

University of Florida

Academic Affairs

Academic Colleges

College of Agricultural & Life Sciences

Certificates

Leadership in Agriculture and Natural Resources

Leadership in Agriculture and Natural Resources Graduate Certificate Mission

The Leadership in Agriculture and Natural Resources graduate certificate program supports the missions of the college and university to serve the nation's and state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

2014-15 SLO 1: Knowledge

Differentiate types of leadership theories

SLO Area (select one): Knowledge (Grad)

Assessment Method

Students will submit a Theoretical Critical Analysis paper for review of SLO #1 and SLO#2. The paper is a thorough literature review of theory including summaries from the Seminal Work, Northouse, and a contemporary journal article (2008-2013) using the theory. Students are expected to provide full detailed descriptions of the Original work, Northouse interpretation, and the Contemporary application. They will need to include a comparison and contrast of the three pieces and a practical application of the theory to an issue in his/her chosen field. 7-10 double-spaced pages. Assessment will be done using a faculty-developed rubric.

2014-15 SLO 2: Skills

Apply leadership theory to a specific contextual area

SLO Area (select one): Skills (Grad)

Assessment Method

Students will submit a Theoretical Critical Analysis paper for review of SLO #1 and SLO#2. The paper is a thorough literature review of theory including summaries from the Seminal Work, Northouse, and a contemporary journal article (2008-2013) using the theory. Students are expected to provide full detailed descriptions of the Original work, Northouse interpretation, and the Contemporary application. They will need to include a comparison and contrast of the three pieces and a practical application of the theory to an issue in his/her chosen field. 7-10 double-spaced pages. Assessment will be done using a faculty-developed rubric.

2014-15 SLO 3: Skills

Diagnose team-based issues.

SLO Area (select one): Skills (Grad)

Assessment Method

Students will work in teams to develop an "Organizational Leadership Plan" to address the epic failure of

organizational leadership in an actual event. Teams will analyze the event and then develop their own strategies to address the leadership failure and offer solutions to the issue(s) outlined. Teams will be determined by the instructor, with deadlines predetermined for the components of this assignment. While the end product includes the “Organizational Leadership Plan”, teams will be required to diagnose sources of conflict and other issues that occur throughout this assignment, in addition to describing the solutions that they implemented to successfully complete this assignment. Assessment will be done using a faculty-developed rubric.

2014-15 SLO 4: Knowledge

Recognize characteristics of healthy organizations.

SLO Area (select one): Knowledge (Grad)

Assessment Method

Students will submit an organizational review. Through coursework, reading and class discussions, students will begin to formulate their own criteria of what makes an organization healthy. With a theoretical underpinning, this assignment will utilize an existing organization of the student’s choice for examination. The analysis of this organization should illustrate an understanding of fundamental principles and issues surrounding leadership and healthy organizations. The purpose of this assignment is to illustrate students’ understanding of key issues of organizations and organizational leadership. Assessment will be done using a faculty-developed rubric.

2014-15 SLO 5: Skills

Support a philosophy of leadership.

SLO Area (select one):

Assessment Method

Students will submit a Philosophy of Leadership. Every successful leader carries deep within a statement of leadership and the beliefs held about leadership. A philosophy statement is the critical analysis of fundamental assumptions or beliefs – it is highly personal. The philosophy statement serves as a final assessment of this certificate. It is expected to be introspective, as well as cumulative of the certificate experience. Assessment will be done using a faculty-developed rubric.

Leadership in Agriculture and Natural Resources AAP Detail

Start: 7/1/2014

End: 6/30/2015

Progress: Ongoing

Providing Department: Leadership in Agriculture and Natural Resources

Responsible Roles: Dean (Turner, R)

Research (Graduate and Professional AAPs only)

Assessment Timeline (Graduate and Professional AAPs only)

Leadership in Agriculture and Natural Resources

SLOs	Pre-Completion Portfolio
#1	X
#2	X
#3	X
#4	X
#5	X

Curriculum Map (UG AAPs only)

Assessment Cycle (All AAPs)

Analysis and Interpretation:	May – June annually
Improvement Actions:	Completed by August 1 of each year
Dissemination:	Completed by September 1 of each year

SLOs	Year	14-15	15-16	16-17	17-18
#1		X	X	X	X
#2		X	X	X	X
#3		X	X	X	X

Methods and Procedures (UG and Certificate AAPs) & SLO Assessment Matrix (UG AAPs only)

The Student Learning Outcomes will be assessed through a mandatory pre-completion portfolio. This portfolio will be assessed for SLO purposes only, and will not affect the student's academic standing.

In order to be classified as “passing” a student must earn 70% or more of the points possible on the attached rubrics used to evaluate the SLO portfolio.

SLO Assessment Rubric (All AAPs)

Leadership in Agriculture and Natural Resources Graduate Certificate SLO Rubrics

SLO #1: Differentiate types of leadership theories

SLO #2: Apply leadership theory to a specific contextual area

Students will submit a Theoretical Critical Analysis paper for review of SLO #1 and SLO#2. The paper is a thorough literature review of theory including summaries from the Seminal Work, Northouse, and a contemporary journal article (2008-2013) using the theory. Students are expected to provide full detailed descriptions of the Original work, Northouse interpretation, and the Contemporary application. They will need to include a comparison and contrast of the three pieces and a practical application of the theory to an issue in his/her chosen field. 7-10 double-spaced pages.

Dimension/Concept	Criteria	Comments	Points
Detailed Explanation (50 points)	<ol style="list-style-type: none"> 1. Seminal work is described and referenced, basis for theory established 2. Expansion of seminal work to contemporary literature, 3. Evidence of similarities between seminal work and contemporary work made 		
Contextual Application (30 points)	<ol style="list-style-type: none"> 1. Application for each theory is clearly identified for within the chosen context for learning and identified impact on instruction 2. Contextual application adequately supports student learning/understanding of the concept(s) accurately 		
Writing, Investigative Evidence, Grammar and Style (20 points)	<ol style="list-style-type: none"> 1. Table/graphic organizer organized and is easily referenced 2. Writing is clear and concise, grammar and punctuation rules were followed 3. Citations outside of the textbook utilized and referenced 		
		Total Points:	

Additional Comments:

SLO #3: Diagnose team-based issues

Students will work in teams to develop an “Organizational Leadership Plan” to address the epic failure of organizational leadership in an actual event. Teams will analyze the event and then develop their own strategies to address the leadership failure and offer solutions to the issue(s) outlined. Teams will be determined by the instructor, with deadlines predetermined for the components of this assignment. While the end product includes the “Organizational Leadership Plan”, teams will be required to diagnose sources of conflict and other issues that occur throughout this assignment, in addition to describing the solutions that they implemented to successfully complete this assignment.

Dimension/Concept	Criteria	Comments	Points
Description of Organizational Failure/Event (10 points)	<ol style="list-style-type: none"> 1. Full detailed description of event and failure of leadership 2. Full description of organization and its leaders 		
Theory and Analysis (20 points)	<ol style="list-style-type: none"> 1. Theories utilized for analysis described 2. Explanations of connection(s) to key organizational leadership theories 3. Critical thinking evidenced 		
Outcomes and Impacts (10 points)	<ol style="list-style-type: none"> 1. Solutions to issues and problems identified and explained 2. Full description of potential impacts to organization and leaders 		
Writing, Investigative Evidence, Grammar and Style (10 points)	<ol style="list-style-type: none"> 1. Table/graphic organizer organized and is easily referenced 2. Writing is clear and concise, grammar and punctuation rules were followed 3. Citations outside of the textbook utilized and referenced 		
Examination and Analysis of the Team (50 points)	<ol style="list-style-type: none"> 1. Individual reflection of the team process throughout the assignment utilizing leadership theories and concepts 2. Determination of conflict and issues of the team 3. Examination of how these conflicts and issues were addressed 		
		Total Points:	

Additional Comments:

SLO #4: Recognize characteristics of healthy organizations

Students will submit an organizational review. Through coursework, reading and class discussions, students will begin to formulate their own criteria of what makes an organization healthy. With a theoretical underpinning, this assignment will utilize an existing organization of the student’s choice for examination. The analysis of this organization should illustrate an understanding of fundamental principles and issues surrounding leadership and healthy organizations. The purpose of this assignment is to illustrate students’ understanding of key issues of organizations and organizational leadership.

Dimension/Concept	Criteria	Comments	Points
Introduction, Background of Organization and Explanation of Theories (50 points)	<ol style="list-style-type: none"> 1. Full detailed description of the organization and its leadership 2. Full detailed description of the theories and criteria utilized for the analysis of this organization 		
Methodology, Theory, and Justification (30 points)	<ol style="list-style-type: none"> 1. The methodology utilized for this analysis explained 2. Explanations of connection(s) to key organizational leadership theories 3. Critical thinking evidenced 		
Writing, Investigative Evidence, Grammar and Style (20 points)	<ol style="list-style-type: none"> 1. Table/graphic organizer organized and is easily referenced 2. Writing is clear and concise, grammar and punctuation rules were followed 3. Citations outside of the textbook utilized and referenced 		
		Total Points:	

Additional Comments:

SLO #5: Support a Philosophy of Leadership

Students will submit a Philosophy of Leadership. Every successful leader carries deep within a statement of leadership and the beliefs held about leadership. A philosophy statement is the critical analysis of fundamental assumptions or beliefs – it is highly personal. The philosophy statement serves as a final assessment of this certificate. It is expected to be introspective, as well as cumulative of the certificate experience.

Dimension/Concept	Criteria	Comments	Points
Philosophy Statement (50 points)	<ol style="list-style-type: none"> 1. Full detailed description of what it means to be a leader through traits, competencies, skills and behaviors 2. Full detailed description of the leadership process through relationships, interactions, and followership 		
Theory and Justification (30 points)	<ol style="list-style-type: none"> 1. Personal experiences described as a means for philosophy 2. Explanations of connection(s) to key leadership theories 3. Critical thinking evidenced 		
Writing, Investigative Evidence, Grammar and Style (20 points)	<ol style="list-style-type: none"> 1. Table/graphic organizer organized and is easily referenced 10. Writing is clear and concise, grammar and punctuation rules were followed 11. Citations outside of the textbook utilized and referenced 		
		Total Points:	

Additional Comments:

Measurement Tools (Graduate and Professional AAPs Only)

Assessment Oversight (All AAPs)

Name	Department Affiliation	Email Address	Phone Number
Grady Roberts, Graduate Coordinator	Agricultural Education and Communication	groberts@ufl.edu	352-273-2568

Academic Assessment Plan Entry Complete: