The University of Georgia

February 8, 2007

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Dear Colleagues:

Attached for consideration at the February 16, 2007, Full UCC meeting is a request from the College of Agricultural and Environmental Sciences to offer the Master of Agricultural Leadership (MAL) as an external degree in Griffin.

Sincerely,

Dr. William K. Vencill, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
        Professor Jere W. Morehead

Proposal for an External Degree for the Griffin Campus
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

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 of 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. Currently we have about 25 students enrolled in a distance delivered MAL program based on the Tifton Campus. The intent is to duplicate this successful program on the Griffin Campus. A cohort for the Griffin Campus will be developed as was done with the Tifton distance delivery program. 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 Griffin, Tifton, and Athens Faculty.

5. Residency Requirements: The Cohort will be based on the Griffin 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 Griffin Campus. Library resources used by the current teaching program there will be used. Distance delivery of the courses will be mainly through the Horizon Wimba Live Program and the GSAMS/POLY COM system using the GSAMS/ POLY COM rooms at Conner Hall in Athens and on the Griffin Campus. In addition, students will be required to make extensive use of internet resources.

8. Budget: To fully implement the program, a faculty member will need to be hired and housed on the Griffin campus. The cost of the position will be $81,900 including salary and benefits. A budget of $2800 has been allocated from the Office of the Assistant Dean at the Griffin Campus as startup funds for program.

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 Athens and Tifton based instruction.

Addendum for Distance Education Delivery of New Programs

Institution: The University of Georgia   Date: March 1, 2006

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/ POLY COM and the Horizon Wimba Live Classroom systems connecting the Athens, Tifton, and the Griffin Campuses. This system will provide interaction with students on both campuses as the courses will be delivered synchronously. Faculty at the Griffin campus will be responsible for management of the cohort of students meeting there. Classes may originate on the Tifton, Griffin, or Athens Campuses in order to take best advantage of faculty expertise. The GSAMS/ POLY COM and Horizon Wimba 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. Students who hold full time jobs will be limited to 6 hours of coursework per semester.

A number of courses will be offered through WebCT using the Horizon Wimba Live Classroom program (see the attached schedule of courses). WebCT ("**W**eb **C**ourse **T**ools") 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; and
- It provides a set of administrative tools to assist the instructor in the process of management and continuous improvement of the course.

Horizon 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 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 Wimba and/or GSAMS/ POLY COM 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. In fact, a study completed in the summer of 2006 revealed that 81 high school and middle school agriculture teachers were interested or very interested in pursuing the MAL. Surveys taken at agriculture teacher meetings and Extension meetings in the Griffin area indicate that there are more than enough interested teachers and agents to justify offering the 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. 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. Currently, we have about 25 students who are a part of the Tifton cohort and plans are to admit a cohort of 15-20 students at the Griffin Campus. 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 Griffin. 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. Initially 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; and
- 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 and Tifton based programs.

b) Faculty Inventory with Distance Delivery Expertise:

The following faculty will be involved:

Dr. Maria Navarro, Assistant Professor, currently offers courses through distance education using a variety of approaches. She has experience in the use of most forms of distance delivery and consistently receives among the highest student evaluations in the department.

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/ POLY COM with four other Universities around the world. He has completed the Horizon 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/ POLY COM and has completed the Horizon Wimba Live Classroom training on campus.

Dr. Brian Parr , Assistant Professor, will join our Faculty July 1, 2006. Dr. Parr brings a variety of experiences and talents that will help further the programs. He has experience with delivering distance education programs at Murray State University

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

Dr. Ray Herren, Professor and Department Head, has also taught several courses through GSAMS/ POLY COM.

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/ POLY COM 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/ POLY COM 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/ POLY COM 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 Griffin Campus. The same structure used for student services will be used with the distance education program. Students will come to the Griffin Campus to take classes through GSAMS/ POLY COM.

f) Cooperative links with the Community:

The distance delivered Master of Agricultural Leadership is intended for people who are in or aspire to be in leadership positions. A primary pool of students is practicing agriculture teachers and county extension personnel. 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 and Tifton based program. Intellectual property and legal compliance concerns are covered through the University WebCT and Horizon Wimba programs as well as policies regarding the use of GSAMS/ POLY COM. All classes and courses will be operated through and monitored by OIT as part of the University GSAMS/ POLY COM 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. 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 Master of Agricultural Leadership graduate program
- Reliable Internet access
- Reliable access to a computer system meeting the ALEC @ UGA computing requirements.

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 and Tifton based MAL program will be expected of students in the distance delivery method. Students will have the option of completing a thesis or completing a portfolio reflective of the standards of the program(see attachments) A copy of the guide for completing the portfolio is attached. Courses in the program are appropriate for distance delivery. Since both methods Horizon Wimba Live Classroom and GSAMS/ POLY COM 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/ POLY COM and Horizon 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 Griffin 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 be 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 for equipment are being requested to conduct the program. Cost of a faculty member at the Assistant Professor level will be $81,900 for salary and benefits.

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 or thesis completed 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 will 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.

Griffin Cohort – Proposed Course Schedule

Masters of Agricultural Leadership Program

Beginning: Fall 2007   –   Graduating: summer 2009

Fall 2007 Semester

ALDR 7080 Ag & Extension Administration	3	GSAMS/ POLY COM
(LACS)(AFST)ALDR 6710 International Ag Development	3	GSAMS/ POLY COM &
HL		

Spring 2008 Semester

ALDR 7100 Directed Study in Agricultural Leadership (Non-thesis research project)	3	GSAMS/ POLY COM
ERSH 6300 Applied Statistical Methods in Education	3	Web CT

Summer 2008 Semester

ALDR 7020 Program Evaluation	3	GSAMS/ POLY COM
ALDR 7040 Programming for Agricultural Youth Groups	3	Web CT & HL

Fall 2008 Semester	**Hours**	**Delivery**
ALDR 7350 Group, Team, and Organizational Development in Agricultural Organizations		
	3	GSAMS/ POLY COM
ALDR 7500 Issues in Ag Environmental Sciences (proposed)	3	GSAMS/ POLY COM

Spring 2009 Semester

ALDR 7200 Foundations of Agricultural Leadership	3	Web CT
FDST 5010/7010-5010D/7010D Food Formulation and Preservation	3	Web CT & HL

Summer 2009 Semester

ALDR 7070 Program Development for Agricultural Leaders	3	GSAMS/ POLY COM
ALDR 7400 Communication in Ag. and Env. Science	3	GSAMS/ POLY COM

Final Written Exam

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

Electives

AGED 4350/6350 Curriculum Planning in Agricultural Education	3	GSAMS/ POLY COM
AGED 43606360 Instructional Strategies in Agricultural Education	3	Web CT & HL

Total Program: 36 credit hours

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* (5th 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.

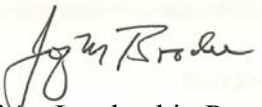| Learning Area Satisfactory	Courses	Narrative Satisfactory	Documentation
1. Foundations of Leadership and Education	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory
2. Program Planning and Evaluation	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory
3. Curriculum and Instruction, Ag and Extension Administration, Youth Development, Issues in Contemporary Agriculture, or International Ag Development	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory
4. Oral and Written Communication	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory
5. Research	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory
6. Entire Degree	Does not apply	Superior, Satisfactory, or Unsatisfactory	Superior, Satisfactory, or Unsatisfactory

To: Ray Herren, Department Head
         Agricultural Leadership Education and Communication

From: Joe Broder, Associate Dean

Re: College support for Master of Ag Leadership Program in Griffin

Date: December 19, 2006

I am writing in response to the Graduate School's review of the proposal to offer the Master of Ag Leadership in Griffin. The Master of Ag Leadership (MAL) and our extended campuses in Griffin and Tifton are high priorities of the College. We are committed to expanding these campuses.   Likewise, the College is committed to staffing these teaching programs with quality faculty lines. The College will seek to fund the MAL-Griffin faculty position with existing instruction funds and will request additional funding from the pool of funds allocated to the Griffin Campus. New position requests are subject to approval by the Provost.

cy: J. Scott Angle