought (A)	6	Select from: MATH 1483*, 1493*, 1513*, higher MATH* or 3 hrs designated (A)*
Humanities (H)	6	Any course designated (H). Must include one lower division course.
Natural Sciences (N)	9	BIOL 1114*; CHEM 1215*
Social and Behavioral Sciences (S)	7	AGEC 1114*, SPCH 2713*
International Dimension (I)	3	ANSI 3903 or AGED 4713 or any course designated (I)
Scientific Investigation (L)	--	Any course designated (L)

* College and Departmental Requirements that may be used to meet General Education requirements.

College/Departmental Requirements 28 Hours

Agricultural Courses	19	AG 1011; AGED 2303 or 3303 or 3403; ANSI 1124, 2112, 2253; ENTO 3003; PLNT 1213;
Communications Courses	9	AGCM 2103 or JB 2003; JB 2013, 2183

Other Requirements:

A minimum of 40 semester credit hrs and 100 grade pts must be earned in courses numbered 3000 or above. A 2.00 GPA or higher in upper-division hours.

Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) & any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.

Major Requirements <u>66</u> Hours	
Ag Communications Core Courses <u>39</u> Hours	
ACCT	2103 (or FIN 2123)
AGCM	3101, 3213, 3223, 3233, 4203, 4300 (2 hrs), 4403, 4413
AGEC	3703, 3323 (or MKTG 3213)
AGEC	4413 (or LSB 3213)
JB	3263, 3313
Animal Science Core Courses <u>27</u> Hours	
ANSI	3210 (2 hrs) (or 3182 or 3242), 3423, 3433, 3443, 3543, 3653, 4712, 4863
<u>5 hours (as least 2 species) from:</u>	
ANSI	4023, 4423, 4543, 4553, 4613, 4632, 4643


DEAN

AG-10


DEPARTMENT HEAD

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

COLLEGE OF

AGRICULTURAL SCIENCES AND
NATURAL RESOURCES

For students matriculating:

Academic Year 2004-2005

BACHELOR OF

SCIENCE IN AGRICULTURAL
SCIENCES AND NATURAL RESOURCES
DEGREE

Total hours 146

AGRICULTURAL EDUCATION
MAJOR

Minimum overall grade-point average 2.00

(HORTICULTURE DOUBLE MAJOR)

Other GPA requirements, see below.

OPTION

General Education Requirements <u>51</u> Hours			Major Requirements <u>39</u> Hours	
Area	Hrs	To Be Selected From		
English Composition, and Oral Communication	9	ENGL 1113 or 1313; and 1213 or 1413 or 3323. (See Academic Regulations 3.5 and 3.6 in Catalog.) SPCH 2713*	BOT 3460 (2 hrs), 3463 HORT 3084, 3113 PLP 3344 3 hrs MCAG (MCAG 4203 recommended)	
American History and Government	6	HIST 1103; POLS 1113	<u>6 hours from:</u> PLNT 3111, 3112, 3554 SOIL 3893 (or 4234), 4363, 4463, 4483	
Analytical and Quantitative Thought (A)	6	MATH 1483 or 1493 or MATH 1513 or higher MATH, and 3 hrs STAT designated (A)	<u>14 hours from:</u> HORT 2112, 2212, 2313, 2413, 2652, 3014, 3153, 3213, 3433, 3544, 3553, 4313, 4453, 4713	
Humanities (H)	6	Any courses designated (H); must include one lower-division course	**AGEC 1114 is a General Education Requirement in addition to the Major Requirements One-half of the major requirement credit hours must be from upper-division courses.	
Natural Sciences (N)	17	BIOL 1114*, BOT 1404*, CHEM 1215* (or 1314*), 1225* (or 1515*)		
Social and Behavioral Sciences (S)	7	AGEC 1114*: PSYC 1113		
International Dimension (I)	--	Any course designated (I)		
Scientific Investigation (L)	--	Any course designated (L)		
* College and Departmental Requirements that may be used to meet General Education requirements.				
College/Departmental Requirements <u>29</u> Hours			Professional Core <u>27</u> Hours	
Agricultural Course	29	AG 1011; AGCM 3103; AGED 2303 or 3303; ANSI 1124; 1133 or 2253; BIOC 2344; ENTO 2023, 3421; HORT 1013, SOIL 2124	AGED 3101, 3103, 3203, 4103, 4113, 4200 (9 hrs) EPSY 3213, SPED 3202	
Required for graduation and recommendation for Licensure/Standard Certification: (1) 2.50 overall GPA; (2) 2.50 GPA in Major Requirements; and (3) 2.50 GPA in Professional Requirements. The student must earn minimum grades of "C" or "P" in each course in the College/Departmental Requirements, Major Requirements, Professional Core Requirements, and demonstrate proficiency in a foreign language. For graduation only see Academic Regulation 7.6 in the Catalog.				
<u>Other Requirements:</u> A minimum of 40 semester credit hrs and 100 grade pts must be earned in courses numbered 3000 or above. A 2.00 GPA or higher in upper-division hours. Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) & any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.				


DEAN

AG-16 
DEPARTMENT HEAD

OKLAHOMA STATE UNIVERSITY

GENERAL REQUIREMENTS

COLLEGE OF

AGRICULTURAL SCIENCES AND
NATURAL RESOURCES

For students matriculating:

Academic Year 2004-2005

BACHELOR OF

SCIENCE IN AGRICULTURAL
SCIENCES AND NATURAL RESOURCES

DEGREE

AGRICULTURAL EDUCATION

MAJOR

(TEACHING)

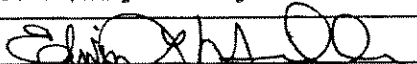
OPTION

Total hours 124

Minimum overall grade-point average 2.00

Other GPA requirements, see below.

General Education Requirements <u>43</u> Hours			Major Requirements <u>29</u> Hours**	
Area	Hrs	To Be Selected From	Enrichment <u>12</u> Hours	
English Composition and Oral Communication	9	ENGL 1113 or 1313; and 1213 or 1413 or 3323. (See Academic Regulation 3.5 in Catalog.) SPCH 2713*	To include course work from four of the following areas: Agricultural Communications, Agricultural Economics, Agricultural Education, Animal Science, Biochemistry, Entomology, Forestry, Horticulture, Mechanized Agriculture, Plant Pathology, Plant Science, Soil Science, Rangeland Ecology Management, Wildlife Management Controlled Electives <u>17</u> Hours AGCM 3103 (or ENGL 3323) AGED 2303 (or 3303) AGED 4713 ¹ (or ANSI 3903 ¹) SOIL 2124 4 hours ag-related science with lab ** AGEC 1114 is a General Education Requirements in addition to the Major Requirements NOTE: One-half of the major requirement credit hours must be from upper-division courses.	
American History and Government	6	HIST 1103; POLS 1113		
Analytical and Quantitative Thought (A)	6	Select from: MATH 1483 or 1493 or 1513 or higher MATH or any course designated (A)		
Humanities (H)	6	Any courses designated (H); Must include one lower-division course		
Natural Sciences (N)	9	BIOL 1114*; CHEM 1215*		
Social and Behavioral Sciences (S)	7	AGEC 1114*; PSYC 1113		
International Dimension (I)	--	Any course designated (I)		
Scientific Investigation (L)	--	Any course designated (L)		
* College and Departmental Requirements that may be used to meet General Education requirements.				
College/Departmental Requirements <u>20</u> Hours			Professional Core <u>27</u> Hours	
Agricultural Courses	20	AG 1011; ANSI 1124; 1133 or 2253; HORT 1013; MCAG 3 hours PLNT 1213; RLEM 2913 or FOR 3463	AGED 3101, 3103, 3203, 4103, 4113, 4200 (9 hrs) EPSY 3213, SPED 3202	
			Electives <u>5</u> Hours	
Required for graduation and recommendation for Licensure/Standard Certification: (1) 2.50 overall GPA; (2) 2.50 GPA in Major Requirements; and (3) 2.50 GPA in Professional Requirements. The student must earn minimum grades of "C" or "P" in each course in the College/Departmental Requirements, Major Requirements, Professional Core Requirements, and demonstrate proficiency in a foreign language. For graduation only see Academic Regulation 7.6 in the Catalog.				
Other Requirements: A minimum of 40 semester credit hrs and 100 grade pts must be earned in courses numbered 3000 or above. A 2.00 GPA or higher in upper-division hours. Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) & any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.				


DEAN

AG-18 
DEPARTMENT HEAD

OKLAHOMA STATE UNIVERSITY AGRICULTURAL SCIENCES AND
GENERAL REQUIREMENTS COLLEGE OF NATURAL RESOURCES

For students matriculating:
 Academic Year 2004-2005

BACHELOR OF SCIENCE IN AGRICULTURAL
SCIENCES AND NATURAL RESOURCES
 DEGREE
AGRICULTURAL EDUCATION
 MAJOR
 (LEADERSHIP AND SERVICE)
 OPTION

Total hours 124



Minimum overall grade-point average 2.00

Other GPA requirements, see below.

General Education Requirements <u>43</u> Hours		
Area	Hrs	To Be Selected From
English Composition and Oral Communication	9	ENGL 1113 or 1313; and 1213 or 1413 or 3323. (See Academic Regulation 3.5 in Catalog.) SPCH 2713*
American History and Government	6	HIST 1103; POLS 1113
Analytical and Quantitative Thought (A)	6	Select from: MATH 1483 or 1493 or 1513 or higher MATH or any course designated (A)
Humanities (H)	6	Any courses designated (H); Must include one lower-division course
Natural Sciences (N)	9	BIOL 1114*; CHEM 1215*
Social and Behavioral Sciences (S)	7	AGEC 1114*; PSYC 1113
International Dimension (I)	--	Any course designated (I)
Scientific Investigation (L)	--	Any course designated (L)
* College and Departmental Requirements that may be used to meet General Education requirements.		
College/Departmental Requirements <u>23</u> Hours		
Agricultural Courses	23	AG 1011, 2112; ANSI 1124; 1133 (or 2253); ENTO 2003 (or 3003); MCAG 3 hours; PLNT 1213 (or HORT 1013); SOIL 2124

Major Requirements <u>58</u> Hours	
Core Courses <u>35</u> Hours	
AGCM	3103 (or ENGL 3323)
AGEC	4723
AGED	1511, 2303, 3101, 3303, 3403, 4203, 4300 (6 hrs)
AGED	4713 ¹ (or ANSI 3903 ¹)
EDTC	3123 (or 4113)
FOR	3643 (or RLEM 2913)
Controlled Electives <u>23</u> Hours	
To be selected from areas related to agriculture and/or agricultural leadership.	
One-half of the major requirement credit hours must be from upper-division courses.	

Other Requirements:
 A minimum of 40 semester credit hrs and 100 grade pts must be earned in courses numbered 3000 or above. A 2.00 GPA or higher in upper-division hours.
 Students will be held responsible for degree requirements in effect at the time of matriculation (date of first enrollment) & any changes that are made, so long as these changes do not result in semester credit hours being added or do not delay graduation.

 DEAN AG-17  DEPARTMENT HEAD

Agricultural Communications

Professor and Head James G. Leising, Ph.D.

Modern agriculture, with its diversity and specialization, requires accurate communication between industry leaders and the general public. Education in agriculture and journalism trains the agricultural communications student to provide the necessary communications link.

By majoring in agricultural communications, a student may choose a special-interest area such as advertising, public relations, radio and television broadcasting, photography, reporting and newswriting, or research report writing. Opportunities are also available for the student to develop a double-major program with other departments in the College of Agricultural Sciences and Natural Resources.

For the graduate with a bachelor's degree and a major in agricultural communications, career opportunities are abundant in the agricultural production industry, and service organizations as well as with publishing firms, broadcast stations or other media.

Agricultural Economics

Professor and Head James N. Trapp, Ph.D.

The Department of Agricultural Economics at Oklahoma State University offers programs of study leading to the B.S., M.S., M.Ag. and Ph.D. degrees in agricultural economics and the B.S. degree in agribusiness. Agricultural economics and agribusiness curricula study the economic relationships among individuals, firms and service agencies in agriculture and between the agricultural sector and other sectors of the economy. The department's courses emphasize the economic issues and concepts associated with producing, processing, marketing, and consuming agricultural goods and services and those used in the industry.

Undergraduate programs in agricultural economics and agribusiness combine instruction in technical agricultural sciences with education in the application of economic and business management principles and tools. The agricultural economist or agribusiness person

draws upon the physical and social sciences to outline, understand, and solve economic problems created by agriculture's dynamic operating environment. Curricula in the Department of Agricultural Economics emphasize the decision-making and problem-solving skills used in the management of agricultural production and marketing firms.

Study in agricultural economics or agribusiness prepares students to excel in many challenging careers. Many graduates work to improve food production and processing throughout the world. Other graduates work with government policies that affect the food and fiber sector. Others assist rural communities to adjust and thrive in the rapidly changing world. Graduates also help protect and maintain natural resources and the environment for the greatest benefit of society. Many graduates chose career paths that lead them far from the farm.

Agricultural Economics

The agricultural economics B.S. degree trains students to analyze problems and make decisions using a solid framework of economic and business principles. Study plans may be tailored to a wide variety of career interests. In addition to a base agricultural economics B.S. degree plan, the agricultural economics student can choose from four degree options: international agricultural marketing, a double major with accounting, a double major with agricultural education, and a double major with computer science. In addition, the base agricultural economics degree plan offers specializations in quantitative studies, environmental and natural resources, and community and regional analysis. Each of the study plans in agricultural economics equips students for a variety of employment opportunities at competitive salaries in private industry and government agencies.

Agribusiness

Like the agricultural economics degree the agribusiness B.S. degree trains students to analyze problems and make decisions using a solid framework of economic and business principles. In addition, the agribusiness degree targets the skills needed for careers in agribusiness firms, including all areas of food and fiber production, processing, and marketing. In addition to the base agribusiness degree plan, students may choose from six degree options: farm

and ranch management, agribusiness management, agribusiness marketing, agribusiness finance, pre-law, or pre-veterinary business management. Agribusiness students also may develop a minor area of study or a double major by selecting various course electives. Employment opportunities for agribusiness graduates are widely diverse, including jobs with farms, agricultural advisors, processing firms, wholesalers and retailers of food and fiber products, farm input supply firms, banks and other financial services firms, utilities and educational institutions.

Graduate Programs

The department offers graduate work leading to the Master of Science, the Master of Agriculture and the Doctor of Philosophy degrees. Both thesis and non-thesis options are available at the M.S. level. Ph.D. students complete a teaching practicum in addition to the research thesis as a part of the degree requirements.

The graduate program stresses development of superior professional competence, suited to the demands of the modern business, academic, government and research environments. Advanced courses concentrate on economic analysis applied to problems of production, distribution and consumption of agricultural products. Courses in economic theory, econometrics, mathematical economics, statistics, and computer science are an integral part of the program. Problems of agricultural policy, natural resource use and rural area development and planning are also important topics. The faculty give direction and individual guidance to student research in marketing, production, management of agricultural enterprises, price analysis, land and water use and development, rural development and planning, agricultural finance, international trade, farm appraisal and agricultural policy. Specialization is achieved through course electives and research topics. An advisory committee guides each student in the preparation of the program of study to ensure that background or prerequisite work and the graduate plan will lead to the desired depth and breadth of proficiency.

Admission Requirements. Prerequisites to advanced training in agricultural economics are (1) the desire to understand and solve the complex and changing economic problems faced by agriculture and rural society, and (2) the desire and ability to learn methods of rigorous logical analysis.

In addition, differential calculus, three semester hours of statistical methods,

and 15 semester hours of agricultural economics and economics, including intermediate micro- and macroeconomic theory, constitute a minimum background for advanced study in agricultural economics. In certain cases, a part of this work can be taken after admission but will not count toward a graduate degree.

Acceptance by an adviser in the department is not required prior to official admittance to the departmental graduate program.

Agricultural Education

Professor and Head James G. Leising, Ph.D.

The programs of study offered in agricultural education are designed to provide both comprehensive and specialized training to prepare graduates for careers in a wide range of fields of agriculture. In addition to being prepared for licensure as teachers, graduates are professionally prepared for work in cooperative extension and other federal and state programs and services, as well as international education endeavors. Graduates also may find employment as educational directors and consultants with agribusiness firms and organizations. Studies may culminate in the B.S., M.Ag., M.S. or Ph.D. degrees.

The agricultural education major has two options – teaching, and leadership and service.

The undergraduate teaching option is designed to qualify the bachelor's degree recipient for the Oklahoma Agricultural Education Teaching License. This license is recognized as meeting requirements for initial employment as a teacher in most states. The leadership and service option is designed to focus on careers relating to education or service in agriculture, outside of the public school setting. Graduates look forward to careers ranging from cooperative extension educator to agricultural sales, marketing and production positions. Some students find it advantageous to elect a dual major, thus meeting requirements in both agricultural education and another major within the College of Agricultural Sciences and Natural Resources. The undergraduate options in agricultural education are structured to provide educational experiences in general education, agriculture and professional education.

Minor in Leadership Education. The minor is designed to prepare students to serve as leadership educators within the

context of their chosen major. Students explore career options in leadership education, develop an understanding of their own leadership style and philosophy, acquire knowledge about leadership theory, explore contemporary issues in leadership, evaluate current leadership research and learn to facilitate leadership training. Requirements of the minor include 14 hours of courses focused on leadership, as well as six hours of controlled electives.

Graduate Programs

Graduate programs in agricultural education are designed to (1) prepare students for entry into or advancement in teaching careers and (2) provide for further development of professional leadership skills for other educational careers in agriculture, agribusiness, government service, extension, or adult education. To meet needs of both international and domestic students plans of study are developed for academic excellence specific to students' career goals. The selection and organization of courses are made in consultation with the adviser and the student's advisory committee.

The Master of Agriculture is offered to further knowledge and skills of agriculture and education in preparation for and advancement in teaching, extension administration and other professional areas. Two options are offered in the Master of Agriculture program. The creative component option requires 36 approved semester credit hours of course work, including a two-credit-hour creative component, which may involve curriculum, teaching methods, literature or some similar area. The internship option requires 36 approved semester credit hours of course work, which include six hours of credit for a professional internship.

The Master of Science develops the theoretical and research foundation for further graduate studies in addition to further knowledge and skills in agriculture and education. It is designed primarily for those students interested in research. Two options are offered in the Master of Science program. The thesis option requires 30 approved credit hours of course work, which includes a six-credit-hour formal thesis following the graduate college format. The formal report option requires 32 approved semester hours of course work, which includes a two-credit hour formal report.

The Doctor of Philosophy program is designed to prepare graduates for careers in teacher education, supervision, administration, curriculum development and other areas of professional leadership in agriculture, agricultural extension

or vocational education. Within the minimum 60 credit hour requirement, 20 credit hours must be completed in agricultural education. In addition, 13 credit hours must be completed in an area of specialization such as agricultural extension, technical agriculture, educational administration, or other similar area. The additional hours include 12 hours of research design and statistics and 15 hours for the dissertation.

Admission Requirements. Students seeking admission to the master's degree program must have earned a bachelor's degree in agricultural education, agriculture or education. A student with background deficiencies must compensate for such deficiencies before completing the masters degree. Evidence of academic ability (2.80 GPA or above) in undergraduate course work is required. Three letters of reference and a statement of purpose are also required. Graduate Record Exam (GRE) scores are required for students seeking admission to the Master of Science degree program.

Admission to the doctoral degree program is based upon evidence that the applicant meets the general requirements of the Graduate College, has demonstrated superior achievement, and can successfully complete a doctoral program as evidenced by three letters of recommendation, GRE scores, a minimum of 2.80 undergraduate grade-point average and 3.00 graduate grade-point average, three years of successful professional experience, and a philosophy statement and goals. Alternative criteria may be considered by the graduate committee for those who submit ample supportive evidence of other exemplary qualifications.

Student fee waivers are available for qualifying master's degree candidates. A grant and loan program is available through the Office of Student Financial Aid. Doctoral degree candidates may qualify for teaching and research assistantships. In addition to the assistantships, doctoral candidates may qualify for fellowships and fee waivers.

Agriculture

Professor and Associate Dean
Edwin L. Miller, Ph.D.

Graduate Programs

The Master of Agriculture degree is designed for students interested in graduate professional training with a strongly applied research orientation. The degree is offered in the following areas of

Admission Requirements

Admission requirements are the same as for admission to Oklahoma State University with the following exceptions:

Teacher Education Program Admission

The Teacher Education Program in Agricultural Education, like all other OSU Teacher Education programs, follows the Professional Education Unit's admission policies. The requirements and conditions for admission to Teacher Education can be found in the General OSU Catalog pages 121 to 124. These catalog pages are included on pages 16-17 in this section.

Graduate Program Admission

Master of Agriculture and Master of Science in Agricultural Education and Agricultural Communications

- Bachelor's degree in agricultural education, agriculture, education, agricultural communications or a related area
- Undergraduate GPA of 2.80 or higher
- One-page statement of purpose
- Three letters of recommendation
- M.S. programs requires acceptable GRE scores

Doctor of Philosophy in Agricultural Education

- Master's degree completed in appropriate discipline from an accredited university
- Undergraduate GPA of 2.80 or higher
- Graduate GPA of 3.0 or higher in at least 24 hours
- Acceptable score on Graduate Record Exam
- Three years of appropriate professional experience
- Three letters of recommendation
- A curriculum vitae and statement of purpose

Retention Requirements

Retention requirements for academic programs in the department of Agricultural Education, Communications and 4-H Youth Development are the same as for the University.

Graduation Requirements

Graduation requirements are generally the same as for the University. Exceptions are noted below.

Agricultural Education Major – Teaching option

Requirements for graduation and recommendation for licensure/initial teacher certification:

1. 2.50 overall GPA
2. 2.50 GPA in major requirements
3. 2.50 GPA in professional requirements
4. 2.00 GPA in upper division courses, a minimum of 40 semester credit hours and 100 grade points must be earned in courses numbered 3000 or above.

The student must earn a minimum a grade “C” or “P” in each course in the College/Department Requirements, Major Requirements, Professional Core Requirements and must earn grades of “P” in all sections of student teaching for recommendation for licensure/initial teacher certification. Passing scores must be obtained for the Oklahoma General Education Test (OGET), Oklahoma Professional Teaching Examination (OPTE), and the Oklahoma Subject Area (Agriculture) Test (OSAT). In addition, students whose matriculation date is Fall 1997 and thereafter must demonstrate proficiency at a novice high level in a single foreign language. The OSU Professional Education Unit Policy on Foreign Language Competency outlines the specific ways to satisfy this requirement. Finally, the student must receive an acceptable rating for their Portfolio, Submission III.

Agricultural Communications

To graduate in the Agricultural Communications major, students must earn a letter grade of “C” in all required Agricultural Communications and Journalism/Broadcast courses: AGCM 2103 or JB 2003; AGCM 3101, 3123, 3213, 3223, 3233, 4203, 4300 (2 hours), 4403, and 4413; JB 2013, 2183; JB 3263, 3313.

Degree, Options and Objectives – Degree Programs: (See the option sheets for each major attached to Criterion II.)

Bachelor of Science in Agricultural Communications

The Agricultural Communications major provides academic and experiential preparation in agriculture sciences and natural resources and journalism/broadcast to enable graduates to assume leadership positions in one or more of the following career areas: public relations, advertising, print publications and broadcast (radio and television).

Bachelor of Science in Agricultural Communications and Animal Science

The Agricultural Communications and Animal Science double major provides academic and experiential preparation in agricultural sciences with emphasis in animal science and journalism/broadcast. This preparation enables graduates to assume leadership positions in at least one of the following career areas: public relations, advertising, print publications and broadcast (radio and television).

Bachelor of Science in Agricultural Education

Teaching Option. This option is designed to offer the student a combination of courses in agricultural sciences, general education and professional education that will meet the requirements for initial certification to teach agricultural education in middle and secondary schools.

Leadership and Service Option. This option is designed to prepare students for careers that require preparation in the agricultural sciences and leadership. Academic preparation includes multidisciplinary coursework, leadership education and an intensive internship designed to bridge between college and work. Leadership education is emphasized in this option.

Master of Science in Agricultural Education

The Master of Science in Agricultural Education is designed to prepare students for entry into or advancement in formal and non-formal education and to provide further development of technical agriculture and leadership skills for careers in agriculture education, agribusiness, government service, extension, or adult education.

Master of Science in Agricultural Communications

The graduate program in Agricultural Communications is designed to prepare students for entry into or advancement in a variety of mass media and public relations positions. This program also provides development of professional communications skills for related careers in agribusiness, government service, and extension. Areas of emphasis include: marketing, mass media, and public relations.

Doctor of Philosophy in Agricultural Education

The Doctor of Philosophy degree in Agricultural Education is designed to prepare graduate for careers in teacher education, supervision, administration, curriculum development and other areas of professional leadership in agriculture, agricultural extension or career and technology education.

Description of Required Courses

Undergraduate Major Required Courses

University requirement sheets that describe courses required for undergraduate majors in Agricultural Communications and Agricultural Education are included in this section of this report. These requirement sheets were copied from the 2004-2005 Oklahoma State University Undergraduate Programs and Requirement Catalog: pages AG-9, AG-10, AG-16, AG-17, and AG-18.

Graduate Program Required Courses

Master of Agriculture and Master of Science in Agricultural Education students must select two of the five core graduate courses; Master of Science in Agricultural Communications students complete AGCM 5103, 5203 and AGED 5863 or 6223; doctoral students must complete all five AGED core-courses (see a description of core graduate courses below).

Graduate Core-Courses

AGCM 5103 History & Philosophical Foundations of Agricultural Communications (M.S. in AGCM substitutes AGCM 5103 for AGCM 6103). Discussion of the history, philosophical foundations and current issues regarding agricultural communications and the land-grant system.

AGCM 5203 Theory & Practice in Agricultural Communications (M.S. in AGCM requires). The study of major communication theories and theorists in the context of agricultural communications.

AGED 5303 Foundations of Leadership Theory. Study of leadership theory including definitions of leadership, a history of modern leadership theory, and current trends in leadership practice and research. Models of leadership including contingency models, situational leadership, and transformational leadership.

AGED 5823 Advanced Methods of Teaching Agriculture. Advanced concepts and methods relevant for both formal and informal presentations. Effect methods may have on individuals involved in the learning experience. Demonstrations of proficiency in use of various advanced methodologies, technologies and concepts.

AGED 5863 Methods of Technological Change. Processes by which professional change agents influence the introduction, adoption, and diffusion of technological change. Applicable to persons who work closely with people in formal and non-formal educational settings.

AGED 6103 History and Philosophical Foundations of Agricultural and Extension Education. Prerequisite: graduate standing. History and philosophical foundations of agricultural and extension education. Philosophy and its role in life rise of education in America, philosophical foundations of education in America, legislation having an impact on agricultural and extension education, education in agriculture, and current issues in agricultural extension education.

AGED 6223 Educational Program Planning and Evaluation. Prerequisite: graduate standing. Planning and development of educational programs including needs assessment, objectives, development and content and materials selection. Evaluation of instructional extension and other educational programs; formative for program improvement and summative for outcome accountability.

Summary of Course Requirements

BS Degrees:

Total number of hours required for the degree:

Agricultural Communications	124 hours
Agricultural Communications and Animal Science	137 hours
Agricultural Education	
Teaching Option	124 hours
Leadership and Service Option	124 hours
Agricultural Education and Horticulture	146 hours

Number of hours in:

Agricultural Communications	
General Education	43 hours
College/Department	26 hours
Major	61 hours
Agricultural Communications and Animal Science	
General Education	43 hours
College/Department	28 hours
Major	66 hours
Agricultural Education – Teaching Option	
General Education	43 hours
College/Department	20 hours
Major	29 hours
Professional Core	27 hours

Agricultural Education – Leadership & Service Option	
General Education	43 hours
College/Department	23 hours
Major	58 hours
Agricultural Education and Horticulture	
General Education	51 hours
College/Department	29 hours
Major	39 hours
Professional Core	27 hours

Other Requirements

Teacher education requirements are available on pages 121-124 of the 2004-2005 Oklahoma State University General Catalog. These pages are included in this section of the report.

Master's Degree:

Master of Agriculture in Agricultural Education

Total number of hours required	36
Number of hours:	
Agricultural Education Coursework	12/12
Specialization Coursework	14/14
Electives	8/4
Creative Component/Internship	2/6

Master of Science in Agricultural Education

Total number of hours required	30-32
Number of hours in:	
Agricultural Education Coursework	6/6
Statistics and Research	6/6
Thesis or Formal Report	2/6
Specialization Coursework	17/11
Seminar	1/1

Master of Science in Agricultural Communications

Total number of hours required:	30-32
Number of hours in:	
Research & Seminar	2/6
Research Methods & Statistics	6/6
AGCM & AGED Core	9/9
Graduate Seminar	1/1
Specialty Area	15/8

Doctoral Degree

Doctor of Philosophy in Agricultural Education

Total number of hours required 60

Number of hours in:

Agricultural Education Coursework	20
Specialization	13
Statistics and Research	12
Dissertation	15

B. Distance Education

In 2000, a distance education program, Master of Agriculture and Master of Science in Agricultural Education, was approved by the Stillwater Campus and the Oklahoma Regents for Higher Education. One of the conditions of the approval was to conduct a "Best Practice" review. The "Best Practice" review was conducted successfully in 2003. Results of the study have been considered by the faculty and changes include moving more of the courses to on-line instruction, providing additional incentives to faculty members and increased marketing to targeted audiences are being implemented by the department in fall 2005. Courses offered during this period under review included:

AGED 5983, Research Methods in Agricultural Education

AGED 6223, Program Evaluation

AGED 5983, Advanced Teaching Methods

AGED 6103, History and Philosophy of Agricultural Education and Extension

AGED 6200, Cooperative Extension Program Development

C. Articulation Agreements

Oklahoma State University, Stillwater campus, has articulation agreements with all junior colleges in the state. Many students in the department complete an associate of science degree at an Oklahoma junior college or community college and transfer to OSU, Stillwater, in their junior year and complete their BS in Agricultural Communications or Agricultural Education in four semesters. Approximately, 70 percent of the undergraduate students enrolled in the agricultural education major and 30 percent of the undergraduate students in the agricultural communications major have transferred from a junior college in the state with an associate of science degree.

D. Multidisciplinary Programs

Faculty members in the agriculture education program are members of the Professional Education Unit (PEU) and have representation on the PEU Council. Members of the PEU work collaboratively across four colleges to prepare teachers in all subject areas for initial and advanced teacher licensure. As a result, faculty members work with other faculty in disciplines including educational psychology, mathematics, science, special education, agriculture, etc.

Faculty members in the department are engaged in research efforts with faculty in other disciplines. For example, faculty members in the department have collaborated with the Food and Agriculture Products Center to provide evaluation for value added food products and services. Also, faculty members have collaborated with the wheat research team composed of faculty members from the plant and soil sciences, entomology and plant pathology to assess the needs of wheat growers in Oklahoma.

CRITERION III – PROGRAM RESOURCES

A. Facilities and Capital Equipment

A total of 3,500 square feet of space is assigned to the Department of Agricultural Education, Communications and 4-H Youth Development. The location is on the fourth floor of the northeast portion of Agricultural Hall and Room 545 A, B and C on the fifth floor. The facilities include a small classroom; five graduate assistant offices; one shared emeritus professor office; three secretary offices; a library/conference room; audio-visual laboratory/equipment storage area; 11 faculty offices; a department head's office; and one small storage area and administrative conference room. Display cases are available on the fourth floor and one on the first floor, lobby area, of Agricultural Hall.

As student enrollment has increased and the Agricultural Education and Agricultural Communications Program expanded additional classroom/computer laboratories are needed to support print publication and broadcast courses in agricultural communications, agriculture and micro-teaching laboratories for agricultural teacher preparation, and a classroom/seminar area to support leadership and group process activities. Room 439, a small classroom scheduled by the department, was renovated in 2002-2003, and serves multiple uses: micro-teaching laboratory for student teachers, seminar space, faculty meetings, and agricultural communications capstone course, graduate courses, etc. Space needs of the department must be addressed if the department is to continue to grow and enjoy a national reputation as one of the outstanding programs of Agricultural Teacher Preparation and Agricultural Communications.

B. Academic and Administrative Efficiencies.

In 1993-1994 the Department of Agricultural Education, Communications and 4-H Youth Development was organized from three smaller departments. This change resulted in a department with academic programs in agricultural education and agricultural communications and a closer relationship with faculty members holding Extension/4-H Youth Development tenure-track appointments. Although the department is still small compared to other departments in the College, it is very efficient because it does not operate large laboratories or agricultural production operations, utilizes University scheduled classrooms and College computer laboratories for teaching and has an increasing student enrollment (5.2% increase since 2000) and student credit hour generation (30.2% increase since 2000).

C. External Funding.

(See Appendix A for a list external grants, contracts, and gifts awarded to the department faculty for the past five years.)

External funding for the department increased from \$1,000 in 2000, to over \$123,000 in 2004. Faculty appointments in the department are primarily teaching and only limited Agricultural Experiment Station and Cooperative Extension funds are invested in the department. Therefore, faculty members have heavy teaching loads and limited time to

develop sustained extramural research programs. It is interesting to note that faculty members who have 25% to 50% research or extension appointments tend to have developed the majority of extramural support in the department. However, a greater emphasis is being placed on extramural contracts and grants. The departments' strategic plan, Goal 6 -Synergy in Use of Resources; Objectives 6.1, 6.2, and 6.3 include strategies to move faculty members and the department toward seeking greater extramural support. Over the past five years, at least six major proposals have been developed to seek funding from a variety of organizations and agencies: USDA Challenge grant program, collaborative NSF grants, USDA-IFAS program, USDA-USAID, Oklahoma Department of Career and Technology Education, and other organizations.

CRITERION IV – PRODUCTIVITY

A. Number of majors (headcount), student credit hours, and average time to graduation.

(See Appendix C for a copy of the Five Year Academic Ledger for the department.)

Headcount

The department student headcount in fall 2000 was 308 and in fall 2004 was 324. Over the five year period, the department had a 5.1% increase in student headcount. The headcount data was compared by undergraduate and graduate students, undergraduate headcount increased by 2.6% and the graduate headcount increased by 20% from fall 2000 to fall 2004. The Agricultural Education major collaborates with animal science and agricultural economics on double major options. The students are classified as either a major in animal science or agricultural economics, but fulfill requirements for agricultural teacher licensure and the animal science or agricultural economics major. As a result, the headcount number does not reflect approximately 30-40 students who intend to complete teacher licensure and use department resources. In addition, the Agricultural Communications major has an Animal Science/Agricultural Communications double major option. Again, students in this option (approximately 20-25) are not included in the Agricultural Communications headcount number. Also, a number of livestock merchandising (animal science major) option students are required to enroll in courses in agricultural communications, but are not reflected in the major headcount.

Student Credit Hours

Student credit hours increased from 1,586 in 2000, to 2,065 in 2004 (30.2% increase). Undergraduate student credit hours in 2000 were 1,368 and 1,801 in 2004, a 31.6% increase. Graduate student credit hours in 2000 were 218 credit hours compared to 264 in 2004, a 21.1% increase. The overall increase in student credit hours was due to increased numbers of students enrolled in department undergraduate majors, new courses added to the curriculum in agricultural communications and leadership and students from outside the major enrolling in service courses in agricultural communications and agricultural leadership.

Average Time to Graduation

The average time to graduation changed from 9.1 semesters in 2001, to 8.3 semesters in 2004 or 8.7% decrease in time to graduation. Why the decrease in time to graduation occurred is not known for certain. However, during 2000-2004, more emphasis was placed by the department on the development of plans of study for each student. Also, concerted efforts were made by the department to offer upper division courses in a timely manner, and the total number of credit hours in the leadership and service option were reduced from 130 to 124 credit hours.

B. Faculty Ratio and Class Size

Faculty Ratio

Faculty to student ratio was 19.5:1 in 2000 and 21.2:1 in 2001 and reached a low of 13.8:1 in 2004. Although a 29.3% decrease was observed in the faculty to student ratio over the five

year period, the decline was primarily due to the decision by the department to divide a large enrollment course, AGCM 3103, into three or four sections of approximately 30 students each. Also, not offering another large enrollment course (AGED 4713) every semester because the faculty member was suffering from a long-term illness, added to the reduced faculty to student ratio. The department understands that the faculty to student ratio is not calculated by the number of students enrolled in the majors, but the need to advise students exists and advising loads of tenure-track faculty who do advising continue to increase. For example, in the Agricultural Communications undergraduate major approximately 150 students are enrolled and only two faculty members are available. This means that each faculty member has an advising load of 75 students. The department did add a faculty member in this area in 2005, bringing the average number of students per faculty member for advising to 50 students. However, the faculty to student ratio for advising continues to be high. The goal of the department is have a faculty member for each 30 students enrolled in a major.

Class Size

Average undergraduate class size for the department was 40.4 in 2000 and 41.9 in 2001, compared to 28.8 in 2004. Total class size for the department was 36 students in 2000 and 24.4 in 2004. The change in average class size is reflected in the decision to change AGCM 3103 to three lecture sections with discussion rather than one large lecture section. Also, AGED 4713, a large enrollment course, was not offered every semester. Average class size is reasonable and the department is hopeful that we can sustain these numbers.

C. Five Year Average Number of Degrees Conferred and Majors

The five-year average for the number of degrees conferred and the average number of majors in each of the academic majors is summarized in Table 1. All of the degrees offered by the department exceeded the Oklahoma Regents for Higher Education standards for number of degrees conferred annually and headcount expectations to sustain a viable academic program.

Table 1. Five year average of degrees conferred and majors enrolled

Degree	No. of degrees conferred		Majors (headcount) Fall Semester	
	OSRHE Standard	5-yr Average	OSRHE Standard	5-yr Average
AGCM – BS	5	26.6	12.5	129
AGED – BS	5	44.6	12.5	148
AGED – M.S.	3	6.6	6.0	21
AGED – MAg	3	6.6	6.0	16.2
AGED – Ph.D.	2	3.2	4.5	12.6

CRITERION V – QUALITY

A. Program Faculty Qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty FTE in program	Degrees Earned		Related Work Experience (years)
			Highest	Highest in Teaching Area	
			Type	Type	
Ashlock, Marcus	Adjunct	0.25	M.S.	M.S.	3
Blackwell, Cindy	Regular	1	Ph.D.	Ph.D.	1
Cartmell, D. Dwayne	Regular	1	Ph.D.	Ph.D.	4
Corro, Manuel	Adjunct	0.25	Ph.D.	Ph.D.	3
Cox, Charles	Regular	0.5	Ed.D.	Ed.D.	11
Edwards, M. Craig	Regular	1	Ph.D.	Ph.D.	6
Focht, Julie	Regular	0.5	M.S.	M.S.	3
Hayes, Kevin	Regular	1	Ed.D.	Ed.D.	15
Holley, C. Wes	Regular	1	Ed.D.	Ed.D.	24
Kelemen, Danna	Adjunct	0.25	M.S.	M.S.	3
Kelsey, Kathleen	Regular	1	Ph.D.	Ph.D.	6
Key, James	Regular	0.25	Ed.D.	Ed.D.	37
Leising, James	Regular	1	Ph.D.	Ph.D.	29
Miller, Jefferson	Regular	1	Ph.D.	Ph.D.	5
Morgan, A. Chris	Regular	1	Ph.D.	Ph.D.	1
Pennington, Penny	Regular	1	Ph.D.	Ph.D.	5
Portillo, Matthew	Adjunct	0.25	M.S.	M.S.	3
Ramsey, Jon	Regular	1	M.S.	M.S.	3
Sitton, Shelly	Regular	1	Ph.D.	Ph.D.	13
Terry, H. Robert	Regular	0.25	Ph.D.	Ph.D.	36
Waldner, C. Louann	Adjunct	0.25	M.S.	M.S.	3
Weeks, William	Regular	1	Ph.D.	Ph.D.	16
White, James	Regular	1	Ed.D.	Ed.D.	26

B. Evidence of Regional/National Reputation and Ranking

Professional organizations for agricultural education, agricultural communications, 4-H youth development and leadership do not have regional or national ranking systems. However, academic programs in the department are viewed by peers as some of the best in the region and nation. For example, the undergraduate agricultural communications program has the largest undergraduate enrollment among U.S. universities. Also, the quality of the program is high. Agricultural Communications students have been recognized with more National ACT Critique awards for student work in design, layout, writing, photography, Web design and public relations than any other program in the nation. In 2004, two of the agricultural communications students were recognized by the OSU Alumni Association as outstanding students. Over the past five years, one or more agricultural communications students have been recognized as one of the top ten students of the College.

The Agricultural Education program is one of the leading programs in the region and nation in the preparation of agricultural teachers. Based on the annual number of agricultural teachers prepared, the Agricultural Education program is ranked among the top five programs in the U.S. In addition, the program enrolls students from at least six states and annually places teachers in states other than Oklahoma. Faculty members are held in high esteem by the profession and annually present research at leading peer-reviewed professional research conferences and publish research in the professions' major journals. For example, in 2003 the department presented and published in the proceedings of the National Agricultural Research Conference 10 of the 44 peer-reviewed research papers. At this research conference approximately 30 percent of the papers reviewed were accepted. It was an honor for the department to have nearly 23% of the research papers at the conference. Faculty members publish regularly in the two leading peer-reviewed national/international journals in the profession: *Journal of Agricultural Education* and *Journal of Applied Communications*.

C. Scholarly Activity

(See Appendix B for a listing of significant scholarly and/or creative work for the past five years.)

D. Assessment of Student Achievement of Expected Learning Outcomes for Each Degree Program

Summary of Assessment Results – Agricultural Education, Teaching Option

Table 2. Summary of key expected student outcomes, method of assessment and number of students assessed in Agricultural Education, teacher option.

B.S. Agricultural Education – Teaching Option

Key Expected Student Outcome	Method used to assess this outcome	Years this assessment conducted	No. of grads / number assessed
1. Demonstrate skills in critical thinking, computation, and	Oklahoma General Education Test	2002	36 / 89
		2003	31 / 38

communications.		2004	23 / 36
2. Demonstrate understanding of agriculture subject-matter in animal science, plant and soil science, economics, agricultural mechanics, and leadership/ communications.	Oklahoma Subject Area Tests	2001	19 / 41
		2002	36 / 59
		2003	31 / 47
		2004	23 / 36
3. Demonstrate professional knowledge and skills needed by entry-level Oklahoma educators.	Oklahoma Professional Teaching Examination	2001	19 / 26
		2003	31 / 38
		2004	23 / 36
4. Demonstrate competency of 15 Oklahoma teacher education standards.	Portfolio Submission III	2000	24 / 24
		2001	19 / 22
		2002	36 / 38
		2003	31 / 34
		2004	23 / 36

As Table 2 indicates, four assessments are used to measure student outcomes for Agricultural Education: general knowledge (OGET), agriculture content knowledge (OSAT), professional knowledge and skills (OPTE), and teacher competencies/standards (portfolio). The OGET examination is used as one of the criteria for admission into the professional education program in agriculture teacher education. Results of the OGET examination indicated that 90% of the students passed the examination. However, it was noted that the essay portion of the examination received lower scores than expected. To improve writing, additional essay writing assignments have been added to AGCM 3103, Communicating Agriculture to the Public.

The OSAT Examination is used to assess agriculture content knowledge. This examination must be passed to qualify for an initial teaching license. 100% of the students taking this examination over the five year period have passed the OGET examination. However, agricultural mechanic scores have been lower than expected. Since agricultural mechanics is an important instructional area of secondary agricultural education, the faculty has worked with the faculty in the Department of Agricultural Engineering and Biosystems to revise an existing course in metal working and welding and add required courses in small gasoline engines, agricultural structures and electricity. The agricultural mechanics requirement has been changed from three hours of mechanized agriculture to five hours beginning in fall 2005.

The OPTE Examination used to assess professional knowledge of teaching and learning must be passed prior to obtaining an initial license to teach agricultural education. A high percentage (95%) of the students completing the examination had a passing overall score. However, lower sub-scores for constructed responses for critical analysis and inquiry have been observed. In response, greater emphasis has been placed on writing reflections of micro-teaching presentations during the teaching methods course (AGED 4103). Reflections require students to conduct written critical analysis of teaching, learning and inquiry.

The portfolio is required of all teacher education candidates. It is begun in the students' sophomore or junior year and submitted three different times and assessed to document progress toward becoming a competent teacher. The third submission of the portfolio is the final submission and it is assessed to determine if the student has demonstrated competence in the 15 Oklahoma Commission for Teacher Preparation standards for becoming a

professional teacher. All candidates must receive an acceptable rating on the rubric to be recommended for an initial teaching license. A high percentage of the candidates received an acceptable overall rating. Based on student response to the portfolio requirement, greater assistance has been provided students in understanding the types of artifacts that tend to work well for demonstrating teaching standards and how reflection narratives can be structured to best communicate the standard was achieved. The Oklahoma Commission for Teacher Preparation conducted a review of the Professional Education Portfolios at OSU in 2004. The agricultural education student portfolios, randomly selected by the OCTP, met all of the standards expected for demonstrating achievement of the 15 OCTP teacher competencies/standards.

Summary of Assessment Results – Leadership and Service Option

Table 3. Summary of key expected student outcomes, method of assessment and number of students accessed in Agricultural Education, leadership and service option.

B.S. Agricultural Education – Leadership and Service Option

Key Expected Student Outcome	Method used to assess this outcome	Years this assessment conducted	No. of grads / number assessed
1. Demonstrate skills in performing without supervision; accepting instructions willingly; interacting with other employees; being dependable, thorough, enthusiastic, and courteous; and dressing professionally.	Cooperator's/ Supervisors Final Evaluation	2000	13 / 19
		2001	18 / 22
		2002	16 / 18
		2003	15 / 19
		2004	28 / 19
2. Demonstrate competency in developing a professional goals statement and philosophy; contributing to an organization; and developing and completing internship objectives.	Portfolio Submission III	2000	13 / 19
		2002	16 / 18
		2003	15 / 22
		2004	28 / 28

Predominately, students in their final internship achieved the assessment expectations of “excellent” (conducted duties with little supervision, accepted instruction, worked cooperatively with other employees, dependable and reliable, thorough in completing tasks, had a professional appearance, exhibited enthusiasm and courtesy). Based on the supervisors evaluation of candidates over time, additional career exploration assignments were added to AGED 4203 and more team activities and student presentations were integrated into AGED 3403 and 4203.

Portfolios and exit interviews were used to assess student performance in internships and assess student perceptions of the quality of the program. The portfolio is an ongoing project begun in the sophomore or junior year. It is initiated in AGED 3101 and submitted a second time for review and feedback in AGED 4203 and a final review and feedback is provided during AGED 4300. Generally, the final portfolios were found to meet expectations. However, the quality of written work was found to need improvement. Additional emphasis on writing has been added to AGED 3403 and AGED 4203. Also, greater emphasis on

narrative and essay writing is being placed in AGCM 3103 (upper division writing course offered by the department and required in the major).

During exit interviews of students over the past four years, students have voiced to faculty members the need to revise the leadership and service option of the agricultural education major into its own major, titled: Agricultural Leadership. This recommendation has been approved by the faculty and a major modification proposal has been submitted to move the leadership and service option to a new major. It is believed that Agricultural Leadership will be more acceptable to students and better describe the areas of study, agriculture and leadership.

Assessment measures in the leadership and service option are being reviewed and a revised assessment plan that provides more in-depth assessment of agriculture and leadership is being developed.

Summary of Assessment Results – Agricultural Communications

Table 4. Summary of key expected student outcomes, method of assessment and number of students assessed in Agricultural Communications.

B.S. Agricultural Communications

Key Expected Outcome	Method used to assess this outcome	Years this assessment conducted	No. of grads / number assessed
1. Demonstrate skills in writing, layout and design, and photography	Assignments 1-14 in capstone course	2000	24 / 33
		2001	30 / 30
		2002	23 / 25
		2003	25 / 28
		2004	31 / 35
2. Demonstrate skills in writing, editing, layout and design, photography, and/or broadcasting, and professionalism.	Supervisor's Final Evaluation of Internship	2000	24 / 35
		2001	30 / 23
		2002	23 / 54
		2003	25 / 50
		2004	31 / 38
3. Demonstrate skills in writing, editing, layout and design, photography, broadcasting, Web design, public relations, multimedia, and advertising.	National Agricultural Communicators of Tomorrow Critique & Contest	2000	24 / 27
		2001	30 / 18
		2002	23 / 31
		2003	25 / 34
		2004	31 / 39

Capstone Course

Agricultural Communications majors are assessed on writing, layout and design, and photography in the capstone course through production of the *Cowboy Journal* magazine. All students were able to complete the tasks assigned in writing, layout and design, and photography. Over the five years, photography, publication design, Web design and feature writing were identified as areas needing improvement. The faculty, using results of assessment in the capstone course, have added specialized courses to the curriculum in photography, desktop publishing, and Web design for agricultural organizations. A new course in feature writing has been proposed and is moving through the approval process.

Internship

All agricultural communications majors complete one or more internships in an area of specialization. Assessment of internships is based on supervisor's final evaluation. Results of final evaluations provide evidence that predominately students were rated as "outstanding" or "excellent" by their supervisor. This means that students performed quality work in writing, layout and design and/or photography; demonstrated a cooperative spirit, contributed to the organization, accepted criticism in a professional manner, were able to meet deadlines and demonstrated punctuality and initiative. A final presentation was used to assess student's proficiency in oral communications. Generally, students demonstrated adequate oral communications skills. As a result of feedback from students and employers, an agricultural campaigns course was developed to bring together all of the elements of a public relations campaign to teach students how to conceptualize, plan, organize, and implement a campaign.

National ACT Critique Contest

The OSU Chapter of Agricultural Communicators of Tomorrow (ACT) annually participated in the National ACT Student Critique and Awards Contest. OSU students have won more awards and been recognized for excellence more than any other Chapter in the U.S. over the past five years. This competition provides an opportunity for students to compete with college students from other universities in the areas of feature writing, layout and design, photography, Web design, public relations and broadcasting. Student performance in this critique contest has exceeded faculty expectations. Students work is rated highly and students receive written feedback on their work from professionals in each area. See Appendix E for a summary of ACT awards. Broadcasting was identified as an area of weakness in the program based on fewer awards earned, less quality and lack of access to equipment by students. In spring 2003, an agricultural broadcasting course was initiated for all students in the major to increase quality and focus in this important core area of agricultural communications.

The assessment plan for agricultural communications is being reviewed and assessment methods that focus on student knowledge and understandings are being considered for implementation.

Summary of Graduate Program Student Outcome Assessments

Student outcomes assessment for graduate programs was initiated in 2003-2004. Primary outcomes included student peer-reviewed publications, dissertation/thesis and oral defense, and demonstrated skills in professionalism, critical thinking, leadership and education.

Table 5. Summary of key expected student outcomes, method of assessment and number of students assessed in Graduate Programs in Agricultural Education.

M.S., M.Ag. and Ph.D Agricultural Education

Key Expected Outcome	Method used to assess this outcome	Years this assessment conducted	No. of grads / number assessed
1. Demonstrate understanding of research protocols, writing, and critical thinking skills.	Student Peer-Reviewed Publications	2004	16 / 15
2. Demonstrate skills in critical	Dissertation/Thesis	2004	16 / 18

thinking, public speaking, research protocols, and writing.	and Oral Defense		
3. Demonstrate skills in professionalism, critical thinking, leadership and education.	Supervisor/ Coordinator Evaluation and portfolio	2004	16 / 9

Peer-Reviewed Publications

Student Research and Publications was used to assess graduate students understanding of research methodology, writing, and critical thinking skills. A total of 14 peer-reviewed research papers were reviewed. These research papers had been published in regional or national professional journals or presented at peer-reviewed research conferences. Peer-reviewed acceptance of these work indicated they were found to meet the standards acceptable for publication and/or presentation. No recommended changes were made based on data from one year.

Critical thinking, research methodology, writing and oral communications

Graduate student dissertation/thesis was used to assess critical thinking, ability to conduct research, technical writing, and ability to present research effectively. A total of 18 thesis or dissertations were assessed by graduate faculty advisory committees. A total of 16 of the students completed the dissertation/thesis and oral defense. No changes were recommended based on limited data.

Supervisor Evaluation of Internship

Supervisor evaluations, along with a portfolio are used to assess graduate student work that complete internship or creative work in the Master of Agriculture graduate program. A total of nine students were assessed. Six of the interns were placed in Oklahoma public schools and completed a student teaching assignment and portfolio for professional education. Data indicated that all interns successfully completed internship. No changes were recommended based on limited data.

F. Feedback from Program Alumni/Documented Achievements of Program Graduates

Alumni of undergraduate and graduate programs are regularly surveyed through the Office of University Assessment and Testing at OSU. The most recent telephone survey was conducted in February 2004, by the OSU Bureau for Social Research. It targeted alumni of undergraduate programs who received baccalaureate degrees in 1998 and 2002. Major findings are summarized to provide evidence of alumni perceptions of academic program quality, continued education and employment.

Agricultural Education Major Alumni Survey

A total of 50 graduates in 1998 and 58 graduates in 2002 were surveyed. Of these graduates, 19 agricultural education alumni who graduated in 1998, and a total of 39 agricultural education alumni who graduated in 2002, responded to the telephone survey interview. A summary of the key questions related to program quality, continued education and employment follow.

Employment

A total of 90 percent of the 1998 graduates and a total of 97 percent of the 2002 graduates reported that they were employed. Furthermore, the graduates reported that they were predominantly employed full-time (88.2%, 1998; and 97.4%, 2002). When alumni were asked how closely their current position related to their undergraduate studies at OSU, 76.5% of the 1998 graduates perceived that their employment was slightly, moderately or highly related to their studies at OSU, while 23.5% reported their employment was not at all related. An almost identical response was received from the 2002 graduates: 76.3% perceived their employment was slightly, moderately or highly related and 23.7% perceived their employment not at all related. In addition, graduates were asked how well the Agricultural Education undergraduate program prepared them for their current position. Graduates responding from the class of 1998 and the class of 2002 had similar responses: 90% (38) perceived they were adequately or very well prepared and 10% (4) perceived their undergraduate program did not prepare them very well or not at all for their current position.

Graduates were asked to describe their employer. Following is a summary of the type of employers that were reported by the 2002 respondents: 42.1% (16) worked for an educational institution, 26.3% (10) worked for a large corporation, 13.2% (5) reported working for a small business or small corporation, 13.2% worked for the state or federal government, 2.6% were self-employed and 2.6% did not know. An almost identical response was reported by the graduates in 1998. A summary of typical position titles alumni reported follows:
Agricultural Education/Science Teacher (21 individuals identified)

Outside Sales Representative
Irrigation Specialist
Cattle Foreman
Biological Science Technician
Sales Representative
Trim Carpenter
Equestrian Coach
Production Supervisor
Soil Conservationists
Customer Service Representative
Employment Representative
Special Education Teacher
Bank Vice-president
Trailer Utilization Specialist
Manager of Agriculture Cooperative
Field Representative

Note: Appendix D contains a more detailed listing of initial positions held by agricultural education graduates upon graduation from OSU.

Continued Education

Approximately 32% of the 1998 respondents indicated that they were enrolled or had completed an advanced degree, while 10.2% of the respondents who graduated in 2002, reported having enrolled or completed an advanced degree. Of those who had completed an

advanced degree, the predominant degree was a master's degree. Respondents indicated that they perceived they were adequately or very well prepared to pursue graduate or professional school (100%, 1998; 100%, 2002).

Overall Program Quality

Overall satisfaction of the graduates was assessed through three questions: (1) How satisfied are you with the quality of instruction you received in your major? How satisfied are you with the academic advising you received in your major? How satisfied are you with your overall educational experience at OSU? For all three of these questions, graduates in 1998 and 2002 responded, over 90% of the time, that they were somewhat satisfied to very satisfied. It should be noted that the majority of the respondents reported that were very satisfied with the quality of instruction, quality of academic advising and overall educational experience at OSU.

Agricultural Communications Major Alumni Survey

A total of 23 graduates in 1998 and 30 graduates in 2002 were surveyed. Of these graduates, 13 agricultural communications alumni who graduated in 1998 responded and 20 alumni who graduated in 2002 responded to the telephone survey interview. A summary of the graduates' responses to key questions related to program quality, continued education and employment follow.

Employment

A total of 92.3 % of the 1998 graduates and a total of 85 % of the 2002 graduates reported that they were employed. Furthermore, the graduates reported that they were predominantly employed full-time (91.7% in 1998 and 100%, 2002). When alumni were asked how closely their current position related to their undergraduate studies at OSU, 74.9% of the 1998 graduates perceived that their employment was slightly, moderately or highly related to their studies at OSU, while 25.1% reported their employment was not at all related. Of the 2002 graduates, 94.1% perceived their employment was slightly, moderately or highly related and 5.9% perceived their employment was not at all related. In addition, graduates were asked how well the Agricultural Communications undergraduate program prepared them for their current position. Graduates responding from the class of 1998 and the class of 2002 had very similar responses: 100% (25) perceived they were adequately or very well prepared for their current position.

Graduates were asked to describe their type of employer. Following is a summary of the type of employers reported by the 2002 graduates surveyed: 5.9% educational institution, 23.5% large corporation, 35.3% small business or small corporation, 17.6% state government, 5.9% self-employed and nonprofit 11.8%. A similar response was reported by the graduates in 1998. A summary of typical position titles graduates reported follows:

News Reporter
Livestock Director – State Fair
Coordinator of Media Relations
Sales Representative
Event and Marketing Director
Creative Coordinator

County Extension Director
Painter
Tourism Development
Editorial/Circulation Manager
Executive Assistant
Communications Assistant
Special Projects Coordinator
Teacher
Attorney
Admissions Counselor
Communications Specialist-Video Producer
Owner-Photography Studio
Communications Consultant
Online News Editor
District Manager

Note: Appendix D contains an additional listing of positions obtained by graduates upon graduation from OSU.

Continuing Education

Since completing their undergraduate degree, 23.1% of the 1998 graduates and 15% of the 2002 graduates reported that they have completed or were enrolled in a graduate degree program. It was interesting to learn that 66.7% of the 1998 graduates reported they were pursuing a law degree and 33.3% master's degrees. The 2002 graduates included 33.3% (1) pursuing a master's degree, 33.3% (1) pursuing a law degree and 33.3% (1) pursuing a business degree. Graduates from 1998 responded that they perceived their undergraduate program to have prepared them adequately or very well, while 33.3% (1) of the 2002 graduates responded that their degree program did not prepare them very well and 66.7% (2) responded that the agricultural communications program had prepared them adequately.

Overall Program Quality

Overall satisfaction of the graduates in agricultural communications was assessed through three questions: (1) How satisfied are you with the quality of instruction you received in your major? How satisfied are you with the academic advising you received in your major? How satisfied are you with your overall educational experience at OSU? For all three of these questions, graduates in 1998 and 2002 responded predominately that they were very satisfied with the quality of instruction, academic advising and their overall educational experience.

Graduate Program Alumni Survey

A total of 9 Ph.D./Ed.D. graduates in 1997 and 2001, and 31 graduates in the M.S./MAG graduate program in 1997 and 2001 were surveyed. Of these graduates, 4 agricultural education Ph.D. alumni, who graduated in 1997 or 2001, responded to the telephone survey and a total of 19 agricultural education M.S./M.Ag. alumni, who graduated in 1997 or 2001, responded to the telephone survey interview. A summary of the graduates' responses to key questions related to program quality, continued education and employment follow.

Employment

A total of 100 % of the Ph.D. graduates and a total of 94.7 % of the M.S./M.Ag. graduates reported that they were employed. Furthermore, all of the graduates reported that they were employed full-time. When alumni were asked how closely their current position related to their graduate studies at OSU, 100% of the Master's graduates perceived that their employment was slightly, moderately or highly related to their studies at OSU. The Ph.D./Ed.D. graduates perceived their employment was moderately (25%) or highly related (75%) to their graduate studies at OSU. In addition, graduates were asked how well the Agricultural Education graduate program prepared them for their current position. M.S./M.Ag. graduates perceived that they were adequately or very well (94.4%) prepared for their current position, while 100 % of the Ph.D. graduates reported they were very well prepared by their graduate program for their current position.

Graduates were asked to describe the type of employer where they worked. Following is a summary of the type of employers reported by the master's graduates surveyed: 72.2% educational institution, 5.6% large corporation, 11.1% state government, and 11.1% federal government. A summary of typical position titles graduates reported follows:

Agriculture Marketing Coordinator, OK Department of Agriculture, Food and Forestry
Water Quality Specialist, The Quapaw Tribe

Lecturer, OSU

Extension Educator, OSU

Assistant Director of Academic Programs, Purdue University

Communications Specialist in News and Public Relations, University of Kentucky

Animal Science Extension Associate, University of Kentucky

Agriculture Education Instructor, Snider High School

Extension Educator, Agriculture and 4-H youth Development, OSU

Field Representative/Case Worker, U.S. House of Representatives

Director of Facilities, College of Santa Fe

Human Resource Manager, Mercury Mercruiser

Agricultural Educations Instructor, Border Consolidated Schools

Communications Specialist, OSU

Lecturer-Outreach Coordinator, OSU

Following is a summary of the types of employers reported by the Ph.D./Ed.D. graduates who responded to the telephone interview: 75% educational institution or organization and 25% federal government. A summary of the position titles for the Ph.D. graduates responding follows:

Environmental Protection Specialist and Regional Expert, U.S. Environmental Protection Agency

Assistant Professor, University of Arkansas

Director of Distance and Extended Education, Connor State College

Superintendent, Oklahoma Union School

Note: Appendix D contains an additional listing of positions obtained by graduates upon graduation from OSU.

Continuing Education

Since completing their graduate degree, 26.3% of the Master's graduates and 0% of the Ph.D. graduates reported that they had completed or were enrolled in a graduate degree program. It was interesting to learn that 80% of the Master's graduates reported they were pursuing a doctoral degree and 20% were pursuing other study. Master's graduates perceived their graduate program to have prepared them adequately (20%) or very well (80%) for their graduate or professional school program

Overall Program Quality

Overall satisfaction of the Master's graduates in agricultural education was assessed through three questions: (1) How satisfied are you with the quality of instruction you received in your major? (2) How satisfied were you with the advisement provided by your graduate committee? (3) How satisfied are you with your overall educational experience at OSU? For all three of these questions, graduates responded predominately that they were satisfied or very satisfied with the quality of instruction (94.7%), academic advising (89.5%) and their overall educational experience (100%).

Overall satisfaction of the Ph.D. program graduates in agricultural education was assessed by three questions: (1) How satisfied are you with the quality of the instruction you received in your graduate program? (2) How satisfied were you with the advisement provided by your graduate committee? (3) How satisfied are you with your overall education experience at OSU? To each of these three questions, doctoral graduates responded that they were satisfied or very satisfied with the quality of instruction (100%), academic advisement (100%), and overall educational experience (100%).

G. Other Program Evaluations

The National Council for Accreditation of Teacher Education (NCATE) was conducted for the Agriculture Teacher Education Program in 2000. The Agriculture Teacher Education program received the Oklahoma Commission for Teacher Preparation approval and NCATE approval, along with other programs in the Professional Education Unit.

CRITERION VI – PROGRAM DEMAND/NEED

A. Occupation Manpower Demand

There is a strong demand for professionals in agricultural education and agricultural communications. Currently, a shortage of agricultural teachers exists in the United States. OSU has been meeting the demand for agricultural teachers in Oklahoma and also placing a number of teachers in other states. The demand for agriculture teachers will continue for many years based on enrollment growth in middle and secondary agriculture education programs. Demand for leadership and service option graduates is high and placement rates are excellent. Many corporate agriculture production enterprises are in need of managers with diverse agriculture production, leadership and management skills.

Agricultural communications graduates continue to have high placement rates following graduation, as demonstrated by the graduate alumni position summary under Criterion IV. The demand for agricultural professionals who have competence in written and verbal communications is increasing in importance in this information age.

B. Societal Need for the Program

The sustainability of agriculture in a world faced with population growth and increased demands on natural resources depends on widespread understanding of and appreciation for agricultural sciences and natural resources. Among the most critical public issues facing our society are environmental issues associated with production agriculture and the processing of agricultural products. The sustainability of the agricultural industry, food safety, dietary issues, economic development of rural areas, land use, animal welfare and other rural-urban issues are currently among the most “newsworthy” in our society.

In recent year, the popular media have helped generate misinformation and half-truths in their illumination of many of the issues noted above. This approach to public information tends to distress and divide society. The preparation of skilled agricultural communicators and agricultural educators capable of teaching the next generation “about” and “in” agriculture and disseminating, research-based unbiased information to the public is critical to our nation’s prosperity. The reason that we enjoy the prosperity that we do is largely a result of the agricultural sector’s ability to feed the nation with few workers, allowing the masses to engage in other occupations.

C. Graduate Student Applications and Enrollment Changes

Graduate student enrollment in department’s graduate programs increased 20% over the five year period (2000-2004) considered in this academic program review. Enrollment in the M.S., M.Ag., and Ph.D. graduate programs tended to be stable with some decline in the total number of applications. Two major barriers to increasing graduate enrollment is the number of tuition waivers available and the number of graduate teaching assistantships and research assistantships available. The number of teaching assistantships has not changed in the department over the five-years, while the overall student enrollment has been increasing. In addition, a new M.S. program in Agricultural Communications was added in fall 2004. With

this additional graduate program, the department expects graduate enrollment to continue to increase. However, 3-5 additional tuition fee waivers are needed from the Graduate College, and at least two additional half-time teaching or research assistantships are needed to attract agricultural communications graduate students into the program. Having enough faculty members is also a limitation of increasing enrollment in graduate programs. The addition of one faculty FTE in the area of agricultural education would provide more faculty members to supervise graduate thesis and dissertation and teach graduate courses in residence and at a distance. The distance delivered graduate program in agricultural education has great potential for growth, but additional faculty are needed to teach courses and advise students.

CRITERION VII: PROGRAM DUPLICATION

There is no program duplication within Oklahoma State University or at another institution in the state of Oklahoma that has been identified as duplicating the content or intent of these academic programs in Agricultural Communications or Agricultural Education. Panhandle State University does offer an agricultural education degree, but it produces a very limited number of teachers annually for the panhandle region of the state, whereas, the OSU program has a state-wide mission and outreach.

SUMMARY AND RECOMMENDATIONS

A. Program Strengths

1. Faculty in the agricultural communications and agricultural education academic program have regional and national professional reputations as subject matter experts and teachers. In addition, faculty and staff members work as a team toward the common goal of providing high quality instruction and advising that is student focused and on the cutting-edge of the discipline.
2. Cooperating centers that are selected for student teaching are outstanding and selected in cooperation with Oklahoma Department of Career and Technology Education, Agricultural Education staff. Secondary high schools chosen to be cooperating centers are screened carefully and supervising teachers are provided training by OSU faculty.
3. The department has attracted outstanding students into the agricultural education and agricultural communications majors.
4. The administration of CASNR is supportive of the academic programs in the Department of Agricultural Education, Communications and 4-H Youth Development and has worked with the department to increase their success.
5. The faculty and the department enjoy positive and productive relationships both on and off the campus that contributes substantially to the success of the academic programs. For example, one faculty member has a small appointment in the School of Journalism and Broadcast that assists in keeping the agricultural communications program abreast of changes in the journalism program and facilitates building rapport with faculty members in that School. The agricultural education program has developed a strong alliance with the College of Education through work on major committees that support teacher education and involvement in the Professional Education Council. Also, all of our faculty in Agricultural Education are graduate faculty members in Group V, Teacher Education, and participate together with faculty members from the College of Education. A positive relationship exists with the Oklahoma Department of Career and Technology Education. Currently, we partner with the CareerTech Agricultural Education Program staff in designing and conducting in-service education for Oklahoma agricultural teachers. In addition, OSU faculty members assist with FFA State leadership career development events that are held annually on the OSU campus.
6. Student internships organized and supervised by faculty members in agricultural communications and agricultural education provide unique strength to the department's academic program. All students graduating in these majors are required to complete at least

one twelve-week internship in an area related to the major and their career interest. We believe that these internships have assisted students in obtaining initial employment upon graduation and have been a factor in their promotion within their career.

7. Student organizations in the department, Agricultural Communicators of Tomorrow, Collegiate FFA, Collegiate 4-H and AGED Graduate Student Association, assist students in development of leadership skills, building a network of professional contacts, provide fellowship within majors and enhance opportunities for faculty members and students to interact in informal settings that fosters strong faculty member and student relationships.

8. The agricultural education and agricultural communications curricula provides outstanding theoretical and practical preparation to undergraduate students.

9. The department has a strong, supportive alumni base, as well as diverse network of supportive professionals.

10. The agricultural communications and agricultural education programs have excellent national reputations' that affords students excellent internships and professional opportunities.

11. The faculty members have strong relationships with students, especially developed through individual advising sessions and classroom experiences.

B. Areas For Improvement

1. College computer laboratories have been used extensively by the agricultural communications faculty. However, discipline related software is not always available in the public computer laboratories for students to complete specialized projects in communications and education. Also, agricultural communications students interested in photography and broadcast careers have limited access to video cameras, video editing equipment and digital still photography. A broadcast editing suite is needed support the broadcast courses and students in this core area of the program.

2. Enrollment in the School of Journalism/Broadcast and Agricultural Communications has increased over the past five years and it is becoming more difficult for core journalism courses to accommodate agricultural communications majors in a timely manner.

3. As the overall student enrollment has increased in the department and cost to operate the department has increased, the teaching maintenance budget is not adequate to provide faculty computer up-grades, software, faculty development, support student recruitment activities and purchase equipment for student laboratories in communications and education needed to keep the academic program on the cutting-edge.

4. A continuing need exists to increase ethnic diversity of undergraduate and graduate students and faculty in the department.

5. Space to support academic programs in the department is needed. An agricultural education micro-teaching laboratory and curriculum/computer laboratory is needed to support future teachers in their preparation of lesson plans and in the development of teaching materials. A leadership work area is needed to store and produce leadership materials and host small group meetings and workshops. An agricultural communications video/audio editing suite is needed for teaching broadcast courses and producing student projects.

6. Faculty teaching loads are very heavy resulting in limited time for faculty members to conduct research, develop proposals for extramural funding and pursue scholarship. At least

one additional faculty member is needed in agricultural teacher education and agricultural communications to reduce teaching and advising loads.

7. Cooperative Extension provides no direct funding to the department for outreach to agricultural education teachers and students. Funding a percentage of faculty time and support for faculty members to work with agricultural teachers and students in extending the University to the people of Oklahoma is needed.

8. The Oklahoma Agricultural Experiment Station provides base funding for two faculty members who have part-time appointments in the Experiment Station: one faculty member is 50% time and the other is 25% time. Both contribute in the area evaluation. Other faculty members in the department have no base support for research in the Division of Agricultural Sciences and Natural Resources and do not have access to other University funding for research. All faculty members need some base support to pursue research and scholarship.

C. Recommendations for Action

1. Work with the College administration to develop an agricultural communications student computer broadcast editing laboratory, develop a micro-teaching and curriculum laboratory for agricultural education students and develop a leadership laboratory/curriculum center for leadership education.

2. Develop six new scholarships for outstanding leadership and service undergraduate students and undergraduate agricultural communications students.

3. Modify the Leadership and Service option in the Agricultural Education major to become a new major in Agricultural Leadership.

4. Revise student outcome assessment plans for undergraduate and graduate academic programs in the department to provide more in-depth assessment of what students have learned.

5. Encourage administration to increase the teaching maintenance budget of the department by 15% to reflect enrollment growth, increased student credit hour generation and to off-set the increased costs for services and equipment needed for teaching.

6. Obtain support for one half-time teaching assistant/associate in leadership education to support the teaching of AGED 2303, Personal Leadership Development.

7. Obtain support from the Graduate College for at least three in-state graduate student fee waivers for the new M.S. graduate program in Agricultural Communications. These fee waivers are needed to attract outstanding students into the program.

8. Increased support for professional development of faculty members is needed. Currently, the department invests at least \$1,000 per faculty member annually. This amount is not enough to keep the faculty active in learning new technology skills and to obtain new knowledge and be actively involved in national and international professional organizations.

D. Five-year Goals for the Academic Program

1. Sustain undergraduate and graduate student enrollment and improve the quality of undergraduate and graduate students. Increase student enrollment as additional faculty FTE is allocated to the department.

2. Improve the department's teaching and learning environment through development of a model laboratory for agricultural communications broadcasting and print publications,

develop a curriculum development and micro-teaching laboratory for agricultural teacher education, and develop a laboratory for leadership education.

3. Increase ethnic diversity of undergraduate and graduate students and faculty in the department.
4. Continue to be one of the preeminent departments of Agricultural Education, Agricultural Communications, and Leadership in the United States.
5. Provide increased scholarship support for undergraduate and graduate students in the department, especially in agricultural communications and leadership and service.
6. Reinvent and invest in the distance education program for the Master of Agriculture and Master of Science in Agricultural Education.
7. Develop a new undergraduate major in agricultural leadership and continue to develop the minor in agricultural leadership education.

Appendix A
External Grants, Contracts, and Gifts Awarded to Program Faculty.

External Funds			Dollar Amounts				
Name of Grant, Contract, or Gift	Principal Investigator	Source of Funds	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004
Ag in the Classroom	Cox, C	OK Dept of Ed		\$50,019	\$45,655	\$35,647	\$43,788
Ag in the Classroom- Match/OBIC	Cox, C	OK Beef Industry Council	\$10,000	\$10,000	\$10,000	\$10,000	
Oklahoma 4-H Afterschool Proposal	Cox, C	4-H Council				\$25,000	
Math in CTE Study. Oklahoma- Agricultural Mechanics, Power and Technology	Edwards, C	Univ of Minnesota					\$207,900
Doc at a Distance Evaluation	Kelsey, K	Texas A&M Univ			\$2,500		
Production, Development, and Marketing of Value- Added Horticultural Products	Kelsey, K	Univ of Arkansas			\$127,928		
In-service Education of Agricultural Teachers in Oklahoma	Leising, J	OK Dept of Career & Tech Ed	\$4,000				
Internship Contract with Montana	Leising, J	Montana Dept of Ag		\$40,000			

The Impact of Selected Ag in the Classroom Teachers on Student Agricultural Literacy	Leising, J	USDA		\$25,000		\$11,799	
Enhanced Education and Computer Capabilities: The Foundation for Collaboration	Weeks, W	Langston Univ		\$7,890			
Professional Development Workshops	Weeks, W	OK Dept of Career & Tech Ed		\$17,700	\$18,900	\$19,800	
Ag in the Classroom	Cox, C	OK Dept of Ed		\$50,019	\$45,655	\$35,647	\$43,788
Ag in the Classroom-Match/OBIC	Cox, C	OK Beef Industry Council	\$10,000	\$10,000	\$10,000	\$10,000	
Oklahoma 4-H Afterschool Proposal	Cox, C	4-H Council				\$25,000	

Appendix B
Record of Significant Scholarly, Artistic and/or Creative Work

Name and Type of Scholarly, Artistic and/or Creative Work	Program Faculty	Year Completed (1999-2005)
Elements of an undergraduate agricultural leadership program: A Delphi Study. <i>Journal of Agricultural Education</i> .	A. C. Morgan	2004
Assessment of the 4-H Shooting Sports in Oklahoma, <i>The Agricultural Education Magazine</i> , 74;6 26pp.	C. Cox	2002
Developing public relations curricula in agricultural communications. <i>Journal of Applied Communications</i> .	D. Cartmell, S. Sitton	2004
First Year Agricultural Education Teachers' Mentorship Experiences Within a State Mandated Induction Program. <i>Journal of Southern Agricultural Education Research</i> , 53 (1), 178-187.	D. Cartmell	2003
Acceptance of Ethanol-Blended Gasoline in Oklahoma. <i>Biomass and Bioenergy</i> , 27(5), 437-444.	D. Cartmell	2004
Gatekeeping Decisions of Arkansas Daily Newspaper Editors in Publishing Agricultural News. <i>Journal of Applied Communications</i> , 87(4), 7-22.	D. Cartmell, S. Sitton	2003
Utilization of Broiler Litter as a Source of Crude Protein for Cattle I: The Nutritional Effect of Different Feed Modification, <i>Thai Journal of Agricultural Science</i> , 35(4)	J. Key	2002
Utilization of Broiler Litter as a Source of Crude Protein for Cattle II: Productive Performance Aspects, <i>Thai Journal of Agricultural Science</i> , 35(4)	J. Key	2002
A case study of barriers to interaction in distance education. <i>Journal of Southern Agricultural Education Research</i> , 50(1), 41-47.	K. Kelsey	2000

A case study of student satisfaction and interaction in a distance education course. <i>Journal of Southern Agricultural Education Research</i> , 50(1), 34-40.	K. Kelsey	2000
Impact of communication apprehension and communication skills training on interaction in a distance education course. <i>Journal of Applied Communications</i> , 84(4), 7-21.	K. Kelsey	2000
Participant perceptions of interaction in a course delivered by interactive compressed video technology. <i>The American Journal of Distance Education</i> , 14(1), 63-74.	K. Kelsey	2000
Teacher education response to reinventing agricultural education for the year 2020: Use of concept mapping to plan for change. <i>Journal of Agricultural Education</i> , 41(1), 3-12.	K. Kelsey	2000
A model for gathering stakeholder input for setting research priorities at the land-grant university. <i>Journal of Agricultural Education</i> , 42(2), 18-27.	K. Kelsey	2001
A model for measuring customer satisfaction within an academic center of excellence. <i>Managing Service Quality</i> , 11(5), 359-367.	K. Kelsey	2001
A qualitative evaluation of customer service provided by an agricultural center of excellence. <i>Journal of Southern Agricultural Education Research</i> , 51(1).	K. Kelsey	2001
Gathering stakeholder input for setting research priorities at the land-grant university: A pilot study. <i>Journal of Southern Agricultural Education Research</i> , 51(1).	K. Kelsey	2001
Serving stakeholders at a land-grant university: Forestry professors present their view ten years after Boyer. <i>Journal of Southern Agricultural Education Research</i> , 51(1).	K. Kelsey	2001
A case study of land-grant university faculty perceptions' toward serving stakeholders. <i>National Association of Colleges and Teachers of Agriculture Journal</i> , 46(1), 50-57.	K. Kelsey	2002

A case study of stakeholder needs for Extension education. <i>Journal of Southern Agricultural Education</i> , 52(1).	K. Kelsey	2002
A case study of stakeholder needs for Extension education. <i>Research in Brief article for Journal of Extension</i> , 40(2).	K. Kelsey	2002
Agricultural education at a distance: Let's hear from the students. <i>Journal of Agricultural Education</i> , 43(4): 25-33.	K. Kelsey	2002
All for one and one for all: Relationships in a distance education program. <i>The Journal of Distance Learning Administration</i> .	K. Kelsey	2002
What is old is new again: Cooperative Extensions' role in democracy building through civic engagement. <i>Journal of Extension</i> , 40(4).	K. Kelsey	2002
A quasi-experiment of a residential learning community for college of agriculture freshmen. <i>Journal of Southern Region Agricultural Education Research</i> , 53(1).	K. Kelsey	2003
A survey-based model for collecting stakeholder input at a land-grant university. <i>Journal of Extension</i> , 41(5).	K. Kelsey	2003
Determining the research, education and extension needs of Oklahoma wheat producers. <i>Journal of Southern Agricultural Education Research</i> , 53(1).	K. Kelsey	2003
Disengaged farmers: The land-grant system's overlooked clientele. <i>Journal of Southern Agricultural Education Research</i> , 53(1).	K. Kelsey	2003
Do agricultural leadership programs produce community leaders? A case study of the impact of an agricultural leadership program on participants' community involvement. <i>Journal of Agricultural Education</i> , 44(4): 35-46.	K. Kelsey	2003
Doc@Distance: Immersion in advanced study and inquiry, <i>Quarterly Review of Distance Education</i> , 4(1) 43-50.	K. Kelsey	2003

Freshmen in Transition: A second year evaluation to determine the program's impacts on academic achievement, leadership skills development, institutional loyalty and integration, and retention. <i>Journal of Southern Agricultural Education Research</i> , 53(1).	K. Kelsey	2003
A comparison of farmers who do and do not use Cooperative Extension Services. <i>Journal of Extension</i> , 42(2).	K. Kelsey	2004
Student motivation for learning at a distance: Does interaction matter? <i>Online Journal of Distance Learning Administration</i> , 7(2).	K. Kelsey	2004
When findings when findings collide: Examining survey vs. interview data in leadership education research. <i>Journal of Southern Agricultural Education Research</i> , 54(1).	K. Kelsey	2004
Important issues facing agriculture in Oklahoma: A qualitative analysis of agricultural leaders' perspectives. <i>Journal of Southern Agricultural Education Research</i> , 52(1).	K. Kelsey, W. Weeks	2002
Important issues facing agriculture in Oklahoma: An analysis of agricultural leaders' perspectives. <i>Journal of Southern Agricultural Education Research</i> , 52(1).	K. Kelsey, W. Weeks	2002
Assessing the in-service needs of entry-phase agriculture teachers in Texas: A discrepancy model versus direct assessment. <i>Journal of Agricultural Education</i> , 40(3), 40-49.	M. C. Edwards	1999
Higher-order and lower-order thinking skills achievement in secondary-level animal science: Does block scheduling pattern influence end-of-course learner performance? <i>Journal of Agricultural Education</i> , 41(4), 2-14. "Author of the Year Award," Winner, Volume 41 - 2000.	M. C. Edwards	2000
Higher-order thinking skills versus lower-order thinking skills: Does school-day scheduling pattern influence achievement at different levels of learning? <i>Journal of Southern Agricultural Education Research</i> , 50(1), 9-17.	M. C. Edwards	2000

Perceptions and assessments of selected topics by Lithuanian teachers who participated in agricultural education in-service seminars in 1999. <i>Journal of International Agricultural and Extension Education</i> (Conference Issue), 7(2), 27-36, 73.	M. C. Edwards	2000
Perceptions of agricultural educators in the Former Soviet Union on the usefulness of selected in-service education topics and future in-service education needs: A cross-case analysis. <i>Journal of International Agricultural and Extension Education</i> (Conference Issue), 7(2), 74.	M. C. Edwards	2000
A proposal for taking the university to the people: Developing an extension model for Russia in the 21st century. <i>Journal of International Agricultural and Extension Education</i> , 8(2), 84.	M. C. Edwards	2001
Cooperating teachers' perceptions of important elements of the student teaching experience: A focus group approach with quantitative follow-up. <i>Journal of Agricultural Education</i> , 42(3), 31-42.	M. C. Edwards	2001
Selected variables related to expected longevity in teaching of entry-phase agriculture teachers. <i>Journal of Career and Technical Education</i> , 18(1), 7-18.	M. C. Edwards	2001
A comparison of student teachers' perceptions of important elements of the student teaching experience before and after completing an 11-week field experience. <i>Journal of Agricultural Education</i> , 43(3), 72-83.	M. C. Edwards	2002
Perceptions of Lithuanian agricultural educators about the usefulness of selected in-service education programming: Implications for future in-service delivery. <i>Journal of International Agricultural and Extension Education</i> , 9(3), 61-67.	M. C. Edwards	2002
Whence we came: The land-grant tradition—Origin, evolution, and implications for the 21st century. <i>Journal of Agricultural Education</i> , 43(4), 88-98.	M. C. Edwards	2002
Educational interests of extension agents: Implications for the delivery of educational programming at a distance. <i>Journal of Extension</i> , 42(1)	M. C. Edwards	2004

Educational interests of secondary agricultural education teachers in Georgia: Implications for the delivery of educational programming at a distance. <i>Journal of Agricultural Education</i> , 45(3), 75-85.	M. C. Edwards	2004
Inquiry-based instruction in secondary agricultural education: Problem solving—An old friend revisited. <i>Journal of Agricultural Education</i> , 45(4), 106-117.	M. C. Edwards	2004
Lithuania's accession to the European union: Looking through the eyes of the Lithuanian chamber of agriculture—What was expected to happen? What happened? Why did it happen that way? <i>Journal of International Agricultural and Extension Education</i> , 10(2), 72.	M. C. Edwards	2004
Value of scheduling-related in-service education, opportunity to implement effective instructional practices, and performance of block-scheduled learners in agricultural science: A correlation study. <i>Journal of Career and Technical Education</i> , 19(1), 67-80.	M. C. Edwards	2004
Informal learning in science: Does agricultural education have a role? <i>Journal of Southern Agricultural Education Research</i> , 54(1), 86-99.	M. C. Edwards, J. Ramsey	2004
Elements influencing cattle buyers to participate in preconditioned certified calf sales. <i>Journal of Animal Science</i> , 82(1).	M. Corro, J. Key, J. White	2004
The relationship of leadership practices to culture. <i>The Journal of Leadership Education</i> , 2(1).	P. Pennington	2003
Professional development in agriculture: Opening doors through creative leadership. <i>NACTA Journal</i> , 48(4), pp. 27-30.	P. Pennington	2004
Newspaper coverage of swine production issues: A closer look at reporters and their objectivity. <i>Journal of Applied Communications</i> , 88(2), 21-35.	S. Sitton, D. Cartmell, J. Key	2004
A comparison of agricultural education enrollees based upon point of enrollment and tenure in the program. <i>Journal of Southern Agricultural Education Research</i> , 50(1) 160-168.	W. Weeks	2000

Administrator satisfaction with first-year agriculture teachers. <i>Journal of Southern Agricultural Education Research</i> , 50(1) 146-151.	W. Weeks	2000
Impact of a professional development workshop on the teaching of a secondary course in agricultural communications and leadership. <i>Journal of Southern Agricultural Education Research</i> , 50(1) 152-159.	W. Weeks	2000
Perceptions of job responsibilities among selected California secondary agricultural education teachers. <i>Journal of Southern Agricultural Education Research</i> , 50(1) 1-8.	W. Weeks	2000
A comparison of traditional and non-traditional students' reasons for enrolling in an agricultural education. <i>Journal of Southern Agricultural Education Research</i> , 51(1).	W. Weeks	2002
An analysis of leadership offerings in collegiate agricultural education departments. <i>NACTA Journal</i> , 47(3) 18-23.	W. Weeks	2003
Criteria public school administrators consider when hiring first-year agricultural education teachers. <i>Journal of Southern Agricultural Education Research</i> , 54(1), 267-280.	W. Weeks	2004

Appendix C Five Year Academic Report Card

FIVE YEAR ACADEMIC REPORT CARD

COLLEGE: AGRIC SCI & NAT RES
AG ED, COMM & 4-H (C2182)

FALL SEMESTER -->	2000		2001		2002		2003		2004		5-YEAR DIFFERENCE	
	* * * * * S T U D E N T I N F O R M A T I O N * * * * *											
HEADCOUNT OF STUDENTS												
UNDERGRADUATE	263		294		281		277		270		7	+2.6%
GRADUATE	45		39		46		31		54		9	+20.0%
PROFESSIONAL	0		0		0		0		0		0	
TOTAL	308		333		327		308		324		16	+5.1%
MINORITY	41		42		42		38		42		1	+2.4%
NONMINORITY	267		291		285		270		282		15	+5.6%
ENTRY INFORMATION	SCORE	NUM	SCORE	NUM	SCORE	NUM	SCORE	NUM	SCORE	NUM		
ACT AVERAGE	24.4	33	23.0	41	23.0	27	24.7	39	23.3	29	-1.1	-4.5%
ACT RANGE (25TH-75TH)	22-28		21-25		20-25		22-28		21-26			
TOP 10% OF HS CLASS	36%		17%		26%		48%		48%		12	PTS
RETENTION/GRADUATION RATES												
FULLTIME SEMESTERS			9.1		8.3		8.5		8.3		-0.8	-8.7%
SEMESTER CREDIT HOURS												
(STATE FUNDED ONLY)												
UNDERGRADUATE	1,368		1,528		1,577		1,825		1,801		433	+31.6%
GRADUATE	218		265		299		279		264		46	+21.1%
PROFESSIONAL	0		0		0		0		0		0	
TOTAL	1,586		1,793		1,876		2,104		2,065		479	+30.2%
# AND AVG SIZE OF LECTURE												
CLASSES TAUGHT	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG		
UNDERGRADUATE	11	40.4	12	41.9	13	40.5	18	32.9	20	28.8	9	+81.8%
GRADUATE/PROF	2	12.0	4	9.0	6	15.0	6	12.0	5	10.0	4	+200.0%
TOTAL	13	36.0	16	33.7	19	32.4	24	27.7	26	24.4	13	+100.0%
	* * * * * F A C U L T Y I N F O R M A T I O N * * * * *											
HEADCOUNT OF FACULTY												
PROF - LECTURER	7		8		10		12		14		7	+100.0%
MINORITY		%	1	13%		%	1	8%	2	14%		
TENURED & TENURE TRACK												
TOTAL	6		7		8		8		9		3	+50.0%
TENURED	5	83%	5	71%	4	50%	4	50%	4	44%	-1	-20.0%
INSTRUCTIONAL FTE												
PROF - LECTURER	5.60		5.85		6.35		6.96		10.30		4.70	+83.9%
GRAD ASSISTANT	2.37		4.29		2.37		2.50		3.23		0.86	+36.2%
TOTAL	7.97		10.14		10.72		11.46		13.53		5.56	+69.7%
STUDENT-FACULTY RATIO	19.5		21.2		15.6		16.2		13.8		-5.7	-29.3%
AVG ACADEMIC YEAR SALARY	OSU	% OF	OSU	% OF	OSU	% OF	OSU	% OF	OSU	% OF		
(FULL-TIME, 9 OR 10 MO.)		BIG 12		BIG 12		BIG 12		BIG 12		BIG 12		
PROFESSOR	66,607	90%	66,446	90%	66,801	89%	70,857	90%	78,845	%	12,238	+18.3%
ASSOC PROF	52,344	80%	0	%	0	%	58,500	87%	56,804	%	4,460	+8.5%
ASST PROF	44,253	94%	44,883	93%	47,664	91%	50,175	97%	53,960	%	9,707	+21.9%
CLASSES TAUGHT BY												
TENURED & TENURE TRACK												
% LOWER DIV	100%		100%		100%		50%		100%		0	PTS
% UNDERGRAD	82%		83%		77%		67%		74%		-8	PTS

NOTE: NUMBERS FOR FALL 2004 ARE PRELIMINARY. FINAL FIGURES WILL BE AVAILABLE AFTER THE END OF THE SEMESTER.

NOV 4, 2004

PRD004.SAS(REPTCARD)

INST RESEARCH & INFORMATION MGMT

**Oklahoma State University
FIVE-YEAR ACADEMIC REPORT CARD
AG ED, COMM & 4-H**

Fiscal Year	2000	2001	2002	2003	2004	Change	
						Amount	Percent
Financial Information							
Faculty Salaries	\$398,244	\$356,716	\$444,722	\$537,151	\$525,435	\$127,191	31.6%
Other Salaries	\$57,995	\$58,140	\$60,890	\$63,322	\$68,797	\$10,802	18.6%
Fringe Benefits	\$99,868	\$101,521	\$134,704	\$160,835	\$157,767	\$57,919	58.0%
Travel	\$17,043	\$9,543	\$17,634	\$22,152	\$16,193	(\$850)	-5.0%
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	-
Supplies Other Oper. Exp.	\$42,539	\$19,308	\$24,038	\$17,020	\$14,268	(\$28,271)	-66.5%
Property, Furniture Equip.	\$10,439	\$5,119	\$20,076	\$12,653	\$4,366	(\$6,073)	-58.2%
Library Books Periodicals	\$89	\$188	\$1,768	\$473	\$37	(\$32)	-46.0%
Transfers Other Disbur.	\$0	\$0	\$0	\$0	\$0	\$0	-
Total	\$626,196	\$550,533	\$703,832	\$813,607	\$786,882	\$160,686	25.7%
Cost per SCH	\$202.59	\$150.91	\$179.73	\$196.76	\$182.78	(\$19.80)	-9.8%
Cost per SCH in Constant	\$202.59	\$146.62	\$171.72	\$183.32	\$164.00	(\$38.59)	-19.0%
Other Revenue							
Other Student Fees	\$7,026	\$0	\$0	\$0	\$14,600	\$7,574	107.8%
Gifts and Grants	\$84	\$70	\$0	\$84	\$0	(\$84)	-100.0%
Fees Related to Educ. Depts.	\$5,285	\$2,895	\$3,610	\$3,587	\$2,482	(\$2,803)	-53.0%
Other Income	\$36,188	\$18,130	\$24,962	\$26,320	\$11,279	(\$24,909)	-68.8%
Total	\$48,583	\$21,095	\$28,572	\$29,991	\$28,361	(\$20,222)	-41.6%
External Funding							
Sponsored Expenditures**	\$967	\$16,511	\$78,804	\$69,148	\$123,161	\$122,194	12636.4%
Fundraising							

**Excludes federal appropriations for College of Agriculture Sciences and Natural Resources.

Appendix D
Initial Employment After Graduation from Oklahoma State University

Major	Option	Degree	Semester	Year	Emp. Status	Employer Name	Position / Title	Salary Range
AGED		B.S.	Fall	2001	Continuing Education	OSU-Ag Ed	Graduate Student	
AGED		B.S.	Fall	2001	Continuing Education	OSU	Graduate Student	
AGED		B.S.	Fall	2001	Continuing Education	OSU	Graduate Student	
AGED		B.S.	Fall	2001	Continuing Education	OSU-Ag Ed	Graduate Student	
AGCM		B.S.	Fall	2001	Employed Full-time	KOKI - TV	Photo journalist	21,000 - 23,999
AGED		B.S.	Fall	2001	Employed Full-time	Lone Wolf Public School	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Fall	2001	Employed Full-time	LeFlore Public School	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Fall	2001	Employed Full-time	Konowa Public School	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Fall	2001	Employed Full-time	Murphy Farms LLC	Production Trainee	30,000 - 32,999
AGED	TCHG	B.S.	Fall	2002	Continuing Education	NWOSU		
AGED		B.S.	Fall	2002	Employed Full-time	Murphy Farms	Production Trainee	27,000 - 29,999
AGED		B.S.	Fall	2002	Employed Full-time			> 51,000
AGED	TCHG	B.S.	Fall	2002	Employed Full-time	Prairie Grove, AR Public Schools	Ag Education Instructor	35,000-45,000
AGED	TCHG	B.S.	Fall	2002	Employed Full-time	Business		
AGED	TCHG	B.S.	Fall	2002	Employed Full-time	Leedey, OK Schools	Ag Education Instructor	30,000 - 40,000
AGED	TCHG	B.S.	Fall	2002	Employed Full-time	Moss, OK Schools	Ag Education Instructor	30,000 - 40,000
AGED	TCHG	B.S.	Fall	2002	Employed Full-time	Wapanucka, OK Schools	Ag Education Instructor	30,000 - 40,000
AGCM		B.S.	Spring	2002	Continuing Education	Grad School OU	Law School	
AGED		B.S.	Spring	2002	Continuing Education	OSU-Ag Ed	Graduate Student	
AGED		B.S.	Spring	2002	Continuing Education	OSU	Graduate Student	
AGED		B.S.	Spring	2002	Continuing Education	OSU	Graduate Student	
AGCM		B.S.	Spring	2002	Employed Full-time	KWCH-TV	Reporter	18,000 - 20,999
AGCM		B.S.	Spring	2002	Employed Full-time	Merial Ltd.	Regional Representative	36,000 - 38,999
AGED		B.S.	Spring	2002	Employed Full-time	Autumn Rose Farm	riding instructor/ equestrian coach	24,000 - 26,999
AGED		B.S.	Spring	2002	Employed Full-time	Luther Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	Hartshorne Public Schools	Ag Ed Teacher	33,000 - 35,999

AGED		B.S.	Spring	2002	Employed Full-time	Jenks Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	Cyril Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	OK. Coop Extension Service	OSU Extension Agent	27,000 - 29,999
AGED		B.S.	Spring	2002	Employed Full-time	Bethany Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	Lindsey Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	Skiatook Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	Idabel Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	Spearman ISD	Ag Science Teacher	39,000 - 41,999
AGED		B.S.	Spring	2002	Employed Full-time	Fort Townsown Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	Grandfield Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Full-time	Hugo Public Schools		
AGED		B.S.	Spring	2002	Employed Full-time	Moving Company		
AGED		B.S.	Spring	2002	Employed Full-time	Stratford Public Schools	Ag Ed Teacher	33,000 - 35,999
AGED		B.S.	Spring	2002	Employed Intern	OK Dept of Agric		
AGED		B.S.	Spring	2002	Employed Full-time	Agriliance	Customer Service Representative Crop Nutrient	21,000 - 23,999
AGED		B.S.	Summer	2002	Continuing Education	Grad School OSU	Ag Education	
AGED		B.S.	Summer	2002	Employed Full-time	Estes Chem	Inside Agriculture Sales	27,000 - 29,999
AGED		B.S.	Summer	2002	Employed Full-time	Reiff Grain & Feed		18,000 - 20,999
AGCM		B.S.	Fall	2003	Continuing Education	Oklahoma State University		
AGCM		B.S.	Fall	2003	Continuing Education	Oklahoma State University	Ag Education	
AGCM	ANSI	B.S.	Fall	2003	Continuing Education	University of Nebraska	Agricultural Leadership	
AGCM		B.S.	Fall	2003	Employed Full-time	McGregor & Associates	Account Manager	33,000 - 35,999
AGCM		B.S.	Fall	2003	Employed Full-time	Ad Agency in Little Rock, ARK	Representative	
AGCM		B.S.	Fall	2003	Employed Full-time	Lincare	Sales Representative	
AGCM		B.S.	Fall	2003	Employed Full-time	Stillwater Milling		18,000 - 20,999
AGED		B.S.	Fall	2003	Employed Full-time	Orr Family Farm	Activities Director	18,000 - 20,999
AGED		B.S.	Fall	2003	Employed Full-time	Farm Credit	Appraisal Dept.	
AGED		B.S.	Fall	2003	Employed Full-time	Stroud HS		33,000 - 35,999
AGCM		B.S.	Fall	2003	Employed Part-time	Camargo Public Schools	Substitute Teacher &	

							Youth Minister	
AGCM		B.S.	Fall	2003	Employed Part-time	OK State Fair & Yukon Public Schools	PR & Substitute Teacher	
AGED	TCHG	B.S.	Spring	2003	Continuing Education	OSU	Ag Education	
AGED	TCHG	B.S.	Spring	2003	Continuing Education	Univ of Missouri at Columbia	Ag Education	
AGED	TCHG	B.S.	Spring	2003	Continuing Education	OSU		
AGED	LAS	B.S.	Spring	2003	Continuing Education	OSU	Ag Education	
AGED		B.S.	Spring	2003	Employed Full-time	USDA-NRCS	Soil Conservationist	33,000 - 35,999
AGED	LAS	B.S.	Spring	2003	Employed Full-time	Self	Ranching	
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Dodge City, KS Schools	Ag Education Instructor	
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	King City, CA Public Schools	Ag Education Instructor	
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Business		
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Nowata, OK Schools	Ag Education Instructor	30,000 - 40,000
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Cameron, OK Schools	Ag Education Instructor	30,000 - 40,000
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Fargo, OK Schools	Ag Education Instructor	30,000 - 40,000
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Rockwall ISD, TX	Ag Education Instructor	
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Solomon, KS Schools	Ag Education Instructor	
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Madill, OK Schools	Ag Education Instructor	30,000 - 40,000
AGED	TCHG	B.S.	Spring	2003	Employed Full-time	Wanette, OK Schools	Ag Education Instructor	30,000 - 40,000
AGED	LAS	B.S.	Summer	2003	Continuing Education	OSU	Ag Education	
AGED	LAS	B.S.	Summer	2003	Employed Full-time	Triple "B" Sires	Partial Owner	
AGED	TCHG	B.S.	Summer	2003	Employed Full-time	Insurance Sales in OKC		
AGED	TCHG	B.S.	Summer	2003	Employed Full-time	Ryan, OK Schools	Ag Education Instructor	30,000 - 40,000
AGCM		B.S.	Spring	2004	Continuing Education	Arizona State Univ	Mass Communications	
AGCM		B.S.	Spring	2004	Continuing Education	OSU	Ag Education	
AGCM		B.S.	Spring	2004	Continuing Education	Miss Oklahoma		
AGED	LAS	B.S.	Spring	2004	Continuing Education	OSU	Ag Educ	
AGCM		B.S.	Spring	2004	Employed	KBLP Radio	Sales Representative	
AGCM	ANSI	B.S.	Spring	2004	Employed Full-time	North American Limousin Foundation	Communications Director	33,000 - 35,999
AGCM		B.S.	Spring	2004	Employed Full-time	OSU Career Services	Recruiting Specialist	27,000 - 29,999
AGCM		B.S.	Spring	2004	Employed Full-time	KFRM Radio	Farm Broadcaster	24,000 - 26,999

AGCM		B.S.	Spring	2004	Employed Full-time	Communications Business	Layout, Design	
AGCM		B.S.	Spring	2004	Employed Full-time	Photography Business Owner		
AGCM	ANSI	B.S.	Spring	2004	Employed Full-time	Freelance Writer		
AGCM		B.S.	Spring	2004	Employed Full-time	Freelance Writer		
AGCM		B.S.	Spring	2004	Employed Full-time	High School in Texas	Coach/Teacher	33,000 - 35,999
AGCM		B.S.	Spring	2004	Employed Full-time	Chichasha Career Tech	Communications Specialist	
AGCM	ANSI	B.S.	Spring	2004	Employed Full-time	OSU Alumni Association	Communications Specialist	
AGCM		B.S.	Spring	2004	Employed Full-time	OSU College of Engr	Unit Asst	18,000 - 20,000
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Yuma High School	Ag Teacher	27,000 - 29,999
AGED	LAS	B.S.	Spring	2004	Employed Full-time	Iowa Beef Packer	Carcass Sales	39,000 - 41,999
AGED	LAS	B.S.	Spring	2004	Employed Full-time	USDA-NRCS	Soil Con.	30,000 - 32,999
AGED	LAS	B.S.	Spring	2004	Employed Full-time	Mid-OK Coop	Manager	27,000 - 29,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Owasso Public Schools	Ag Teacher	36,000 - 38,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	USDA NRCS	Soil Conservationist	33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Coalgate Public Schools	Ag Teacher	33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Burlington HS	Ag Teacher	33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Billings HS	Ag Teacher	33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Panola HS	Ag Teacher	33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Copan HS	Ag Teacher	33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Mason HS	Ag Teacher	33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Stuart HS	Ag Teacher	33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Morrison HS		33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Hooker HS		33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Dale HS		33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Okmulgee HS		33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Battiest HS		33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Chattanooga HS		33,000 - 35,999
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Fairview HS		33,000 - 35,999
AGED	LAS	B.S.	Spring	2004	Employed Full-time	TLC Landscaping	Landscaper	
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Missouri HS	Ag Teacher	
AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Black Family Farm	Production Agriculturalist	

AGED	TCHG	B.S.	Spring	2004	Employed Full-time	Oaks HS	Substitute Ag Teacher	
AGED	LAS	B.S.	Spring	2004	Employed Full-time	Louisiana Extension Service	Extension Specialist	
AGED	LAS	B.S.	Spring	2004	Employed Full-time	Winfield-FBS	Bridge Inspector's Assistant	25,000 - 28,000
AGED	LAS	B.S.	Summer	2004	Continuing Education	OSU	Vet School	
AGCM		B.S.	Summer	2004	Employed Full-time	Farmers Insurance	Insurance Agent	42,000 - 44,999
AGCM		B.S.	Summer	2004	Employed Full-time	Okla Dept of Career & Technology	Instructional Support Specialist	24,000 - 26,999
AGCM		B.S.	Summer	2004	Employed Full-time	Chichasha Nation		
AGED	TCHG	B.S.	Summer	2004	Employed Full-time	Braman HS	Ag Teacher	33,000 - 35,999
AGED		B.S.	Summer	2004	Employed Full-time	Moore HS		33,000 - 35,999
AGED	LAS	B.S.	Summer	2004	Employed Full-time	Jim Engle Construction	Temporary	
AGED	LAS	B.S.	Summer	2004	Employed Intern	USDA ARS Fort Reno	Research	48,000 - 50,999

Appendix E
2001-2004 ACT Critique & Contest Winners

Place	Category	Contestant Name	Year
5 th	Short Feature	Lindsay Williams	2001
3 rd	Long Feature	Erica Cook	2001
1 st	Long Feature	Fred Minnick Jr.	2001
2 nd	Research Paper	Melissa Majors	2001
3 rd	Advertisement	Clay Francis	2001
2 nd	Advertisement	Lindsay Williams	2001
4 th	Page Layout	OSU ACT Chapter	2001
3 rd	Page Layout	Kaleb Henning & Skye Varner	2001
1 st	Page Layout	Yantcy Pinkston	2001
2 nd	Magazine	Cowboy Journal	2001
4 th	Newspaper, Newsletter & Tabloid	Andrea Geis	2001
3 rd	Brochure	Cory Cart	2001
3 rd	Video Production	Becky Walker	2001
1 st	Video Production	Clinton Griffiths	2001
4 th	Computer/Multimedia	Rachel Johnson & JoLynn Enlow	2001
	Production		2001
1 st	Computer/Multimedia	Cowboy Journal	2001
	Production		2001
1 st	Black & White Photo	Yantcy Pinkston	2001
4 th	Color Photo	Yantcy Pinkston	2001
1 st	Digitally Enhanced Photo	Yantcy Pinkston	2001
1 st	PR Single Item	Michael Jackson	2001
2 nd	Campaign Plan	Abby Payne	2001
Award of Excellence	Page Layout	Yantcy Pinkston	2001
Award of Excellence	Electronic Media	Clinton Griffiths	2001
Award of Excellence	Photography	Yantcy Pinkston	2001
4 th	News Story	Sarah Fultz	2002
2 nd	News Story	Kendra Kelton	2002
2 nd	Short Feature	Brian Bendele	2002
5 th	Long Feature	Travis Brorsen	2002
3 rd	Long Feature	Gina Cuiffetelli	2002
2 nd	Long Feature	Kristina Gimbel-Gonzalez	2002
1 st	Long Feature	Tamara Beardsley	2002
1 st	Research Paper	Tamara Beardsley	2002
4 th	Advertisement	Tamara Beardsley	2002
3 rd	Advertisement	Kristina Gimbel-Gonzalez	2002
2 nd	Advertisement	Clinton Griffiths	2002
1 st	Advertisement	Jackie Keese	2002
4 th	Page Layout	Amber Lawles	2002
2 nd	Page Layout	Jackie Keese	2002
1 st	Page Layout	Tamara Beardsley	2002
3 rd	Graphic Design	Melissa Majors	2002
2 nd	Graphic Design	Shane Richey	2002
1 st	Graphic Design	OSU ACT Chapter	2002
2 nd	Magazine	Cowboy Journal	2002
4 th	Brochure	Shannon Webb	2002

3 rd	Brochure	Nicola Xanthus	2002
2 nd	Radio Production	Rachel Johnson	2002
4 th	Video Production	Clinton Griffiths	2002
3 rd	Video Production	Brian Bendele	2002
2 nd	Video Production	Julie Coulter	2002
1 st	Video Production	Elizabeth Kinney	2002
2 nd	Computer/Multimedia Production	Sarah Harris	2002
2 nd	Black & White Photo	Melissa Majors	2002
1 st	Black & White Photo	Candace Dobson	2002
2 nd	Color Photo	Amber Lawles	2002
1 st	Color Photo	Candace Dobson	2002
1 st	Digitally Enhanced Photo	Tamara Beardsley	2002
Award of Excellence	Design & Layout	Jackie Keesee	2002
Award of Excellence	Electronic Media	Elizabeth Kinney	2002
Award of Excellence	Photography	Candace Dobson	2002
1 st	Multimedia Presentation	Jodi Nichols & Melissa Majors	2003
2 nd	Video Production	Chandra Orr	2003
1 st	Video Production	Brian Bendele	2003
2 nd	PR Single Item	Nikki Davis	2003
2 nd	Web Design	Nikki Davis	2003
1 st	Graphic Design	Martha Ostendorf, Sarah Harris & Ginger Bright	2003
1 st	Page Layout	OSU ACT Chapter	2003
2 nd	Brochures	Kristen Andrews	2003
5 th	Advertising	Martha Ostendorf	2003
3 rd	Advertising	Ginger Bright	2003
2 nd	Advertising	OSU ACT Chapter	2003
1 st	Advertising	Cody Seeley	2003
4 th	Short Feature	Brian Bendele	2003
4 th	Long Feature	Nicola Xanthas	2003
2 nd	Digitally Enhanced Photo	Melissa Majors	2003
1 st	Digitally Enhanced Photo	Kristin Owens	2003
5 th	Color Photo	Whitney Ferris	2003
4 th	Color Photo	Kristen Owens	2003
3 rd	Color Photo	Nikki Davis	2003
1 st	Color Photo	Shannon Webb	2003
4 th	Black & White Photo	Martha Ostendorf	2003
3 rd	Black & White Photo	Rachel Bobbitt	2003
1 st	Black & White Photo	Afton Jameson	2003
2 nd	Online Publication	OSU Cowboy Journal	2003
Award of Excellence	Electronic Media	Brian Bendele	2003
Award of Excellence	Design and Layout	Martha Ostendorf, Sarah Harris & Ginger Bright	2003
Award of Excellence	Photography	Kristin Owens	2003
3 rd	News Story	Cathy Herren	2004
3 rd	Long Feature	Robyn Sites	2004
2 nd	Long Feature	Melissa Majors	2004
1 st	Long Feature	Marcy Grundmann	2004

1 st	Opinion	Cathy Herren	2004
2 nd	Research Article	Mitzi Hartin	2004
2 nd	Magazines	Rachel Johnson & Kendra Kelton	2004
3 rd	Newspaper, Tabloids & Newsletter	Amanda Jones and Allison Richard	2004
2 nd	Brochures	Chris Kidd	2004
1 st	Brochures	Amanda Jones	2004
1 st	Online Publication	Afton Jameson	2004
2 nd	Photo Series	Grant Gungoll	2004
1 st	Photo Series	Lindsey Linney	2004
4 th	Black & White Photo	Dawn Baxstrom	2004
3 rd	Black & White Photo	Darby Cochrane	2004
2 nd	Black & White Photo	Afton Jameson	2004
1 st	Black & White Photo	Candace Hoggatt	2004
3 rd	Color Photo	Laura McKay	2004
2 nd	Color Photo	Carrie Leach	2004
1 st	Color Photo	Lindsey Linney	2004
1 st	Digitally Enhanced Photo	Jeremy Proter	2004
3 rd	Advertisement	OSU ACT	2004
1 st	Advertisement	Marcy Grundmann	2004
4 th	Page Layout	Afton Jameson	2004
2 nd	Page Layout	Shannon Webb	2004
1 st	Page Layout	OSU ACT	2004
2 nd	Graphic Design	Amanda Jones	2004
1 st	Graphic Design	Jodi Nichols	2004
2 nd	Web Design	Candace May	2004
1 st	Radio Production	Grant Gungoll	2004
1 st	Multimedia Production	Tara Wright	2004
2 nd	PR Single Item	Jodi Nichols	2004
2 nd	PR Campaigns	Afton Jameson, Jodi Nichols, Chris Kidd, Amanda Jones	2004
Award of Excellence	Design & Layout	OSU ACT	2004
Award of Excellence	Photography	Lindsey Linney	2004

