Preface

Graduate education is an important step toward developing a professional, not only as a practitioner of knowledge, but as a thinker, creator and consumer of knowledge as well. As an educator, it is important to regard graduate education as a way to understand knowledge in new and hopefully exciting ways. It is our hope that your graduate program meets the needs of your professional career and enhances your ability to make a positive difference with those with and for whom you work.

- The Graduate Faculty
  Department of Agricultural Education & Leadership

Note

All guidelines herein are superseded by any campus Graduate Faculty Senate or University of Missouri policies. Any discrepancies between this document and those policies or discrepancies within this document should be noted to the Director of Graduate Studies.

This document was last updated on August 6, 2014
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Section 1: Admissions Criteria and Policy for the Master of Science (M.S.)

Application for Admission

- Apply to the MU Office of Graduate Studies at: http://gradstudies.missouri.edu/admissions/index.php
- Except for transcripts and GRE scores, all application and supporting materials should be submitted online
- Unofficial transcripts can be used for initial admissions; if admitted, official transcripts will be required
- GRE scores should be sent directly to the Office of Graduate Studies
- Letters of Recommendation should be done in the online admissions system (or uploaded as a PDF with the application materials)
  - At least one letter should be from a college or university faculty member who can speak in some detail of the applicant's academic aptitude; at least one should be from an administrator or colleague who can speak authoritatively of the applicant's professional experience and potential.

Details about materials and admissions guidelines are found at: http://gradstudies.missouri.edu/academics/programs/agricultural-education/masters.php

Special Instructions for Graduate Students Seeking Teacher Certification
Applicants admitted to the graduate program seeking certification must complete all certification requirements in addition to those required for the graduate degree program.

Note

All requirements implicit in these criteria must be completed prior to consideration of an applicant for admission. A committee of faculty will review the credentials of all applicants. The committee frequently must use its judgment to discern from among those individuals who are judged to have the greatest potential for program success and ultimate contribution to the profession. Resource constraints may not permit the admission of all applicants who meet the minimum standards specified for the degree program.
Section 2: Admissions Criteria and Policy for the Doctor of Philosophy (Ph.D.)

Application for Admission

- Apply to the MU Office of Graduate Studies at: http://gradstudies.missouri.edu/admissions/index.php
- Except for transcripts and GRE scores, all application and supporting materials should be submitted online
- Unofficial transcripts can be used for initial admissions; if admitted, official transcripts will be required
- GRE scores should be sent directly to the Office of Graduate Studies or Office of Graduate Studies
- Letters of Recommendation should be done in the online admissions system (or uploaded as a PDF with the application materials)
  - At least two letters should be from a college or university faculty member who can speak in some detail of the applicant's academic aptitude; at least one should be from an administrator or colleague who can speak authoritatively of the applicant's professional experience and potential.

Details about materials and admissions guidelines are found at:
http://gradstudies.missouri.edu/academics/programs/agricultural-education/doctorate.php

Note

All requirements implicit in these criteria must be completed prior to consideration of an applicant for admission. A committee of faculty will review the credentials of all applicants. The committee frequently must use its judgment to discern from among those individuals who are judged to have the greatest potential for program success and ultimate contribution to the profession. Resource constraints may not permit the admission of all applicants who meet the minimum standards specified for the degree program. This includes individuals with career goals that do not align with the current mission of the department.
Section 3: Degree Requirements for MS Thesis Option

**CORE (9 credits)**
- Education and Communication (3)
  - Ag Ed Ld 8330 (*Advanced Methods of Teaching*) or Ag Ed Ld 8087 (*Ag Comm Theory/Foundations*)
- Leadership (3)
  - Ag Ed Ld 8250 (*Leadership Theory and Practice*)
- Philosophy and Ethics (3)
  - Ag Ed Ld 8410 (*Philosophical Foundations of Ag Ed*) or Ag Ed Ld 8087 (*Communicating Ethical Issues*)

**RESEARCH COMPONENT (10-12 credits)**
- Research Methods (3)
  - Ag Ed Ld 8510 (*Research Methods & Design*)
- Analysis or Methodology (3)
  - ESC PS 7170 (*Intro to Applied Stats*), Ag Ed Ld 8540 (*Methods of Qual Research*), or equiv.*
- Thesis (4-6)
  - Ag Ed Ld 8090 (*Thesis Research in Ag Ed*)

**SPECIALIZATION and/or ELECTIVES (9-11 credits)**

<table>
<thead>
<tr>
<th>School-Based Agricultural Education</th>
<th>Agricultural Communication</th>
<th>Non-formal and Extension Education</th>
<th>Other Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Ed Ld 7350 (<em>In-service Course in Ag Ed</em>) or equivalent <em>maximum of 8 cr.</em></td>
<td>Ag Ed Ld 8087 (<em>Courses Provided Through AG</em>IDEA*)</td>
<td>Ag Ed Ld 7340 (<em>Designing &amp; Delivering Educational and Leadership Programs</em>) 3 cr.</td>
<td>Ag Ed Ld 8087 (<em>Seminar in Agric. Education</em>) 1-3 cr.</td>
</tr>
<tr>
<td>Ag Ed Ld 8351 (<em>Induction Year Teaching I</em>) 1-2 cr.</td>
<td></td>
<td>Ag Ed Ld 8340 (<em>Student and Teacher Development in Ag Ed</em>) 3 cr.</td>
<td>Ag Ed Ld 8350 (<em>College Teaching of AFNR</em>) 3 cr.</td>
</tr>
<tr>
<td>Ag Ed Ld 8352 (<em>Induction Year Teaching II</em>) 1-2 cr.</td>
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</tr>
<tr>
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<tr>
<td>Ag Ed Ld 8430 (<em>Evaluation of Educ. Programs</em>) 3 cr.</td>
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</tbody>
</table>

*Note. Additional courses selected by the student and approved by her/his graduate committee may be selected to meet the goals of the student.*

* in consultation with your adviser/committee

- Minimum of 30 semester credits of graduate courses.
- Minimum of 15 credits in Agricultural Education courses.
- Minimum of 15 credits of 8000-level (or higher) courses.
- Maximum of 8 credits of Problems courses.
- Maximum of 6 credits may be transferred from another institution upon approval of the Advisor, Director of Graduate Studies, and the Office of Graduate Studies.
- Degree must be completed within a period of 8 years beginning with the first semester of enrollment in which the student is accepted to a degree program.
- Refer to the Office of Graduate Studies for a complete list of degree requirements: http://gradstudies.missouri.edu/academics/graduation-requirements/index.php
Section 4: Degree Requirements for M.S. Creative Component

CORE (9 credits)
- Education and Communication (3)
  - Ag Ed Ld 8330 (Advanced Methods of Teaching) or Ag Ed Ld 8087 (Ag Comm Theory/Foundations)
- Leadership (3)
  - Ag Ed Ld 8250 (Leadership Theory and Practice)
- Philosophy and Ethics (3)
  - Ag Ed Ld 8410 (Philosophical Foundations of Ag Ed) or Ag Ed Ld 8087 (Communicating Ethical Issues)

RESEARCH COMPONENT (8-9 credits)
- Research Methods (3)
  - Ag Ed Ld 8510 (Research Methods & Design)
- Analysis or Methodology (3)
  - Ag Ed Ld 8430 (Evaluation of Ed. Programs), ESC Ps 7170 (Intro to Applied Stats), Ag Ed Ld 8540 (Mthds. of Qual. Research), or equiv.*
- Non-Thesis/Creative Component (2-3)
  - Ag Ed Ld 8080 (Creative Component in Ag Ed)

SPECIALIZATION and/or ELECTIVES (14-15 credits)

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<td>Ag Ed Ld 7340 (Designing &amp; Delivering Educational and Leadership Programs) 3 cr.</td>
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<tr>
<td>Ag Ed Ld 8430 (Evaluation of Educ. Programs) 3 cr.</td>
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</tbody>
</table>

Note. Additional courses selected by the student and approved by her/his graduate committee may be selected to meet the goals of the student.

* in consultation with your adviser/committee

- Minimum of 32 semester credits of graduate courses.
- Minimum of 16 credits in Agricultural Education courses.
- Minimum of 16 credits of 8000-level (or higher) courses.
- Maximum of 8 credits of Problems courses.
- Maximum of 6 credits may be transferred from another institution upon approval of the Advisor, Director of Graduate Studies, and the Office of Graduate Studies.
- Degree must be completed within a period of 8 years beginning with the first semester of enrollment in which the student is accepted to a degree program.
- Refer to the Office of Graduate Studies for a complete list of degree requirements: http://gradstudies.missouri.edu/academics/graduation-requirements/index.php
Section 5: Degree Requirements for M.S. Creative Component with Certification Option

CORE (9 credits)
- Education and Communication (3)
  - Ag Ed Ld 8330 *(Advanced Methods of Teaching)* or Ag Ed Ld 8087 *(Ag Comm Theory/Foundations)*
- Leadership (3)
  - Ag Ed Ld 8250 *(Leadership Theory and Practice)*
- Philosophy and Ethics (3)
  - Ag Ed Ld 8410 *(Philosophical Foundations of Ag Ed)* or Ag Ed Ld 8087 *(Communicating Ethical Issues)*

RESEARCH COMPONENT (8-9 credits)
- Research Methods (3)
  - Ag Ed Ld 8510 *(Research Methods & Design)*
- Analysis or Methodology (3)
  - Ag Ed Ld 8430 *(Evaluation of Ed. Programs)*, ESC Ps 7170 *(Intro to Applied Stats)*, Ag Ed Ld 8540 *(Mthds. of Qual. Research)*, or equiv.*
- Non-Thesis/Creative Component (2-3)
  - Ag Ed Ld 8080 *(Creative Component in Ag Ed)*

TEACHER CERTIFICATION (36 credits total; 23 graduate credits)

Agricultural Education (23 credits total; 12 graduate credits)
- Ag Ed Ld 2270 *(Lead Dev’t in Youth Orgs)* + Ag Ed Ld 2271 *(Early Field)* 3 + 1 cr.*
- Ag Ed Ld 4995 *(Student Teaching Internship in Agriculture)* 5 cr.*
- Ag Ed Ld 7087 *(Internship Seminar)* 3 cr.
- Ag Ed Ld 7310 *(Intercurricular Program Management in Ag Ed)* 3 cr.
- Ag Ed Ld 7320 *(Methods of Teaching I)* + Ag Ed Ld 4321 *(Integ Field Exp I)* 3 + 1 cr.*
- Ag Ed Ld 7330 *(Methods of Teaching II)* + Ag Ed Ld 4331 *(Integ Field Exp II)* 3 + 1 cr.*

Teacher Development Program (13 credits total; 11 graduate credits)
- ESC PS 7000 *(Found. of Teacher Prep. I)* 3 cr. + ESC_PS 2014 *(Field)* 1 cr.*
- SPC ED 7020 *(Found. of Teacher Prep. II)* 3 cr.
- LTC 7040 *(Inq. into Schools, Comm. and Society)* 3 cr. + LTC 2044 *(Field)* 1 cr.*
- LTC 7560 *(Teaching Reading in the Content Areas)* 2 cr.

*Courses required for teacher certification that will not count toward the M.S. degree

- Minimum of 32 semester credits of graduate courses.
- Minimum of 16 credits in Agricultural Education courses.
- Minimum of 16 credits of 8000-level (or higher) courses.
- Maximum of 8 credits of Problems courses.
- Maximum of 7 credits may be transferred from another institution upon approval of the Advisor, Director of Graduate Studies, and the Office of Graduate Studies.
- Degree must be completed within a period of 8 years beginning with the first semester of enrollment in which the student is accepted to a degree program.
- Refer to the Office of Graduate Studies for a complete list of degree requirements: http://gradstudies.missouri.edu/academics/graduation-requirements/index.php
Teacher Certification
Consult with faculty regarding current certification requirements (e.g. GPA, examinations).

Content Area Requirements** – Agriculture, Food and Natural Resources
45 semester credits total with a minimum of 30 hours in the following areas and one course in each of the following disciplines:
- Animal Science
- Agronomy (Plant Science)
- Agricultural Business
- Agricultural Economics
- Agricultural Mechanics
- Horticulture (Plant Science)

The remaining 15 elective hours can be from above or from the addition suggested areas:
- Forestry
- Natural Resources
- Agricultural Journalism
- Integrated Pest Management

**Note: Approval of content area requirements is based upon approval of the faculty.
Section 6: Degree Requirements and Other Notes for Ph.D.

CORE (17-18 credits)
- Foundations and History (2-3) [Ag Ed Ld 8210 or Ag Ed Ld 8410]
- Teaching/Learning (6) [Ag Ed Ld 8330 and Ag Ed Ld 8350 or Ag Ed Ld 9410]
- Theory (3) [in consultation with committee]
- Program Evaluation [Ag Ed Ld 8430]
- Leadership (3) [Ag Ed Ld 8250]

RESEARCH and STATISTICS (18 credit minimum)
- Introductory Statistics (3) [ESC PS 7170, Soc 7120 or equivalent]
- Quantitative Research Methods (3) [Ag Ed Ld 8510]
- Quantitative Analysis & Interpretation (3) [Ag Ed Ld 9510]
- Qualitative Research Methods (3) [Ag Ed Ld 8540]
- Advanced Studies in Methods/Analysis (6); examples include, but not limited to (base selection on research goals and committee approval):
  - Quantitative: ESC Ps 8830, Soc 7130 or equivalent; ESC Ps 8840, Soc 9837 or equivalent
  - Qualitative: Soc 9287, ESC Ps 9620 or equivalent

DISSERTATION (9 credit minimum)
- Ag Ed Ld 9090 – Research

ELECTIVES (minimum of 27-28 credits)
Electives should be selected in consultation of your advisor and must be approved by the student’s committee.

Concentrations (12 credit minimum; part of electives)
Coursework focusing on developing an area of expertise; may include, but not limited to: Teacher Education, Adult Education, Journalism, Educational Leadership, etc. There is also minor in College Teaching that is officially approved by the University (http://gradstudies.missouri.edu/academics/programs/college-teaching-minor/index.php) Concentrations must be approved by the student’s committee.

TRANSFERRING COURSEWORK TO THE DOCTORAL PROGRAM
The student’s committee may recommend up to 30 credits of prior graduate work (at MU or elsewhere) be counted toward the total credits required for the degree program. The committee must also approve the place in the degree program toward where those transfer credits will be counted (core, research, elective). Some credits may not be recommended for transfer.

Based upon the individual needs of a student and her/his progress, a student’s doctoral committee may recommend a student take more than the minimum 72 hours.
EXAMPLE CONCENTRATIONS:

Teacher Education

- Ag Ed Ld 8350 – College Teaching of Ag, Food and Nat. Resources (3)
- Ag Ed Ld 8430 – Evaluation of Educational Programs (3)
- ELPA 9441 – The Adult Learner (3)
- ELPA 9453 – Continuing Education for the Professions (3)

Information Science and Learning Technologies

- IS LT 9467 - Technology to Enhance Learning (3)
- IS LT 9475 - Diffusion of Educational Innovations (3)
- IS LT 9476 - Instructional Design Models and Strategies (3)
- IS LT 9478 - Designing Problem-Based Learning Environments (3)

Concentrations may be formed from courses from multiple departments and programs. The above concentration examples could be comprised of different courses than those listed. Students should work with their advisor and committee members to develop a (or several) concentration(s) that will help them toward meeting scholarly and career goals.

To obtain a doctoral degree, a student must following the general regulations of the Office of Graduate Studies and the requirements established by the Department of Agricultural Education and Leadership. It is the student’s responsibility to make sure all regulations are adhered to and all requirements are satisfied.

Advisor Selection: A student selects an adviser, by mutual consent, from doctoral faculty members who are Doctoral Graduate Faculty in the Department. Advisor selection should be completed and reported on the D-1 form within the first or second semester of the degree program.
Degree Program Forms required by either the Office of Graduate Studies or Department:

D-1 - Doctoral Committee Approval. Verifies the qualifying process and confirms the student’s adviser and committee members. Complete by the end of second semester of the degree program.

D-2 - Plan of Study for the Doctoral Degree. Presents the course work to be included in the student’s program of study. Complete by the end of the third semester.

D-3 - Doctoral Comprehensive Examination Results. Records the official results of the doctoral comprehensive examination. Complete within two weeks of completion of comprehensive examination.


Credit-Hour Requirement: A total of 72 semester hours beyond the baccalaureate degree is required for the Ph.D. degree. The student’s doctoral program committee must approve all course work used to satisfy the credit-hour requirement and may require additional course work beyond the minimum.

Transfer of Credit: The doctoral program committee may recommend no more than 30 hours in a master’s degree (or post-baccalaureate graduate credit) be transferred toward the total hours required for the doctoral degree, and that additional hours be transferred for continued graduate work completed at MU or elsewhere.

Concentrations: Students should complete 12 credit hours of course work focusing on developing an area of expertise. The student’s doctoral program committee will approve, on an individual basis, specific areas and content of concentrations. Concentrations may include, but are not limited to: Teacher Education, Extension Education, and/or Communications/Journalism. There is also a Minor in College Teaching.

Doctoral Candidacy and Continuous Enrollment: Candidacy for a doctoral degree is established by passing the comprehensive examination. Candidacy is maintained by enrolling in Ag Ed 9090 - Research for two semester hours each fall and winter semester and for one semester hour each summer session up to and including the term in which the dissertation is defended. Continuous enrollments provide access to an adviser’s support, doctoral program committee guidance, and University research facilities for completion of the dissertation. Failure to continuously enroll in Ag Ed 9090 - Research until the doctoral degree is awarded terminates candidacy.

Rate of Progress: A reasonable rate of progress toward the degree is required. Effective Fall 2000 Ph.D. students must successfully complete the comprehensive exam within a period of five years beginning with the first semester of enrollment as a Ph.D. student. For an extension of this time limit, the student must petition the Office of Graduate Studies by submitting a request to the adviser who, in turn, submits a written recommendation to the Office of Graduate Studies, which has been endorsed by the
Department Director of Graduate Studies. In addition, the program for the doctoral degree must be completed within five years of passing the comprehensive examination.

Minimum Timeframe: Doctoral programs will not be approved with a timeframe of less than 3 years. For a M.S. and Ph.D. combined program, such programs will not be approved with a timeframe of less than 4 years. Special circumstances must be presented and approved by a majority of the graduate faculty in the department.

**Steps to Completing a Ph.D. Degree**

1. Select an advisor and doctoral program committee. Complete the **Qualifying Examination Results and Doctoral Committee Approval Form (D-1)**. The adviser must be selected from the Doctoral Faculty members who are dissertation supervisors in Agricultural Education. The doctoral committee shall consist of at least four faculty recommended by the student’s adviser and approved by the Department’s Director of Graduate Studies and the Office of Graduate Studies. Three of the four doctoral program committee members must come from Graduate Faculty in Agricultural Education, and one member must come from outside the program. Persons with specialized expertise may serve as the fifth member, with permission of the Office of Graduate Studies.

2. In consultation with your advisor plan and present your program of study to your doctoral program committee. The doctoral program committee approves a student's Plan of Study as outlined by guidelines established by the Office of Graduate Studies and the Department. Submit a copy of the **Plan of Study** and the **Plan of Study for the Doctoral Degree form (D-2)** to the Department's Director of Graduate Studies to be forwarded to the Office of Graduate Studies. A student must complete all core courses and a substantial portion of the program of study before being declared ready for the comprehensive examination. Any changes to the Plan of Study must be reported to the Office of Graduate Studies by a revised Plan of Study and D-2 form.

3. Complete the **Comprehensive Exam** (written and oral). The comprehensive exam must be completed seven months prior to the final defense of dissertation. The comprehensive exam can only be administered when the University is officially in session. The two sections of the exam (written and oral) must be completed within two months. The written sections of the exam are to be arranged and supervised by the major adviser and assessed by the doctoral program committee. The sections of the exam should include 1) agricultural education core, 2) research and statistics and 3) concentration area(s). Committee members have the option of presenting a question in a “sit down” closed book format, or a “take home” open book format. If a full “sit down” version is used, the student must sit a minimum for 12 hours, dividing the time by sections as the committee sees fit. If a “take home” or combination of the two formats is used, the committee must reconcile a responsible exam equivalent to a 12-hour “sit down” format. If a “take home” format is used, the expectations for writing and citations should be considerably higher than the “sit down” format.
The student will forward the completed answers to all committee members immediately following completion of the last writing session. A two-hour oral defense will be completed between 2-4 weeks after the completion of the written portion of the exam. To be successfully completed, the doctoral program committee must vote to pass the student on the entire examination (written and oral) with no more than one dissenting or abstaining vote. The student must be enrolled during the term in which the comprehensive examination is completed.

The goals of the comprehensive exam process are as follows. At the surface, the comprehensive exams serve to assess the retained knowledge from the coursework. Further, and more importantly, the process serves to determine if the student has an adequate pulse of the scholarship of the discipline. In addition, the process serves to determine if the student can articulate and argue a scholarly position. Finally, and practically, the process serves to determine if the student has the capacity to take the next step and complete an independent research project (via a dissertation).

4. After successfully completing the comprehensive exam, submit the Doctoral Comprehensive Examination Results Form (D-3) to the Department's Director of Graduate Studies to be forwarded to the Office of Graduate Studies. A report of the committee’s decision, with the signatures of all members of the committee, must be sent to the Office of Graduate Studies within two weeks after the comprehensive examination is terminated. If failed, remedial measures must be recommended and exam cannot be taken again for at least 12 weeks. If failed twice, candidacy is terminated.

5. Before moving down the path of a particular idea, the Doctoral Candidate will schedule a 1-hour Prospectus Meeting to share the direction and intentions of the Dissertation. The candidate should share a 3-5 page prospectus summarizing an Introduction/Need for the Study, Key Literature, Framework, Purpose/Objectives/Questions, and Methods. The tone of the meeting should be informal and serve to help hash out ideas and clarify an agreed upon direction for the dissertation.

6. The Doctoral Candidate will schedule a two-hour formal proposal meeting of the dissertation committee to present the dissertation proposal. The first three chapters of the dissertation should be presented to committee members two weeks prior to the proposal meeting (this time frame does not include time for your advisor to review before sending to the committee; in general, plan for an additional 2 weeks for your advisor’s initial review). The Human Subjects Review Form must be filed with the Dissertation Proposal Form. Submit approved forms to the Department's Director of Graduate Studies.

7. The Doctoral Candidate will present his/her dissertation to the dissertation committee during a two-hour dissertation defense. The candidate is encouraged to publicize the defense (e.g. flyers, online posts, etc.). The first part of the defense is open to the public and consists of a presentation overviewsing the content of the dissertation. The
remainder of the defense is closed to only the candidate and committee. The completed dissertation should be delivered to all committee members 2 weeks prior to the defense. Upon approval of the completed dissertation submit the **Dissertation Defense Form (D-4)** and the **dissertation approval page** to the Department's Director of Graduate Studies to be forwarded to the Office of Graduate Studies. The form should be filed with the Office of Graduate Studies as soon as possible after the defense.

8. The complete dissertation must be submitted to the Office of Graduate Studies prior to the deadline preceding the anticipated date of graduation.

**Other Forms:**

- **Graduate Student Change of Committee Form** is completed immediately if committee members change.
- **Program of Study Course Substitution Form** is completed when courses are substituted after the doctoral program committee has approved the program of study.
Section 7: M.S. Thesis and Ph.D. Dissertation 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 5-chapter structure. The finished document can range from 40 to 150 pages (more or less) depending on size, scope, type of data collected, and analyses of said data. At the completion of the thesis process, the students will present their process, findings and conclusions in a defense.

Dissertation vs. Thesis
The difference between the thesis and dissertation lies in both scope and intention. The dissertation should be developed with the goal of publishing one or more articles in a peer-reviewed journal. A student’s dissertation committee will assist in determining proper scope. In terms of intention, the dissertation is designed to be a cumulative, independent research project of the student’s own work. It cannot be a part of a larger research project, although it could be connected to a line of inquiry.

Process
1. Identify a faculty member who will serve as the chair of your committee
2. With the chair of your committee, identify other faculty to serve on your committee. For a thesis committee, there is a minimum of 3 graduate faculty members on a committee. A minimum of two of the committee members must have Graduate Faculty membership in the program and a minimum of one must have membership outside of the program. Refer to the preceding section regarding dissertation committee membership.
3. Hold a prospectus meeting to seek advice and counsel on the focus of your project and to clarify the research problem, methods, populations and samples, etc. Use this meeting to clarify the scope and focus of your thesis or dissertation.
4. Following this meeting, develop a formal proposal that outlines your project. This proposal is, in essence, your first 3 chapters of the thesis or dissertation.
5. The formal proposal will be reviewed during a second, formal committee meeting. For M.S. students, committee members may approve the proposal and sign a form indicating approval of waiver of the meeting.
6. Obtain IRB approval for your 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. Do the research -- you should stay in contact with your committee chair to maintain progress and focus in your work. You may consult your committee members as needed.
8. Submit the final draft of your thesis or dissertation to your committee members at least two full weeks before your defense.
9. Schedule your defense by contacting your 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 your thesis or dissertation.
11. Give the seminar and complete the defense.
12. Work with your committee chair to make necessary changes from the defense.
13. Submit the thesis or dissertation to the Office of Graduate Studies (note due dates for graduation).
14. Make any corrections the Office of Graduate Studies deems fit.

Typical Thesis and Dissertation Outline

• See MU’s Thesis and Dissertation Guidelines for Initial Required Set-up of the Document

• Chapter 1 - Introduction
  o Background and Setting
  o Theoretical/Conceptual Framework
  o Statement of the Problem
  o Purpose of the Study
  o Objectives/Research Questions/Hypotheses
  o Definition of Terms
  o Limitation of the Study
  o Basic Assumptions
  o Need for the Study

• Chapter 2 - Review of Literature
  o (Can have sections as deemed necessary)
  o (Should end with a summary)
  o (Summary may lead up to statement of hypotheses)
  o (Should attempt to provide answers to the objectives/questions/hypothesis)

• Chapter 3 - Methodology
  o Research Design
  o Population and Sample (Subject Selection)
  o Instrumentation/Data Source (Outcomes Measures/Observed)
  o Data Collection (Conditions of Testing)
  o Treatments - if ex post facto & experimental designs
  o Data Analysis
  o Timeline & Budget

• Chapter 4 - Results
  o Findings relative to research questions/objectives, and/or hypotheses
  o Tests of Significance

• Chapter 5 - Summary, Conclusions, and Recommendations
• Appendices
• References

Summary Timeline for Thesis/Dissertation

• Obtain IRB Approval to Conduct Research
  o This can be done after the initial meeting, but you cannot handle data nor submit
• Prospectus Meeting (required for Ph.D. students)
— Student meets with the committee
— Discussion of topics, ideas and project specifics occurs; student must have written ideas prepared (not necessarily formalized)
— Outline of the formal proposal is developed

• Formal Proposal Meeting (required for Ph.D.)
  — Student provides proposal 2 weeks prior to the meeting (this time frame does not include time for your advisor to review before sending to the committee; in general, plan for an additional 2 weeks for your advisor’s initial review)
  — Student presents project proposal (chapters 1-3)
  — Committee approve, disapprove, or approve the proposal pending edits or changes
  — Committee members and student sign the cover page of the proposal
  — Submit approval form to the Director of Graduate Studies for placement in student file
  — Committee members sign the waiver of a formal proposal meeting (if this is appropriate for the situation) and this is submitted to the Director of Graduate Studies for placement in student file

• Submit Appropriate Paperwork to IRB for Approval

• Between IRB Approval and Defense
  — Student works closely with the chair in collecting data
  — Committee members are utilized on an as-needed basis for consultation
  — Student makes arrangements for the defense with the committee

• Two Weeks Prior to Defense
  — Student provides committee the final thesis or dissertation
  — Committee identifies any red flags to the chair, that should be addressed prior to the defense
    ▪ If major concerns are identified (that cannot be rectified within the two weeks), the defense can be cancelled and rescheduled for a later date

• Defense
  — Student presents thesis or dissertation (as approved by the chair) in an open format
  — 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/dissertation pending changes
  — Student is made aware of decision

• Final Submission of Materials
  — Make any changes to the thesis or dissertation, as prescribed by your committee at defense, with the aid of your chair
  — Submit the thesis in paper or electronic format to the Office of Graduate Studies
  — Submit bound versions of your thesis/dissertation to you chair and to the Director of Graduate Studies for the department’s library
In general, it is not your advisor’s to serve as an editor. It is your responsibility to reconcile issues with your writing by considering addition training or utilizing an editor. Graduate level writing is an expectation for all students.
Section 8: M.S. Creative Component Guidelines

Introduction
The creative component project option is designed for students wishing to complete a practitioner-based scholarly project. While research is included in this project, the focus is on demonstrating your ability to apply the knowledge and skills you have learned within the context of a school, community, organization or, policy process. In terms of hours (this depends upon the project and the student), we look at approximately 50 hours of work for a 2-hour project and 75 hours for a 3-hour project. Projects should aim to be above the scope of your typical, day-to-day workplace expectations.

For practicing teachers, we recommend completing part of the portfolio process for the National Board for Professional Teaching Standards (http://www.nbpts.org/). If that is not desired, or you are not a practicing teacher in a public or private school, here are many choices in the focus or topic for your creative project. Some examples of topics for a creative component project are:

- Design and conduct a program evaluation for an organization, Ag Ed school-based program, or community group
- Develop curriculum (or curricular components) for a unit, course, set of courses, or an Extension program
- Conduct a needs assessment for an Ag Ed 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 Extension or other organization
- Conduct a review of the literature in order to develop a policy or program-oriented "white paper"

Process for Completion
1. Identify a faculty member who will serve as the chair of your Master's committee
2. With the chair of your Master's committee, identify two other faculty to serve on your committee.
3. You have the option of scheduling a committee meeting to seek advice and counsel on the focus of your project.
4. Following this meeting, develop a 1-2 page formal proposal (see below for a description of what a proposal should contain) that briefly but clearly describes your creative project.
5. The formal proposal will be reviewed during a second committee meeting unless members approve of the proposal via email or distance.
6. Do the project -- you should stay in contact with your committee chair to maintain progress and focus in your work. You may consult your committee members as needed.
7. Submit the final draft of your project to your committee members at least two full weeks before your presentation.
8. When appropriate (this is up to the discretion of you and your committee), schedule your seminar and defense on your work project by contacting your committee members and finding a 2-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 your creative project (if appropriate).

10. Give the seminar and complete the defense (if appropriate).

11. Turn in the M-3 form indicating completion of the program.

The Proposal
The following serves as sections for the 1-2 page proposal:

Introduction and Theoretical Framework (WHY?)
This section should build the case for the project. While this will be based primarily on a review of the literature, you may also include anecdotal evidence or personal views to support your explanation. 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 my 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 and 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 is how you intend to complete the project. The following questions should be addressed:

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

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 use with the Career, Technical and Leadership Education M.S. program at the University of Kentucky; changes made to meet our M.S. program needs.
Section 9: Graduate Assistantship Guidelines

Note: Procedures and guidelines relate to departmentally funded positions.

Assistantship Selection Process

Students holding assistantships must be admitted into the graduate program. The following materials must be submitted to the Director of Graduate Studies:

- Letter of Application
  - Includes relevant experiences
  - Rationale for applying for an assistantship
  - Strengths brought to a potential assistantship

Ph.D. Assistantships – Timeline and Notes

For an assistantship at the doctoral level, it is recommended you have your materials in and a campus visit completed by January 15. Campus visits are required for consideration of a Ph.D.-level assistantship. Assistantship positions are considered vacant until filled. For example, depending on the interest in a given year, you could still be considered for an assistantship after January 15 if there were not enough acceptable candidates. The number of assistantships offered will primarily be based on funds available.

M.S. Assistantships – Timeline and Notes

M.S. assistantship openings are announced after Ph.D. assistantships are filled, unless a specific assistantship is at the M.S. level. Campus visits are strongly encouraged for consideration of a M.S.-level assistantship. The goal is to have potential openings announced the February prior to the fall semester in which the candidate would enroll; applications are therefore due March 15 unless otherwise noted. Assistantship decisions should be made by the end of March. Assistantship positions are considered vacant until filled. For example, depending on the interest in a given year, you could still be considered for an assistantship after March 15 if there were not enough acceptable candidates.

Assistantships are given to students who show a clear interest in focusing on graduate studies full-time. Therefore, it should not be used as a back-up plan for not earning a job past graduation. Successful candidates will be asked to sign a contract committing them to the position. In addition, given that certification-seeking M.S. students will not be able to serve as an assistant for both fall and spring semesters their last year, priority will be given to others seeking assistantships.
Guidelines for Graduate Assistants

1. Graduate assistants given .5 FTE positions should not have any other regular positions or jobs. This would not include one-time consulting or low-commitment seasonal work. As a graduate assistant, you are not only indicating a desire to pursue a graduate degree, but to immerse yourself in graduate life. Students with .25 FTE assistantships should limit work with another position to approximately 10 hours per week.

2. Graduate assistants with 12-month appointments are expected to follow the academic calendar similar to 12-month faculty or staff. Therefore, you are expected to work during breaks and holidays in which the university does not release faculty or staff. Alternate arrangements can possibly be made with supervising faculty and/or the Director of Graduate Studies.

3. Proper attire while teaching is a firm expectation. Consult with the faculty member in which you are being supervised for his or her definition of proper attire.

4. Working on coursework or individual projects is not considered a part of your paid time as a graduate assistant. Based upon your support level (i.e. .5 FTE = 20 hours per work), you will probably be in your office more than your prescribed hours of work unless you have developed a way of work that is conducive to both you and your supervising faculty member(s).

5. Graduate assistant offices are professional spaces on loan during your time here. You should treat them as such and not as your personal room. Décor to personalize your desk area is encouraged, but should not be distracting or offensive to others.

6. Because this is a shared environment, you should be aware and cognizant as to distractions that family, friends, pets, music, etc. may cause to your fellow graduate assistants. We want to be a friendly environment, but not to the detriment of the work of your colleagues.

7. Research projects should be coordinated and approved through your advisor at all times. Students are encouraged to present ideas and proposals to faculty members; however, the first priority goes to your assistantship work, followed by research opportunities from your major professor. Additional projects can be completed when these other priorities are met. Aside from the assistantship, at no point should a graduate student publish research without a faculty member from this program, unless given permission by the Director of Graduate Studies.

8. Graduate teaching assistants are expected to keep in line with FERPA policies and student privacy. GTA’s should not discuss the work of a student with other students.

9. Master’s-level graduate assistants are expected to complete the thesis option.

Graduate Assistant Review Process
For all graduate assistants, reviews will ensue annually. Reviews involve all faculty and related parties (i.e. external department appointments) with heavy emphasis placed on those who work closely with the graduate assistant. Doctoral students will have a more (yet unofficial) comprehensive review that may also involve feedback toward reaching
his or her professional goals. Reviews will determine whether a student is renewed. Renewals are made on a year-by-year basis.

**Time Limit on Assistantships** (exceptions by faculty vote only): Pending favorable annual reviews, M.S. = 2 years, Ph.D. = 3 years. Likely exceptions will be granted to students in M.S./Ph.D. combined programs (typically a 4 year commitment) or students whose M.S. degrees are not in Agricultural Education (again, typically a 4 year commitment).

**Professional Conference Support and Expectations** – Pending availability of funds, financial support may be provided for Ph.D. graduate assistants for research conference (AAAE, ALE, AERA). Consult with the DGS should additional funding be needed. For example, if a graduate student secures funding through ORG, GSA, etc. and would need additional funding, the department (via the DGS) would consider such funding. However, if external funding covers the total, no internal funding would be dispersed. In addition, if the graduate assistant fails to meet deadline for external funding (e.g. ORG, GSA), faculty retain the right to deny internal funds.

If you are supported by (any part of) this institution regarding professional conference travel, the expectation is that you attend all aspects of the conference unless you have specific permission by your advisor and the DGS.

Also, being timely about submissions will be viewed as a criterion for internal support and funding. Thus, not giving your advisor ample time to review submissions or using a later poster submission deadline because you failed to meet full paper submission deadlines will not be rewarded.

*In general, it is best to consult the DGS regarding travel arrangements prior to making said plans. Many times, we can save money by coordinating our efforts.*

For all other cases (e.g. master’s students, doctoral students not funded on graduate assistantship through the department, etc.), funding will be considered on a case-by-case basis, but additional support from the department is not likely. Individual faculty members may provide additional support as they see fit.

Students for whom reservations are made are expected to attend those functions (if the student must cancel, he/she may be responsible for those expenses).

**Office Supplies/Materials** – students with Department funded responsibilities have access to Departmental materials, supplies, and services for work related functions.
Section 10: Faculty Governance Policies of the Graduate Program

Granting of Graduate and Doctoral Faculty Status

Any member of the graduate faculty in this program can recommend qualifying faculty for Affiliate Graduate Faculty Status within this program. Recommendations should be sent to the Director of Graduate Studies. Members of the program’s graduate faculty can hold appointments within or outside the Department of Agricultural Education and Leadership. The Director of Graduate Studies will then take a vote among all graduate faculty members in the program.

Any member of the graduate faculty in this program can recommend qualifying faculty for Graduate Faculty Status within this program. Recommendations should be sent to the Director of Graduate Studies. Members of the program’s graduate faculty can hold appointments within or outside the Department of Agricultural Education and Leadership. The Director of Graduate Studies will then take a vote among the graduate faculty members holding primary appointments in the Department of Agricultural Education and Leadership.

Any member of the graduate faculty in this program holding doctoral faculty status can recommend qualifying faculty for Doctoral Faculty Status within this program. Recommendations should be sent to the Director of Graduate Studies. Members of the program’s doctoral graduate faculty can hold appointments within or outside the Department of Agricultural Education and Leadership. The Director of Graduate Studies will then take a vote among the doctoral faculty members holding primary appointments in the Department of Agricultural Education and Leadership.

Faculty holding greater than 50% administrative appointments are ineligible for voting on status.

Admissions

The Graduate Faculty in the program, who have primary appointments in the Department of Agricultural Education and Leadership, will vote on the admissions of all master’s students. Voting for admissions will be granted to those faculty members whose primary appointment is outside of the department when the student declares interest in their cognate area.

The Doctoral Faculty in the program, who have primary appointments in the Department of Agricultural Education and Leadership, will vote on the admissions of all doctoral students. Voting for admissions will be granted to those doctoral faculty members whose primary appointment is outside of the department when the student declares interest in their cognate area.
Should the group of faculty having primary appointments in the Department of Agricultural Education and Leadership exceed 4 faculty members, the Director of Graduate Studies retains the right to form a Graduate Admissions committee appointed of qualified faculty members to vote of the program faculty’s behalf.

Faculty holding greater than 50% administrative appointments are ineligible for voting on admissions.

**Committee Service**
Service on master’s and doctoral committees will follow the rules of the Graduate Faculty Senate with the following additions:

1. Chairing of a student’s master thesis committee requires a tenure track appointment and a doctoral degree. Faculty not meeting either requirement may co-chair a committee with a faculty member meeting the requirements.
2. Chairing of a student’s master non-thesis committee can be done by any Graduate Faculty member in this program.
3. Serving as a member of student’s master thesis or master non-thesis committee can be done by any Graduate Faculty member in this program. Serving as a member of student’s doctoral committee can be done by any Graduate Faculty member in this program holding a doctoral degree.
4. Chairing of a student’s doctoral committee can only be done by those faculty members holding Doctoral Faculty status in the department. Co-chairing may be done by a Graduate Faculty member in or outside the program as long as the other co-chair is a Doctoral Faculty member from this program. Co-chairs from outside the program require the approval of the Director of Graduate Studies OR a 2/3 vote of all Doctoral Faculty members in the department.

**Changes to Governance Policies**

Changes to any of the faculty governance policies can be recommended to the Director of Graduate Studies, who will then take a vote among the graduate faculty members holding primary, tenure track appointments in the Department of Agricultural Education and Leadership.

Faculty holding greater than 50% administrative appointments are ineligible for voting on policies.

**Should Ties Exist on Voting**

Should a tie in voting exist on any of the aforementioned policies, the Director of Graduate Studies will make the final decision.