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AGRICULTURAL EDUCATION,  
TECHNOLOGY & INNOVATION  
DEPARTMENT

# GRADUATE STUDIES HANDBOOK

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Agricultural Education,  
Technology & Innovation

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*Last updated 10/9/2023*

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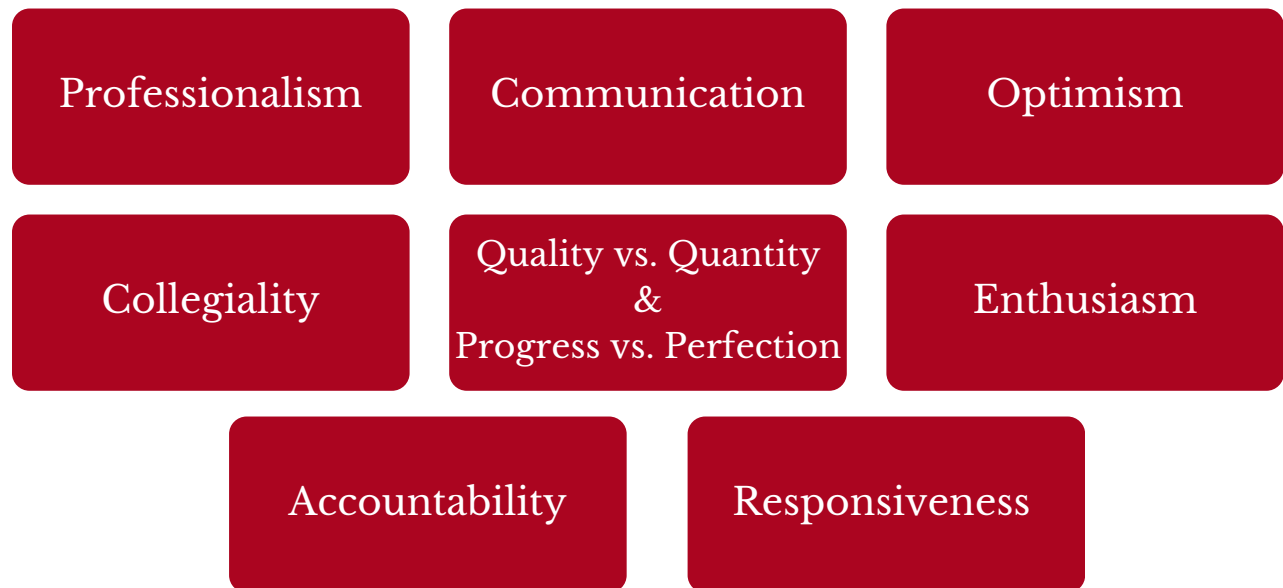
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# OVERVIEW OF GRADUATE PROGRAM

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The University of Arizona College of Agriculture and Life Sciences Agricultural Education, Technology & Innovation (AETI) Graduate Program is designed to equip future agricultural educators, communicators, and leaders with the pertinent knowledge, skills, and opportunities to excel in formal and non-formal educational settings. A Master's degree in this field will also ready students who plan to pursue higher education as their future career.

Students enrolled in the graduate program pride themselves on eight main tenants that guide their success in the program and beyond. Faculty and staff of the AETI department are also expected to adhere to the same code of conduct when engaging with graduate students.



We are looking forward to working with extraordinary students in the graduate program and assisting them in their personal growth and development for their future in the agricultural education field. Our philosophy is student-centered, meaning we focus degree pathways, courses, and opportunities to be most beneficial for the students. The success and image of our department is not based on the accolades we are awarded or the amount of funding we receive; our pride is in the progress students make within the program and the knowledge they obtain to become future leaders in the agricultural industry.

For more information regarding the foundation of the AETI Graduate Program and/or department, please visit <https://agriculture.arizona.edu/>.

## DEGREE PATHWAYS

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The AETI Department provides students with a variety of career opportunities in agriculture and the life sciences, as well as formal and non-formal educational settings. The field of Agricultural Education, Technology & Innovation prepares students to teach in secondary agriculture classrooms, serve as Extension educators, and work as entrepreneurs and communicators in the agricultural industry. A Master's degree in Agricultural Education will also prepare students who wish to pursue higher education as a career path.

The department offers programs of study leading to degrees in:

### Master of Science (MS)

- Research Emphasis
- Professional Emphasis

### Master of Agricultural Education (MAE)

- Career and Technical Education (CTE)
- CTE Accelerated Program (AMP)
- Practitioner

This handbook is designed with a focus on the Research and Professional Emphases for MS students. As the department faculty continue to develop the AETI Graduate Program, more in-depth information regarding the other pathways within the program will be updated. Please contact the AETI Director of Graduate Studies Dr. Amber Rice for current efforts and information on the other programs of study offered through the department.

The Research and Professional Emphases include specific credit, coursework, and project requirements for degree completion. Both pathways are designed to prepare students not only for their degree project but also to enter their desired field with pertinent knowledge and skills.

## DEGREE PATHWAYS

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### Master of Science: Research Emphasis

#### Completion requirements

- Minimum of 30 credits
- Research thesis

#### Core coursework

- AED 617 Research, Methods, and Project Design
- AED 621 Program Planning and Evaluation
- AED 697C Workshop on Teaching at the College Level
- A statistics course is required (*consult with graduate advisor when selecting course type*)

#### Other information

- Offered at UArizona Main Campus - Tucson, AZ
- Geared towards students who are interested in studying on campus full-time.
- Student typically complete their degree in one year and a summer.

### Master of Science: Professional Emphasis

#### Completion requirements

- Minimum of 30 credits
- Comprehensive exam + oral defense

#### Core coursework

- AED 617 Research, Methods, and Project Design
- AED 621 Program Planning and Evaluation
- AED 697C Workshop on Teaching at the College Level

#### Other information

- Offered at a distance through Arizona Online.
- Geared towards students who are interested in pursuing a Master's degree while working full-time.
- Must be completed within 6 years of starting the program.

## CERTIFICATES

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The AETI Department provides students with a variety of career opportunities in agriculture and the life sciences, as well as formal and non-formal educational settings. The field of Agricultural Education, Technology & Innovation prepares students to teach in secondary agriculture classrooms, serve as Extension educators, and work as entrepreneurs and communicators in the agricultural industry. A Master's degree in Agricultural Education will also prepare students who wish to pursue higher education as a career path.

The department offers programs of study leading to certificates in:

### Certificates

- Adult Teaching
- Agricultural Leadership
- CTE Administrator (currently suspended for incoming students)

**The Adult Teaching Certificate** provides individuals the knowledge, skills, and dispositions to teach adult learners. The program also assists individuals to plan courses and workshops, and planning evaluation methods. This certificate is intended for individuals interested in teaching at the post-secondary level and within community settings (e.g. Extension education).

**The Agricultural Leadership Certificate** provides individuals foundational knowledge in leadership theories and concepts that include entrepreneurial leadership and innovation. The program also offers coursework in project design and program evaluation. The certificate is intended to prepare graduate students with an entrepreneurial mindset and enhanced capacity to lead community and organization based change regardless of profession and field.

**The Career and Technical Education Administrator Certificate** prepares individuals with foundational knowledge in career and technical education theory, philosophy, and practice to be knowledgeable and effective career and technical education administrators in local school districts. The certificate is articulated with the educational leadership administrative certification program offered through the College of Education. The coursework may meet the requirements to lead to supervisor certification through the Arizona Department of Education; two of the courses articulate with the principal certification program.

# CERTIFICATES

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## Certificate: Adult Teaching

Minimum of 12 credit units

Core coursework

- AED 621 Program Planning and Evaluation (3 units)
- AED 697C Workshop on Teach at the College Level (3 units)
- CTE 500 Principles & Philosophy of CTE (2 units)
- CTE 510 Curriculum Development for CTE (2 units)
- AED 593 Internship (2-4 units)

Other information

- Offered in-person and through Arizona Online.
- Geared towards students with an interest in teaching adults in formal and non-formal settings.
- For more information, please contact Dr. Amber Rice at:
  - 520-621-1523
  - amrice@arizona.edu

## Certificate: Agricultural Leadership

Minimum of 12 credit units

Core coursework

- ALC 509 Team and Organizational Leadership
- ALC 510 Entrepreneurial Leadership in Ag and Life Sciences
- ALC 511 Principles and App of Organizational Innovation
- ALC 522 Communicating Knowledge in Ag and Life Sciences

Other information

- Offered in-person and at a distance through Arizona Online.
- Geared towards students with an interest in agricultural leadership, entrepreneurship, and innovation applications.
- For more information, please contact Dr. Matthew Mars at:
  - 520-621-1523
  - mmars@arizona.edu



# CERTIFICATES

## Certificate: CTE Administrator

Minimum of 12 credit units

Core coursework

- CTE 500 Principles & Philosophy of CTE (2 units)
- CTE 510 Curriculum Development in CTE (2 units)
- CTE 520 Classroom Instructional Develop for CTE (2 units)
- EDL 565 School Finance (3 units)
- EDL 560 Trends in Educational Leadership (3 units)

Elective Coursework

- AED 593 Internship (2-4 units)

Other information

- Offered in-person and through Arizona Online.
- Geared towards students with an interest in CTE administrative leadership roles.
- For more information, please contact Dr. Amber Rice at:
  - 520-621-1523
  - [amrice@arizona.edu](mailto:amrice@arizona.edu)



Agricultural Education,  
Technology & Innovation



## CTE COURSE SERIES

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The AETI Department provides students with a variety of career opportunities in agriculture and the life sciences, as well as formal and non-formal educational settings. The field of Agricultural Education, Technology & Innovation prepares students to teach in secondary agriculture classrooms, serve as Extension educators, and work as entrepreneurs and communicators in the agricultural industry. A Master's degree in Agricultural Education will also prepare students who wish to pursue higher education as a career path.

The department offers a course series in:

### Currently Offered

- **CTE 500** Principles & Philosophy of Career and Technical Education
- **CTE 510** Curriculum Development in Career and Technical Education
- **CTE 520** Classroom Instruction Development for Career and Technical Education
- **CTE 530** Career and Technical Student Organization Development

### Pending Approval

- **CTE 540** Maximizing Work Based Learning within Career and Technical Education
  - **CTE 550** Assessment in Career and Technical Education
  - **CTE 560** Personal Leadership Development in Career and Technical Education
- Each course is offered at 2 credit hours for 7-week sectors in Fall and Spring semesters.
  - For more information, please contact Mr. Matt Lewis at:
    - 520-621-1523
    - mattlewis@arizona.edu



## ACCELERATED MASTER'S PROGRAM (AMP)

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The Accelerated Master's Program (AMP) is designed for the top undergraduates in participating majors who plan to continue in a graduate program in the same, or closely related, UArizona discipline. The AETI Department currently offers an AMP in Agricultural Education with an emphasis in Career & Technical Education.

The Graduate College has established minimum AMP admission requirements; however, departments may set additional or more stringent requirements. Interested students should check with the department offering the AMP regarding the graduate program admission criteria. Additionally, undergraduates should become familiar with the general AMP degree and tuition policies prior to applying to the Graduate College.

For an expansion on the information provided, please visit <https://catalog.arizona.edu/policy/accelerated-masters-program-amp#requirements>.

### AMP Admission Requirements

1. Completion of a minimum of 75 undergraduate credit hours will be required at the time of application; a minimum of 90 undergraduate credit hours will be required at the time of entry into the AMP. If the student's GPA falls below 3.30 at the time they have completed 90 units, the student will not be admitted into the program. Courses taken for audit may not be included in the total number of units counted for eligibility or admission.
2. Completion of at least 12 earned units of undergraduate course work in the major at The University of Arizona.
3. Units still graded Incomplete, units graded Pass/Fail or units taken as audit will not count toward the requirement of the 12 undergraduate units in the major.
4. Completion or near completion of general education requirements.
5. Submission of a graduate application and payment of a graduate application fee.
6. Demonstration of the maturity necessary for success in an accelerated, highly competitive program.
7. Expectation to complete the undergraduate degree within four years. The undergraduate degree requirements must be completed before the student is eligible to have the Master's degree awarded.

# ADMISSION PROCESS

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Each program of study and their individual emphases has unique application requirements. Regardless of the pathway selected, all students begin at GradApp. GradApp is the online application center for the UArizona Graduate College. Please visit <https://grad.arizona.edu/admissions/gradapp> for further information regarding using GradApp.

## Research Emphasis Application

### Application materials

- Statement of Purpose
- Resume/CV
- Letters of recommendation (*must come from outside AETI Dept.*)
- GRE scores and percentile
- Official transcripts

### Other requirements

- 3.0 Undergraduate GPA
- Bachelor's degree
- Minimum score of 550 (paper-based); 79 (internet-based) for TOEFL standardized test (international students only)
- Minimum score of 7 on IELTS standardized test (international students only)

## Professional Emphasis Application

### Application materials

- Statement of Purpose
- Resume/CV
- Letters of recommendation (*must come from outside AETI Dept.*)
- Official transcripts

### Other requirements

- 3.0 Undergraduate GPA
- Bachelor's degree
- Minimum score of 550 (paper-based); 79 (internet-based) for TOEFL standardized test (international students only)
- Minimum score of 7 on IELTS standardized test (international students only)

## ADMISSION PROCESS

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Both emphases have the same application deadlines listed below. The AETI Department considers the deadlines for each semester to be rolling and will update the deadlines on their website at <https://agriculture.arizona.edu/>.

### UArizona Grad College Application Deadlines

#### Domestic

- Fall: May 15
- Spring: October 15
- Summer: February 1

#### International

- Fall: May 15
- Spring: October 15
- Summer: February 1

### AETI Dept. Application Deadlines

#### Domestic and International

- Fall: March 15 - May 15
- Spring: August 15 - October 15
- Summer: December 1 - February 1

Once admitted to the UArizona Graduate College, congratulations! The switch will be made from GradApp, the graduate application center, to GradPath, an online tool that neatly tracks and monitors graduate students' progress throughout their journey. Please visit <https://grad.arizona.edu/gsas/gradpath> for more information on GradPath.

# AETI DEPARTMENT CONTACTS

In the AETI Department, a team of professional and qualified advisors are ready to assist students in their graduate journey. Any interest in the graduate program overall and/or questions should be directed to the two individuals below.



**Dr. Amber Rice**

**AETI Director of Graduate Studies**

amrice@arizona.edu

502-294-6137

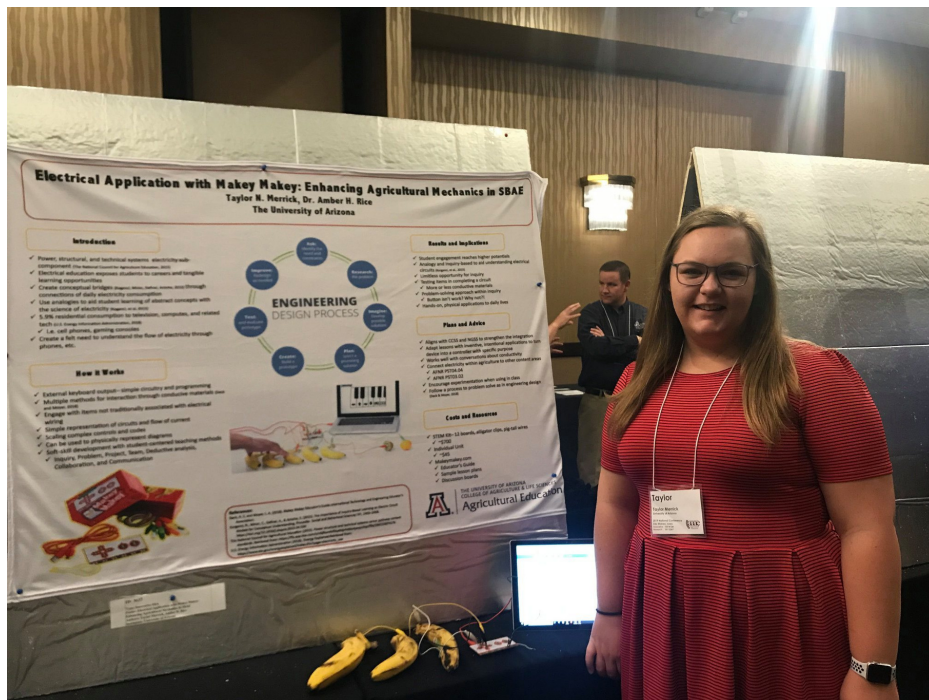


**Deborah Huie**

**AETI Graduate Program Coordinator**

dhuie@arizona.edu

520-621-1523



## ADVISING

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For general graduate advising, all students successfully admitted to the program will be assigned one of the AETI departmental faculty listed below.



**Dr. Robert Torres**

**AETI Professor**  
rtorres1@arizona.edu  
520-621-7173



**Dr. Edward Franklin**

**AETI Associate Professor**  
uafrank0@arizona.edu  
520-940-3718



**Dr. Matthew Mars**

**AETI Professor**  
mmars@arizona.edu  
520-621-1523



**Dr. Amber Rice**

**AETI Associate Professor**  
amrice@arizona.edu  
502-294-6137

Regarding advisor selection, graduate advisors will be assigned to students within 90 days of official admittance based on the talents, interest, and current workload of departmental faculty members.

## DEGREE SHEETS AND COURSE ADDENDUMS

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The documents shown on the following pages are Degree Sheets and Course Addendums. Each emphasis has one degree sheet and one course addendum. Each document holds important information that can aid you in planning your studies for your Master's Degree.

Degree sheets identify the requirements of the specific emphasis area and additional course options within the AETI Department in which you may enroll. The general requirements of your degree are outlined as the number of units required - both in total and from specific areas such as AETI and CALS. A program timeline is provided at the bottom of the degree sheet along with the audience for this degree.

More information on additional course options is provided in the course addendums. In this document, you can find options for courses to enroll in during your Master's Degree. It expands on the additional courses listed in the degree sheet and is meant to serve as a guide for other potential courses applicable to your degree, not as course requirements for the program.

Both documents are designed to guide you in formulating your plan of study with your graduate advisor. All the degree sheets and course addendums are available at <https://agriculture.arizona.edu/> under the **Graduate Programs** drop-down menu. It is encouraged you print or download these documents for personal use.





**Agricultural Education, Technology & Innovation: Master of Science**  
**Research Emphasis**

**GENERAL REQUIREMENTS**

30 total units required  
 Minimum of 18 in AETI and minimum 9 from emphasis area – CALES, Education, Psychology, or related discipline

**AETI CORE REQUIREMENTS (12 units)**

<u>Course</u>	<u>Term Offered</u>	<u>Semester/ Year Taken</u>
AED 617- <i>Research, Methods, and Project Design</i> (3 units)	Fall	_____
AED 697C- <i>Workshop in Teaching at the College Level</i> (3 units)	Fall	_____
AED 621- <i>Program Planning and Evaluation</i> (3 units)	Spring	_____
Statistics- Suggested HED 611, EDP 541, COM 671, or PSY 510 (3 units)	Fall/Spring	_____

**ADDITIONAL AETI COURSE OPTIONS (May be applied to degree if not taken as an undergraduate)**

<u>Course</u>	<u>Term Offered</u>	<u>Semester/Year Taken</u>
ALC 509- <i>Team and Organizational Leadership</i> (3 units)	Spring	_____
ALC 510- <i>Entrepreneurial Leadership in Ag &amp; Life Sciences</i> (3 units)	Spring	_____
ALC 511- <i>Principles and Applications of Organizational Innovation</i> (3 units)	Fall	_____
ALC 522- <i>Communicating Knowledge in Ag &amp; Life Sciences</i> (3 units)	Fall	_____
ALC 514- <i>Interpretation of Invest Opp in Ag &amp; Life Sciences</i> (3 units)	Spring	_____
ALC 597- <i>Assess of Early Stage Invest Opp in Ag &amp; Life Sciences</i> (3 units)	Spring	_____
AED 537- <i>Methods of Facilitating Learning</i> (3 units)	Spring	_____

**ADDITIONAL COURSE OPTIONS (Outside of AETI)**

<u>Course</u>	<u>Term Offered</u>	<u>Semester/Year Taken</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
*See addendum for potential course options		

**THEIS CREDIT (Max 6 units)**

AED 910- *Thesis* (1-6 units; 3 units/term)

**INTERNSHIP/INDEPENDENT STUDY (Max 9 units)**

AED 593- *Internship*  
 AED 597 *a and b- Workshops*  
 AED 599- *Independent Study*  
 AED 693- *Internship*  
 AED 699- *Independent Study*  
 AED 900- *Research* (1-3 units)

**TRANSFER COURSES (If applicable)**

6 units of graduate credit may be transferred from accredited institutions  
 12 units of graduate credit may be applied to the degree as a non-degree seeking student  
 If combined with transfer units, cannot go over 12 total units

**PROGRAM TIMELINE/AUDIENCE**

The MS Research Emphasis is designed for **on-campus** students who wish to pursue a graduate degree in Agricultural Education.  
**Student typically can earn this degree within one year plus a summer of full-time enrollment**





**Agricultural Education, Technology & Innovation: Master of Science**  
**Professional Agriculture Emphasis**

**GENERAL REQUIREMENTS**

**30** total units required; all courses available online  
 Minimum of **18** in AETI and minimum **9** from emphasis area – CALES, Education, Psychology, or related discipline

**AETI CORE REQUIREMENTS (9 units)**

<u>Course</u>	<u>Term Offered</u>	<u>Semester/ Year Taken</u>
AED 617- <i>Research, Methods, and Project Design</i> (3 units)	Fall	_____
AED 697C- <i>Workshop in Teaching at the College Level</i> (3 units)	Fall	_____
AED 621- <i>Program Planning and Evaluation</i> (3 units)	Spring	_____

**ADDITIONAL AETI COURSE OPTIONS (May be applied to degree if not taken as an undergraduate)**

<u>Course</u>	<u>Term Offered</u>	<u>Semester/Year Taken</u>
ALC 514- <i>Interpretation of Invest Opp in Ag &amp; Life Sciences</i> (3 units)	Spring/Fall	_____
ALC 597- <i>Assess of Early Stage Invest Opp in Ag &amp; Life Sciences</i> (3 units)	Spring/Fall	_____
CTE 500- <i>Principles &amp; Philosophy of Career and Technical Ed</i> (2 units)	Spring/Fall/Summer	_____
CTE 510- <i>Curriculum Development in Career and Technical Ed</i> (2 units)	Spring/Fall	_____
CTE 520- <i>Classroom Instruction Development for Career and Technical Ed</i> (2 units)	Fall	_____
AED 537- <i>Methods of Facilitating Learning</i> (3 units)	Spring	_____

**ADDITIONAL COURSE OPTIONS (Outside of AETI)**

<u>Course</u>	<u>Term Offered</u>	<u>Semester/Year Taken</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
*See addendum for potential course options		

**MASTERS CAPSTONE PROJECT CREDIT (Min 3- Max 6 units)**

AED 909- *Masters Report* (3-6 units; 3 units/term)

**INTERNSHIP/INDEPENDENT STUDY (Max 9 units total; Max 6 units Internship)**

- AED 593- *Internship*
- AED 597 *a and b- Workshops*
- AED 599- *Independent Study*
- AED 693- *Internship*
- AED 693a- *Extension Internship*
- AED 699- *Independent Study*
- AED 900- *Research* (1-3 units)

**TRANSFER COURSES (If applicable)**

**6** units of graduate credit may be transferred from accredited institutions  
**12** units of graduate credit may be applied to the degree as a non-degree seeking student  
 If combined with transfer units, cannot go over **12** total units

**PROGRAM TIMELINE/AUDIENCE**

The MS Professional Agriculture Emphasis is designed for **off-campus** students who wish to pursue a graduate degree from a distance.  
 6-year time limitation to completion.



## Agricultural Education, Technology & Innovation: Master of Science

### Research Emphasis

#### COURSE ADDENDUM

Potential courses offered through other department on campus.  
 Some departments may require permission prior to enrolling in the course.  
 Please note this is not an exhaustive list of courses offered through the UA.  
 Please consult your advisor prior to enrolling in courses.

#### HIGHER EDUCATION (HED) COURSE OPTIONS

<u>Course</u>	<u>Term Offered</u>	<u>Semester/ Year Taken</u>
HED 636- <i>College Access and Success</i> (3 units)	Spring	_____
HED 630- <i>Values, Consciousness, &amp; Professional Practice</i> (3 units) Online	Spring	_____
HED 606- <i>Qualitative Data Analysis</i> (3 units)	Spring	_____

#### INSTRUCTION AND ASSESSMENT (IA) COURSE OPTIONS

<u>Course</u>	<u>Term Offered</u>	<u>Semester/Year Taken</u>
IA 697G- <i>Universal Design</i> (3 units) Online	Fall	_____
IA 697A- <i>Learner Centered Teaching</i> (3 units)	Spring	_____

#### OTHER DEPARTMENT COURSE OPTIONS

<u>Course</u>	<u>Term Offered</u>	<u>Semester/Year Taken</u>
ACBS 571- <i>Risk Assessment</i> (3 units)	Spring	_____
COMM 620- <i>Theories of Social Influence</i> (3 units)	Spring	_____
EDP 510- <i>Learning Theories</i> (3 units)	Spring	_____
PA 597W- <i>Grant Writing</i> (3 units)	Spring	_____
RNR 536- <i>Agroecology</i> (3 units)	Spring	_____
RNR 558- <i>Ecosystem Ecology and a Sustainable Future</i> (3 units)	Spring	_____
SLHS 649- <i>Survival Skills + Ethics</i> (3 units)	Spring	_____
ALC 514- <i>Interpretation of Invest Opp in Ag &amp; Life Sciences</i> (3 units)	Spring/Fall	_____
ALC 597- <i>Assess of Early Stage Invest Opp in Ag &amp; Life Sciences</i> (3 units)	Spring/Fall	_____
JOUR 465- <i>Issues in Covering Science and the Environment</i> (3 units)	Spring/Fall	_____
RNR 596L- <i>Leadership &amp; Communication</i> (3 units)	Fall	_____
RNR 535- <i>Restoration Ecology</i> (3 units)	Fall (odd years only)	_____
RNR 538- <i>Fire Ecology</i> (2 units)	Fall	_____
RNR 540- <i>Climate Change Adaptation</i> (3 units)	Fall	_____
RNR 543- <i>Plant Physiological Ecology</i> (3 units)	Fall	_____
WFSC 571- <i>Stream Ecology</i> (3 units)	Fall	_____
AREC Assorted Offerings <a href="https://economics.arizona.edu/graduate/course-offerings">https://economics.arizona.edu/graduate/course-offerings</a>	Spring/Fall	_____

#### PROGRAM TIMELINE/AUDIENCE

The MS Research Emphasis is designed for **on-campus** students who wish to pursue a graduate degree in Agricultural Education.  
**Student typically can earn this degree within one year plus a summer of full-time enrollment**



## Agricultural Education, Technology & Innovation: Master of Science

### Professional Agriculture Emphasis

#### COURSE ADDENDUM

Potential courses offered through other department on campus; all courses available online.  
 Some departments may require permission prior to enrolling in the course.  
 Please note this is not an exhaustive list of courses offered through the UA.  
 Please consult your advisor prior to enrolling in courses.

#### HIGHER EDUCATION (HED) AND INSTRUCTION AND ASSESSMENT (IA) COURSE OPTIONS

<u>Course</u>	<u>Term Offered</u>	<u>Semester/ Year Taken</u>
HED 630- <i>Values, Consciousness, &amp; Professional Practice</i> (3 units)	Spring	_____
IA 697G- <i>Universal Design</i> (3 units)	Fall	_____
		_____

#### DEPARTMENT COURSE OPTIONS

<u>Course</u>	<u>Term Offered</u>	<u>Semester/Year Taken</u>
ALC 514- <i>Interpretation of Invest Opp in Ag &amp; Life Sciences</i> (3 units)	Spring/Fall	_____
ALC 597- <i>Assess of Early Stage Invest Opp in Ag &amp; Life Sciences</i> (3 units)	Spring/Fall	_____
ALC 522- <i>Communicating Knowledge in Ag. &amp; Life Sciences</i> (3 units)	Fall	_____
ALC 510- <i>Community Innovation &amp; Entrepreneurial Leadership</i> (3 units)	Spring	_____
ALC 511- <i>Principles and Applications of Organizational Innovation</i> (3 units)	Fall	_____

#### OTHER CALES COURSE OPTIONS

<u>Course</u>	<u>Term Offered</u>	<u>Semester/Year Taken</u>
ENVS 508 <i>Scientific Writing for Environmental, Agricultural and Life Sciences</i> (3 units)	Spring	_____
ENVS 567 <i>Statistical Analysis of Ecological and Environmental Data with R</i> (3 units)	Spring	_____

#### PROGRAM TIMELINE/AUDIENCE

The MS Professional Agriculture Emphasis is designed for **off-campus** students who wish to pursue a graduate degree from a distance. 6-year time limitation to completion.

## USING GRADPATH

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GradPath is a one-stop-shop utilized by the UArizona Graduate College for completing, submitting, and storing the various documents and forms involved in the graduate process. Students, The Graduate College, and your supervising department (AETI) are able to effectively monitor and track your progress through your Master's Degree.

Regarding documents and forms, GradPath serves the purpose of ensuring their accuracy (e.g., catching typos, illegible faculty names, etc.), recognizing issues on forms (e.g., courses outside time limit), and notifying individuals for their approval of forms throughout the process.

Accessing GradPath is done through your UAccess account. There is not a separate site to go to for accessing GradPath.

### Accessing GradPath

1. Go to [uaccess.arizona.edu](http://uaccess.arizona.edu); sign into the Student Center
2. Click the Advising tab
3. Select GradPath on the drop-down menu
4. Click on the GradPath Forms box
  - a. Listed under this link are 4 required GradPath forms:
    - i. Responsible Conduct of Research Statement
      1. You must complete this form first in order to access the following forms
    - ii. Plan of Study (to be completed with graduate advisor)
    - iii. Master's/Specialist Committee Appointment Form
    - iv. Master's/Specialist Completion Confirmation
      1. This form is completed only by the graduate coordinator
5. If you are submitting a particular form for the first time, click the Create New box
6. After you submit the form, you are able to view who has received the form and who has approved it
  - a. GradPath will automatically contact these individuals via email
7. You can use the View Current button to see forms that are pending approval
8. You can use the View Current or Modify buttons to view forms that have completed approval



## USING GRADPATH

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More information on GradPath, user guides for different forms, and a Frequently Asked Questions (FAQs) section are available at the following QR's.

### GradPath



### GradPath User Guides



## EXPECTED TIMELINE AND FORMS

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As you settle into the AETI Graduate Program and begin your studies, you begin the rewarding process of completing your Master's Degree. There are specific steps, actions, and other adventures you may take in achieving your degree. There is a general timeline for both the Research and Professional Emphases you can expect to follow during your studies.

### Research Emphasis

- You will present your thesis project proposal in the Fall semester to your committee
- You will defend your completed thesis project in the Spring or Summer\* semester/session to your committee for final approval

### Professional Emphasis

- You will defend your comprehensive exam via oral defense in your final semester
  - Note: For students admitted Summer 2022 & forward
- You will present your master's capstone project proposal in your final Fall semester
- You will defend your master's capstone project in your final Sp/Summer semester
  - Note: For students admitted Spring 2022 & prior

\*Please note that enrollment in Summer session is not required to complete Summer defenses.

Both emphases are required to submit a Plan of Study after enrolling in your final full semester of classes. A Plan of Study is to be completed with your advisor's guidance as you prepare to enroll in courses that will contribute to your Master's Degree. Both emphases are also required to complete the Committee Appointment Form, which is to be submitted after the proposal meeting is complete.

Those in the Research Emphasis are required to submit an additional form, the Research Agreement. These forms are submitted via GradPath (<https://grad.arizona.edu/gsas/gradpath>).



## GUIDELINES: RESEARCH THESIS

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*Please note, only Research Emphasis students are required to complete a research thesis.*

The accumulation of knowledge learned throughout the graduate program journey lies in the end-of-term thesis. A thesis is essentially an extensive research manuscript in which graduate students design, conduct, analyze, and communicate their own empirical study under the guidance of their graduate advisor. Once the thesis has been completed, the student will appear in front of a committee to defend. The committee may approve the thesis or require further revisions before it can be approved and successfully submitted.

To have a successful thesis, it must follow the correct format outlined by the University of Arizona's Graduate College. A complete thesis formatting guide and more information regarding thesis submission can be found at <https://arizona.app.box.com/v/grad-gsas-thesisformat>.

A thesis must also be successfully defended, approved by the committee, and submitted by the published deadline for the student to graduate on time. If the committee requires more revisions on a student's thesis that extend beyond the graduation timeline, that student must request to change their graduation date with The Graduate College.

### Assembling a Thesis Committee

- Graduate thesis committees are comprised of at least three faculty members, including the chair (your graduate advisor).
- All research committees must be chaired by a faculty member in the AETI department with graduate status and be tenured/tenure eligible.
- At least two of the committee members must have tenure or tenure eligible status, which includes the chair. Under the guidance of their major advisor, students will identify the additional committee members and request their participation.
- A committee must be in place prior to the proposal.

For more information regarding thesis guidelines, please contact your graduate advisor. You may also be directed to the AETI Graduate Degree Counselor Tammy Tran at [tammytran@arizona.edu](mailto:tammytran@arizona.edu) or 520-621-0119.

## GUIDELINES: RESEARCH THESIS

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### Overall Research Thesis Timeline

1. With the assistance of your graduate advisor, and through enrollment in AED 617 Research Methods, you will select your research topic, create a question of inquiry, and design your introduction, literature review, and methods sections of your thesis.
2. You will assemble your thesis committee (see assembling a committee for more information).
3. You will finalize your thesis proposal document and send it to your committee a minimum of one week prior to your proposal defense.
4. You will schedule your proposal defense and create a presentation to share your proposal.
5. During your proposal defense, your thesis committee will provide feedback on your work-in-progress and you will work with your advisor to make changes and finalize your path of inquiry.
6. Once you have successfully passed your proposal defense and obtained IRB approval (see IRB section) you will collect your data.
7. You will continue to collect and analyze your data, in collaboration with your graduate advisor, and develop your findings/results and discussion/conclusions/implications/recommendations sections.
8. You will finalize your complete thesis document (See tips and tricks on formatting) and send to your thesis committee a minimum of one week prior to your final thesis defense.
9. You will schedule your final thesis defense and create a presentation to share your work.
10. During your thesis defense, the committee will make two decisions on your work: Oral Defense- acceptable, opportunity for second defense, or unacceptable and Written Thesis- acceptable, acceptable with revisions, or unacceptable.
11. You will complete all post thesis documentation for the AETI department and The Graduate College. Please see next steps after finishing your thesis.



## GUIDELINES: RESEARCH THESIS

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*Please note, only Research Emphasis students are required to complete a research thesis.*

Once approved, your thesis is available to be submitted and archived in The University of Arizona repository. Contact Tammy Tran for any questions or concerns during this process (tammytran@arizona.edu). **You will also email Tammy the Dissertation and Thesis Distribution Rights page - <https://arizona.app.box.com/v/grad-gsas-distrightsthesisdiss>.**



**Tammy Tran**

**Graduate College Admin  
Student Academic Specialist  
tammytran@arizona.edu  
520-621-0119**

Follow the information from this link - <https://grad.arizona.edu/gsas/dissertaions-theses/submitting-and-archiving-your-thesis> - and use the tips & tricks below to be successful.

### Tips & Tricks

- Use the title page format when submitting your thesis available at:
  - <https://arizona.app.box.com/v/grad-gsas-thesistitlepage>
- Ensure that you have the Thesis Approval page completed inserted in your final thesis draft (page 2).
  - <https://arizona.app.box.com/v/grad-gsas-thesisapprovnocopy>
- For final submission, create an account with ProQuest:
  - <https://www.etdadmin.com/main/home?siteId=63>
    - If there are additional edits/changes that need to be completed, you will be contacted via your personal email by ProQuest.

## GUIDELINES: RESEARCH THESIS

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### Research Thesis Final Steps

1. Make all final revisions from your thesis defense, receive approval from your graduate advisor, and submit and archive your thesis.
2. Develop a one-page synopsis of your thesis including a short overview, key findings, and recommendations for practice. This one-page document will be highlighted on the AETI Department website under Thesis Research. This document should be created immediately after a successful thesis defense and should be submitted to your graduate advisor for approval. Your graduate advisor will then forward the document on to the Director of Graduate Studies.
3. Complete the Student Evaluation of Degree Outcomes form and submit to Deborah Huie and Amber Rice (contact information found on the bottom of the form).
4. Complete Graduate Exit survey.
5. Celebrate your success!



# GUIDELINES: COMPREHENSIVE EXAM & ORAL DEFENSE

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## Who it Effects

All newly admitted students in the Professional Agriculture emphasis of the MS in Agricultural Education program (replaces the capstone project requirement), effective Summer 2022.

Students admitted to the Professional Agriculture emphasis prior to Summer 2022 may choose to complete the original degree requirement of a capstone project or opt into the new comprehensive exam and oral defense requirement.

## Components

To participate in a comprehensive written exam, students must be enrolled in a minimum of three master's report credits (AED 909) during their final semester under their major advisor instruction.

The exam will be taken during the final semester of coursework (spring or fall). Expected summer graduates will take their exam during the final spring semester.

An exam window will be open for two weeks for students taking the exam that term. The oral defense will be scheduled during the week following the exam period.



## GUIDELINES: COMPREHENSIVE EXAM

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### Comp Exam

The student's major advisor will serve as the chair of the exam process. The advisor must request that the student is eligible for the qualifying exam process no less than one month before the exam window opens to the Director of Graduate Studies.

**Under the supervision of their major advisor, each student will be provided a two-week window to respond to a minimum of three exam questions on their own time. Students will be given exam questions via email on the first day of the exam period by 8:00 am by the Director of Graduate Studies. All students taking the exam during the term will be provided with the same questions. Students will then submit their written responses to their major advisor and committee members by 11:59 pm on the final day of the exam period.**

Exam questions will be developed by the lead instructor for each of the core classes required in the degree program. Each instructor will develop one question that will be distributed to all students taking the exam for that term. The current core classes for AETI Professional emphasis are: AED 697C Workshop on Teaching at the College Level, AED 617 Research, Methods, and Design, and AED 621 Program Evaluation.



## GUIDELINES: ORAL DEFENSE

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### Oral Defense

The week following the exam window, students will be directed to sign up for an oral defense time slot. Students participating in the qualifying exam process for that term must schedule an oral defense during that week.

The oral defense committee will consist of the three lead instructors/question writers and the student's major advisor.

**Students will participate in a two-hour oral defense of their exam answers where members of the graduate committee may seek clarifications, embossments, and/or extensions to the written responses.**

After the oral defense, the committee in private consultation will deliberate on two decisions:

1. Quality of Exam Responses  
Acceptable, Unacceptable
2. Quality of Oral Defense  
Acceptable, Unacceptable

Students who do not receive an acceptable rating in both areas do not pass their qualifying exam. Students who do not pass their qualifying exam may participate in a second and final attempt at the qualifying exam and oral defense process in the next immediate term. Students will reenroll in qualifying exam preparation during the semester for three units to maintain their status enrollment as a graduate student.



## GUIDELINES: CAPSTONE PROJECT

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*Please note, only Professional Emphasis students are required to complete a Master's Capstone Project \*\*For students admitted Spring 2022 & prior*

The accumulation of knowledge learned throughout the graduate program journey lies in the end-of-term Master's capstone project. A capstone project is a culmination of experiences that allows the student to prove the ability to synthesize material from course work and to apply information and knowledge to a specific issue or problem under the guidance of their graduate advisor. Students completing a capstone project are required in the AETI Department to have a committee. You will need to adhere to the same guidelines as a thesis committee.

Each capstone project is unique as it is tailored to students' individual professional and career goals. Potential capstone projects may include: curriculum development, program evaluation, grant proposals, course design, data analysis, needs assessments, and more! Your graduate advisor will assist you in determining a direction for your capstone project that meets the standards for rigor and applicability within AETI.

A capstone project must also be successfully defended, approved, and submitted by the published deadline for the student to graduate on time. If a committee requires more revisions on a student's capstone project that extend beyond the graduation timeline, that student must request to change their graduation date with the Graduate College. Please note that students completing a Master's Capstone project are not required to archive their project.

### Assembling a Committee

- Master's Capstone project committees are comprised of at least three faculty members, including the chair (your graduate advisor).
- At least two of the committee members must have tenure or tenure eligible status, which includes the chair. Under the guidance of their major advisor, students will identify the additional committee members and request their participation.
- A committee must be in place prior to the proposal.

For more information regarding Master's capstone project guidelines, please contact your graduate advisor. You may also be directed to the AETI Graduate Degree Counselor Tammy Tran at [tammytran@arizona.edu](mailto:tammytran@arizona.edu) or 520-621-0119.

## GUIDELINES: CAPSTONE PROJECT

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### Overall Capstone Project Timeline

1. With the assistance of your graduate advisor, you will select your capstone project topic.
2. You will assemble your capstone project committee (see assembling a committee for more information).
3. You will finalize your capstone project proposal document and send it to your committee a minimum of one week prior to your proposal defense.
4. You will schedule your proposal defense and create a presentation to share your proposal.
5. During your proposal defense, your capstone project committee will provide feedback on your work-in-progress and you will work with your advisor to make changes and finalize your path of inquiry.
6. Once you have successfully passed your proposal defense, you will work towards completing your project.
7. You will finalize your capstone project documents/materials and send to your capstone project committee a minimum of one week prior to your final capstone project defense.
8. You will schedule your final capstone project defense and create a presentation to share your work.
9. During your capstone project defense, the committee will make two decisions on your work: Oral Defense- acceptable, opportunity for second defense, or unacceptable and Written Project/Materials- acceptable, acceptable with revisions, or unacceptable.
10. You will complete all post capstone project documentation for the AETI department and The Graduate College. Please see next steps after finishing your capstone project.



## GUIDELINES: CAPSTONE PROJECT

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### Capstone Project Final Steps

1. Make all final revisions from your project defense, receive approval from your graduate advisor, and submit your final project document to your advisor.
2. Develop a one-page synopsis of your project including a short overview, key content, and recommendations for practice. This one-page document will be highlighted on the AETI Department website. This document should be created immediately after a successful defense and should be submitted to your graduate advisor for approval. Your graduate advisor will then forward the document on to the Director of Graduate Studies.
3. Complete the Student Evaluation of Degree Outcomes form and submit to Deborah Huie and Amber Rice (contact information found on the bottom of the form).
4. Complete Graduate Exit survey.
5. Celebrate your success!





# UARIZONA INSTITUTIONAL REVIEW BOARD (IRB)

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*Please note, only Research Emphasis students are required to complete IRB training.*

The Institutional Review Board (IRB) is a group dedicated to reviewing and monitoring the use of human subjects in a variety of research projects associated with human subjects research. This group has the authority to approve, require revisions to obtain approval, and reject projects based on their review. The IRB's purpose is to ensure and protect the rights of human subjects involved in research.

Concerning your chose research project and IRB, the first question to ask is - does my project require IRB review? Visit this link to help determine if your project needs to be reviewed by IRB -

[https://rgw.arizona.edu/sites/default/files/what\\_is\\_human\\_research\\_v2020-06\\_0.pdf](https://rgw.arizona.edu/sites/default/files/what_is_human_research_v2020-06_0.pdf).

All research emphasis students will need to complete the following trainings:

## Collaborative Institutional Training Initiative (CITI)

<https://rgw.arizona.edu/compliance/human-subjects-protection-program/training-requirements>

Research faculty, staff, advisors, and students at the University of Arizona must complete the University of Arizona human subject component of the Collaborative Institutional Training Initiative (CITI) online training program.

1. To complete training, you must first create your CITI account.
2. If you have a CITI account, you can log in through the SSO system, using your UA NetID.
3. Review instructions for logging in through the SSO system.
4. For assistance with either creating an account or using the SSO system, contact the HSPP.

You will be issued a training report after you complete the training program. The HSPP recommends that you print and keep a copy for your records. The CITI certificate is valid for four (4) years, after which refresher training must be completed.

# INSTITUTIONAL REVIEW BOARD (IRB)

## Conflict of Interest Training (COI)

<https://rgw.arizona.edu/compliance/conflict-interest-program>

All graduate students conducting research must complete the University's Conflict of Interest training. Under the University's Individual Conflict of Interest in Research Policy, all Investigators are required to complete training and disclose Significant Financial Interests and Significant Personal Interests to the University. Because your program will involve research, you must complete your COI training and initial disclosure within 30 days after your start date by accessing the COI disclosure system. You can access the system as soon as you have created your University NetID.



## GRADUATE TEACHING ASSISTANTSHIPS

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In the AETI Department, our graduate students are an integral part of delivering our core teaching mission. Through the Teaching Assistantship program, graduate students can co-teach with AETI professors and gain valuable teaching experience. Those interested in this opportunity must complete a Teaching Assistant application for the current academic year.

Applying for a Teaching Assistantship typically requires a completed application in addition to three recommendations from individuals related to a student's academic program and professional accomplishments.

The most recent Teaching Assistantship application can be found at <https://agriculture.arizona.edu/>. The application must be fully completed and emailed as a PDF to Amber Rice at [amrice@arizona.edu](mailto:amrice@arizona.edu) for consideration. Applications are released in January of the spring semester for the following academic year.

Serving as a Graduate Teaching Assistant (GTA) is a tremendous opportunity.

This unique position is designed to:

- Provide benefits to graduate students while they work to complete their graduate degrees.
- Recruit exceptional students to various graduate programs.
- Provide support to colleges and departments on campus with teaching, research, and outreach.
- Provide hands on learning which allows the student to develop educational and professional skills.
- Allow the graduate student to gain an exceptional, varied, and valuable university experience.

*Graduate College GA Manual, 2019.*

Potential GTA's will receive an offer letter from the Director of Graduate Studies explaining the duties of a GTA and the benefits of being in that position. Information in offer letters includes potential stipend amount, professor you may be assisting, orientation information, and other important details and responsibilities associated with employment.

# GRADUATE TEACHING ASSISTANTSHIP

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Graduate Teaching Assistants (GTA) are also bound to certain expectations as GTAs. These expectations cover the multitude of your graduate studies including, but not limited to office space, code of conduct, and additional responsibilities.

## Office Space

- As a GTA, you will receive office space within the AETI Department.
- There are two primary locations for your office space location.
  - Within an office suite
  - Within a hallway
- As a member of the department and UArizona student, it is important that you represent both entities well in your space.
  - Do not lose your keys to your office.
  - Close and lock the door when leaving your office.
  - Keep your office neat and tidy.

## GTA Assignments

- As outlined in your offer letter, you will spend .25FTE (approximately 10 hours a week) on GTA responsibilities.
- You are expected to complete work and specific assignments as assigned by your lead instructor.
- All GTAs are required to be enrolled in a minimum of 12 units during the fall and spring terms to maintain assistantship.

## Communication with Instructor/Supervisor

- Communication with your lead instructor is of the utmost importance.
  - Discuss with them the content of the course, policies and procedures, grading process, etc.
- You will receive regular mentoring and feedback from your lead instructor during appointment.
- Communicate professionally and effectively with your instructor on all platforms (email, call/text, etc.).



# GRADUATE TEACHING ASSISTANTSHIP

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## Code of Conduct

<https://grad.arizona.edu/funding/ga/appointment-process-and-responsibilities>

- Graduate Assistants are also subject to all rules, regulations, and policies that are set by ABOR (Arizona Board of Regents) and the University of Arizona. These include but are not limited to those governing intellectual property, equal opportunity, affirmative action, conflict of interest, and code of conduct.
- You are not allowed to date or be in a romantic/sexual relationship with a student you teach, supervise, or evaluate.
  - If you already have a romantic relationship with a student prior to the start of the semester, inform your supervisor and work with them to avoid any potential conflict of interest.
- Exercise caution in requesting your students as friends on any social networking site/platform .
  - If a student requests you as a friend, consider waiting until the end of the semester.
- Avoid contacting students on their personal cell numbers unless it is class-related and they have provided it for this purpose, even if the number is in a public directory.
- Avoid asking students personal questions (e.g. whether they are single, details about their romantic relationships, or where they socialize outside of class).
  - Keep the conversation education-related with questions such as what is their learning style or what interest they have in the subject.
- Avoid discussing your personal life with your students, such as dating status.
- Be cautious about accepting gifts from students as well as giving gifts to students.
- Avoid commenting on your students' appearance or dress.
- Avoid touching your students .
- Be cautious about holding office hours/study groups at your home or places with alcohol.
  - Do be accessible and offer flexibility, such as other on-campus areas during the day (e.g., your on-campus office with the door open).
- Be cautious about asking students to socialize outside of class.

## TRAININGS FOR GTA

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As a Graduate Teaching Assistant (GTA), you are required to complete five (5) trainings prior to working with students. Please visit <https://grad.arizona.edu/funding/ga/mandatory-online-training> for more information on the details provided below. All GTAs will be required to attend a mandatory AETI department level orientation and a UArizona CALES level orientation prior to the beginning of the fall semester. Please note that all trainings will be available via the AETI Graduate Student Non-Term D2L page and proof of all completed training must be uploaded for approval.

### The Federal Education Right Protection Act (FERPA)

<https://registrar.arizona.edu/personal-information/ferpa-tutorial>

All students are protected by a federal privacy law called FERPA (The Federal Education Right Protection Act). Since GTAs are dealing with student records in an official capacity they are bound by this law. The University of Arizona requires that all employees with access to student records complete an online training course. Failure to complete this course within two weeks of starting your position as a GTA, will render you ineligible to serve as a GTA and your position may be terminated.

1. Go to [arizona.sabacloud.com](http://arizona.sabacloud.com).
2. You will use your email address ([netID@arizona.edu](mailto:netID@arizona.edu)) followed by NetID and Password to log in.
3. Once logged in, search for “FERPA training” in the learning catalog at the top of the page and click on it.
4. Click “Register” and “Complete Registration”.
5. Then click “View Classes” and “Enroll”.
6. You should be taken to the FERPA class page and click “Launch” button under Activities.
7. The FERPA training will launch.



## TRAININGS FOR GTA

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### Teaching Assistant/Associate Training Online (TATO)

Teaching Assistant/Associate Training Online (TATO) is a collection of self-paced modules about teaching and learning made available via D2L. All students who wish to be appointed as Teaching Assistants/Associates (TAs) must complete the module "TATO 2016" and pass the test with a score of 95% or higher no later than two weeks after the start of classes.

It is recommended that TAs review the information from all modules in TATO before the beginning of each semester. Individual departments may also assign additional modules from TATO.

Please note that the mandatory training Graduate Assistant/Associate Teaching Orientation (GATO) is no longer offered or required by the Graduate College. However, individual departments or colleges may be requiring in-person training. Please contact the appointing department for more information.

### Inclusive Pedagogy

<https://bit.ly/3wnWu5U>

Training in inclusive pedagogy will be completed by viewing a presentation from Drs. Tiffany Drape and Donna Westfall-Rudd from Virginia Tech using the link above. You will sign a following certificate confirming that you viewed the video and will ask questions of your lead instructor as it relates to practicing inclusive pedagogy.



## TRAININGS FOR GTA

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### Conflict of Interest Training (COI)

<https://research.arizona.edu/compliance/office-responsible-outside-interests/conflict-interest-request-training>

All GAs in Research must complete the University's Conflict of Interest training: Under the University's Individual Conflict of Interest in Research Policy, all Investigators are required to complete training and disclose Significant Financial Interests and Significant Personal Interests to the University. Because your position will involve research, you must complete your COI training and initial disclosure within 30 days after your start date by accessing the COI disclosure system. You can access the system as soon as you have created your University NetID.

### Preventing Harassment and Discrimination

<https://equity.arizona.edu/title-ix>

Preventing Harassment and Discrimination: Gateway prepares learners to cultivate and maintain a workplace culture resistant to discrimination, harassment, and retaliation. Employees will be equipped with the information and skills that promote intervention, empathy, and allyship.

1. Go to UAccess.
2. Under the Administrative Systems heading, click on the “EDGE Learning”.
3. In the search bar at the top of the page, copy and paste the following phrase: Preventing Harassment and Discrimination.
4. Select the first option that does not have “Athletic” at the end of it.
5. In the white box at the top of the page labelled “Preventing Harassment and Discrimination,” click the blue “Register” button.
6. Locate the class option that has the yellow “Recommended class” box in it. This should be the second option.
7. Click the blue “Complete Registration” button.
8. If you were successful in registering for the training, you should receive an email that your registration is confirmed.
9. Once you have been registered for the training, you may complete it within EDGE Learning. It takes approximately 2 hours to complete.
  - a. You can find the training from the EDGE Learning homepage under “Plan Summary”.





## TRAININGS FOR GTA

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TATO training may be completed through your D2L page. Follow the steps below to complete it through this method. Contact Margaret Pitts (mjpitts@arizona.edu) or Julie Treanor (treanorj@arizona.edu) for more information.

### Complete Training through D2L

1. Go to <http://d2l.arizona.edu>.
2. Click on the button labeled "UA NetID Login" in the upper left side of the screen.
3. Enter NetID and password.
4. Click on "Self Registration" in the bar under the D2L logo.
5. Click on the hyperlinked course offering name "TATO"
6. Click on the button labeled "Register"; Click on "Submit"; Click on "Finish".
7. When finished, click on "My Home". In the center of the page, find the Student tab and follow the links to complete the TATO module(s).

All the trainings above must be completed prior to the first official day of classes each academic year. **Although not required, it is highly recommended you complete the UArizona Safe Zone training as a GTA.**

### Safe Zone Training (Recommended, Not Required)

<https://lgbtq.arizona.edu/safe-zone>

The Safe Zone Training is now online, and all learning materials are on D2L (Desire to Learn). This workshop is multimedia, incorporating videos, discussion boards, and online assessments. In order to receive full Safe Zone certification, participants must complete both the General Education and Ally Development workshops. While the General Education workshop can be made mandatory by supervisors or professors, participation in the Ally Development workshop is always elective. We believe that while you can require an employee or student to become educated about the LGBTQ+ community, a person's decision to practice allyship must be fully voluntary and based in genuine commitment and care.

## TRAININGS FOR GTA

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Your appointment as a GTA will determine not only your different responsibilities but also additional trainings you may need to complete. One such training is The University of Arizona's Defensive Driving course.

### Defensive Driving Training (Per Appt. Basis)

[https://risk.arizona.edu/content/training\\_FAQ](https://risk.arizona.edu/content/training_FAQ)

All University employees, students, and volunteers who will be driving HOVs must take this class. You must be at least 19 years old with a minimum of three years of licensed driving experience.

#### Prerequisite

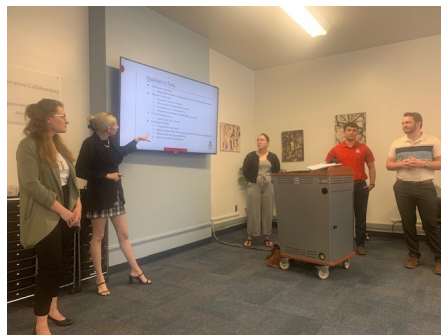
Please complete the Driver registration/Defensive Driving course before signing up for HOV training.

[https://risk.arizona.edu/sites/default/files/registering\\_for\\_defensive\\_driving\\_class\\_tutorial.pdf](https://risk.arizona.edu/sites/default/files/registering_for_defensive_driving_class_tutorial.pdf)

#### Steps:

1. Complete Defensive Driving Course via EDGE.
2. Upload all required documents by following instructions that follow the Defensive Driving Course.
3. Set up an appointment with Risk Management for an in-person HOV driving test.

If you get stuck on any of the steps or have trouble setting up an appointment, reach out to Frank Perez at Risk Management: (520-954-9757)



## GTA EVALUATION

Each semester you will participate in a formal evaluation process for your role as a GTA. Your instructional supervisor will complete the GTA evaluation (see Appendix E) and direct you to complete the career conversations form (see Appendix F). You will then meet with your instructional supervisor to discuss the career conversations form and GTA evaluation. This process is designed to promote your own growth and development as a valued instructional partner in the AETI department. Copies of these forms will be sent by your instructional supervisor to the AETI DGS and your graduate advisor for official records.



# GRADUATE POLICIES AND RESOURCES

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## Graduate College

Visit the link below to access Graduate College policies, contacts, information about resources, deadlines, and other useful information.

<https://grad.arizona.edu/>

## Departmental Graduate Handbooks

Clear expectations lead to better retention, degree completion, and efficient degree progress as well as greater student satisfaction. The program handbook provides a guide for students and is usually their first and main source of information about policies and procedures.

<https://grad.arizona.edu/policies/academic-policies/departmental-graduate-handbooks>



## GRADUATE POLICIES AND RESOURCES

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### General Catalog

The 2023-2024 General Catalog contains comprehensive information related to academic programs.

<https://catalog.arizona.edu/>

### Code of Academic Integrity

Integrity and ethical behavior are expected of every student in all academic work. Visit the link below to review the Code of Academic Integrity for The University of Arizona.

<https://deanofstudents.arizona.edu/policies/code-academic-integrity>

The Code of Academic Integrity includes:

- Principle
- Prohibited Conduct
- Student Responsibility
- Faculty Responsibility
- Student Rights
- Academic Integrity Procedures
- General Provisions

### Research Laboratory & Safety Services

<https://research.arizona.edu/compliance/RLSS>

Research Laboratory & Safety Services serves the University of Arizona, and various regulatory, research, clinical, and educational units around the State of Arizona.

Research Laboratory & Safety Services assists, monitors, and provides oversight to ensure that federal, state, local, and University of Arizona regulations and policies are implemented in a safe and secure manner.

RLSS New Approval Holder Guide:

[https://research.arizona.edu/sites/default/files/RLSS%20New%20Approval%20Holder%20Guide\\_0.pdf](https://research.arizona.edu/sites/default/files/RLSS%20New%20Approval%20Holder%20Guide_0.pdf)

## GRADUATE POLICIES AND RESOURCES

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### Summary of Grievance Types and Responsible Parties

Students are responsible for familiarizing themselves with UA Policies and Procedures. Please visit the link below for a detailed outline of grievance types with the related policies and responsible parties.

<https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties>

### Internal Procedure for Student Appeals

Students have the right to formally request exceptions to department policies and procedures or formally appeal department decisions by submitting an email request to the Director of Graduate Studies (DGS). A committee consisting of the AETI DGS and and Department Chair will evaluate all appeals.

### Report of Incomplete Grade

**Per the University of Arizona General Catalog:**

"The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term."

### Report of Incomplete Grade Form

This form is to be completed by the instructor issuing the "I" grade, signed by all parties, and filed in the department with a copy to the student.

[https://registrar.arizona.edu/sites/default/files/incomplete\\_grade\\_report\\_5-5-14.pdf](https://registrar.arizona.edu/sites/default/files/incomplete_grade_report_5-5-14.pdf)



## GRADUATE POLICIES AND RESOURCES

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### Leave of Absence

Visit the website below to review The University of Arizona's Leave of Absence Policies:

<https://grad.arizona.edu/policies/enrollment-policies/leave-absence>

The website contains information on:

- General Information
- Academic Leaves
- Medical Leaves
- Personal Leaves
- Retroactive Leave of Absence
- Time to Degree
- Guaranteed Mandatory Fees
- Requesting LOA

### Physical Resources and Facilities

- Grad students not on assistantship can utilize any unoccupied office space.
- Basic supplies for graduate students will be facilitated by the a request to their faculty advisor.

Available Facilities:

- James A Knight Student Engagement Center (Saguaro Hall 217)
- Innovation Collaboratory (Saguaro Hall 127)
- CASE Teaching Laboratory (Saguaro Hall 108)
- Saguaro Hall Room 104
- Agriculture Technology Education Center (UArizona Campus Agricultural Center)



# GRADUATE POLICIES AND RESOURCES

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## Student Responsibilities and Professional Conduct

### From Graduate Interdisciplinary Programs (GIDP) Manual

The guidelines reviewed above all center on how a GIDP student should conduct themselves, i.e., one's professional conduct. Professional conduct not only involves a commitment to follow the letter of an assistantship contract's requirements, but also implies that proper respect be given to the spirit behind these requirements. Award of a TA or RA is a privilege, not a right. Irresponsible actions exhibited while serving the GIDP and the University not only damage the student's own reputation (who will want to hire you as TA in the future if you are known to disrespect rules?), but ultimately damage the reputation of the GIDP. TA and RA positions are exciting opportunities for graduate students to develop professional skills that will carry through the rest of their careers. Enjoy them and benefit from them, but on no account abuse them!

## Advising

All graduate students are assigned an academic advisor when they begin the program. The advisor will meet with them as needed for coursework, and thesis/capstone/qualifying exam completion, and career mentoring.

Visit the link below to review an Example of Expectations Regarding Advising:

[https://grad.arizona.edu/sites/default/files/uagc\\_main\\_page/example\\_of\\_expectations\\_regarding\\_advising.pdf](https://grad.arizona.edu/sites/default/files/uagc_main_page/example_of_expectations_regarding_advising.pdf)



## GRADUATE POLICIES AND RESOURCES

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Transitioning to being a graduate student with an increased workload presents new opportunities but also unforeseen challenges. The University of Arizona and the AETI Department are dedicated to the success of their graduate students and provide countless resources for you to utilize.

### Health & Wellness

- *UA Counseling and Psych Services (CAPS)*
  - Located at UArizona Main Campus - Tucson
  - Contact (520) 621-3334 and/or visit <https://health.arizona.edu/counseling-psych-services>
- *UA Campus Health*
  - Located at UArizona Main Campus - Tucson
  - Contact (520) 621-9202 and/or visit <https://health.arizona.edu/>
- *UA Campus Pantry*
  - Located at UArizona Main Campus - Tucson
  - Contact [uofacampuspantry@gmail.com](mailto:uofacampuspantry@gmail.com) and/or visit <https://campuspantry.arizona.edu/>

### Writing & Publishing

- *UA Writing Skills Improvement Program (WSIP)*
  - Located online and at UArizona Main Campus - Tucson
  - Contact (520) 621-5849 and/or visit <https://wsip.arizona.edu/>
- *UA Think Tank's Writing Center*
  - Located online and at UArizona Main Campus - Tucson
  - Visit <https://thinktank.arizona.edu/writing-center>
- *UA Libraries' for Graduate Students*
  - Located at UArizona Main Campus - Tucson
  - Contact (520) 621-6442 and/or visit <https://new.library.arizona.edu/grads>



## GRADUATE POLICIES AND RESOURCES

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### Technology

- *Microsoft Office 365 Software Download*
  - Office 365's online and downloadable productivity software is available at no cost to active members of the campus community.
  - Visit <https://it.arizona.edu/service/microsoft-office-365>
- *Desire2Learn (D2L)*
  - Visit <https://it.arizona.edu/service/d2l>
- *24/7 IT Support*
  - Contact (520) 626-TECH (8324) and/or visit <https://it.arizona.edu/service/247-it-support>
- *Borrow Technology from UA Libraries*
  - Located at UArizona Main Campus - Tucson
  - Contact (520) 621-6442 and/or visit <https://new.library.arizona.edu/tech/borrow>

### Financial Aid

- *GradSense.org*
  - An online resource produced by the Council of Graduate Schools that provides financial literacy information and strategies for students pursuing graduate education.
  - Visit <https://gradsense.org/gradsense>
- *UA Office of Fellowships and Community Engagement*
  - The OFCE, a unit of the Graduate College, helps graduate students identify and apply for grants, fellowships and other external sources of funding, in addition to application advice and workshops on a variety of topics.
  - Visit <https://grad.arizona.edu/ofce/>
- *The Graduate & Professional Student Council*
  - Offers funding to help graduate students with travel, research and projects, club funding, and professional development activities.
  - Visit <https://gpsc.arizona.edu/grantsawards>



## GRADUATE POLICIES AND RESOURCES

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The AETI Department is committed to supporting, fostering, and encouraging a diverse and inclusive community of faculty, staff, and students. Diversity can be intersectional and complex, and can include a wide range of identities, including but not limited to, racial, ethnic, sexual and gender identities; geographic backgrounds; physical abilities; political, religious, and personal beliefs. As a part of our commitment to the University of Arizona's Six Core Values, all members of this department share a responsibility to respect the differences of others and to build and maintain a climate and culture that fosters learning. Learn more at <https://www.arizona.edu/purpose-mission-values>.

The University is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

### Bias Reporting

<https://deanofstudents.arizona.edu/BEST>

The University of Arizona is committed to fostering a safe and inclusive environment for all members of our Wildcat community. We understand that members of our community may experience bias that makes them feel unsafe or unwelcome. If you witness an act that violates the fostering of this environment, please report it using the link provided.

### Title IX Reporting

<https://titleix.arizona.edu/>

The University of Arizona is committed to fostering a learning, working, and living environment free from all forms of discrimination, including harassment. Please submit a report if necessary using the link provided.



# GRADUATE POLICIES AND RESOURCES

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## Graduate College - New and Current Students

The New and Current Students webpage includes the following information and resources:  
<https://grad.arizona.edu/new-and-current-students>

### Academic Services, Policies, and Procedures

- GradPath
- Find Your Degree Counselor
- Policies
- Steps to Your Degree
- Important Dates and Deadlines
- Dissertation and Thesis Information
- Commencement Information
- Graduate College Forms

### Costs and Funding

- Graduate College Funding
- Graduate Assistantships & Graduate Associateships
- Guaranteed Mandatory Fees for Graduate Students
- Office of Fellowships and Community Engagement
- UA Scholarship Universe

### Professional Development

- The Graduate Center
- Diversity Programs
- The Office of Fellowships and Community Engagement
- Postdoctoral Resource Network (PRN)
- Graduate and Professional Student Council
- Graduate Writing Institute

### Child Care Subsidies and Family Friendly Information

- Graduate Assistant/Associate Parental Leave
- Temporary Alternative Duty Assignments (TADA) for Teaching Assistants/Associates
- Extension of Time to Degree Policy
- Life & Work Connections

### Health, Wellness, and Safety

- List of Campus Services and Support for Students
- Sign Up for UAlert

### Other UA Resources & Information

- How to file complaints or grievances
- University of Arizona Policies and Procedures
- Veterans Education & Transition Services
- Office for the Responsible Conduct of Research

### Third-party Information and Resources

- The Education Payoff
- GradSense

### New and Current Students FAQ

- How can I contact the Graduate College?
- How do I navigate to GradPath forms in UAccess Student?
- How do I see who my form is being routed to or where it is in the process?
- I'm filling out a form, and I cannot find my faculty advisor or committee member to select. What do I do?
- What if I can't create the next form I need?



## APPENDICES

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**Appendix A:** Master's Defense Form

**Appendix B:** Advisor Evaluation of Graduate Degree Outcomes

**Appendix C:** Student Evaluation of Graduate Degree Outcomes

**Appendix D:** Outcome Descriptors

**Appendix E:** Graduate Teaching Assistant Evaluation

**Appendix F:** Career Conversations Forms



**MASTER'S  
COMPLETION OF DEGREE REQUIREMENTS**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Program of Study: \_\_\_\_\_

Date of Defense: _____			
Defense:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Acceptable	Opportunity for Second Defense	Unacceptable
Thesis or Project:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Acceptable	Acceptable with Revisions	Unacceptable

Thesis Title: \_\_\_\_\_

Committee Members

Chair: _____	_____	_____
	Print Name	Signature
		Date

Member: _____	_____	_____
	Print Name	Signature
		Date

Member: _____	_____	_____
	Print Name	Signature
		Date

Member: _____	_____	_____
	Print Name	Signature
		Date

Final Document Submission:

Graduate Coordinator: \_\_\_\_\_

Date Completion Was Submitted In GRADPATH: \_\_\_\_\_  
Evaluation of Graduate Degree Outcomes



Advisor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Outcome	Description	Evaluation
Think Critically	<p><b>Ability to Conduct Research</b></p> <p>Demonstrate the ability to design, conduct, and communicate an empirical research project with results that can be presented at a professional conference and/or published in a peer reviewed journal.</p>	<input type="checkbox"/> Outstanding <input type="checkbox"/> Excellent <input type="checkbox"/> Achieving <input type="checkbox"/> Needs Development <input type="checkbox"/> Inadequate
Use Information Ethically and Effectively	<p><b>Ability to Conduct Evaluation</b></p> <p>Demonstrate the ability to design, conduct, and communicate a data driven program evaluation.</p>	<input type="checkbox"/> Outstanding <input type="checkbox"/> Excellent <input type="checkbox"/> Achieving <input type="checkbox"/> Needs Development <input type="checkbox"/> Inadequate
Communicate Effectively	<p><b>Ability to Design Curriculum</b></p> <p>Demonstrate the ability to design and deliver curriculum to adult learners.</p>	<input type="checkbox"/> Outstanding <input type="checkbox"/> Excellent <input type="checkbox"/> Achieving <input type="checkbox"/> Needs Development <input type="checkbox"/> Inadequate
Understand and Value Differences	<p><b>Ability to Identify and Apply Social Theory</b></p> <p>Demonstrate the ability to identify and apply social theory to the human interactions with agriculture and the life sciences.</p>	<input type="checkbox"/> Outstanding <input type="checkbox"/> Excellent <input type="checkbox"/> Achieving <input type="checkbox"/> Needs Development <input type="checkbox"/> Inadequate

Advisor Signature \_\_\_\_\_

**ADDITIONAL COMMENTS**



Advisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Outcome	Description	Evaluation
Think Critically	<b>Ability to Conduct Research</b> Demonstrate the ability to design, conduct, and communicate an empirical research project with results that can be presented at a professional conference and/or published in a peer reviewed journal.	<input type="checkbox"/> Outstanding <input type="checkbox"/> Excellent <input type="checkbox"/> Achieving <input type="checkbox"/> Needs Development <input type="checkbox"/> Inadequate
Use Information Ethically and Effectively	<b>Ability to Conduct Evaluation</b> Demonstrate the ability to design, conduct, and communicate a data driven program evaluation.	<input type="checkbox"/> Outstanding <input type="checkbox"/> Excellent <input type="checkbox"/> Achieving <input type="checkbox"/> Needs Development <input type="checkbox"/> Inadequate
Communicate Effectively	<b>Ability to Design Curriculum</b> Demonstrate the ability to design and deliver curriculum to adult learners.	<input type="checkbox"/> Outstanding <input type="checkbox"/> Excellent <input type="checkbox"/> Achieving <input type="checkbox"/> Needs Development <input type="checkbox"/> Inadequate
Understand and Value Differences	<b>Ability to Identify and Apply Social Theory</b> Demonstrate the ability to identify and apply social theory to the human interactions with agriculture and the life sciences.	<input type="checkbox"/> Outstanding <input type="checkbox"/> Excellent <input type="checkbox"/> Achieving <input type="checkbox"/> Needs Development <input type="checkbox"/> Inadequate

Student Signature \_\_\_\_\_

**ADDITIONAL COMMENTS**





<b>Outcome- Think Critically</b>				
<b>Outcome Description- Ability to Conduct Research</b>				
<p><b>Outstanding</b> <i>Demonstrates the ability to design, conduct, and communicate empirical research with results ready for publication in conferences or journals.</i></p>	<p><b>Excellent</b> <i>Demonstrates the ability to design, conduct, and communicate empirical research.</i></p>	<p><b>Achieving</b> <i>Demonstrates the ability to design and conduct empirical research, but may have minor issues with communicating.</i></p>	<p><b>Needs Development</b> <i>Demonstrates the ability to design empirical research, but may have issues with conducting and communicating.</i></p>	<p><b>Inadequate</b> <i>Does not demonstrate the ability to design, conduct, or communicate empirical research.</i></p>
<b>Outcome- Use Information Ethically and Effectively</b>				
<b>Outcome Description- Ability to Conduct Evaluation</b>				
<p><b>Outstanding</b> <i>Demonstrates the ability to design, conduct, and communicate a data driven program evaluation with results ready for publication in conferences or journals.</i></p>	<p><b>Excellent</b> <i>Demonstrates the ability to design, conduct, and communicate a data driven program evaluation.</i></p>	<p><b>Achieving</b> <i>Demonstrates the ability to design and conduct a data driven program evaluation, but may have minor issues with communicating.</i></p>	<p><b>Needs Development</b> <i>Demonstrates the ability to design a data driven program evaluation, but may have issues with conducting and communicating.</i></p>	<p><b>Inadequate</b> <i>Does not demonstrate the ability to design, conduct, or communicate a data driven program evaluation.</i></p>
<b>Outcome- Communicate Effectively</b>				
<b>Outcome Description- Ability to Design Curriculum</b>				
<p><b>Outstanding</b> <i>Demonstrates the ability to design and deliver curriculum to adult learners and has successfully applied curriculum in instructional settings.</i></p>	<p><b>Excellent</b> <i>Demonstrates the ability to design and deliver curriculum to adult learners with results ready for application in instructional settings.</i></p>	<p><b>Achieving</b> <i>Demonstrates the ability to design and deliver curriculum to adult learners.</i></p>	<p><b>Needs Development</b> <i>Demonstrates the ability to design curriculum for adult learners but may have issues with delivery.</i></p>	<p><b>Inadequate</b> <i>Does not demonstrate the ability to design or deliver curriculum to adult learners.</i></p>
<b>Outcome- Understand and Value Differences</b>				
<b>Outcome Description- Ability to Identify and Apply Social Theory</b>				
<p><b>Outstanding</b> <i>Demonstrates the ability to identify and apply social theory to human interactions in agriculture and the life sciences and has successfully utilized theory in scholarly work.</i></p>	<p><b>Excellent</b> <i>Demonstrates the ability to identify and apply social theory to human interactions in agriculture and the life sciences and is ready to utilize theory in scholarly work.</i></p>	<p><b>Achieving</b> <i>Demonstrates the ability to identify and apply social theory to human interactions in agriculture and the life sciences.</i></p>	<p><b>Needs Development</b> <i>Demonstrates the ability to identify social theory, but may have issues with application to human interactions in agriculture and the life sciences.</i></p>	<p><b>Inadequate</b> <i>Does not demonstrate the ability to identify or apply social theory to human interactions in agriculture and the life sciences.</i></p>

## Graduate Teaching Assistant Evaluation

Student Name \_\_\_\_\_ Advisor Name \_\_\_\_\_

Course Title \_\_\_\_\_ Semester/Year \_\_\_\_\_

Instructional Supervisor Name \_\_\_\_\_

Skills and Competencies	Above Expectations	Meets Expectations	Below Expectations	N/A
Timeliness, in terms of fulfilling faculty requests				
Proactive nature, in terms of assisting the faculty member with the course				
Timeliness of responding to student questions				
Ability to develop positive relationships with students				
Timeliness of grading, posting grades, and returning work				
Effectiveness as a grader/providing feedback				
Effectiveness as a guest lecturer				
Ability to operate D2L learning management system				

### Overall GTA Performance

Unacceptable
  Below Expectations
  Meets Expectations
  Exceeds Expectations

### Instructional Supervisor Comments

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Step 1:** *GTA completes brief self-reflection, then shares with instructional supervisor.*

Employee's Name	Click or tap here to enter text.	Supervisor's Name	Click or tap here to enter text.
Employee's Title	Click or tap here to enter text.	Supervisor's Title	Click or tap here to enter text.
Employee ID	Click or tap here to enter text.	Department/Unit	Click or tap here to enter text.
Period Start	Click here to enter a date.	Period End	Click here to enter a date.

### ACKNOWLEDGE YOUR ACCOMPLISHMENTS

Reflecting on the goals you set during last year's career conversation, describe the progress you have made toward achieving them, as well as any other accomplishments over the past year that you would like to highlight.

- 1.
- 2.
- 3.
- 4.

*Supervisor's Response:*

Click or tap here to enter text.

### HIGHLIGHT YOUR KEY STRENGTHS

Name at least 3 key strengths that make you effective in your role and give examples of how you have applied them.

- 1.
- 2.
- 3.

*Supervisor's Response:*

Click or tap here to enter text.

### SET SMART GOALS FOR SUCCESS

Share at least 3 goals you will work towards during the next 6 months. As part of each goal, indicate how it aligns with your future professional goals/career aspirations.

- 1.
- 2.
- 3.

*Supervisor's Response:*

Click or tap here to enter text.

### MAKE PURPOSEFUL CHANGES

Reflecting on your work and goals, what 3 things will you *do more, do less, start, stop, or change* to be even more effective in your role? Focus here on behaviors, better practices, etc.

- 1.
- 2.
- 3.

*Supervisor's Response:*

Click or tap here to enter text.

**Step 2:** *Supervisor and employee meet and discuss, then supervisor makes summary responses, and signs.*

Supervisor's Signature \_\_\_\_\_ Click here to enter a date.

*If employee's overall performance is less-than satisfactory, please describe the plan of action*

Click or tap here to enter text.

**Step 3:** *Employee reviews supervisor's response, adds optional final comments, and signs.*

Employee's Signature \_\_\_\_\_ Click here to enter a date.

*Employee's Final Comments (optional)*

Click or tap here to enter text.

**Step 4:** *Supervisor forwards document to AETI DGS and to employee's graduate advisor.*

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**AGRICULTURAL EDUCATION,  
TECHNOLOGY & INNOVATION  
DEPARTMENT**

**THIS HANDBOOK WAS UPDATED  
8/14/2023 AND IS SUBJECT TO  
CHANGE.**



**Agricultural Education,  
Technology & Innovation**

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*Last updated 10/9/2023*