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ACADEMIC PROGRAM REVIEW

VOLUME I: Self-Study Report



DEPARTMENT OF AGRICULTURAL EDUCATION



**Institute of Agriculture and Natural Resources
University of Nebraska - Lincoln**



Spring, 1984

AGRICULTURAL EDUCATION DEPARTMENT
ACADEMIC PROGRAM REVIEW
SCHEDULE

Tuesday, February 28, 1984

P.M. Team arrives, checks in at Nebraska Center for Continuing Education, 33rd & Holdrege.

6:00 P.M. - Dinner & Meeting of Review Team

Wednesday, February 29, 1984

7:00 A.M. - Breakfast at Nebraska Center

8:00 A.M. - Meeting with IANR Vice Chancellor, Deans & Directors. Ag. Hall 206

9:30 A.M. - Coffee & Rolls - Tour of Ag. Ed. facilities

10:00 A.M. - Meet at East Campus Union with Staff to discuss:
(Room to be posted)

- Undergraduate Program

- Graduate Program

- Service Activities

- Research Activities (Time permitting)

11:45 A.M.- Lunch with IANR Department Heads. East Union

1:15 P.M. - Meet with Students in the Teaching Block.
Ag. Hall 311

2:00 P.M. - Continued sessions with Staff. East Campus Union

- Research Activities (if more time needed)

- Leadership Activities

2:45 P.M. - Extension Education

3:30 P.M. - Meet with Graduate Teaching/Research Assistants

4:00 P.M. - Individual Staff Visits

5:30 P.M. - Social & Dinner with Staff, Vice Chancellor,
Deans & Directors, East Campus Union.

Thursday, March 1, 1984

- 7:00 A.M. - Breakfast at Nebraska Center
 - 8:30 A.M. - State Department of Education Agricultural
Education Staff. State Office Building
 - 9:15 A.M. - Teachers College Dean's Office. TC Room 101
 - 9:45 A.M. - Dr. Hazel Crain, Director, Center for Business
& Vocational Technical Education. Nebraska Hall 513E
 - 10:30 A.M. - Mech. Ag. Courtesy Appointees. Chase Hall
 - 11:00 A.M. - Individual Staff Visits
 - 12:00 Noon - Lunch. Nebraska Center
 - 1:15 P.M. - Individual Staff Visits
 - 4:00 P.M. - Departmental Advisory Council. Ag. Hall 311
- Evening - Free

Friday, March 2, 1984

- 9:00 A.M. - Exit Review: Vice Chancellor, Deans & Directors.
Ag. Hall 206
- 10:15 A.M. - Exit Review with Ag. Ed. Staff. Ag. Hall 117
- 11:30 A.M. - Completion of Review

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INTRODUCTION, PROGRAM GOALS
AND RATIONALE

SECTION I: INTRODUCTION
SECTION II: PROGRAM GOALS &
RATIONALE

I. INTRODUCTION

The University of Nebraska Teachers College on the city campus was first established in 1908. One segment of its responsibility was given to a Department of Agricultural Education at the College of Agriculture. This cooperative arrangement was continued with the passage of the Smith-Hughes Act in 1917.

The College of Agriculture, University of Nebraska, was designated in 1917 as the official training institution for preparing teachers of Vocational Agriculture. The State Board for Vocational Education made this provision in writing in the first state plan.

Courses in agricultural education, of a sort, had been offered at the College of Agriculture for many years. At first the courses were only general and historical in nature with no attempt to attack the problem of teaching methods.

A boost in the demand for teachers of agriculture came in 1913 when the Nebraska Legislature passed the Shumway Act. This act both offered state aid for schools teaching agriculture but made no provision for the training of teachers. The big incentive, however, came in 1917 with the passage by the United States Congress of the Smith-Hughes Act. This law provided aid to states for "teacher training" as well as funds for establishing departments of vocational agriculture in local high schools.

The passage of the Smith-Hughes Act in 1917 was the first great effort to solve the teacher of agriculture problem. A state, to be eligible for Smith-Hughes aid, had to include in its plan, provisions for an adequate teacher training program. Nebraska in 1917 made its first concerted effort to meet the growing demand for a new kind of teacher by establishing the Department of Agricultural Education.

The College of Agriculture already had the teacher training machinery in operation. Upon designation by the State Board as Nebraska's "official training center" it was ready to assume the responsibilities. The teacher education curriculum for agriculture was primarily at the College of Agriculture. Departmental staff members were also members of the University of Nebraska Teachers College staff. However, they spent most of their time at the College of Agriculture.

The students in agricultural education were offered all of the advantages of a small college coupled with those of a big university. They had intimate associations with fellow students and faculty on the College of Agriculture campus. At the same time they could take part in all university affairs and be a part of the larger group.

In 1920 the program was known as Agricultural and Home Economics Education. Instruction in teaching Home Economics had been added with special women professors under the overall direction of Dr. H. E. Bradford. By 1922 the offerings in this department had grown to eleven courses. It was then that the name of the department was changed from Agricultural Education to the Department of Vocational Education.

Prior to 1946 there had been little organized effort to offer a course to student teachers in the area of farm mechanics. That year Marion G. McCreight, a teacher of vocational agriculture at Elkhorn, Nebraska, was appointed as Instructor of Agricultural Engineering and Vocational Education at the College. He spent half-time in each department.

The program continued to operate under this administrative structure until 1963 when it reverted back to the Department of Agricultural Education, its current title, and the other vocational areas became departmentalized. In 1977 the Center for Business and

Vocational Technical Education (CBVTE) was formed which became responsible for the administration for all vocational disciplines except agriculture and home economics. These two areas, housed on the "East Campus," are administered by their respective colleges, with the staff members holding courtesy appointments in the CBVTE, with two staff members holding courtesy appointments in the Teachers College.

Ours is the only program in Nebraska approved for certification of vocational agriculture teachers. The Dean of Teachers College is the certifying agent for the University. Students in Agricultural Education are recommended to the dean's office for certification. When approved, applications are forwarded to the State Department of Education. A major in Agricultural Education is designed to prepare students to be certified teachers of vocational agriculture at the secondary or postsecondary level and provides good preparation for work in agricultural extension. It also prepares students for positions in adult education in foreign service, and as agricultural educators in business and industry. Many students graduate with a dual major in Agricultural Education and in another department of the College of Agriculture.

The Agricultural Education staff looks forward to the Comprehensive Departmental Review and the input of the review team. All staff have expressed the desire to provide assistance as requested as well as answer questions of the review team members.

II. PROGRAM GOALS AND RATIONALE

The department has been divided into two major areas for administrative purposes; the Undergraduate Unit and the Research, Leadership, Service and Extension Unit. This organizational structure appears to work satisfactorily in accomplishing our departmental purposes which are:

1. Pre-service preparation program: To recruit and prepare sufficient quantities of teachers to meet the increasing need for agricultural educators.
2. Graduate Education: To provide appropriate academic year and summer courses, plus inservice workshops and clinics to meet the post graduate needs of agricultural educators.
3. Research and Development in Agricultural Education: To conduct research and pilot programs in areas which will advance and/or enhance agricultural education programs.
4. Service to the College and University: To participate in those activities which will advance the college and university professionally, both through the collective work of committees and, whenever possible, through individual efforts.
5. Service to Vocational Agriculture throughout the State of Nebraska: To project faculty member's expertise into Nebraska's vocational agriculture programs, individually and collectively.

Following are the identified goals and rationale for the respective aspects of our program.

UNDERGRADUATE PROGRAM OF INSTRUCTION:

Overall Objective: By June 30, 1989, an additional 35 students will be enrolled in Agricultural Education, where quality of instruction, student contact, professionalism and training in special needs will be emphasized.

Undergraduate Student Recruitment:

Goal by 1989: To increase undergraduate enrollment in Agricultural Education by 35 students.

	By June 30				
	<u>'85</u>	<u>'86</u>	<u>'87</u>	<u>'88</u>	<u>'89</u>
1. Develop new departmental brochure for recruitment	X				
2. Recruit 5 additional students into program	X	X	X		
3. Develop new departmental slide set for recruitment		X			
4. Develop a curriculum unit for Vocational Agriculture emphasizing careers requiring advanced study in Agricultural Education.				X	
5. Develop recruitment poster for use in Nebraska High Schools depicting careers in Ag. Ed.					X
6. Recruit 10 additional students into program.				X	X

	By June 30				
	<u>'85</u>	<u>'86</u>	<u>'87</u>	<u>'88</u>	<u>'89</u>

Undergraduate Student Advising: Goal by 1989: Improve quality and quantity of student contact through improved advising and student contact by all staff.

1. Encourage each staff member to meet with all advisees at least once each semester. Schedule group advising sessions for Ag. Ed. Majors.	X	X	X	X	X
2. Establish department retreat with advisees.	X				
3. Five percent of Ag. Ed. majors will be enrolled in Ag. Ed. 331. (Supervised Field Experiences).	X				
4. Conduct department retreat with advisees.			X	X	X

5. Ten percent of Ag. Ed. majors will be enrolled in Ag. Ed. 331.		X		X	
6. Twenty percent of Ag. Ed. Majors will be enrolled in Ag. Ed. 331.			X		X
		By June 30			
	<u>'85</u>	<u>'86</u>	<u>'87</u>	<u>'88</u>	<u>'89</u>

Undergraduate Instruction: Goal by 1989: Improve undergraduate instruction by encouraging all staff to participate in both in-house and other conferences, seminars and workshops oriented toward improving instruction.

1. Conduct at least one in-house inservice session on improvement of instruction.	X	X	X	X	X
2. Encourage staff to participate in professional development meetings designed to improve instruction.	X	X	X	X	X

Closer Undergraduate Staff/Student Relations:
Goal by 1989: Participation by all staff in two or more regularly scheduled activities of the ATA and NUFFA.

1. Regularly scheduled staff involvement in ATA and/or NUFFA.	X	X	X	X	X
---	---	---	---	---	---

Undergraduate Program Emphasis in Special Vocational Needs: Goal by 1989: Integrate special vocational needs into the undergraduate curriculum and train existing staff in Ag. Ed. consistent with Teachers College guidelines.

1. Develop scope and sequence for integrating SVN into undergraduate program.	X				
2. Schedule special staff inservice on special vocational needs.	X	X	X	X	X
3. Schedule joint Ag. Ed. Staff Meeting with State Dept. of Education personnel to update both staffs on legislation requirements, etc.		X	X	X	X

Professional Atmosphere: Goal by 1989: To provided a pleasant and professional atmosphere for undergraduate students and staff.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Renovate outer office. | X | | | | | |
| 2. Purchase selected office equipment | X | X | X | X | X | X |
| 3. Pool selected office machines and files in special (conference?) room | X | | | | | |
| 4. Plan for move to Mussell Hall or wherever we will relocate. | | X | X | X | X | X |

GRADUATE PROGRAM OF INSTRUCTION

Overall objective: By June 30, 1989, 20 persons will have completed the M.S. program, and two for the PHD. In addition, 50 others will participate in the program.

Graduate Instruction: Goal by 1989: To prepare professionals in agricultural education for employment in post-secondary educational programs, to enhance teaching competency of participants through a planned program of graduate study, to provide the opportunity to conduct quality research in education, and to enhance instruction, communication, and program administration skills in education, agribusiness, and extension.

- | | By June 30 | | | | |
|--|------------|------------|------------|------------|------------|
| | <u>'85</u> | <u>'86</u> | <u>'87</u> | <u>'88</u> | <u>'89</u> |
| 1. Plan in coordination with the Center for Business and Vocational Technical Education, proposed systems for delivering graduate vocational education courses, through such means as: | | | | | |
| a. Off-campus teaching centers | | | X | | |
| b. Explore alternative delivery systems, i.e. television instruction. | | | | X | |
| 2. Follow master plan of course offerings developed by the department in 1983. | X | X | X | X | X |
| 3. Perform a statewide study of graduate education needs of vocational teachers | X | | | | |
| 4. Increase the quality and relevance of all graduate courses. | | | | X | |
| 5. Consider the addition of a statistical course for all M.S. candidates. | | X | | | |

6. Prepare and utilize reports of research completed by staff member in appropriate courses. X
7. Encourage suggestions from faculty and graduate students for improving the graduate program. X X X X X
8. Develop a series of extension courses designed to advance agriculture teachers and agricultural extension persons. X

Advising: Goal by 1989: To improve the quality of graduate programs of M.S. students.

	<u>'85</u>	<u>By June 30</u>		<u>'88</u>	<u>'89</u>
		<u>'86</u>	<u>'87</u>		
1. To provide all students with guidelines and procedures for the M.S. program prior to completing their graduate program.	X	X	X	X	X
2. To assign advisors as early as possible in a student's graduate program to facilitate long range planning.	X				
3. Allow staff time and credit for advising advanced degree candidates in their research and thesis.	X	X	X	X	X

Recruitment: Goal by 1989: To plan recruitment activities to increase the number of M.S. students in the department.

	<u>'85</u>	<u>By June 30</u>		<u>'88</u>	<u>'89</u>
		<u>'86</u>	<u>'87</u>		
1. Prepare for distribution a brochure outlining graduate courses to be offered and mail to selected clientele groups at least 2 months before the start of each term.	X	X	X	X	X
2. Update annually, the statewide study of vocational teachers in graduate education.		X	X	X	X

Staff Development: Goal by 1989: To have one staff member be appointed a graduate faculty member, and one staff member be appointed a graduate faculty fellow.

	By June 30				
	<u>'85</u>	<u>'86</u>	<u>'87</u>	<u>'88</u>	<u>'89</u>
1. To assist staff not on graduate faculty to meet requirements for membership, through in-service sessions, joint authoring of articles, and joint planning of research.		X			
2. Seek funding for research projects which would provide scholarship and research assistantship money.			X	X	X

RESEARCH, LEADERSHIP, SERVICE AND EXTENSION

Research Efforts: The departmental research efforts should be directly related to needs of agricultural education in Nebraska and can be planned by:

1. Reviewing the department's research topics every two years, in order to re-evaluate priorities of researchable problems.
2. Using the unit as a sounding group for individual staff member's project planning.
3. Encouraging and facilitating publications by graduate students and staff through joint-authored articles.
4. Providing assistance in reviewing manuscripts for publication.
5. Including Cooperative Extension Service local program needs into research topic reviews.

Leadership: Enrollment in Agriculture Education has declined and reallocation of resources is occurring due to economic pressures at UN-L. The Agricultural Education staff must exert leadership in implementing innovative approaches to addressing continued problems in Agricultural Education.

Considerable leadership expertise exists within the department (FFA, L.E.A.D., leadership courses, etc). Coordination of efforts for all I.A.N.R. leadership thrusts (students, staff and off-campus) is needed. Participation in leadership related research and inservice activities could be increased and enriched through the establishment of a leadership development center. The procedure to initiate such a center is as follows:

1. Convene a departmental ad hoc Leadership Committee to formulate and present concept and/or approach (Barrett, Dodge, Gilbertson, Horner).
2. Convene an interdepartmental feasibility planning committee to develop and present plans and procedures (e.g, Barrett, Dodge, Gilbertson, Horner, Olsen, Lindgren, Krohn, etc.)

3. Convene a legitimizing group to present and seek Vice Chancellor support (e.g. Gilbertson, Caldwell, Miller, Woodward, Hartung).
4. Convene an I.A.N.R. leadership center advisory council - Vice Chancellor.
5. Seek funding from UN-L (and other foundations, S.D.E. and industry).
6. Coordinate with graduate and undergraduate committees to insure continuation of current as well as new leadership classes.
7. Establish experiential certification and recognition program.
8. Advise leadership workshops for I.A.N.R. staff and Vo. Ag.
9. Conduct leadership workshops for I.A.N.R. staff and Vo. Ag. personnel.

In-Service: Traditionally, the Department of Agricultural Education has provided service activities to first year as well as experienced vocational agriculture instructors and others. The staff desires to:

1. Continue school visitations and workshops for 1st year teachers.
2. Make an annual survey of educational needs of vocational agriculture instructors in Nebraska.
3. Continue to provide inservice training for supervisors of student teachers.
4. Continue to provide summer field workshops for vocational agriculture instructors.
5. Conduct a study to determine instructional materials needed by teachers.
6. Devise a plan to deliver, develop, and coordinate instructional materials for teachers.

Public Relations: Enrollments in Agricultural Education have declined, reallocation of resources is occurring due to economic pressures, and enrollment in the Department (and accompanying resources) are affected by the image of Agricultural Education. The department will participate in the following program:

1. One (1) radio program per month (coordinated by one person but involving all staff members).
2. One (1) TV program per quarter (coordinated by one person but involving all staff members).
3. One (1) newspaper release per month (coordinated by one person, but involving all staff members).

4. One (1) Nebraska Farmer article per semester (coordinated by one person but involving all staff members).
5. One (1) presentation per year at each community college campus (coordinated by one person but involving all staff members).
6. Identify departmental strengths and promote in meetings, Agricultural Education Magazine, etc. (all staff).
7. Identify and recognize research and service activities by staff and graduate students (one staff coordinator with inputs from all).
8. Publish a pamphlet for national dissemination (one staff coordinator with input by all).
9. Identify innovation(s) ("ideas whose time has come") and focus in on it--then publicize it! (e.g. Leadership Center, Ag. in the Classroom, Extension, etc).

Computer Programs: Faculty and students do not have adequate knowledge of either micro- or main frame computers. They need to understand the capabilities of computers for research and graduate program. The department plans to:

1. Encourage faculty and graduate student enrollment in workshops or classes on computer application - an example might be the SAS offered by the Biometrics Laboratory.
2. Promote and suggest staff improvement activities which will enhance the involvement of staff in computer use in education.

International Education: Involvement of staff with International Programs abroad and with students on campus, needs to be broadened. The department will:

1. Provide encouragement and recommend appropriate agricultural education and extension courses on campus.
2. Become involved in out-of-country activities appropriate for agricultural education and extension, through short term assignments.
3. Plan staff seminars on advising foreign students.
4. Pursue the possibility of a summer workshop in extension education for international students that will attract students from Nebraska and across the United States.

Extension: Agricultural extension educators have a need for training at the undergraduate and graduate level that will enhance their communication and teaching skills in the field. The department will:

1. Recommend changes in policy relating to curriculum and procedures that will improve extension education in Nebraska.
2. Implement research studies and training programs to provide "Professional" staff seminars (e.g. leadership and methods).

PROFESSIONAL DEVELOPMENT GOALS

To maintain the effectiveness and efficiency of the faculty members of the Department of Agricultural Education, it is the goal of the department to provide staff members with opportunities for continued growth and development within the Agricultural Education profession.

Departmental goals for professional development include:

1. Each faculty member will participate in professional activities that will strengthen their competence level in Agricultural Education.
 - a. Members will plan individual professional development programs to address their specific professional interests.
 - b. A schedule of resource persons and seminars will be established on a monthly basis.
 - c. Members will be encouraged to attend and participate in campus activities designed for professional improvement. (i.e. Chowder Society, Instructional Improvement Committee, etc.)
 - d. Members will be provided inservice opportunities on issues which are of current interest and have potential impact on the profession. (i.e., Computer Assisted Instruction, Equity Education, International Agricultural Education, etc.)
 - e. Members will attend regional and/or national professional meetings when feasible.
 - f. Members will contribute to the profession through scholarly and creative activity.
2. Each faculty member will be provided time to pursue professional research and/or scholarly activity that contributes to the Agricultural Education profession.
 - a. Research time and/or assistance will be made available to all staff members.
 - b. Members will be encouraged to participate in regional and national activities involving the Agricultural Education profession.
 - c. Members will be encouraged to participate in professional organizations.
 - d. Members will be encouraged to cooperate in interdisciplinary research or in cooperative research efforts with other Agricultural Education Departments.
 - e. Members will be encouraged to serve on IANR committees and fulfill positions of responsibility within the university, as well as on state and national committees and/or boards.
3. A professional working environment will be provided which is conducive to maintaining positive attitudes and images for Agricultural Education in Nebraska and across the nation.

- a. Reception area will reflect a clean, organized and friendly atmosphere for students and visitors.
- b. Professional library will be enhanced for faculty members and for undergraduate and graduate students.
- c. Subscriptions for selected professional journals will be provided and distributed within the department.

As an academic unit in the Institute of Agriculture and Natural Resources, the UN-L Department of Agricultural Education has the three functions of Instruction, Research and Extension (service) as an integral part of its mission. If faculty members are to excel in their profession and contribute significantly in these areas, a continuing plan of professional improvement should be developed by each staff member.

It is understood that large amounts of resources are not available to commit to a comprehensive plan of professional development for each staff member on a large scale. It is therefore suggested that:

1. Each person develop their own plan around those areas of the profession in which they feel the greatest need for further training or upgrading to increase their effectiveness within the department.
2. Each person be encouraged to seek professional development activities that are readily available on the UN-L campus or at locations in adjacent states.
3. Each person be encouraged to select activities of such duration so that other staff members can substitute in classes or meet departmental obligations for a minimum amount of time.
4. Each person be encouraged to select activities that will require reasonable amounts of financial assistance from the department or be willing to assume a portion of the expense.
5. Each person will be encouraged to apply for appropriate financial support for professional development activities through the Teaching Council and/or Research Council.
6. Staff members will be encouraged to participate in the College of Agriculture's Project "Co-Prof" on faculty renewal.
7. Each person will institute a multi-faceted plan of professional development that includes:
 - a. Individual activities designed to address specific tasks that will strengthen competence in the field.
 - b. A regional or national meeting designed to provide awareness of current trends and activities within the profession.
 - c. A unique contribution to the profession through scholarly publication or paper presentation.

It is believed that if each person had the responsibility of planning their own unique program of professional development, the experiences would be much more meaningful and be implemented with greater regularity. The departmental administrator would need to provide guidelines regarding the appropriateness of the activity and the financial responsibility to be assumed by the department versus the individual. The administrator would also need to provide input regarding scheduling so that a critical number of staff members are available to carry out the mission of the department and substitute for the member on short-time professional development leave.

ROLL AND MISSION OF UN-L AND THE COLLEGE; RATIONALE FOR THE PROGRAM.

THE UNIVERSITY OF NEBRASKA-LINCOLN (Excerpts)

The role and mission of the University of Nebraska-Lincoln, one of the three major units of the University of Nebraska, relates to the University-wide role and mission adopted by the Board of Regents on September 9, 1977.

For the University of Nebraska and the other landgrant institutions in the United States, part of the mission was defined by the Morrill Land Grant Act, which had as its purpose "the support and maintenance of at least one college where the leading object shall be...to teach such branches of learning as are related to the agriculture and mechanical arts...to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life (Section 4, Morrill Act of 1862. U.S. Statutes at Large 503-5). Another part of the mission was clearly defined by the Charter Act referred to in the University-wide statement. Therefore, unlike Kansas, Iowa, Oklahoma, and other states in the area, the State of Nebraska is unique in that one institution was established with the two-fold role and mission of the land-grant college and the major State-wide undergraduate instructional programs, professional graduate-level programs including those leading to the doctorate, research, and public service components.

The historic view of faculty in a university is unique among educational enterprises and gives the institution a style and an independence which is unusual among public bodies. The By-laws of the University of Nebraska place on the faculty the responsibilities for recommending the content of academic programs, the establishment of degree requirements, and the evaluation of student performance. Thus the quality of UN-L's programs, and the integrity of its degrees are derived from the attributes and schooled judgments of the faculty. The means for securing, retaining, and developing quality among the faculty through the processes of peer review have been given repeated and appropriate emphasis throughout the history of the University of Nebraska.

Teaching, research, and service have typically served as the charter challenge for state-wide comprehensive institutions and land-grant colleges; the interflow of energies, ideas, and efforts among teaching, research, and public service produces an institutional impact which is greater than the sum of its separate parts.

The teaching mission at UN-L is enhanced by faculty research and public service activities. Undergraduate and graduate programs essential to a

major university are made possible by the research and creative scholarship endeavors of the faculty. What is taught in UN-L's classrooms is enriched and strengthened by the faculty's creative activities in the lab, the library, and the field. The result in many instances would be diminished in the absence of either research or public service.

The service mission at UN-L affords the people of the State and nation an array of opportunities, brought about by the faculty roles of teaching and research. Inquiries from a wide range of individuals, businesses, public and private agencies and organizations present the faculty opportunities to apply theory and research findings in practical settings. From these experiences the faculty make observations and analyses which lead to further insight beneficial to the teaching and research mission.

The research mission at UN-L is stimulated by the faculty's interaction with students at all levels. The constant exposure to questioning of basic concepts by fresh minds in the classroom and laboratory forces the researcher to reexamine and question continually concepts with which he or she has become comfortable through long-time association rather than through critical thought. Research also benefits from direct and broad public service involvements.

UN-L has a major responsibility for fulfilling the mission of graduate education in Nebraska, including the primary responsibility for doctoral level programs, except in health-related disciplines. The University of Nebraska Graduate College was the first established west of the Mississippi River, charged with the responsibility to uphold standards of the highest academic quality and to promote faculty and student research and creative scholarship.

A dominant characteristic of land-grant institutions is the commitment that knowledge gained in the field and laboratory be extended to the citizenry of the state. At UN-L, the Cooperative Extension Service and the Division of Continuing Studies are the largest and most widely known public service agents of the University of Nebraska. Nevertheless, public service emanates from the entire framework of UN-L teaching and research capabilities, to the citizens of Nebraska and also to people in developing countries in other parts of the world.

As a part of fulfilling the public service mission of the University of Nebraska-Lincoln, the faculty, staff, and students engage in a wide variety of activities designed to make their personal capabilities and the resources of UN-L available to the citizens of the State of Nebraska. A great many of these activities are provided by individuals and academic units on an informal basis as a part of the general responsibility of UN-L to serve the state.

THE COLLEGE OF AGRICULTURE (Excerpts)

For more than a century, the College has participated in the agricultural development of Nebraska and the mid-America region.

When the University of Nebraska was established in 1869, the Nebraska Legislature committed it to the terms of the federal Land-Grant College Act, known as the Morrill Act of 1862. This meant that the University

would instruct in agriculture and the "mechanic arts" and thereby qualify for free grants of federal land.

The first effort was in the brief operation of a "model farm" on a site now used for the State Fairgrounds and the University's Bob Devaney Sports Center. Three years after classes began at the University, a 320 acre farm, located on the present East Campus, was purchased. It was here that the College put down its roots and has since continued to grow.

The research effort took solid form in 1887 when Congress passed the Hatch Act and cleared the way for the establishment of the Experiment Station Program. The service efforts matured rapidly after the passage of the Smith-Lever Act of 1914, which resulted in the creation of the Cooperative Extension Service. This is the program that brought fame to the "county agents" and to the "home demonstration agents" and eventually gave rise to 4-H clubs.

In the spring of 1974, the Institute of Agriculture and Natural Resources was established to consolidate the varied agricultural programs of the University of Nebraska. In addition to the academic dimension, the institute serves agriculture through the Agriculture Experiment Station and the programs of the Cooperative Extension Service, the Conservation and Survey Division, International Programs, and the Water Resources Center.

In its teaching programs, the College now serves over 2,200 students, including both graduates and undergraduates. Twelve academic departments with a highly qualified faculty of 1745 offer more than 35 options to undergraduate majors working toward the four-year Bachelor of Science degree. There are also preprofessional curricula in forestry and veterinary medicine, and the College offers a two-year general program in agriculture that leads to a Certificate in Agriculture.

Vocational technical agricultural training leading to an associate degree is available at the University of Nebraska School of Technical Agriculture at Curtis, NE.

Agriculture represents one of the oldest professional fields of study and yet is as current and relevant as other areas of science and technology. Because of the rapid advancement within the technological and scientific aspects of agricultural study, students must receive training from a teaching faculty possessing the highest degree of knowledge. Through their work in teaching, research and extension, the College's faculty members are highly qualified in their respective fields and are in daily contact with the agricultural needs and problems of the state, the nation, and the world.

GOALS OF THE COLLEGE OF AGRICULTURE AS ESTABLISHED BY THE FACULTY

The College of Agriculture strives to achieve the following - Student development of professional competence by providing:

1. A sound background in agricultural and natural resource sciences that will enable them to understand and apply future technological developments and adapt to change.

2. An opportunity to develop technical competence with specialization in one or more areas of agricultural and natural resource sciences.
3. Academic preparation for suitable and satisfying careers.
4. A strong background and preparation for advanced and postgraduate study.
5. Preparation in preprofessional areas such as veterinary medicine and forestry.
6. Background and training for international service in agriculture and natural resources.

-Student personal development by providing:

1. Opportunities for participation in student organizations.
2. A forum for student and faculty interaction through the advising program and various organizations.
3. Experiences that will stimulate and foster professional and social growth.
4. The means to explore various career choices and assistance in identifying employment opportunities.

-Student development of skills:

1. In the art of effective communications, business, management and leadership.
2. Through practical hands-on experiences in agriculture and natural resources.
3. In applying analytical techniques in specialized areas of agriculture and natural resources.

-Student development of general knowledge and breadth of understanding:

1. In the supporting areas of biological, physical, and social sciences and the humanities.
2. By individualization of programs through majors, options, and elective courses.

-Faculty development by providing:

1. Opportunities for improvement of instructional skills.
2. An atmosphere for research and scholarly activities.
3. Encouragement of professional growth.
4. Opportunities for international teaching.

-Continuing education by providing:

1. Services to the citizens of Nebraska in the form of continuing education and nondegree programs.
2. Assistance to alumni in keeping current in their fields and identifying employment opportunities through liaison and continuing educational activities.

PROGRAM RATIONAL

The much publicized over supply of teachers in education during the 1970's changed to a teacher shortage in the 1980's. The field of vocational agriculture education has had a shortage of teachers for many years.

It has only been the last couple of years in which the supply of vocational agriculture instructors in Nebraska has exceeded the demand. Nebraska is unique in this regard. Several of our graduates have gone out of state to accept teaching positions.

The goals and objectives for the Agricultural Education Department have been previously identified. They address the role and mission as identified by the University and the College.

PROGRAM ACTIVITIES

SECTION III: DEGREE STRUCTURE

SECTION IV: BASIC PROGRAM OR
CURRICULUM DATA

SECTION V: CURRICULAR CHANGE

SECTION VI: POLICIES RELATED
TO FACULTY

SECTION VII: FACULTY RESPONSIBILITIES

SECTION VIII: ADMINISTRATION OF THE
PROGRAM

SECTION IX: CONTINUING EDUCATION
COMPONENT

III. DEGREE STRUCTURE

A. Degrees offered.

1. B.S. in Agricultural Education
2. M.S. in Agricultural Education

B. Curricular requirements

1. B.S. in Agricultural Education (See following page)
2. M.S. in Agricultural Education

Candidates for the degree of Master of Science with a major in Agricultural Education must present undergraduate preparation totaling at least 40 hours in agricultural subjects plus at least 18 hours in Education or 18 hours selected from two or more of the following: Education, Agricultural Extension, Psychology, or Sociology. Up to 6 of the 18 hours may be waived at the rate of 1 hour per year for each successful experience as an agricultural educator. An English examination is required of all candidates applying with less than 2.5 undergraduate GPA (4.0 basis). A student is required to include in a masters program Agricultural Education 805 and 845 and either write a thesis (Agricultural Education 899) or conduct a non-thesis study and write a paper (Agricultural Education 996).

Options for the Masters Degree. The Graduate College offers the degree of Master of Science under three options. In choosing an option a student should be guided by the type of training desired.

Option I. The masters degree under Option I should be chosen by those who are preparing for careers in research and scholarly work or in college or university teaching. Under this option a student must earn a minimum of 30 semester hours of credit, consisting of 20 to 24 semester hours of regular course work, and present a thesis equivalent to 10 semester hours. At least one-half of the required work, including thesis, must be taken in one major subject. The remaining work may be supporting courses or in a minor consisting of at least 9 semester hours. Eight hours credit, in addition to the thesis, must be earned in courses open exclusively to graduate students (900 level or 800 level without 400 or lower counterparts).

Option II. The masters degree under Option II is offered in certain departments upon the advice and the approval of the major advisor, the Graduate Committee, and the Dean for Graduate Studies. This option encourages a wider range of courses than is permissible under Option I. Under this option, a student must earn a minimum of 36 semester hours of credit in courses representing a major and either one or two minors. A thesis is not required. A program consisting

Agricultural Education Major Requirements

	<i>Hours</i>
Agricultural courses	40
Animal science.....	6
Plant science.....	6
Agricultural economics.....	6
Mechanized agriculture (excluding MechAg 109).....	9
Agricultural electives.....	13
Suggested agricultural electives: AnSci 221, 252 or 253 or 454 or 455 or 456; Agron 101, 153, 204 or 240; Entomol 101; Hort 130; LifeSci 269; AgEcon 201 or 203, 211, 305; MechAg 117, 232, 242	
Biological sciences courses	11-12
LifeSci 101 (General Biology).....	4
LifeSci 109 (General Botany).....	4
or LifeSci 112 (Introduction to Zoology).....	4
Agron 315 (Genetics).....	3
or LifeSci 241 (General Genetics).....	4
or LifeSci 300 (Agricultural Microbiology).....	3
Physical sciences and mathematics courses	16
Chem 109 and 110 (General Chemistry).....	8
or Chem 113 and 114 (Fundamental Chemistry)	
and Chem 116 (Quantitative Chemistry Lab).....	9
Math 100 and 101 (Algebra).....	4
or Math 102 (Trigonometry).....	2
Physics or MechAg 109 (Physical Principles in Agriculture).....	4
Humanities and social sciences courses	25
Communications block.....	12
English 150 (Composition).....	3
AgComm 200 (Technical Writing).....	3
SpComm 209 (Public Speaking) or SpComm 109 (Fundamentals of Human Communication) or SpComm 311 (Business and Industrial Communication).....	3
Communications electives.....	3
Selected from English, introductory journalism courses (excluding photography), and speech communication	
Econ 210 (Introduction to Economics).....	5
or Econ 211 (Principles of Economics).....	3
and Econ 212 (Principles of Economics).....	3
Humanities and/or social sciences courses.....	7-8
Selected from two or more of the following: EdP&SF 362 (required for certification); Agricultural Communications; AgEcon 276; Anthropology; Architecture**; Art; Classics; Criminal Justice; Economics (excluding courses under the subtitle of quantitative economics); Educational Psychology and Social Foundations; English; Geography (excluding physical geography); History; EdP&SF 237; Human Development and the Family; Journalism; Modern Languages and Literatures; Music; Philosophy; Political Science; Psychology; Religion; Sociology; and Speech Communication	
Agricultural education courses	25
AgEd 134 (Introduction to Vocational Education in Agriculture).....	2
AgEd 294 (The Job of the Vocational Agriculture Instructor).....	2
AgEd 313 (FFA Programs and Chapter Adviser Development).....	2
Professional Semester.....	19
AgEd 405 (Methods of Instruction).....	5
AgEd 408 (Teaching Agricultural Mechanics).....	3
AgEd 413 (Program Development).....	3
AgEd 431 (Student Teaching in Agriculture).....	8
Free electives	10-11
Suggested courses include: AgEd 331 (Supervised Field Experiences) 2-5 hrs; AgEd 496 (Independent Study in Agricultural Education) 1-9 hrs	
Minimum requirements for graduation	128

**Courses cross-listed with Horticulture may not be used as humanities and social sciences electives

of a major and one minor must include not fewer than 18 hours in the major and 9 hours in the minor. If two minors are elected, the major must total at least 15 hours and the minors at least 9 hours each. In either case, at least 12 of the 36 hours must be earned in courses open exclusively to graduate students (900 level or 800 level without 400 or lower counterparts).

Option III. The masters degree under Option III is designed especially for the student who plans to continue scholarly work in a chosen field past the masters level. It permits the substitution of more intensive work in advanced courses for the thesis or minor. Under this option, the student must earn a minimum of 36 semester hours of credit, at least 18 of which must be earned in courses open exclusively to graduate students (900 level or 800 level without 400 or lower counterparts). The program must include 18 hours in the major.

Core Requirements:

Ag Ed 805	Advanced Teaching Methods in Occ Ed	5 credits
Ag Ed 845	Research in Occupational Ed	3 credits
Ag Ed 899	Masters Thesis	6-10 credits
	or	
Ag Ed 996	Non-thesis Research	2-6 credits
	Electives in Ag Ed and Supporting Fields	14-18 credits
	Total	30-36 credits

* 30 credits are required for the thesis option.

36 credits are required for the non-thesis option.

C. Program Relationship to Professional Guidelines.

The National Standards for Quality Programs in Vocational Programs in Agricultural/Agribusiness Education (1977) contains a section for Teacher Education in Agriculture. (Appendix A) Of the 26 undergraduate standards listed, the department meets or exceeds 20 (80%) of the standards. The primary areas of non-compliance are in the areas of recruitment, length of student teaching, and number of times a student teacher is visited by Ag Ed staff.

Undergraduate course content compares favorably with the experiences advocated in the National Standards for Teacher Education in Agriculture. Undergraduate courses address all specific vocational agriculture program areas with the exception of adult education. Adult education in agriculture is taught within two undergraduate courses (Ag Ed 405 - Methods of Teaching and Ag Ed 413 - Program Planning) and in one graduate course (Ag Ed 806 - Continuing Education in Agriculture).

Additionally, the department meets or exceeds the criteria established by the Nebraska Council on Teacher Education (Appendix B). The Department of Agricultural Education meets and/or exceeds all standards listed for graduate programs leading to the M.S. degree.

D. Key Service Courses

All Ag Ed courses are used as service courses to some extent. The enrollment in many of the courses sometimes represent as many as 50% non-Ag Ed majors. Specific service courses include:

Ag Ed 102 Interpersonal Relationships in Agriculture

Ag Ed 202 Leadership Development for Agriculture

Courses designed for majors but have service course appeal for non-majors include:

Ag Ed 134 Introduction to Vocational Education in Agriculture

Ag Ed 294 SOE and Record Keeping

Ag Ed 313 FFA Programs and Chapter Advisor Development

All graduate courses in the department are open for enrollment to interested graduate students from other disciplines. Currently, a substantial number of international students and students interested in becoming extension agents enroll in Ag Ed 805 - Advanced Teaching Methods and other Ag Ed graduate courses. Students majoring in the Center for Business and Vocational Technical Education enroll in Ag Ed courses to meet degree requirements in vocational education.

E. Ag. Ed. Curriculum as listed in the respective College Bulletins.

Two major curriculum changes have been recently approved by the College Curriculum Committee which do not appear on the following College Bulletin course descriptions. The first, a new course, Ag Ed 102 and the other a change of title and description of Ag Ed 294. The information on these are as follows:

Agricultural Education 102: Interpersonal Skills for Agriculturists
(3 cr I,II) Lect/Act.

Introduction to the principles and practices of positive interpersonal relationships for agriculture students. Emphasis is placed on self-awareness, awareness of others, and the building of trust relationships as a basis for understanding and developing leadership. An experiential approach, including field projects, will be utilized in testing and applying principles. Instructional methods will include guest speakers, discussion, role playing, films, reference materials, supervised project, and examinations.

Agricultural Education 294: Supervised Occupational Experience Programs and Record Keeping, (2 cr I, II) Lect/Act.

An overview of Supervised Occupational Experience Programs and the role of experiential learning in vocational agriculture. This course prepares students to supervise Supervised Occupational Experience Programs and provide instruction on using and analyzing the vocational agriculture record book.

F. Differentiation between Undergraduate and Graduate Credit.

Content needed to successfully enter and progress in the teaching profession as a vo ag instructor is presented at the undergraduate level, whereas content regarded as less essential, yet necessary to enhance already established programs are primarily offered at the graduate level through existing courses and/or inservice workshops. Graduate coursework is more indepth, concentrating on principles and understandings, whereas undergraduate courses are designed to prepare students with the specific skills necessary for immediate success. Some philosophic foundations are taught, but not to the extent as in

The courses outlined below are planned for agricultural educators (i.e., teachers of agriculture, extension agents, and agricultural business and industry educators).

- 134. Introduction to Vocational Education in Agriculture** (2 cr I, II) Lect/act
An introduction to the College of Agriculture, agricultural education, and the professions of teaching vocational agriculture or of extension. Qualifications necessary for success and how to prepare for these careers and their opportunities. Field trip(s).
- 202. Leadership Development for Agriculture** (2 cr I, II) Lect/act
An introduction to leadership processes. Emphasis is placed on developing leadership skills for agriculture groups. Classes are discussion and action oriented to simulate real leadership situations. (Can be used for free electives only.)
- 294. The Job of a Vocational Agriculture Instructor** (2 cr I, II) Lect/act
An overview of vocational agriculture programs including their goals, purposes, and types of high school programs. This course will give preparation for the future in the profession of agricultural education by developing student occupational experience programs and using the accompanying record books. Individual visits are made to vocational agriculture departments.
- 313. FFA Programs and Chapter Adviser Development** (2 cr I, II) Lect/act
Developing and conducting FFA chapter activities appropriate to community, school, and student needs. Developing the chapter adviser's leadership skill.
- 331. Supervised Field Experiences** (2-5 cr I, II, III) Lab. Prereq: Junior or senior by application
A field course of supervised observation and participation with various phases of agricultural education and/or agribusiness.
- 405. Methods of Instruction** (3-5 cr I, II) Lect/act. Prereq: 3 hrs educational psychology, senior by application
Planning and conducting effective instructional programs. Instructional methods, devices, techniques, and procedures used in disseminating agricultural information to youth and adults.
- 408. Teaching Agricultural Mechanics** (3 cr I, II) Lect/act. Prereq: 6 hrs mechanized agriculture, advanced standing
Planning, conducting, and administering the agricultural mechanics program. Safety, selection, care, and use of hand and power tools and equipment. Student demonstrations and presentations.
- 412.812. Instructional Materials in Occupational Education** (2-3 cr) Lect
Philosophy, objectives, and methods of developing a sound program of teaching aids. Materials available: practice in constructing and assembling such teaching aids as pictures, charts, graphs, drawings, and models. Determining educational adaptation of resource material found in local schools, communities, farms, and businesses.
- 413. Program Development** (3 cr I, II) Lect/act. Prereq: 3 hrs educational psychology, senior by application
Developing a program of vocational agriculture in a local school based on occupational opportunities and community needs. Philosophy, organization, and administration of the vocational agriculture program integrated with the total school programs.
- 420/820 [420f/820f]. Improvement of Instructional Programs for Post-High School Occupational Education** (Vocational Education 420/820) (1-3 cr I, II, III) Lect. Prereq: Baccalaureate degree; 12 hrs agricultural education or equivalent; and/or permission of instructor
Designing new instructional programs, expanding the impact of student behavioral objectives, and evaluating the total instructional program.
- 424/824. Development and Organization of Vocational Education** (Business Education, Curriculum and Instruction, Vocational Education 424/824) (1-3 cr) Lect
Overview of vocational and practical education, their place in the community school; planning comprehensive programs in agriculture, business, homemaking, and industrial education. For teachers, administrators, and guidance personnel.
- 431. Student Teaching in Agriculture** (2-8 cr I, II) Lect/lab. Prereq: 3 hrs educational psychology, prior approval and appointment
Six to eight weeks of off-campus supervised student teaching in a selected high school vocational agriculture department. Guided participation in all phases of the duties and activities of an agriculture teacher.
- 433/833. Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences** (3 cr I) Lect 3. Prereq: Senior or graduate standing and consent of instructor
The unique features of the cooperative extension service as an educational institution and its involvement of local people in the program development and identification of problems and design of long-range plans, annual plans, community development, and plans for single events; applicable to domestic and foreign extension programs.
- 494. Undergraduate Seminar in Agricultural Education** (1-3 cr)
Philosophy and relationship of vocational agriculture in the public schools. Development and coordination of adult and continuing agricultural education programs.
- 496.896. Independent Study in Agricultural Education** (1-9 cr) Prereq: 12 hrs agricultural education or closely related areas and permission
Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member.

- *804. **Problems of Beginning Vocational Agriculture Teachers**, 2-5 cr I, II, III. Problems in instructional planning and methodology and in organizing secondary and continuing education, FFA, and agricultural experience programs. Lect/act.
- *805. **Advanced Teaching Methods in Occupational Education**, 1-3 cr (also 805 SecEd, VocEd). Innovative approaches to teaching, motivating students, developing interests, attitudes, and abilities, lesson planning, new and advanced classroom techniques and procedures. Lect/act.
- *806. **Continuing Education in Agriculture**, 2-3 cr. Philosophy, objectives, and methods of conducting young and adult farmer and adult off-farm agricultural instruction, determining needs, organizing advisory councils, conducting class and on-site instruction and evaluation. Lect.
- *807. **Occupational Experience Programs**, 1-6 cr (also 807 BusEd, EdFR, SecEd, VocEd). The philosophy and objective of the project method, providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience. Lect/lab.
- 812. **Instructional Materials in Occupational Education**, 2-3 cr. Philosophy, objectives, and methods of developing a sound program of teaching aids. Materials available, practice in constructing and assembling such teaching aids as pictures, charts, graphs, drawings, and models. Determining educational adaptation of resource material found in local schools, communities, farms, and businesses. Lect.
- 820. **Improvement of Instructional Programs for Post-High School Occupational Education**, 1-3 cr (also 820 VocEd). Determining new instructional programs, expanding the impact of student behavioral objectives, and evaluating the total instructional program. Lect. Prereq: Baccalaureate degree; 12 hrs Agricultural Education or equivalent; and/or permission of instructor.
- *824. **Development and Organization of Vocational Education**, 1-3 cr (also 824 BusEd, SecEd, VocEd). Overview of vocational and practical education, their place in the community school; planning comprehensive programs in agriculture, business, homemaking, and industrial education. For teachers, administrators, and guidance personnel. Lect.
- 825. **Coordination in Occupational Training Programs**, 1-3 cr (also 825 BusEd, SecEd, VocEd). Analysis of the foundation and scope of current and projected vocational, cooperative, educational programs and general educational work experience. Emphasizes coordination techniques, selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education. Lect.
- *845. **Research in Occupational Education**, 3 cr (also 845 BusEd, EdFR, VocEd). Research methods used in the study of problems in occupational education. Lect.
- *890. **Technical Agricultural Workshops**, 1-12 cr. Group study of technology in agricultural occupations. Workshops, special meetings, and assignments. Prereq: Permission.
- 896. **Independent Study in Agricultural Education**, 1-9 cr. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member. Prereq: 12 hrs Agricultural Education or closely related areas and permission.
- *899. **Masters Thesis**, 6-10 cr.
- 901. **Supervision and Administration in Vocational Education**, 3 cr (also 901 BusEd, EdAdmin, EdFR, SecEd, VocEd). Philosophy, objectives, and procedures in supervision and administration of vocational education programs. Supervision relationships with teachers, agents, school administrators, boards, federal and state officials. Evaluation of local programs of vocational education.
- 903. **Teacher Education in Agriculture**, 2-3 cr. Philosophy, objectives, and procedures in the preparation of teachers of vocational agriculture, both pre-service and in-service. Campus courses, student teaching, selection and guidance of trainees, evaluating performances, and in-service courses, conferences, and teacher helps. Lect.
- 904. **Seminar in Vocational Education**, 1-6 cr (also 904 VocEd).
- 905. **In-service Preparation for Occupational and Adult Educators**, 3 cr (also 905 AdultEd, SecEd, VocEd). Identifying and solving problems in program planning, methodology, department operation, and school and community relationships. Primarily to aid beginning occupational and adult teachers in planning and establishing effective programs. Workshop on campus, followed by four small-group meetings during the year and two days of individual instruction in the local department, in addition to student assignments. Lect/lab.
- 908. **Organization of the Agricultural Mechanics Program**, 2-3 cr. Philosophy, objectives, procedures, and techniques used in organizing the program of agricultural mechanics instruction for secondary and post-high school students and adults. Determining units of instruction, evaluating student effort, procedures in shop instruction, selection of equipment, and integration into the vocational agriculture program. Lect/lab.
- 913. **Program Development in Occupational Education**, 3 cr (also 913 SecEd, VocEd). Philosophy and objectives of occupational education. Techniques of program development, choosing instructional areas, determining sequences, planning time distributions, integrated course of study, and meeting individual needs, youth activities. Lect.
- 942. **The Community Junior College**, 3 cr (also 942 AdultEd, EdAdmin, SecEd). The junior college movement, relationship of movement to provisions for an adequate educational program, functions of the junior college, legal status and basis for extension of junior college, problems of organization, administration, and curriculum. Designed particularly for those interested in upper secondary and college levels. Lect.
- 996. **Research Other Than Thesis**, 2-6 cr I, II, III. Research in selected problems in Agricultural Education. Prereq: Permission.

Courses listed with an asterisk (*) are open to graduate students only and do not have a counterpart undergraduate number.

graduate coursework, primarily because undergraduates lack the experience base to apply philosophic principles to vocational education and agriculture.

Graduate coursework is more self-directed, whereas undergraduate courses are generally more instructor-directed. One principle of adult learning is that adults are much more receptive of self-directed activity than traditional college students.

The quality and depth of coursework for graduate courses is superior to that which is expected in undergraduate courses.

Differences in content and difficulty level of acceptable performance of students are monitored by individual faculty members. This is helped by the fact that, generally, the faculty member responsible for the undergraduate course on a specific subject is also responsible for its graduate counterpart.

The undergraduate program unit and the Departmental Graduate Committee periodically review their respective curriculums, as well.

G. Provision for Individual Program of Study.

The Ag Ed program provides for individual interests and growth for its majors, both at the graduate and undergraduate level.

Undergraduates:

Majors receive departmental counseling to identify agricultural interest areas and technical subject matter strengths and weaknesses. Initial counseling sessions are used to plan an individualized undergraduate program by using their agricultural electives (13) and their free electives to meet certification requirements while strengthening the areas of their choice.

Majors are encouraged to "double major" or meet graduation requirements in a technical agricultural field of their choice as well as in Agricultural Education. Currently, 60 Ag Ed students are double majors and several are triple majors.

Ag Ed majors may elect to enroll in one of the College of Agriculture options available to all agriculture students; i.e., Communications and Business.

Graduates:

Graduate students are offered opportunities to specialize in a variety of areas. Of the 30-36 credits required for a M.S. Degree in Agricultural Education, only 12-15 are required in specific courses. The additional courses may be in agricultural education, vocational education, technical agriculture, educational administration, curriculum development, etc.

Research and professional problems identified by graduate students have a high degree of flexibility in being of such a nature to meet the student's own needs and interests. The graduate student's request is given careful consideration in the appointment of major professor and graduate advisor.

Graduate student counseling includes setting of personal and professional goals and development of individualized programs of study to assist the student in meeting those goals.

IV BASIC PROGRAM DATA

The Office of Institutional Research and Planning has provided the following data as it relates to Course Sections, Enrollment, Class Size, Credit Hours, Costs and Clientele.

TABLE 1
UN-L ACADEMIC PROGRAM REVIEW
DEPARTMENT OF AG. EDUCATION
NUMBER OF COURSE SECTIONS, REGISTRATIONS,
AVERAGE CLASS SIZE, AND STUDENT CREDIT HOURS
FALL SEMESTERS 1978-79 AND 1982-83

Course Number	1978-79				1982-83			
	No. of Sections	Registrations	Average Class Size	Student Credit Hours	No. of Sections	Registrations	Average Class Size	Student Credit Hours
134	1	61	61	122	1	35	35	70
202	--	--	--	--	1	7	7	14
294	1	27	27	54	1	24	24	48
313	1	16	16	32	1	19	19	38
331	1	3	3	6	1	2	2	6
405	1	16	16	80	2 *	12	6 *	58
408	--	--	--	--	1	11	11	33
413	1	17	17	51	1	11	11	33
431	1	16	16	128	1	11	11	88
496/896	1	6	6	18	--	--	--	--
812	1	11	11	33	1	9	9	26
820	--	--	--	--	1	2	2	6
890	--	--	--	--	1	1	1	3
896	--	--	--	--	1	3	3	12
899	--	--	--	--	1	2	2	8
904	1	10	10	30	1	8	8	24
996	--	--	--	--	1	3	3	11
TOTAL	10	183	18	554	17	160	70	478

11-23-83
IR&P

* Includes one graduate student who enrolled for only 3 hours of credit.

DEPARTMENT OF AG. EDUCATION
TABLE 2
ACADEMIC PROGRAM REVIEW
NUMBER OF CLASS REGISTRATIONS, STUDENT CREDIT HOURS, AND STUDENT CONTACT HOURS BY LEVEL
FALL SEMESTERS 1978-79 to 1982-83

Year	Total			Lower Level			Upper Level			Graduate & Professional		
	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours
1978-79	183	554	554	88	176	176	69	300	328	26	78	68
1979-80	218	695	695	85	166	166	118	453	528	15	76	60
1980-81	171	495	495	79	158	158	75	259	325	17	78	45
1981-82	182	612	612	74	148	148	89	389	432	19	75	48
1982-83	160	478	478	66	132	132	66	256	301	28	90	68
% Change from 1978-79 to 1982-83	(12.6)	(13.7)	(13.7)	(25.0)	(25.0)	(25.0)	(4.3)	(14.7)	31.7	7.7	15.4	0.0
% Change from 1981-82 to 1982-83	(12.1)	(21.9)	(21.9)	(10.8)	(10.8)	(10.8)	(25.8)	(51.9)	30.3	47.4	16.7	29.4

Source: Analysis of Course Offerings, Class Size, Teaching Load, and Credit Hour Costs, Fall Semesters, 1978-79 through 1982-83 (Tables 7, 103, 203), Office of Institutional Research and Planning. (Corrected by Class Rosters).

TABLE 3
 ACADEMIC PROGRAM REVIEW
 DEPARTMENT OF AG. EDUCATION
 STUDENT CREDIT HOURS PER FTE INSTRUCTIONAL FACULTY BY LEVEL
 FALL SEMESTERS 1978-79 To 1982-83

Year	Total			Lower Level			Upper Level			Graduate & Professional		
	FTE Instr. Faculty	SCH	SCH/FTE	FTE Instr. Faculty	SCH	SCH/FTE	FTE Instr. Faculty	SCH	SCH/FTE	FTE Instr. Faculty	SCH	SCH/FTE
1978-79	3.40	554	162.9	.54	176	325.9	2.19	300	137.0	.67	78	116.4
1979-80	3.40	695	204.4	.44	166	377.3	1.96	453	231.1	1.00	76	76.6
1980-81	4.40	495	112.5	.44	158		2.96	259	87.5	1.00	78	78.0
1981-82	4.40	612	139.1	.67	148	220.9	2.75	389	141.5	1.00	75	75.0
1982-83	3.40	478	140.6	.67	132	197.0	2.02	256	126.7	.71	90	126.8
Change 1978-79 to 1982-83	0.00	(13.7)	(13.7)	24.1	(25.0)	(60.4)	(7.8)	(14.7)	(7.5)	6.0	15.4	8.9
Change 1981-82 to 1982-83	(22.7)	(28.0)	(1.07)	(0.0)	(10.8)	(10.2)	(26.5)	(34.2)	(10.5)	(29.0)	16.7	40.9

Source: Analysis of Course Offerings, Class Size, Teaching Load, and Credit Hour Costs, Fall Semester 1978-79 through 1982-83, Tables 105, 103, and 107, Office of Institutional Research and Planning. (Corrected by Class Rosters)

TABLE 4
 ACADEMIC PROGRAM REVIEW
 DEPARTMENT OF AG. EDUCATION
 DIRECT INSTRUCTIONAL SALARY COST PER STUDENT CREDIT HOUR
 FALL SEMESTERS 1978-79 - 1982-83

<u>Year</u>	<u>Cost Per SCH</u>	<u>Fall Semester Credit Hours</u>
1978-79	\$ 66.54	554
1979-80	58.80	695
1980-81	102.21	495
1981-82	80.57	612
1982-83	80.44	478
Percent Change From 1978-79 to 1982-83	20.9	(13.7)
Percent Change From 1981-82 to 1982-83	(0.2)	(21.9)

Source: Analysis of Course Offerings, Class Size, Teaching Load, and Credit Hour Costs, Fall semesters 1978-79 through 1982-83, Office of Institutional Research and Planning. (Tables 110, 103) Revised with Grade Rosters, and Budgets minus non-teaching F.T.E.'s.

11-23-83
 IR&P

TABLE 5
 ACADEMIC PROGRAM REVIEW
 DEPARTMENT OF AG. EDUCATION
 STUDENT REGISTRATIONS IN THE DEPARTMENT BY COLLEGE
 FALL SEMESTERS, 1978-79 to 1982-83

<u>College</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Agriculture	149	194	143	150	124
Architecture	--	--	--	1	--
Arts & Sciences	1	--	--	--	1
Business Admin.	--	--	1	--	--
Engineering	--	4	--	1	--
Graduate	30	20	23	26	30
Home Economics	--	--	1	--	--
Law	--	--	--	--	--
Teachers	2	--	--	2	--
Other & Undeclared	1	--	3	2	--
TOTAL	<u>183</u>	<u>218</u>	<u>171</u>	<u>182</u>	<u>155</u>

Source: Course registration by College of Origin, 1978 to 1982.

12-1-83
 IR&P

V CURRICULAR CHANGES

The following changes have been made in course content, hours of credit, additions, deletions or substantial modifications since the last departmental review.

All changes are a result of staff action based upon input from the students through ongoing course evaluations, the Agricultural Education Departmental Advisory Committee, the previous departmental review and through discussion with the Nebraska State Department of Vocational Education - Vocational Agriculture Section.

A. Undergraduate (B.S.):

Ag. Ed. 102. Interpersonal Skills for Agriculturalists (3 cr). New course added for Agricultural Education and other students in the College of Agriculture. Course recommended but not required for degree in Agricultural Education.

Ag. Ed. 134. Introduction to Vocational Education in Agriculture (2 cr). Credit change from 3 hours to 2 credit hours to allow for added program requirements. Became a degree requirement.

Ag. Ed. 202. Leadership Development for Agriculture (2 cr). New course added for Agricultural Education and other students in the College of Agriculture. Course recommended but not required for degree in Agricultural Education.

Ag. Ed. 294. Supervised Occupational Experience Programs and Record Keeping (2 cr). Major modification in title, description and content. Became a degree requirement.

Ag. Ed. 313. FFA Programs and Chapter Adviser Development (2 cr). New course added to fill determined need of certification candidates. Became degree requirement.

Ag. Ed. 331. Supervised Field Experience (2-5 cr). Course number changed from senior status (Ag. Ed. 481) and placed in sequence with other experience course (Ag. Ed. 431--Student Teaching). Course available to all college students.

Ag. Ed. 404 (404f). Problems of Beginning Teachers (2-5 cr). Course deleted from curricular offerings. Not appropriate for clientele. (Retained as graduate field course)

Ag. Ed. 405. Methods of Instruction (3-5 cr). Credit hours reduced from 6 to 5 hours for degree majors. Section of 3 cr. added to accommodate emergency certification candidates. Individual module approach discarded. Degree requirement.

Ag. Ed. 408. Teaching Agricultural Mechanics (3 cr). New Course added as a result of previous program review and advisory council recommendation. Became a degree requirement.

Ag. Ed. 413. Program Development (3 cr). Credits reduced from 5 to 3 to allow for additional program requirements. Individual modules discarded. Degree requirement.

Ag. Ed. 419. Developing Instructional Program of Post High School Agricultural Education (3 cr). Course deleted from curricular offerings due to lack of interest and need.

Ag. Ed. 431. Student Teaching in Agriculture (2-8 cr). Course title changed from Apprentice Teaching. Variable unit structure established to accommodate emergency certification candidates. Degree requirement.

Ag. Ed. 433. The Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences (3 cr). New course added for emphasis in extension. Course not required for degree in Agricultural Education but strongly recommended for students with interest in Extension.

Ag. Ed. 496 and 499. Independent Study in Agricultural Education (1-9 cr). The 499 course was deleted, and 496 increased from variable units of 1-5 to 1-9 credits. Eliminated course duplication. Elective course.

B. Graduate (M.S.) Changes:

Ag. Ed. 804f. Problems of Beginning Vocational Agriculture Teachers (2-5 cr). Additional emphasis has been placed on the actual problems of the beginning Vocational Agriculture Instructor with actual follow up visitation involving all staff members. Course strongly recommended for all beginning teachers.

Ag. Ed. 805. Advanced Teaching Methods in Occupational Education (1-3 cr). Credit hours changed from 2-3 credits, to provide more flexibility for field courses and uniformity of variable unit courses. Course (3 cr) added as a graduate degree requirement for all students completing a master's degree in Agricultural Education.

Ag. Ed. 825. Coordination in Occupational Training Programs (1-3 cr). Credit hours changed from 3 credits to provide more flexibility.

Ag. Ed. 833. The Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences (3 cr). New course added for emphasis in extension. Course not required for Agricultural Education graduate majors but strongly recommended for masters candidates with an interest in extension.

Ag. Ed. 845. Research in Occupational Education (3 cr). Course number changed from Ag. Ed. 902 (Ph.D. level). Added as a graduate degree requirement for all students completing a masters degree in Agricultural Education.

Ag. Ed. 890. Workshop Seminars in Education (1-12 cr). Course title changed to accommodate "Professional Seminars Workshops". A special 3 credit hour section (Administration of Agricultural Agencies) was offered last summer on an experimental basis; not required for the master's degree in Agricultural Education but strongly recommended for graduate majors with an interest in extension.

Ag. Ed. 893. Technical Agriculture Workshops (1-12 cr). Course added so that "Technical Workshops" could be accommodated and be identified from "Professional Seminars/Workshops".

Ag. Ed. 903. Teacher Education in Agriculture (1-3 cr). Credit hour change from 2-3 credits to provide more flexibility.

Ag. Ed. 996. Research Other Than Thesis (2-6 cr). Added as a degree requirement for those students not completing a master's thesis.

C. Efforts and innovations in curricular change designed to improve the overall teaching program.

Many changes have been made to improve the overall quality of teaching in the Department of Agricultural Education during the past few years. While not limited to the following list, examples of changes include:

- Visitations with Special Education Instructors while visiting schools in Agricultural Education 134 (Introduction to Vocational Education in Agriculture).
- Presentation of motivational activities by students in Agricultural Education 134 (Introduction to Vocational Education in Agriculture).
- Visitations to actual Supervised Occupational Experience Programs of secondary students in Agricultural Education 294 (SOEP and Record Keeping).
- Instruction in the professional block has been converted from an individualized instructional approach to group instruction providing increased interaction with the instructors.
- Increased emphasis on quality micro-teaching in Agricultural Education 405 (Methods of Instruction).

- Utilization of Core Curriculum and Competency Studies in Agricultural Education 413 (Program Development).
- Efforts have been made to incorporate Extension staff into the teaching and advising of students expressing an interest in extension.
- Much attention has been placed upon the coordination of the various departmental classes (see Table 6), and to avoid repetition beyond desired levels and consistency in course goals and objectives.
- Many staff members have utilized the services of the College's Instructional Improvement Consultant for purposes of improving their instruction. This has included course revisions and teacher evaluation.

VI POLICIES RELATED TO FACULTY

A. Rationale for establishing teaching loads:

The College has established an FTE load of 9 weighted units per semester. Having operated at a figure of 12 for many years and with budget reductions in effect, it is extremely difficult to reduce the staff average to that figure.

A staff member with no research or extension assignment and with no graduate or undergraduate advising but providing 9 credit hours of instruction would be considered as having a full teaching load.

One credit is given each semester for each 20 undergraduate advisees or any fraction thereof. Honors Program advisees need to be reported separately since they consume more adviser time. On this same basis, supervising a load of 2 M.S. degree candidates who are regular full-time graduate students is equivalent to one credit, or one Ph.D. candidate, who is a regular full-time graduate student, is equivalent to one credit. Since credit is recognized on this basis for graduate students, no further credit is given for credit under Thesis courses.

B. Evaluation and Rewards.

Staff members submit a Staff Activities Report each December which includes their involvement in teaching, research and service. The department head may observe faculty, formally and/or informally on occasion as well as review student evaluations submitted on each class. This input, plus a review of the Staff Activity Report and verbal comments volunteered by students and vocational agriculture teachers serve as a basis for completing the Academic Performance Evaluation form used by the Institute of Agriculture and Natural Resources (Appendix C).

The completed form is reviewed by the appropriate Dean(s) and Director(s). Additional comments received by them will be shared with the faculty member at the time of a personal evaluation session which includes a review of the evaluation form by the department head with the staff member.

After reviewing the faculty member's involvement and performance in teaching, research and/or service activities, next year's goals are reviewed. Each person is encouraged to develop challenging goals.

Faculty members are also encouraged to nominate their peers for appropriate recognition. This, plus providing whatever merit pay raises are available provide the rewards of departmental involvement.

C. Program Policies.

The established policies of the University for recruiting, promoting, compensating and retaining faculty members are utilized by the department. Peer committees are an integral part of the process whenever appropriate. The faculty is very professional and has high but attainable standards which results in a strong faculty and what we consider a quality program.

VII FACULTY RESPONSIBILITIES

Research and Creative Activities

Scholarly activity by departmental faculty.

- a. Four (4) refereed articles the past year.
- b. Nineteen (19) refereed articles the past five years.
- c. Ten (10) non-refereed articles the past year.
- d. Thirty six (36) non-refereed articles the past five years.
- e. Five (5) books or texts published the past five years.
- f. Ten (10) papers presented at conferences the past year.
- g. Thirty eight (38) papers presented at conferences the past five years.
- h. Six (6) monographs or Department Reports published during the past year.
- i. Thirty nine (39) monographs or Department Reports published the past year.

2. Research support within the University.

- a. F.T.E.=2.29 (Faculty 1.20, Secretary .55, G.R.A.. 30, and Hourly .24).
- b. Salary and Benefits \$69,464
- c. Operating Expense 6,560
TOTAL \$76,024
- d. Library: Computer search - \$15.00 per staff annually.
- e. Computer: Budget allocation for programming, clerical, computer time - \$1,000.
- f. Research support from external funding agencies (See Section XII-A-4)

3. Staff Member's Experiment Station Projects

Blezek, Allen G., "An Assessment of Professionalism and Leadership of Nebraska Vocational Education", Start--19 Oct. 1983; End--30 Sept. 1986. Project #NEB-24-020.

Dillon, Roy D., "Preservice Evaluation of Student Teachers and of Student Teaching Centers". Start--1 July 1983; End--30 June 1988. Project #NEB-24-019.

Gilbertson, O.S. & Newkirk, G., "Vocational Agricultural & Home Economics Programs in Rural Multi-District Schools", Start--1 June 1979; End--30 May 1984. Project #NEB-92-008.

Horner, James T., "An Assessment of the Nebraska Vocational Agriculture Core Curriculum", Start--17 May 1979; End--16 May 1984. Project #NEB-24-016, and

"An Appraisal of Innovative Approaches to Leadership Education/Action Development for Rural Community Resource Development", Start--29 May 1979; End--28 May 1984. Project #NEB-24-017.

B. Teaching

1. Profile for the Current Academic Year, as provided by the Office of Institutional Research and Planning. (See Tables 7 and 8).

2. Number of thesis and comprehensive examination committees convened in the master's program in the past five years.

Year (Sept. 1, Aug. 30)	<u>No. of M.S. Completions</u>
1983-84 (to Dec. 30, '83)	5
1982-83	8
1981-82	5
1980-81	4
1979-80	12
1978-79	8

TABLE 7

UNIVERSITY OF NEBRASKA
LINCOLN CAMPUSES

39

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
DEPARTMENTAL REPORT RANK-LEVEL ANALYSIS

FALL SEMESTER 1982-1983

FULL TIME EQUIVALENT FACULTY

OSO AGRICULTURAL EDUCATION

00715611200

LEVEL	PROFESSOR	ASSOC. PROF.	ASST. PROF.	INSTRUCTOR *	GRAD. ASST.**	U. G. ASST.	LECTURER	TOTAL
LOWER	.000	.000	.200	1.000	.740	.000	.000	1.940
UPPER	.272	1.000	.671	.000	.000	.000	.000	1.943
GRADUATE	.494	.041	.150	.000	.000	.000	.000	.719
TOTAL	.766	1.081	1.021	1.000	.740	.000	.000	4.602

FALL SEMESTER 1982-1983

INSTRUCTIONAL SALARY COSTS

OSO AGRICULTURAL EDUCATION

00715611200

LEVEL	PROFESSOR	ASSOC. PROF.	ASST. PROF.	INSTRUCTOR	GRAD. ASST.	U. G. ASST.	LECTURER	TOTAL
LOWER	\$0	\$0	\$2,536	\$9,848	\$6,013	\$0	\$0	\$18,397
UPPER	4,023	14,225	8,532	0	0	0	0	26,780
GRADUATE	6,209	1,058	1,902	0	0	0	0	9,259
TOTAL	\$10,322	\$15,283	\$12,970	\$9,848	\$6,013	\$0	\$0	\$54,436

* The 1.000 Instructor is the Inservice position; that FTE should not be included in the Teaching FTE's.

** Grad Assistant is not assigned to Lower Level Classes.

TABLE 8

NAME	RANK	FTE*	NO.	COURSE TITLE	STUDENTS	CREDIT HOURS
BARRETT/LEVERNE	ASST PROF	1.000	202	LOREHP DEVL FOR AGRI	7	14
			313	FFA PRGMC ADVISER DEV	19	38
			331	SUPERVISED FIELD EXP	3	6
			904	SEMINAR IN VCC EDUC	9	27
			TOTAL	37	85	
GELL/LEWIS E	INSTRUCTOR	1.000	234	VCC AGRI INSTRUCTOR	24	48
			TOTAL	24	48	
MEZEL/ALLEN G	ASSOC PROF	1.000	405	MTHOS OF INSTRUCTION	3	6
			405	MTHOS OF INSTRUCTION	15	30
			TOTAL	17	36	
DILLON/BOY D	PROFESSOR	.500	431	STUDENT TEACHING	11	22
			412	INSTRUMENTS OCCUP ED	0	0
			TOTAL	20	22	
GILBERTSON/OSMU	PROFESSOR	.260	413	PROGRAM DEVELOPMENT	11	33
			493	BRASHOP SEMINAR	1	3
			TOTAL	12	36	
RUDOLPH JR/JACK	GRAD ASST	.400	134	VCC EDUC IN AGRIC	35	70
			TOTAL	35	70	
TYRELL/MICHAEL	GRAD ASST	.250				
TOTAL						
DEPT TOTAL					140	400

NOTE: This is a listing of the departmental report after crosslisted courses are merged and instructors are moved to their home departments. This listing also excludes independent study credit hours. Therefore, credit hours listed here may not agree with the total credit hours produced by the Department of Ag. Education.

* Includes a 1.000 Inservice FTE which should not be included in Teaching FTE.

C. Service

1. Program Service Component.

The department has been involved extensively in providing courses to the programs of vocational agriculture in Nebraska. Annually, the course Problems of Beginning Vo Ag Teachers is taught in the departments of participating teachers. The sessions are conducted once per month and rotate from one local vocational agriculture department to another. Approximately five staff members have been involved in the delivery of this course.

One department staff position is primarily responsible for facilitating inservice education in technical agriculture subject matter. In the last five years, sixty two technical agriculture workshops have been offered to teachers of vocational agriculture, county extension agents, and instructors of trades and industrial education. During this time period the average enrollment has been ten to fifteen students per workshop. A more complete description of this service activity is provided in the continuing education section of this report.

Besides the technical agriculture workshops just described, shorter duration workshops (2-8 hours) have been coordinated for vocational agriculture instructors during their state education (NSEA) meetings in October, and their professional conferences (NVAA) during July.

To the benefit of other vocational disciplines in the University of Nebraska, the Agricultural Education Department has taken the lead and provided instruction in the following cross listed courses:

Ag Ed 805 Advanced Teaching Methods

Ag Ed 807 Occupational Experience Programs

Ag Ed 825 Coord. of Occupational Education

Ag Ed 845 Research in Occupational Education

Ag Ed 901 Supervision and Administration in Vocational Education

Ag Ed 904 Seminar in Vocational Education

Ag Ed 905 In-Service Preparation for Occupational and Adult
Educators

Staff from the department have also provided instruction in service courses to the College of Agriculture for undergraduate majors. Three staff members have assisted in Agriculture 489, Employment Seminar, a course designed for senior students about to join the job market. One staff member is currently the lead instructor in one section of the Ag College Honors Program. The Honors Program is designed to allow academic flexibility and challenge to the programs of Agriculture College students who display exceptional academic merit.

At present the department provides instruction and the "home" department for the course "Leadership Development for Agriculture". (Ag. Ed. 202) This course is designed for all Agriculture College students and is not a departmental requirement. This area of service will be expanded next fall with the addition of a similar service course dealing with "Interpersonal Skills for Agriculturalists" and listed as Agricultural Education 102.

Also in the fall of 1984, one staff member will be providing the instruction for the common Agriculture College course 271. This course is an introduction to the computer applications in agriculture.

Another staff member holds a joint appointment in Agriculture Education and the Office for International Programs. As a part of his assignment the Department of Agricultural Education offers service in extension education. Specially these courses are:

Ag Ed 833 Planning and Implementation of Extension Programs for
Domestic and Foreign Audiences

Ag Ed 890 Administration of Agricultural Agencies and Organi-
zations.

2. Individual Service

Members of the department take a very active part as members of committees within the College of Agriculture, Institute of Agriculture and Natural Resources and the University of Nebraska. Of course there is much staff activity on departmental activities. All members of the staff have been or are involved in at least two of the following committees:

Pre Service Education

Extension Planning

Research, Extension, Leadership, Service

Inservice Education

Promotion and Tenure

Professional Development

Graduate

Scholarship

Evaluation of Occupational Experience

Leadership Center

The staff also provides individual service to the University of Nebraska by serving on the following committees:

College of Agriculture

Instructional Improvement - 1, a current member; 1, a Past
Chairman

NU Professional Steering

MBTI (Myers Briggs Type Indicator) - Chairman

Chowder Society - 2, Past Chairman

Vocational Agriculture Contests - Chairman

College of Agriculture Alumni

Ag Honors Council

Faculty Advisory Council - 1, a current member; 1, a Past
Chairman

Ad Hoc Computer Advisory

Curriculum

Teaching Awards

Project Co-Prof.

Institute of Agriculture and Natural Resources

Ad Hoc Leadership

Ag. College History Project

Experiment Station Review

Faculty Salary Advisory

Membership Selection, Gamma Sigma Delta

Vice Chancellor's Council

Liaison to Young Farmers/Ranchers Education Association.

Liaison to Dept. of Agriculture for "Agriculture In the Classroom"
Project

Foreign Student

International Programs Advisory

University of Nebraska-Lincoln

International Advisory

Faculty Senate

Extension & Service Council

Equity Advisory

ConAgra Foundation, Conference Planning

Graduate Council

Student Development Mentoring Project

Teaching Council

Teaching Awards

Student Appeals

Administration Curriculum and Instruction Doctoral Area

Community and Human Resources Doctoral Area

Research--CBVTE (Center for Business and Vocational Technical
Education)

Graduate--Administration, Curriculum & Instruction (ACI) Doctoral
Area

Selection for Education Specialist Degree

University of Nebraska

System-wide Executive Graduate Council individual service also
requires staff members to serve on many State and National
committees as identified by the following list:

State Level

Nebraska Agricultural Leadership Council - Executive Director

Nebraska Vocational Agricultural Assn.

Nebraska Vocational Assn.

Nebraska Vocational Agriculture Foundation - President, Treasurer

Nebraska FFA Alumni - Past President

Nebraska FFA Board of Directors

USDA Rural Development

Nebraska Industrial Development Office

National Level

AUSUDIAP Planning

Ad Hoc Regional Research Design - Chairman

National FFA Contests

AATEA Extension Education

Public Information, Agriculture Division, A.V.A. - Chairman

National Site Selection - AVA

Curriculum Materials - AVA

Referee - AATEA Journal

Mid America Curriculum Consortium

International Level

Nebraska Partners of the Americas

3. Public Service

The staff has been involved in a variety of public service activities ranging from agricultural to church groups.

A great deal of the activity to non-agricultural audiences has been on the topics of leadership development, interpersonal relationships and teaching and learning styles. In recent months, this service has taken sixty hours of staff member time in direct presentations and reached an audience of 362.

The department staff has been extensively involved with the Nebraska Cooperative groups through various activities in the past five years. This involvement has created an educational display about vocational agriculture at the Nebraska State Fair. This display was developed cooperatively with Farmland Industries.

In other cooperative activities, the staff assisted the Nebraska Cooperative Council in obtaining funding and the development of the council publication "Cooperatives-Serving Our Community". This involvement included developmental assistance, the review of draft versions prior to final print, and the planning and conduction of inservice meetings to introduce the publication to cooperative managers and teachers of vocational agriculture in Nebraska. These inservice meetings involved five staff at eight sites and reached a total of 252.

The educational expertise of the staff is often called upon to inservice the public providing volunteer educational services.

One such example involved the Nebraska Game and Park Commission. One staff member provided instruction to 100 volunteer hunter safety instructors on the topic of establishing student-teacher respect and providing variability in lesson presentations.

Even though the Nebraska Vocational Agricultural Foundation is regarded as a professional involvement activity, the results which its leadership development center provide are public. A staff individual from the department has served as President for the Foundation the last three years. During that time three large building campaigns have been accomplished totaling \$750,000. The grantsmanship for this project was provided by the President as was leadership in the planning for the completion of facilities.

4. Professional Service

Many of the professional services accomplished by the department relate to the Future Farmers of America. There is staff involvement at the local, district, state and national levels. Much of the assistance is provided as evaluation in the leadership contests sponsored by the FFA. However, staff have gone beyond this service and spent considerable time in special efforts. FFA Alumni Workshops have been conducted, receptions for FFA Alumni Activities have been planned and conducted, and display activities have been coordinated. Major leadership has been exerted from the department in modifying the proficiency award program of the Nebraska FFA, and changes in the parliamentary law contest have resulted primarily from the efforts of the Agricultural Education Department.

Also through departmental support an active Collegiate FFA Chapter has developed at the University of Nebraska which provides many forms of leadership assistance to FFA chapters in Nebraska.

Other professional educational thrusts within agriculture have received the attention of the department. The USDA "Ag In the Classroom" Program receives direct liaison from the Nebraska Department of Agriculture to IANR through the Agricultural Education Department.

The Nebraska Young Farmers and Ranchers Educational Association receives direct leadership and representation from the department. Staff and students assist in judging award applications of the association with the staff providing education expertise when requested. One such educational aid requested and developed by staff was the "Young/Adult Farmer and Rancher Handbook," co-sponsored by Farmland Industries of Kansas City, Missouri. This handbook, developed for the National Young Farmer Institute, provides excellent documentation on organizing, conducting and maintaining active young farmer/ranchers chapters.

Staff members have served as instructors providing educational programs and materials to a wide audience. Involvement has consisted of computer inservice workshops for vo ag instructors, time management workshops for business education instructors and the development of curriculum materials both at a state and national level.

Although the State Vo-Ag contests are a College of Agriculture activity, a pronounced professional benefit is provided through the extension of practical application learned in the vocational agriculture classroom in a competitive situation. Approximately 2500 high school vocational agriculture students are served by this activity virtually effecting the entire state of Nebraska.

An increasing emphasis is being placed on leadership development in the Nebraska program. The two classes, Ag. Ed. 102 and Ag. Ed. 202, provide undergraduate instruction on the topic and the LEAD program, an Extension thrust, provides a continuing education aspect to the

developing program. This expertise has caused many other states to call upon staff for consultation on similar projects. Such requests have resulted in professional service to the National Directors of Agricultural Leadership Development Programs, the Iowa Agricultural Leadership Development Council, the College of Agriculture Deans and two other state's Colleges of Agriculture as well as the Central States Regional Research Seminar.

5. Cooperative Extension Service Programs

Two staff members have a percentage of their time allocated to extension. In the case of these appointments, extension course curriculum developments have occurred in the last five years.

Course content and printed materials for two courses in agricultural education relating to extension have been developed. They are Ag. Ed. 433/833, Planning and Implementation of Extension Programs for Domestic and Foreign Audiences, and Ag. Ed. 890, Administration of Agricultural Agencies and Organizations.

The second curriculum thrust in extension lies in the LEAD program. LEAD assists in filling the leadership gap that exists in Nebraska's number one and basic industry, agriculture, thereby enhancing agriculture and rural life.

A series of leadership seminars were conducted. Specifically, sixty young Nebraska agriculturalists (ages 25-40), 30 per group, each year participate in an intensive program.

The fourteen 3-day seminars were conducted at University of Nebraska and ten other Nebraska college and university campuses and agribusiness establishments. The seminars focus on areas essential to leadership such as human relations, communication, economics,

government, and social/cultural understandings. In addition to the resident seminars, a 2-3 week study travel seminar is held each year; one in the United States and the other abroad.

Experience with the first three LEAD Groups (90 Fellows and their spouses) indicates that the program is indeed successful in enhancing agricultural leadership. Many participants have already been sought out for local, civic, commodity and educational leadership roles. Several hold public policy-making positions as gubernatorial appointees on state boards. We believe that agriculture, the State, all of us, are the ultimate benefactors.

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VIII. ADMINISTRATION OF THE PROGRAM

A. Administrative Structure.

1. University Administration (Table 9)

UNIVERSITY ADMINISTRATION Table 9

University of Nebraska

President: Dr. Ronald W. Roskens

University of Nebraska-Lincoln

Chancellor: Dr. Martin A. Massengale

Institute of Agriculture and Natural Resources

Vice Chancellor: Dr. Roy G. Arnold

Agricultural Experiment Station

Dean and Director: Dr. Irv Omtvedt

College of Agriculture

Dean: Dr. T. E. Hartung

Cooperative Extension Service

Dean and Director: Dr. Leo Lucas

International Programs:

Dean and Director: Dr. Robert Kleis

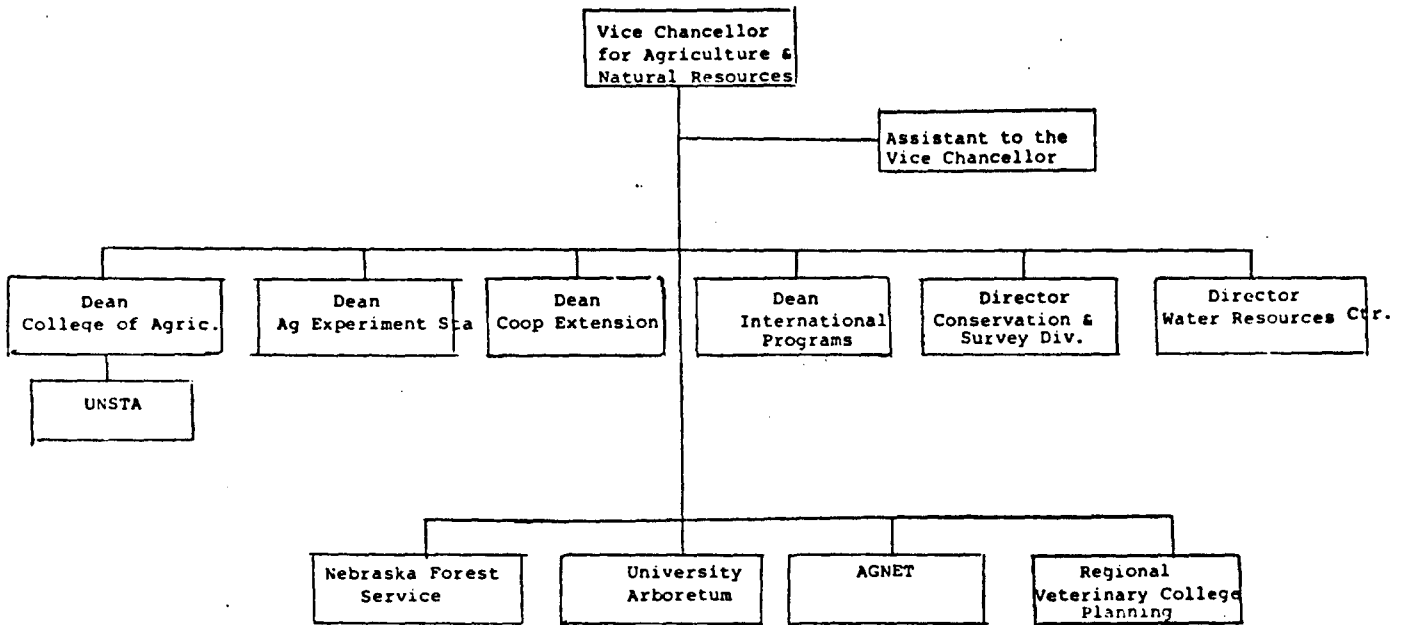
2. Institute of Agriculture and Natural Resources (Table 10)

3. Departmental Structure.

- a. Department Head - Dr. O.S. Gilbertson
- b. Undergraduate Program Coordinator - Dr. Allen Blezek
- c. Graduate Program Coordinator - Dr. Roy D. Dillon
- d. Coordinator of Student Teaching - Dr. Roy D. Dillon
- e. L.E.A.D. Executive Director - Dr. James Horner
- f. Inservice Coordinator - Lloyd C. Bell
- g. Vo. Ag. Contest Coordinator - Lloyd G. Bell

TABLE 10

ADMINISTRATIVE CHART FOR INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
UNIVERSITY OF NEBRASKA-LINCOLN



IANR ADMINISTRATIVE UNITS

Agri. Biochemistry
Agri. Communications
Agri. Economics
Agri. Education
Agri. Engineering
Agronomy
Animal Science
Biometrics & Info Systems

Ctr. for Agri. Meteorology & Climatology
Entomology
Environmental Programs
Food Science & Technology
Forestry, Fisheries & Wildlife
Horticulture
Plant Pathology

Vet Science
IANR/Home Economics
(Only research & extension)
Education & Family Resources
Human Development & Family
Human Nutr. & Food Serv. Mgmt.
Textiles, Clothing & Design

Northeast Station
North Platte Station
Panhandle Station
South Central Station
Southeast Extension & Research Ctr.

- h. Instructional Materials Coordinator - Dr. Leverne Barrett
- i. Computer Coordinator - Dr. Rick Foster
- j. Extension Education Coordinator - Dr. Norman E. Tooker
- k. Staff Professional Development Leader - Dr. Rick Foster
- l. Alpha Tau Alpha Advisor - Dr. Barrett and Dr. Foster
- m. Nebraska University FFA (NUFFA) Advisor - Lloyd C. Bell
- n. Research, Leadership, Service, Extension Unit Leader -
Dr. Roy Dillon

B. Committees and their functions.

1. Departmental Committees have been identified in the introductory material.
2. A Departmental Advisory Council was formed in the fall of 1975. Membership consists of secondary teachers from each of the eight NVAA districts. A ninth member represents the post-secondary institutions. Additionally, two upper division agricultural education majors serve on the council, plus the College of Agriculture Dean and the State Department of Education, Agriculture Section Director.

IX. CONTINUING EDUCATION COMPONENT

A. Unit Involvement in extending the Resources to Adults

1. Evening Classes:

Evening classes at the graduate level are held each semester. (The undergraduate sections of these courses are also held at the same time. See leaflet for Spring Semester 1983 and 1984 (Appendix D).

Spring Semester Offerings:

805 - Advanced Teaching Methods in Occupational Education

433/833 - Planning and Implementation of Cooperative Extension Programs and Foreign Audiences.

845 - Research in Occupational Education.

901 - Supervision and Administration of Vocational Education

Fall Semester Offerings:

812 - Instructional Materials in Occupational Education

904 - Seminar in Vocational Education

2. Off Campus Classes:

Classes held for credit off-campus include the following:

804F - Problems of Beginning Vocational Agriculture Teachers (each semester).

890F - Advising Youth Organizations (Spring Semester 1983).

3. Conferences:

A supervising teacher conference is held each year for training orientation for teachers who will be involved in student teacher training in their classrooms. Credit is optional.

4. Workshops:

Workshops are held each summer for Vocational Agriculture teachers for graduate credit. A survey is taken each year

(Appendix E) to determine interests and needs of vocational agriculture teachers. From this assessment of needs, a workshop schedule is set up. A brochure of the workshop offerings is prepared and a leaflet of graduate classes offered and workshops offered in summer school (Appendix F) is mailed to vocational agriculture teachers and County Agents. A summary of the workshops held and the enrollment for the past five years are shown on Table 11.

Table 11

Five Year Summary of Workshops for Vocational Agriculture Teachers

Workshop Title	Attendance
1979	
Handtools	9
Small Engines	7
Electricity	12
Concrete and Masonry	12
Livestock Tour	20
Slide Show	10
Meats	16
Irrigation	4
Animal Husbandry	8
Surveying	8
Small Engines	9
Advanced Welding	7
1980	
Small Engines	9
Fitting and Showing Livestock	15
Building Construction	18
Hand and Power Tools	7
Parliamentary Procedure	14
Pest Management	19
Livestock Tour	33

1981

Electric Motors	10
Proficiency Award	13
Horticulture	5
Tax Management	13
Land Evaluation	17
Integrated Pest Management	8
Livestock Tour	21

1982

Power Tool Maintenance (Carpentry)	8
Livestock Judging Clinic	17
Artificial Insemination	12
Introduction to Micro-Computers	22
Advanced Tractor Maintenance	10
Agricultural Mechanics Skills	11
Livestock Diseases	4
Conservation and Surveying (transit)	2

1983

Plumbing	4
Electricity	5
Introduction to Computers	16
Plant Diseases and Nutrition	10
Estate Planning and Taxes	10
First Aide for Voc. Ag. Teachers	13
Basic Tractor Maintenance	6
Introduction to Computers (2nd session)	9
Livestock Tour	27

5. Seminars:

One seminar is held each year. It is: 904 - Seminar in Vocational Education and is cross listed as Vocational Education 904.

6. Independent Study by Correspondence:

No correspondence courses are held as such, however, students may enroll in selected Agricultural Education courses to complete at their own pace. A course commonly handled as an "arranged course" is: 496/896 - Independent Study in Agricultural Education.

7. Television Courses:

To date no courses have been taught via television, however, some discussion of this as a possible technique has taken place.

B. Scope of the Continuing Education Effort

Traditionally, the Department of Agricultural Education has provided service activities to first year as well as experienced vocational agriculture instructors and other. We intend to:

1. Continue school visitations and workshops for first year teachers.
2. Make an annual survey of educational needs of vocational agriculture instructors in Nebraska.
3. Continue to provide inservice training for Cooperating Teachers of student teachers.
4. Continue to provide summer field workshops for vocational agriculture instructors.
5. Conduct a study to determine instructional materials needs of teachers.
6. Devise a plan to deliver, develop, and coordinate instructional materials for teachers.
7. Focus on Masters Degree opportunities for Vocational Agriculture teachers--arrangement of courses to be taught at times convenient to teachers who are employed.

C. Faculty Involvement in Continuing Education Courses and credit and non-credit programs.

Credit hours generated through evening classes and off-campus classes contribute toward the teaching F.T.E.'s. Additionally, one staff member is identified as the Inservice Coordinator, supported by money provided through the Vocational Division,

State Department of Education. Because the funding comes to the department through the teaching budget, it appears on computer printouts as an F.T.E. which results in inaccurate credit hour and cost figures per F.T.E.

D. Un-L Division of Continuing Studies Efforts.

Plans are to continue to serve Nebraska Agriculture teachers in much the same as is currently done. Efforts may be promoted toward developing 2 or 3 "Field Centers" where courses which are cross-listed in Vocational Education can be offered. This will broaden the clientele we serve as well as make our courses more available to agriculture teachers.

TABLE 12

X. AGRICULTURAL EDUCATION FACULTYA. Full-Time Faculty

<u>NAME</u>	<u>RANK</u>	<u>SPECIALIZATION</u>	<u>DEGREE</u>	<u>GRAD. FACULTY MEMBER</u>	<u>APPOINTMENT</u>			
					<u>Tch.</u>	<u>Rsch.</u>	<u>Ext.</u>	<u>Other</u>
Gilbertson, O.S.	Professor & Head	Program Planning Curriculum FFA Young Farmers Record Keeping	Ph.D.	Member	39	12	9	40 Admin.
Barrett, Leverage A.	Asst. Prof.	Leadership Supervision/Administration Adult Farmers FFA Industrial Materials Record Keeping	D.Ed.	Member	100			
Bell, Lloyd	Instructor	In Service Coordinator Contest Coordinator Introductory Courses Methods	M.S.					100 In Service
Blezek, Allen G.	Assoc. Prof.	Methods Curriculum Grantsmanship Career Education Public Relations	Ph.D.	Member	75	25		
Dillon, Roy	Professor	Research Design Time Management Instructional Materials Curriculum Program Planning	Ed.D	Fellow	50	50		
Foster, Richard M.	Assoc. Prof.	FFA Curriculum Record Keeping Agricultural Experiences Computers in Agriculture	Ph.D.	Member	100			
Horner, James D.	Professor	Leadership (L.E.A.D.)	Ph.D.	Fellow		25		75 L.E.A.D.
Tooker, Norman E.	Professor	Extension Education	Ph.D.				50	50 Int. Programs

TABLE 13
 ACADEMIC PROGRAM REVIEW
 DEPARTMENT OF AG. EDUCATION
 AVERAGE FACULTY SALARIES AND AVERAGE YEARS IN RANK
 by Rank, 1978-79 AND 1982-83

Rank	1978-79						1982-83					
	Department			Overall UN-L			Department			Overall UN-L		
	<u>No. of Faculty</u>	<u>Ave. Yrs. In Rank</u>	<u>Ave. Salary</u>	<u>No. of Faculty</u>	<u>Ave. Yrs. In Rank</u>	<u>Ave. Salary</u>	<u>No. of Faculty</u>	<u>Ave. Yrs. In Rank</u>	<u>Ave. Salary</u>	<u>No. of Faculty</u>	<u>Ave. Yrs. In Rank</u>	<u>Ave. Salary</u>
Professor	3	7.3	\$24,450	470	7.52	\$24,919	4	9.3	\$30,020	528	9.14	\$32,838
Associate	--	--	--	365	4.65	19,278	1	1.0	26,085	347	5.71	25,328
Assistant	1	2.0	17,250	269	3.19	15,653	1	2.0	23,253	259	3.86	20,505

Source: UN-L Faculty Salary Study Committee file for above years. Twelve-month salaries have been converted to academic year using .75 as a conversion factor.

TABLE 14
 ACADEMIC PROGRAM REVIEW
 DEPARTMENT OF AG. EDUCATION
 COMPARISON OF AVERAGE FACULTY SALARIES BY RANK
 WITH TEN AAU LAND GRANT INSTITUTIONS AND SIX BIG EIGHT INSTITUTIONS
 ACADEMIC YEAR 1982-83

Institution	Professor		Associate		Assistant		Instructor	
	Total Number	Average Salary	Total Number	Average Salary	Total Number	Average Salary	Total Number	Average Salary
AAU Land Grant Ave.	17	\$31,857	9	\$25,252	15	\$23,499	13	\$19,211
Big Eight Average	9	31,690	8	26,485	9	22,454	13	19,109
Univ. of Nebr.- Lincoln	4	30,020	1	26,085	1	23,253	1	18,058
Percent Difference between UN-L and AAU Land Grant		6.1		(3.2)		1.1		6.4
Percent Difference between UN-L and Big Eight		5.6		1.5		(3.4)		5.8

Source: AAU and Big Eight Data Exchange, 1982-83.

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TABLE 15
 ACADEMIC PROGRAM REVIEW
 DEPARTMENT OF AG. EDUCATION
 BUDGETED FTE STAFF
 1978-79 TO 1982-83

<u>Personnel Category</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83 *</u>	<u>Percent Change from 1978-79 to 1982-83</u>	<u>Percent Change from 1981-82 to 1982-83</u>
Faculty	5.31	5.79	6.79	6.63	6.63	24.9	0.0
Other A-Line	.60	.60	.60	.60	.60	0.0	0.0
Managerial/Professional	--	--	--	--	--	--	--
Office Service	2.00	2.00	2.00	2.00	2.00	0.0	0.0
Graduate Assistant	.66	.66	.94	.94	.56	(15.2)	(40.4)
Other hourly	.29	.29	.37	.37	.37	27.6	0.0
TOTAL FTE STAFF	8.86	9.34	10.70	10.54	10.16	14.7	(3.6)

Source: UNL General Operating Budget for above years.

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* Includes a Faculty TBA (1.000) which remained unfilled until May 1983

TABLE 16
 ACADEMIC PROGRAM REVIEW
 DEPARTMENT OF AG. EDUCATION
 * BUDGETED DOLLARS, A-LINE FTE, BUDGET PER SCH, AND SCH/BUDGETED FTE
 1977-78 - 1982-83

<u>Year</u>	<u>Total Budgeted Dollars</u>	<u>Budgeted A-Line Dollars</u>	<u>Budgeted A-Line FTE</u>	<u>SCH/Academic Year</u>	<u>SCH/Budgeted FTE Faculty</u>	<u>A-Line Budgeted Dollars/SCH</u>	<u>Total Budgeted Dollars/SCH</u>
1978-79	\$215,218	\$150,219	5.91	1,277	216.07	\$117.63	\$168.53
1979-80	249,186	178,560	6.39	1,225	191.71	145.76	203.42
1980-81	322,857	223,993	7.39	1,182	159.94	189.50	273.14
1981-82	340,709	241,822	7.23	1,192	164.87	202.87	285.83
1982-83	344,147	249,884	7.23	1,073	148.41	232.88	320.73
% Change from 1978-79 to 1982-83	59.9	66.3	22.3	(16.0)	(31.3)	98.0	90.31
% Change from 1981-82 to 1982-83	1.0	3.33	0.0	(10.0)	(10.0)	14.8	12.21

Source: UNL General Operating Budget for above years. Total dollars include staff salaries and wages, benefits, operating expenses and equipment. Budgeted dollars for 1982-83 are before mid-year budget reductions. Budgeted A-line dollars exclude staff benefits.

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* Includes Research and Extension Budgets and their Assigned FTEs.

D. Faculty Needs

The FTE analysis conducted by the Dean, College of Agriculture, continues to show an excess of 9.0 credit hour average for the Agricultural Education Department. The reassignment of Dr. Horner to the LEAD Program carries with it a "Hard Line" position of 50% FTE in teaching, which we've attempted to fill with a G.T.A. The salary available, however, does not provide for hiring an individual who can be an instructor, but that of a graduate assistant.

Additionally, Dr. Barrett has become very involved with administering the Myers-Briggs Type Inventory and subsequent workshops (14 in 1983) which takes a considerable amount of time.

It would be in the best interest of all faculty, both departmentally and professionally, for them to be involved in a research project. Due to budget reductions, budgeted graduate assistants have been reduced considerably. G.T.A. and G.R.A. support would be a tremendous boost for the faculty.

XI. STUDENTS

A. Undergraduate Students

1. Advising:

Each new incoming freshman is assigned an advisor during the spring or summer. The advisor meets with each student during a special orientation meeting to discuss any problems. Each student is mailed a suggested schedule of classes prior to that meeting.

Assigned advisors maintain the advisor/advisee relationship throughout the student's four years with the same student, thus insuring a close relationship.

Transfer students are assigned an advisor by the Department Head, following a review of the student's background, experience, and transferable program. The student remains with that advisor for the duration of his/her program.

Each advisor is encouraged to meet with their advisees at least one time per semester or more often if necessary. Advisees are not required to obtain the advisor's signature for scheduling purposes. Much of the paper work of advising is handled by the Dean's office, i.e. student senior checks.

2. Admission and Retention Standards:

Students are admitted as freshmen on the open-admission policy of the college. Prior to the professional semester, students are required to apply for entry into the program.

Students must complete an application for admission with references. Following application, students are interviewed by individual staff members. This interview is followed by a group conference with several staff. The purpose of this conference is to assess student progress in coursework and the completion of the 3000 hour occupational experience requirement.

Students who do not have a GPA of 2.25 may be rejected or admitted with provisional status.

The advising process as well as the interview, attempts to identify individual student problems, i.e. speech defects. Such problems may warrant that a student's entry into the senior year be delayed.

Retention of students is a college concern. The Ag. Ed. staff tries to keep good students by providing concerned advising and quality teaching. Students who are not suited for teaching more often than not, self-select themselves out of the major. There have been a few cases where student teaching has been unsatisfactory and students were not certified to teach.

3. Student Profile:

- a. Number of Departmental Majors, 1978-79 to 1982-83
(table 17).
- b. Number of Degrees Awarded by Level, 1977-78 to 1981-82.
(table 18).

TABLE 17
ACADEMIC PROGRAM REVIEW
DEPARTMENT OF AG. EDUCATION
NUMBER OF DEPARTMENTAL MAJORS
1978-79 TO 1982-83

UNDERGRADUATE							GRADUATE
<u>Year</u>	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>	<u>Unclassified</u>	<u>Total *</u>	<u>Total Graduate</u>
1978-79	22	19	30	22	--	93	15
1979-80	18	24	27	32	1	102	8
1980-81	22	17	36	30	--	105	9
1981-82	15	20	17	35	1	88	9
1982-83	13	17	18	23	1	72	16
% Change from 1978-79 to 1982-83	(40.9)	(10.5)	(40.0)	4.5	--	(22.6)	6.7
% Change from 1981-82 to 1982-83	(13.3)	(15.0)	5.9	(34.3)	0.0	(18.2)	77.8

NOTE: Majors included are: Ag. Education

Source: Enrollment by Major, Undergraduate and Graduates, Office of Institutional Research and Planning

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* Does not include all dual and/or triple majors.

TABLE 18
UN-L ACADEMIC PROGRAM REVIEW
 DEPARTMENT OF AG. EDUCATION
 NUMBER OF DEGREES AWARDED BY LEVEL
 1977-78 THROUGH 1981-82

<u>Year</u>	<u>Bachelor's Degree</u>	<u>Master's Degree</u>	<u>Doctor's Degrees</u>	<u>Total</u>
1977-78	25	13	--	38
1978-79	21	7	--	28
1979-80	28	11	--	39
1980-81	24	14	--	38
1981-82	29	1	--	30
Percent Change From 1977-78 to 1981-82	16.0	(92.3)	--	(21.1)
Percent Change From 1980-81 to 1981-82	20.8	(92.9)	--	(21.1)

Source: UN-L Academic Budget Planning Data--Trend Analysis, 1977-1982, and UN-L HEGIS Reports for above years; Office of Institutional Research and Planning.

NOTE: Degrees are for each year starting July 1 and ending June 30.

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4. Sources and amounts of Financial Aid:

Financial aid is available to all qualified students through the Office of Scholarships and Financial Aid. A wide array of scholarships are available for College of Agriculture majors. Typically these scholarships range in amounts from \$100 to \$500. The Agricultural Education Department offers two small scholarships to Ag. Ed. majors.

5. Placement of Students:

The following table (19) identifies the placement of graduates successfully completing the program since 1977-78.

TABLE 19
PLACEMENT OF STUDENTS BY YEAR

Occupational Choice After Graduation	77-78	78-79	79-80	80-81	81-82	82-83	Totals
Vo Ag teaching							
Nebraska	17	15	13	17	12	8	82
Farming	6	9	8	7	13	7	50
Banking	1	1	2	2	2	1	9
Ag Processing	0	2	0	0	0	0	2
Grad School	5	3	4	1	1	1	15
Vo Ag Teaching							
Other states	4	0	4	2	2	0	12
Unknown	2	0	0	0	0	0	2
Insurance	1	0	0	0	0	0	1
Military	1	0	0	0	0	0	2
Other Countries	0	0	0	0	0	1	1
Other				1			1
Ag Supplies/ Sales & Serv							
Totals	38	30	34	32	34	23	190

B. Graduate Students:

Advising

Formal advising begins following admission into the graduate program. Students are asked for their first and second choice of advisor. The Graduate Committee makes the final assignment.

Close advisement begins upon the students completion of a "memorandum of studies." Advisors then work in helping students design and complete their research studies.

Admission and retention standards:

- a. Candidates must present undergraduate preparation totaling at least 40 hours in agricultural subjects plus at least 18 hours in Education or 18 hours selected from two or more of the following: Education, Agricultural Extension, Psychology, or Sociology. Up to 6 of the 18 hours may be waived at the rate of 1 hour per year for each year of successful experience as an agricultural educator.
- b. The prospective student must complete an entrance application to the graduate college, and request on the application form to be considered for the M.S. program in Agricultural Education. Students are responsible for providing the graduate college with two sets of "official" transcripts showing courses completed at other institutions.
- c. Graduate students will be admitted according to the following categories:
 1. Full Graduate Standing in Agricultural Education--Students who have an undergraduate GPA of 3.0 or higher, who have met the minimum requirements for admission, and who have been accepted by the Agricultural Education Department Graduate Committee for work leading to a graduate degree.
 2. Provisional Status in Agricultural Education--Students who have an undergraduate GPA of 2.5 or higher and who show potential for successful graduate work, but have deficiencies in prerequisite course work or their admission stipulations. Students with Provisional Status cannot become candidates for a degree unless they are recommended for Full Graduate Standing by the department graduate committee.

3. **Unclassified Status in the Graduate College--**Students who have less than a 2.5 undergraduate GPA, who satisfy minimum admission requirements, and desire to complete a minimum of course work without reference to a degree. Students with unclassified status will not qualify for advanced degrees until accepted for study by the department graduate committee.

Various efforts are made to retain admitted students. Students are contacted by advisors and encouraged to continue their programs. Graduate courses are sequenced in such a way that it is possible for students to take courses in the evening or during summer sessions. Some credits can be obtained through a wide selection of summer in-service workshops or independent study.

3. Level and Kind of Support:

Financial support in the form of assistantships is available. Typically 2-3 assistantships are granted per year, ranging from \$2100-\$4000 per semester plus remission of fees. One instructorship is available each year.

4. Opportunity to prepare for professional careers:

Considerable latitude is afforded each candidate in the selection of formal courses. Only 6 credit hours plus a thesis or non-thesis paper are required for the masters degree; 3 credits in teaching methods, and 3 credits in research methods. Formal preparation is flexible through the choice from 3 optional programs.

Some graduate students have the opportunity to teach undergraduate courses and others assist with course instruction or in research efforts of the department.

5. Placement of Record of Graduate Students

Table 20 identifies the placement of students completing their M.S. Degree in Agricultural Education. Understandably, the majority return to or continue teaching vocational agriculture.

TABLE 20
PLACEMENT OF M.S. GRADUATES

Placement after graduation	77-78	78-79	79-80	80-81	81-82	82-83	totals
Teaching Vo Ag	5	6	10	1	4	2	28
Return Home	2	2	0	1	2	2	9
County Extension Agent	1	1	1	0	0	1	4
Teach at Tech Schools	1	0	1	0	0	0	3
Grad School	0	0	0	1	0	0	1
Other	1	0	0	0	0	0	2
Totals	10	9	12	4	6	7	47

A. Budget Data, Past Five Years

	<u>TEACHING</u>				
	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>
1.					
Academic Administrative Salaries	117,985	159,307	171,749	177,349	184,487
Office & Service Wages	12,497	13,629	14,651	14,333	14,683
Graduate Assistants	4,460	4,839	5,080	2,645	2,711
Hourly Wages	207	565	565	579	593
Operating Expense	12,677	13,805	16,280	13,368	13,368
Total (Includes Benefits)	<u>162,778</u>	<u>212,303</u>	<u>233,686</u>	<u>235,854</u>	<u>247,499</u>

	<u>RESEARCH</u>				
2.					
Academic Administrative Salaries	40,350	43,097	46,875	48,566	49,754
Office & Service Wages	4,282	4,733	4,970	4,976	5,099
Grad Assistants	6,323	6,860	7,203	5,095	3,722
Hourly Wages	1,949	2,027	2,027	2,078	2,129
Operating Expense	5,766	6,056	6,360	6,360	6,560
Total (Includes Benefits)	<u>63,865</u>	<u>68,543</u>	<u>74,529</u>	<u>74,785</u>	<u>76,024</u>

	<u>EXTENSION</u>				
3.					
Academic Administrative Salaries	20,225	21,589	23,198	23,969	24,517
Operating Expenses		1,250	1,250	1,250	1,250
Total (Includes Benefits)	<u>22,543</u>	<u>25,473</u>	<u>27,685</u>	<u>28,688</u>	<u>27,446</u>

4. Creative Activities Involving External Funding (Past 5 Years).

Barrett, Leverne A.

-Instructional Improvement in College Instruction, Teaching and Learning Council, \$552. 1984.

-MBTI Counseling and Psychology, Teaching and Learning Council, \$580. 1983.

-Young/Adult Farmer/Rancher Handbook, Farmland Industries, \$475. 1980.

-Leadership Behavior of Vocational Administrators, Pennsylvania Department of Education, \$2,500. 1979.

-Instructional Materials Validation-Other States, Pennsylvania Department of Education, \$2,000. 1979.

Blezek, Allen G.

-"Food...Agriculture In The Liberal Arts, A National Dissemination Workshop." The W.K. Kellogg Foundation. \$1,000. 1984.

-A Study of Multi Cultural Approaches To Teaching International Students--The People's Republic of China Teaching Council Travel Grant. \$500. 1983.

-Grantsman for the Nebraska Vocational Agricultural Foundation, Capital Construction Package--\$490,000.00. 1982-83.

-Serving The Handicapped and Disadvantaged, A National Workshop Sponsored by The National Academy for Vocational Education Leadership Development, Denver, Colorado. Teaching Council Travel Grant, \$500. 1982.

-Grantsman for the Nebraska Vocational Agricultural Foundation's Capital Construction Program Amount collected, \$301,000. 1981.

-Leadership Development in Agricultural Education. Professional Development Contract, College of Agriculture, University of Nebraska-Lincoln in cooperation with Nebraska State Board for Vocational Education. \$650. 1981.

-Pilot Instructional Design Project for The College of Agriculture, UNL Teaching Council, \$4,000 (T.E. Hartung and A.G. Blezek). 1980.

-Installation of the Nebraska Vocational Agribusiness Curriculum for City Schools, Nebraska State Department of Vocational Education. \$4,000. 1980.

-Faculty Development and Evaluation in Higher Education Sponsored by the Institute of Higher Education, University of Florida and Division of Continuing Education. The University of Florida, Orlando, Florida. College of Agriculture, Instructional Improvement Grant. \$481.50. 1980.

-Development of Curriculum Modifications For Urban Vocational Agribusiness Programs in Nebraska. The Nebraska State Board For Vocational Education. \$26,309. 1979.

-Improvement of Instruction in Agricultural Education Through the Use of Color Video Tape Equipment, College of Agriculture, Instructional Improvement Grant. \$1200. 1979.

-The National Academy for Vocational Education Leadership Development Workshop, The National Center For Research In Vocational Education. College of Agriculture Teaching Awards Committee, University of Nebraska-Lincoln. \$481.50. 1979.

-Improvement of Instruction in Agricultural Education Teaching Methods and Instructional Materials, The Teaching Council. \$350. 1979.

-A Proposal To Improve Undergraduate and Graduate Instruction In Agricultural Education Teaching Methods. Teaching Council Grant. \$350. 1979.

Dillon, Roy D.

-Improvement of Public Information Program in Vocational Agriculture, through the Public Information Committee, American Vocational Association. Dekalb Agricultural Research Inc. \$3,300. 1981 to present.

-A study of the Use of Time by Vocational Teachers in Nebraska, Nebraska Department of Education. \$34,868. 1981-82. (Co-Director).

-A study of the involvement by Nebraska Vocational Education Secondary School Advisory Councils in Preparation of the Local Plan for Vocational Education, State Advisory Council for Vocational Education. \$2,500. 1979-80.

Foster, Richard A.

-Nebraska Cooperative Council Cooperative Education Workshops for Vocational Agriculture Instructors, Extension Agricultural Agents and Young Farmers and Ranchers. MSI Insurance with Nebraska Cooperative Council. \$2,000. 1983.

-A Solar Dehydrator And Extension Training in Food Drying, Preservation and Storage Techniques in the Country of the Philippines. Visayas State College of Agriculture and AID/Manila. \$20,000. 1983.

-Idaho Vocational Agriculture Curriculum Guide in Crop Production. State Board for Vocational Education. \$5,400. 1983.

-To Determine the Feasibility of the Implementation of a State-wide Farm Record Keeping and Analysis System. Idaho State Board for Vocational Education. \$2,000. 1982.

-To Establish a Videotape Library in Idaho Curriculum Dissemination Center. Idaho State Board for Vocational Education. \$900. 1982.

- Slide Set and Manual Entitled "Insects Affecting Idaho Agriculture." College of Agriculture, University of Idaho. \$1,500. 1982.
- Idaho Vocational Agriculture Curriculum Guide in Farm Business Management. Idaho State Board for Vocational Education. \$9,700. 1981-81.
- Chairman, Agribusiness Leadership Conference, Spokane, Washington. \$30,000. 1981, 1982.
- Vocational Curriculum Dissemination Center. Idaho State Board for Vocational Education. \$5,000. 1981.
- To Develop Software for Apple II Plus Microcomputer. Apple Education Foundation, Cupertino, California. \$17,361. 1981.
- Idaho Vocational Agriculture Curriculum Guides in Livestock Production and Agricultural Mechanics. Idaho State Board for Vocational Education. \$14,000. 1980-81.
- Establish a Vocational Curriculum Coordinating Center at the University of Idaho. Idaho State Board for Vocational Education. \$13,000. 1980.
- To Upgrade Safety Aspects of Vocational Agriculture Programs in Idaho. State Department for Vocational Education. \$1,000. 1980.
- Far West Region Collegiate FFA/Agricultural Education Workshop. National FFA Center. \$8,500. 1980.
- Inservice Workshops for Idaho Vocational Agriculture Instructors and Related Instructional Materials. Idaho State Board for Vocational Education. \$7,759. 1980.
- Workshop on Supervised Occupational Experience Programs and Related Curriculum Materials. Idaho State Board for Vocational Education. \$3,380. 1979.

Gilbertson, Osmund S.

- Workshops for Agricultural Educators; State Department of Education. Gilbertson and Bell. \$6,000. July, 1983.
- Mini Computer Workshop for Agricultural Educators Application, Teaching Council Travel Grant (for staff). \$250. May, 1983.
- Workshops for Vocational Agriculture Educators, State Department of Education. \$6,000. July, 1982.
- Developing Strategies for Preparing Future Agriculture Teachers with a Comprehension of Supervised Experience Planning and Principles, Teaching Council Minigrant. \$493. May, 1982.
- Workshops for Agriculture and T. & I. Instructors, State Department of Education. \$4,000. July. 1981.

-Technical and Professional Workshops for Agriculture Teachers, State Department of Education. \$6,058. July, 1980.

-Engine Tune-up and Greenhouse Workshops, State Department of Education. \$5,854. July, 1980.

-Midwest Region Collegiate FFA/Agricultural Education Workshop, National FFA Center. \$8,500. May, 1980.

-Solar Energy Applications for Agriculture, State Department of Education. \$5,000. February, 1980.

-Inservice Workshops to Improve the Technical Skills of Agriculture Teachers, State Department of Education. \$6,236. July, 1979.

-Agricultural Education Staff Development Through Peer Exchange of Ideas, Teaching Council Grant. \$1,535.50. May, 1979.

Horner, James T.

-An Agricultural Leadership Development Program, The W.K. Kellogg Foundation, \$250,000. 1981-1985. (L.E.A.D.)

Additional Contract on behalf of L.E.A.D.

-Nebraska Department of Agriculture. \$20,000 @ 1981, 1982 and 1983.

Fellowship Donors (5,000 or More)	Year(s) Contributed		
AK-SAR-BEN	'82	'83	
Abbott Banks	'82	'83	
Burlington Northern Railroad			'84
Con Agra	'81	'82	'83
Farmland Industries	'81	'82	'83
Internorth	'81	'82	'83
KNEB		'82	'83
KRVN		'82	
First National Bank of Lincoln	'81	'82	'83
NC+ Hybrids			'83
Nebraska Beef Industry Board			'84
Nebraska Corn Development, Utilization and Marketing Board			'84
Nebraska Soybean Development, Utilization & Marketing Board			'84
Nebraska Wheat Board			'84
Northwestern Bell		'82	'83
Omaha National Bank	'81		
Scoular	'81	'82	
Valmont Industries, Inc.	'81	'82	'83

-On-Site Visitations in Preparation for Establishing an Agricultural Leadership Development Program, The W.K. Kellogg Foundation, \$7,200. 1981.

B. Adequacy of Support Services

1. Library: Very good. Students have access to C.Y. Thompson (East Campus), Love (City Campus) and the Voc. Ed. Library (City Campus). The materials maintained by the department could be better organized, centralized and utilized.
2. Equipment: Adequate. The present V.T.R. equipment serves its purpose. However, more viewers are necessary for student review. Other A.V. equipment is on a replacement schedule (if and when funds become available). Accessibility of equipment for micro sessions needs improvement. Duplication equipment is very good.
3. Computer facilities: Good. Coming on-line in good shape.
4. Secretarial/clerical and equipment: Inadequate. More secretarial assistance is needed. (We've gone from 4 1/2 to 7 1/2 faculty without an increase in Secretarial assistance). Need exists for more word processing equipment and another good typewriter.

C. Adequacy of Physical Plant

1. Instructional Areas: Inadequate. Main classroom is satisfactory, but lacks some functionality. Microteaching units are lacking. Additional room needed plus an area for students review of video tapes. Lower division classes have rooms that do not provide for flexibility of arrangement nor for "activity" type presentations. No Seminar/library room nor an assigned conference room.
2. Offices: Adequate. Faculty offices are adequate space wise, but not conveniently arranged/located. Additional faculty offices needed next fall. Graduate Assistant offices leave much to be desired! Additional space is necessary. Secretarial office(s) not as functional as could be; limited space for student help.
3. Maintenance and Operation: Satisfactory.

D. Adequacy of Resources for:

1. Basic Research (or creative activities). Inadequate. Financial resources, faculty overload and lack of graduate assistants are limiting factors.
2. Professional Development. Satisfactory. Although travel funds have been limited in past years, the faculty have obtained outside travel funds for professional development activities to a relatively high extent. Faculty need to be more involved in these activities, however, or they will become progressively farther behind their counterparts.

3. Curriculum Development: Inadequate; not for department but for state vocational agriculture departments. Developmental monies were made available on a limited basis several years back, but materials need updating.
4. Graduate Program and Undergraduate Program. Satisfactory-minus. Operating expense budget has not kept up with inflation, reducing total effectiveness.
5. Service Programs. Satisfactory. Time is more of a limiting factor than is money.
6. Summary: Support from the other disciplines has been good, curriculum wise. However, several departments could become more active in both local programs and state vocational agriculture and FFA activities. In addition, some departments could be providing for more "hands on experiential" learning activities. In general, we are pleased with the College, Institute and other department support.

PROGRAM DEVELOPMENT

SECTION XIII: AREAS IN WHICH THE
PROGRAM EXCELS

SECTION XIV: AREAS IN WHICH THE
PROGRAM NEEDS IMPROVEMENT

SECTION XV: PROGRAM DEVELOPMENT
STRATEGIES

SECTION XVI: PROGRAM REVISIONS ON BASIS
OF LEVEL OR INCREASED RESOURCES

XIII AREAS IN WHICH THE PROGRAM EXCELS

A. Maintaining a positive image and reputation within the College of Agriculture and the Institute of Agriculture and Natural Resources.

--Staff members in the Department of Agricultural Education are appointed to several distinguished leadership positions within the college and in IANR.

--Several distinguished college wide responsibilities (MBTI, Ag College Computer Course, Instructional Improvement Committee, Administrative Advisory Committees, Ag Honors Coordination, Faculty Senate, Project Co-Prof, etc.) are provided by Ag Ed faculty.

--The Ag College and IANR administration has a very high regard for faculty and the role of Agricultural Education as an integral part of the total land grant mission of the University. They have provided unwavering support.

B. Providing extensive leadership development opportunities for agriculture.

--The L.E.A.D. program is administered by an Ag Ed faculty member. It is a highly visible program of leadership development of outstanding agriculturalists throughout Nebraska. The L.E.A.D. program has been an exemplary effort and has received national and international exposure.

--Leadership courses (Ag Ed 102 & 202) are offered as service courses to all College of Agriculture students. Agricultural Education faculty are trained in leadership development.

--The establishment of a Leadership Institute for Agriculture is being investigated, with administration through the Agricultural Education Department being a very real possibility.

- C. The undergraduate curriculum provides a comprehensive and balanced program of study to prepare students for entry into the Vo Ag teaching profession.

--Courses are provided for Ag Ed majors at each grade level, which maintains student contact with faculty members and student organizations, as well as maintains high student visibility and interest in the major.

--Courses are available which address every aspect of the vocational agriculture program at the secondary level (i.e., FFA, SOE, Methods, Program Planning, etc.)

--All staff members actively participate in teaching and advising students.

- D. Student organizations in Agricultural Education are very strong and compliment the instructional program effectively.

--NUFFA is extremely active both on the UNL campus and in the vocational agriculture departments of Nebraska.

--The NUFFA sponsored a Regional Collegiate FFA Workshop in cooperation with the A.T.A. for the National FFA Association in 1980 and will be contributing to the development of a National Collegiate FFA Program of Activities later in 1984.

--The UNL chapter of Alpha Tau Alpha has been nationally recognized for their professional development activities. They received the national program of Excellence Award in 1982 and several other distinguished awards in 1982 and 1983.

E. The department has an experienced and dedicated faculty.

--Faculty members have a fairly long tenure at UNL and are widely recognized and respected on campus.

--Faculty members have a wide variety of national and regional experiences and a wide array of agricultural education expertise and research interest.

--The staff is very task-oriented, allowing for a great deal of work to be accomplished.

--The staff is very responsive to the needs and wishes of vocational agriculture instructors in Nebraska.

F. Service to agricultural education and the agricultural industry in Nebraska.

--Staff members provide an abundance of service to agricultural education related activities (NVAF, Young Farmer/Rancher Association, National FFA Association, State and National Alumni, Nebraska FFA Association, Nebraska Vo Ag Association, etc.)

--Over 4000 hours per year are spent on service activities.

--The faculty maintains a great deal of exposure to clientele groups in Nebraska, as well as on a national level.

--The staff provides a great deal of service activities to the College of Agriculture.

XIV AREAS IN WHICH THE DEPARTMENT NEEDS IMPROVEMENT

- A. Secretarial Assistance: The staff has increased from 4 1/2 in 1979 to 7 1/2 in 1984 without any additional secretarial assistance. In addition to the increase in staff, there has been a strong expansion into service areas, such as MBTI, NVAF leadership, Instructional Improvement, Ag. Honors, Computers in Agriculture, Ag. In The Classroom, FFA Alumni, plus the many committees identified earlier in this self-study report. Staff many times do their own typing in order to expedite matters. This is not a cost effective way to run a department!
- B. Research Program: A climate for research to take place needs to be established. Time and support for research needs to be addressed. National as well as state research needs to be considered to provide a positive, progressive image to sister institutions across the country.

Priority research topics were established (See Appendix G) Each staff member should carve an area of research from the priorities and put forth concerted effort to resolving those needs. The first four topics listed under "Curricular Program" appear to be of extreme priority. They are:

1. Benefits to school/community/students of extended contracts.
2. Benefits derived and the cost effectiveness of the Supervised Occupational Program.
3. Influence of vocational agriculture instructors on on students: i.e. character, personality, attitude, interests, etc.

4. Determining cost/benefit of vocational agriculture instruction: High School and Adult.

Research and its relation to graduate programs need to be assessed in relation to its value to the department and to the profession. Research findings need to be applied in the pre-service and inservice program in Nebraska and shared with others via publications and paper presentations. Collaborate research should be developed.

- C. Graduate Teaching/Research Assistants: This area has been very hard hit by budget reductions. With 90-94% of our budget tied up in salaries, there's not much to be cut without permanently effecting the overall productivity of the department, thus graduate assistants had to become expendable. We have all felt the impact of these reductions.
- D. Program of Field Courses and Field Centers: The department should survey the state to determine the need for developing field centers at which graduate level courses can be taught. Not only would this be a service to vocational agriculture teachers pursuing graduate work, but they would provide "general vocational" philosophy for aspiring and existing school administrators and guidance counsellors. Currently there is NO hourly requirement for either type of certification!
- E. Development of an Agricultural Leadership Development Center: The Institute's Rural Leadership Development Committee recommended in a memorandum dated February 6, 1978, the implementation of four (4) specific programs, namely, staff training, leadership training in

the college curriculum, top leader: leadership, and leadership skills for farm organizations, extension boards, commodity groups, etc.

The recent report of the Institutes Agriculture 2001 Committee on Human Resources, identified agricultural leadership as an area needing strengthening. The group was very supportive of the Institute taking the leadership in such a program.

An area identified as needing attention in the future, due to the rapid technological developments is "How to Adapt to Change," which requires a knowledge of the change process; the adoption and diffusion of ideas including how decisions are made, carried out and implemented.

Such a center could very easily address the functions of the Institute, namely teaching, research and service. The department should encourage the reactivation of the Vice Chancellor's Committee and actively promote the establishment of such a center, providing expertise as appropriate.

- F. Improvement of physical facilities: Physical facilities and resources need to be improved for students, secretaries, student workers, graduate assistants and faculty. This should include a coordinated plan which includes classrooms, the learning resource center, micro-teaching facilities, graduate offices, a departmental library, conference room and offices.
- G. Improve the National Image of the Department: Areas of expertise for each staff member should be identified and staff should be encouraged to participate in nationally sponsored activities in those areas. This can be in teaching, research, extension and/or service.

- H. Recruitment: This area has not been adequately promoted in the recent years. We've relied too heavily on the "soft-sell" approach through our presence and support of the related Vo. Ag. activities. A recruitment program was developed last fall (See Appendix H) and is being implemented. All faculty and graduate assistants should be involved.
- I. Curriculum development: The department needs to develop a policy regarding curriculum and instructional materials for vocational agriculture in Nebraska. If it is a function of the department, a strategy and procedure for development and dissemination needs to be formulated. There is a definite need for revision and/or updating of existing materials plus developing or implementing curriculums for the new technologies (i.e. computers.) A system should be developed which will address this determined need.
- J. Expanded degree options: The department needs to investigate the possibilities of expanding the degree options and/or curriculum offered through the department, including Extension Education, (B.S. level), International Agricultural Development (M.S. level), Master of Agriculture (M.S.) etc. As previously identified, there are eleven (11) faculty with courtesy appointments in the department, many of which have Extension responsibilities. These persons should be utilized more effectively in all three degree options.
- K. Service functions and In-service activities: The staff is very involved in and committed to providing expertise to the various University, Institute, College and field committees/organizations. The department intends to maintain their involvement, but priorities need to be established, and faculty should provide leadership during the developmental phases of new thrusts and assist others in

developing their leadership qualities so that they can assume the organizational responsibilities. Inservice education programs for the Vo. Ag. teachers must continue to be a priority!

- L. Undergraduate curriculum: Greater emphasis needs to be placed on Adult and Continuing Education and on early experience (prior to student teaching) activities for majors.
- M. Involvement as Teacher College "Courtesy Appointments:" Staff with courtesy appointments in the Center for Business and Vocational Technical Education and in other Teachers College Departments should actively be involved in these units, but on a selective manner. The exposure would be mutually beneficial.
- N. International Agricultural Education: Possibilities for departmental involvement in international development activities should be investigated. This can be beneficial to faculty and the department as well as the countries involved.

XV PROGRAM DEVELOPMENT STRATEGIES

- A. Curricular offerings: An undergraduate and a graduate departmental committee is responsible to coordinate preservice and inservice offerings in Ag. Ed. A special ad hoc committee on extension education has been formed to investigate possibilities of an extension option. Subject matter areas within the college (Animal Science, Ag Mechanics, etc.) and the Departmental Advisory Council provide input on courses appropriate for Ag Ed majors. Curriculum offerings in leadership and personal development in agriculture has been introduced in recent months.
- B. Degree offerings: Degree options in Business and Communications are available to all majors. Double majoring is encouraged to build strengths in technical agriculture. A degree in Extension Education is being investigated to provide an avenue for agent preparation and inservice.
- C. Administrative structure: A comprehensive committee structure allowing maximum input from Ag Ed faculty is in place, with the Department Head being an ex-officio member of all committees. The Department Head has final responsibility to make decisions and represent the department. The committees currently in place are the Undergraduate Committee, Graduate Committee and the Research, service, Leadership Inservice and Extension Committee.
- D. Faculty retraining and specialization: Faculty members are encouraged to specialize in areas of agricultural education in line with their interests. A procedure for professional development has been outlined and members are encouraged to participate in staff development whenever possible.

- E. Physical facilities and other resources: A proposal to remodel existing facilities is being prepared for submission to the Institute of Agriculture and Natural Resources. Faculty members take pride in maintaining their own office in an orderly and professional manner. A model classroom is used in most Ag. Ed. classes to instill a sense of reality in coursework. A student resource area is maintained for undergraduate students within the model classroom.
- F. Long range planning: Departmental committees and special committees have responsibilities for long range planning within their area of interest. Departmental faculty meetings and joint staff (State Supervisors and Teacher Educators) meet on a scheduled basis to discuss and coordinate long range planning effecting vocational agriculture in Nebraska. Departmental meetings are held to address immediate as well as long range concerns. The department maintains an advisory committee comprised of secondary and post-secondary agriculture instructors to provide direction for teacher education in Nebraska.

XVI PROGRAM REVISIONS ON THE BASIS OF LEVEL OR INCREASED RESOURCES

- A. Relocation of resources when maintained at current level: The budgets are so structured that reallocation within each is extremely difficult when 90-94% of the budget is tied to salaries and fringe benefits.

Our number one mission has to be the preparation of agricultural teachers to meet the needs of Nebraska. Teaching resources would continue to be allotted so as to provide the most effective preparation program. Additional options or degrees will be developed or maintained within the possible financial restraints. The inservice and graduate offerings, most appropriate for servicing vocational agriculture teachers would have to be maintained.

The one possibility that will be looked at is the department research time when any station project is terminated.

- B. Resource increase of 5 to 10 percent: Although Section XIV is not prioritized in its entirety, the first three would have to be considered to be the top priorities. 1) Secretarial assistance, 2) Research, and 3) Graduate assistance. All three of these address areas that effect staff productivity, either directly or indirectly rather than program reallocations. The Leadership Development Center would rate very high, but hopefully foundation monies can be found to underwrite some of those costs.

STANDARDS FOR QUALITY VOCATIONAL PROGRAMS
IN AGRICULTURAL/AGRIBUSINESS EDUCATION
SPECIFIC TO TEACHER EDUCATION

APPENDIX A
97

Recruitment

1. One agricultural education faculty member is responsible for coordinating the recruitment efforts of the department and serves as a liaison with admissions personnel and others involved in the college recruitment program.
2. Emphasis is placed on the recruitment of students for agricultural education from various segments of the education system including secondary and postsecondary agriculture/agribusiness programs, other departments of the college, and other colleges.
3. Off-campus people and organizations are actively involved in the recruitment of potential agricultural education students.
4. Programs are conducted to promote and secure scholarships, fellowships, and financial assistance specifically to support agricultural education students.

Enrollment

5. Students enrolling in the agricultural education program are informed of the occupational experience and/or the supervised internship requirements as prerequisites to certification for teaching.
6. Means are provided to facilitate dual major students enrolled in an area of technical agriculture to simultaneously complete requirements for teacher certification.
7. The agricultural education faculty, in cooperation with the state staff, conducts annual needs assessments to determine new and replacement teacher requirements at both the secondary and postsecondary levels.

Counseling

8. At least ten percent of each full-time equivalent (FTE) faculty member's load is allotted to counseling and/or advising students.
9. The maximum number of advisees per FTE faculty member is 25.
10. Undergraduates enrolled in other curricula who are considering the agricultural education program will also have an advisor assigned from the agricultural education faculty.
11. Students enrolled in a dual major, with one program being agricultural education, will be advised by faculty from both programs.
12. Students who plan to major in agricultural education are identified as early as possible for advisement, counseling, and placement purposes.

Instructional Program

13. The agricultural education curriculum provides for adequate preparation for teachers of vocational agriculture/agribusiness with coursework distributed as follows:
14. The program of general education contributes toward making the prospective teacher mobile and adaptable with interests, appreciations, and understandings needed to participate effectively in agriculture and education.

15. The social, psychological, and educational foundations are required as an integral component of the instructional program.
16. Field experiences and methods courses in agricultural education are closely integrated in the professional preparation program of teachers of agriculture/agribusiness.
17. Students enrolled in the teacher education program develop the following teaching skills:
18. Students enrolled in the teacher education program acquire the following management skills:
19. Cooperating schools at the secondary and postsecondary levels to be used for student teaching and other field experiences are selected by teacher educators in cooperation with the staff of the state agriculture/agribusiness education section (state staff).
20. Criteria to be used in the selection of cooperating schools is developed by teacher educators, state supervisors, and a select group of secondary and postsecondary teachers.
21. Cooperating teachers are prepared for their responsibility during an annual cooperating teacher conference sponsored jointly by teacher educators and the state staff.
22. A minimum of 10 weeks of student teaching is required in the area for which certification is to be granted.
23. Observational experiences and/or other experiences are provided throughout the undergraduate program prior to student teaching and are supervised by the agricultural education staff.
24. Internships in supervised occupational experience for various periods of time are provided in specialty areas in agriculture/agribusiness in cooperation with selected employers to develop needed technical skills in teaching.
25. The teacher education staff provides leadership to undergraduates through the collegiate professional student organization by emphasizing the role of the teacher in professional organizations, to the administration and fellow staff members.
26. Each student teacher is observed and supervised a minimum of three times in the cooperating school by a teacher educator.

Graduate M.S. Level

27. Graduate programs provide for in-service training, professional development, and attainment of advanced degrees.
28. A flexible master degree program in agricultural education with and without a thesis is available.
29. Technical and professional graduate course offerings are available summers, during the academic year, and off-campus.
30. Graduate committees are chaired by agricultural education faculty members.
31. Graduate courses are designed and offered to meet special student needs.

VOCATIONAL EDUCATION PROGRAMS

AGRICULTURAL EDUCATION
Field Endorsement

The teacher education program in Agricultural Education should prepare a teacher to plan and conduct educational programs which will prepare persons to fulfill jobs in production agriculture and in off-farm occupations requiring the use of agricultural knowledge and skills. Teacher preparation should constantly be evaluated to assure that it is also relevant to effective fulfillment of student needs in the cultural, socio-economic, and leadership aspects of agriculture.

The teacher education program must include at least 40 approved semester hours designed to develop competencies in the following five areas of agriculture, with special emphasis given to at least one of the five areas:

1. Agriculture Business Management
2. Animal Science
3. Mechanized Agriculture
4. Plant and Soil Science
5. Rural Life and Resource Development

To be qualified as a teacher of agriculture the candidate should be prepared to plan and conduct systematic instruction for students preparing to enter, or for persons who are engaged in, one of the following agricultural areas:

1. Agricultural Production
2. Agricultural Mechanics
3. Agricultural Sales and Service
4. Agricultural Processing
5. Agricultural Resources
6. Horticulture and Forestry

The determination of whether or not the candidate for certification has adequate knowledge and is competent in each of the above areas shall be the decision of the institution which recommends the candidate.

Teacher candidates preparing to teach Vocational Agriculture and/or Agricultural Related Occupations, must have 12 hours of vocational education as outlined in Part A in the section on Vocational Education Programs. (See Page 114) Candidates preparing to teach Agricultural Related Occupations must also have occupational experience in the area for which they are preparing as described in Part B in the section on Vocational Education. (See Page 114)

UNIVERSITY OF NEBRASKA-LINCOLN
THE INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
ACADEMIC PERFORMANCE EVALUATION

Name _____

Date _____

Dept. _____

Ratings

Budgeted Time:

Rater should indicate with a (✓) in the boxes to the right the level of performance of the staff member in each of the six categories listed below. NOTE: Criteria are not of equal importance. Criteria should be considered in relation to the staff members assignment.

UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXCELLENT	SUPERIOR	NOT APPLICABLE
----------------	-------------------	--------------	-----------	----------	----------------

Teaching _____
Research _____
Extension _____

PROGRAM PLANNING Check level of Performance

Use space below for comments

- Establishes objectives and goals in accordance with job description
- Sets priorities based on available time and other resource
- Activates plan.

PROGRAM PERFORMANCE Check level of Performance

Use space below for comments

- Program Content - Well balanced, appropriate to position role and to needs of clientele.
- Accomplishments - Achieves objectives.
- Leadership - Provides program leadership, inspires teamwork, effective in directing and utilizing supporting staff and other resources.
- Creativity - Initiates new ideas, methods and programs.
- Teaching & Communication - Appropriate use of audio, visual and written techniques.
- Publications - Quantity & quality.
- Willing to work beyond minimum requirements.
- E.E.O. - Civil Rights - Effectiveness in implementation of Equal Employment Opportunity/Civil Rights responsibilities.

EVALUATING & REPORTING PROGRAM Check level of Performance

Use space below for comments

- Evaluates results of program efforts.
- Informs administrators, co-workers and others concerning results of program.
- Evaluation by program participants (students, farmers, ranchers, homemakers, etc.).

NOT APPLICABLE							
SUPERIOR							
EXCELLENT							
SATISFACTORY							
NEEDS IMPROVEMENT							
UNSATISFACTORY							

RELATIONSHIPS & COMMUNICATIONS Check level of Performance

Use space below for comments

- Communicates - Communicates ideas to others and listens to others, participates in discussions and meetings.
- Co-workers - Works well with colleagues.
- Supervisors - Communicates with, accepts suggestions, cooperative.
- Public - Sensitive and responsive to concerns of public and students.
- Image - Represents the University accurately and fairly.

FACULTY SERVICE Check level of Performance

Use space below for comments

Participates in department, division, Institute, and University organizational committee assignments and other activities.

PROFESSIONAL IMPROVEMENT Check level of Performance

Use space below for comments

Continues to grow on the job, keeps abreast of new developments.

OVERALL EVALUATION Check level of Performance

General comments which include special circumstances influencing rating.

The above performance evaluation has been reviewed on _____ (Date)

Employee's Signature

Supervisor's Signature

Comments by employee

For additional information on requirements for a masters degree in Agricultural Education, see the Graduate College catalogue and the policy sheet for the M.S. Program in Agricultural Education available from the Agricultural Education Office. Also individual staff members in the Agricultural Education Department will be happy to counsel with you.

FACULTY

Dr. Osmond Gilbertson, Department Chair
Dr. Roy Dillon, Graduate Committee Chair
Dr. James Horner
Dr. Allen Blesek
Dr. Norman Tooker
Dr. Laverne Barrett
Dr. Richard Foster
Mr. Lloyd Bell

All faculty and staff can be contacted at (402)-472-2807, Monday through Friday.

COURSES AND WORKSHOPS IN AGRICULTURAL EDUCATION

SPRING SEMESTER

1984

 University of
Nebraska
Lincoln
Institute of Agriculture and Natural Resources

Agricultural Education Department
302 Agricultural Hall
East Campus
Lincoln, NE 68583-0709
Phone (402) 472-2807



*The University of Nebraska-Lincoln, an
Affirmative Action/Equal Opportunity Employer,
supports equal educational opportunity and
offers the program listed herein without
regard to age, sex, race, handicap, national
origin, marital status or religion.*

899. Masters Thesis.
996. Research Other Than Thesis.

ADULT AND CONTINUING EDUCATION COURSES APPROPRIATE TO EXTENSION AND AGRICULTURAL EDUCATION

821. Program Development and Evaluation in Adult and Continuing Education, 3 cr.
822. Instruction of the Adult Learner, 3 cr.
824. Contemporary Adult and Continuing Education, 3 cr.
829. Trends in Adult Education, 3 cr.
864. Administration of Adult Education Agencies, 3 cr.
890K. Workshop Seminar on Delivery Systems in Higher Adult and Continuing Education.
921. Psychology of Adult Education, 3 cr. (also 921 EdPsych).
929. Seminar in Adult and Continuing Education, 1-6 cr.
990, 993. Workshop Seminars in Adult Education.
991. Field Studies in Education, 3-6 cr., max 3 per semester (also 991 EdAdmin, ElemEd, Health, PhyEd, SecEd).

MASTER OF SCIENCE DEGREE REQUIREMENTS IN AGRICULTURAL EDUCATION

Candidates for the degree of Master of Science with a major in Agricultural Education (Vocational Education and Agricultural Extension) must present undergraduate preparation totaling at least 40 hours in agricultural subjects plus at least 18 hours in Education or 18 hours selected from two or more of the following: Education, Agricultural Extension, Psychology, or Sociology.

A student is required to include in a masters program, Agricultural Education 805 and 845 and either write a thesis (Agricultural Education 899) or conduct a non-thesis study and write a paper (Agricultural Education 996.)

AGRICULTURAL EDUCATION

The IARN Agricultural Education Department will offer the following courses during Second Semester, January 16 to May 11, 1984. Please refer to the Second Semester Catalog for details of registration and scheduling.

Agricultural Education courses to be taught:

804. Problems of Beginning Vocational Agricultural Teachers, 2-5 cr. Problems in instructional planning and methodology and in organizing secondary and continuing education, FFA, and agricultural experience programs. Lec/Act. Arranged - Dr. Foster.
807. Occupational Experience Programs, 1-6 cr. The philosophy and objective of the project method. Providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience. Arranged - Dr. Crain.
824. Development and Organization of Vocational Education, (Business Education, Secondary Education, Vocational Education 424/824) 1-3 cr. Lecture. Overview of vocational and practical education, their place in the community school; planning comprehensive programs in agriculture, business, homemaking, and industrial education. For teachers, administrators, and guidance personnel. W-19:00-21:50, NH 196W - Staff.
- 433/833 Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences, 3 cr. Lecture. Prereq: Senior or graduate standing and consent of instructor. The unique features of the cooperative extension service as an educational institution and its involvement of local people in the program development and identification of problems and design of long-range plans, annual plans, community development, and plans for single events; applicable to domestic and foreign extension programs. M-19:00-21:50 Ag.Hall 311 - Dr. Tooker.
845. Research in Occupational Education, (Business Education, Education and Family Resources, Vocational Education 845) 3 cr. Lecture. Research methods used in the study of problems in occupational education. T-19:00-21:50 Ag.Hall 311 Dr. Dillon.

890. Workshop Seminars in Education, 1-12 cr. To give students singly or in groups an opportunity to work on practical educational problems that are of special interest to them. Arranged - Dr. Gibertson.
893. Technical Agricultural Workshops, 1-12 cr. Group study of technology in agricultural occupations. Workshops, special meetings, and assignments. Arranged - Dr. Gilbertson.
896. Independent Study in Agricultural Education, 1-9 cr. Prereq: 12 hours in Agricultural Education or closely related areas and permission. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a department faculty member. Arranged - Staff.
899. Masters Thesis, 6-10 cr. (Select credit hours 1-10 - Arranged - Staff.
901. Supervision and Administration in Vocational Education, 3 cr. (Also 901 BusEd, EdAdm, Ed.FR, SecEd, VocEd.) Emphasis will be placed on the Supervisory-Teacher relationship. New strategies for increasing teacher effectiveness and improving supervisory leadership will be the central focus. T-16:00-19:00. AgHall 311 - Dr. Barrett.
905. In-Service Preparation for Occupational and Adult Educators, 3 cr. (also 905 AdultEd, SecEd, VocEd.) Identifying and solving problems in program planning, methodology, department operation, and school and community relationships. Primarily to aid beginning occupational and adult teachers in planning and establishing effective programs. Workshop on campus, followed by four small-group meetings during the year and two days of individual instruction in the local department, in addition to student assignments. Lec/Lab. Arranged. AgHall 311 - Staff.
996. Research Other Than Thesis, 2-6 cr. Research in selected problems in Agricultural Education. By arrangement - Staff.

INTERESTED IN EXTENSION?

Masters degree students in Agricultural Education or whose major is in another department who wish to acquire a minor relating to Cooperative Extension work may do so by taking selected courses totaling nine hours or more of credit. Dr. Norman Tooker is available to council with those who are interested and will suggest appropriate courses.

Suggested courses include but are not limited to the following:

AGRICULTURAL EDUCATION COURSES RELATING TO EXTENSION

433/833 Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences, 3 cr. Lecture. Prereq: Senior or graduate standing and consent of instructor. The unique features of the cooperative extension service as an educational institution and its involvement of local people in the program development and identification of problems and design of long-range plans, annual plans, community development, and plans for single events; applicable to domestic and foreign extension programs. M-19:00-21:50 Ag.Hall 311 - Dr. Tooker.

890. Workshop on Administration of Agricultural Agencies and Organizations. To be conducted as a 3-week summer school workshop in the summer of 1984 on the topics of Administrative Theory, Research and Techniques as they apply to Agricultural Organizations. The workshop will be applicable to domestic and foreign students in all majors of Agriculture. Will include panels of Administrators from Extension, College of Agriculture, Experiment Station, IANR Departments, District Extension and Research Stations, and Agribusiness.

SUPPORTING COURSES IN AGRICULTURAL EDUCATION APPROPRIATE TO EXTENSION:

807. Occupational Experience Programs, 1-3 cr.
812. Instructional Materials in Occupational Education, 2-3 cr.
890. Workshop Seminars in Education.
896. Independent Study in Agricultural Education.

COURSES AND WORKSHOPS

IN

AGRICULTURAL EDUCATION

SPRING SEMESTER

1983

ADULT & CONTINUING EDUCATION COURSES APPROPRIATE TO EXTENSION AND AGRICULTURAL EDUCATION

- *821. Program Development and Evaluation in Adult and Continuing Education, 3 cr. A critical analysis of program development and evaluation with major emphasis on individual learners, small and large groups, institutional settings, and community environments.
- *822. Instruction of the Adult Learner, 3 cr. The course will deal with the unique concerns of the adult in a learning setting from the instructional view. The models, concepts, and theories which will be a part of course content will provide students opportunities to deal with the issues, problems and possible solutions in their work as instructors of adult learners.
- *824. Contemporary Adult and Continuing Education, 3 cr. This course will provide the student of adult education with an awareness of and a working knowledge of the nature of the field of adult education, current programs, agencies and institutions involved in adult and continuing education, contributions made by other disciplines to the knowledge of the field, issues and concerns in practice and research as well as an awareness of the present and future roles and functions of the professional educator and practitioner in the adult education field.
- *829. Trends in Adult Education, 3 cr. Development of adult education in the United States and abroad; explanation of contemporary trends and issues.
- *864. Administration of Adult Education Agencies, 3 cr. (also 864 EdAdmin). Analysis of administrative research and theory as it applies to administration of a variety of adult education agencies; institutional goals, curriculum, personnel, assessment, communication, finance, decision making. Prereq: 12 hrs. Education and permission.
- *890K. Workshop Seminar on Delivery Systems in Higher Adult and Continuing Education.
- *896. Independent Study, 1-6 cr. Designed to enable a graduate student to pursue a selected topic with the direction and guidance of a staff member. Prereq: Permission of instructor.


- 921. Psychology of Adult Education, 3 cr. (also 921 EdPsych). A critical examination of research in developmental psychology of adult life and of psychology of adult learning as it applies to the design, evaluation, and improvement of effective learning experiences for adults. Prereq: EdPsych 864 and 868 or permission.
- 929. Seminar in Adult and Continuing Education, 1-6 cr.
- 990, 993. Workshop Seminars.
- 991. Field Studies in Education, 3-6 cr., max 3 per sem (also 991 EdAdmin, ElemEd, Health, PhyEd, SecEd). The identification and solutions of problems associated with program planning; organizational, administrative, and instructional procedures within an institutional setting. Designed to give students experiences in designing, implementing, and evaluating new or modified patterns of operation and teaching within a public school, post-secondary institution, or adult education agency. Prereq: Permission.

MASTERS OF SCIENCE DEGREE REQUIREMENTS IN AGRICULTURAL EDUCATION

Candidates for the degree of Master of Science with a major in Agricultural Education (Vocational Education and Agricultural Extension) must present undergraduate preparation totaling at least 40 hours in agricultural subjects plus at least 18 hours in Education or 18 hours selected from two or more of the following: Education, Agricultural Extension, Psychology, or Sociology.

A student is required to include in a masters program, Agricultural Education 805 and 845 and either write a thesis (Agricultural Education 899) or conduct a non-thesis study and write a paper (Agricultural Education 996.)

For additional information on requirements for a masters degree in Agricultural Education, see the Graduate College catalogue and the policy sheet for the M.S. Program in Agricultural Education available from the Agricultural Education Office. Also individual staff members in the Agricultural Education Department will be happy to counsel with you.

 University of
Nebraska
Lincoln
Institute of Agriculture and Natural Resources

Agricultural Education Department
302 Agricultural Hall
East Campus
Lincoln, NE 68583-0709
Phone (402) 472-2807



AGRICULTURAL EDUCATION

The IANR Agricultural Education Department will offer the courses listed in this leaflet during the Second Semester, January 10 to May 6, 1983. Please refer to the second semester catalogue for details of registration and scheduling.

Agricultural Education courses to be taught:

- 804(804f). Problems of Beginning Vocational Agriculture Teachers (2-5 cr II) Lect/act. arranged, staff.
805. Advanced Teaching Methods in Occupational Education, 1-3 cr. Innovative approaches to teaching, motivating students, developing interests, attitudes, and abilities; lesson planning, new and advanced classroom techniques and procedures. M-19:00-21:50-Ag. Hall 311-Dr. Blezek.
807. Occupational Experience Programs, 1-6 cr. The philosophy and objective of the project method. Providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience. Arranged - Dr. Crain.
- 424/824. Development and Organization of Vocational Education (Business Education, Secondary Education, Vocational Education 424/824) 1-3 cr. Lecture. Overview of vocational and practical education, their place in the community school; planning comprehensive programs in agriculture, business, homemaking, and industrial education. For teachers, administrators, and guidance personnel. W-19:00-21:50-NH 196W-Staff.
825. Coordination in Occupational Training Programs (Business Education, Secondary Education, Vocational Education 825) (1-3 cr II) Lect. Analysis of the foundation and scope of current and projected vocational cooperative educational programs and general educational work experience. Emphasizes coordination techniques selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education. By arrangement. - Staff

- 433/833. Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences (3 cr I) Lect 3. Prereq: Senior or Graduate standing and consent of instructor. The unique features of the cooperative extension service as an educational institution and its involvement of local people in the program development and identification of problems and design of long-range plans, annual plans, community development, and plans for single events; applicable to domestic and foreign extension programs. Th-19:00-21:50-Ag. Hall 311-Dr. Tooker.
- *845. Research in Occupational Education (Business Education, Education and Family Resources, Vocational Education 845) (3 cr II, III) Lect. Research methods used in the study of problems in occupational education. Tues.-19:00-21:50-Ag. Hall 311-Dr. Dillon.
890. Workshop Seminars in Education (1-12 cr I, II, III). Group study of technology in agricultural occupations. Workshops, special meetings, and assignments. Arranged - Dr. Gilbertson.
- 890F. Leadership and Advising of School Sponsored Activities and Clubs (cross listed as Curriculum & Instruction 890F) (2-3 cr). Designed to increase leadership/advising potential of teachers advising clubs. Special emphasis on techniques of effective advising; increasing group motivation and participation, planning organizational activities, and developing student leadership. Taught at ESU #2, Fremont, January 11 to March 8, 6:00-10:00pm.
896. Independent Study in Agricultural Education (1-9 cr) Prereq: 12 hrs agricultural education or closely related areas and permission. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a department faculty member. Arranged - Staff.
- *899. Masters Thesis (6-10 cr I, II, III) (Select credit hours 1-10 - Arranged - Staff).
- *905(905f). In-service Preparation for Occupational and Adult Educators (Adult and Continuing Education, Secondary Education, Vocational Education 905) (3 cr) Lect./lab. Arranged - Ag. Hall 311-Staff.
- *996. Research Other Than Thesis (2-6 cr I, II, III) Research in selected problems in Agricultural Education. By arrangement. - Staff

INTERESTED IN EXTENSION?

Masters degree students in Agricultural Education or whose major is in another department who wish to acquire a minor relating to Cooperative Extension work may do so by taking selected courses totaling nine hours or more of credit. Dr. Norman Tooker is available to council with those who are interested and suggest appropriate courses.

Suggested courses include but are not limited to the following:

AGRICULTURAL EDUCATION COURSES RELATING TO EXTENSION

- 433/833. Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences (3 cr I) Lect 3. Prereq: Senior or graduate standing and consent of instructor. The unique features of the cooperative extension service as an educational institution and its involvement of local people in the program development, and plans for single events; applicable to domestic and foreign extension programs. Th-19:00-21:50-Ag. Hall 311-Dr. Tooker.
890. Workshop on Administration of Agricultural Agencies and Organizations - To be conducted as a 3-week summer school workshop in the summer of 1983 on topics of Administrative Theory, Research and Techniques as they apply to Agricultural Organizations. The workshop will be applicable to domestic and foreign students in all majors of Agriculture. Will include panels of Administrators from Extension, College of Agriculture, Experiment Station, IANR Departments, District Extension and Research Stations, and Agribusiness.

SUPPORTING COURSES IN AGRICULTURAL EDUCATION APPROPRIATE TO EXTENSION:

807. Occupational Experience Programs, 1-3 cr.
812. Instructional Materials in Occupational Education, 2-3 cr.
890. Workshop Seminars in Education.
896. Independent Study in Agricultural Education.
899. Masters Thesis.
996. Research Other Than Thesis.

Also, see appropriate Adult and Continuing Education Courses on next page.

INSTRUCTIONS

This survey is being administered to determine your interest in certain areas of graduate coursework in Agricultural Education.

The first page is designed to ascertain your interest in agriculture education graduate courses not considered a part of the in service technical agriculture workshop offering. Please carefully read the directions on this page and indicate your interest as directed.

The second page begins the section pertinent to survey of interest regarding technical agriculture inservice workshops.

1. Please answer the questions in order. Do not skip around.
 - a. All of the questions can be answered by marking an "X" in the before your selected response.
 - b. You will find that in some cases questions will require more than one response. This is expected and encouraged.
 - c. In some questions you will not find the exact response that fits your case, mark the one that comes closest to it. A good example of this situation is question 3 on formal education.
 - d. Some of the specific questions relate to inservice education need (questions 7 through 20). You may not have any and thus mark no responses.
 - e. Some questions will have a response area identified as "Other". If you mark this response please provide a brief explanation of the need you felt was not listed.
2. Please be honest in the answers you provide on this questionnaire. It is through your honest opinion that progress can be made toward a quality inservice education program.

I. Please indicate the degree of interest you might have in the following courses being taught summer session 1984.
 1=No interest (not likely to enroll) 2=Some interest (might possibly enroll) 3=Considerable interest (likely to enroll)

- Advanced Teaching Methods in Occupational Education
- Continuing Education (Adult Vocational Education)
- Instructional Materials and Techniques in Occupational Education
- Teacher Education--Supervision (Student Teachers) in Occupational Education
- Program (Curriculum) Development in Occupational Education
- Evaluation in Vocational Education
- Student Organizations in Vocational Education
- Administration of Agricultural Agencies and Organizations

	1	2	3

II. Looking beyond summer session '84, please indicate which areas would be of most value to you:

In each case indicate below the preferred delivery mode. (Check all that apply in each case)

- Administration & Supervision of Vocational Programs
- Vocational Student Organization Sponsorship
- Occupational Experience Program Development & Supervision
- Leadership Development in Vocational Education
- Human Relations in Occupational Education
- Personality Differences, Teaching & Learning Styles in Voc. Ed.
- Computers in Occupational Education
- Media & Technology in Occupational Education
- Legislation in Occupational Education
- Internship in Occupational Education
- Program Development & Implementation in Extension
- Others, including any in I above (list)

	None	Some	Much

Summer Course	on-campus evening class/ school year	off-campus evening class/ school year	1-week summer workshop	1-3 day workshops/ school year

Information About Yourself

1. How many years have you taught vocational agriculture?

Up to 5 years

6 - 10 years

11 - 15 years

16 - 20 years

over 20 years

2. At the present time in which Nebraska Vocational Agriculture Association district are you teaching?

I

VI

II

VII

III

VIII

IV

IX

V

X

3. What is your highest level of formal education?

Bachelor's Degree

Bachelor's Degree + 15 hours

Master's Degree

Master's Degree + 15 hours

Doctorate Degree

Information About Your Attitude Toward Inservice Education

4. Which length of time for credit generating inservice education would you prefer to attend (regardless of topic)?
- 4 hours per day for 5 days - one workshop topic.
 - 8 hours per day for 2½ days - one workshop topic.
 - 8 hours per day for 5 days allowing for two workshop topics.
5. What time of the Summer is best for you to participate in inservice education?
- June
 - July
 - August
 - (any time during summer June, July, or August)
6. I could better satisfy my inservice needs if inservice activities were conducted in or at:
- my NVAA district
 - area community college
 - Institute of Agriculture and Natural Resources
 - location is irrelevant if instruction is of a good quality

Information About Your Inservice Education Needs

7. In which of the following general areas do you have the most need for inservice education?
- Administrative (Federal & State Funding, Reports, Filing, Personnel Management, Leadership)
 - Technical Agricultural Information
 - Advanced Teaching Methods
 - FFA Advisorship
 - Young Farmer or Adult Farmer & Rancher Education
 - Supervised Experience Programs
 - Other: _____

8. Which of the following specific animal science areas do you have the most need:

- | | |
|---|---|
| <input type="radio"/> livestock selection | <input type="radio"/> meat evaluation & grading |
| <input type="radio"/> livestock nutrition | <input type="radio"/> reproduction |
| <input type="radio"/> maintaining animal health | <input type="radio"/> artificial insemination |
| <input type="radio"/> livestock diseases | <input type="radio"/> pregnancy testing |
| <input type="radio"/> livestock parasites | <input type="radio"/> livestock marketing |
| <input type="radio"/> livestock breeding mgt. | <input type="radio"/> other: _____ |
- _____

9. Which of the following specific plant and soil science areas do you have the most need:

- | | |
|---|--|
| <input type="radio"/> land judging | <input type="radio"/> plant insect control |
| <input type="radio"/> soil conservation | <input type="radio"/> plant diseases |
| <input type="radio"/> plant growth & reproduction | <input type="radio"/> irrigation |
| <input type="radio"/> seed selection | <input type="radio"/> Marketing crops |
| <input type="radio"/> weed law | <input type="radio"/> fertilizers |
| <input type="radio"/> land preparation & tillage | <input type="radio"/> range mgt. (native) |
| <input type="radio"/> chemical weed control | <input type="radio"/> tame pasture mgt. |
| <input type="radio"/> NRD, ASCS, SCS, etc. | <input type="radio"/> other: _____ |

10. Which of the following specific agricultural mechanics areas do you have the most need:

- | | |
|--|--|
| <input type="radio"/> arc welding | <input type="radio"/> building farm/ranch fences |
| <input type="radio"/> metal work | <input type="radio"/> placing, finishing and curing concrete |
| <input type="radio"/> oxyacetylene welding | <input type="radio"/> repairing and sharpening tools |
| <input type="radio"/> fasteners | <input type="radio"/> fundamentals of electricity |
| <input type="radio"/> safety | <input type="radio"/> electrical wiring practices |
| <input type="radio"/> drawing and sketching | <input type="radio"/> using farm level |
| <input type="radio"/> plumbing | <input type="radio"/> fundamentals of tractor maintenance |
| <input type="radio"/> electric motors | <input type="radio"/> farm building construction |
| <input type="radio"/> advanced tractor maintenance | <input type="radio"/> machinery adjustment & calibration |
| | <input type="radio"/> small engine repair |
| | <input type="radio"/> other: _____ |
| | _____ |

11. Which of the following specific farm management areas do you have the most need?

farm business recordkeeping (inventory, net worth, entries, etc.)

record analysis

farm credit

insurance

tax management

machinery and equipment

farm business organizations (corporations, partnerships, etc.)

acquisition of farm or ranch land

real estate

farm law

other _____

12. Which of the following areas of FFA Advisor responsibilities do you have the most need?

- | | |
|---|---|
| <input type="radio"/> introduction to FFA | <input type="radio"/> program of activities |
| <input type="radio"/> parliamentary procedure | <input type="radio"/> state and national proficiency applications |
| <input type="radio"/> public speaking | <input type="radio"/> contest preparation |
| <input type="radio"/> leadership development | <input type="radio"/> other _____
_____ |

13. Which of the following areas of the supervised occupational experience program do you have the most need?

- planning / implementation
- analysis / evaluation
- recordkeeping (entries in the standard record book)
- establishing work experience programs
- conducting visitations to student supervised occupational experience programs.
- orientation to the new Nebraska Supervised Occupational Experience Program Student Record Book.
- other _____

14. Do you desire to increase your technical competencies in the area of agribusiness instruction?

yes

no

If you answered yes to question 14, please proceed to question 15. If your answer to question 14 was no, you have completed the survey. Thank you for your assistance.

15. In which of the following general areas of the Nebraska Vocational Agribusiness curriculum do you have the most need for inservice education?

Careers in Agribusiness

Agricultural Processing

Companion Animal Mgt.

Horticulture

Natural Resources

Cooperative Education (Job Placement and related instruction)

16. In which of the following two categories does your inservice need indicated in question 15 fit?

Curriculum development and integration

Technical competencies within the subject material.

17. Which of the following agricultural processing areas do you have the most need?

- livestock slaughtering
- dairy processing
- meat inspection & sanitation
- wool processing
- packaging and preservation
- other _____
- retail marketing

18. Which of the following companion animal areas of study do you have the most need?

- anatomy and physiology
- nutrition and classification of feeds
- maintaining animal health
- diseases and parasites
- grooming
- equipment
- other _____

19. Which of the following areas of horticulture instruction do you have the most need for inservice education?

- | | |
|--|---|
| <input type="radio"/> nursery production | <input type="radio"/> small fruits |
| <input type="radio"/> greenhouse crop production | <input type="radio"/> tree fruits |
| <input type="radio"/> turf grass management | <input type="radio"/> vegetable gardening |
| <input type="radio"/> landscaping design | <input type="radio"/> other _____ |
| <input type="radio"/> landscaping maintenance | _____ |

20. Which of the following areas of natural resource management do you have the greatest need?

- | | |
|---|--|
| <input type="radio"/> wildlife conservation | <input type="radio"/> forestry |
| <input type="radio"/> environmental protection | <input type="radio"/> outdoor recreation |
| <input type="radio"/> recycling natural resources | <input type="radio"/> other _____ |
| <input type="radio"/> soil and water | |

Conclusion

Thank you very much for cooperating in our effort to increase the effectiveness of inservice education in Nebraska.

May I suggest that before placing the questionnaire in the envelope provided that you check to make sure you haven't skipped any questions.

SUMMER SCHEDULE OF
AgEd 893 TECHNICAL AGRICULTURE WORKSHOPS

The following technical agriculture workshops will be held during the summer of 1983.

In most cases, the location of the workshops are in the NWA District where most interest has been indicated. For more detailed information, contact Mr. Jack Rudolph, Coordinator, Agricultural Education Department, IANR, UNL.

Date	Workshop Title and Location
June 1-2-3 (Eastern Nebraska)	- Emergency First-Aid for Vocational Agriculture Teachers
	- Introduction to Computers
June 6-7-8 (Western Nebraska)	- Emergency First-Aid for Vocational Agriculture Teachers
	- Introduction to Computers
June 13-14-15 (Eastern Nebraska)	- Estate Planning and Insurance
	- Plant Diseases and Nutrition
June 20-21-22 (Western Nebraska)	- Seminar on Wheels
June 27-28-29 (Eastern Nebraska)	- Basic Tractor Maintenance Diesel and Gasoline
July 14-15-16	- Livestock Tour (Immediately following NVA State Conference)

INTERESTED IN EXTENSION?

Masters degree students in Agricultural Education or whose major is in another department who wish to acquire a minor relating to Cooperative Extension work may do so by taking selected courses totaling nine hours or more of credit. Dr. Norman Tooker is available to council with those who are interested and suggest appropriate courses.

THE FOLLOWING AGRICULTURAL EDUCATION COURSE RELATING TO EXTENSION WILL BE TAUGHT - PRE-SESSION - 1983

890. Workshop on Administration of Agricultural Agencies and Organizations - To be conducted as a 3-week summer school workshop in the summer of 1983 on topics of Administrative Theory, Research and Techniques as they apply to Agricultural Organizations. The workshop will be applicable to domestic and foreign students in all majors of Agriculture. Will include panels of Administrators from Extension, College of Agriculture, Experiment Station, IANR Departments, District Extension and Research Stations, and Agribusiness.

MASTER OF SCIENCE DEGREE REQUIREMENTS IN
AGRICULTURAL EDUCATION

Candidates for the degree of Master of Science with a major in Agricultural Education (Vocational Education and Agricultural Extension) must present undergraduate preparation totaling at least 40 hours in agricultural subjects plus at least 18 hours in Education or 18 hours selected from two or more of the following: Education, Agricultural Extension, Psychology, or Sociology.

A student is required to include in a masters program, Agricultural Education 805 and 845 and either write a thesis (Agricultural Education 895) or conduct a non-thesis study and write a paper (Agricultural Education 996).

For additional information on requirements for a masters degree in Agricultural Education, see the Graduate College catalogue and the policy sheet for the M.S. Program in Agricultural Education available from the Agricultural Education Office. Also individual staff members in the Agricultural Education Department will be happy to counsel with you.

COURSES AND WORKSHOPS

IN

AGRICULTURAL EDUCATION

SUMMER SESSIONS

1983



University of
Nebraska
Lincoln

Institute of Agriculture and Natural Resource

Agricultural Education Department
302 Agricultural Hall
East Campus
Lincoln, NE 68583-070
Phone (402) 472-280



APPENDIX F
119

AGRICULTURAL EDUCATION

The NLR Agricultural Education Department will offer the courses listed in this leaflet during the 1983 Summer Session. Please refer to the summer session catalogue for details of registration and scheduling.

Agricultural Education courses to be taught:

PRE-SESSION (May 16-June 3)

807. Occupational Experience Programs (3 cr.) The philosophy and objective of the project method. Providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience. Arranged - Dr. Barrett
890. Workshop Seminars in Education (3 cr.) Administration of Agricultural Agencies and Organizations - Administrative Theory, research and techniques as they apply to agricultural organizations. 17:00-19:30 NTWRP, E AgH 311, Dr.'s Gilbertson & Toher
- 890B. Co-Curr. Voc. Student Groups (3 cr.) Cross-listed as Voc. Ed. 890B, Ed F R 893B. "Workshop: The Co-Curricular Vocational Student Group." 15:30-18:30 NTWRP, Teachers College 207, Dr. Egglund

893. Technical Agriculture Workshops, 1-3 credit hours, arranged - Staff (See list of planned workshops on back page).
896. Independent Study in Agricultural Education (1-3 cr.) Prereq: 12 hrs. agricultural education or closely related areas and permission. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a department faculty member. Arranged - Dr. Barrett
899. Masters Thesis (1-3 cr.) Arranged - Dr. Blazek
996. Research Other Than Thesis (2-3 cr.) Research in selected problems in Agricultural Education. By arrangement. - Dr. Blazek

FIRST FIVE-WEEK SESSION (June 6-July 8)

807. Occupational Experience Programs (1-6 cr.) The philosophy and objective of the project method. Providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience. Arranged - Dr. Crain.
845. Research in Occupational Education (Business Education, Education and Family Resources, Vocational Education 845) (3 cr.) Lect. Research methods used in the study of problems in occupational education. 8:00-10:00 NTWRP, Ag. Hall 311, Dr. DTW.

893. Technical Agriculture Workshops (1-3 cr.) Arranged - Staff (See list of planned workshops on back page).
896. Independent Study in Agricultural Education (1-6 cr.) Prereq: 12 hrs. agricultural education or closely related areas and permission. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a department faculty member. Arranged - Dr. Barrett

899. Masters Thesis (1-6 cr.) (Select credit hours 1-10 - Arranged - Staff).
901. Supervision and Administration in Vocational Education (3 cr.) Philosophy, objectives, and procedures in supervision and administration of vocational education programs. Supervision relationships with teachers, agents, school administrators, boards, federal and state officials. Evaluation of local programs of vocational education. 9:00-10:20 NTWRP, Nebraska Hall 531-E, Dr. Crain.
904. Seminar in Vocational Education (3 cr.) Class meets June 6-July 1, 1983. Prereq: 18 hours Agricultural Education. 10:30-12:35 NTWR, E AgH 311, Dr. Barrett.

996. Research Other Than Thesis (2-6 cr. I, II, III) Research in selected problems in Agricultural Education. By arrangement. - Staff

SECOND FIVE-WEEK SESSION (July 11-August 12)

805. Advanced Teaching Methods in Occupational Education (3 cr.) Innovative approaches to teaching, motivating students, developing interests, attitudes, and abilities; lesson planning, new and advanced classroom techniques and procedures. 10:30-12:35 NTWRP, AgH 311, Dr. Blazek.
807. Occupational Experience Programs (1-6 cr.) The philosophy and objective of the project method. Providing adequate educational experience, organizing administering, evaluating experience programs, and may include supervised occupational experience. Arranged - Staff.
825. Coordination in Occupational Training Programs (Business Education, Secondary Education, Vocational Education 825) (3 cr. II) Lect. Analysis of the foundation and scope of current and projected vocational cooperative educational programs and general educational work experience. Emphasizes coordination techniques selection and placement, instructional procedures, youth leadership activities, organization and administration, and evaluation of cooperative occupational education. 13:30-14:50 NTWRP, Teachers College 302, Dr. Egglund.

845. Research in Occupational Education (Business Education, Education and Family Resources, Vocational Education 845) (3 cr.) Lect. Research methods used in the study of problems in occupational education. 8:30-10:20 NTWRP, Teachers College 304, Dr. Egglund.

890. Workshop Seminars in Education (1-6 cr.) Group study of technology in agricultural occupations. Workshops, special meetings, and assignments. Arranged - Dr. Gilbertson.

893. Technical Agriculture Workshops (1-3 cr.) Arranged - Staff (See list of planned workshops on back page).

896. Independent Study in Agricultural Education (1-9 cr.) Prereq: 12 hrs. agricultural education or closely related areas and permission. Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a department faculty member. Arranged - Staff.

899. Masters Thesis (6-10 cr. I, II, III) (Select credit hours 1-10 - Arranged - Staff).

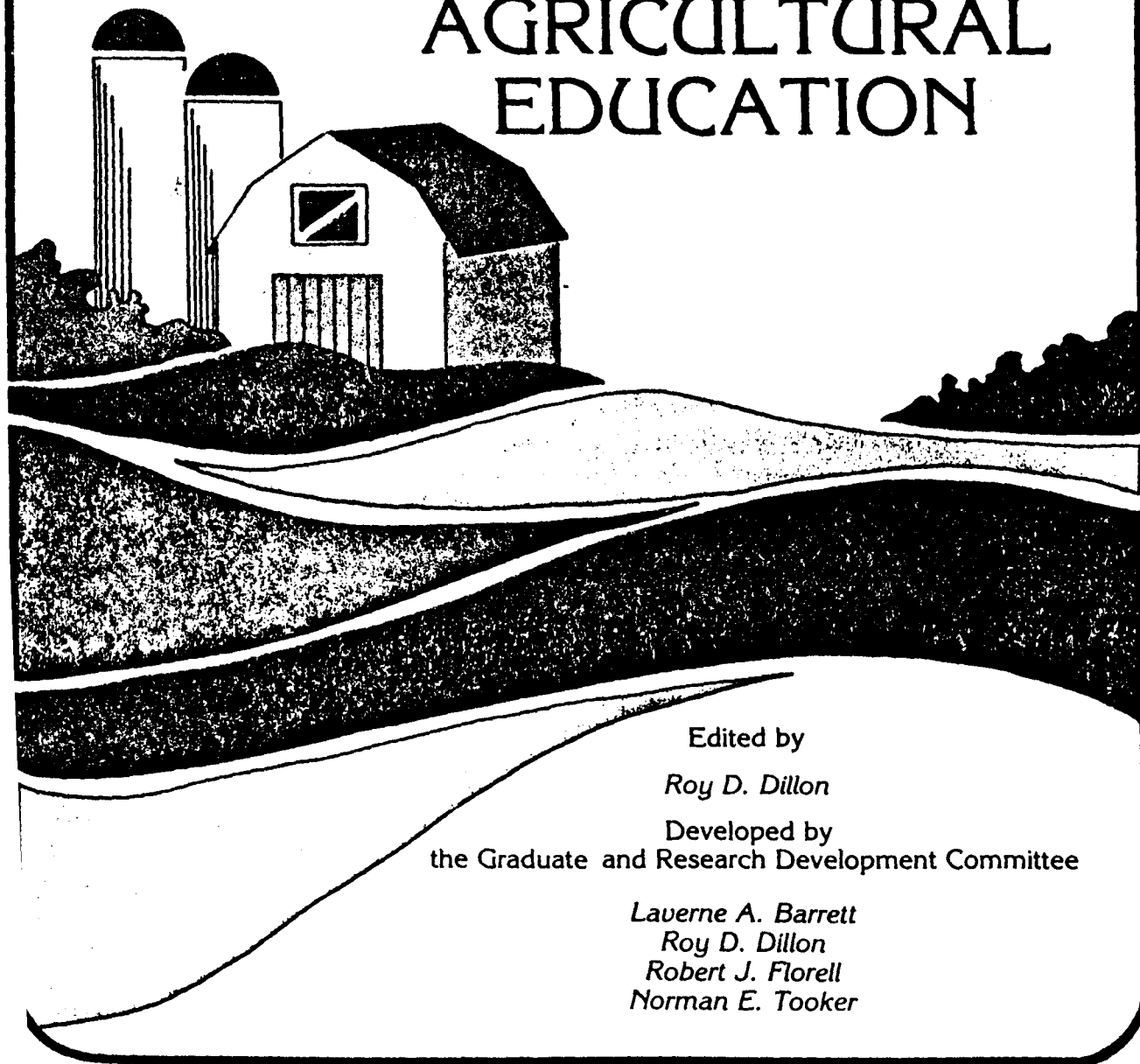
903. Teacher Education in Agriculture (1-2 cr.) Philosophy, objectives, and procedures in the preparation of teachers of vocational agriculture both pre-service and in-service. Campus courses, student teaching, selection and guidance of trainees, evaluating performances, and in-service courses, conferences, and teacher helps. Lect. Arranged - Dr. Dillon.

996. Research Other Than Thesis (2-6 cr. I, II, III) Research in selected problems in Agricultural Education. By arrangement. - Staff

April 1983

APPENDIX G
121
Department Report
No. 59

RESEARCH TOPICS IN AGRICULTURAL EDUCATION



Edited by

Roy D. Dillon

Developed by

the Graduate and Research Development Committee

Laverne A. Barrett

Roy D. Dillon

Robert J. Florell

Norman E. Tooker



The Agricultural Experiment Station
Institute of Agriculture and Natural Resources
University of Nebraska-Lincoln
Irvin T. Omtvedt, Director



The Nebraska Agricultural Experiment Station provides information
and educational programs to all people without regard
to race, color or national origin.

RESEARCH TOPICS IN AGRICULTURAL EDUCATION
UNIVERSITY OF NEBRASKA-LINCOLN

The following list of research topics has been identified by the Agricultural Education Department as priority areas needing research in agricultural education.

The list is intended as a resource for staff and graduate students who are seeking research topics, and is an attempt to provide a method for strengthening the research program for the department.

The topics were identified through input from the Joint Ag. Ed. - State Department of Education Staffs, the Agricultural Department Advisory Committee of Teachers representing all 10 NVAA Districts, and the Graduate and Research Team within the Agricultural Education Department.

A. CURRICULAR PROGRAM

1. Benefits to school/community/students of extended contracts.
2. Benefits derived and the cost effectiveness of the Supervised Occupational Experience program.
3. Influence of vocational agriculture instructor on students: i.e. character, personality, attitude, interests, etc.
4. Determining cost/benefit of vocational agriculture instruction: High School and Adult.
5. Community benefits derived from Vocational Agricultural Education.
6. An evaluation of the summer program of teachers of Vocational Agriculture in Nebraska.
7. Adjusting local program of Vocational Agriculture to changes in agriculture.
8. A model for a coordinated program of Agricultural Education in the community.
9. Cooperative arrangement/activities between ag. teacher and county agent.
10. Improvement needs in the graduate program.

B. ADVISING

1. Educational needs for developing agricultural professionals.
2. Teacher Education Prerequisite Evaluation.
3. Evaluation of Occupational Experience of incoming Ag. Ed. majors, college students.
4. Manpower needs in off-farm occupations.
5. Manpower needs in production agriculture.
6. Procedure for advising foreign students.

C. RECRUITMENT

1. Recruitment methods for agricultural education.
2. Role of Guidance Counselors and others in providing occupational information.
3. Comparison study between teachers of voc. ed. areas in regards to retention and recruitment.
4. Follow up information on former students; audit trail.

D. PLACEMENT & FOLLOWUP

1. Occupational areas and jobs students pursue or are prepared for.
2. Funding of local programs: How to do more with less.
3. Farm placement opportunities and candidate availability.
4. Follow-up information on former students; audit trail.
5. Educational needs for developing agricultural technicians.

E. IN-SERVICE

1. Identification of professional and technical ag. in-service needs of vo-ag teachers.
 - a. Compare when leaving college to experienced teachers.
2. Development of model record keeping systems for voc. ag. students.
3. Evaluation and analyzing S.O.E.P.'s.
4. Comparing the effectiveness of several methods of making students visits.
5. Evaluating the award application process.
6. Determining needs for and developing young adult farmer programs.
7. Comparing the offering of in-service through use of the tele-conference, electronic blackboard, ETV, Video-tape.
8. Development of educational plans for getting modern technology down to student's learning level.
9. Develop and test a model for matching the SOEP to individual student needs.

F. LEADERSHIP AND SUPERVISION

1. Leadership and supervision of student teachers,
 - a. Evaluation of teacher education in Nebraska.
 - b. Evaluation of student teacher supervision in Nebraska.
 - c. How to be an effective district leader.
 - d. Evaluation of supervising teachers.
 - e. Effectiveness of student teaching centers.
2. Leadership and supervision in the Vo. Ag. College Curriculum.
 - a. NVAA Leadership Development.
 - b. Evaluation of student teacher supervision in Nebraska (from student teacher point of view).
 - c. Effectiveness of student teaching centers (from student teacher point of view).
 - d. Leadership as a training topic for student teachers.
3. Leadership and supervision in the vocational ag. classroom (high school level).
 - a. Developing pride in department - FFA/Young Farmers.
 - b. FFA Leadership Development.
 - c. Subsequent leadership roles of officers.

G. TEACHING: METHODOLOGY, TEACHING AND LEARNING THEORY, TEACHING STYLES, ORGANIZATION & DELIVERY.

1. Relationship teaching/learning styles to personality types.
2. Instructional material availability and it's effect on teaching/learning.
3. Teaching methods - impact on teaching and learning.
4. Structuring teacher education in Ag-Future models.
5. Learning theory - impact on teacher effectiveness.
6. Models for preparation of extension agents.
7. Motivational strategies - effects on learning.
8. Goal statements - impact on learning.
9. Hands-on application teaching vs. traditional teaching.

Department of Agricultural Education
University of Nebraska

The following programs and activities are proposed for implementation during 1983-84 to increase the undergraduate enrollment in Agricultural Education at the University of Nebraska.

Activity 1: Update and/or develop an Agricultural Education Department Brochure.

Ways and Means: Develop a brochure targeted to the informational needs and interests of students at the high school level depicting the benefits of entering the Agricultural Education profession. The brochure should clearly tell the story about Agricultural Education, the University of Nebraska and the benefits of entering a career in Agricultural Education.

Person(s) Responsible

Competition Date

Activity 2: Development of a Display Poster.

Ways and Means: Development of a display poster 8½ inch by 15 inch for use on bulletin boards or some other prominent place. (East Union, other departmental bulletin boards and high school vocational agriculture classrooms). A description of the benefits of a career in Agricultural Education are highlighted. The poster would include several tear-off cards for use by interested students to aid them in requesting further information.

Person(s) Responsible

Completion Date

Activity 3: Distribution of Recruitment Materials.

Ways and Means: Brochures and display posters regarding the University of Nebraska and the Department of Agricultural Education should be mailed to each vocational agriculture department and to each guidance counselor in all Nebraska High Schools.

Person(s) Responsible

Completion Date

Activity 4: Conduct Personal Visits.

Ways and Means: Encourage Agricultural Education Staff Members and State Supervisors to speak to vocational agricultural classes during their visits to departments throughout the state. Encourage Agricultural Education Staff Members to speak and/or attend banquets.

Person(s) Responsible

Completion Date

Activity 5: Utilize FFA Leadership sessions to contact potential majors.

Ways and Means: Provide staff and student representation of the Ag. Ed. Department to attend the fall FFA leadership workshops, spring leadership conferences, district FFA contests and State Convention.

Person(s) Responsible

Completion Date

Activity 6: Develop a name file of potential candidates.

Ways and Means: Contact all teachers of Vocational Agriculture and post secondary educators for names of potential Ag Ed major candidates. Request names of sophomores through seniors. Canvass the Agriculture Education 134 and 294 classes for individuals whom they believe to be interested. Follow up with appropriate letters.

Person(s) Responsible

Completion Date

Activity 7: Provide information about Agricultural Education and the teaching profession to FFA members.

Ways and Means: Publicize Ag Ed and the teaching profession in each issue of the State FFA Newsletter. Contact State FFA Executive Secretary regarding space.

Person(s) Responsible

Completion Date

Activity 8: Utilize State and District Vocational Agricultural contests for contacts and visibility.

Ways and Means: Collegiate FFA/ATA distribute pamphlets and provide departmental representatives for personal conferences with interested students.

Person(s) Responsible

Completion Date

Activity 9: Contact the State Farmer Degree Recipients.

Ways and Means: Write a personal letter of congratulation to each. Encourage them to look to Vocational Agriculture as a potential career. Contact them before the State FFA Convention so that questions might be answered at that time.

Person(s) Responsible

Completion Date

Activity 10: Utilize college career conference for contacts.

Ways and Means: Provide departmental representatives and appropriate material.

Person(s) Responsible

Completion Date

Activity 11: Provide information about Ag Ed and the teaching profession to 4-H members.

Ways and Means: Distribute printed information, brochure and display poster to county agents.

Person(s) Responsible

Completion Date

Activity 12: Utilize the State Fair for Contacts and visibility.

Ways and Means: Provide a departmental display and representatives to attend the fair to make contact and distribute literature. Follow up with letters to winners of shows as appropriate.

Person(s) Responsible

Completion Date

Activity 13: Develop a slide/tape program on the Vocational Agricultural teaching profession.

Ways and Means: For use in promotion of Agricultural Education during on site visitations to high school vocational agriculture students. Place a copy in each of the Vo Ag Districts for use in careers unit.

Person(s) Responsible

Completion Date

Activity 14: Orient State FFA Officers to Vocational Agriculture Instructor preparation.

Ways and Means: Agricultural Education faculty have lunch with State FFA Officers. Prepare informal program regarding Ag. Ed. and teacher preparation.

Person(s) Responsible

Completion Date

Activity 15: Increase Agriculture Education scholarship opportunities.

Ways and Means: Identify sources of Ag. Ed. scholarships that might become available to incoming freshman and Ag. Ed. majors in upper divisions as well. Supply scholarship information to Vo. Ag. departments and to high school counselors.

Person(s) Responsible

Completion Date

Activity 16: Development of a "Teaching Unit" for careers in Agricultural Education.

Ways and Means: Develop a teaching unit to assist teachers in classroom as a means of encouraging teachers to devote class time to careers. This unit will be modeled after the Nebraska Core Curriculum. Distribute to each Nebraska Vocational Agriculture Instructor.

Person(s) Responsible

Completion Date

Activity 17: Publicize the Vo-Ag teaching profession to the general public.

Ways and Means: Send news releases to county and daily newspapers. Present radio and T.V. programs dealing with Agriculture Education and teacher preparation.

Person(s) Responsible

Completion Date

Activity 18: Issue an NVAA impact statement.

Ways and Means: Encourage the president of NVAA to issue a statement requesting Vocational Agricultural Instructors throughout the state to encourage their students to enroll in Agricultural Education at the University of Nebraska.

Person(s) Responsible

Completion Date

A well organized recruitment campaign is needed to increase undergraduate enrollment in Agricultural Education by the University of Nebraska. A total commitment by the Agricultural Education Staff is needed to meet this challenge.

Developed By:

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