

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

RECEIVED

FEB 25 2015

I. General Information:

OFFICE OF THE
SENATE COUNCIL

College:	Agriculture, Food, and Environment	Department (Full name):	Interdepartmental Program
Major Name (full name please):	Natural Resources and Environmental Science (NRES)	Degree Title:	B.S.
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.		
Contact Person:	Chris Matocha	Phone:	7-9312
		Email:	cjmato2@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<input checked="" type="checkbox"/> <u>NRE 201</u>
B. GCCR Program Outcomes and brief description:
1. <u>Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement.</u> These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will be able to effectively communicate natural resource and environmental issues in written, oral, and visual formats to professionals and community stakeholders.</u>
2. <u>Please provide a short GCCR description for your majors (limit 1000 characters):</u> Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>Students will write a formal paper integrating elements of their emphasis areas with the internship (NRE 399) or research (NRE 395) experience. The paper will go through a draft, review, and revision process prior to the final submission. The paper requires a thorough literature search on the topic and references have to be cited demonstrating the student’s literacy in gathering information. The oral/visual component of the SLO will be satisfied by either individual oral presentations (minimum</u>

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of 10 minutes) or visual poster presentations given by each student at the annual internship forum. The oral/visual presentations will be subject to a draft, review, and revision process conducted by the faculty sponsor. The SLO is assessed in NRE 395 and NRE 399 when students submit their final written report and deliver the final oral/visual presentations.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: NRE 395

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? optional
- shared or cross-listed course? no
- projected enrollment per semester: 5

Course #2 (if applicable): Dept. prefix, number, and course title: NRE 399

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? optional
- shared or cross-listed course? no
- projected enrollment per semester: 20

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

 - **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

 - **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

- Date of agreement:** _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR

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assignments for credit);

- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

Students are required to take either NRE 395 (research experience) or NRE 399 (internship) ideally during the junior year. Inclusion of the GCCR in these courses will provide a framework for directing students to the emphasis areas and catalyze their thinking about future careers. We see GCCR as most beneficial to the student during this point in the course sequence because it will afford students the opportunity to utilize written, oral, and visual communication skills in upper level courses (such as the capstone, NRE 471) as opposed to completing a requirement as they are about to exit the university.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

In NRE 395, the written communication requirement will be satisfied by one formal research paper with a minimum of 4500 words in an area related to natural resources and environmental science. The paper will be reviewed by the faculty member and a graduate student involved in the research to provide feedback to the student. The paper is revised accordingly prior to final submission. In NRE 399, a formal paper (white paper, project paper, or other agreed upon paper) will be written that will integrate elements of the emphasis areas and demonstrate the student's ability to make broad connections across environmental areas. Oral and visual communication skills for both courses are satisfied by individual presentations or a poster at the annual internship forum. The oral presentation, poster, and written papers have to contain at least 10 references to demonstrate information literacy.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

The formal paper is drafted by the student and subjected to review by the faculty mentor and/or graduate student (if NRE 395) and peer (if NRE 399). Comments from the reviewers are incorporated into revised drafts prior to final submission. The oral component of the GCCR is satisfied by individual oral presentations (with a minimum length of 10 minutes) or poster presentations delivered at the annual internship forum. Students give their oral presentation in front of peers to receive feedback on the content and delivery of the presentation prior to the final oral presentation.

- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

The SLO will be assessed biennially.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

The SLO will be assessed by the faculty mentors of NRE 395 and NRE 399, the course coordinator, and the NRES Steering committee.

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

N/A

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	NRE 395 or NRE 399, Natural Resources and Environmental Science, B.S. in Natural Resources and Environmental Science
Contact Person Name:	Chris Matocha
Phone:	257-9312
Email:	cjmato2@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	10/17/2014	Chris Matocha / 7-9312 / cjmato2@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	10/24/2014	Larry Grabau / 7-3469 / lgrabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	12/01/2014	reviewed 11/05/2014; approved 12/01/2014

Comments:

Reviewed in part by Brian Lee.

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

NRE 395, Independent Study in Natural Resources and Environmental Science Fall 2014 Course Syllabus

Course Coordinator: Jack K. Schieffer, Ph.D.
Office: 405 C.E. Barnhart Building
Phone: 257-7246
Email: jack.schieffer@uky.edu

Course Description

Independent study on a selected problem related to natural resources and environmental science under the supervision of a faculty member and with clear relevance to the student's Analytical Skill Development (ASD) area and/or Environmental Systems Emphasis Area (ESEA). The goal is for students to have an authentic research experience working directly with a faculty member or a graduate student in data collection and analysis, as well as conducting a portion of the research independently. Students receive 3 credits for this research experience which translates to a minimum of 150 work hours.

Prerequisites

Consent of advisor and completion of a learning contract before registration. The learning contract (see attached) must be prepared by the student and approved by the faculty member and internship coordinator.

Recommended Reading

Hites, R.A. 2014. How to give a scientific talk, present a poster, and write a research paper or proposal. *Environmental Science and Technology* 48, 9960-9964.
Lucas, S.E. 2007. *The art of public speaking*. McGraw Hill, New York.
Mumpton, F.A. 1990. The universal recipe or how to get your manuscript accepted by persnickety editors. *Clays and Clay Minerals* 38, 631-636.
National Academy of Sciences. 2000. *On Being A Scientist: Responsible Conduct in Research*, 2nd Ed., (http://www.nap.edu/openbook.php?record_id=4917&page=1)
Webster, R. 2001. Statistics to support soil research and their presentation. *European Journal of Soil Science*, 52, 331-340.

Graduation Composition and Communication Requirement (GCCR): This course satisfies the GCCR. The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

Student Learning Outcomes: By the time you successfully this course, you should be able to:

- 1) Demonstrate basic knowledge of research design and methodology in natural resources and environmental science.
- 2) Evaluate the literature using library and internet search engines to research pertinent scientific journal articles.
- 3) Understand how to collect, interpret, and analyze data and present results in scientific writing.
- 4) Write and revise multiple drafts of a paper devoid of mechanical errors based on research results produced under the direction of a faculty member.
- 5) Deliver a professional oral or visual presentation based on the research results.

Grading System

Evaluation type	%
Research Notebook	10
First Draft-Written Research Paper	20
Final Draft-Written Research Paper	40
First Draft-Oral or Visual	10
Oral or Visual Presentation	20

Instructions for the Research Notebook:

During the course of the research experience, the student will take notes and collect data in a research notebook. This notebook will be reviewed by the faculty mentor for clarity and comprehensiveness. It will serve as a guide when preparing the written research paper.

Instructions for the Written Research Paper:

A research paper (4500 word minimum, double-spaced, 12 pt font, 1 inch margins) will be prepared based on the results of the research conducted/project undertaken and integrate elements of your ASD and/or ESEA. Data and results can be presented in tables and/or figures as appropriate. The title page, acknowledgments, and references do not count towards the 4500 word minimum. A thorough literature search is required and at least ten peer-reviewed references need to be cited using APA style. The format for the report is shown below:

Title

Abstract (condense the entire paper into a few sentences, 250-300 words, that contain the maximum amount of information)

Introduction (what did you set out to do and why?)

Materials and Methods (how did you do it?)

Results (what did you learn?)

Discussion (what does it mean and how does it relate to what else is known?)

Acknowledgements (recognize individuals who contributed to the study or financial support)

References (you need at least ten peer-reviewed references (use APA citation style) appropriate for the research topic for full credit.)

This research paper will undergo a draft, feedback, and revision process. Prior to submitting the first draft to the faculty mentor, the student will have the research paper peer-reviewed by a graduate student in the research group (or closely aligned field). This revised version will then be submitted to the faculty mentor as a first draft. Students are required to use peer and faculty mentor feedback to submit a final draft. A typical schedule for submission of all drafts is shown at the end of the syllabus. Oversight of the revision process will be provided by the faculty mentor, course coordinator, and the DUS. This course meets the Graduation Composition and Communication Requirements.

Instructions for Oral/Visual Presentation

NRES students registered in NRE 395 and NRE 399 present their experience at the annual internship/research experience forum typically held each fall term. The presentations are delivered as a poster or a 10-minute minimum oral presentation. A first draft of either presentation type will be reviewed by the faculty mentor prior to the internship forum for feedback. Steering committee faculty from the NRES program evaluate student presentations at the forum (see attached survey).

Course Policies

Academic Integrity:

Copying and pasting words from internet or print sources into your papers without a citation is cheating, and will result in a zero for the assignment and/or failure of the course. Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. The first offense will result in a grade of 0 for that particular assignment. A second offense will result failure of the course and reporting to the Dean. If previous evidence of academic dishonesty exists, then the first offense may result directly in failure of the course. For more information, see Part II Section 6.3 of "The Code of Student Conduct". Also see "What is Plagiarism?" at: <http://www.uky.edu/Ombud/Plagiarism.pdf> and "Understanding Plagiarism" at: http://wps.prenhall.com/hss_understand_plagiarism_1/0.6622.427064-.00.html.

Typical Schedule (assuming an research project during the summer term and 40 h/week)

<u>Month</u>	<u>Week</u>	<u>Assignment Due</u>
June	1	
	2	
	3	
	4	A minimum of 150 work hours required for 3 credits Draft of research paper submitted to graduate student for peer review
July	1	Peer-reviewed draft returned to student
	2	First draft of research paper submitted to faculty mentor Submit research notebook
	3	
	4	First draft returned to student
August	1	
	2	Final draft of paper to faculty mentor
September	2	First draft oral/visual to faculty mentor
October	1	Final draft oral/visual to faculty mentor Presented at internship forum

NRE 399, Experiential Education in Natural Resources and Environmental Science Spring 2015 Course Syllabus

Course Coordinator: Jack K. Schieffer, Ph.D.
Office: 405 C.E. Barnhart Building
Phone: 257-7246
Email: jack.schieffer@uky.edu

Course Description

A learning experience in natural resources and environmental science under the supervision of a faculty member and with clear relevance to the student's Analytical Skill Development (ASD) area and/or Environmental Systems Emphasis Area (ESEA). Students receive 3 credits for this pre-professional internship experience which translates to a minimum of 150 work hours.

Prerequisites

Consent of advisor and completion of a learning contract before registration. The learning contract (see attached) must be prepared by the student and approved by the faculty sponsor and internship coordinator.

Recommended Reading

Clark, R.P. Writing Tools: 50 Essential Strategies for Every Writer. Little, Brown and Company, New York.

Lucas, S.E. 2007. The art of public speaking. McGraw Hill, New York.

Information and examples of white papers:

<https://owl.english.purdue.edu/owl/owlprint/546/>

<http://www.ngwa.org/Documents/PositionPapers/sustainwhitepaper.pdf>

http://www.energy.senate.gov/public/index.cfm/files/serve?File_id=9d529812-659b-43a1-a2d1-ef0e67894636

Graduation Composition and Communication Requirement (GCCR): This course satisfies the GCCR. The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

Student Learning Outcomes: By the time you successfully this course, you should be able to:

- 1) Write and revise multiple drafts of a paper (white paper, project paper, or another agreed upon written document) devoid of mechanical errors based on an integrated view of natural resources and environmental science.
- 2) Deliver an effective oral or visual presentation on the learning experience in natural resources and environmental science.

3) Evaluate the literature using library and internet search engines to research pertinent scientific journal articles.

Grading System

<u>Evaluation type</u>	<u>%</u>
First Draft-Written Paper	20
Final Draft-Written Paper	40
First Draft Oral/Visual Presentation	10
Final Draft Oral/Visual Presentation	20
Peer-review	10

Directions for Written Paper

You have the option of writing either a 1) white paper, 2) project report, or 3) another written document agreed upon with your faculty sponsor. The written paper has to be a minimum of 4500 words and integrate elements of your ASD and/or ESEA with the internship. A specific example of a white paper is shown below.

You are to write a white paper (4500 word minimum) which integrates elements of your ASD and/or ESEA with the internship. A white paper is a persuasive document which provides background information on a problem and guides the reader to a proposed solution or provide recommendations to solve the problem. Be sure to include at least ten or more citations with specific credible numeric information which supports your arguments. Organize the paper into the following sections:

Introduction/Summary: A summary located at the beginning to engage the reader and indicate the main point of the paper.

Background and context: Provide the reader with a clear sense of the problem by an effective review of the literature. Presenting specific data-based evidence from the literature is an effective means to establish credibility of your argument. Otherwise your statements are no more than wishful thinking.

Solution/Recommendations: Propose your solutions or recommendations to address the problem. This section may also include credible numeric information which supports your arguments.

Conclusion: Use this section to discuss the importance of your proposed solution in a broad context, not simply restating the problem and solution.

References: Use APA citation style.

This written paper will undergo a draft, review, and revision process. Prior to submitting the first draft to the faculty sponsor, the student will have the paper peer-reviewed by a classmate who is also registered for NRE 399. Each student is required to review one written paper as part of their grade (see grading system above). The course coordinator and DUS will coordinate the peer reviews. Students are required to use peer and faculty sponsor feedback to submit a revised

version of the written paper as their final draft. A typical schedule for submission of all drafts is shown at the end of the syllabus. This course meets the Graduation Composition and Communication Requirements.

A detailed rubric will be provided to all faculty mentors and students in order to ensure uniform grading for all white papers.

Directions for Oral/Visual Presentation

NRES students registered in NRE 395 and NRE 399 present their experience at the annual internship/research experience forum. The presentations are delivered as a poster or an oral presentation. A first draft of these will be reviewed by the faculty sponsor for feedback prior to the internship forum. The recommendations from this review will be incorporated into the final oral/poster presentations. A typical schedule for the draft/review/revision process is presented at the end of the syllabus. Steering committee faculty from the NRES program evaluate student presentations at the forum (see attached survey).

Course Policies

Academic Integrity:

Copying and pasting words from internet or print sources into your papers without a citation is cheating, and will result in a zero for the assignment and/or failure of the course. Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. The first offense will result in a grade of 0 for that particular assignment. A second offense will result failure of the course and reporting to the Dean. If previous evidence of academic dishonesty exists, then the first offense may result directly in failure of the course. For more information, see Part II Section 6.3 of "The Code of Student Conduct". Also see "What is Plagiarism?" at: <http://www.uky.edu/Ombud/Plagiarism.pdf> and "Understanding Plagiarism" at: http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-.00.html.

Typical Schedule (assuming an internship during the summer term and 40 h/week)

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	3	
	4	First draft returned to student
August	1	
	2	Final draft of paper to faculty sponsor
September	2	First draft oral/visual to faculty sponsor
October	1	Final draft oral/visual to faculty sponsor Presented at internship forum

Geri Philpott, NRES Academic Coordinator, 215 T.P. Cooper Bldg, 859-257-2337, geri.philpott@uky.edu, www.ca.uky.edu/nres

NRE 395: RESEARCH PROJECT CONTRACT

Please type all information

Student Information

Student Name:

E-mail:

Phone:

Student Number (*not SSN*):

Course Information

Semester/Year:

Grade: Letter

Faculty-Mentor Information

Department:

Supervisor's Name:

E-mail:

Phone:

Office Address:

Hours

Starting Date:

Ending Date:

Total Number of Weeks:

Average Hours Per Week:

Total Hours Worked:

Describe the general nature of the research to be conducted. Is it part of a larger research program here at UK or another university? What are the general objectives of the research (i.e., it is problem-solving research)?

Outline your learning objectives for this experience. What do you expect to learn from this research activity and how does that related to your NRES degree?

Identify who is involved in the research. *Who is the principal investigator? Who is supervising your work in the lab, out in the field, or other research activities? Are there other graduate students or technical staff involved?*

Describe the nature of the work expected to be completed by you, the NRES student. *What components of the research will be the focus of your 'project'? Where will the research occur and over what time period?*

Clearly identify the work products of the research project. Assignments for this experience include a formal written paper and oral/visual presentation which satisfies the Graduation Composition and Communication Requirement.
See NRE 395 syllabus for details.

Faculty-Mentor:
Department:
Campus Address:
Phone:
E-mail:

Course Coordinator: Dr. Jack Schieffer
Department: Ag Economics
Campus Address: 405 C.E. Barnhart Bldg.

Faculty Signature _____ Date _____

Course Coordinator _____ Date _____

Student Signature _____ Date _____

Return this signed form to Emily Morgan, N8 Ag. North
Leave signed copies with Dr. Schieffer, Geri Philpott,
and faculty mentor.



COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENT

Internship Program LEARNING CONTRACT

1. Please complete this contract with your faculty advisor.
2. Complete contracts must include student signature, faculty sponsor, and department chair approval. (Associate Dean Approval is no longer required for Departmental Internship Courses)
3. Upon completion with department approval, submit your complete contract to N8 Advising Resource Center for registration into your internship course.

Questions? Contact Amanda Saha, Director Career Development & Academic Enrichment
Amanda.saha@uky.edu or 859-257-3468

Student Information

Student Name:
E-mail:
Phone:
Address:
City/ST/Zip
Major:
College:
Class Level:
Student Number (*not SSN*):

Course Information

Semester/Year:
Course:
Credit Hours:

Internship Partner Information

Organization/Company Name:
Supervisor's Name:
E-mail:
Phone:
Address
City/ST/Zip:

Hours

Starting Date:
Ending Date:
Total Number of Weeks:
Average Hours Per Week:
Total Hours Worked:

Describe the duties of your internship:

List your learning objectives for this experience:

(What do you expect to learn from this experience? Objectives should be measurable and achievable.)

Assignments for this experience include a formal written paper and oral/visual presentation which satisfies the Graduation Composition and Communication Requirement.
See NRE 399 syllabus for details.

Specify dates and times you have agreed to meet with your faculty sponsor for critical reflection:
(Dates/times may be specific or in general terms. "To Be Determined" is not acceptable.)

Faculty Sponsor:
Department:
Campus Address:
Phone:
E-mail:

Department / Program Chair or Coordinator:
Department:
Campus Address:

Faculty Sponsor Signature _____ Date _____

Department / Program Signature _____ Date _____
(Internship Coordinator or Chair)

Student Signature _____ Date _____



2014 INTERNSHIP FORUM SURVEY

FACULTY

Poster # _____

1. The student verbally presented their poster in a professional manner and effectively conveyed the purpose of their internship/research project.

Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
-----------------------------------------------	--------------------------------------	-----------------------------------	--------------------------------------------

2. NRCM- Internship/research project is closely aligned with a concentration area, or NRES- Internship/research project is closely aligned with a relevant ASDA or ESEA.
Analytical Skill Development Area (Economic and Policy Analysis, Field and Laboratory Analysis of Ecosystems, Geospatial Analysis, or Individualized Area)
Environmental System Emphasis Area (Conservation Biology, Forestry, Human Dimensions and Natural Resource Planning, Environmental Soil Science, Water Resources, Wildlife Management, or Individualized Area)

Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
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3. Poster presentation is visually accessible and appealing. It draws the reader to it, uses photos and/or other visuals.

Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
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4. Written component of the poster is engaging and well written without editorial mistakes.

Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
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5. Written component clearly states the goals and accomplishments of the internship or research project.

Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
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6. The poster clearly identifies the author, location of internship/research project, and organization/contact person.

Strongly disagree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Agree <input type="checkbox"/>	Strongly agree <input type="checkbox"/>
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