

# Graduate Handbook

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Master of Science in Agricultural Education and Communication

**Department of Communications and Agricultural Education**

Kansas State University  
Manhattan, Kansas

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## **Program Overview**

The M.S. degree in Agricultural Education and Communication fits the mission of discovery of knowledge, the education of graduate students, and the improvement in the quality of life for those we serve. Graduates of this program will include professionals charged with educating the public regarding the breadth and depth of the agricultural industry and those responsible for communicating that information to specific audiences in the agricultural industry as well as the general public.

The M.S. in Agricultural Education and Communication offers professionals in the fields of agricultural education, agricultural communications, extension education, and related areas with opportunities to broaden their knowledge in theory and research with the intended purpose of informing practice while at the same time expanding their technical competence.

## **Program Components**

The degree offers a M.S. option with 30 total credit hours and a M.S. scholarly project option with 32 total credits. The thesis option has a greater course emphasis in research than in electives. The thesis presents the results of an original investigation of a problem or topic approved by the student's supervisory committee. This option is to demonstrate the student's ability to conduct original research appropriate to agricultural education and communication, to analyze information obtained from the research, and to present the results in an acceptable form.

The non-thesis, or scholarly project, option includes more elective courses to provide students with increased customization of their programs. The project report is generally shorter than a thesis, and it may present the results of a more limited original investigation. Alternatively, it may review the state of a particular scholarly or scientific problem or may describe a project appropriate for agricultural education, communication, or extension education.

The curriculum entails a core of courses in research methods and the philosophical contexts and theoretical foundations of the respective fields of interest, which are more fully explained in the Degree Requirements – Course Requirements section of this handbook. In addition, students pursuing the thesis option supplement this core with coursework in data analysis and thesis research while students pursuing the project option complete a scholarly project. The balance of coursework in the thesis option includes 12 hours of elective courses while project option students complete 21 hours of electives. All students select elective courses and design independent research and creative components with the supervision of a graduate committee.

Additional information about expectations for the various components of this master's program is available in the Thesis or Project Defense & Final Exam section of this handbook and in Appendix B of the Kansas State University Graduate Handbook available at [http://www.k-state.edu/grad/graduate\\_handbook/index.html](http://www.k-state.edu/grad/graduate_handbook/index.html)

## **Degree Requirements**

### **Requirements for Graduation**

A student must complete at minimum the following requirements set forth by the Department of Communications and Agricultural Education and the Kansas State University Graduate School. These and additional important items to remember are located in the Checklist for Responsibilities and Assessment in the M.S. Program in Agricultural Education and Communications document located in Appendix 1.

- Complete the M.S. Graduate Admission Survey for Agricultural Education and Communication
- Contact the advisor assigned to you for an initial program planning appointment
- File a *Program of Study* (including names of committee members) before/immediately after completing 9 hours of coursework (<http://www.k-state.edu/grad/academics/forms/>)
- After 12 hours of coursework, make an appointment with your advisor to complete a Midpoint Checklist for Advisor verifying that you have filed a program of study and are making adequate progress on your program.
- During your final semester, enroll in any final course(s) and the appropriate Master's Project or Master's Thesis course for your program: AGED 890 Master's Project, AGCOM 890 Master's Project, AGED 899 Master's Thesis, AGCOM 899 Master's Thesis
- Meet with your advisor to file an *Approval to Schedule Final Examination* form on a date preapproved by committee members (<http://www.k-state.edu/grad/academics/forms/>)
- Submit a *Program/Committee Change* form if necessary
- Prior to your Final Examination (project/thesis), access and complete the M.S. in Agricultural Education and Communications Program Completion Survey
- Present your *Scholarly Program Project or Thesis* at your scheduled final examination
- At your Final Examination, your committee will complete the M.S. Program Completion Rubric to assess your overall program performance
- Complete the Graduate School Exit Survey, complete all requirements for graduation, and pay graduation fees
- Because dissemination of research and making research publicly accessible is an important step of the research process, your advisor will not approve your final examination until you provide evidence of submission of a completed manuscript to an appropriate scholarly outlet

### **Course Requirements**

The primary distinction in requirements for the M.S. in Agricultural Education and Communication is for the thesis option compared to the project option. The specific course requirements for the two options are provided in Table 1.

**Table 1.** Course requirements by option

<b>Course</b>	<b>Thesis Option</b>	<b>Project Option</b>
<b>Course Requirement Overview</b>	<b>18</b>	<b>11</b>
A. Research Methods	3	3
B. Philosophical Context (see below)	3	3
C. Theoretical Foundation (see below)	3	3
D. Statistics/Data Analysis & Interpretation	3	0
E1. Thesis Research	6	0
E2. Scholarly Project hours	0	2
Elective Courses	12	21
<b>Total Hours</b>	<b>30</b>	<b>32</b>
<b>A. Research Methods (Choose One of the Following)</b>	<b>3</b>	<b>3</b>
EDCEP 816 - Research Methods		
EDLEA 838 - Qualitative Research in Education		
SOCIO 824 - Qualitative Methodology		
<b>B. Philosophical Context (Choose One of the Following)</b>	<b>3</b>	<b>3</b>
EDSEC 620 - History & Philosophy of Career and Technical Education		
AGED 830 - History and Leadership of the Land Grant		
<b>C. Theoretical Foundation (Choose One of the Following)</b>	<b>3</b>	<b>3</b>
AGED 840 - Advanced Theory and Methods of Teaching Agriculture		
AGCOM 844 - Theory of Agricultural Communication		
<b>D. Data Analysis &amp; Interpretation</b>	<b>3</b>	<b>0</b>
AGED 810 - Social Data Analysis in Communication & Agricultural Education		
<b>E1. Thesis Research</b>	<b>6</b>	<b>0</b>
AGED 899 - Master's Thesis		
<b>E2. Creative Component</b>	<b>0</b>	<b>2</b>
AGED 890 - Master's Project		
<b>Electives</b>	<b>12</b>	<b>21</b>
AGCOM 610 - CrKSYS Communication	3	3
AGCOM 712 - Environmental Communication	3	3
AGCOM 786 - Topics in Agricultural Communication	1-3	1-3
AGCOM 810 - Scientific Communication	3	3

AGCOM 820 - Communicating Ethical Issues in Agriculture	3	3
AGCOM 844 - Theory in Agricultural Communication	3	3
AGCOM 850 - Knowledge Management in Agriculture	3	3
AGED 615 - Lab and Safety Techniques in Teaching Agriculture	3	3
AGED 621 - Program Planning in Agricultural Education	3	3
AGED 704 - Extension Organization and Programs	3	3
AGED 705 - Organization Problems in Teaching Ag Mechanics	1-3	1-3
AGED 706 - Principles of Teaching Adults in Extension	3	3
AGED 734 - Practicum in Agriculture-Related Occupations	1-6	1-6
AGED 736 - Practicum in Extension Education	1-6	1-6
AGED 786 - Topics in Agricultural Education	1-3	1-3
AGED 823 - Agricultural Education for Beginning Teachers	1-3	1-3
AGED 830 - History and Leadership of the Land Grant	3	3
AGED 834 - International Agriculture and Extension Education	3	3
AGED 840 - Advanced Theory and Methods of Teaching Agriculture	3	3
AGED 850 - Curriculum Development in Agriculture I	2-3	2-3
AGED 852 - Curriculum Development in Agriculture II	2-3	2-3
AGED 855 - Field Studies in Agricultural Education	2-3	2-3
AGED 858 - Prog Planning & Eval in Ag & Extension Ed	3	3
AGED 859 - Mgmt of Volunteers in Ag & Extension Ed	3	3

*Note: Additional elective courses available subject to approval by the student's graduate committee*

### **Course Levels and Programs**

Master's students should earn a significant majority of their credit hours in courses numbered 700 or above. Therefore, of the 30 to 32 credit hours normally required for the master's program of study at least 18 hours should be at the 700 level and above, including the thesis/research and the report/problems hours required by the thesis and report options (see Chapter 2.A). Courses at the 600-level may be included, but 500-level courses in the student's major area are expected to have been completed as undergraduate prerequisites to graduate study or as undergraduate deficiency courses assigned upon admission. The use of 500-level supporting courses in master's programs is therefore restricted as follows: (1) No course in the student's major area may be at the 500 level, and (2) normally no more than 6 credit hours may be at the 500 level.

## Selecting an Advisor

The working relationship between student and advisor is critical to the student's success in graduate school, so selecting an advisor is one of the most important decisions a graduate student will make. Graduate advisors provide assistance on many topics, including the following:

- developing the program of study,
- identifying a research or project topic,
- evaluating and monitoring student progress in the program,
- making sure student work is acceptable for presentation to supervisory committee,
- facilitating committee meetings by serving as supervisory committee chair,
- representing the student in the department and college, and
- determining appropriate dissemination methods for student work.

Graduate students also have an important role and must uphold a set of expectations that include the following:

- Work effectively toward completing the degree in a timely manner.
- Learn the existing theories, practices, and research methods of the discipline and apply these in the student's research and teaching.
- Discover and pursue a unique topic of inquiry to construct new knowledge and to apply this knowledge to existing problems and issues.
- Communicate regularly with faculty advisors and, as necessary, committee members, providing them with updates on the student's progress within the program and on results of research activities.
- Assume the highest integrity and maintain ethical standards in all aspects of work, especially in the tasks of collecting, analyzing, and presenting research data. Special care should be taken to follow guidelines established by the university's independent review boards for research.
- When applicable, take assistantship duties seriously and use all assistantship experiences to enhance the student's effectiveness as a professional.
- Contribute, wherever possible, to the scholarly discourse of the discipline through presentations and publications. The student should attend and participate in appropriate meetings, colloquia, seminars, and group discussions that are part of the educational program, and the student should submit all relevant research results that are ready for publication in a timely manner.
- Seek out a range of faculty, professional, and peer mentors who can help the student prepare for a variety of professional and career roles and responsibilities, and to serve as a mentor to others when appropriate.
- Take responsibility for keeping informed of and complying with regulations and policies and to complete all required paperwork and other degree obligations in a timely fashion.

Students entering the M.S. in Agricultural Education and Communication will be assigned a temporary advisor, who may become the student's permanent advisor (aka major professor) or who may be changed based on the student's identified study and research interests. To change a committee member or advisor a graduate student must first meet with the departmental director of graduate studies to discuss the proposed

change. If the graduate student obtains approval from the director of graduate studies, the student must fill out a "Program/Committee Change Form," available online at the Graduate School website. The form requires a justification for the change and the signatures of all committee members, the director of graduate studies, and the dean of the Graduate School.

## **Forming the Supervisory Committee**

Each master's student will have a supervisory committee to oversee the student's academic work throughout the program. All members of the supervisory committee are responsible to the student and to their graduate faculty colleagues to ensure the quality of graduate degrees from Kansas State University. These members are responsible for:

- approving a course of study that will fulfill the general course requirements of the student's major and supporting fields,
- approving the student's proposal, and
- conducting the student's final examination.

The committee members are recommended to the Graduate School by the department head after consultation with the advisor and graduate student. The committee consists of the major professor, who chairs the committee, and at least two other members of the graduate faculty. Committee composition can be changed via the same process described regarding changing of advisor. Additional committee information is available in the Kansas State University Graduate Handbook, Chapter 2, Section B.

## **Enrolling in Courses**

Coursework for students in the M.S. in Agricultural Education and Communication will be composed primarily of classes that are one of three types:

- taught by Kansas State faculty as an on-campus course,
- taught by Kansas State faculty as a distance course, or
- taught by another university that is a member of the Great Plains AG\*IDEA consortium.

Students enroll in all of these course types using the KSIS enrollment system at Kansas State University. The difference is that additional steps are required for students to gain access to the Great Plains AG\*IDEA courses. When a student enrolls in one of those courses, the KSU AG\*IDEA office will work with the student to gain access to the course through the host university's course management system. The Kansas State AG\*IDEA campus coordinator can be contacted using the following information:

gpideacc@ksu.edu  
785-532-5493  
785-532-2869  
Kansas State University  
Human Ecology  
119 Justin Hall  
Manhattan, KS 66506



## Thesis or Project Proposal

As a graduate student develops a research topic in conjunction with the advisor, the student needs to begin thinking about preparing a research proposal. Graduate research proposals are formal documents and, once approved, are agreements between the committee and the student of the requirements for successful completion. Two objectives are accomplished in the research proposal:

1. Clearly identify the problem or issue to be addressed and convince the graduate committee that it is a topic worthy of investigation. Provide a clear statement of objectives that will be accomplished in the work.
2. Develop a plan that will accomplish these objectives and present it in sufficient detail that the graduate committee has confidence in the project's success.

The proposal is written as a formal document: All statements of fact are referenced, tables and figures have captions, and the language is careful, concise, and to the point. The organization of a proposal is usually very simple. It should have the following components:

- title page
- abstract
- introduction
- background or literature review
- methods or work plan
- expected results and methods of analyses, or expected outcomes
- references

Students should expect to put considerable work into the proposal. Keep in mind that the proposal constitutes the first draft of the project/thesis. In this respect, the research proposal establishes the organization for the final document. Indeed, if done well, nearly all of the material contained in the proposal will be used in the final project/thesis. Thus, extra effort devoted to producing a high-quality proposal will be recovered in the form of a more efficient and productive process, and ultimately, a better final document.

Students should refer to the timeline in the Degree Requirements section to understand when proposal development and the proposal meeting with the supervisory committee should take place. Getting committee input on the proposed research or project is essential for working toward successful degree completion.

*Acknowledgement given to Dr. Bruce Thompson who developed these guidelines for use at the University of New Mexico*

## **Thesis or Project Defense and Final Exam**

Students in the M.S. in Agricultural Education and Communication program must complete a thesis or scholarly project. The thesis or scholarly project will then be presented at an open forum or seminar, followed by a closed final oral examination with the supervisory committee. Specific instructions about the final examination are available in the Kansas State University Graduate Handbook, Chapter 2, Section J.

### **Nature and Scope of a Thesis**

A M.S. presents the results of an original investigation of a problem or topic approved by the candidate's supervisory committee. Its purpose is to demonstrate the candidate's ability to conduct original research appropriate for agricultural education and communication, to analyze the information obtained from the research, and to present the results in a form acceptable to the supervisory committee.

Students must allow sufficient time for review by the major professor and supervisory committee and for making any necessary revisions before proceeding to the final examination (a minimum of two weeks is expected). This schedule and process must be developed and conducted by the student in consultation with the major professor. Since the advisor is responsible to the graduate faculty and the discipline for ensuring the quality of the student's work, the advisor has the authority to postpone the defense if the thesis or report is not deemed ready for the committee's examination.

## **M.S. Thesis and Scholarly Project Guidelines**

### **M.S. Thesis**

The M.S. thesis option is designed for students wishing to conduct a full-fledged research study under faculty guidance. Theses in social sciences typically follow a similar five-chapter structure. The finished document can range from approximately 50 to 200 pages, depending on size, scope, type of data collected, and analyses of said data. At the completion of the thesis process, the student will present the process, findings, and conclusions in an oral defense with the full committee.

### **Process**

1. Identify a faculty member who will serve as the committee chair, typically the student's major professor.
2. With the committee chair, identify other faculty to serve on the committee.
3. Meet with the committee to seek advice and counsel on the project focus and to clarify the research problem, methods, populations and samples, etc. Use this meeting to clarify the scope and focus of the thesis.
4. After this meeting, develop a formal proposal that outlines the project. This proposal is, in essence, the first three chapters of the thesis.
5. The formal proposal will be reviewed during a second formal committee meeting. Committee members may approve the proposal and sign a form indicating approval at the meeting.

6. Obtain Institutional Review Board approval for the research project. (This could happen in concert with steps 4 and 5; however, changes made in the approved proposal must match the IRB protocol.)
7. Conduct the research study. Stay in contact with the committee chair to maintain progress and focus in the work. Consult with committee members as needed.
8. Submit the final thesis draft to committee members at least two full weeks before the scheduled defense date.
9. Schedule the defense by contacting committee members and finding a 2-hour time period that is available for everyone. Also schedule a room for the defense.
10. Prepare a seminar presentation on the thesis research.
11. Give the seminar and complete the defense.
12. Work with the committee chair to make necessary changes from the defense.
13. Submit the thesis to the Graduate School. (Note due dates for graduation.)
14. Make any corrections the Graduate School deems fit.

### **Typical Thesis Outline**

#### **Chapter 1 - Introduction**

- Background and setting
- Theoretical/conceptual framework
- Statement of the problem
- Purpose of the study
- Objectives/research questions/hypotheses
- Definition of terms
- Limitation of the study
- Basic assumptions
- Need for the study, justification

#### **Chapter 2 - Review of Literature**

- Can have sections as deemed necessary
- Should end with a summary
- Summary may lead up to statement of hypotheses
- Should attempt to provide answers to the objectives/questions/hypothesis

#### **Chapter 3 - Methodology**

- Research design
- Population and sample (subject selection)
- Instrumentation/data source (outcomes measured/observed)
- Data collection (conditions of testing)
- Treatments - if *ex post facto* and experimental designs
- Data analysis
- Timeline and budget

#### **Chapter 4 - Results**

- Findings relative to research questions/objectives, and/or hypotheses
- Tests of significance

#### **Chapter 5 - Summary, Conclusions, and Recommendations**

## Appendices

### References

#### Summary Timeline for Thesis

- **Formal proposal meeting**
  - Student provides proposal 2 weeks before the meeting
  - Student presents project proposal (chapters 1-3)
  - Committee approves, disapproves, or approves the proposal with edits or changes
  - Committee members and student sign the proposal defense form
  - Submit approval form to the Graduate Coordinator for placement in student file
- **Submit appropriate paperwork to Institutional Review Board (IRB) for approval**
- **Between IRB approval and final defense**
  - Student works closely with the chair in collecting data
  - Committee members are utilized for consultation as needed
  - Student makes arrangements for the defense with the committee
- **Two weeks before defense**
  - Student provides committee the final thesis
  - Committee identifies any *red flags* to the chair that should be addressed before the defense
    - If major concerns are identified — any that cannot be rectified within the two weeks — the defense can be canceled and rescheduled
- **Defense**
  - Student presents thesis (as approved by the chair) in an open forum
  - General audience is excused from the room immediately following presentation; committee retains the opportunity to ask additional questions in a closed-door format
  - Committee meets after closed-door session to approve, disapprove, or approve the thesis pending changes
  - Student is verbally notified of decision
- **Final submission of materials**
  - With the aid of the committee chair, student makes any changes to the thesis prescribed by the committee at defense
  - Student submits the thesis as specified by the Graduate School
  - Student submits bound versions of the thesis to the committee chair and to the director of graduate studies for the department's library
- **Submission of completed manuscript for publication**
  - Because the dissemination of research and making research publicly accessible is an important step of the research process, the advisor will not approve a final examination until evidence of submission of a completed manuscript to an appropriate scholarly outlet is provided

## **M.S. Scholarly Project Guidelines**

### **Introduction**

The M.S. scholarly project option is designed for students wishing to complete a practitioner-based project that integrates theory, research, and application in relationship to a current need or issue. While research is included in this project, the focus is on demonstrating the student's ability to apply the knowledge and skills learned to the context of a for-profit or not-for-profit enterprise, school, community, organization or policy process. In terms of hours (this depends upon the project and the student), a student is expected to complete approximately 50 to 75 hours of work for a scholarly project. Projects should aim to be above the scope of typical, day-to-day workplace expectations.

### **Examples of Creative Component Project Topics**

- Design and conduct a program evaluation for an organization, agricultural education school-based program, or community group
- Develop curriculum (or curricular components) for a unit, course, set of courses, or a Cooperative Extension Service program
- Conduct a needs assessment for an agricultural education school-based program, a community, or an organization
- Develop an assets inventory for a community or an organization
- Evaluate the impact of a public or organizational policy
- Evaluate the use of different sources of communication in agriculture or natural resources
- Design a marketing campaign – both process and supporting materials – for a community or organization
- Develop an educational or informational program for Cooperative Extension or another organization
- Conduct a review of the literature to develop a policy or program-oriented “white paper”
- Develop a research-based article for submission to a trade publication

### **Process for Completion**

1. Identify a faculty member who will serve as the chair of the master's committee.
2. With the master's committee chair, identify two other faculty members to serve on the committee.
3. Meet with the committee to seek advice and counsel to clarify project focus and methods. Use this meeting to clarify the scope, focus, and desired outcome from the creative project.
4. After the meeting, develop a formal proposal that briefly but clearly describes the scholarly project. (See below for a description of elements a proposal should contain.)
5. The formal proposal will be reviewed during a second committee meeting.
6. Conduct the project. Stay in contact with the committee chair to maintain progress and focus in the work. Consult committee members as needed.

7. Submit the final project draft to committee members at least two full weeks before the scheduled presentation and defense date.
8. Schedule a public seminar and final defense of the project by contacting the committee members and finding a two-hour time period that is available for everyone. The student will schedule a room for the seminar and exam.
9. Prepare a seminar presentation on the scholarly project.
10. Give the seminar and complete the defense.
11. Submit the appropriate forms indicating completion of the program once final project report edits have been completed.
12. Submit a final report to the director of graduate studies for the department's library.

### **The Proposal**

The following sections are appropriate for the scholarly project proposal:

#### **Introduction and Theoretical Framework (Why?)**

This section should build the case for the project. While this will be based primarily on a literature review, anecdotal evidence or personal views to support the explanation also may be considered. Citations for the references should be included in the body of the text to build the case and support the need for the study. Also, gathering of information via survey (i.e. demographics, attitudes, etc.) on the population or group for whom the project would be completed is appropriate and helps build the case for the proposed work. The following questions should be addressed:

- Why is this important to my field or profession?
- Why is this important to me and my current or future position?
- What theory or concepts will be the framework for the project?
- What coursework will I utilize in completing this project?

#### **Purpose and Objectives (What?)**

The purpose statement should clarify the overall intent of the project. The objectives should outline the *paper and/or products* that are to come from this project. Such a list can be in bulleted format. A good list of objectives answers the question: *What will you physically hand over to the committee for review?*

#### **Methods (How, Where, and Who?)**

This explains how the student intends to complete the project. The following questions should be addressed:

- How will I complete this project?
- What literature (knowledge resources) will be used in completing the paper?
- Who will assist in the process and how will they assist?
- What non-knowledge resources will be used (computers, equipment, etc.)?
- Where will this project be completed?
- What are the plans for evaluating the project?

- This is one of the key components that differentiates a project that can be assigned in any class from this scholarly master's degree capstone project. A project done in a vacuum lacks insight.
- Some ideas for completing this component include (if appropriate):
  - Conducting the actual project or program and completing an evaluation with the participants.
  - Establishing a panel of experts or conducting a peer review of the materials and synthesizing the feedback.
- A clear link should be drawn from the literature review to the evaluation to serve as a rationale for the evaluation.

### **Timeline (When?)**

Create a timeline starting at the proposal date to the presentation defense. Identify major benchmarks in the process and approximate their completion dates.

*Acknowledgement given to Drs. Kitchel and Garkovich who developed these guidelines for the University of Kentucky and the University of Missouri*

### **Expectations of the Scholarly Project**

The scholarly project must meet the following standards.

#### **Purpose**

- The project should enter a conversation about a particular work or group of works by clearly stating what problem, issue, dilemma, or question the paper addresses.
- The project should contribute to the critical or scholarly conversation around that problem, issue, dilemma, or question.
- The project should demonstrate an awareness of its methodology and approach as well as the implications of that methodology and approach.

#### **Form**

- The project should conform to American Psychological Association (APA) documentation style.
- The project should have a readable style, lucid organization, sufficient detail and evidence to back up claims and assertions.
- The project should present a supportable, reasonable argument.

#### **Scope**

- Many projects will address the scope of a particular problem or issue in a particular field, and this should be encouraged when possible.
- In some cases, however, comprehensive coverage of an issue would be beyond the scope of a master's candidate and the length limitations of the writing project and should not be encouraged. In those cases, a substantial debate should be presented and then entered.

*These expectations are provided by the Kansas State University Department of English Graduate Student Handbook (Section 16)*

Additional information about theses and reports is available in the Kansas State University Graduate Handbook, Chapter 2, Section I, and Appendix B.

## **Program Policies**

### **Academic Performance and Review**

The M.S. in Agricultural Education and Communication has multiple assessment points to monitor and determine student academic performance and progress toward graduation. Students are required to self-assess their knowledge, skills, and dispositions upon admission to the program, at the mid-point of the program (completion of 12 hours), and as they exit the program. The purpose of these surveys is to document student growth throughout the program and to assist with program assessment focused on continuous improvement of the M.S. in Agricultural Education and Communication.

In addition, advisors and committee members are required to complete a final examination rubric before signing the M.S. ballot at program completion. A target average score of 2.5 on a 4-point scale on the M.S. Final Examination Rubric has been established by the faculty as the level of achievement necessary for successful completion. Copies of all assessment instruments are available in Appendix 1 of this handbook.

### **Acceptable Academic Standing for the Program**

Graduate work is graded A, B, C, D, F, credit/no-credit, pass/fail, incomplete, or withdrawn. For graduate credit, the grade in a course must be C or higher. To remain in good standing, a student must maintain a cumulative GPA of 3.0 or higher. To be awarded a graduate degree, the student (a) must not be on probation [see Section F.2 of Kansas State University Graduate Handbook], (b) must have a cumulative GPA of 3.0 or higher on graduate coursework and on coursework on the program of study, (c) must meet all the requirements of the Graduate School, the student's academic program area, and the student's supervisory committee, and (d) must be enrolled during the semester in which the degree requirements are completed.

Students will receive a written warning when the program's graduate faculty members consider academic performance or progress toward graduation unsatisfactory. At such time a plan for improvement will be developed by the student and approved by the graduate faculty. If the plan is not followed and progress is not considered satisfactory, students are subject to dismissal from the program. Additional information about probationary status, dismissal, and reinstatement is available in the Kansas State University Graduate Handbook, Chapter 2, Sections F and G, and Appendix C.

### **Probation and Dismissal due to Unsatisfactory Academic Performance**

Specific details regarding academic probation or dismissal are provided in the Kansas State University Graduate Program Handbook, Section G



## **Final Examination**

The Final Examination Rubric in Appendix 1 will be the guiding document for final examination assessment by the supervisory committee. Should a student fail the final examination, the academic advisor, graduate committee, and departmental graduate coordinator (if appropriate) will develop a specific plan and deadlines to assist the student in meeting reasonable expectations on a subsequent examination attempt.

## **Integrity and Safety in Research and Scholarly Activities**

Integrity, honesty, and ethical behavior are expected of all students in the M.S. in Agricultural Education and Communication program. The primary guiding document for all students is the Kansas State University Honor and Integrity System - <http://www.k-state.edu/honor/basics/>

## **Human Subjects Training**

Education and communication studies and research frequently involves humans as research subjects. Students must complete Institutional Review Board training (<http://www.k-state.edu/research/comply/irb/training/index.htm>) to understand how to appropriately conduct research that involves people. Before conducting any research project, the University Committee for Research Involving Human Subjects (<http://www.k-state.edu/research/comply/irb/index.htm>) must review and approve a detailed research plan.

## **Employment and Related Policies**

### **Assistantships**

Kansas State University has three types of assistantships – a Graduate Research Assistant (GRA), Graduate Teaching Assistant (GTA), and a Graduate Assistant (GA). Any combination of these three may be available for students in the M.S. in Agricultural Education and Communication program, depending on funding and student qualifications. Students are not required to have an assistantship, whether in the Department of Communications and Agricultural Education or in another Kansas State University department, to be admitted to the graduate program.

Qualification for an assistantship is not related to eligible admission into the program. Students wanting to be considered for an assistantship in the program should work with the graduate program coordinator or the assigned advisor during the application process. Students working in an assistantship role are expected to conduct their work responsibilities during their expected hours and then do their coursework and their own research outside of the assistantship hours. Continuation of assistantship support after the initial year of appointment is subject to acceptable performance of assistantship duties as measured by the annual assistantship performance evaluation form.

Students in the program but not on assistantship are allowed to have employment outside of the university while completing the master's degree. These students are expected to progress toward degree completion as described earlier in the handbook. Kansas State University only allows a course to remain active for six years. After such time, special

permission is required for the course to count toward a graduate degree. Students who are affected by this policy should address the situation by working with the advisor at least one semester before a course expires.

### **Student Conduct and Conflict Resolution**

Students are expected to know their rights and responsibilities as graduate students. Students in the M.S. in Agricultural Education and Communication program are held to the standards as described in Appendix A, Section A, of the Kansas State University Graduate Handbook. Appendix A, Section B, describes the procedures when a student has a grievance or dispute concerning some aspect of academic involvement arising from an administrative or faculty decision that the graduate student claims is unjust or in violation of his or her rights established through a prior agreement. Such grievances might include disputes about grades, course requirements, graduation/degree program requirements, and thesis committee and/or advisor decisions.

# Appendices

## Appendix 1

M.S. in Agricultural Education and Communication  
Assessment Plan  
Department of Communications and Agricultural Education

### Program Review, Assessment, and Accreditation

#### Program Review

In order to provide a meaningful and focused self-assessment of the program's attainment of goals, future planning, success in meeting the needs of students, faculty, and the Board of Regents, the M.S. in Agricultural Education and Communication program will participate in the Kansas Board of Regents review following an eight-year review cycle. The Board of Regents' review of the department's undergraduate programs occurred during the 2010–2011 academic year, so it would be logical that both the new graduate review and the next undergraduate review be scheduled for the 2018–19 academic year. This review will be conducted in accordance with the review protocols adopted by Kansas State University for all Board of Regents Reviews. In addition, the program will participate in the Kansas State University Graduate School mid-cycle review on a four-year rotation for further formal introspection and peer feedback. Furthermore, the graduate program coordinator will lead annual departmental faculty reviews of the data generated by the multiple steps outlined in the Program Assessment Process below. These annual departmental reviews will be conducted with a focus on attainment of student learning outcomes, course quality, needs for curricular revision, and to address both student and external stakeholder needs of the program. Finally, the graduate program coordinator is a Consortium Degree Steering Committee member together with a representative of each contributing member institution in the Great Plains Ag\*IDEA consortium. This steering committee conducts monthly conference calls for the purpose of joint planning, review of individual course quality and quantity, troubleshooting course delivery, enrollment etc., and to maintain open dialog to ensure consortium expectations are held high and consistently met or exceeded.

#### Assessment Process

M.S. in Agricultural Education and Communication students are required to self-assess their knowledge, skills, and dispositions upon admission to the program, at the mid-point of the program (completion of 12 hours), and as they exit the program. The purpose of these surveys is to document student growth throughout the program and to assist with program evaluation focused on continuous improvement of the M.S. in Agricultural Education and Communication. In addition, advisors and committee members are required to complete a final examination rubric before signing the M.S. ballot at program completion.

Data will be collected each semester for all students who complete the program. A target average score of 2.5 on a 4-point scale on the M.S. Final Examination Rubric has been established by the faculty as the level of achievement necessary for successful completion. Data will be summarized each year in May and reviewed by the faculty. The faculty will annually use this data to determine if program changes/improvements are needed.

### M.S. Graduate Admission Survey

The M.S. in Agricultural Education and Communication requires that each newly admitted student access the Agricultural Education and Communication Graduate Admission Survey online and complete it upon admission to the program. An email will be sent providing directions for accessing, completing, and submitting the Graduate Admission Survey during the first semester of coursework. (See attached document.)

### Midpoint Checklist for Advisor

At the midpoint of each M.S. student's program, the advisor will submit a checklist to assure that the student is making adequate progress toward completion. Items include narrative statements in response to Student Learning Outcomes, verification of a filed Program of Study, and an unofficial transcript of course grades. Students *must* make an appointment with the advisor to ensure this midpoint progress report is completed regarding their progress in the program. (See attached document.)

### M.S. Final Examination Rubric

The M.S. in Agricultural Education and Communication requires advisors and committee members jointly to complete the M.S. Final Examination Rubric before signing the M.S. ballot. The purpose of the rubric is to evaluate student performance throughout the program while reviewing the resulting data for program improvement.

### M.S. Graduate Exit Survey

The M.S. in Agricultural Education and Communication requires that each student access and complete the M.S. Graduate Exit Survey before the scheduled Final Examination/Scholarly Project/Thesis. As soon as the Final Examination is scheduled, an email will be sent providing directions for accessing, completing, and submitting the M.S. Survey before final program completion. (See attached document.)

The following Student Learning Outcomes listed previously will be used to assess the program's effectiveness.

#### 1. KNOWLEDGE

##### a. Research and Scholarship

Demonstrate knowledge of research methodology and data interpretation of the behavioral sciences of Agricultural Education and Communication.

##### b. Philosophical Context

Demonstrate knowledge of philosophical issues currently being debated in the behavioral sciences of Agricultural Education and Communication.

##### c. Theoretical Foundations

Demonstrate knowledge of the theoretical foundations underlying the students' professional careers in the behavioral sciences of Agricultural Education and Communication.

## 2. SKILLS

### a. Critical Thinking

Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions.

### b. Communication

Demonstrate effective use of communication skills for specific audiences.

### c. Technology

Demonstrate the ability to use technology appropriately in agriculture and natural resources.

## 3. ATTITUDES AND PROFESSIONAL CONDUCT

### a. Personal and Professional Development

Demonstrate a commitment to continued learning, growth, and scholarly activity.

### b. Collaboration, Leadership, and Service

Demonstrate a commitment to work collaboratively with others in their professional roles, provide leadership in interactions with peers, and contribute service to the profession.

### c. Ethical Behavior

Recognize and address ethical behavior within their professions of agricultural education and communication.

### **Institution's Plans Regarding Program Accreditation**

There are no plans to seek program accreditation, as none is available related to this degree program.

## Checklist for Responsibilities and Assessment in the M.S. Program in Agricultural Education and Communication

- \_\_\_ Apply for admission to the degree program.
- \_\_\_ Receive an official letter of acceptance from the Graduate School.
- \_\_\_ Access the *Student Learning Outcomes* of the M.S. in Agricultural Education and Communication to provide the projected outcomes from your program participation.
- \_\_\_ Create an eid (K-State email address) to be used throughout the program. ( <http://eid.k-state.edu> )
- \_\_\_ Complete the M.S. Graduate Admission Survey for Agricultural Education and Communication
- \_\_\_ Contact the advisor assigned to you for an initial program planning appointment.
- \_\_\_ File a *Program of Study* (including names of committee members) before/after completing 9 hours of coursework. (<http://www.k-state.edu/grad/academics/forms/index.html>)
- \_\_\_ After 12 hours of coursework, complete the Midpoint Self-Assessment Survey for Agricultural Education and Communication.
- \_\_\_ After 12 hours of coursework, make an appointment with your advisor to complete a Midpoint Checklist for Advisor verifying that you have filed a program of study and are making adequate progress on your program.
- \_\_\_ During your final semester, enroll in any final course(s) and AGED 890 Master's Project or AGED 899 Master's Thesis.
- \_\_\_ Meet with your advisor to file an *Approval to Schedule Final Examination* form on a date preapproved by committee members. (<http://www.k-state.edu/grad/academics/forms/index.html>)
- \_\_\_ Submit a *Program/Committee Change* form if necessary.
- \_\_\_ Before your Final Examination (project/thesis), access and complete the M.S. in Agricultural Education and Communication Program Completion Survey
- \_\_\_ Present your *Program Project or Thesis* at your scheduled final examination through a PowerPoint presentation.
- \_\_\_ At your Final Examination, your committee will complete the M.S. Program Completion Rubric to assess your overall program performance.
- \_\_\_ Complete the Graduate School Exit Survey, complete all requirements for graduation, and pay graduation fees.
- \_\_\_ Receive the M.S. in Agricultural Education and Communication degree.

## Kansas State University • Department of Communications M.S. in Agricultural Education and Communication

### Graduate Admission Survey

The purpose of this survey is to gather information for the Department of Communications and Agricultural Education in the College of Agriculture. Providing this information will assist the program in helping you reach the Student Learning Outcomes and your professional goals in your program.

The survey consists of two parts:

1. General information on your professional background which includes teaching, diversity, and technology experiences as well as awareness of professional dispositions, and
2. Graduate Admission Self-Assessment Survey based on specific Student Learning Outcomes as you enter an advanced program.

### PART ONE: Professional Background

#### Education/Teaching Experience:

1. Are you currently employed in the educational field?  
 Yes       No
  
2. Indicate your current professional status by selecting one of the following categories.  
 Cooperative Extension  
 4-H Youth Agent  
 Ag Communications Professional  
 Teacher - Secondary  
 Teacher - Community College  
 Teacher - University
  
3. How many years of experience do you have?  
 0 yrs                   1-5 yrs.                   6-10 yrs                   11-14 yrs.                   15 or more yrs.

#### Experience with Diverse Populations:

Diversity may be defined as “Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas.”

4. To what degree have you worked professionally with each of the following diverse populations?

Ethnicity	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Race	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Socioeconomic Status	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Gender	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Exceptionalities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Language	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Religion	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Sexual Orientation	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Geographical Areas	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently

5. To what extent are you prepared to work with each of the following diverse populations?

Ethnicity	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Race	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Socioeconomic Status	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Gender	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Exceptionalities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Language	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Religion	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Sexual Orientation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Geographical Areas	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

**Experience with technology:**

6. How would you evaluate yourself in your *integration* of technology in your field?

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
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7. To what extent do you utilize the following technologies in your field and potentially in your upcoming graduate program?

Document camera (e.g. Elmo, Eiki)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Computer projection device (e.g. LCD projector)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Hand-held technologies (e.g. PDA, MP3, calculator, electronic response system)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Office Suite software (e.g. word processing, spreadsheet, presentation software)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Asynchronous and synchronous communication methods (e.g. chat room, message board, email, Wimba)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Critical evaluation tools for electronic resources (ability to evaluate and utilize websites, etc.)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Research tools available through Kansas State library resources (e.g. electronic databases quantitative and qualitative data analysis programs)	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished



**Kansas State University**  
**Department of Communications and Agricultural Education**  
**M.S. in Agricultural Education and Communication**

**PART TWO: Student Learning Outcome Self-Assessment Survey**

The M.S. in Agricultural Education and Communication builds its program on the foundation of ten Student Learning Outcomes in the areas of **Knowledge, Skills, and Attitudes and Professional Conduct (Dispositions)**. In order to determine your level of proficiency for each outcome as you enter the program, we request a self-assessment of your level of performance for each Student Learning Outcome. You will also be evaluated on these Student Learning Outcomes by your advisor and committee members when you complete the program.

Be assured that your response has no impact on your final evaluation or grades throughout the program. We simply want to determine your Knowledge, Skills, and Professional Attitudes and Dispositions as you enter the program, and later your growth at program completion.

**Directions: Read each expected Student Learning Outcome and select your current level of proficiency for each outcome upon admissions into the program.**

**1. KNOWLEDGE**

**1a. Research and Scholarship.** To what degree do you possess knowledge of research methodology and data interpretation within the behavioral sciences of Agricultural Education and Communication?

Uncertain                       Basic                                       Proficient                                       Distinguished

**1b. Philosophical Context.** To what degree do you possess knowledge of philosophical issues currently being debated in the behavioral sciences of Agricultural Education and Communication?

Uncertain                       Basic                                       Proficient                                       Distinguished

**1c. Theoretical Foundations.** To what degree do you possess knowledge of the theoretical foundations underlying the students' professional career in the behavioral sciences of Agricultural Education and Communication?

Uncertain                       Basic                                       Proficient                                       Distinguished

**2. SKILLS**

**2a. Critical Thinking.** To what degree do you demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions?

Uncertain                       Basic                                       Proficient                                       Distinguished

**2b. Communication.** To what degree do you demonstrate effective use of communication skills and modalities?

Uncertain                       Basic                                       Proficient                                       Distinguished

**2c. Technology.** To what degree do you demonstrate the ability to use technology to promote student learning?

Uncertain                       Basic                                       Proficient                                       Distinguished

3. **ATTITUDES AND PROFESSIONAL CONDUCT (DISPOSITIONS)**

**3a. Personnel and Professional Development.** To what degree do you demonstrate a commitment to continued learning, growth, and scholarly activity?

Uncertain                       Basic                       Proficient                       Distinguished

**3b. Collaboration, Leadership, and Service.** To what degree do you demonstrate a commitment to work collaboratively with others in your professional role, provide leadership in interactions with peers, and contribute service to the profession?

Uncertain                       Basic                       Proficient                       Distinguished

**3c. Ethical and Caring Behavior.** To what degree do you recognize and address moral and ethical responsibilities within your profession and practice professional ethics?

Uncertain                       Basic                       Proficient                       Distinguished

**MIDPOINT CHECKLIST FOR ADVISOR**  
**M.S. in Agricultural Education and Communication**  
**(Completion of 12 hrs)**

The completion of 12 hours of coursework toward the M.S. in Agricultural Education and Communication is considered a midpoint in the program. This is a checklist for you to ensure that your M.S. student is making progress toward completing the program.

Please indicate (X) below to confirm the submission and the approval of each of the following midpoint criteria for continuing in the program:

1. \_\_\_\_\_ Student demonstrates adequate progress toward degree completion.
2. \_\_\_\_\_ Program of Study filed with the Graduate School.
3. \_\_\_\_\_ Plans and basic concepts are outlined and are in place for completion of the M.S. Scholarly Project or Thesis.
4. \_\_\_\_\_ Unofficial transcript of grades for first 12 hours of graduate coursework.

Comments: (Is the student making adequate progress toward the Knowledge, Skills, and Professional Dispositions in the M.S. in Agricultural Education and Communication program?)

Advisor: Forward this form to the Graduate Program Coordinator, Department of Communications and Agricultural Education, Kansas State University.

**Kansas State University**  
**Department of Communications and Agricultural Education**  
**M.S. in Agricultural Education and Communication**

**Graduate Exit Survey**

The purpose of this survey is to evaluate your growth in your program. This evaluation will guide the Office of Graduate Studies and your specific advanced program (M.S.) toward program improvement.

The survey consists of two parts:

1. Growth in experiences with diversity, technology, and professional dispositions; and
2. Final self-assessment based on specific Student Learning Outcomes as you complete an advanced program.

**PART ONE: Diversity/Technology/Dispositions**

**Experience with Diverse Populations:**

Diversity may be defined as “*Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas.*”

1. To what degree have you worked professionally with each of the following diverse populations while you were in the program?

Ethnicity	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Race	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Socioeconomic Status	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Gender	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Exceptionalities	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Language	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Religion	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Sexual Orientation	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
Geographical Areas	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently

2. To what extent are you prepared to work with each of the following diverse populations as you complete the program?

Ethnicity	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Race	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Socioeconomic Status	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Gender	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Exceptionalities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Language	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Religion	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Sexual Orientation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Geographical Areas	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

**Experience with technology:**

3. How would you evaluate yourself in your *integration* of technology?

Unsatisfactory       Basic       Proficient       Distinguished

4. To what extent are you prepared to work with the following technologies as you complete the program?

Document camera (e.g. Elmo, Eiki)       Unsatisfactory       Basic       Proficient       Distinguished

Computer projection device (e.g. LCD projector)       Unsatisfactory       Basic       Proficient       Distinguished

Hand-held technologies (e.g. PDA, MP3, calculator, electronic response system)       Unsatisfactory       Basic       Proficient       Distinguished

Office Suite software (e.g. word processing, spreadsheet, presentation software)       Unsatisfactory       Basic       Proficient       Distinguished

Asynchronous and synchronous communication methods (e.g. chat room, message board, email, Wimba)       Unsatisfactory       Basic       Proficient       Distinguished

Critical evaluation tools for electronic resources (ability to evaluate and utilize websites, etc.)       Unsatisfactory       Basic       Proficient       Distinguished

Research tools available through Kansas State library resources (e.g. electronic databases quantitative and qualitative data analysis programs)       Unsatisfactory       Basic       Proficient       Distinguished

**Kansas State University**  
**Department of Communications and Agricultural Education**  
**M.S. in Agricultural Education and Communication**

**PART TWO: Student Learning Outcome Self-Assessment Survey**

The M.S. in Agricultural Education and Communication builds its program on the foundation of ten Student Learning Outcomes in the areas of **Knowledge, Skills, and Attitudes and Professional Conduct (Dispositions)**. In order to determine your level of proficiency for each outcome as you enter the program, we request a self-assessment of your level of performance for each Student Learning Outcome. You will also be evaluated on these Student Learning Outcomes by your advisor and committee members when you complete the program.

Be assured that your response has no impact on your final evaluation or grades throughout the program. We simply want to determine your Knowledge, Skills, and Professional Attitudes and Dispositions as you enter the program, and later your growth at program completion.

**Directions: Read each expected Student Learning Outcome and select your current level of proficiency for each outcome upon admissions into the program.**

**4. KNOWLEDGE**

**1a. Research and Scholarship.** To what degree do you possess knowledge of research methodology and data interpretation within the behavioral sciences of Agricultural Education and Communication?

Uncertain                       Basic                                       Proficient                                       Distinguished

**1b. Philosophical Context.** To what degree do you possess knowledge of philosophical issues currently being debated in the behavioral sciences of Agricultural Education and Communication?

Uncertain                       Basic                                       Proficient                                       Distinguished

**1c. Theoretical Foundations.** To what degree do you possess knowledge of the theoretical foundations underlying the students' professional career in the behavioral sciences of Agricultural Education and Communication?

Uncertain                       Basic                                       Proficient                                       Distinguished

Please enter any comments or suggestions about **KNOWLEDGE** below:

**5. SKILLS**

**2a. Critical Thinking.** To what degree do you demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions?

Uncertain                       Basic                                       Proficient                                       Distinguished

**2b. Communication.** To what degree do you demonstrate effective use of communication skills and modalities?

Uncertain                       Basic                                       Proficient                                       Distinguished

**2c. Technology.** To what degree do you demonstrate the ability to use technology to promote student learning?

Uncertain                       Basic                       Proficient                       Distinguished

Please enter any comments or suggestions about **SKILLS** below:

**6. ATTITUDES AND PROFESSIONAL CONDUCT (DISPOSITIONS)**

**3a. Personnel and Professional Development.** To what degree do you demonstrate a commitment to continued learning, growth, and scholarly activity?

Uncertain                       Basic                       Proficient                       Distinguished

**3b. Collaboration, Leadership, and Service.** To what degree do you demonstrate a commitment to work collaboratively with others in your professional role, provide leadership in interactions with peers, and contribute service to the profession?

Uncertain                       Basic                       Proficient                       Distinguished

**3c. Ethical and Caring Behavior.** To what degree do you recognize and address moral and ethical responsibilities within your profession and practice professional ethics?

Uncertain                       Basic                       Proficient                       Distinguished

Please enter any comments or suggestions about **DISPOSITIONS** below:

Please enter any overall comments relating to the **M.S. in AGRICULTURAL EDUCATION AND COMMUNICATION** program below:

**Kansas State University**  
**Department of Communications and Agricultural Education**  
**College of Agriculture**  
**M.S. in Agricultural Education and Communication**



**M.S. Final Examination**

**Final Examination / Master's Completion Rubric**

M.S. in Agricultural Education and Communication  
Kansas State University

**Directions to Committee:** Select the rubric description for each Student Learning Outcome that best reflects the quality of the Master's Completion Portfolio documentation/presentation.



**1. KNOWLEDGE**

	<b>1</b> <b>Unsatisfactory</b>	<b>2</b> <b>Basic</b>	<b>3</b> <b>Proficient</b>	<b>4</b> <b>Distinguished</b>
<p><b>Theoretical Foundations:</b> Demonstrates knowledge of the foundations of the discipline.</p>	<p>Reflects <b>minimal</b> knowledge of foundations, principles, and issues.</p>	<p>Reflects <b>basic</b> knowledge of foundations, principles, and issues.</p>	<p>Reflects <b>thorough</b> knowledge of foundations, principles, and issues.</p>	<p>Reflects an <b>optimal</b> knowledge of foundations, principles, and issues.</p>
<p><b>Research and Scholarship:</b> Demonstrate knowledge of research methodology.</p>	<p>Reflects <b>minimal</b> knowledge of research methods in interpretation of published research.</p>	<p>Reflects <b>basic</b> knowledge of research methods in interpretation of published research.</p>	<p>Reflects <b>thorough</b> knowledge of research methods in interpretation of published research.</p>	<p>Reflects <b>optimal</b> knowledge of research methods in interpretation of published research.</p>
<p><b>Theoretical Foundations:</b> Demonstrate foundational knowledge of Agricultural Education and Communication as related to the student's professional goals.</p>	<p>Reflects <b>minimal</b> knowledge of the theoretical foundations of the selected area of agricultural education and communication.</p>	<p>Reflects <b>basic</b> knowledge of the theoretical foundations of the selected area of agricultural education and communication.</p>	<p>Reflects <b>thorough</b> knowledge of the theoretical foundations of the selected area of agricultural education and communication.</p>	<p>Reflects <b>optimal</b> knowledge of the theoretical foundations of the selected area of agricultural education and communication.</p>

**Additional Comments:**

## 2. SKILLS

	<b>1</b> <b>Unsatisfactory</b>	<b>2</b> <b>Basic</b>	<b>3</b> <b>Proficient</b>	<b>4</b> <b>Distinguished</b>
<p><b>Critical Thinking:</b> Demonstrate the ability to interpret information, think critically, analyze and solve problems, make complex decisions, and evaluate actions.</p>	Provides <b>minimal</b> examples of critical thinking, problem solving, decision making, and reflective evaluation.	Provides <b>general</b> examples of critical thinking, problem solving, decision making, and reflective evaluation.	Provides <b>specific</b> examples of critical thinking, problem solving, decision making, and reflective evaluation.	Provides <b>optimal</b> examples of critical thinking, problem solving, decision making, and reflective evaluation.
<p><b>Communication:</b> Demonstrate effective use of a variety of communication skills and modalities.</p>	Demonstrates <b>minimal</b> communication skills through oral, written, and visual communication.	Demonstrates <b>basic</b> communication skills through oral, written, and visual communication.	Demonstrates <b>strong</b> communication skills through oral, written, and visual communication.	Demonstrates <b>optimal</b> communication skills through oral, written, and visual communication.
<p><b>Technology:</b> Demonstrate the ability to use technology</p>	Provides <b>minimal</b> examples of use of technology.	Provides <b>basic</b> examples of use of technology.	Provides <b>meaningful</b> examples of use of technology.	Provides <b>optimal</b> examples of use of technology.

**Additional Comments:**

### 3. ATTITUDES AND PROFESSIONAL CONDUCT

	<b>1</b> <b>Unsatisfactory</b>	<b>2</b> <b>Basic</b>	<b>3</b> <b>Proficient</b>	<b>4</b> <b>Distinguished</b>
<p><b>Personal and Professional Development:</b> Demonstrate a commitment to continued learning, growth, and scholarly activity.</p>	<p>Reveals <b>minimal</b> plan for continued professional development beyond the MS degree.</p>	<p>Reveals <b>basic</b> plan for continued professional development beyond the MS degree.</p>	<p>Reveals <b>specific</b> plan for continued professional development beyond the MS degree.</p>	<p>Reveals <b>optimal</b> plan for continued professional development beyond the MS degree.</p>
<p><b>Collaboration, Leadership, and Service:</b> Demonstrate a commitment to work collaboratively with others in their professional roles, provide leadership in interactions with peers, and contribute service to the profession.</p>	<p>Provides <b>minimal</b> examples of professional collaboration, leadership, or service/commitment to the profession.</p>	<p>Provides <b>basic</b> examples of professional collaboration, leadership, or service/commitment to the profession.</p>	<p>Provides <b>specific</b> examples of professional collaboration, leadership, or service/commitment to the profession.</p>	<p>Provides <b>optimal</b> examples of professional collaboration, leadership, or service/commitment to the profession.</p>
<p><b>Ethical Behavior:</b> Recognize and address moral and ethical responsibilities within the profession and practice professional ethics.</p>	<p>Indicates <b>minimal</b> concern or interest in moral and ethical responsibilities within the profession.</p>	<p>Indicates <b>basic</b> concern or interest in moral and ethical responsibilities within the profession.</p>	<p>Indicates <b>specific</b> concern or interest in moral and ethical responsibilities within the profession.</p>	<p>Indicates <b>optimal</b> concern or interest in moral and ethical responsibilities within the profession.</p>

**Additional Comments:**

***ALIGNMENT MATRIX: M.S. Agricultural Education and Communication***

- Place an “X” for courses or experiences in which students have the opportunity to learn the outcome (coursework, other program requirements).
- Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome. (assignments in courses, evaluation of final thesis or project)

	Research Methods Core Courses	Philosophical Context Core Courses	Theoretical Foundations Core Courses	Thesis or Project Option Core Courses	Elective Courses
<b>University and Degree Program SLOs</b>					
KNOWLEDGE: a. Research and Scholarship	X			A	X
KNOWLEDGE: b. Philosophical Context		X		A	X
KNOWLEDGE: c. Theoretical Foundations		X	X	A	X
SKILLS: a. Critical Thinking	X	X	X	A	X
SKILLS: b. Communication		X	X	A	X
SKILLS: c. Technology	X	X	X	A	X
ATTITUDES and PROFESSIONAL CONDUCT: a. Personal and Professional Development		X	X	A	X
ATTITUDES and PROFESSIONAL CONDUCT: b. Collaboration, Leadership, and Service		X	X	A	X
ATTITUDES and PROFESSIONAL CONDUCT: c. Ethical Behavior		X	X	A	X

**Appendix 2**



Communications and  
Agricultural Education

**Thesis/Project Proposal Approval Form**

Student's Full Legal Name:

Current Mailing Address:

Email Address:

The above student successfully defended his/her thesis/project proposal on:

The tentative thesis/project title is:

Necessary human subjects or animal use approval has been obtained.

Yes  No  Submitted

To be submitted by:

Student signature: \_\_\_\_\_

**Advisory Committee Approvals: (Please print or type)**  
 By signing you acknowledge that the proposal is adequate, and the student may proceed with planned work.

**Approved with the changes below:**

Chair, Advisory Committee	_____
Committee Member	_____
Committee Member	_____
Committee Member	_____
Committee Member	_____
Committee Member	_____
Committee Member	_____
Department Chair	_____