

**University Council Recommendations  
The University of Georgia**

**To:** President Michael F. Adams  
**Re:** DOCUMENT NUMBER: 2005.12.01.02  
**Issue:** A proposal to offer the Master of Agricultural Leadership as an External Degree.  
**Discussion:** None  
**Action:** The vote was called and the proposal was approved.

Submitted by: Rebecca L. Macon 12.01.05  
Rebecca L. Macon, Secretary Date

- Approved
- Reconsider
- Vetoed (see attached explanation)
- Received

Michael F. Adams 12-12-05  
Michael F. Adams, President Date

Attachment



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# The University of Georgia

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College of Agricultural and Environmental Sciences  
*Agricultural Leadership, Education and Communication*

August 19, 2005

Dean Maureen Grasso  
Graduate School Boyd Graduate studies Bldg.

Dean Grasso,

Attached is the revised proposal for the distance education Master of Agricultural Leadership (MAL) program. The degree is an established program within the Department of Agricultural Leadership, Education, and Communication (ALEC). As indicated in the proposal, the plan is to offer the courses to a cohort based on the Tifton Campus where we have already have two undergraduate degree programs. Later when faculty resources increase the program can be duplicated at Griffin or other points throughout the state. The faculty members in charge of the proposed program are very knowledgeable and experienced in distance education programs so we are confident a solid, high quality program can be delivered. Let me know if you need any more information.

Sincerely,

Ray V. Herren

Professor and department Head.



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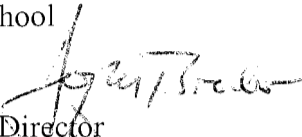
# The University of Georgia

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College of Agricultural and Environmental Sciences  
*Office of the Dean and Director*

DATE: May 6, 2005

TO: Maureen Grasso  
Dean Graduate School

FROM: Josef M. Broder   
Interim Dean and Director

RE: Proposal for External Graduate Degree

Please find enclosed a proposal by the Department of Agricultural Leadership, Education and Communication in our College to offer a External Graduate Degree. This degree program, Master of Agricultural Leadership (MAL), is the same degree program currently offered on the UGA campus. There has been a long standing need for a program of this type to serve high school Agricultural Education teachers and county Extension personnel located in other parts of the State. Admission requirements of this proposed program will be the same as for the existing MAL Campus program.

Guidelines for approval of Extended Education Programs (Academic Affairs Policy Statement No.17) require that graduate program proposals must first be reviewed by the Dean of the Graduate School who will forward them to the Office of the Senior Vice President for Academic Affairs and Provost. Since the MAL has already been approved by the Curriculum Committee, the University Council, and Board of Regents, we assume that after approval by the Provost that it will go to the President of the University for submission to the Board of Regents.

Thank you for your consideration of this request to offer the Master of Agricultural Leadership as a External Graduate Degree.

JB:hm

Enclosure

**Appendix A**  
**Proposal for an External Degree**  
**The University of Georgia**

**Institution:** The University of Georgia

**College:** Agricultural and Environmental Sciences

**Degree:** Master of Agricultural Leadership

**Major:** Agricultural Leadership

**CIP Code:** 0059

**Proposed Starting Date:** Fall 2006

**1. Assessment:** High school Agricultural Education teachers and county Extension personnel were polled for interest in the distance delivery program. There has been a long standing need for the type education offered through the Master of Agricultural Leadership but access to the program has been problematic for professionals who work on a full time basis. The number of potential students actually far exceeds the proposed program capacity; therefore, enrollment will be limited to an identified cohort. Currently we have 37 letters of intent to become a part of the cohort and plans are to admit a cohort of 15-20 students. Admission to the cohort will be recommended by faculty in the Department of Agricultural Leadership, Education, and Communication (ALEC) committee who will base decisions on admission criteria identified in this proposal.

**2. Admissions Requirements:** The same requirements for admission for the existing Master of Agricultural Leadership (MAL) will be in effect. Minimum guidelines for recommendations to the Graduate School for admission to the program are a 3.0 GPA in undergraduate course work and a Graduate Record Exam (GRE) sum total of verbal and quantitative scores of 850. However, this does not guarantee acceptance or rejection to this program; final decisions regarding recommendation are at the discretion of the graduate faculty. Exceptions to these requirements are subject to recommendation by the department and approval by the Associate Dean for Academic Programs in the College and the Dean of the Graduate School. The Department of Agricultural Leadership, Education, and Communication (ALEC) also requires three letters of recommendation and a *Statement of Purpose*. The *Statement of Purpose* is a letter written to explain the reasons why the student would like to enter the graduate program.

- 3. Program Content:** The completion requirements will be the same as those required of all MAL graduates. A listing of the requirements and coursework is attached.
- 4. Student Advising:** Each student in the cohort will be assigned an advisor in ALEC. These will be divided among Tifton and Athens Faculty.
- 5. Residency Requirements:** The Cohort will be based on the Tifton Campus and will be a part of the teaching program there.
- 6. Program management:** The program management plan is attached.
- 7. Library and Laboratory Resources:** The Cohort will be based at the Tifton Campus. Library resources used by the current teaching program there will be used. During the initial year of the course offerings, distance delivery will be mainly through the GSAMS system using the GSAMS rooms at Conner Hall in Athens and the Rural Development Center (RDC) on the Tifton Campus. In addition, students will be required to make extensive use of internet resources.
- 8. Budget:** Since the courses in the degree program are already developed, there should be very little additional cost to offer the majority of the courses through GSAMS. The GSAMS facilities at both Athens and Tifton have technicians who will be on hand to assist with the link. A budget of \$2800 has been allocated from the Office of the Assistant Dean at the Tifton Campus as startup funds for the web based courses. No additional state funds are being requested.
- 9. Program Costs Assessed to Students:** There will be no additional costs other than regular tuition.
- 10. Accreditation:** The distance deliverance portion of the degree will be under the same regulations and requirements as the Tifton based instruction.

## **Addendum for Distance Education Delivery of New Programs**

**Institution:** The University of Georgia

**Date:** April 21, 2005

**College:** College of Agricultural and Environmental Sciences

**Degree:** Master of Agricultural Leadership

**Major:** Agricultural Leadership

**CIP Code:** 0059

**Proposed Starting Date:** Fall 2006

### **1. Description of the Delivery System:**

The delivery system will be primarily through the GSAMS system connecting the Athens and the Tifton Campuses. This system will provide interaction with students on both campuses as the courses will be delivered synchronous. Faculty at the Tifton campus will be responsible for management of the cohort of students meeting there. Some classes may originate on the Tifton Campus and be received on the Athens campus in order to take best advantage of faculty expertise. The GSAMS courses will meet twice per week for a regular 3 hour course. The timeframe for the classes will be late afternoon for accessibility by teachers and Extension Agents who are working full time. Student who hold full time jobs will be limited to 6 hours of coursework per semester.

A small number of courses will be offered through WeBCT using the Horizon Live/Wimba program (see the attached schedule of courses). WebCT ("Web Course Tools") is a course management system, which facilitates the creation of web-based educational environments. It does this in three ways:

- It provides an interface allowing the design of the presentation of the course (color schemes, layout, etc.)
- It provides a set of educational tools to facilitate learning, communication and collaboration.
- It provides a set of administrative tools to assist the instructor in the process of management and continuous improvement of the course.

Horizon Live/Wimba allows students and instructors to meet in "virtual space" for an interactive online conference call using the computer. PowerPoint slides and other content can be pushed out to students while the instructor leads

the class in a discussion of the content. This interaction happens in real time and is intended to be a supplement to the WebCT material.

For those courses taught entirely on-line, having reliable Internet service is critical. Students must have reliable access to a computer system meeting the ALEC @ UGA requirements. All courses will require access to Microsoft Word, Excel, and PowerPoint software programs. QuickTime and any software/hardware associated with the use of Horizon Live/Wimba at UGA will also be required.

Web based courses within the program will not have a set meeting time. The courses will be broken into various lessons or modules. In most cases students will have one week to complete the readings and assignments contained within each lesson. The amount of time this will take varies greatly between individuals. On average, each lesson is designed to take 5-10 hours to complete. Some classes will utilize Horizon Live/Wimba and/or GSAMS which will require a set meeting time in order to conduct in class discussions. Students will receive instruction on the utilization of the software required. Guidelines for the needed computer hardware will be provided in advance of the beginning of the courses.

## **2. Assessment of Societal Needs:**

For the past several years numerous high school Agricultural Education teachers and county Extension personnel have asked for a distance delivery program for the Master of Agricultural Leadership degree. There has been a long standing need for the type education offered through the Master of Agricultural Leadership but access to the program has been problematic for professionals who work on a full time basis. Also the lack of faculty resources in the Department of Agricultural Leadership, Education and Communication (ALEC) has been a limiting factor. The department has grown sufficiently to be able to offer the program. Because the number of potential students actually far exceeds the proposed program capacity; enrollment will be limited to an identified cohort. Currently we have 37 letters of intent to become a part of the cohort and plans are to admit a cohort of 15-20 students. Admission to the cohort will be decided by an ALEC faculty committee who will base decisions on the likelihood that the students will complete the program.

The geographical area to be served is the region within driving distance of Tifton. A cohort of students will be selected from the pool of applicants. A cohort is a group of individuals that move through the program together. There will be approximately 15-20 individuals in each cohort. Students will take classes with the same individuals for the duration of the degree program. This allows them to build a strong network of support that will help not only in coursework, but in professional careers as well. This also

makes course management more efficient and manageable for UGA faculty.

### **3. Readiness of the Institution to Offer the Program**

- a) The MAL degree program offered through the distance delivery program will be basically the same degree approved by the Board of Regents in 2002. The program will not duplicate any other offering by any of the institutions under the Board of Regents. The overall objective of the degree program is to provide training beyond the undergraduate level for students seeking employment and/or advancement in leadership positions with agricultural agencies, producer groups, government agencies, etc. The program will focus on developing skills and knowledge in communication, leadership, cooperation, negotiation, conflict resolution, and issues debate. The identified target constituency for the cohort has an immense need for these skills.

Students successfully completing the degree program are expected to be able to:

- Articulate a philosophy of leadership development based on current leadership development theories applied to current agricultural issues and trends;
- Critically evaluate relevant research;
- Communicate with the public concerning agricultural issues;
- Use interpersonal skills and dynamics related to problem solving;
- Practice group process, problem solving and team building skills;
- Conceptualize the theories of organizational development related to profit and non-profit agricultural organizations;
- Research, synthesize, and articulate public issues education related to agricultural and environmental issues;
- Work in leadership positions of agribusiness, state and federal agencies and agricultural commodity commissions and organizations;
- Develop a personal framework in dealing with ethical issues related to agricultural and environmental sciences;
- Formulate a plan for conflict resolution, managing and initiating change in groups, and organizations.

Students in the distance delivery program will be held to the same standards and expectations as those in the Athens based program.

#### **b) Faculty Inventory with Distance Delivery Expertise:**

The following faculty will be involved:

Dr. Jason Peake, Assistant Professor at the Tifton Campus holds a Masters degree in Educational Technology with an emphasis in distance delivery. He has



experience in satellite delivery as well as web based courses. In addition he worked closely with a similar type program at Texas A&M.

Dr. Dennis Duncan, Assistant Professor at the Athens Campus has delivered several courses by distance education at Virginia Tech. He currently conducts a Global seminar via GSAMS with four other Universities around the world. He has completed the Horizon Live/Wimba training on our campus.

Dr. John Ricketts, Assistant Professor at the Athens campus has experience with distance education delivery as a graduate assistant at the University of Florida. He has taught courses by GSAMS and has completed the Horizon Live/Wimba training on campus.

Dr. Richard Rohs, Professor and Graduate Coordinator for ALEC has taught several courses through GSAMS and has delivered Extension programs through distance delivery.

Dr. Chris Langone, Professor, ALEC has taught several courses through GSAMS.

Dr. Ray Herren, professor and Department Head has also taught several courses through GSAMS.

#### **d) Instructional Support**

To ensure remote student and faculty access to information and resources necessary to support the teaching and learning process, the program will utilize existing resources that are in place at The University of Georgia and across the state of Georgia. Utilizing WebCT Vista, Horizon Wimba, and GSAMS as delivery methods will provide access to information for students and faculty across the state of Georgia.

- i. Web CT Vista for web based asynchronous instruction
- ii. Horizon Wimba for web based synchronous instruction
- iii. GSAMS Network for teleconference based synchronous instruction

Back-ups, encryption, passwords, firewalls and other electronic security measures are ensured by The University of Georgia Office of Information Technology (OIT). This office is responsible for, and equipped to deal with, the ongoing challenges to network security and user authentication needed to ensure the validity of student identification and university resource protection. Real-time faculty/student and student/student interaction will be accomplished by utilizing Horizon Wimba and GSAMS in conjunction with traditional face to face meetings and telephone calls. Delayed faculty/student and student/student interaction will be accomplished by utilizing WebCT, threaded discussions, web based bulletin boards, and e-

mail. Provisions to support the use of technology and instructional material after hours will be provided by the OIT office at The University of Georgia via web sites, web based bulletin boards, question/answer web sites, and the OIT trouble shooting phone line. Library resource options for students include The University System of Georgia brick and mortar libraries, web based library databases, the inter-library book loan program, and selected readings will be posted to WebCT Vista. Students are required to have reliable Internet service and access to a computer system meeting the ALEC @ UGA requirements. All students must have access to Microsoft Word, Excel, and PowerPoint software programs. QuickTime and any software/hardware associated with the use of HorizonWimba at UGA will also be required.

**e) Student Services:**

The College of Agricultural and Environmental Sciences has an established teaching program on the Tifton Campus. The same structure used for student services will be used with the distance education program. Students will come to the Tifton Campus to take classes through GSAMS.

**f) Cooperative links with the Community**

The distance delivered Master of Agricultural Leadership is intended primarily for practicing agriculture teachers and county extension personnel. The students in the cohort are recognized as community leaders. Skills learned and developed in this program will be an asset in community development as programs by both the teachers and the agents are implemented in communities throughout the area.

**g) Accreditation and Legal issues**

Accreditation concerns fall within the context of the current MAL program. The same standards, expectations, and outcomes will be required of the distance program as with the Athens campus based program. Intellectual property and legal compliance concerns are covered through the University WebCT and Horizon Live/Wimba programs as well as policies regarding the use of GSAMS. All classes and courses will be operated through and monitored by OIT as part of the University GSAMS and telecommunications policy.

**4. Retention and Admissions of Students**

Applicants must first complete the attached “ALEC Intent to Participate” form. This form must be submitted by departmental deadlines of the year the student wants to begin the program. Once this form is received, the program

coordinator will contact students regarding the rest of the application process. It is recommended that students register to take the GRE soon after submitting this form. Minimum guidelines for submission of recommendations to the Graduate School for admission to the program are a 3.0 GPA in undergraduate course work and approximately a Graduate Record Exam (GRE) sum total of verbal and quantitative scores of 850. However, this does not guarantee acceptance or rejection to this program; final decisions regarding acceptance are at the discretion of the graduate faculty. Exceptions to these requirements are subject to recommendation by the department and approval by the Associate Dean for Academic Programs in the College and the Dean of the Graduate School. ALEC also requires three letters of recommendation and a *Statement of Purpose*. The *Statement of Purpose* is a letter written to explain the reasons why prospective students wish to enter our graduate program. Currently we have 37 letters of intent to become a part of the cohort and plans are to admit a cohort of 15-20 students. Once students have been admitted by the Graduate school, admission to the cohort will be decided by an ALEC faculty committee.

#### Other Basic Admission Requirements:

- Commitment to improvement as a professional
- Commitment to complete the entire program
- One on-campus meeting at the beginning of the program
- One on-campus meeting at the completion of the program
- Admittance into the Masters of Agricultural Leadership graduate program
- Reliable Internet access
- Reliable access to a computer system meeting the ALEC @ UGA computing requirements.

Since the target student group is a specific cohort, out of state students will not be admitted to the cohort at the present time. Students will be admitted without regard to race, color, national origin, age, or sex. The intent is to enroll a diverse group of students in the cohort.

If a student drops out of the cohort, she/he can be readmitted at a later date provided the student is still in good standing with his/her graduate program. Dropping out of the cohort will probably mean that the student will not complete the program in the same amount of time as those in the cohort. Students will be advised of the 6 year limit on courses.

#### **5. Curriculum**

The same standards expected of students in the Athens based MAL program will be expected of students in the distance delivery method. Before the program is completed students will complete a portfolio reflective of the standards of the program. A copy of the guide for completing the portfolio is

attached. Courses in the program are appropriate for distance delivery. Since both methods Horizon Live/Wimba and GSAMS can be delivered using simultaneous interaction, all of the courses should work quite well in the program. Laboratory type experiences will be gained through internship programs just like the conventionally delivered MAL. Delivery time for the degree program is 2 years (see attached schedule of courses).

## **6. Principles of Good Practice**

1. *Student-Faculty Contact:* Through the use of GSAMS and Horizon Live/Wimba, the students and faculty will interact on a daily bases. In addition, each student will have a faculty advisor who will help direct the student's program. The student cohort will be in the Tifton area and will have ample opportunity to interact with faculty on that campus. Students in the distance education program will be required to make periodic trips to Athens to meet with students and faculty at the Athens campus.
2. *Cooperation Among Students:* The distance education program will delivered to a specific cohort of students. A cohort is a group of individuals that move through a program together. There will be approximately 15-20 individuals in each cohort. Students will take classes with the same individuals for the duration of the degree program. This allows them to build a strong network of support that will help not only in coursework, but in professional careers as well. Group projects and cooperative research will be more meaningful with a cohort of professionals.
3. *Active Learning:* The coursework will be enhanced by carefully planned projects and assignments for students. Students will have input into the assignments and will help plan the projects. Through this input this group of highly motivated professionals in the cohort will participate in the process. This should make the learning experience more meaningful and applicable to their personal and professional needs.
4. *Prompt Feedback:* The very nature of the program demands that students be given prompt and in-depth feedback. Concept flow and sequencing depend on response from faculty. Faculty in the Department of Agricultural Leadership, Education, and Communication (ALEC) are professional educators who have in-depth education and experience in educational delivery. They understand and employ the concept of prompt feedback in all coursework.
5. *Time on Task:* Coursework in the Master of Agricultural Leadership (MAL) program incorporates high standards of teaching and learner outcomes. This means that students will have to attend class, complete all assignments and pass all assessment requirements to complete the program. The same standards will be expected of the distance delivery program.

6. *High Expectations:* The same level of expectations and requirements will be demanded of the students in the distance delivery program as in the conventional delivery program.

7. *Diverse Talents and Ways of Learning:* The group of professionals in the cohort will be highly motivated, graduate level students who have entered the program for professional improvement. Assignments and projects will be designed for individual creativity and independent work and learning styles. At the same time, some projects will require group interaction which will provide the opportunity to mesh individual styles with group cooperation and outcomes.

### **7. Fiscal Implications of the Program**

All, hardware, software, and other equipment are in place to conduct the distance delivery. No additional state funds are being requested to conduct the program.

### **8. Assessment**

Student learning outcomes for the culmination of the program will be assessed by a formal end of program exam as well as a portfolio prepared by the graduate student.

The proposed program will be assessed in a number of ways. First is through the program review process conducted by the Office of the Vice President for Academic Affairs. Second, the graduate coordinator will monitor student enrollment, time to complete degree, adherence to prescribed programs, success of graduates in finding/retaining jobs, and make an annual report to the department faculty.

### **9. Evaluation Plan**

The program will be evaluated through student evaluations, follow-up studies, and a program of peer review of teaching. Follow-up studies have been used for years to evaluate agricultural education and extension programs and involve the use of a survey at the end of one, three, and five years to ascertain the programs effectiveness in terms of student employment, perceived program benefits, and job advancement.

Specific outcomes and evaluation of the outcomes are as follows:

**Outcome 1:** Proficiency in knowledge of Leadership theory and methods appropriate to degree objective and field of specialization.

Evaluation of Outcome 1: Completion of performance standards set by student's Advisory Committee including designated coursework, final oral exam,

graduate portfolio and written exam administered at the discretion of the Advisory Committee.

**Outcome 2:** Demonstrate ability to identify, analyze and interpret data relevant to a specific issue, problem or project.

Evaluation of Outcome 2: Completion of research methods coursework and Masters thesis (for Thesis degree option) or research methods coursework and special problems or directed study for non-thesis degree option administered at the discretion of the Advisory Committee.

**Outcome 3:** Demonstrate the ability to use interpersonal skills and dynamics related to problem solving.

Evaluation of Outcome 3: Completion of related coursework and special problems and/or directed study administered at the discretion of the Advisory Committee. Many of the required courses require students to actively solve problems. For example in ALDR 7500, students will be required to research, analyze, create a position paper, and orally present topics of a controversial nature. In ALDR 7200 students will be required to investigate and demonstrate various leadership styles and problems associated with leadership.

**Outcome 4:** Demonstrate the ability to lead and work with diverse clientele in various agribusiness, state and federal agencies and agricultural commodity commissions and organizations(profit and non-profit).

Evaluation of Outcome 4: Follow up surveys of both graduates of the program and their employers to assess the graduate program's impact and utility. Graduates of the program would be asked to assess the degree to which the graduate program prepared them for their present position. Employers of these graduates would also be asked to assess the graduate's knowledge and competency level and relevance of the graduate program

## 2005/2006 Cohort – Proposed Course Schedule

### Masters of Agricultural Leadership Program

**Beginning: fall 2005 – Graduating: summer 2007**

<b>Fall 2005 Semester</b>		<b>Hours</b>	<b>Delivery</b>
ALDR 7300	Ag Organizational Group Development	3	GSAMS
ALDR 7500	Issues in Contemporary Sciences	3	GSAMS
<b>Spring 2006 Semester</b>			
ALDR 7200	Foundations of Agricultural Leadership	3	Web CT
FDST 7010/7010D	Food Formulation and Preservation	3	Web CT & HL
<b>Summer 2006 Semester</b>			
ALDR 7070	Program Development for Agricultural Leaders	3	GSAMS
ALDR 7400	Communication in Ag. & Env. Science	3	GSAMS
<b>Fall 2006 Semester</b>			
ALDR 7080	Ag & Extension Administration	3	GSAMS
ALDR 7700	International Ag Development	3	GSAMS & HL
<b>Spring 2007 Semester</b>			
ALDR 7100	Directed Study in Ag. Leadership (Non-thesis res. Prjt.)	3	GSAMS
ERSH6300	Applied Statistical Methods in Education	3	WebCT
<b>Summer 2007 Semester</b>			
ALDR 7020	Program Evaluation	3	GSAMS
ALDR 7040	Programming for Agricultural Youth Groups	3	Web CT & HL
Final Written Exam			

**If seeking teaching certification in conjunction with the MAL degree substitute EAGR 6350 for ALDR 7040 and substitute EAGR 6360 for ALDR 7020.**

#### **Electives**

EAGR 6350	Curriculum Planning in Agricultural Education	3	GSAMS
EAGR 6360	Instructional Strategies in Agricultural Education	3	Web CT & HL

**Total Program: 36 credit hours**

## ATTACHMENTS

### GUIDELINES FOR PREPARING THE MASTER'S DEGREE PORTFOLIO Department of Agricultural Leadership, Education, and Communication Effective 12/01/04

#### Purpose

The purpose of the portfolio requirement for the ALEC Master of Agricultural Leadership degree is to provide each student with the following opportunities:

- Personally reflect on different aspects of the Master's degree experience;
- Integrate and communicate the impact of the entire degree experience;
- Document personal achievement and accomplishments that support what has been learned from the degree experience; and
- Document how the degree experience can serve as a starting point for future professional development.

Using personal reflection about the Master's degree experience as a foundation, the portfolio enables each student to communicate to faculty members what has been learned through both formal and informal Master's degree activities and how this learning has contributed to the student's development.

#### Portfolio Focus and Organization

**Focus.** In order to achieve its purpose, each portfolio focuses on six separate but closely related study areas of the ALEC Master of Agricultural Leadership degree program:

- Foundations in Leadership and Education;
- Program Planning and Evaluation;
- Curriculum and Instruction, Ag and Extension Administration, Youth Development, Issues in Contemporary Agriculture, or International Ag Development;
- Oral and Written Communication;
- Research; and
- The entire Master's degree experience.

**Organization.** The materials included in each portfolio must be organized in three sections according to a specific table of contents (**see Attachment A**).



## **Submission and Evaluation**

1. No later than the semester prior to the semester the student is to graduate, three copies of Sections I and II and one copy of Section III are submitted to the student's major advisor.
2. The portfolio is evaluated by a three-member committee composed of the major advisor and two other members selected by the student in consultation with the major advisor. The evaluation form used by the committee is included in attachment B.
3. The major advisor chairs the committee and assumes responsibility for the conduct of the portfolio evaluation.
4. Students are required to give an oral presentation of their portfolio before their committee.
5. If the committee determines that a student has not prepared a satisfactory portfolio, the committee chair may request resubmission of some portfolio materials or the entire portfolio.
6. If committee evaluation of a second (revised or rewritten) portfolio results in unsatisfactory student performance, the student will not receive an ALEC Master of Agricultural Leadership degree and will be required to resubmit the portfolio the subsequent semester. The committee will prescribe needed remediation prior to resubmission of the portfolio. Remediation may include but may not be limited to extra coursework.

## **Attachment A. Table of Contents for the ALEC Master of Agricultural Leadership Degree Portfolio**

### **Cover Page**

Include on this page the title: Master of Agricultural Leadership Degree Portfolio, student name, e-mail, office and/or cell phone, committee chair's name, and date submitted.

### **Section I. Personal Information**

Include in this section up-to-date copies of (a) a personal one or two page resume and (b) a Master's degree course history listing all courses and grades. This information is important because it summarizes your background, education, work experience, and accomplishments and verifies courses you have taken in each of the ALEC Master of Agricultural Leadership degree study areas.

## Section II. Narrative

For each of the six study areas listed below, provide a separate narrative based on personal reflection that indicates (a) what you have learned/achieved in this area during your master's degree experience, (b) how the learning/achievement has contributed to your growth as an Agriculture Leadership Professional, and (c) what steps you plan to take in the future to build upon what you have learned/achieved. Descriptions of how you have linked theory and practice are encouraged. You can cite the titles of materials included in Section III to document and support the narratives included in this section. Length of all six narratives **should not** exceed a maximum of 18 double-spaced pages. Narratives must conform to the style of the *Publication Manual of the American Psychological Association* (5<sup>th</sup> edition).

- Foundations in Leadership and Education
- Program Planning and Evaluation
- Curriculum and Instruction, Ag and Extension Administration, Youth Development, Issues in Contemporary Agriculture, or International Ag Development
- Oral and Written Communication
- Research
- The Entire Master's Degree Experience

## Section III. Documentation

In this section, provide evidence of your learning/achievement in your Master's degree program. The purpose of this documentation is to support and supplement your narratives. Therefore, in the selection of documentation, give consideration to how each item lends support to each of your seven written narratives in Section II. Keep in mind that quality is much more important than quantity. Thus, the complete set of documentation materials **should not** exceed 40 pages unless approved in advance by your advisor. Examples of documentation you may want to use in support of your written narratives include the following:

Evaluation of an internship	Research studies completed	Inservice presentations made
Printed materials developed	Videotapes developed	Course assignments
Curriculum developed	Leadership assessments	Case studies developed
Web page developed	Needs assessments completed	Research proposal prepared

Review of literature on topic	Published journal article	Conferences attended
Leadership awards	Service awards	Offices held in organizations
Grants written/awarded	Volunteer work performed	Presentations at conferences
Meetings conducted	Personal professional development plan	Evaluations of student teaching

## Attachment B. Portfolio Evaluation Form

**Directions:** First verify that the student has completed required Master's degree courses or otherwise satisfied requirements for each of the first five learning areas. Then determine if the student has presented a satisfactory narrative and supporting documentation for each of the six learning areas.

Learning Area Satisfactory	Courses	Narrative	Documentation
1. Foundations of Leadership and Education	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory

	o r y	o r y	o r y
2. Program Planning and Evaluation	Superior, Satisfactory, or U n s a t i s f a c t o r y	Superior, Satisfactory, or U n s a t i s f a c t o r y	Superior, Satisfactory, or U n s a t i s f a c t o r y
3. Curriculum and Instruction, Ag and Extension Administration, Youth Development, Issues in Contemporary Agriculture, or International Ag Development	Superior, Satisfactory, or U n s a t i s f a c t o r y	Superior, Satisfactory, or U n s a t i s f a c t o r y	Superior, Satisfactory, or U n s a t i s f a c t o r y
4. Oral and Written Communication	Superior, Satisfactory, or U n s a t i s f	Superior, Satisfactory, or U n s a t i s f	Superior, Satisfactory, or U n s a t i s f

	a c t o r y	a c t o r y	a c t o r y
5. Research	Superior, Satisfactory, or U n s a t i s f a c t o r y	Superior, Satisfactory, or U n s a t i s f a c t o r y	Superior, Satisfactory, or U n s a t i s f a c t o r y
6. Entire Degree	Does not apply	Superior, Satisfactory, or U n s a t i s f a c t o r y	Superior, Satisfactory, or U n s a t i s f a c t o r y