

## Graduate Student Individual Development Plan & Annual Evaluation AEC Graduate Program

AEC's goal for graduate education is to help each student develop skills and competencies which contribute to success along the student's chosen career path. In addition, the developmental process is facilitated by positive relationships among students, faculty, and staff and the foundation of these relationships is clear and open communication. Thus, it is required that each student completes an Individual Development Plan (IDP) in partnership with their faculty advisor during the student's first semester. In addition, the IDP should be reviewed as part of the student's annual evaluation by April 15<sup>th</sup> of each spring semester.

### **Expectations Guiding Student-Adviser Relationships**

#### *Student*

- Takes primary responsibility for the successful completion of the degree
- Meets regularly with adviser and provides them with updates on the progress and results of the student's activities
- Establishes a shared understanding of satisfactory progress with adviser
- Works with adviser to develop a nonthesis/thesis/dissertation project and select a committee
- Actively seeks out advice and feedback from adviser, committee, and other mentors
- Keeps informed of departmental and Graduate School policies and requirements for the degree
- Attends and participates in department meetings and seminars
- Acts as a good collaborator, maintaining a safe, clean, and collegial academic and work environment
- Discusses policies on work hours, sick leave, and vacation with the adviser
- Discusses expectations on authorship and attendance at professional meetings with the adviser

#### *Adviser*

- Commits to a student's education and training as a future member of the academic community
- Commits to guiding a student's nonthesis/thesis/dissertation research project, while allowing the student to take ownership of the research
- Encourages student to set reasonable goals and establishes a timeline for completion
- Provides regular feedback to student
- Encourages student to bring discuss concerns, while aiming to find acceptable solutions for all concerned
- Is knowledgeable of and guides student through the graduate program's requirements/deadlines
- Advises and assists with a student's committee selection
- Leads by example and facilitates training in complementary skills needed for a successful career, such as communication, writing, management, and ethical behavior
- Discusses authorship policies, acknowledges a student's research contributions, and works with student to aid in publishing their work in a timely manner



## Graduate Student Individual Development Plan & Annual Evaluation AEC Graduate Program

Student Name	UFID
Degree Sought (MS-thesis/MS-nonthesis/PhD)	Specialization
IDP/Annual Meeting Date	Career Goal

Graduate Program Milestones Achieved (check all that apply)				
Supervisory Committee Appointed <input type="checkbox"/>	Program of Study Submitted <input type="checkbox"/>	Qualifying Exam (PhD only) <input type="checkbox"/>	Project/Proposal Approval <input type="checkbox"/>	Final Exam/Thesis/ Dissertation/Project Defense <input type="checkbox"/>

Student Learning Outcomes (SLO)	Current level of Proficiency <sup>1</sup>									
	None		Basic		Emerging		Advanced		Mastery	
	S	A	S	A	S	A	S	A	S	A
1. Summarize contemporary and foundational theory and research in the selected specialization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply, analyze, and synthesize content knowledge, evolving concepts and philosophies in the selected specialization to solve problems by identifying component parts, relationships and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Apply visual and nonvisual techniques in the use of instructional materials and methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply concepts and principles related to design, implementation, and evaluation of formal and non-formal education and/or training and development programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply principles, practices, and strategies for conducting behavioral research in agricultural and natural resource professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Display ethical behaviors, cultural sensitivity, teamwork, professional conduct, and communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup>S = Student's self-assessment; A = Adviser's assessment of student

Student Learning Outcomes (SLO)	Progress during the current year (annual evaluation only)	Goals for the next Academic Year	
		Goal	Activities and Timeline
1. Summarize contemporary and foundational theory and research in the selected specialization.			
2. Apply, analyze, and synthesize content knowledge, evolving concepts and philosophies in the selected specialization to solve problems by identifying component parts, relationships and ideas.			
3. Apply visual and nonvisual techniques in the use of instructional materials and methods.			
4. Apply concepts and principles related to design, implementation, and evaluation of formal and non-formal education and/or training and development programs.			
5. Apply principles, practices, and strategies for conducting behavioral research in agricultural and natural resource professions.			
6. Display ethical behaviors, cultural sensitivity, teamwork, professional conduct, and communication.			

Overall Academic Progress			
<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Overall Research Progress (Developing research skills; Progress on Project/Thesis/Dissertation)			
<input type="checkbox"/> Unacceptable	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Exceeds Expectations

Advisor/Committee Comments

Student Comments/Response

Committee Chair

Name	UFID	Signature	Date

Graduate Student

Signature	Date

Accepted:

AEC Graduate Coordinator

Signature	Date

<p>Return completed form to the AEC Academic Program Specialist</p> <p>Original: AEC Student File</p> <p>Copy: Graduate Student Committee Chair</p>
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