

Master of Science in Agricultural Education and Communication

New Degree Proposal

Kansas State University Department of Communications

9/22/2011

New Degree Request – Kansas State University

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification (CIP code)	01.0899
2. Academic Unit	Department of Communications
3. Program Description	<p>The Master of Science in Agricultural Education and Communication offers professionals in the fields of agricultural education, agricultural communications, extension education, and related fields 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. The degree offers a master's thesis option with 30 total credit hours and a master's report option with 32 total credits. The curriculum entails a core of courses in research methods, and the philosophical contexts and theoretical foundations of the respective fields of interest. In addition, students pursuing the thesis option supplement this core with coursework in data analysis and thesis research while students pursuing the report option complete a creative component. The balance of coursework in the thesis option includes 12 hours of elective courses while report option students complete 22 hours of electives. All students select elective courses and design independent research and creative components with the supervision of a graduate committee.</p>
4. Demand/Need for the Program	<p>An online survey using Dillman's Tailored Design Method, was conducted in June of 2010 to determine a preliminary estimate of demand for the program. All Kansas Agricultural Education instructors (n = 169), Kansas State University Agricultural Communication Alumni (n = 195), and all KSRE Extension personnel (n = 50) were the sample for the survey. Of the 414 professionals surveyed, a total of 149 responses were received resulting in a 36% response. Seventy-five percent of the respondents reported they would likely enroll in the program. This number equates the demand of the program to provide 47 students enrolling within the first three years and an increased enrollment to 58 in the first four years of the program. This potential enrollment exceeds the standard by 150 percent for a master's degree level program 3-year enrollment expectation.</p>

<p>5. Comparative /Locational Advantage</p>	<p>Upon approval, this would be the only Kansas graduate program targeting the nearly 600 professionals in agricultural education, extension education and agricultural Communication professionals in the state. No other programs exist that target this specific population in the other Regents institutions. Other programs exist in education and in communication that provide master's level instruction, but they do not target this specific population with its unique needs. Therefore, the location of this program at Kansas State University within the College of Agriculture and the Department of Communications provides the faculty expertise and the commitment to this population of individuals. Furthermore, prospective graduate students in agricultural communication and extension education routinely seek graduate degrees in other states rather than pursuing study in other areas within the state. The proposed program would enable Kansas State University to serve a large pool of potential graduate students who currently satisfy their needs for graduate education in other states at institutions such as Oklahoma State University, the University of Florida, Texas Tech University and the University of Arkansas.</p>
<p>6. Curriculum</p>	<p><u>Core Courses</u> Categories for core courses include: Research Methods, Thesis/Report, Statistics/ Data Analysis & Interpretation, Philosophical Context, and Theoretical Foundations in the discipline (see Appendix 1 for listing of the courses). This will comprise 15 hours of course work for those choosing the thesis option and 10 hours of course work for students choosing the project option.</p> <p><u>Elective Courses</u> Elective hours will be selected by the student, and his/her graduate supervisory committee to best satisfy the professional development needs of the individual and to meet his/her intended goals for the graduate degree. Students will be strongly encouraged to expand their course selection to include courses from both the agricultural education and agricultural communication theoretical underpinnings in order to broaden their personal skill set to include pedagogy and message development and delivery. Electives will comprise 12 hours for students selecting the thesis option and 22 hours for individuals selecting the project option.</p> <p>No internships or practica are required for the program. Most of the potential students for this program will be practicing professionals in their respective occupations of extension educator, agricultural education teacher, or individuals employed in the agricultural communication profession.</p>

<p>7. Faculty Profile</p>	<p>This proposed degree program requires no additional costs or requirements in terms of faculty. The faculty required to operate the program are currently in place both at Kansas State University and via our membership in the Great Plains Ag IDEA Consortium.</p> <p>The Department of Communications currently employs five tenure-track faculty who are graduate faculty and hold terminal degrees. One of these faculty members holds the rank of Full Professor, while two are currently at the Associate Professor rank and two hold the Assistant Professor rank.</p> <p><u>Core faculty members at Kansas State University include the following:</u> Lauri Baker, Ph.D., Assistant Professor, Agricultural Communication and Journalism (recently nominated for graduate faculty status) Kristina Boone, Ph.D., Professor, Agricultural Communication and Journalism Jason Ellis, Ph.D., Assistant Professor, Agricultural Communication and Journalism (recently nominated for graduate faculty status) Steven Harbstreit, Ph.D., Associate Professor, Agricultural Education Shannon Washburn, Ph.D., Associate Professor, Agricultural Education</p>
<p>8. Student Profile</p>	<p>Currently approximately 180 agriculture teachers provide instruction in 168 high school programs in the state of Kansas. In addition, there are 232 Cooperative Extension agents with a focus on providing education in agriculture and youth development to the citizens of Kansas. There are 169 Kansas State University Agricultural Communications alumni. These three groups, agricultural education teachers, extension agents, and agricultural Communication professionals are the central student population to be targeted by the proposed degree. Additional populations of students, who possess no undergraduate degree in agricultural communication or agricultural education, would like to receive a master's degree in order to enhance their employability. These groups of students would take undergraduate leveling courses in addition to the graduate program of study made possible by this proposed program.</p> <p>Continued professional growth is central to success for employees in agricultural communication, agricultural education and extension education and this program will provide the framework for their professional development. In addition, there are numerous individuals involved in the communication of information about agriculture to both targeted audiences and the general public in Kansas. These groups make up the potential population and clientele for this program.</p>

<p>9. Academic Support</p>	<p>The academic support for the program will be provided by the faculty in the Department of Communications and a support staff person to handle the communication for enrollment procedures, scheduling meetings, and arranging for final project presentations/thesis defense, etc. Recently, an academic support staff position has been reorganized to generate additional time for prompt and efficient administration of the program. Some faculty are currently advising a number of M. S. students in Curriculum and Instruction due to academic appointments in the College of Education. When the program grows to the potential identified in the needs assessment, additional faculty time will be required for advisement and additional graduate records support staff will be needed to manage the program. The library currently contains adequate resources to effectively support this new program. No additional materials are required beyond normal additions. In addition, M.S. students will have access to academic computing resources with minimal additional costs to the department.</p> <p>The responsibilities associated with coordinating graduate programs in the Department of Communications will be appointed by the Department Head. A current faculty member – Shannon Washburn will serve as the initial Graduate Programs coordinator. Specific duties of the Graduate Program Coordinator will include the following:</p> <ul style="list-style-type: none"> • Provide overall program leadership • Oversee the work of the academic support person as related to graduate program needs • Serve as the primary liaison between the program and the Graduate School, the College of Agriculture, Ag IDEA faculty and administrative staff, Great Plains IDEA administrators, and other college and university entities involved with the management of graduate programs • Partner with the academic support staff in the initial communication with prospective students • Coordinate efforts to promote the program to applicable target audiences • Address prospective student questions regarding the application and admission process and consistently communicate with applicants on the status of their application materials • Lead faculty in admission decisions according to the admission criteria and deadlines outlined in this proposal • Direct the support staff in maintaining student files and tracking degree progress • Work with graduate faculty to ensure that program and student assessments are completed in a timely manner and that committees uphold the quality program standards outlined in this proposal
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<p>10. Facilities and Equipment</p>	<p><u>Anticipated facilities requirements</u> As the majority of new courses will be offered by distance learning technology, no new facilities other than those currently in existence will be required. Departmentally controlled classroom space in Umberger 317 and Waters Annex 104B will be sufficient for delivering the additional courses that are offered in a face to face format. Office space for the two graduate assistant positions to conduct research and teaching preparation is available in current departmentally controlled areas in the Umberger basement with minimum renovation/costs needed.</p> <p><u>New equipment required</u> No new equipment other than routine replacements will be required to offer this program. The internet infrastructure exists to adequately support this program and teaching equipment and facilities are adequate to provide a high quality program.</p> <p><u>Technology needs</u> The Department of Communications currently possesses the network, server, and online support services necessary for this new program. The department currently provides this support for the College of Agriculture and the State Cooperative Extension Service.</p> <p>Funds from a USDA outreach grant secured by Lauri Baker will enable the Department to purchase two site licenses for the Camtasia software for development of online course materials using a narrated PowerPoint format which will be coupled with the K-State Online format for online assessment instruments, group discussions, etc. Online course delivery protocols adopted by the Great Plains Ag IDEA consortium will be met using existing software and hardware capabilities. No additional technology will be required to support this proposed program beyond routine software updates and licensing and hardware updates currently built into the departmental academic budget</p>
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<p>11. Program Review, Assessment, Accreditation – formal assessment plan.</p>	<p><u>Program Review</u></p> <p>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 simply maintain open dialog to ensure consortium expectations are held high and consistently met or exceeded.</p> <p><u>Assessment Process</u></p> <p>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 prior to signing the M. S. ballot at program completion.</p> <p><u>M. S. Graduate Admission Survey</u></p> <p>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.</p>
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11. Continued	<p><u>M. S. Midpoint Self-Assessment Survey</u> The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Midpoint Self-Assessment Survey upon completing 12 hours of M. S. coursework. An email will be sent providing directions for accessing, completing, and submitting the Midpoint Self-Assessment Survey at this transition point. Students <i>must</i> make an appointment with their advisor at program mid-point to verify program progress.</p> <p><u>Midpoint Checklist for Advisor</u> At the mid-point of each M. S. student's program, the advisor will submit a checklist to assure that each student is making adequate progress toward program 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 <i>must</i> make an appointment with their advisor to ensure this mid-point progress report is completed regarding their progress in the program.</p> <p><u>M. S. Final Examination Rubric</u> The M. S. in Agricultural Education and Communication requires advisors and committee members jointly to complete the M. S. Final Examination Rubric prior to signing the M. S. ballot. The purpose of the rubric is to evaluate student performance throughout the program while utilizing the resulting data for program improvement.</p> <p><u>M. S. Graduate Exit Survey</u> The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Graduate Exit Survey prior to their scheduled Final Examination/Master's 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 prior to final program completion.</p>
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12. Costs, Financing	<p>As a result of a reorganization of scheduled undergraduate course offerings in the department, the recent addition of an instructor line to the Department of Communication faculty team, the recent hire of two new tenure line faculty, and the reorganization of a current academic support personnel position, no additional faculty or resources will be necessary to implement the program. Specifically, these organizational changes have been made with a focus on enabling the department to expand its emphasis to encompass a graduate degree. Five undergraduate courses in Agricultural Education which had historically been offered twice per year have been moved to the Fall semester only and one undergraduate course that had been offered twice per year has been moved to the Spring semester only for increased efficiency and to open faculty scheduling to offer graduate course work. In addition, utilizing Student Credit Hour generated fee increases, an Instructor level position has been added to the Agricultural Education faculty team during the Fall 2011 semester in order that tenure-track faculty could add graduate coursework to their load. With the recent departure of two Agricultural Communications and Journalism faculty at the Assistant Professor and Instructor ranks, the Department has been able to convert the Instructor position to an Assistant Professor position thereby enabling the Summer 2011 start dates of Dr. Lauri Baker and Dr. Jason Ellis, thereby enabling the program to double the number of graduate faculty in Agricultural Communications and Journalism. These two new hires were approved for Graduate faculty membership in the Fall 2011 semester. Finally, the recent transition of employment in an academic support personnel position has facilitated the Department in re-configuring this position to include academic support for a graduate program. All of these changes which have occurred over the past six months reflect the Department's commitment to implementing our Strategic plan by expanding graduate programming without requesting additional faculty resources within a challenging budgetary context. Costs for student recruitment will be derived from existing Departmental and College recruitment allocations.</p>
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**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:

Master of Science in Agricultural Education and Communication

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours (Thesis Option)	Credit Hours (Project Option)
Core Courses	EDCEP 816 – Research Methods	3	3
	OR EDLEA 838 – Qual Research in Educ.	3	3
	OR SOCIO 824 – Qualitative Methodology	3	3
	EDSEC 620 – Hist. & Phil of Career & Tech Ed	3	3
	OR AGED 830 – Hist. & Phil of Land Grant	3	3
	AGED 840 – Adv. Theory & Meth of Tchg Ag	3	3
	OR AGCOM 844 – Theory of Ag. Comm.	3	3
	AGED 810 – Soc. Data Anlysis in Ag Comm/Ed	3	0
Electives	To be determined by student and committee	12	22
Research	AGED 899 – Master’s Thesis	6	0
	OR AGED 890 – Master’s Project	0	1
Practica	None Required	0	0
	Total	30	32

IMPLEMENTATION YEARFY 2012

Fiscal Summary for Proposed Academic Programs

Institution Kansas State University

Proposed Program: M.S. in Agricultural Education and Communications

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	3	20	8	30	8	30
B. Total SCH taken by all students in program	174		320		320	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u> Salaries	258,672				29,744	
OOE	7,526					
Total	266,198					

Indicate source and amount of funds if other than internal reallocation:

Approved: _____

Form Revised: September 2003

New Degree Request – Kansas State University

Basic Program Information

Proposing Institution: Kansas State University
 Title of Proposed Program: Agricultural Education and Communication
 Degree(s) to be offered: Master of Science in Agricultural Education and Communication
 Anticipated Date of Implementation: Summer 2012
 Responsible Department: Department of Communication
 Center of Education Statistics Code:

Program Proposal Narrative

A. Program Need and Student Characteristics:

The mission of Kansas State University is to “foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.” This proposed Master of Science 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. These are central issues directly tied to the mission of Kansas State University.

With a new administration in place at Kansas State, our goals for 2025 have placed an increased emphasis upon research and graduate education which will move Kansas State University into the top 50 research institutions in the U.S. This proposed program, with its innovativeness and flexibility, has the potential to assist the university in expanding the graduate student population with the addition of a new program. In addition it is anticipated that approximately one-third of the students served in the program will pursue thesis research and the remaining students will be engaged in action research through non-thesis projects. These students will assist the University in addressing the 2025 goal by creating an opportunity for graduate level research and scholarship not currently available to students or faculty in the existing Agricultural Education or Agricultural Communications and Journalism programs.

Currently approximately 180 agriculture teachers provide instruction in 168 high school programs in the state of Kansas. In addition, there are 232 Cooperative Extension agents with a focus on providing education in agriculture and youth development to the citizens of Kansas. There are 169 Kansas State University Agricultural Communications alumni.

These three groups, agricultural education teachers, extension agents, and agricultural Communication professionals are the central student population to be targeted by the proposed degree. Additional populations of students, who possess no undergraduate degree in agricultural communication or agricultural education, would like to receive a Master's degree in order to enhance their employability. These groups of students would take undergraduate leveling courses in addition to the graduate program of study made possible by this proposed program.

Continued professional growth is central to success for employees in agricultural communication, agricultural education and extension education and this program will provide the framework for their professional development. In addition, there are numerous individuals involved in the communication of information about agriculture to both targeted audiences and the general public in Kansas. These groups make up the potential population and clientele for this program.

Upon approval, this would be the only Kansas graduate program targeting the nearly 600 professionals in agricultural education, extension education and agricultural Communication professionals in the state. No other programs exist that target this specific population in the other Regents institutions. Other programs exist in education and in communication that provide Master's level instruction, but they do not target this specific population with its unique needs. Therefore, the location of this program at Kansas State University within the College of Agriculture and the Department of Communications provides the faculty expertise and the commitment to this population of individuals. Furthermore, prospective graduate students in agricultural communication and extension education routinely seek graduate degrees in other states rather than pursuing study in other areas within the state. The proposed program would enable Kansas State University to serve a large pool of potential graduate students who currently satisfy their needs for graduate education in other states at institutions such as Oklahoma State University, the University of Florida, Texas Tech University and the University of Arkansas.

The Master of Science in Agricultural Education and Communication would not be competitive with, but rather complimentary to the current Master's Programs in Journalism and Mass Communication and in Communication Studies or the Master of Science in Curriculum and Instruction. Elective courses have been requested for addition to the program of study for the proposed degree from Journalism and Mass Communication, Communication Studies, English and Horticulture. No courses were recommended by the Journalism and Mass Communication faculty or by the Communication Studies faculty.

Similar programs exist at Land Grant institutions in neighboring states: University of Missouri, University of Arkansas, and Oklahoma State University. These institutions, other Land Grant Universities, and Kansas State University cooperate in an agricultural distance education consortium (Ag IDEA). The proposed program would utilize the Ag IDEA partnership to expand course offerings for students while keeping a focus on efficient use of limited resources. In so doing, program inputs would be maximized by

enabling current faculty members to specialize in their contribution to the IDEA consortium while increasing class sizes by serving students in graduate programs outside the state of Kansas. Furthermore, prospective students of this program would have the benefit of receiving graduate coursework from the experts within their respective fields at other institutions without the complications that arise from attempting to transfer graduate coursework to Kansas State. Partner institutions who have agreed to share in this AG IDEA Program include the following:

- University of Arkansas
- California State University – Chico
- Clemson University
- University of Georgia
- University of Missouri
- Montana State University
- North Carolina State University
- The Ohio State University
- Oklahoma State University
- Texas Tech University

An online survey using Dillman's Tailored Design Method, was conducted in June of 2010 to determine a preliminary estimate of demand for the program. All Kansas Agricultural Education instructors (n = 169), Kansas State University Agricultural Communication Alumni (n = 195), and all KSRE Extension personnel (n = 50) were the sample for the survey. Of the 414 professionals surveyed, a total of 149 responses were received resulting in a 36% response. Seventy-five percent of the respondents reported they would likely enroll in the program. This number equates the demand of the program to provide 47 students enrolling within the first three years and an increased enrollment to 58 in the first four years of the program. This potential enrollment exceeds the standard by 150 percent for a Master's degree level program 3-year enrollment expectation. Further data analysis showed 72 percent of the respondents preferred to take coursework online. These results indicate the target audience will respond positively to the asynchronous distance delivery design of this Master's degree using the Ag IDEA courses and will likely provide great demand for the program. Furthermore, the Ag IDEA consortium will enable the program to serve similar audiences across state lines providing a larger pool of potential students.

Demographic characteristics of the respondents showed the typical prospective student is female (52.70%), has been in their current position under 10 years (67.22%), lives greater than 50 miles from Manhattan, Kansas (67.27%), and is under 35 years of age (65.57%). The potential outcome for the respondents will equate to upward mobility in their current organizations, higher salaries, and the ability to move into managerial or administrative positions.

Admission Guidelines

Admission deadlines for guaranteed review of applications are October 1 for spring admission, March 1 for summer admission and May 1 for fall admission. Applications received after the deadline are not guaranteed to be reviewed until the following review period. Admission to the Master of Science degree program in Agricultural Education and Communication requires the following:

1. For graduates from colleges and universities in the United States
 - a. A bachelor's degree from a college or university accredited by the cognizant regional accrediting agency.
 - b. Grade point average (GPA) of 3.0 or higher on a 4.0 scale in the last 60 hours of coursework. This GPA is based only on courses graded on a multi-level scale, usually A, B, C, D, F.
 - c. For students who do not meet the above stated GPA requirement, an alternative would be a combined verbal/quantitative score of 1,000 or higher on the Graduate Record Examination for tests taken before August 1, 2011 OR a combined verbal/quantitative score of 210 or higher on the Graduate Record Examination for tests taken after August 1, 2011.
 - d. Recommendation letters from three people knowledgeable of the applicant's professional qualifications.
 - e. A statement of purpose for pursuing the Master's degree

2. For graduates of foreign colleges and universities

All international students admitted must demonstrate the same level of achievement as U.S. students. That is, they must hold a degree from an established institution comparable to a college or university in the United States, have an outstanding undergraduate record, have the demonstrated ability to do graduate work, and provide evidence of language proficiency sufficient for the pursuit of a graduate degree. Admission may be denied to students from technical schools, which may provide excellent training in special areas, but do not offer degrees equivalent to those of colleges and universities. International students are also required to provide recommendation letters from three people knowledgeable of the applicant's professional qualifications and a statement of purpose for pursuing the Master's degree.

Each international applicant whose native language is not English must demonstrate competence in the English language by achieving a satisfactory score (defined below) on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) and Pearson Test of English (PTE). The TOEFL, IELTS or PTE is required to ensure that the student's progress toward a degree is not jeopardized by language barriers. The TOEFL (K-State TOEFL school code 6334) is offered several times a year throughout the world by the Educational Testing Service, Princeton, New Jersey. International applicants are advised to take the TOEFL as early as possible to avoid delays in the processing of their applications for admission. An applicant who has

received a degree in the last two years from a United States college or university is exempt from this requirement.

English Proficiency Requirements

- Applicants who are submitting IBT TOEFL (Internet based) scores must have a minimum total score of 79 with no part score below 20 on the reading, listening, and writing sections.
- Applicants who are submitting paper-based TOEFL (PBT) test scores must have a minimum total score of 550 with no part score below 55 on reading or listening sections and a TWE (Test of Written English) score of 5.0 or higher.
- Applicants who are submitting an IELTS score must have a minimum total score of 6.5 with part scores of 6.5 or higher on the reading, listening, and writing sections.
- Applicants who are submitting a Pearson Test of English (PTE) score must have a minimum total score of 58 with part scores of 58 or higher.

Applicants who do not meet the scores specified above must meet the following criteria during the first semester of enrollment in order to satisfy the English proficiency requirement:

- Applicants with **one or two** low part scores (14-19 IBT, 48-54 PBT, 5.0-6.4 IELTS, or 47-57 PTE) must successfully complete one or more of the specified classes based on the section of the examination that is below the minimum (20 IBT; 55 on reading or listening sections and a TWE of less than 5.0 on PBT; 6.5 IELTS; 58 PTE):
 - DAS 176 – Reading Skills
 - DAS 177 – Written Communication
 - DAS 178 – Listening Skills

Waivers will not be approved.

- Applicants with **three** part scores below 20 IBT, 55 PBT, 6.5 IELTS, or 58 PTE are required to take the English Proficiency Test (EPT) and successfully complete the English course(s) specified on their EPT score reports. Waivers will not be approved.
- Applicants with any one score below 14 IBT, 48 PBT, 5.0 IELTS, or 47 PTE must take the English Proficiency Test and successfully complete full time intensive English. Waivers will not be approved.

B. Curriculum of the Proposed Program

The curriculum is designed to meet the needs of Agricultural Communication Professionals, Cooperative Extension Agents, and Secondary Agricultural Education teachers. These disciplines often are housed in the same departments across the nation because of their theoretical and practical synergies. While the similarities in practical application are strong, the differences in theoretical underpinnings make graduate studies particularly complimentary. Communication draws theory heavily from sociology and to a lesser extent from psychology while education pulls more heavily from psychology. The end purposes of agricultural education are focused on the accurate and effective pedagogical delivery of agricultural messages in formal and informal educational settings such as secondary school-based programs, cooperative extension agencies and community based/non-profit approaches to expanding agricultural literacy among the general public. Agricultural communication is focused on development of messaging systems that result in internalization of messages and often persuasion. In practical application, agricultural educators work alongside agricultural communicators through campaigns and in local settings. In international settings, particularly in developing countries, the practical applications of these fields are even more closely intertwined. The curriculum of the proposed program is designed to enable current and future professionals in these fields to cross-train with their peers in both fields. A copy of the proposed curriculum is provided as Appendix 1. The Student Learning Outcomes (objectives) for the proposed Master's program follow.

Student Learning Outcomes

1. KNOWLEDGE

a. Research and Scholarship

Demonstrate knowledge of research methodology and data interpretation within 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 as well as the philosophical underpinnings of these fields.

c. Theoretical Foundations

Demonstrate knowledge of the theoretical foundations underlying the students' professional career 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 Agricultural Education and Communication.

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 role, provide leadership in interactions with peers, and contribute service to their profession.

c. Ethical Behavior

Recognize and address ethical behavior within their professions.

Required Coursework

The curriculum will consist of a common core of courses and elective courses chosen to meet the needs of the individual student. Options include either a thesis (30 hours of course work) or project (32 hours of coursework).

Core Courses

Categories for core courses include: Research Methods, Thesis/Report, Statistics/ Data Analysis & Interpretation, Philosophical Context, and Theoretical Foundations in the discipline (see Appendix 1 for listing of the courses). This will comprise 15 hours of course work for those choosing the thesis option and 10 hours of course work for students choosing the project option.

Elective Courses

Elective hours will be selected by the student, and his/her graduate supervisory committee to best satisfy the professional development needs of the individual and in order to meet their intended goals for the graduate degree. Students will be strongly encouraged to expand their course selection to include courses from both the agricultural education and agricultural communication theoretical underpinnings in order to broaden their personal skill set to include pedagogy and message development and delivery. Electives will comprise 12 hours for students selecting the thesis option and 22 hours for individuals selecting the project option.

No internships or practica are required for the program. Most of the potential students for this program will be practicing professionals in their respective occupations of extension educator, agricultural education teacher, or individuals employed in the agricultural communication profession.

C. Program Faculty

This proposed degree program requires no additional costs or requirements in terms of faculty. The faculty required to operate the program are currently in place both at Kansas State University and via our membership in Great Plains Ag IDEA.

As a result of a reorganization of scheduled undergraduate course offerings in the department, the recent addition of an instructor line to the Department of Communication faculty team, the recent hire of two new tenure line faculty, and the reorganization of a current academic support personnel position, no additional faculty or resources will be necessary to implement the program. Specifically, these organizational changes have been made with a focus on enabling the department to expand its emphasis to encompass a graduate degree. Five undergraduate courses in Agricultural Education which had historically been offered twice per year have been moved to the Fall semester only and one undergraduate course that had been offered twice per year has been moved to the Spring semester only for increased efficiency and to open faculty scheduling to offer graduate course work. In addition, the College of Agriculture has recently funded an Instructor level position for addition to the Agricultural Education faculty team during the Fall 2011 semester in order that tenure-track faculty could add graduate coursework to their loads. With the recent departure of two Agricultural Communications and Journalism faculty at the Assistant Professor and Instructor ranks, the Department has been able to convert the Instructor position to an Assistant Professor position, enabling the Summer 2011 start dates of Dr. Lauri Baker and Dr. Jason Ellis, and allowing the program to double the number of graduate faculty in Agricultural Communications and Journalism. These two new hires were approved for Graduate faculty membership in the Fall 2011 semester. Finally, the recent transition of employment in an academic support personnel position has facilitated the Department in re-configuring this position to include academic support for a graduate program. All of these changes which have occurred over the past six months reflect the Department's commitment to implementing our Strategic plan by expanding graduate programming without requesting additional faculty resources within a challenging budgetary context.

The Department of Communications currently employs five tenure-track faculty who are graduate faculty and hold terminal degrees. One of these faculty members holds the rank of Full Professor, while two are currently at the Associate Professor rank and two hold the Assistant Professor rank.

Core faculty members at Kansas State University include the following:

Lauri Baker, Ph.D., Assistant Professor, Agricultural Communication and Journalism
 Kristina Boone, Ph.D., Professor, Agricultural Communication and Journalism
 Jason Ellis, Ph.D., Assistant Professor, Agricultural Communication and Journalism
 Steven Harbstreit, Ph.D., Associate Professor, Agricultural Education
 Shannon Washburn, Ph.D., Associate Professor, Agricultural Education

In addition, the following faculty members will be contributing members of the program by virtue of their alliance with the Great Plains Ag IDEA Consortium:

University of Arkansas

Leslie Edgar, Assistant Professor, Agricultural Communication
Donna Graham, Professor, Agricultural Education
Don Johnson, Professor, Agricultural Education
Jefferson Miller, Associate Professor, Agricultural Communication
George Wardlow, Professor, Agricultural Education

California State University – Chico

Mollie Aschenbrenner, Assistant Professor, Agricultural Education

Clemson University

Tom Dobbins, Professor, Agricultural Education

University of Georgia

Dennis Duncan, Associate Professor, Agricultural Education
Nick Fuhrman, Assistant Professor, Extension Education
Diana King, Assistant Professor, Agricultural Education
Chris Morgan, Assistant Professor, Agricultural Communication
Jason Peake, Assistant Professor, Agricultural Education

University of Missouri

Anna Ball, Associate Professor, Agricultural Education
Tracy Kitchel, Associate Professor, Agricultural Education
Jon Simonsen, Assistant Professor, Agricultural Education

Montana State University

Martin Frick, Professor, Agricultural Education
Shannon Arnold, Assistant Professor, Agricultural Education

North Carolina State University

Barry Croom, Associate Professor, Agricultural Education
Jim Flowers, Professor, Agricultural Education
Jay Jayaretno, Assistant Professor, Extension Education
Mark Kistler, Assistant Professor, Extension Education
Gary Moore, Professor, Agricultural Education
Wendy Warner, Assistant Professor, Agricultural Education
Beth Wilson, Associate Professor, Agricultural Education

Ohio State University

Jamie Cano, Associate Professor, Agricultural Education
Emily Rhoades, Assistant Professor, Agricultural Communication
Suzie Whittington, Associate Professor, Agricultural Education

Oklahoma State University

Cindy Blackwell, Assistant Professor, Agricultural Communication
 Dwayne Cartmell, Associate Professor, Agricultural Communication
 Craig Edwards, Professor, Agricultural Education
 Kathleen Kelsey, Professor, Agricultural Education
 Shane Robinson, Assistant Professor, Agricultural Education
 Shelly Peper Sitton, Professor, Agricultural Communication
 Rob Terry, Professor, Agricultural Education
 Bill Weeks, Professor, Agricultural Education

Texas Tech University

Cindy Akers, Associate Professor, Agricultural Communication
 Scott Burris, Assistant Professor, Agricultural Education
 David Doerfert, Professor, Agricultural Communication
 Erica Irlbeck, Assistant Professor, Agricultural Communication
 David Lawver, Professor, Agricultural Education
 Courtney Meyers, Assistant Professor, Agricultural Communication
 Jon Ulmer, Assistant Professor, Agricultural Education

Graduate Assistants

Currently, two graduate assistantships exist in the Department – one to assist with undergraduate course delivery and faculty research in Agricultural Education and one to assist with undergraduate course delivery and faculty research in Agricultural Communications and Journalism. These assistantships are awarded on a competitive application and interview basis to students with the requisite industry and academic ability to be productive in assisting faculty with course delivery and research demands.

Because the majority of anticipated students in the proposed program are practitioners with full time employment, it is anticipated that demand for graduate assistantships will be low. Therefore, no additional graduate assistantship needs are anticipated at this time.

D. Academic Support

The academic support for the program will be provided by the faculty in the Department of Communications and a support staff person to handle the communication for enrollment procedures, scheduling meetings, and arranging for final project presentations/thesis defense, etc. Recently, an academic support staff position has been reorganized to generate additional time for prompt and efficient administration of the program. Some faculty are currently advising a number of M. S. students in Curriculum and Instruction due to academic appointments in the College of Education. When the program grows to the potential identified in the needs assessment, additional faculty time will be required for advisement and additional graduate records support staff will be needed to manage the program. As support staff needs grow (projected by program year three, internal funding sources will be reallocated to make an additional support staff hire. The library currently contains adequate resources to effectively support this new program. No additional materials are required beyond normal additions. In addition,

M.S. students will have access to academic computing resources with minimal additional costs to the department.

The responsibilities associated with coordinating graduate programs in the Department of Communications will be appointed by the Department Head. A current faculty member – Shannon Washburn will serve as the initial Graduate Programs coordinator. Specific duties of the Graduate Program Coordinator will include the following:

- Provide overall program leadership
- Oversee the work of the academic support person as related to graduate program needs
- Serve as the primary liaison between the program and the Graduate School, the College of Agriculture, Ag IDEA faculty and administrative staff, Great Plains IDEA administrators, and other college and university entities involved with the management of graduate programs
- Partner with the academic support staff in the initial communication with prospective students
- Coordinate efforts to promote the program to applicable target audiences
- Address prospective student questions regarding the application and admission process and consistently communicate with applicants on the status of their application materials
- Lead faculty in admission decisions according to the admission criteria and deadlines outlined in this proposal
- Direct the support staff in maintaining student files and tracking degree progress
- Work with graduate faculty to ensure that program and student assessments are completed in a timely manner and that committees uphold the quality program standards outlined in this proposal

E. Facilities and Equipment

Anticipated facilities requirements

As the majority of new courses will be offered by distance learning technology, no new facilities other than those currently in existence will be required. Departmentally controlled classroom space in Umberger 317 and Waters Annex 104B will be sufficient for delivering the additional courses that are offered in a face to face format. Office space for the two graduate assistant positions to conduct research and teaching preparation is available in current departmentally controlled areas in the Umberger basement with minimum renovation/costs needed.

New equipment required

No new equipment other than routine replacements will be required to offer this program. The internet infrastructure exists to adequately support this program and teaching equipment and facilities are adequate to provide a high quality program.

Technology needs

The Department of Communications currently possesses the network, server, and online support services necessary for this new program. The department currently provides this support for the College of Agriculture and the State Cooperative Extension Service.

Funds from a USDA outreach grant secured by Lauri Baker will enable the Department to purchase two site licenses for the Camtasia software for development of online course materials using a narrated PowerPoint format which will be coupled with the K-State Online format for online assessment instruments, group discussions, etc. Online course delivery protocols adopted by the Great Plains Ag IDEA consortium will be met using existing software and hardware capabilities. No additional technology will be required to support this proposed program beyond routine software updates and licensing and hardware updates currently built into the departmental academic budget.

F. 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 simply maintain open dialog to ensure consortium expectations are held high and consistently met or exceeded.

Program 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 prior to signing the M. S. ballot at program completion.

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.

M. S. Midpoint Self-Assessment Survey

The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Midpoint Self-Assessment Survey upon completing 12 hours of M. S. coursework. An email will be sent providing directions for accessing, completing, and submitting the Midpoint Self-Assessment Survey at this transition point. Students *must* make an appointment with their advisor at program mid-point to verify program progress.

Midpoint Checklist for Advisor

At the mid-point of each M. S. student's program, the advisor will submit a checklist to assure that each student is making adequate progress toward program 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 their advisor to ensure this mid-point progress report is completed regarding their progress in the program.

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 prior to signing the M. S. ballot. The purpose of the rubric is to evaluate student performance throughout the program while utilizing 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 prior to their scheduled Final Examination/Master's 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 prior to final program completion.

The following Student Learning Outcomes listed previously will be utilized 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 career 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 role, provide leadership in interactions with peers, and contribute service to their 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 current plans to seek program accreditation as none are available related to this degree program.

Appendices

Appendix 1.....	Proposed Curriculum
Appendix 2.....	Departmental letters of consent on course enrollment
Appendix 3.....	Graduate Deans Agreement – Great Plains IDEA
Appendix 4.....	Appendix K – Collaborative Program/Degree Procedures

Appendix 1
CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

Proposed Master of Science in Agricultural Education and Communication

Course	Thesis Option	Project Option
Course Requirement Overview	18	10
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. Creative Component	0	1
Elective Courses	12	22
Total Hours	30	32
A. Research Methods (<i>Choose One of the Following</i>)	3	3
EDCEP 816 - Research Methods		
EDLEA 838 - Qualitative Research in Education		
SOCIO 824 - Qualitative Methodology		
B. Philosophical Context (<i>Choose One of the Following</i>)	3	3
EDSEC 620 - History & Philosophy of Career and Technical Education		
AGED 830 - History and Leadership of the Land Grant		
C. Theoretical Foundation (<i>Choose One of the Following</i>)	3	3
AGED 840 – Advanced Theory and Methods of Teaching Agriculture		
AGCOM 844 - Theory of Agricultural Communication		
D. Data Analysis & Interpretation	3	0
AGED 810 – Social Data Analysis in Communication & Agricultural Education		
E1. Thesis Research	6	0
AGED 899 - Master's Thesis		
E2. Creative Component	0	1
AGED 890 - Master's Project		

Electives		12	22
AGCOM 610	Crisis Communication		
AGCOM 712	Environmental Communication		
AGCOM 810	Scientific Communication		
AGED 615	Laboratory and Safety Techniques in Teaching Agriculture		
AGED 621	Program Planning in Agricultural Education		
AGED 704	Extension Organization and Programs		
AGED 705	Organization Problems in Teaching Agricultural Mechanics		
AGED 706	Principles of Teaching Adults in Extension		
AGED 734	Practicum in Agriculture-Related Occupations		
AGED 736	Practicum in Extension Education		
AGED 786	Topics in Agricultural Education		
AGED 823	Agricultural Education for Beginning Teachers		
AGED 824	Young Farmer and Adult Farmer Education in Agriculture		
AGED 850	Curriculum Development in Agriculture I		
AGED 852	Curriculum Development in Agriculture II		
AGED 855	Field Studies in Agricultural Education		
AGED 858	Program Planning and Evaluation in Agricultural and Extension Education		
AGED 859	Management of Volunteers in Agricultural and Extension Education		
ENGL 510	Introduction to Professional Writing		
ENGL 759	Studies in Technical Communication		
RRES 635	Methods of Environmental Interpretation		
RRES 640	Advanced Environmental Interpretation		

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

Appendix 2

Shannon Washburn

From: Steve Harbstreit <srh@ksu.edu>
Sent: Tuesday, September 06, 2011 9:47 AM
To: Shannon Washburn
Subject: Fwd: M.S Program From Ken Hughey

Begin forwarded message:

From: Ken Hughey <khughey@ksu.edu>
Date: September 6, 2011 9:38:42 AM CDT
To: Steve Harbstreit <srh@ksu.edu>
Subject: Fwd: M.S Program

Presented below is your email and my response.
Any questions, let me know.
Ken

Begin forwarded message:

From: Ken Hughey <khughey@ksu.edu>
Date: February 21, 2011 8:23:39 AM CST
To: Steve Harbstreit <srh@ksu.edu>
Subject: Re: M.S Program

Steve,
Based on the estimated numbers and information provided, there are no concerns.
Any questions, let me know.
Ken

On Feb 17, 2011, at 10:09 AM, Steve Harbstreit wrote:

Hi Ken; As we discussed this morning, I have attached the program proposal form for our new M.S. in Communications and Agricultural Education. The course we discussed that would touch your department would be EDCEP 816 Research Methods. This would be an option for our students to take in the online version. Other courses will be available for them to choose but we wanted this to be a possibility if students felt that this course best met their needs. Please let us know ASAP if you have any concerns about this as we are trying to move this forward through the system. If you have any questions or wish to discuss this further, please let me know!!!

Thanks!!!

Steve

Dr. Steven R. Harbstreet
Coordinator
Agricultural Education
111 Umberger Hall
Department of Communications
Kansas State University
Manhattan KS 66506
785.532.5928
srh@ksu.edu

<New Program Proposal 27 January 2011 sgw.docx>

Kenneth F. Hughey, PhD
Professor and Chair
Special Education, Counseling, and Student Affairs
Kansas State University
Manhattan, KS 66506-5312
785-532-5541/6445
khughey@ksu.edu

Kenneth F. Hughey, PhD
Professor and Chair
Special Education, Counseling, and Student Affairs
Kansas State University
Manhattan, KS 66506-5312
785-532-5541/6445
khughey@ksu.edu

Shannon Washburn

From: Steve Harbstreit <SRH@ksu.edu>
Sent: Tuesday, September 06, 2011 9:48 AM
To: Shannon Washburn
Subject: Fwd: Our New Masters Degree Proposal from David Thompson

Begin forwarded message:

From: David Thompson <thomsond@ksu.edu>
Date: September 6, 2011 9:46:33 AM CDT
To: Steve Harbstreit <SRH@ksu.edu>
Cc: Trudy Salsberry <tas@ksu.edu>
Subject: Re: Our New Masters Degree Proposal

Steve:

We would welcome your students. Starting next year, it will be offered every spring. I will copy to Dr. Trudy Salsberry, who can assist you in knowing more about space and availability of offerings. David

On Sep 6, 2011, at 9:32 AM, Steve Harbstreit wrote:

Hi David; It was good to see you at Little Apple the other night. Glad things are going well for you.

On another note, we are proposing a new M.S. in Agricultural Education and Communications in our new home in the Department of Communications here in the College of Agriculture. The target audience for this degree program include current high school teachers of agriculture, county extension agents, and agriculture communications professionals looking to improve their professional skills. As part of that degree, we would like students to have the option to take EDLEA 838 Qualitative Research in Education as an option in the Research area. It would probably add somewhere between 5 and 10 students per year to the class.

I thought that I had already asked you about this but in digging through my materials, I found that I had not done so and I am sorry for this last minute request. The proposal goes to the graduate school this Friday so if possible, I would like to receive your response by then.

If you have any questions, please let me know.

Thanks!!!!

Steve

Dr. Steven R. Harbstreit
Coordinator
Agricultural Education
111 Umberger Hall
Department of Communications
Kansas State University
Manhattan KS 66506
785.532.5928
srh@ksu.edu

Dr. David Thompson
Professor and Chair
Department of Educational Leadership
thomsond@ksu.edu
Ph: 785.532.5535
Fax: 785.532.7304

Shannon Washburn

From: Kris Boone <kboone@ksu.edu>
Sent: Wednesday, September 07, 2011 5:51 PM
To: sgw@ksu.edu
Subject: Fwd: SOCIO824 Qualitative Methods

----- Forwarded Message -----

From: "A E Cauble" <bcauble@ksu.edu>
To: "Kris Boone" <kboone@k-state.edu>
Sent: Wednesday, September 7, 2011 5:46:02 PM
Subject: SOCIO824 Qualitative Methods

Hi Kris,

I spoke with the instructor of the course, Dana Britton, today. She was out of town. Dana said the course can handle more students, so we are fine with SOCIO824 Qualitative Methods being part of your proposed major requirements.

Betsy

--
A. Elizabeth Cauble, Head
Dept. of Sociology, Anthropology, and Social Work
204 Waters Hall
Manhattan, KS 66506-4003
785.532.6865

--
Kristina M. Boone, Ph.D.
Professor and Head
Department of Communications
Kansas State University
301 Umberger Hall
Manhattan, KS 66506
OFFICE: 785.532.5804
FAX 785.532.5633
CELL: 785.313.9090

Shannon Washburn

From: Karin Westman <westmank@ksu.edu>
Sent: Monday, August 29, 2011 12:16 PM
To: Kris Boone
Cc: sgw@ksu.edu; marzluf@ksu.edu; tadayton@ksu.edu; hyu1@ksu.edu
Subject: Re: MS proposal for AgEd and Comm

Hi Kris,

Thanks for your note --

Please consider this email the official statement of support from the English Department for your proposal to include ENGL 510 and ENGL 759 as elective courses.

I'm copying Tim Dayton (our Director of Graduate Studies), Phillip Marzluf (the Track Head for our Graduate Track in Composition & Rhetoric), and Han Yu (the coordinator for the Technical Writing and Professional Communication Graduate Certificate) on this reply, so they are aware of the new MA and are in the loop!

Best wishes,

Karin

Karin E. Westman
 Department Head & Associate Professor
 Department of English, Kansas State University
 108 English / Counseling Services Building Manhattan, KS 66506 westmank@ksu.edu ~ 785.532.2171
<http://www.ksu.edu/english/westmank>

At 10:54 AM 8/29/2011, Kris Boone wrote:

>Hi Karin,

>

>Thanks for returning my call. I know it is a hectic time. We are
 >finalizing a proposal for a master's degree in agricultural education
 >and communications and believe two of your classes would be great
 >elective classes. The ones we are hoping to include are ENGL 510
 >(Intro to Professional Writing) and ENGL 759 (Studies in Technical
 >Communication). At a max, it would only add about two to five students
 >per year, but I feel these are excellent additions to the curriculum.
 >I hope it also opens doors for our students to pursue the Technical
 >Writing and Professional Communication Graduate Certificate. Please
 >let me know what you think.

>

>Kris

>

>

>--

>Kristina M. Boone, Ph.D.

>Professor and Head

>Department of Communications



Department of Horticulture,
Forestry and Recreation
Resources
2021 Throckmorton Plant
Sciences Center
Manhattan, KS 66506-5506
785-532-6170
Fax: 785-532-6949
http://www.oznet.ksu.edu/dp_hfr

August 29, 2011

TO: Kris Boone

FR: Stuart Warren, Professor and Head

A handwritten signature in black ink, appearing to read 'Stuart Warren', written over the printed name.

RE: Master's Degree Proposal for Agricultural Education and Communications

Thank you for contacting me about listing RRES 635 Methods of Environmental Interpretation and RRES 640 Advanced Methods of Environmental Interpretation as elective courses in the Master's degree for Agricultural Education and Communications. I believe this promotes synergy among our programs and leverages our resources well.

To whom it may concern,

Please consider this my statement of support, as the Department Chair for Curriculum and Instruction, for the proposal from Agriculture for a new Master's of Science in Communications and Agricultural Education. I circulated the entire proposal to our College of Education Academic Affairs Committee and to faculty and staff in Curriculum and Instruction. In addition, Dr. Harbstreit, Dr. Washburn, and I presented this proposal to the Curriculum and Instruction faculty at our last department meeting on February 17, 2011. There have not been any objections to the proposal. Please do not hesitate to contact me if you have any questions.

Sincerely,

Gail Shroyer
Professor and Chair
Curriculum and Instruction

Appendix 3

Great Plains IDEA
Policy & Procedure Manual

Appendix A.1

GRADUATE DEANS AGREEMENT
GREAT PLAINS INTERACTIVE DISTANCE EDUCATION ALLIANCE (GREAT PLAINS IDEA)

Adopted October 30, 2001, Updated March 18, 2003, December 6, 2010

The Graduate Deans of the Universities that are members of the Great Plains IDEA and that are participating in the Master's and graduate certificate programs offered through the Great Plains IDEA, on behalf of their respective Graduate Faculties, have agreed to the following principles and procedures in order to facilitate the development and delivery of inter-institutional graduate programs through their institutions.

Principle 1:

The participating Graduate Schools mutually respect the academic standards and quality of the academic departments involved in this joint program, therefore:

- 1.1 Courses approved for delivery by this program will be considered inter-institutional courses and will be exempt from transfer credit policies.
- 1.2 Faculty members who provide instruction in this program must carry graduate faculty status at their home institution; however, further documentation or approval will not be required by the other members of the Alliance.
- 1.3 Students admitted as degree-seeking students in Great Plains IDEA programs will be accepted automatically by all other members of the Alliance for enrollment in courses that are part of the curricula of Great Plains IDEA programs. Admission to a Great Plains IDEA program will be based on the criteria established at each participating institution and program pre-requisites established for the Alliance Program to which admission is sought. Institutions are encouraged not to require the GRE.
- 1.4 The number of students that may be admitted to the program by each participating institution will be determined by agreement of the participating institutions.
- 1.5 The content of the curriculum will be determined by agreement of the participating institutions.

Principle 2:

The participating Graduate Schools recognize that the implementation of Great Plains IDEA programs at each institution may be best accomplished using procedures and practices that are inherent to those respective institutions, therefore:

- 2.1 The Great Plains IDEA programs may be stand-alone majors, emphases, options or some other designation as is appropriate to the respective Universities.
- 2.2 A student in a Great Plains IDEA program who is degree seeking will enroll in all cross-listed Alliance courses at the home institution. Elective courses within the program may or may not be cross listed.
- 2.3 The admissions procedures for students desiring to be degree seeking will be determined by their home institution within the standards and limitations on numbers agreed to by the participating institutions.

Page 1 of 2

- 2.4 Each University is responsible for obtaining initial approval and approval of any changes in the program through the processes that are in-place and required by their respective institutions.
- 2.5 Each University, when serving as the home institution for a given student, will utilize the same deadlines and procedures as used for its other degree-seeking graduate students in areas not specifically addressed in this document. This would include, but not be limited to, the requirements for plans of study, approval of graduate committees and participation in graduation.
- 2.6 Each institution will transcript courses taught by faculty at partner institutions, as it deems appropriate, consistent with the guidelines indicated in Principle 1.

Principle 3:

The participating Graduate Schools commit to minimize the unique challenges and barriers for students that might otherwise occur in an inter-institutional distance education program to the extent possible, therefore:

- 3.1 A student will apply and be admitted to one Alliance institution that will become that student's home institution. All student services will be provided by the student's home institution. Students will enroll in all Alliance courses through their home institution.
- 3.2 Each institution will facilitate the exchange of information relative to courses completed and grades earned consistent with Federal regulations for the release of information.
- 3.3 A common database of student and course information will be established by the Great Plains IDEA to facilitate the transfer of student and course information between the home institution and the teaching institution.

By affixing the appropriate signatures to this document,

the College of _____

at _____ University

indicates its desire to be a member of the Great Plains Interactive Distance Education Alliance and agrees to participate in the Great Plains IDEA according to the terms of the Memorandum of Agreement.

Signed the _____ day of, _____ 20_____.

Signature of Graduate Dean

Appendix 4

APPENDIX K COLLABORATIVE PROGRAM/DEGREE PROCEDURES

Proposals for collaborative programs/degrees must include the following and should be limited to two pages:

(a) *A brief description of the nature of the collaboration and the benefits to Kansas AG*IDEA*, an affiliate of the Great Plains IDEA is a national consortium of Land Grant Universities offering programs and courses in agricultural disciplines. Participating member institutions have the opportunity to share courses with students at other institutions and to provide their own students with access to faculty expertise beyond their “home” institution. The resulting benefit to Kansas State University students is a larger pool of potential courses from which to choose, greater flexibility in scheduling needed courses, and access to a broader pool of faculty expertise for course instruction. In addition, the consortium provides the option for students to complete their entire degree in an asynchronous online format in order to serve a broader potential student population.

In addition, participation in the consortium enables the Department of Communications to provide Kansas State University graduate students with the option to complete a Master of Science in Agricultural Education and Communication in a much more efficient manner than if every course were offered by Kansas State University faculty. Not only does this enable faculty to make efficient use of their instructional time, by teaching courses with potential for larger enrollments, but also it enables faculty members to contribute fewer total courses to the degree program. Furthermore, the consortium also enables faculty to focus on their respective areas of expertise in the graduate courses they contribute to the consortium.

The AG*IDEA structure mandates that all consortium courses have a “local” course title and course number regardless of the “offering” institution. A local campus coordinator is charged with cross-referencing every offered consortium course with the course number offered on their respective campus. This course management responsibility is coordinated through a shared online program called ExpanSIS which serves as the enrollment portal for students as well as the home for grade posting and other academic processes. These protocols enable Kansas State University students to complete every course for their degree with a Kansas State University course name and number. This prevents students from barriers created by the more traditional means of transferring courses. Member institutions charge a uniform tuition for all AG*IDEA courses and Graduate Deans and administrators of all member institutions have adopted a formal agreement of this structure.

(b) *List of partners in the collaboration and degrees/certificates (if any) to be conferred by each partner*

The following institutions will collaborate on the delivery of the proposed Master of Science in Agricultural Education and Communication:

- University of Arkansas
- California State University – Chico
- Clemson University
- University of Georgia
- University of Missouri
- Montana State University
- North Carolina State University
- The Ohio State University
- Oklahoma State University
- Texas Tech University

(c) *Description of faculty load and faculty compensation for each partner*

Faculty load and faculty compensation for each partner institution are at the discretion of the partner institution and are not mandated by the consortium. As per Great Plains IDEA Consortium policy, tuition dollars are distributed in the following manner:

The institution that is offering the course to the Consortium receives 75% of the tuition generated. The institutional home for the student enrolled in a course offered by another member institution receives 12.5% of that students' tuition. The AG*IDEA consortium receives 12.5% of the tuition generated for all courses. Restated, courses taught by Kansas State University would result in 87.5% of the tuition generated for all Kansas State University students enrolled and 12.5% of the tuition generated for all non-Kansas State University students enrolled. Courses in which Kansas State University students enroll that are taught by other member institutions would result 12.5% of the tuition generated by each Kansas State University student.

(d) *Tuition/fees for each partner*

The agreed upon common price for the 2011-12 academic year is \$465 per graduate credit hour. This is the tuition to be charged by each member institution for consortium courses as per AG*IDEA Consortium Policy. This fee includes instruction and examinations only. Books, student travel, and other course materials are not included. Participation in the AG*IDEA consortium requires that all students be admitted to one of the partner universities. Each university has their own application fee. No other course fees are assessed as per the agreement of the member institutions.

(e) *Description of student support services provided by each partner*

- (1) *Academic Advising*
- (2) *Financial Aid*
- (3) *Access to facilities*
- (4) *Transcripting procedures*

Due to the nature of the AG*IDEA agreements, every student who applies for admission to the proposed degree at Kansas State University would be considered a Kansas State University graduate student. For each student pursuing the degree at Kansas State University, 100% of their transcribed courses would be Kansas State University courses with a Kansas State University faculty member of record. Therefore, each member institution is responsible for all student support services to the students pursuing the degree at their institution. All Kansas State University students will be served by a Kansas State University Academic Advisor, their Financial Aid services would be provided by Kansas State University, they would have the same access to Kansas State University facilities as any other Kansas State University graduate student, and their entire degree program would be transcribed by Kansas State University, therefore, they would follow the same transcripting procedures.

(f) *Plans for joint use of facilities*

There are no plans for joint use of facilities.

(g) *Plans for joint purchase and/or maintenance of facilities (1-19-05)*

There are no plans for joint purchase or maintenance of facilities.

Shannon Washburn

From: Steve Harbstreet <srh@ksu.edu>
Sent: Tuesday, September 06, 2011 9:47 AM
To: Shannon Washburn
Subject: Fwd: M.S Program From Ken Hughey

Begin forwarded message:

From: Ken Hughey <khughey@ksu.edu>
Date: September 6, 2011 9:38:42 AM CDT
To: Steve Harbstreet <srh@ksu.edu>
Subject: Fwd: M.S Program

Presented below is your email and my response.
Any questions, let me know.
Ken

Begin forwarded message:

From: Ken Hughey <khughey@ksu.edu>
Date: February 21, 2011 8:23:39 AM CST
To: Steve Harbstreet <srh@ksu.edu>
Subject: Re: M.S Program

Steve,
Based on the estimated numbers and information provided, there are no concerns.
Any questions, let me know.
Ken

On Feb 17, 2011, at 10:09 AM, Steve Harbstreet wrote:

Hi Ken; As we discussed this morning, I have attached the program proposal form for our new M.S. in Communications and Agricultural Education. The course we discussed that would touch your department would be EDCEP 816 Research Methods. This would be an option for our students to take in the online version. Other courses will be available for them to choose but we wanted this to be a possibility if students felt that this course best met their needs. Please let us know ASAP if you have any concerns about this as we are trying to move this forward through the system. If you have any questions or wish to discuss this further, please let me know!!!

Thanks!!!

Steve

Dr. Steven R. Harbtreit
Coordinator
Agricultural Education
111 Umberger Hall
Department of Communications
Kansas State University
Manhattan KS 66506
785.532.5928
srh@ksu.edu

<New Program Proposal 27 January 2011 sgw.docx>

Kenneth F. Hughey, PhD
Professor and Chair
Special Education, Counseling, and Student Affairs
Kansas State University
Manhattan, KS 66506-5312
785-532-5541/6445
khughey@ksu.edu

Kenneth F. Hughey, PhD
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Special Education, Counseling, and Student Affairs
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Shannon Washburn

From: Steve Harbstreit <SRH@ksu.edu>
Sent: Tuesday, September 06, 2011 9:48 AM
To: Shannon Washburn
Subject: Fwd: Our New Masters Degree Proposal from David Thompson

Begin forwarded message:

From: David Thompson <thomsond@ksu.edu>
Date: September 6, 2011 9:46:33 AM CDT
To: Steve Harbstreit <SRH@ksu.edu>
Cc: Trudy Salsberry <tas@ksu.edu>
Subject: Re: Our New Masters Degree Proposal

Steve:

We would welcome your students. Starting next year, it will be offered every spring. I will copy to Dr. Trudy Salsberry, who can assist you in knowing more about space and availability of offerings. David

On Sep 6, 2011, at 9:32 AM, Steve Harbstreit wrote:

Hi David; It was good to see you at Little Apple the other night. Glad things are going well for you.

On another note, we are proposing a new M.S. in Agricultural Education and Communications in our new home in the Department of Communications here in the College of Agriculture. The target audience for this degree program include current high school teachers of agriculture, county extension agents, and agriculture communications professionals looking to improve their professional skills. As part of that degree, we would like students to have the option to take EDLEA 838 Qualitative Research in Education as an option in the Research area. It would probably add somewhere between 5 and 10 students per year to the class.

I thought that I had already asked you about this but in digging through my materials, I found that I had not done so and I am sorry for this last minute request. The proposal goes to the graduate school this Friday so if possible, I would like to receive your response by then.

If you have any questions, please let me know.

Thanks!!!!

Steve

Dr. Steven R. Harbseit
Coordinator
Agricultural Education
111 Umberger Hall
Department of Communications
Kansas State University
Manhattan KS 66506
785.532.5928
srh@ksu.edu

Dr. David Thompson
Professor and Chair
Department of Educational Leadership
thomsond@ksu.edu
Ph: 785.532.5535
Fax: 785.532.7304

Shannon Washburn

From: Kris Boone <kboone@ksu.edu>
Sent: Wednesday, September 07, 2011 5:51 PM
To: sgw@ksu.edu
Subject: Fwd: SOCIO824 Qualitative Methods

----- Forwarded Message -----

From: "A E Cauble" <bcauble@ksu.edu>
To: "Kris Boone" <kboone@k-state.edu>
Sent: Wednesday, September 7, 2011 5:46:02 PM
Subject: SOCIO824 Qualitative Methods

Hi Kris,

I spoke with the instructor of the course, Dana Britton, today. She was out of town. Dana said the course can handle more students, so we are fine with SOCIO824 Qualitative Methods being part of your proposed major requirements.

Betsy

--
A. Elizabeth Cauble, Head
Dept. of Sociology, Anthropology, and Social Work
204 Waters Hall
Manhattan, KS 66506-4003
785.532.6865

--
Kristina M. Boone, Ph.D.
Professor and Head
Department of Communications
Kansas State University
301 Umberger Hall
Manhattan, KS 66506
OFFICE: 785.532.5804
FAX 785.532.5633
CELL: 785.313.9090

Shannon Washburn

From: Karin Westman <westmank@ksu.edu>
Sent: Monday, August 29, 2011 12:16 PM
To: Kris Boone
Cc: sgw@ksu.edu; marzluf@ksu.edu; tadayton@ksu.edu; hyu1@ksu.edu
Subject: Re: MS proposal for AgEd and Comm

Hi Kris,

Thanks for your note --

Please consider this email the official statement of support from the English Department for your proposal to include ENGL 510 and ENGL 759 as elective courses.

I'm copying Tim Dayton (our Director of Graduate Studies), Phillip Marzluf (the Track Head for our Graduate Track in Composition & Rhetoric), and Han Yu (the coordinator for the Technical Writing and Professional Communication Graduate Certificate) on this reply, so they are aware of the new MA and are in the loop!

Best wishes,

Karin

Karin E. Westman
 Department Head & Associate Professor
 Department of English, Kansas State University
 108 English / Counseling Services Building Manhattan, KS 66506 westmank@ksu.edu ~ 785.532.2171
<http://www.ksu.edu/english/westmank>

At 10:54 AM 8/29/2011, Kris Boone wrote:

>Hi Karin,

>

>Thanks for returning my call. I know it is a hectic time. We are
 >finalizing a proposal for a master's degree in agricultural education
 >and communications and believe two of your classes would be great
 >elective classes. The ones we are hoping to include are ENGL 510
 >(Intro to Professional Writing) and ENGL 759 (Studies in Technical
 >Communication). At a max, it would only add about two to five students
 >per year, but I feel these are excellent additions to the curriculum.
 >I hope it also opens doors for our students to pursue the Technical
 >Writing and Professional Communication Graduate Certificate. Please
 >let me know what you think.

>

>Kris

>

>

>--

>Kristina M. Boone, Ph.D.

>Professor and Head

>Department of Communications



Department of Horticulture,
Forestry and Recreation
Resources

2021 Throckmorton Plant

Sciences Center

Manhattan, KS 66506-5506

785-532-6170

Fax: 785-532-6949

http://www.oznet.ksu.edu/dp_hfrr

August 29, 2011

TO: Kris Boone

FR: Stuart Warren, Professor and Head

RE: Master's Degree Proposal for Agricultural Education and Communications

Thank you for contacting me about listing RRES 635 Methods of Environmental Interpretation and RRES 640 Advanced Methods of Environmental Interpretation as elective courses in the Master's degree for Agricultural Education and Communications. I believe this promotes synergy among our programs and leverages our resources well.



College of Education
Department of Curriculum & Instruction

To whom it may concern,

Please consider this my statement of support, as the Department Chair for Curriculum and Instruction, for the proposal from Agriculture for a new Master's of Science in Communications and Agricultural Education. I circulated the entire proposal to our College of Education Academic Affairs Committee and to faculty and staff in Curriculum and Instruction. In addition, Dr. Harbstreit, Dr. Washburn, and I presented this proposal to the Curriculum and Instruction faculty at our last department meeting on February 17, 2011. There have not been any objections to the proposal. Please do not hesitate to contact me if you have any questions.

Sincerely,

Gail Shroyer
Professor and Chair
Curriculum and Instruction

Appendix 3

**GRADUATE DEANS AGREEMENT
GREAT PLAINS INTERACTIVE DISTANCE EDUCATION ALLIANCE (GREAT PLAINS IDEA)**

Adopted October 30, 2001, Updated March 18, 2003, December 6, 2010

The Graduate Deans of the Universities that are members of the Great Plains IDEA and that are participating in the Master's and graduate certificate programs offered through the Great Plains IDEA, on behalf of their respective Graduate Faculties, have agreed to the following principles and procedures in order to facilitate the development and delivery of inter-institutional graduate programs through their institutions.

Principle 1:

The participating Graduate Schools mutually respect the academic standards and quality of the academic departments involved in this joint program, therefore:

- 1.1 Courses approved for delivery by this program will be considered inter-institutional courses and will be exempt from transfer credit policies.
- 1.2 Faculty members who provide instruction in this program must carry graduate faculty status at their home institution; however, further documentation or approval will not be required by the other members of the Alliance.
- 1.3 Students admitted as degree-seeking students in Great Plains IDEA programs will be accepted automatically by all other members of the Alliance for enrollment in courses that are part of the curricula of Great Plains IDEA programs. Admission to a Great Plains IDEA program will be based on the criteria established at each participating institution and program pre-requisites established for the Alliance Program to which admission is sought. Institutions are encouraged not to require the GRE.
- 1.4 The number of students that may be admitted to the program by each participating institution will be determined by agreement of the participating institutions.
- 1.5 The content of the curriculum will be determined by agreement of the participating institutions.

Principle 2:

The participating Graduate Schools recognize that the implementation of Great Plains IDEA programs at each institution may be best accomplished using procedures and practices that are inherent to those respective institutions, therefore:

- 2.1 The Great Plains IDEA programs may be stand-alone majors, emphases, options or some other designation as is appropriate to the respective Universities.
- 2.2 A student in a Great Plains IDEA program who is degree seeking will enroll in all cross-listed Alliance courses at the home institution. Elective courses within the program may or may not be cross listed.
- 2.3 The admissions procedures for students desiring to be degree seeking will be determined by their home institution within the standards and limitations on numbers agreed to by the participating institutions.

- 2.4 Each University is responsible for obtaining initial approval and approval of any changes in the program through the processes that are in-place and required by their respective institutions.
- 2.5 Each University, when serving as the home institution for a given student, will utilize the same deadlines and procedures as used for its other degree-seeking graduate students in areas not specifically addressed in this document. This would include, but not be limited to, the requirements for plans of study, approval of graduate committees and participation in graduation.
- 2.6 Each institution will transcript courses taught by faculty at partner institutions, as it deems appropriate, consistent with the guidelines indicated in Principle 1.

Principle 3:

The participating Graduate Schools commit to minimize the unique challenges and barriers for students that might otherwise occur in an inter-institutional distance education program to the extent possible, therefore:

- 3.1 A student will apply and be admitted to one Alliance institution that will become that student's home institution. All student services will be provided by the student's home institution. Students will enroll in all Alliance courses through their home institution.
- 3.2 Each institution will facilitate the exchange of information relative to courses completed and grades earned consistent with Federal regulations for the release of information.
- 3.3 A common database of student and course information will be established by the Great Plains IDEA to facilitate the transfer of student and course information between the home institution and the teaching institution.

By affixing the appropriate signatures to this document,

the College of _____

at _____ University

indicates its desire to be a member of the Great Plains Interactive Distance Education Alliance and agrees to participate in the Great Plains IDEA according to the terms of the Memorandum of Agreement.

Signed the _____ day of, _____ 20____.

Signature of Graduate Dean

Appendix 4

APPENDIX K COLLABORATIVE PROGRAM/DEGREE PROCEDURES

Proposals for collaborative programs/degrees must include the following and should be limited to two pages:

(a) A brief description of the nature of the collaboration and the benefits to Kansas

AG*IDEA, an affiliate of the Great Plains IDEA is a national consortium of Land Grant Universities offering programs and courses in agricultural disciplines. Participating member institutions have the opportunity to share courses with students at other institutions and to provide their own students with access to faculty expertise beyond their “home” institution. The resulting benefit to Kansas State University students is a larger pool of potential courses from which to choose, greater flexibility in scheduling needed courses, and access to a broader pool of faculty expertise for course instruction. In addition, the consortium provides the option for students to complete their entire degree in an asynchronous online format in order to serve a broader potential student population.

In addition, participation in the consortium enables the Department of Communications to provide Kansas State University graduate students with the option to complete a Master of Science in Agricultural Education and Communication in a much more efficient manner than if every course were offered by Kansas State University faculty. Not only does this enable faculty to make efficient use of their instructional time, by teaching courses with potential for larger enrollments, but also it enables faculty members to contribute fewer total courses to the degree program. Furthermore, the consortium also enables faculty to focus on their respective areas of expertise in the graduate courses they contribute to the consortium.

The AG*IDEA structure mandates that all consortium courses have a “local” course title and course number regardless of the “offering” institution. A local campus coordinator is charged with cross-referencing every offered consortium course with the course number offered on their respective campus. This course management responsibility is coordinated through a shared online program called ExpanSIS which serves as the enrollment portal for students as well as the home for grade posting and other academic processes. These protocols enable Kansas State University students to complete every course for their degree with a Kansas State University course name and number. This prevents students from barriers created by the more traditional means of transferring courses. Member institutions charge a uniform tuition for all AG*IDEA courses and Graduate Deans and administrators of all member institutions have adopted a formal agreement of this structure.

(b) List of partners in the collaboration and degrees/certificates (if any) to be conferred by each partner

The following institutions will collaborate on the delivery of the proposed Master of Science in Agricultural Education and Communication:

- University of Arkansas
- California State University – Chico
- Clemson University
- University of Georgia
- University of Missouri
- Montana State University
- North Carolina State University
- The Ohio State University
- Oklahoma State University
- Texas Tech University

(c) Description of faculty load and faculty compensation for each partner

Faculty load and faculty compensation for each partner institution are at the discretion of the partner institution and are not mandated by the consortium. As per Great Plains IDEA Consortium policy, tuition dollars are distributed in the following manner:

The institution that is offering the course to the Consortium receives 75% of the tuition generated. The institutional home for the student enrolled in a course offered by another member institution receives 12.5% of that students' tuition. The AG*IDEA consortium receives 12.5% of the tuition generated for all courses. Restated, courses taught by Kansas State University would result in 87.5% of the tuition generated for all Kansas State University students enrolled and 12.5% of the tuition generated for all non-Kansas State University students enrolled. Courses in which Kansas State University students enroll that are taught by other member institutions would result 12.5% of the tuition generated by each Kansas State University student.

(d) Tuition/fees for each partner

The agreed upon common price for the 2011-12 academic year is \$465 per graduate credit hour. This is the tuition to be charged by each member institution for consortium courses as per AG*IDEA Consortium Policy. This fee includes instruction and examinations only. Books, student travel, and other course materials are not included. Participation in the AG*IDEA consortium requires that all students be admitted to one of the partner universities. Each university has their own application fee. No other course fees are assessed as per the agreement of the member institutions.

(e) Description of student support services provided by each partner

- (1) Academic Advising*
- (2) Financial Aid*
- (3) Access to facilities*
- (4) Transcribing procedures*

Due to the nature of the AG*IDEA agreements, every student who applies for admission to the proposed degree at Kansas State University would be considered a Kansas State University graduate student. For each student pursuing the degree at Kansas State University, 100% of their transcribed courses would be Kansas State University courses with a Kansas State University faculty member of record. Therefore, each member institution is responsible for all student support services to the students pursuing the degree at their institution. All Kansas State University students will be served by a Kansas State University Academic Advisor, their Financial Aid services would be provided by Kansas State University, they would have the same access to Kansas State University facilities as any other Kansas State University graduate student, and their entire degree program would be transcribed by Kansas State University, therefore, they would follow the same transcribing procedures.

(f) Plans for joint use of facilities

There are no plans for joint use of facilities.

(g) Plans for joint purchase and/or maintenance of facilities (1-19-05)

There are no plans for joint purchase or maintenance of facilities.

Master of Science in Agricultural Education and Communication

New Degree Proposal – Assessment Plan

Kansas State University Department of Communications

9/19/2011

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

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 simply 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 prior to signing the M. S. ballot at program completion.

Data will be collected each semester for all students that 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 to be 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 utilize this data to determine if changes/improvements need to be made to the program.

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)

M. S. Midpoint Self-Assessment Survey

The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Midpoint Self-Assessment Survey upon completing 12 hours of M. S. coursework. An email will be sent providing directions for accessing, completing, and submitting the Midpoint Self-Assessment Survey at this transition point. Students *must* make an appointment with their advisor at program mid-point to verify program progress. (See attached document)

Midpoint Checklist for Advisor

At the mid-point of each M. S. student's program, the advisor will submit a checklist to assure that each student is making adequate progress toward program 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 their advisor to ensure this mid-point 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 prior to signing the M. S. ballot. The purpose of the rubric is to evaluate student performance throughout the program while utilizing 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 prior to their scheduled Final Examination/Master's 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 prior to final program completion. (See attached document)

The following Student Learning Outcomes listed previously will be utilized 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 career 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 role, provide leadership in interactions with peers, and contribute service to their 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 current plans to seek program accreditation as none are available related to this degree program.

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

- ___ Apply for admission to the degree program.
- ___ Receive an official letter of acceptance from the Graduate School.
- ___ Access the *Student Learning Outcomes* of the MS in Agricultural Education and Communications to provide the projected outcomes from your program participation.
- ___ Create an e-id (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 Communications
- ___ 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/gscurrent/guideforms/index.htm>)
- ___ After 12 hours of coursework, complete the Midpoint Self-Assessment Survey for Agricultural Education and Communications
- ___ After 12 hours of coursework, make an appointment with your advisor so he/she may fill out 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 Masters Project or AGED 899 Masters 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/gscurrent/guideforms/masters.htm>)
- ___ 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 *Program Project or Thesis* at your scheduled final examination through a PowerPoint presentation
- ___ At your Final Examination, your committee will complete the MS. 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 Communications 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 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, technology experiences as well as awareness of professional dispositions;
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 11-15 yrs. Over 15 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 Never Seldom Often 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?

Unsatisfactory Basic Proficient Distinguished

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
M.S. in Agricultural Education and Communication

PART TWO: Student Learning Outcome Self-Assessment Survey

The M.S. in Agricultural Education and Communications 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 profession 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

MID-POINT CHECKLIST FOR ADVISOR
M. S. in Agricultural Education and Communications
(Completion of 12 hrs)

The completion of 12 hours of coursework toward the M. S. in Curriculum & Instruction is considered a mid-point in the program. This is a checklist for you to ensure that your MS student is making progress toward completing the program,

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

1. _____ Narrative statements in response to Student Learning Outcomes questions.
2. _____ Student demonstrates adequate progress toward degree completion.
3. _____ Program of Study filed with the Graduate School
4. _____ Plans and basic concepts are outlined and are in place for completion of the M.S. Project or Thesis
5. _____ 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, Dr. Shannon G. Washburn, 112 Umberger Hall, Department of Communications, Kansas State University

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

PART TWO: Student Learning Outcome Self-Assessment Survey

The M.S. in Agricultural Education and Communications 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 at your mid-point in 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

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

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

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

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 profession 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 COMMUNICATIONS** program below:

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



M.S. Final Examination

Final Examination / Masters Completion Rubric

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

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

1. KNOWLEDGE

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

Additional Comments:

2. SKILLS

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

Additional Comments:

3. ATTITUDES AND PROFESSIONAL CONDUCT

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

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, report, dissertation)

	Research Methods Core Courses	Philosophical Context Core Courses	Theoretical Foundations Core Courses	Thesis or Project Option Core Courses	Elective Courses
University & Degree program SLOs					
KNOWLEDGE: a. Research & 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 & PROFESSIONAL CONDUCT: a. Personal and Professional Development		X	X	A	X
ATTITUDES & PROFESSIONAL CONDUCT: b. Collaboration, Leadership, and Service		X	X	A	X
ATTITUDES & PROFESSIONAL CONDUCT: c. Ethical Behavior		X	X	A	X

New Program Proposal
Basic Program Information

1. Proposing Institution: Kansas State University, as a partner in the HORT AG*IDEA distance education consortium including University of Nebraska-Lincoln, North Carolina State University, and Texas Tech University
2. Title of proposed program: Graduate Certificate in Advanced Horticulture
3. Degree to be offered: Graduate Certificate
4. Anticipated date of implementation: Spring 2012
5. Responsible department(s): Horticulture, Forestry, and Recreation Resources

Program Proposal Narrative

Introduction: Increasingly, universities offering horticulture programs have had to consolidate their resources and eliminate their breadth in programming. Given the diversity in horticulture ranging from vegetable and fruit production to floral, nursery crops and landscape management, the resulting degree programs across the nation each have developed certain focal areas of expertise. A unique opportunity for collaborating exists between these institutions to access these pockets of excellence without having to dramatically increase faculty and facilities. Previous distance education experience by the cooperating institutions has proven that there is a demand for graduate level horticulture certificates offered via distance. Through the AG*IDEA (Agriculture Interactive Distance Education Alliance), many of these potential needs can be met.

This document proposes a graduate-level certificate in Advanced Horticulture at Kansas State University as a partner of Hort AG*IDEA (www.agidea.org <Horticulture>). Though the Horticulture AG*IDEA consortium has proposed three graduate certificates in horticulture (Advanced Horticulture; Floriculture and Nursery Production Management; and Ornamentals, Landscape and Turf), K-State is proposing to adopt only the Advanced Horticulture Graduate Certificate at this time. Discussions with departmental faculty and administration of the College of Agriculture Academic Programs Office led to this decision because there is significant overlap in coursework requirements between the three certificate programs, so adopting the certificate in Advanced Horticulture became the action of choice because of its flexibility and breadth of application. This certificate would be available to students entirely by distance or by a combination of on-campus and distance courses to address the range of needs of diverse target audiences.

Partnering universities who are offering one or more of the certificates through their institution and who are committed to providing the majority of course offerings are K-State, the University of Nebraska-Lincoln, North Carolina State University, and Texas Tech University. Additional institutions that have actively participated in the planning process and may offer one or more of the certificates in the future include the University of Kentucky, Iowa State University, Mississippi State University, and North Dakota State University.

The distance-only students who are targeted for this graduate certificate are students with an undergraduate degree who are interested in or in need of advanced instruction across the broad field of horticulture. Potential audiences include

- Advanced master gardeners who have a B.S. in a plant science discipline
- Employees of horticulture industries, including golf course superintendents, landscape designers, and production managers
- Vocational agriculture teachers
- Extension agents

The on-campus students who are targeted for this graduate certificate (and could complete any combination of on-campus and distance coursework) are seeking a graduate degree in another department at K-State, such as Entomology, Plant Pathology, Biology, Landscape Architecture, or Regional and Community Planning, but desire a strong underpinning in Horticulture because of research or career focus. This would support interdisciplinary educational experiences in Horticulture. The proposed graduate certificate in horticulture is parallel to the graduate certificate in Entomology that is currently offered by that department (<http://www.entomology.ksu.edu/DesktopDefault.aspx?tabid=100>).

A. A statement of the educational objectives of the certificate program:

Because of the diversity of subject matter and learner interest, the Advanced Horticulture Graduate Certificate is an individually-designed program of 12-credits of graduate coursework in horticultural science. Therefore, the educational objective of the program is broad, yet specific enough to be assessed within the context of an individual student's program:

Provide advanced understanding of the physiological processes that govern plant reproduction, growth and/or development within the practical context of the cultural and business practices applied in a horticultural discipline.

B. List of courses associated with the Advanced Horticulture Graduate Certificate:

Students, upon consultation with their advisors, will select a minimum of 12-credits of coursework from graduate courses available through Hort AG*IDEA and Kansas State University. Note that all courses already exist and are currently offered at the participating institutions. The Hort AG*IDEA courses that are listed have been submitted for addition to the KSU catalog. At least one course with a basis in horticultural crop physiology (Group A) should be included in the Certificate Completion Plan for the certificate.

Courses with a 'basis in horticultural crop physiology' (Group A) include:

- HORT 706 Turfgrass Science (3-credits, KSU; on-campus and being developed as a distance course)

Water, temperature, light, soil, and management stresses affecting turfgrass growth; cultural practices that reduce injury.

- HORT 800 Horticultural Physiology (3-credits, KSU; on-campus course)

Discussions of recent advances in horticultural crop plant physiology, including improvements in horticultural crops resulting from applications of molecular biology and biotechnology.

- HORT 815 Plant Nutrition and Nutrient Management (3-credits, UNL and NCSU; distance course)

Focuses on the macro and micronutrient elements and their function in the growth and development of plants. Emphasis will be placed on the roles of single elements, interactions/balances between elements, and nutrient deficiency/toxicity symptoms as they affect the physiology of the whole plant and management of nutrient applications. The relationships between crop nutrition and production and environmental considerations (yield, drought, temperature, pests) will be explored.

- **AGRON 820 Plant Water Relations (3-credits; KSU, on-campus course; TTU, distance course)**

Properties of water, terminology in plant and soil water relations, environmental aspects of plant-water relations, soils as a water reservoir, water as a plant component, water movement through the plant, special aspects of transpiration, development and significance of internal water deficits, drought resistance mechanisms, water consumption by crop plants.

- **HORT 960 Environmental Plant Stress (3-credits, KSU; on-campus course)**

Physiological, biochemical and morphological factors involved in stress development and resistance will be discussed.

Courses that provide 'practical context of the cultural and business practices applied in a horticultural discipline' include:

- **HORT 600 Herbaceous Ornamental Plant Production (2 credits, KSU; on-campus course)**

The principles and commercial practices for producing annual and herbaceous perennial landscape plants from seed and cuttings. Analysis of crop production costs will be emphasized.

- **HORT 625 Floral Crops Production and Handling (2 credits, KSU; on-campus and distance course)**

Principles and commercial practices for producing floral potted crops and cut flowers emphasizing the physical responses of plants to their environment and postharvest physiology will be covered. *Required prerequisite:* Principles of Horticultural Science or the equivalent.

- **HORT 630 General Viticulture (3 credits, NCSU; distance course)**

Focus is on aspects of grapes, from vine anatomy to final products produced from them. Includes cultivars, propagation, canopy management, diseases, weed control, physiology, anatomy, irrigation, wine production, climates and soils.

- **HORT 640 Pr/Water Issues in Lawn and Landscape (3 credits, KSU; distance course)**

Critical water issues related to irrigation in urbanizing watersheds, with an emphasis on water quality and quantity will be examined. Factors impacting water scarcity and quality will be discussed. Understanding the interrelatedness of correct irrigation practices and water quality/quantity, and will equip students to protect water resources.

- **HORT 695 Introduction to Permaculture (3 credits, NCSU; distance course)**

Exploration of a thinking/design methodology that seeks to provide for the physical needs of humans, including food, water, shelter, energy, etc. while doing so in an environmentally-friendly, sustainable manner. Three hours lecture a week.

- **HORT 710 Plant Cell, Tissue and Organ Culture (3 credits, KSU; on-campus course)**

Course will cover the principles and laboratory exercises that demonstrate major concepts and practical techniques in plant cell, tissue and organ culture. The history and use of plant cell-, tissue-, and organ-culture for crop improvement will be explained. The variety of tissue-culture techniques will be highlighted. Selected readings and practical tissue culture projects will be required.

- **HORT 715 Advanced Interiorscaping (3 credits, TTU; distance course)**

Focus is the physiological principles and industry practices in the production, moving, care, and maintenance of interior plants. This course will provide students the career tools to design, install and maintain interior landscapes through knowledge of interior plant physiology, care and maintenance.

- **HORT 720 Environmental Nursery Production (3 credits, NCSU; distance course)**

Cultural practices used with nursery production will be presented with focus on the adoption of best management practices, conservation of resources, scientific research-based investigations related to nursery cultural practices, potential risks to nursery personnel, and off-site movement of air-borne materials and effluents to surrounding areas and public watersheds.

- HORT 760 Business Management for Horticultural Enterprises (3 credits, UNL; distance course)

Focus is on developing a detailed business plan for the service, design and production businesses in horticulture that incorporates considerations of start-up capitalization, insurance, investments, legal accounting and employee compensation. Strategic decision-making and aspects of a horticulture firms that are unique to its industries, such as product seasonality and perishability, will be discussed.

- HORT 775 Plant Breeding Methods (3 credits, NCSU; distance course)

Focus is on introductory plant breeding principles with emphasis on traditional methods of developing improved cultivars of cross-pollinated, self-pollinated, and asexually-propagated horticultural crops, and the genetic principles on which breeding methods are based. The course provides a general background in all areas of plant breeding as a foundation for mastering more complex breeding principles.

Summary of courses available in the 'Graduate Certificate in Advanced Horticulture' program.

Course Number (Cr)	Course Name	Institution(s)	Delivery Method
Group A – 3 credits minimum			
HORT 706 (3)	Turfgrass Science	K-State	On-campus and distance
HORT 800 (3)	Horticultural Physiology	K-State	On-campus
HORT 815 (3)	Plant Nutrition and Nutrient Management	UNL, NCSU	Distance
HORT 960 (3)	Environmental Plant Stress	K-State	On-campus
AGRON 820 (3)	Plant Water Relations	K-State	On-campus
AGRON 820 (3)	Plant Water Relations	TTU	Distance
Group B – up to 9 credits			
HORT 600 (2)	Herbaceous Ornamental Plant Production	K-State	On-campus
HORT 625 (2)	Floral Crops Production and Handling	K-State	On-campus and distance
HORT 630 (3)	General Viticulture	NCSU	Distance
HORT 640 (3)	Pr/Water Issues in the Lawn and Landscape	KSU	Distance
HORT 695 (3)	Introduction to Permaculture	NCSU	Distance
HORT 710 (3)	Plant Cell, Tissue and Organ Culture	KSU	On-campus
HORT 715 (3)	Advanced Interiorscaping	TTU	Distance
HORT 720 (3)	Environmental Nursery Production	NCSU	Distance
HORT 760 (3)	Business Management for Horticulture Enterprises	UNL	Distance
HORT 775 (3)	Plant Breeding Methods in Horticulture	NCSU	Distance

C. Statement of how the courses associated with the certificate will meet the stated educational objective

The educational objective, re-stated below, has two components: 1) advanced understanding of plant physiological processes, and 2) advanced understanding, within a practical or applied horticultural context, of cultural and/or business practices.

Provide advanced understanding of the physiological processes that govern plant reproduction, growth and/or development within the practical context of the cultural and business practices applied in a horticultural discipline.

The courses associated with the certificate are grouped according to these two components. Group A (above) includes those courses that focus heavily on physiological processes, and the remaining courses provide practical or applied context within a horticultural discipline.

D. Statement of the need for the proposed certificate

A market scan of currently operating graduate distance education programs in horticulture in the U.S. was completed by Great Plains IDEA. Following are the results:

University/School	Program Name	Degree	Calculated Credit Hour Cost	Overall Cost (includes fees)	# Credits or Units
North Carolina State University	Graduate Certificate in Horticultural Sciences	Certificate	\$451	\$6,765	15
Texas Tech	Master of Science in Horticulture	M.S.	\$539	\$19,392	36
University of Illinois	Master of Science in Natural Resources and Environmental Sciences (emphasis on Horticulture)	M.S.	\$354	\$11,328	32
Virginia Tech	Master of Science in Agricultural and Life Sciences	M.S.	\$886	\$26,565	30

Following is an excerpt about demand for the distance-only Advanced Horticulture Certificate from the Hort AG*IDEA Business Plan:

“Between 2007 and 2010, Ms. Cathy Dickinson at UNL received and responded to 59 inquiries regarding online master's degree programs and/or graduate-level courses in horticulture and turf management. Of those 59 inquiries, 54 were received in the three-year period, 2007-2009, for an average of 18 inquiries per year. North Carolina State University logs 20 to 25 requests for information for the graduate certificates or Masters in Horticulture via distance education each year with approximately 10 of these students enrolling in a program. Of the 54 inquiries for UNL programs, 8 individuals went on to be admitted to online master's degree programs (MAS/MAG or M.S. in

Agronomy) or enrolled in graduate courses on a non-degree-seeking basis. All of these students would have enrolled in an online M.S. in Horticulture degree program had it been available to them, and all will be interested in the expanded list of courses available through the certificate program. There are an additional 5 master's students, who are either recent graduates or about to graduate, would have enrolled in an online M.S. in Horticulture degree program had it been available to them. In addition, an informal count of students contacting the Department of Plant and Soil Science at Texas Tech University regarding online graduate level horticulture courses indicates about 30 students a semester or 60 students a year are interested in additional information on the distance horticulture options. Of these students roughly half enroll in a degree or certificate program. The online horticulture M.S. at Texas Tech is the most rapidly growing program in the Department of Plant and Soil Science and accounts for 30 M.S. and 5 certificate students at this time.”

Therefore, Hort AG*IDEA anticipates a program size of 5 to 10 students per institution per year. At K-State, we anticipate that the number of students actively engaged in pursuing an Graduate Certificate in Advanced Horticulture will probably be about 5 students at a time, with up to 10 students taking classes offered through Hort AG*IDEA’s course share, which our participation in the Certificate program facilitates.

E. Description of the certificate program’s administration

Administrative oversight of the certificate program will exist within the HFRR department with close partnerships with staff of AG*IDEA and the Division of Continuing Education. Within HFRR, a program coordinator will have primary responsibility for administering the program, with support of the Graduate Programs Director and Graduate Committee for admissions decisions.

To gain admission, students will be approved for admission by the HFRR department Graduate Committee. Students will apply directly to the Graduate Programs Director; the director will forward to the HFRR program coordinator and department Graduate Committee for approval of recommendations for admission, and then forward to the Graduate School recommendations for admission.

Admission requires evidence of completion of a bachelor’s degree from an accredited university with a grade point average above 3.0 on a 4.0 scale in the junior and senior years; or concurrent enrollment in a graduate degree program at KSU or an accredited university. Applicants should have proficiency in the computer operations necessary to complete web-based distance courses.

To ensure that a student’s progress towards Certificate completion is not jeopardized by a language barrier, international applicants whose native language is not English must demonstrate competence in the English language by achieving a satisfactory score on the Test of English as a Foreign Language (TOEFL; internet-based exams must have a minimum total score of 79 with no part score below 20 on the reading, listening and writing sections; paper-based exams must have a minimum total score of 550 with no part score below 55 on reading or listening sections and a TWE score of 5.0 or higher),

the International English Language Testing System (IELTS; minimum total score of 6.5 with part scores of 6.5 or higher on the reading, listening, and writing sections), or Pearson Test of English (PTE; minimum total score of 58 with part scores of 58 or higher). An applicant who has received a degree in the last two years from a United States college or university is exempt from this requirement.

F. Estimated budget to support the certificate program

K-State Budget

AG*IDEA tuition is set at \$445 per graduate credit hour, as agreed upon by the member institutions. The teaching institution receives 75% of the tuition, the university providing the student receives 12.5% of the tuition, and the consortium receives 12.5% of the tuition to fund administrative expenses. Therefore, if K-State both teaches the course and provides the student, return per credit hour is \$389 or \$1,167 for a 3-credit course; if K-State only teaches the course, the return per credit hour is \$334 or \$1,002 for a 3-credit course; and if K-State only provides the student, the return per credit hour is \$56 or \$168 for a 3-credit course. No additional course fees are allowed via the AG*IDEA tuition agreement.

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
A. Headcount	0	3	0	5	0	7
B. Total SCH taken by all students in program	9		15		21	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
This program may be somewhat unique in that there are no costs associated with implementing it that are not already covered in the tuition generated. That is, the distance courses will generate revenue that will support the administration of the program and supplement faculty pay for instructors. On-campus courses are already taught, and the program would enhance enrollment in low-enrollment graduate courses. The combination of consortium courses and on-campus courses optimizes course offerings for K-State graduate students at no additional cost to HFRR.						

G. Names of faculty associated with or contributing to the certificate program

Faculty instructors and qualifications

Name: Dale Bremer, Ph.D

Rank or Title: Associate Professor

Department: Dept. of Horticulture, Forestry, and Recreation Resources

Institution: Kansas State University

Teaching and Research Experience:

Research: water conservation and trace-gas fluxes between turf and the atmosphere

Teaching: Water Issues in the Lawn and Landscape (lead instructor)

Name: Steve Keeley, Ph.D

Rank or Title: Associate Professor

Department: Dept. of Horticulture, Forestry, and Recreation Resources

Institution: Kansas State University

Teaching and Research Experience:

Research: turfgrass nutrition and stress physiology

Teaching: Water Issues in the Lawn and Landscape (co-instructor), Turfgrass Science

Name: Helen Kraus, Ph.D

Rank or Title: Professor

Department: Department of Horticulture Science

Institution: NC State University

Teaching and Research Expertise:

Research: irrigation and fertilizer management of container-grown nursery crops

Teaching: Environmental Nursery Management

Name: Dave Lambe

Rank or Title: Professor of Practice

Department: Department of Agronomy and Horticulture

Institution: University of Nebraska-Lincoln

Teaching and Research Experience:

Research: marketing capabilities of woody ornamentals and grasses and entrepreneurship education.

Teaching: Business Management for Horticultural Enterprises.

Name: Cynthia McKenney, Ed.D

Rank or Title: Professor of Horticulture

Department: Department of Plant and Soil Science

Institution: Texas Tech University

Teaching and Research Expertise:

Research: Water conserving landscapes, native plant improvement and alternative uses for native plants.

Teaching: Advanced Interiorscaping

Name: Ellen Pappozzi, Ph.D

Rank or Title: Professor

Department: Agronomy and Horticulture Department

Institution: University of Nebraska-Lincoln

Teaching and Research Experience:

Research: Research methods that involve the growing of floricultural and ornamental plants, and the execution complex plant nutritional experiments and train

undergraduate and graduate students in sectioning and embedding plant material for light and fluorescence microscopy.

Teaching: Plant Nutrition and Nutrient Management

Name: Sunghun Park, Ph.D.

Rank or Title: Assistant Professor

Department: Horticulture, Forestry, and Recreation Resources

Institution: Kansas State University

Teaching and Research Expertise:

Research: Molecular transformation, tissue culture

Teaching: Plant Cell, Tissue and Organ Culture

Name: Channa Rajashekar, Ph.D.

Rank or Title: Professor

Department: Dept. of Horticulture, Forestry, and Recreation Resources

Institution: Kansas State University

Teaching and Research Experience:

Research: Plant stress physiology, phytochemicals

Teaching: Horticultural Crop Physiology, Plant Stress Physiology

Name: Sara Elizabeth Spayd, Ph.D

Rank or Title: Extension Viticulture Specialist/Professor

Department: Department of Horticulture Science

Institution: NC State University

Teaching and Research Experience:

Research: cultivars evaluation and cultural practices of bunch grapes to optimize fruit quality.

Teaching: General Viticulture

Name: Kimberly A. Williams, Ph.D

Rank or Title: Professor

Department: Dept. of Horticulture, Forestry, and Recreation Resources

Institution: Kansas State University

Teaching and Research Expertise:

Research: crop production in protected environments, water and nutrient management during greenhouse production, and floriculture crops

Teaching: Herbaceous Ornamental Crop Production, Floral Crops Production and Handling

H. Current Coordinator of Program

Kimberly A. Williams, Professor, Horticulture

K-State Dept. Horticulture, Forestry, and Rec. Res.

2021 Throckmorton Hall

Manhattan, KS 66506-5506

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I. Student Learning Outcomes and Assessment of the Program

Student learning outcomes for the Advanced Horticulture Graduate Certificate program include the student's ability to attain:

1. A fundamental understanding of the basic plant physiology associated with crops under horticultural production.
2. A proficiency in advanced principles and practices in horticultural production.

The assessment of whether learning outcomes have been met is difficult to accomplish because of the breadth and flexibility of the program's curriculum. Therefore, an individualized approach to student assessment will be used. When a student begins the certificate program, they will identify an Area of Focus within Horticulture through conversation with the Program Administrator, such as floral crops production, fruit crops production, landscape management, turf management, etc. A series of 5 short-answer questions relating to the general physiology of horticulture crops plus 5 short-answer questions relating specifically to their chosen Area of Focus will be administered prior to the student taking their first course of the certificate program. The physiology questions will be the same for all students of the program; the Area of Focus questions will be designed for each student of the program based on their personal goals. The same assessment instrument will be administered again upon the student's completion of the program. The student's answers at both time points will be graded with the same rubric, and change in scores will be noted. Over time, this data will reveal which Areas of Focus are strongest and whether the learning outcomes are being met via gain in student performance. Data will be shared and discussed with the HFRR graduate teaching faculty every 3 years and the assessment plan will be adjusted.

The common assessment questions would evaluate knowledge of content covered in any of the required 'Group A' courses. An example of the type of general physiology of horticulture question that may be used in a pre- and post-test, with responses graded via rubric, is as follows:

“Outline at least four metabolic functions of the essential plant nutrient potassium in [insert horticultural crop of student's interest]. Assuming conditions of potassium deficiency and drought stress, explain how fertilization with a soluble potassium nutrient source will immediately impact the crop's metabolic function.”

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (<u>Graduate Programs</u>)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Proficiency in plant physiology	✓			
2. Proficiency in advanced principles and practices of horticultural production	✓	✓	✓	

How will the learning outcomes be assessed? What groups will be included in the assessment?

SLO	Direct Assessment Method	Indirect Assessment Measure	Who will be Assessed?
1. Proficiency in plant physiology	Pre- and post-program assessment instrument will include the same 5 physiology-related questions for all students Target score at end-program: > 85%	Exit interview with the KSU program director and completion of a self assessment survey asking students their confidence in knowledge gain associated with this SLO	All students enrolled in Certificate program at beginning and completion of the program
2. Proficiency in advanced principles and practices of horticultural production and/or business	Pre- and post-program assessment instrument will include 5 individualized questions for the student's Area of Focus; the same instrument will be administered at the beginning and end of the Certificate program Target score at end-program: > 85%	Exit interview with the KSU program director and completion of a self assessment survey asking students their confidence in knowledge gain associated with this SLO	All students enrolled in Certificate program at beginning and completion of the program

What is the program's process for using assessment results to improve student learning?

The K-State specific data (pre- and post-test of short-answer questions for students completed a Graduate Certificate in Advanced Horticulture through K-State) will be shared and discussed with the HFRR graduate teaching faculty every 3 years and the instructional and assessment plans will be adjusted as needed. This assessment will be conducted for both on-campus and distance students who participate in the K-State Graduate Certificate.

A representative from each of the contributing institutions participates in monthly conference calls with all members of the alliance, so the general program data will be shared and discussed in this forum. Program assessment is a part of the annual report of the program to the AG*IDEA Board of Directors and is discussed by the participants yearly.

J. Program Performance Objectives

As per the Hort AG*IDEA business plan, the Advanced Horticulture Graduate Certificate program will be evaluated based on the program's ability to 1) recruit and retain students, and 2) the time required to complete the Certificate program. The level to which students meet the program's learning outcomes is addressed within institution and for K-State is described in Section I above.

To meet Hort Ag*IDEA's program performance objectives, data will be collected from a number of sources, including:

1. Student demographics. These will include student numbers, retention, and time to complete a Certificate.
2. Periodic student surveys. Students will be asked to complete two surveys that will help evaluate program effectiveness and perceived learning. One survey will be conducted as they enter the Certificate program and a second after they complete the Certificate.

Program performance targets for the first five years of the program:

1. Student numbers should increase by 15% each year.
2. Student retention rate should be >85%.
3. Average time to complete a Certificate should be < three years.
4. At least 75% of students will achieve a B grade or better in key coursework related to student learning outcomes.
5. At least 85% of students will agree that their coursework has made them better able to communicate horticultural principles with others in their field.
6. At least 85% of students will agree that their coursework has made them better prepared to solve problems they might encounter in the work place.

K. Endorsements

Letters of endorsement from HFRR and the College of Agriculture are attached.