

Agricultural Leadership, Education and Communication

Vision Statement:

Excellence in serving the needs of agriculture and natural resources in leadership, education and communication.

-Adopted October 15, 1999

Mission Statement:

We foster human capacity in leadership, education, and communication through innovative teaching, research, and outreach. We prepare effective teachers and leaders and create new knowledge to meet the needs of individuals and communities.

-Adopted October 15, 1999

FOREWORD

Welcome to the Department of Agricultural Leadership, Education, and Communication (AgLEC)! As our name implies, we are an interdisciplinary department where faculty and undergraduate and graduate students pursue a broad range of educational, human and organizational studies. Members of the graduate faculty represent a wide variety of disciplines including teacher education, post-secondary teaching, leadership and human resource development, communication, and distance education. In addition, we maintain and encourage ties with other programs of study in the College of Agricultural Sciences and Natural Resources, the College of Education and Human Sciences, and the College of Business Administration. In AgLEC, we promote a strong student-centered learning environment combined with scholarship and an orientation toward research. We wish to make AgLEC an ideal place for students seeking to advance their

professional knowledge of the human side of teaching in formal and non-formal settings and of modern organizations with ties to agriculture, natural resources and the environment. We are here to both challenge and support you throughout your graduate study. Let us know how we can best help you to be successful in your graduate work and your career.

I. INTRODUCTION

PURPOSE OF THIS GRADUATE HANDBOOK

This handbook provides the specific requirements and procedures for the graduate program leading to the Master of Science degree with a major in Leadership Education. It is intended to be used in conjunction with the applicable editions of the University of Nebraska-Lincoln Graduate Studies Bulletin and other publications of the UNL Office of Graduate Studies, such as the [Guidebook for Preparing Thesis or Dissertation](#).

The general rules and procedures which govern both the admission process and the academic programs of the graduate college are specified in the [Graduate Studies Bulletin](#). Both prospective and enrolled graduate students should familiarize themselves with these procedures and direct any questions or need for assistance to their advisor or a member of the Agricultural Leadership, Education and Communication graduate faculty. Additional information is available through the AgLEC website at <http://aglec.unl.edu/>.

MASTERS, DOCTORAL, AND MINOR PROGRAMS OF STUDY IN LEADERSHIP EDUCATION AND LEADERSHIP STUDIES

AgLEC has several categories of graduate study: a Masters degree in Leadership Education; emphasis in Leadership Development, Teaching and Extension Education specialities, Nutritional Outreach Education, Distance Education specialization and doctoral program in Leadership Studies.

The doctoral program in Leadership Studies is set forth in a later section of the *Handbook*. This program is offered as an area of emphasis in Human Sciences (HUMS) within the College of Education and Human Sciences.

Minor programs consist of a minimum of nine hours elected in an area of emphasis or specialization in other departments. The sub-areas of extension education or post-secondary teaching are especially appropriate as minor areas for those pursuing study

in other disciplines who are expecting to teach in university or other post-secondary settings.

ADMISSION TO GRADUATE STUDY FOR THE MASTERS DEGREE IN THE DEPARTMENT OF AGRICULTURAL LEADERSHIP, EDUCATION AND COMMUNICATION

Admission to the Master of Science Degree Program in Graduate Studies at the University of Nebraska is open to graduates of universities and colleges of recognized standing whose requirements for graduation are substantially the same as those in the corresponding colleges of the University of Nebraska-Lincoln. All students seeking to register for the first time in Graduate Studies should secure an application form and admission packet from:

Office of Graduate Studies
1100 Seaton Hall
University of Nebraska Lincoln
Lincoln, NE 68588-0619 (USA)
Telephone: 402-472-2875
Graduate Admissions E-mail:
graduate@unl.edu

Students may also find registration information for Graduate Studies at <http://www.unl.edu/gradstudies/> and for AgLEC at <http://aglec.unl.edu/>.

Included in the packet sent to you from the Office of Graduate Studies are detailed instructions for admission. An application fee will be charged all graduate students at the time of their first request for admission.

Students should indicate on the application form their request for admission to the M.S. Degree Program of Leadership Education in the Department of Agricultural Leadership, Education and Communication.

In addition, applicants should send directly to the Chair of the Graduate Committee, AgLEC Department, a letter of application stating interests and objectives for graduate education, along with a resume, and three letters of recommendation. Feel free to contact the Chair of AgLEC's Graduate Committee or any graduate faculty member at any time during the admission process if you have questions or wish to talk over possibilities.

Graduate students will be recommended for admission according to the following categories:

Full Graduate Standing: Students who have an undergraduate GPA of 3.0 or higher, who have met the minimum requirements for admission, and who have been accepted by the AgLEEC Graduate Committee for work leading to the Master of Science degree.

Provisional Status: Provisional admittance required students to complete three (3) Agricultural Leadership courses (9 credits) with a grade of "B" or better in each: ALEC 801 - Theoretical Foundations of Leadership, ALEC 805 - Advanced Teaching Strategies and ALEC 806 - Introduction to Distance Education. Courses must be completed (transcript validation) before the advisor/student submits his/her Memorandum of Courses to the graduate school. Once completed, a letter will be sent to the student stating the removal of the "provisional status" to "full admission" into the MS in Leadership Education graduate program.

Unclassified Status: Students who satisfy minimum requirements, and desire to complete course work without reference to a degree. Students with Unclassified Status will not qualify for advanced degrees until accepted for study by the Department Graduate Committee and approved for Full Graduate Standing by the Office of Graduate Studies.

OPPORTUNITIES

The Department of Agricultural Leadership, Education, and Communication has limited resources for financial assistance. These may include graduate assistantships with appointments on research projects or assisting individual faculty members in their teaching. Assistantships to teach classes are limited to those individuals who already hold masters degrees. The Graduate College also offers a limited number of fellowships. Contact the UNL Graduate Office for more information. Another resource is the AgLEEC Graduate Student Association open to all graduate students who enroll in AgLEEC courses. Your advisor should put you in touch with your peers who are members of this group.

EXPECTATIONS FOR GRADUATE STUDY LEADING TO A MASTERS DEGREE

A program of study leading to the Masters of Science in Leadership Education provides the opportunity for in-depth study in leadership, teaching and extension education, and distance education. As a result of study leading to a masters degree, students should be able to:

- Describe theoretical foundations in leadership, teaching and learning, and distance education
- Evaluate studies in the literature relevant to an area of investigation in one area of emphasis/specialization.
- Employ effective research design and tools to conduct scholarly investigations and publish results in an area of emphasis/specialization (either thesis or non-thesis).
- Engage in continuous skill-building in leadership, teaching and learning, and distance

education.

- Apply knowledge-base in actual settings, such as education, agribusiness, not for profit and community agencies and organizations, and government service.

Within the four areas of emphasis or specialization, a graduate student may choose to focus on special kinds of leadership or education. For example, extension education or post-secondary teaching are available within the Teaching and Extension Education area. Core Requirements have been instituted to emphasize both depth and inter-relatedness of leadership and teaching and learning and the impact of distance education. Required research tools better able students to conduct studies and investigations which will expand knowledge and its applications in specific settings.

STEPS IN THE MASTERS OF SCIENCE PROGRAM WITH A MAJOR IN LEADERSHIP EDUCATION

Graduate students and advisers work closely together to design a program of study intended to meet an individual student's personal and professional long term goals. Programs of Study are described in Chapter III, with the most current offerings found in the current departmental brochure. Once you have applied to the Graduate Office for admission and have been approved for graduate study in AgLEC, the following steps cover the process, procedures, requirements and recommendations of your masters study.

Steps to a Masters in Leadership Education

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|--|------------------------------------|
| 1. Identify Advisor and Committee (if thesis chosen) | 5. Write/Present Research Proposal |
| 2. Determine the Research Option | 6. Take Written Comprehensives |
| 3. Select Courses & Determine Requirements | 7. Complete/Defend Work |
| 4. File a Memorandum of Courses | 8. Complete Work |

1. Identify Your Graduate Advisor and Graduate Committee

An active and mutually satisfactory relationship between the graduate advisor and the student is an essential ingredient of a successful program. When the student is accepted by the department, the Graduate Committee will immediately assign a temporary advisor to help the student get started. Students should feel free to move to another advisor when their interests and needs are more clearly determined and they get to know more faculty, normally by the time the *Memorandum of Courses* (see below) is filed. The student should consult with individual graduate faculty members and the Department's Graduate Committee Chair in regard to a permanent assignment. The match between students and advisors depends upon area of emphasis or study, research and teaching interests of the faculty, and general compatibility. The temporary advisor assists the student in initially exploring alternatives for study, choice of Option, and fit between student's needs and faculty expertise. Two faculty members may serve

as co-advisors. It is the policy of the department to give the student's wishes the fullest consideration in assigning or changing a graduate advisor.

A mutually acceptable graduate committee will be selected by the student and graduate advisor. The student's committee will normally consist of the graduate advisor from the department as chair, and two additional eligible faculty members from the department. A representative from the minor department will/may also be a member of the committee if the student has an Options II or III program. A special form is provided by the Department for the appointment of the graduate advisor and graduate committee and can be obtained from the Chair of the Graduate Committee or the administrative staff in the Department of Agricultural Leadership, Education, and Communication. The primary area in which the committee will interact with the student is in regard to topic development, research design, statistical analysis, and preparation of the thesis or Option II research report. The student should select committee members with the expertise and/or subject interest to assist them in planning and conducting their program and to evaluate the finished program through the final oral examination. The committee will meet formally at least twice: first to approve the thesis or 996 paper topic; second to conduct the final oral examination.

2. Determine the Research Option you will follow

One important decision you need to make in consultation with your advisor and is the selection of a degree Option. There are three general approaches or Options available to students pursuing the Master of Science degree with a major in Leadership Education. Early in the student's program, the student and advisor determine which option to pursue. The Graduate College discourages changing options once the *Memorandum of Courses* has been filed and you are admitted to Candidacy. Options are:

Option I (Thesis)

- Requires full graduate standing in the Masters in Leadership Education program.
- Minimum of 30 credit hours with 8 credit hours, in addition to the thesis, must be earned in courses open exclusively to graduate students (900 or 800 level without 400 or lower counterparts.)
- Minimum of 6 credit hours of research courses/tools
 - excludes an introductory statistics course (EDPS 859)
 - excludes ALEC 826
- Requires publication (refereed journal)
- Requires completion of a masters thesis
 - ALEC 899 (6 credit hours)

- requires an examining committee (with three graduate faculty)
- requires a sixth chapter, which is a manuscript prepared for journal publication

Option II (Research Other Than Thesis)

- Requires full graduate standing in the Masters in Leadership Education program
- Minimum of 36 credit hours, 9 of which must be in a minor and at least 12 of the 36 credits must be earned in courses open exclusively to graduate students (900 or 800 level without 400 or lower counterparts.)
- Minimum of 6 credit hours of research courses/tools
 - may fulfill with an introductory statistics course
 - excludes ALEC 826
- Requires publication (refereed journal, conference proceedings)
- Requires completion of a research other than thesis
 - ALEC 899 (2-6 credit hours)
 - requires a supervisory committee (with three graduate faculty)

Option III (Pre-Doctoral Program)

- Requires concurrent admission into the Human Sciences (Leadership Studies) doctoral program and the Masters in Leadership Education program.
- Minimum of 36 credit hours, at least 24 credit hours of which must be earned in courses open exclusively to graduate students (900 or 800 level without 400 or lower counterparts).
- Minimum of 9 credit hours of research courses/tools
 - excludes ALEC 826
- Requires publication (refereed journal or conference proceedings)
- ALEC 996 (2-6 credit hours)

3. Select Courses: Course Work, Required Distribution and Research Tools for the Master of Science Degree

Another early consideration is planning the courses you will take. The AgLEC Graduate Faculty encourages breadth and depth in your study and also acquisition of research and investigation skills, all of which will help you develop your expertise in Leadership Education. In order to plan your Program of Study, you and your advisor will discuss

what Option you wish to follow, what area of emphasis or specialization is right for you, and what course work you will include in your program. Information governing your choices are described below. You will also need to consult the [UNL Graduate Bulletin](#) as you plan your program of study.

Course work. Review the areas of emphasis in Leadership Development, Teaching and Extension Education specialties, Nutritional Outreach Education and Distance Education specialization to determine where your interests best fall. While you are encouraged to follow recommendations in a particular area, you may also include other courses in your program from AgLEC and from courses in other departments offering graduate study. No more than 50 percent of the major or no more than 50 percent of the total program, may be made up of "Independent Study" and/or "Workshop" credit. A list of AgLEC courses and descriptions of areas of emphasis and the specialization can be found elsewhere either in this *Handbook* or in the current departmental brochure.

Core Distribution Requirement. In addition to the area or specialization you select, you will gain breadth by following recommendations for courses to be taken in each area or specialization. Required courses are ALEC 801 Theoretical Foundations of Leadership, ALEC 805 Advanced Teaching Strategies, and ALEC 806 Introduction to Distance Education.

Research Tools. Doing graduate work means that you are developing expertise in a discipline or interdisciplinary field of study. In order to achieve the depth of knowledge and understanding necessary, you need to develop tools to investigate the nature of leadership, teaching and learning, the impact of educational technology and related fields in Leadership Education. You and your advisor will work together to select the research tools or courses best suited for your program of study. These courses, which may be found in AgLEC or in other departments, include research methods, statistics, qualitative research, and the like. See a list of possibilities given in another section in this *Handbook*.

If you believe you need to adjust recommendations and requirements to suit your particular plans, consult with your advisor. We are dedicated to helping you design the program of study of graduate work most suitable for you.

4. File a Memorandum of Courses.

After you and your advisor have consulted and reached a decision about the course work you plan to take in your program of study, you will need to file a *Memorandum of Courses* with the Graduate Office. The form should be submitted before completing 50 percent of your coursework. After this form is signed, filed with the Graduate Office and approved, you will then become a Candidate for the Masters of Science degree. This form which can be downloaded via your computer at <http://www.unl.edu/gradstudies/current/masters.shtml> contains a list of those courses which you have taken or plan to take in the department or in other departments and which are considered essential to your graduate study. The courses listed on the

Memorandum are the minimum (30 or 36 hours) you need to pass successfully in order to receive the degree. The Memorandum which includes your declared Option and specialization, if any, must be signed by your advisor(s) , the Chair of the Graduate Committee, and Graduate Chair or designee in a minor department (if any). Your advisor will oversee gathering signatures and forwarding the form to the Graduate Office. Changes or substitutions in courses are permitted, but you should not plan to change Options once the *Memorandum of Courses* is filed and approved and you have been admitted to Candidacy for the degree.

Students seeking a minor outside of AgLEC as a part of their program must consult with the appropriate department and insure that the graduate advisor receives a memorandum from the minor department listing the specific requirements for the student before the *Memorandum of Courses* is filed with the Graduate College.

5. Prepare and Present Your Research Proposal for Thesis or Non-Thesis Options

(See Section IV for details)

6. Take Written Comprehensive Examinations

After most of your course work is completed and within ten months of your expected graduation, you should prepare to take your comprehensive examinations. Each M.S. degree candidate in Leadership Education will provide written answers to a series of comprehensive examination questions covering information from significant courses included in the program of study, including area of emphasis or specialization, minor, and research tools, as appropriate. The candidate's graduate advisor will solicit one to two questions in four to six courses or areas from the course instructors or appropriate substitutes. The graduate student should provide their advisor with course number, course name, and instructor's name for each. The graduate advisor will select an appropriate number of questions, with a minimum of four from the five curricula areas, from those submitted and administer the written comprehensive examination to the student.

Written examinations will be given in one of the following formats:

a. Questions will be provided at the time of the examination to the student, with 3-4 hours allowed to write an appropriate response for each. Students may see the question beforehand or have an oral briefing from the advisor beforehand. The student may bring reference material to the examination which needs to be cited informally if used in the answer. Questions may be written over a 1-3 day time frame.

b. All questions will be given to the candidate to take home. During a two-week period the candidate will be allowed to write appropriate responses. The take-home format should allow the graduate student a greater opportunity to investigate and research the question. Such responses should be fully documented and include a bibliography to illustrate the greater depth of response afforded by the two-week response period.

All responses will be graded by the instructor submitting the question. Grades are "Pass" or "No Pass." A letter grade is optional. In the event of a "No Pass" grade, the graduate advisor, in conjunction with the instructor(s) involved, will prescribe an appropriate course of action to address the "No Pass" grade.

If you elect Option II, the graduate advisor will contact the Graduate Committee Chair in the student's minor department in order to jointly determine the method for the completion of a comprehensive examination in the minor area. The AgLEC graduate advisor has the responsibility for coordination of the requirements for examination in the minor area.

7. Defend Your Thesis or Present Your Research Project

One of the final requirements you have is to demonstrate your knowledge in an Oral Examination during the last semester or term of your graduate program. For students in Option I, the oral examination will primarily address the content, research design and analysis of the thesis problem. For those in Options II, the oral will be a presentation of the research project. The final oral examinations are open for the presentation part. In addition to the student's committee, other faculty and students may attend. You and your advisor should consult on how you would like to handle announcing your presentation and inviting others. Evaluation of your work and voting is done only by your committee. You may also be asked questions over any part of your graduate study. In extenuating circumstances, the final oral presentation may be waived with permission of the graduate advisor and AgLEC Graduate Committee.

8. Finish your work. The Office of Graduate Studies sets deadlines each semester and summer session for making application to receive a degree. Check with the UNL Graduate Office or the Chair of the Graduate Committee for specific procedures and time tables. If you are following Option I, there are specific requirements for submitting a bound copy of your thesis before you can graduate.

MASTER OF SCIENCE WITH DOUBLE MAJOR

Students whose professional/scholastic goals may be enhanced significantly by acquiring more knowledge of a second field than would be provided by the option of earning a minor, yet may not need a dual degree (i.e., two masters degrees in separate majors, typically 60+ credit hours) have the option of declaring a second major in a Master of Science degree discipline. Students must meet the admission requirements of both major departments and can declare their intention to pursue a double major either at the time of application for admission or following matriculation in their first major department.

TAKING COURSES AT A DISTANCE

AgLEC offers courses via distance. A full program leading to the masters degree in Leadership Education is a possibility. Contact the Chair of the Graduate Committee or any graduate faculty member for course work, programs, and scheduling that are available via distance.

II. COURSES, BASIC REQUIREMENTS, AND RESEARCH TOOLS

Current Departmental Course Offerings Agricultural Leadership, Education, and Communication

ALEC 801	Theoretical Foundations of Leadership	ALEC 890	Workshop Seminars
ALEC 802	Developing Leadership Capacity in Organizations & Communities	ALEC 890A	Scientific Illustration
ALEC 804	Problems of Beginning Agri-Science Teachers	ALEC 893	Technical Agricultural Workshop
ALEC 805	Advanced Teaching Strategies	ALEC 896	Independent Study in Leadership Education
ALEC 806	Introduction to Distance Education	ALEC 897	Special Topics
ALEC 807	Supervisory Leadership	ALEC 899	Masters Thesis
ALEC 810	Environmental Leadership	ALEC 901	Leading Change in Rural America and Beyond
ALEC 812	Multimedia Applications for Education & Training	ALEC 903	Teacher Education in Agriculture
ALEC 814	Classic figures in Leadership	ALEC 904	Seminar in Leadership
ALEC 816	Management Strategies in Distance Education	ALEC 905	Practicum in Postsecondary Teaching
ALEC 826	Program Evaluation in Adult Education & Training	ALEC 906	Theoretical Foundations of Distance Education
ALEC 832	Leading Agricultural Agencies and Organizations	ALEC 908	Organization of the Agricultural Mechanics Program
ALEC 833	Planning and Implementation of Cooperative Extension Programs	ALEC 910	Leadership in Multi-National Organizations

ALEC 845	Research Methods	ALEC 913	Program Development in Occupational Education
		ALEC 996	Research Other than Thesis
		ALEC 999	ALEC 999 Doctoral Dissertation

Students, working with their advisor, can choose a program of studies using the above listed courses, as well as course offerings from other departments and colleges to fit their needs.

Basic Requirements for Programs of Study for a Masters Degree in Leadership Education

The Masters of Science degree may be earned by successfully completing a minimum of 30 credit hours (Option I) to 36 credit (Options II, III) beyond the bachelor's degree. Option I includes a thesis, Option II is non-thesis, and Option III is non-thesis but requiring more advanced courses. (See the current University of Nebraska-Lincoln [Graduate Studies Bulletin](#) for a complete statement of all requirements for the masters degree.) In AgLEC, the degree may be pursued in one of three areas, with core distribution and research requirements, as described in the table below. Students may also elect not to pursue an emphasis or specialization.

<i>Specialization/area of emphasis</i>	Leadership (area of emphasis)	Teaching & Learning (specialization)	Distance Education (specialization)
<i>minor/emphasis</i>		•Extension Education •Post-secondary teaching	
<i>Required Core Distribution Students are required to select 1 course in each area (excluding 896,</i>	Leadership <i>Required:</i> 801 Theoretical Foundations of Leadership	Teaching and Learning <i>Required:</i> 805 Advanced Teaching Strategies	Distance Education <i>Required:</i> 806 Introduction to Distance Education

899, 996; 890, 897
permission only.

<i>Required Research Tools: statistics; basic research methods; and/or proposal design (2-6 hrs.)</i>	<i>Selection depending on Option and focus of research:</i> Ed Psych. 859, 860, Ed 900K, Biometry 801 ALEC 826 ALEC 845 ALEC 899 (Option I with 2 hrs. per seminar), 996
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Once admitted to graduate study, students in consultation with their advisors will select the area of emphasis or specialization, Option, and specific courses which will make up the program of study leading to a master's degree. Information regarding course work and study leading to a doctoral degree are found near the end of this brochure. Courses making up each program of study are described on the following pages.

III. AREAS OF EMPHASIS AND SPECIALIZATION FOR A MASTERS DEGREE IN LEADERSHIP EDUCATION

***Area of Emphasis* LEADERSHIP DEVELOPMENT**

With roots in the traditions of youth and human resource development for agribusiness, the Department has developed a unique leadership development program available as an area of emphasis in the Master of Science degree. The program immerses individuals, both academically and professionally, in the increasingly complex area of leadership. One of the greatest needs for success in any endeavor is the ability to effectively communicate, influence, and be able to *lead* in one form or another. Completion of the Leadership Development emphasis creates opportunities for students to gain the academic background and experiences to provide interpersonal and leadership skill development to persons involved in communities, public service organizations and in business and industry. Students' graduate programs are multidisciplinary and contain opportunities for experiential activities in a variety of leadership and organizational developmental settings.

Examples of Career Options: Training Specialists; Personnel Managers; Personnel Recruiters; Commodity, Product, or Field Representatives; Youth Program Administrator; 4-H Youth Development Educator; Training and Development Manager; Community Facilitator.

Recommended courses

ALEC 801	Theoretical Foundation of Leadership
ALEC 802	Developing Leadership Capacity in Organizations & Communities
ALEC 807	Supervisory Leadership
ALEC 810	Environmental Leadership
ALEC 814	Classic figures in Leadership
ALEC 832	Leading Agricultural Organizations and Agencies
ALEC 901	Leading Change in Rural America and Beyond
ALEC 910	Leadership in Multi-National Organizations
ALEC 904	Leadership Seminar

Required for all major programs

ALEC 899	Masters Thesis (Option I) or
ALEC 996	Research Other Than Thesis (option II, III)
....	ALEC Core Distribution
....	Research Tool Course(s)

Additional selections from these courses

ALEC 826	Program Evaluation in Adult	MNGT 861	Advanced Personnel/Human Resource Management
EDPS 821	Program Development in Adult Education and Training	MNGT 960	Organizational Behavior
ALEC 890	(Special course)	COMM 830	Political Communicaiton
ALEC 896	Independent Study	CRPL 880	Economic Development Planning
EDAD 868	Dynamics of Small Groups	COMM 885	Small Group Communication Theory
EDAD 883	Foundations of Human Resource Development	COMM 886	Organizational Communication

Specialization
TEACHING AND EXTENSION EDUCATION

"Teaching" and "learning" are at the heart of many if not most professional fields. Students may elect to focus on the sub-areas of extension education or postsecondary college teaching. These sub-areas are also available as minors or tools to students in masters or doctoral programs outside of AgLEC. This area prepares one for careers in community college or university teaching, public school teaching, outreach programs and cooperative extension. It is also valuable for international students who plan teaching careers, as well as for individuals providing human resource services in business, industry, and government agencies. Students may build a program from the courses and sub-areas as listed below. Specialization designation appears on your transcripts.

<i>Recommended Courses: Emphasis/minor in Extension Education</i>		<i>Recommended Courses: Emphasis/minor in Teaching in Postsecondary Settings</i>	
ALEC 826	Program Evaluation in Adult Education and Training	ALEC 805	Advanced Teaching Strategies
ALEC 832	Leading Agricultural Agencies and Organizations	ALEC 812	Multimedia Applications for Education and Training
ALEC 833		ALEC 905	Practicum in Postsecondary Teaching
		ALEC 896	Independent Study - 1 credit hour (Teaching Portfolio)
	<i>Required of all Programs</i>		
	ALEC 899		Masters Thesis (Option I) or
	ALEC 996		Research Other Than Thesis (Option II, III)
	...		ALEC Core Distribution
	...		Research Tool Course(s)

Additional selections from above or any of these courses

ALEC 802	Developing Leadership Capacity in Organizations	EDPS 821	Program Development in Adult Education and Training
ALEC 804	Problems of Beginning AgriScience Teachers	EDAD 822	Instruction of the Adult Learner
ALEC 806	Introduction to Distance Education	EDAD 824	Contemporary Adult and Continuing Education
ALEC 890	Workshop seminar	EDAD 883	Foundations of Human Development
ALEC 897	Independent study	EDP 921	Psychology of Adult Education

ALEC 893	Technical Agriculture Workshop	EDPS 854	Human Cognition and Instruction
ALEC 903	Teacher Education in Agriculture	EDPS 858	Educational Measurement and Evaluation
		EDAD 926	The American Professoriate

Specialization
DISTANCE EDUCATION

With the advent of on-line learning and video conferencing, distance education has exploded into an extremely important topic. The specialization in Distance Education is designed for individuals in formal or non-formal settings, in business, training, or education, in post-secondary institutions as well as pre-K-12 settings. We study distance education in its video and digital formats, focusing on the ever changing state of technology, the growing research base, the developing and competing philosophies, and the individual and systems management of distance education. AgLEC graduates seek professional careers in both public and private sectors, sometimes using the specialization to support another specific content area, teaching in distance education situations or evaluating the distance education process. Some may act as consultants and trainers in business and government, while others may use the MS distance education specialization as a foundation for doctoral work in education or administrative disciplines. Specialization designation appears on your transcripts.

Recommended Courses in the Program

ALEC 806	Introduction to Distance Education	ALEC 899	Masters Thesis (Option I) <i>or</i>
ALEC 812	Multimedia Applications for Education and Training	ALEC 996	Research Other Than Thesis (Option II)
ALEC 816	Management Strategies in Distance Education	ALEC Core Distribution
ALEC 896	Independent Study in Leadership Education (Internships or Practicum)	Research Tool Course(s)
ALEC	Theoretical Foundations of Distance Education		

Additional selections from these courses

ALEC 801	Theoretical Foundations of Leadership	EDPS 854	Human Cognition and Instruction
ALEC 805	Advanced Teaching Strategies	EDPS 855	Teaching Learners to Learn
ALEC 826	Program Evaluation in Adult Education and Training	EDPS 921	Psychology of Adult Education
ALEC 833	Planning and Implementation of Cooperative Extension Programs	EDAD 910	The Higher Education Environment
ALEC 890A	Scientific Illustration	EDAD 921	Administrative Issues in Postsecondary Education
ALEC 896	Independent Study	EDAD 922	Finance in Postsecondary Education
ALEC 905	Practicum in Postsecondary Teaching	EDAD 923	The Community/Junior College
CURR 859	Instructional Message Design	EDAD 926	The American Professorate: An Administrative Perspective
CURR 860	Production and Utilization of Instructional Materials	BRDC 861	Instructional Broadcasting
CURR 880	Instructional Computing in Education	BRDC 866	Telecommunications and Information Systems

IV. PROCEDURES FOR COMPLETING YOUR RESEARCH: PREPARATION, REVIEW, AND SUBMISSION

When you select your Option, you will demonstrate your command of subject matter and tools for discovering knowledge and constructing meaning by conducting a research or scholarly investigation, either by completing a thesis or by a conducting a

special project. A checklist of steps in a thesis project is found below. Research other than thesis is described in a following section.

Checklist for Preparing Your Thesis

- ___ 1. Determine research interest
- ___ 2. Determine research needs in a particular area of study
- ___ 3. Explore possible thesis topics
- ___ 4. Develop a written proposal
- ___ 5. Submit proposal to advisor and supervisory committee
- ___ 6. Present your proposal and receive feedback

- Approved as proposed.
- Conditional approval.
- Disapproved.

- ___ 7. Gain IRB clearance
- ___ 8. Conduct research, analyze data, and write thesis
- ___ 9. Schedule the final oral examination
- ___ 10. Conduct a defense of your thesis
- ___ 11. Pay fees
- ___ 12. Submit the thesis to the UNL Graduate Office

Note: Check for additional requirements in other parts of this *Handbook* and in your copy of the UNL [Graduate Studies Bulletin](#).

PROCESS OF THESIS WRITING AND SUBMISSION

After the appointment of the major advisor, students then determine the focus of their graduate study. If you have elected to pursue the thesis Option (I), follow these steps:

1. Determine research interest. Your selection of a topic to investigate or study in depth should coincide with the area of emphasis or specialization you are following, as well as the interests and specialties of your major advisor.

2. Determine research needs in a particular area of study. Needs are determined by consulting with your advisor, reviewing the scholarly literature in your particular area, and reflecting on your own interests and career directions.

3. Explore possible thesis topics. Your advisor and committee will help you with identifying researchable topics, narrowing your focus and deciding upon a specific direction and topic. In this process, ask yourself questions about what you would like to discover about a particular field. What are questions unanswered or what can be learned about a specific group or topic?

4. Develop a written proposal. The proposal describes your thesis topic, contains a review of the relevant scholarly literature, and describes the methods you will use to investigate your topic. A successful proposal, once approved by your committee, becomes the first three chapters of your finished thesis. The proposal may be written as a part of a course assignment, such as found in ALEC 845, Research Methods. You may also register for credit in ALEC 899 Masters Thesis at this time and in subsequent semesters for normally up to six credits. You will receive an Incomplete mark until you have completed your thesis and presented your findings in your final oral. Throughout this process, students need to work closely with their graduate advisors as noted above in identifying topic, approach, research questions, and chapters. Your writing style should be clear, direct, error-free and jargon-free. You may wish to consult a style handbook for composition. Also, as noted below, follow the current *Publication Manual of the American Psychological Association* for documentation and references.

5. Submit proposal to advisor and supervisory committee. After your advisor considers your work ready for committee review, your completed proposal, including your bibliography (alphabetical list of works you actually cite in your chapters), should be given to your committee members at least two weeks before the scheduled proposal meeting.

6. Present your proposal and receive feedback. You will prepare a formal presentation of your research proposal to the members of your graduate committee. They will decide on one of three Proposal Outcomes:

Approved as proposed. You may go forward as planned, but expect to do some editing, including making a few very minor corrections or changes and integrating the proposal into your thesis.

Conditional approval. This feedback may be given in one of two ways:

1) Approval is contingent upon revisions to be reviewed and approved by your committee chair. This kind of feedback, which is most frequently given, involves some major changes and revisions. Or, 2) Approval is contingent upon your revisions being reviewed and approved by the entire committee.

Disapproved. Your advisor will discuss alternatives with you in the case of your proposal not being approved.

7. Gain IRB clearance. If the thesis involves human subjects, the proposal must first be approved by the Institutional Review Board (IRB) before the study can be conducted, including distributing surveys, conducting interviews, doing observations, etc. To obtain approval, you need to complete an application. You can find further information and appropriate forms on the IRB website at: <http://research.unl.edu/orr/index.shtml> you will also want to talk to your advisor about compliance issues. Cite the IRB approval number in the final draft of your thesis.

8. Conduct research, analyze data, and write thesis. After the proposal is fully approved, the student implements the plans laid down in the proposal: conducts research, analyzes data, writes thesis, and polishes the final draft. This process continues under supervision of the student's major advisor. See below for more details regarding format; also see Guidebook for Preparing Thesis or Dissertation available from the Office of Graduate Studies <http://www.unl.edu/gradstudies/current/>.

9. Schedule the final oral examination. The completed thesis in its preliminary form must be approved by the major advisor prior to scheduling your final oral exam or its waiver (at least four weeks prior to the examination). A copy of the thesis and abstract in preliminary form must be submitted to the Office of Graduate Studies for approval at least two weeks (one week in summer) prior to the final oral examination. This copy will be reviewed by the master's degree assistant and returned to the student.

10. Conduct a Defense of Your Thesis. Candidates are required to deliver a summary presentation of findings for the final oral examination. Candidates may also be asked to answer questions about any subject matter included in their program of study. Oral exams may be open to other interested parties, but only the student's committee deliberates, determines the quality of work, and the mark – either Pass or No Pass. The oral examination committee does have the right and privilege of recommending changes in the thesis at the time of the final oral examinations.

11. Pay fees. The student must file an application and pay the graduation fee for the degree at the Canfield Administration Building before the deadline set by the Graduate College, during the term in which the student plans to graduate.

12. Submitting the Thesis for Preservation. After the student completes and passes the final oral examination, the signed Final Examination Report Form for the Master's Degree is prepared by the student and advisor. Two unbound, un-punched copies of the approved thesis and three copies of the traditional abstract are presented to the Dean of University Libraries. The Librarian will sign the form in Part 6 to verify that the approved copies were received. The student then will go to the Cashier's window in Canfield Administration Building to pay the binding fee. The cashier will also sign the Final Report Form in Part 6 to verify that the binding fee has been paid. The Final Examination Report Form for the Master's Degree is then presented to the Office of Graduate Studies. Traditionally the student provides one bound copy of the thesis to the department and one to the major advisor. The Graduate Office may also accept the thesis electronically. Consult the Graduate Studies website at <http://www.unl.edu/gradstudies/current/> for more information.

RESEARCH PROPOSAL GUIDELINES-THESIS

Use the current *Publication Manual of the American Psychological Association* to guide the format and documentation of your thesis proposal and completion of writing. The essential components of a research proposal for the Master of Science Degree with a Major in Leadership Education are as follows:

A. Title Page

B. Signature Page

C. Table of Contents

D. Chapter I. Introduction

1. Statement of the Problem
2. Objectives of the Study
3. Background and Significance of the Problem
4. Definition of Terms

E. Chapter II. Review of Literature

F. Chapter III. Method*

1. Design of the Study
2. Population and Sample
3. Selection and/or Preparation of Instruments
4. Dependent and Independent Variables (if quantitative)
5. Analyses of Data Procedures
6. Procedures to Be Followed in Conducting the Study

**This is a typical example for a quantitative study; a qualitative study would require a somewhat different organization.*

G. Time Schedule

H. Anticipated Cost of the Study

THESIS FORMAT

The format of a finished thesis is somewhat dependent on the material to be discussed and the general style of the author; however, most of the following topics will generally be included in the thesis:

Abstract. The Office of Graduate Studies requires two abstracts: 1) A traditional abstract, which is a summary written for an expert audience in the field of the thesis, is complete in itself without reference to the text, the scope, methods and results of the study. 2) A lay abstract, consistent with the university's land grant mission, should restate in a vocabulary suitable to a general audience the justification and significance of the study. Topics which may be covered in the lay abstract are the implications of the research, how topic enhances economic or technological development, formulates social policy or improves quality of life. Each abstract is not to exceed 350 words and each should have a title page and be numbered using Arabic numbers. Abstracts are usually written last or after the major portion of the thesis is completed.

Acknowledgments. Acknowledges graduate advisor, committee members. and others to whom the writer is indebted for assistance and guidance during the graduate program. This portion of the thesis is optional.

Signature Page. Listing of graduate committee members, giving complete names, titles, and rank and providing space for signatures.

Title Page. The title should be relatively short, but clearly and concisely worded. It should contain the key words of the subjects, method, population, etc., that merit special emphasis. A standard form for the title page is shown in the Publication Manual of the American Psychological Association. The name of the candidate must appear exactly as it does in the Registrar's office.

Table of Contents. The table of contents includes chapter and section headings. It should let the reader know quickly and clearly how the thesis is organized. The author must be consistent in using heads and subheads, and they must correspond exactly in wording and form with the text.

List of Tables. List all tables appearing in the text with consecutive numbers and pagination.

List of Figures. List all graphs, illustrations, photographs and other figures appearing in the text with pagination.

Introduction. (Chapter I) The introduction should state clearly the nature of the study and define its scope. Its purpose is to "set the stage" for what is to follow, so the reader will have the essential background for the subject of the thesis. This section should include a statement of the objectives of the author's work in such a form that the reader will recognize the specific area of research involved in thesis. A definition of terms may be included in the introduction, explaining specific meanings of words and their relation to the study.

Review of Literature. (Chapter II) A review of the literature is necessary to insure that the topic of the present study has not been adequately investigated previously and to

orient the reader concerning relevant studies that have been completed by other researchers. A primary objective of the review of literature is to establish the theoretical framework for the study. Only the most pertinent up-to-date references should be included in this chapter. Graduate students are encouraged to use the University of Nebraska library facilities in conducting searches from appropriate computer data bases for appropriate research studies and/or popular magazine articles relating to the topic. All references must be cited in accordance with the standards of the Publication Manual of the American Psychological Association.

Method. (Chapter III) The chapter should be organized to explain the steps taken in completing each phase of the collection and analysis of qualitative or quantitative data from the study. The chapter should include an introduction which briefly restates the problem and purpose(s) of the study. The introduction may be followed by a section which explains the overall design of the research. In studies utilizing quantitative methods other major sections, in order, may include Hypothesis or Objectives to be tested, description of the Population, procedure for Selection of the Sample, steps in Preparation of the Data Collection Instrument if applicable, procedure for Collection of the Data, and Data Analysis Procedures. Qualitative studies will require a somewhat different organization.

Results. (Chapter IV) The author should begin Chapter IV with a brief reference to the purpose of the study. Normally, findings are reported for comprehensive demographic data needed to describe respondent groups and/or conditions existing at the time the data is collected. The remainder of the chapter should present important findings organized by hypotheses or objectives of the study. Remember to present only actual findings or facts that can be substantiated by the analysis of the data, and leave the explanation and opinions for Chapter V. This portion of the study will include all tables and a description of the appropriate findings as presented in each table. The data in each table should stress important means, significant extremes or differences, or other information of special importance to the study.

Summary. Conclusions, Interpretations and Recommendations. (Chapter V). The summary, conclusions and recommendations should be written to give the reader a concise picture of the study. Conclusions may be listed in clear, numbered statements or in narrative paragraph form. If some of the conclusions are based on the writer's opinions, they should be clearly identified as such. The author should state what new information has been contributed and draw conclusions that are justified by the results. A serious situation occurs when the author fails to include any real discussion or interpretation thus neglecting to relate what has been discovered to what has been reported previously in the review of literature. The previous statement is also true when recommendations are listed. Recommendations may include the writer's own beliefs. The student should be ready to defend those statements during the final oral examinations. For the most part, conclusions and recommendations should be substantiated by research findings. Recommendations may suggest action that could be taken and/or possible research topics identified because of information provided by the study.

Publication Chapter VI

The graduate student and advisor should identify an appropriate journal for dissemination of a part or all of the thesis. Using the journal's guidelines for publication and remaining within the UNL Graduate Studies publication guidelines, the student should prepare a manuscript and include it as Chapter VI of the thesis.

Reference List. The Reference List should include all references used in the body of the thesis such as direct quotations (placed in quotation marks in the text) and paraphrases, plus any other references that the student has read or utilized in implementing and/or carrying out the study. All references should be listed in alphabetical order according to the last name of the author. Use the latest edition of the Publication Manual of the American Psychological Association as your basic guide for format.

RESEARCH OTHER THAN THESIS

Students who are pursuing a program of study in non-thesis Options (II or III) will sign up for 2-6 hours of ALEC 996 Research Other Than Thesis. Steps are as follows:

- 1. Determine research topic.** The student and advisor agree upon the subject and scope of the research.
- 2. Register for ALEC 996.** Registration for 2-6 hours should be done at the beginning of the semester in which work on the research is expected to begin. In estimating total amount of credit to be awarded, a minimum of 40 hours of effort is expected for each hour of credit.
- 3. Prepare a Proposal.** As a first step in ALEC 996, you will develop a full proposal of your intended research which will be reviewed by your advisor and committee. Sections normally included are:
 - a. statement and significance of the problem and purposes
 - b. hypothesis (when appropriate)
 - c. definitions, assumptions and limitations
 - d. review of related literature
 - e. design of the study, procedures in detail—sources and methods of data collection, instrumentation and analysis (when appropriate)
 - f. time schedule
- 4. Complete research and write results.** Completion of the research should be within one year after registering in ALEC 996. An Incomplete grade will be assigned until all work is finished. It is possible to apply for extension (maximum two years) by presenting a Progress Report along with justification for extension to the major advisor and graduate Committee.

A final version of your research project should be prepared in accordance with the latest edition of the Publication Manual of the American Psychological Association and will be

submitted to the student's graduate committee. It will normally include the following sections:

- a. Preliminary section (title page, table of contents, etc.)
- b. Main body (items a-e above)
- c. Presentation and analysis of data (text, tables, etc. if quantitative)
- d. Summary and Conclusions (problems, procedures, principal findings, and recommendations)
- e. Reference section (Bibliography & Appendix)
- f. Research format as a ready-to-be submitted article

5. Present research project orally. Students in ALEC 996 should plan to present the results of their study to members of their graduate committee and others who are interested in the results. The responsibility of grading of the research project rests with the student's major advisor. The oral presentation may be waived.

6. Prepare for graduation. Option II and III students should follow general guidelines and schedules for applying for graduation and paying fees.

V. PREPARE AN INDEPENDENT STUDY

Together, the student and advisor draw up a contract at or near the time of registration in ALEC 896. Details of the contract to be included are: a tentative title of the study; a description of the proposed topic, its objectives and methods; date study is to be started; expected amount of credit to be awarded; steps and time requirements for each objective in the study; and names of all to be involved (student, graduate advisor). If research is to involve human subjects, Institutional Review Board clearance should be solicited.

(See IRB website at: <http://research.unl.edu/orr/humansubjectsresearch.shtml>)

VI. A DOCTORAL PROGRAM IN LEADERSHIP STUDIES

Graduate work, leading to a Ph.D. or Ed.D., in Human Sciences with a specialization in Leadership Studies may be earned in an interdisciplinary program.

This program will be of great benefit to current and future leaders in communities, government agencies, and private sector organizations. It will also be ideal for preparing individuals interested in providing organizational development training via consulting or in-house practice in a variety of situations.

Students will have considerable flexibility in the design of their programs. Below is a sample of potential courses that students can incorporate into their programs. The actual program of study will be developed between the students and their advisory committee.

<i>Courses in the Program</i>			
ALEC 801	Theoretical Foundations of Leadership	EDAD 883	Foundations of Human Res. Development
ALEC 802	Developing Leadership Capacity in Organizations & Communities	ALEC 995	Doctoral Seminar in Leadership Studies
ALEC 806	Introduction to Distance Education	ALEC 999	Doctoral Dissertation in Leadership Studies
ALEC 807	Supervisory Leadership	MGT 960	Organizational Behavior
ALEC 810	Environmental Leadership	MGT 980	Seminar in Interpersonal Processes
ALEC 814	Classic Figures in Leadership	MGT 983	Seminar in Organizational Behavior
ALEC 832	Leading Agricultural Organizations and Agencies	COM 830	Political Communication
ALEC 833	Planning and Implementation of Cooperative Extension Programs	COM 870	Interpersonal Communication Theory
ALEC 896	Independent Study in Leadership Education	COM 885	Small Group Communication Theory
ALEC 901	Leading Change in Rural America and Beyond	COM 886	Organizational Communication
ALEC 904	Seminar in Leadership Education	CRPL 810	Communication Techniques for Planners
ALEC 910	Leadership in Multi-National Organizations	CRPL 895	Special Topics (as applicable)
EDAD 868	Dynamics of Small Groups	CRPL 900	Professional Planning Practice
		EDAD 890	Leadership in Education
		EDAD 910	Foundations of Building Administration
		EDAD 921	Administrative Issues in Post Secondary Education

Students who elect to pursue a doctorate in Leadership Studies need to consult with graduate advisors in AgLEC and HUMS. Also see general university guidelines in the latest UNL [Graduate Studies Bulletin](#).

VII. FACULTY

Mark A. Balschweid Department Head and Professor, Ph.D., Oregon State University. Research Interests: Integrating science and agriculture in the high school classroom; Collaboration of agriculture and science teachers; Impact of international experiences on student learning and development

John E. Barbuto, Jr., Associate Professor, Ph.D., University of Rhode Island. Research Interests: Leadership Theory; Models of Work Motivation; Influence Processes; Power and Politics in Organizations; Predictors of Leader Behaviors; Innovative Pedagogy of Leadership Education

Leverne A. Barrett, Professor, D. Ed., Pennsylvania State University. Research Interests: International Application of Leadership Theory; Transformational Change Oriented Leadership; Collaborative Leadership; Servant Oriented Leadership; Application of Leadership Theory to Communities

Lloyd Bell, Professor, Ph.D., University of Nebraska. Research Interests: Longitudinal Multi-Cultural Research; Biology Endorsement for Secondary Teachers of Agricultural Education, Instructional Leadership, Curriculum Development

Allen G. Blezek, Professor and Director of Nebraska LEAD Program , Ph.D., University of Nebraska. Research Interests: Adult Leadership; Organizational Development; Leadership in International Settings

Jason D. Ellis, Assistant Professor, Ph.D., Iowa State University.

Arlen W. Etling, Professor, Ed.D., University of Massachusetts. Research Interests: Curriculum Development; Impacts of Curricula on Youth; Competencies of Community-Based Educators; International Nonformal Education

Patricia Fairchild, Professor, Ed.D., University of Boston. Research Interests: Dichotomy of workforce preparedness versus workforce requirements, economic development, statewide delivery systems.

Susan M. Fritz, Professor, Ph.D. University of Nebraska. Research Interests: Interpersonal Skill Development of Undergraduates; Predictors of Leaders Behaviors, Impact of Leadership Development

Dann Husmann, Professor., Ph.D. University of Nebraska. Research Interests: Distance delivery systems, holistic approaches to meeting the needs of on and off campus students and faculty, self-efficacy models of faculty development in distance learning and environment, technology-based instructional design.

James W. King, Associate Professor, Ed.D., Indiana University. Research Interests: Distance Education; Multi-media and Instructional Systems

Thomas E. Kraft, Associate Professor of Practice, Ed.D., University of Nebraska-Lincoln. Research Interests:

Kathleen A. Lodi, Professor, Ph.D., University of Nebraska. Research Interests: Character Development for Youth; Assets Youth Need to Succeed

Joyce Povlacs Lunde, Professor Emerita, Ph.D., University of Minnesota. Research Interests: Innovative Teaching; Employability of Graduate Students; Faculty Development; Teaching Improvement in Post-Secondary Settings

Gina S. Matkin, Assistant Professor, Ph.D., University of Nebraska-Lincoln. Research Interests: Intercultural sensitivity in organizational and workplace settings, and gender and leadership issues.

Gerald M. Parsons, Professor Emeritus, Ph.D., University of Nebraska. Research Interests: Leadership; Leadership Ethics; The Rhetoric of Leadership; Organizing Strategies; Pedagogy of Ethics in Agriculture and Natural Resources; Environmental Ethics

Lisa Pennisi, Assistant Professor, Ph.D., University of Florida. Research Interests: Environmentally responsible behavior and tourism, connection to nature, community involvement, perceptions in tourism development, visitor education, communication and behavior; Approaching conservation, public relations, and visitor management issues using diverse methods that draw upon conservation psychology, communications, education, and social marketing

S. Kay Rockwell, Professor Emerita, Ph.D., University of Nebraska. Research Interests: Outreach Education, especially program evaluation; Impact Assessment

Daniel W. Wheeler, Professor Emeritus, Ph.D., SUNY Buffalo. Research Interests: Leadership Development; Transformational Leadership, Servant Leadership; Organizational Development; and Faculty Development

Myra S. Wilhite, Associate Professor Emerita, Ph.D., University of Nebraska. Research Interests: Faculty/ Administrator Development; Innovative Teaching Practices; Student Outcomes Assessment; Development and Management of Instructional Technology in Higher Education

**For more information call AgLEC
at 402.472.2807**

VII. APPENDICES

Resources for Current Graduate Students

<http://www.unl.edu/gradstudies/current/>

Masters Degree Forms and Deadlines

<http://www.unl.edu/gradstudies/current/masters.shtml>

Doctoral Degree Forms and Deadlines

<http://www.unl.edu/gradstudies/current/doctoral.shtml>

UNL Office of Research—Institutional Review Board (IRB) Guidelines and Forms

<http://research.unl.edu/orr/index.shtml>

Updated by [Webmaster](#) 10/24/08