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ALEC Committee Minutes

Agricultural Leadership, Education &  
Communication Department

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12-11-2009

## December 2009 - Staff Meeting Minutes

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**Department of Agricultural Leadership, Education and Communication**  
***Developing Human Potential***  
**Staff Meeting Minutes**

**December 11, 2009**

Present: Mark Balschweid, Lloyd Bell, Kathy Bennetch, Heather Borck, Jason Ellis, Dick Fleming, Jennifer Greenlee, Janice Hamer, Dann Husmann, Jim King, Tammy Meyer, Lisa Pennisi and Mike Wilmot.

Balschweid called the meeting to order at 10:02 a.m.

A motion was made by King and seconded by Husmann to approve the minutes of November 13, 2009 staff meeting. Motion passed.

***Old Business***

*CSREES Review* – Fleming reported the Work Team met last week. Members are gathering materials and moving forward. Greg Crosby has been designated to represent USDA. Dr. Balschweid plans to contact potential Review Team members following a conference call with Crosby.

The Work Team recommended use of Survey Monkey to gather personnel/student assessments about AgLEC. What works and what doesn't! The results would be included in the Self-Study Report. Comments will be gathered from our undergraduate students, non-major students, graduate students who teach, graduate students, faculty, and staff. Members of the Work Team will work on this project and develop the questions so the survey will be ready to go out in January. Results of the Gallop Survey, which was conducted several years ago, might be very helpful and could be incorporated into the Self-Study Report.

Balschweid will proceed to contact team members and check to see if they are available to serve on the Review Team dates in April. The final draft of the Self-Study Report needs to be forwarded to Dean Waller on February 19.

Balschweid indicated the January 5 retreat has been cancelled, however, he encourages the faculty to use that date/time to work on the Review documents. A coffee will be held at 10:00 in Room 311 and along with an opportunity for discussion on the Self-Study Report.

*AgLEC Reorganization Update* – Balschweid indicated January 1 is the formal start a new combined unit. CIT will no longer be a separate unit. It will be known as the Education Enhancement Section (EES). The Department is working with Human Resources on City Campus in preparation for reducing personnel after the first of the year. The physical layout of our department may change but we want to build on shared strengths of both units and like goals and interests.

Roger Terry, Director CIT, gave us a little glimpse of his background and his interests. Dr. Terry then outlined the new service component which is now Education Enhancement Section

(EES). He encouraged us to have open and honest communication with the EES staff so they will not feel second class. EES will shift to a Cost Recovery Model. Clients will need to come to grips with the fact they will be charged for services received (business model). Costs are costs. A chart was shared showing sample rates for various EES services. (Appendix 1) Those costs will need to be incorporated into any grant or contract. Faculty should consult with the professional Education Enhancement Section staff early in the proposal conception and development process to ensure accurate cost estimates. Using the new Education Enhancement Section (EES) services within the Ag Life Sciences Communication will help deliver quality products. EES will need to pay its own way and will need to be reviewed over the next few years.

### *International Study Abroad*

Ellis reported the students involved have meetings once a month before the trip to learn about the English culture and history as part of the study abroad which is scheduled May 17-31, 2010.

*Update on Open Searches* - Balschweid reported approval has been received for the three new Ag Journalism faculty positions. The Ag Life Sciences Communication is a new academic program pending approval by the Regents. An Exponential Learning Model will be incorporated so our students can work with real businesses and deal with real deadlines and pressures. Instead of being separate, AgLEC and EES budgets will now be under one main budget and one academic/service unit adhering to the federal and UNL regulations.

Agricultural Education-Nebraska Department Education Joint State Specialist – Bell reported the Search Committee met last week and started to review the 10 applications received so far. The next meeting is December 17. He will check with the Equity office about the possible conflict of interest of some of the Search Committee members who have taught some of the applicants.

HRTM-Balschweid indicated Tourism has two open positions with 13 applications for one position and seven applications for the other received. Pennisi and Husmann are on both search committees.

Agricultural and Life Sciences Communication – Balschweid announced we have been approved to start the search process for three new Ag Journalism positions.

We have been working with Charlyne Berens, interim dean for the College of Journalism and Mass Communications (CoJMC), and her colleagues to identify program gaps so we can better target our new faculty hires to meet the needs of both the new Agricultural and Life Sciences Communication (ALSC) program and the CoJMC. In our conversations, we determined that the three new faculty positions in ALSC would be of most benefit if they focused on these three areas: 1) Convergence media and new media technologies; 2) Strategic or Integrated Marketing Communications; and 3) and more general Agricultural and/or Science Communications.

## ***New Business***

### ***Preparing for AFRI Grant Program Changes and Submissions - Deb Hamernik-ARD Office***

Hamernik shared some handouts about the AFRI updates for 2010. We need to decide how we might participate and facilitate activities and projects together. We have opportunities to develop teams with other units to share our skills toward developing curriculum, excellence in teaching, program development, etc. (Appendix 2)

*Teaching Award* - Bell outlined the established guidelines regarding the use of the Teaching Award monies were to make sure the money would benefit as many as possible with the teaching learning process. Balschweid asked the committee to consider using funds to help pay for the technology upgrading for our classroom equipment. The committee did not approve his request. Discussion followed about possibly changing the guidelines. Husmann moved to table this item until the next staff meeting. Second King. Approved.

## ***Announcements***

Ellis reported CASNR has Global Gateway applications for those interested in providing studies abroad. One of the trips is going to China (May 15-17). From your experiences from this trip you can further develop future class studies abroad.

Judith Wolf, AgLEC Liaison Librarian, shared the Collection Development Policy. (Appendix 3)

## ***NHRI Moving to AgLEC***

Balschweid indicated Nebraska Human Resources Institute (Lindsay Hastings) will be moving into our “commons” room on Dec. 15. She has one graduate student who will be housed in our graduate student offices.

Research Fair is April 6 – 8, 2010

Next meeting date is January 15 at 10:00.

Submitted by Kathy Bennetch

## **Professional Services Available Through Agriculture and Life Sciences Communication Education Enhancement Section (EES)**

Knowledgeable and experienced communication and technology specialists in the Agriculture and Life Sciences Communication Education Enhancement Section (EES) (formerly Communications and Information Technology) can help you increase and extend the impact of UNL and IANR research and education. Faculty interested in writing proposals for grants and contracts should consult with professional EES staff early in the proposal conception and development process to ensure accurate estimates with guaranteed quality products.

- ❖ EES is a group of communication and technology professionals skilled and experienced in informing Nebraskans and others of the knowledge and opportunities available through UNL's teaching, research and outreach.
- ❖ EES staff can help you select the media best suited to your target audience(s) and project goals and help you craft innovative information products that deliver the results for optimal usability.
- ❖ EES staff members are knowledgeable and have the skills to enhance the dissemination of the information gleaned from research or education projects.
- ❖ There are many ways the EES staff can help faculty and staff meet their grant or project goals. They can:
  - Develop digital learning experiences and interactive learning tools, educational reference centers, and electronic presentations.
  - Design, produce and deliver audio and video materials via broadcast, podcasting, streaming, DVD, CD-ROM, Breeze Web conferencing, and all things Internet.
  - Communicate your message through text, illustration, graphic design, photographs, animation, and publication design.
- ❖ Our award-winning teams are here to help. We provide expertise in editing and design of print and electronic publications/resources, newsletters, and brochures as well as typesetting, graphic design, and illustration. We also provide publication, communication, and marketing consulting and offer printing and distribution services (mail and shipping).
- ❖ Using high-end Internet tools and cutting edge high definition video and broadcast capabilities, EES professionals can help you conceptualize and create interactive, multimedia environments for the Web or mass media outlets. Our staff can create custom learning spaces or facilitate data storage and security.

EES production teams are looking forward to working with you to provide estimates for your proposal and then to provide a high quality, innovative information product.

## Professional Services Available Through the Education Enhancement Section

Below is a list of services available through the EES section as well as the hourly rate for these services. Note that the rate is for cost recovery only and subject to adjustment according to University rules and guidelines. These are subject to approval by January 2010.

### ESS Services and Hourly Rates



System Administration	\$60	Training	\$55
Video Productions (Producer)	\$110	Writing	\$55
Video Productions (Student)	\$20	Writing (Student)	\$20
Video Production (Assistant)	\$60	Event Planning/ Implementation	\$55
Video Editing	\$60	Photography	\$55
Audio/Video Internet Prep	\$55	Media Relations	\$55
Audio/Video Internet Prep (Student)	\$20	Media List Mgmt/Info Distribution	\$55
Audio/Radio Production	\$55	Media List Mgmt/Info Distribution (Student)	\$20
Audio/Radio Production (Student)	\$20	Clipping Service	\$55
Audio/Video Duplication Services	\$55	Clipping Service (Student)	\$20
Audio/Video Duplication (Students)	\$20	Editing	\$55
Audio/Visual Technical Support	\$55	Proof Reading	\$55
Programming	\$60	Layout	\$55
Programming (Student)	\$20	Illustration/Graphic Design	\$55
IT Help Desk	\$55	Speech Writing	\$55
IT Set-up/Tech Support	\$55	Production and File Prep	\$55
IT Set-up/Tech Support (Student)	\$20	Web Management	\$55
Web Usability/Assessment	\$55	Web Management (Student)	\$20
Web Development	\$55	Marketing	\$55
Web Development (Student)	\$20	Distribution/Handling	\$55
Database Administration	\$55	Distribution/Handling (Student)	\$20
Presentation Development	\$55	Bindery	\$55
Video Graphic/Animation	\$55	Display & Design/Set Construction	\$55
Video Graphic/Animation (Student)	\$20	Mail List Management and Processing	\$55
Classroom/Lab	\$55	E-Store Mgmt	\$55
Instructional Design	\$55	Print Material Mgmt	\$55
Video Conferencing Mgmt	\$55	Travel Outside of Lincoln	\$55
Video Conferencing Mgmt (Student)	\$20	Project Management	\$55
Resiliency (Backup & Disaster Recovery)	\$55		

**FY2010 AFRI Update**

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NIFA Grantsmanship Workshop  
Roger Beachy (APLU & Tri-Societies)

Deb Hamernik  
Rick Koelsch

 Unit Administrators Breakfast  
December 8, 2009 



**FY2010 AFRI Update**

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**FOCUS:**  
Focus resources on delivering bold results with great power to improve human and animal health and protect our environment

**SCALE:**  
NIFA will work on large projects where we see great potential for breakthroughs on a scale never before seen or imagined



**IMPACT:**  
NIFA will award research where we know the impact on human health and wellbeing can be tangible and meaningful

 Roger Beachy (Tri-Societies Annual Meeting) 

**FY2010 AFRI Update**

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- Expectation that research and extension and/or education will be part of each grant of large scale
- Greater emphasis on increasing the integration of R + E + E in successful grants
- Won't be funding as many small, individual investigator grants as in the past—more larger awards (\$5-10 million) for 5-10 years
  - funded 480 standard research grants in FY2008
  - expect to fund 130-150 in 2010

 Roger Beachy (APLU Annual Meeting) 

**FY2010 AFRI Update**

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- Will "forward fund" in FY2010
- In FY2009, if an AFRI program had a \$10 million budget, could award 10 grants at \$1 million/grant (grant budgeted for \$250,000/year x 4 years)
- In FY2010, will release funding on an annual basis
  - \$1-2 million/grant/year x 5-10 years
- Will require increased Congressional appropriations to continue to make new awards of this scope

 NIFA staff (Grantsmanship Workshop) 

**FY2010 AFRI Priorities**

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- May be a requirement for outreach or education component in all grants, but not "integrated" (NSF)
- AFRI program names may change from 2009, but all program topics will remain in 2010
- Single function basic research, applied research, extension, education present in 2010...but packaged differently
- Animal topics will fit in all 5 priorities...
- Outcome assessments will be needed. How will outcomes be measured?

 NIFA staff (Grantsmanship Workshop) 

**FY2010 AFRI Priorities**

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Bioenergy: Feedstocks & Bioproducts

Climate Change: Adaptation & Mitigation

Childhood Obesity

Food Safety

Global Food Security & Hunger

 Roger Beachy (APLU Annual Meeting) 

## FY2010 AFRI Priorities

### Bioenergy: Feedstocks & Bioproducts

- Reduce (AFRI) involvement in conversion of biomass to biofuels
- Favor sustainable biomass production in AFRI
- Use genetics to improve the amount & quality of plant-based feedstocks as sources of biofuels (2<sup>nd</sup> & 3<sup>rd</sup> generation biofuels)
- Perennial grasses, woody plants, energy cane, algae, etc.
- Optimize agronomic practices needed to grow & harvest these plants at scales with low environmental impacts
- Model the economics of bioenergy production & use
- Efficient use of co-products as livestock feeds
- Partner with DOE and private sector



Roger Beachy (APLU Annual Meeting)



## FY2010 AFRI Priorities

### Climate Change: Adaptation & Mitigation

- Practices in crop & animal agriculture as offsets to mitigate GHG emissions under regulation-induced markets
- Improve crop, animal, and forest management in the face of climate change
- Quantify the potential for forests & agricultural lands to serve as carbon sinks
- Effects of climate change at the regional, community, or farm level at a scale not dreamed of previously
- Development of technologies & practices that will mitigate climate change & generate rural wealth in an emerging economy of carbon regulation



Roger Beachy (APLU Annual Meeting)



## FY2010 AFRI Priorities

### Childhood Obesity

- Focused research on improving child nutrition and ending childhood obesity
- Improve the nutritional quality of school meals and food assistance—new approaches to school lunch
- Help children lead healthy and productive lives
- Monitor outcomes



Roger Beachy (APLU Annual Meeting)



## FY2010 AFRI Priorities

### Food Safety (farm to fork)

- New diagnostic tools to identify food pathogens and trace toxins and chemical contaminants in food
- Effective interventions to reduce pathogens and contaminants when producing and processing foods
- Statistical methods to understand how food pathogens and contaminants make their way through the food distribution system
- Economic research to identify who is most at risk from food-borne illness and from which sources
- Complement and support regulatory agencies



Roger Beachy (APLU Annual Meeting)



## FY2010 AFRI Priorities

### Global Food Security & Hunger

- Keep American agriculture competitive
- Develop stress-resistant crops (drought, heat, saline)
- Ensure productivity of agricultural animals
- Develop new lines of crops & animals that carry beneficial traits and study from lab to field (farm)
- Develop crops that rely less on chemicals and more on their own genetics to resist pests & diseases
- Determine how new food production systems affect local and international markets
- Use extension to deliver new products to farmers who can use them (rebrand America's image abroad)



Roger Beachy (APLU Annual Meeting)



## FY2010 AFRI Priorities

### Global Food Security & Hunger (continued)

- Develop new breeds of animals that are more feed efficient
- Develop better production systems that use less water, fewer antibiotics, and have a smaller environmental footprint
- Use genomics to understand animal diseases (swine)
- Develop pig and human vaccines against future zoonotic diseases
- Research to make sense of what the genomic data actually tell us for all of the major livestock breeds
- Let the public know that many advances in animal genomics will benefit human health



Roger Beachy (APLU Annual Meeting)





**FY2009 USDA Agriculture and Food Research Initiative (AFRI)  
Competitive Grants Program Request for Applications (RFA)  
(available at: [http://www.nifa.usda.gov/funding/rfas/afri\\_rfa.html](http://www.nifa.usda.gov/funding/rfas/afri_rfa.html))**

**Integrated Project Grants**

An integrated project includes at least two of the three components of the agricultural knowledge system (i.e., research, education, and extension) within a project, focused around a problem or activity. The functions addressed in the project should be interwoven throughout the life of the project and act to complement and reinforce one another. In other words, the functions should be interdependent and necessary for the success of the project.

- (1) The proposed **research** component of an integrated project should address knowledge gaps that are critical to the development of practices and programs to address the stated problem.
- (2) The proposed **extension** component of an integrated project should lead to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group. Extension related activities designed to build institutional capacity are also allowable. The extension component should incorporate a wide range of research results, not just those of the current project. Please note that research-related activities such as publication of papers or speaking at scientific meetings are not considered extension for the purposes of this program.
- (3) The proposed **education** (teaching and teaching-related) component of an integrated project should strengthen institutional capacities and result in curricula and related products that will be sustained beyond the life of the project. The following activities are appropriate for the education component of an integrated project:
  - a) curriculum development;
  - b) instructional materials development;
  - c) education delivery systems;
  - d) student experiential learning (internships, externships, clinics);
  - e) student recruitment and retention efforts;
  - f) career planning materials and counseling;
  - g) pedagogy;
  - h) student learning styles and student-centered instruction;
  - i) faculty development programs;
  - j) student study abroad and international research opportunities relevant to overall program goals for U.S. agriculture; and
  - k) faculty and student exchanges.

### **EMAIL FROM NIFA NPL ABOUT 2010 AFRI RFA:**

Anticipated date of release: Will be published in January (middle-end of the month).  
We are 'thinking' about a preannouncement before the RFA release

### **FOCUS (possibly one RFA for each focus area):**

- 1) Climate Change
- 2) Bioenergy/Biofuels
- 3) Food Safety
- 4) Childhood Obesity, and
- 5) Global Food Security.

**SCALE:** much larger and (fewer) grants

**IMPACT:** Geared toward making impact on the focus areas. e.g. reducing obesity, mitigating carbon foot prints, reducing food borne illness etc.

None of the 2009 AFRI programs (e.g. Improving Food Quality and Value) will be continued in 2010. However, the RFA(s) will contain elements of the programs in different focus areas. Check our website in January to view important program changes and confirm the official proposal deadline and Letter of Intent due dates for programs that intersect your expertise: <http://www.nifa.usda.gov/funding/afri/afri.html>

### **FUTURE EVENTS:**

January 7, 2010: Preparing High Quality Integrated Proposals (ECU)

Soon after the FY2010 AFRI RFA is Released: 1) FY2010 AFRI Update webinar  
2) ½ day workshops on each of the 5 AFRI priorities

### **POTENTIAL UNL TEAMS FOR AFRI GRANTS:**

- 1) Edible dry beans and: sustainable production practices, alternative biofuels, childhood obesity
- 2) Switchgrass for biofuels and agronomic practices, breeding, soil communities, entomology
- 3) Broad spectrum disease resistance in transgenic plants and managing pest resistance
- 4) Nutraceuticals
- 5) Youth development
- 6) Financial planning and management
- 7) Individual and family concerns
- 8) Childhood obesity, gut microbiomics, nutritional fats, education of the public
- 9) Animal production efficiency and climate change
- 10) Feeding bioenergy co-products to livestock
- 11) *E. coli* and food safety and epidemiology

# Improving and Conserving Water Resources Through Stormwater Management Education for Community Decision Makers of Today and Tomorrow

## PROJECT NARRATIVE

### INTRODUCTION

The overall goal of this project is to improve water quality while conserving water resources through a strongly integrated, synergistic approach to stormwater management and greenspace practice education. This approach effectively and efficiently connects extension programming, classroom education, and field research (Figure 1). Project objectives focus on the development and delivery of stormwater management and green infrastructure educational programming and research investigations which support improved water quality and increased water conservation through sustainable landscape design and management practices. Project procedures will identify and measure knowledge gains, practice changes, and other outcomes and impacts associated with a range of audiences, including municipal leaders and residents, 4-H, youth, undergraduate and graduate students, landscape industry professionals, and Master Gardeners.

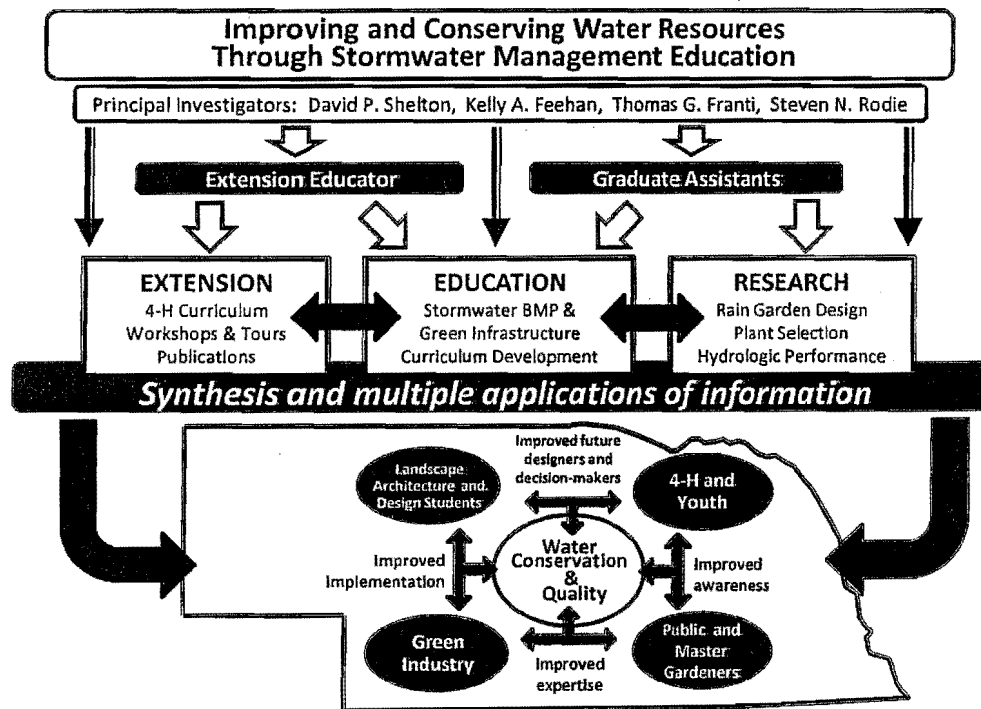


Figure 1. Schematic showing project integration, primary audiences, and selected outcomes.

### OBJECTIVES

The overall goal of this project is to improve water quality while conserving water resources through a strongly integrated, synergistic approach to stormwater management and greenspace practice education that effectively and efficiently connects extension programming, classroom education, and field research. Specific objectives to achieve this goal are:

#### EXTENSION

1. Provide science-based educational materials and hands-on learning experiences for leaders and residents of Nebraska Phase II municipalities to:
  - a. Increase the use of water-sensitive landscape design and best management practices.

- b. Increase information available to municipal leaders to assist in making viable, cost effective decisions for municipal stormwater management.
- c. Help meet the Phase II public education and outreach measures as established by EPA.
2. Design and implement a multi-media enhanced curriculum and experiential learning 4-H/Youth program that will actively engage youth to increase their understanding and knowledge of stormwater hydrology and green infrastructure, and improve the skills needed for successful career preparation and as future decision makers.
3. Develop and deliver educational programs and hands-on learning opportunities for green industry professionals to help meet the growing demand for sustainable greenspace solutions and expand recognition of entrepreneurial opportunities.
4. Integrate stormwater hydrology and greenspace topics into Master Gardener training to prepare them for incorporating new water perspectives into their outreach programs.
5. Investigate regional and national interest in developing a Green Infrastructure for Stormwater Management eXtension Community of Practice. Share information developed in this project to increase availability of green infrastructure for stormwater management information.

#### **EDUCATION**

1. Integrate stormwater management and green infrastructure topics into new and existing UNL Landscape Architecture, Landscape Design, and Turf/Landscape Management courses.
2. Develop a new professional elective course in the Landscape Architecture undergraduate curriculum that focuses on elements of stormwater management and green infrastructure.
3. Develop and coordinate interdisciplinary stormwater management and/or green infrastructure service learning projects for landscape architecture, civil engineering, and water science, and planning students.
4. Establish a landscape architecture internship to expand student learning and develop strong program linkages with professional design and planning firms that emphasizes green infrastructure projects and approaches.
5. Educate and provide teaching and research opportunities for two Masters Degree students with a specific emphasis on green infrastructure components of stormwater management.

#### **RESEARCH**

1. Evaluate plant growth and performance in established rain gardens under Nebraska climate and conditions to enable revised plant selection and care recommendations.
2. Evaluate the hydrology of established rain gardens under Nebraska climate and conditions to enable revisions of design sizing and installation recommendations.
3. Deliver a UNL research seminar series featuring regional and national experts on green infrastructure for stormwater management.

**Agricultural Leadership, Education, and Communication (AgLEC)  
Collection Development Policy**

University Libraries, University of Nebraska-Lincoln

Judith A. Wolfe, AgLEC Liaison Librarian, November 2009

Approved: CDC, November 4, 2009

The AgLEC collection supports the teaching, research and service activities of the entire university community. Its primary audience is the faculty, staff, and students of the AgLEC department. The collections primary focus is support for the undergraduate and graduate curricula for agricultural education, tourism in agriculture, industrial technology education, leadership and communication. Specific and transient research needs of AgLEC faculty and graduate students are supplemented through Interlibrary Loan. The focus of the AgLEC collection is diverse in nature as it encompasses disciplines that are well established within colleges and departments in the university structure. The collection is multifaceted and is distributed widely to support curriculum and research needs within subject areas including: teaching, learning, and teacher education, and industrial technology as they pertain to agriculture. Tourism, environmental communication and education, and leadership are also included. Materials are not purchased for the general public though they may benefit from the collection.

**AgLEC DEPARTMENT**

The Agricultural Leadership, Education and Communication (AgLEC) is a department in the Institute of Agriculture and Natural Resources (IANR) of the University of Nebraska-Lincoln. The department was established as a result of a 1992 merger between the departments of Agricultural Education and Agricultural Communication. The mission of the department is to foster human capacity in leadership, education and communication through innovative teaching, research, and outreach. The AgLEC faculties have joint appointments in the College of Agricultural Sciences and Natural Resources (CASNR), the Agricultural Research Division (ARD), and the Cooperative Extension Division (CED).

## **B.S. Degrees:**

### **Agricultural Education, with options in**

*Leadership:* Primary focus prepares the student for employment in agribusiness.

*Teaching:* Primary focus prepares the student to teach (secondary or post-secondary) agricultural education.

*Agricultural Journalism:* Primary focus prepares the student for a career in the combined field, journalism, or agriculture.

### **Tourism in Agriculture**

The program integrates ecology, natural resources, tourism, recreation, marketing, communications, and entrepreneurial management into a curriculum focused on managing facilities and operations that provide outdoor recreation and agricultural ecotourism experiences.

### **Industrial Technology Education**

*Industrial Technology Education:* Primary focus is on communication, construction, manufacturing, and energy, power and transportation.

*Trade and Industrial Education:* Primary focus is on trades specializing in automotive, machine tool, construction, etc.

*Technical Education:* Primary focus is on teaching at the community college level or industry training.

## **Minor Degrees:**

*Leadership and Communication:* This minor focuses on building leadership and communication skills.

*Environmental Communication:* This minor focuses on written and oral communication, enriching the student's understanding of advertising, broadcasting, and mass media, along with a basic understanding of natural resource, environmental policy and legal issues.

*Environmental Education:* The minor is designed to provide additional qualifications for students interested in pursuing a career in the field of environmental and natural resource education.

## **M.S. Degrees:**

**Master of Science in Leadership Education:** *Option I (Thesis) Option II (Research Other Than Thesis) or Option III (Pre-Doctoral Program)*. 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. The program provides an opportunity for in-depth study in the areas of leadership development, teaching and extension education, and distance education.

## **Ed.D. or Ph.D. Degrees:**

**Human Sciences with a specialization in Leadership Studies:** The program is directed toward current and future leaders in communities, government agencies, and private sector organizations. The program prepares individuals for leadership consulting, organizational change, training and organizational development, multimedia and distance education, personnel and human resource management, leadership faculty positions, entrepreneurship, and community facilitation.

## **LIBRARY COLLECTIONS**

To support the programs in Agricultural Leadership, Education and Communication, the Library collection offers a wide range of resources. The materials in the Library cover the areas of leadership, agriculture education, journalism and mass communications, environment communication and education, industrial and technical education and tourism

Collections in some of these areas are guided by other collection development policies, including those written for, Communication Studies, Journalism and Mass Communications, Educational Administration; Educational Psychology; Teaching, Learning, and Teacher Education, Construction Management, Engineering Mechanics, Industrial Engineering, and Mechanical Engineering.

## **CLASSIFICATIONS AND INTENSITY LEVEL**

### **Leadership**

BR 501-BF 575 Psychology motivations RESEARCH

BF576 Emotional intelligence RESEARCH

BF637.L4 Leadership psychology RESEARCH

BS580.M6 Leadership moral and ethical aspects STUDY

BS680.L4 Leadership Biblical teaching BASIC

BS1199.L4 Leadership Biblical teaching BASIC

GN345.7 Cross-cultural studies STUDY

HD28-HD37 Management STUDY

HD38-HD58 Organizational behavior STUDY

HD57.7 Leadership moral and ethical aspects RESEARCH

HD58.8 Organization change RESEARCH

HD66.7 Senior Leadership teams BASIC

HD30.28 Leadership and judgment RESEARCH

HM 141 General, miscellaneous, history STUDY

HM 781 Community Leadership BASIC

HM1261 Leadership encyclopedias, evaluation, psychological aspects BASIC

HM136 Leadership handbooks, manuals, etc. BASIC

HQ1233 Leadership in women STUDY

HQ1390 Women in public services STUDY

JC330.3 Political leadership BASIC

JF1525.L4 Public administration leadership BASIC

JK516 President leadership BASIC

UB 210 Leadership, command of troops BASIC

### **Communication**

HF 5381 Vocational guidance STUDY

P Philology linguistics BASIC



PE English philology and language BASIC

PN 101-249 Authorship BASIC

PN 4775-4784 Practical journalism BASIC

PN 4784 A3 Agricultural journalism STUDY

T 11 Technical writing STUDY

Primary responsibility for Communication Studies; Journalism and Mass Communication are within those individual collection development policies. For a comprehensive overview of policies in these areas please see the specific policies.

### **Teaching**

Primary responsibility for Educational Administration; Educational Psychology; Teaching, Learning, and Teacher Education are within those individual collection development policies. For a comprehensive overview of policies in these areas please see the specific policies.

### **Tourism**

G 154.7 Consumer behavior STUDY

G154.9 Tourism – Congresses BASIC

G 155.A1 Tourism general BASIC

G 156 -156.5 Ecotourism – Sustainable tourism RESEARCH

GF 41 Nature and human spirit RESEARCH

GN 36 Museum, tourism, culture STUDY

GN 27 Tourism and anthropology STUDY

GV 1 R427 Recreation research and leisure RESEARCH

GV 14.5 C3624 Canada leisure RESEARCH

GV14.45 Leisure theory STUDY

GV 188 Leisure industry STUDY

KF 9430 A354 Terrorism BASIC

LC 6681 Foreign study BASIC

NA2543.T68 Architecture and tourism STUDY

QL 82.696 Wildlife human relationship RESEARCH

S565.88 Agritourism RESEARCH

SB 481 Park planning guidelines STUDY

TX357 Food hospitality industry BASIC

TX911 Hospitality industry BASIC

### **Industrial Technology**

Primary responsibility for Construction Management; Engineering Mechanics; Industrial Engineering; Mechanical Engineering are within those individual collection development policies. For a comprehensive overview of policies in these areas please see the specific policies.

## **SCOPE OF CURRENT COLLECTING**

### **Geographical Coverage**

No geographical area is excluded. The primary area is the North American continent.

### **Chronological Coverage**

Emphasis is on current material, although all chronological periods relevant to the study are considered.

### **Imprint Date**

Primary emphasis is on current and recently published resources for all areas within the department. Retrospective purchases are made as funding allows as gaps in the collection are identified.

### **Format**

Materials are purchased in a variety of formats. Most items acquired are monographs; however, electronic information sources, web-based sources, and databases that support the mission of the department are also purchased.

### **Language**

English is the preferred language of publication for resources at all levels of collection intensity, although no language is excluded.

### **Electronic Databases**

The University Libraries has acquired a number of electronic databases, including some full-text, in related areas: Academic Search Premier, Project Muse, CAB Abstracts, and JSTOR, all of which are interdisciplinary databases. These databases greatly enhance the research capability and provide convenient and timely access to various resources.