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UNDERGRADUATE TEACHING PROGRAM (DEPARTMENTAL THRUST)

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DEPARTMENT OF AGRICULTURAL EDUCATION/CENTER FOR LEADERSHIP DEVELOPMENT
STRATEGIC PLAN FOR 1989-91
PROGRAM AREA: UNDERGRADUATE CURRICULUM

Background Statement: The Department of Agricultural Education strives to offer a balanced undergraduate curriculum which integrates technical agricultural expertise with general education, human development, and leadership courses for all majors. The Department also provides leadership education opportunities for UN-L students of a formal and informal nature. This mission relates directly to the Strategic Plan for IANR, especially as it relates to the development of current and future human resources for the State of Nebraska.

Program Goal: To further develop a quality undergraduate program which not only currently meets the needs of the students and the employment market, but is respected and recognized at the local, state, national and international levels.

Statement of Action: Recognizing the role, mission, and priorities of the Department, the following objectives are provided:

1. (3 FTE): Establish a quality undergraduate program to meet the needs of an expanded agricultural education student clientele group by
 - a. Acquiring selected technical agriculture course work aimed at acquiring new technologies and understanding of the changing roles in agriculture.
 - b. Require educational strategies for delivery of both formal and informal education programs.
 - c. Expand employment activities for agricultural education majors into agribusiness and industry education as well as the traditional public school.

2. (0.5 FTE): Revise the present curriculum to integrate the following general education concepts in the comprehensive curriculum:

Critical and creative thinking abilities
Problem solving and decision-making abilities
International perspectives about agriculture and education
Written and oral communication
Ethical and value related decision-making abilities
Human relations and leadership characteristics

3. (2 FTE): Establish a leadership education program in liaison with the Center For Leadership Development with the following components:

Courses in leadership and human development

- a. Interpersonal Skills Development
- b. Leadership Development
- c. Organizational Leadership Development
- d. Specific Leadership Skill Development Modules

Experiential Leadership Development Program

- a. Four year leadership involvement program starting with freshmen and ending with seniors (graduation)
- b. Incorporation of leadership workshops, luncheons, mentoring, shadowing, and community service experience

3. After students have enrolled in the Department, the following retention activities will be conducted:
 - a) Create an undergraduate newsletter to promote communication with three (3) issues in 1989-90.
 - b) Inservice sessions on advising for staff to increase quality of departmental advising. Particular topics will be:
 - 1) Teachers College endorsements;
 - 2) Overall advising strategy.
 - c) Promotional "brochures" on new undergraduate courses in Agricultural Education will be developed. Special emphasis will be placed on student understanding of the new non-certification option.
 - d) Ten noon luncheons (dutch treat) will be held annually for selected undergraduates with the department chair.

4. The following placement activities will be conducted to assist graduating seniors:
 - a) Encourage all department majors to enroll in the Employment Seminar (Ag 489).
 - b) Create a professional bibliography booklet on graduating seniors.
 - c) Seminars on resume development and interviewing.
 - d) Post employment information on secondary agriculture teaching positions in the Ag Ed department.
 - e) Seminars on procedures to follow for creating a placement file in the Teachers College.

Primary Contact Person:

1. One staff member (Bell) will be given a 25% assignment as departmental recruitment coordinator, will serve as chair of the departmental recruitment committee, and will report directly to the Department Head.
2. A minimum of two other staff members will serve as members of the departmental recruitment committee.
3. All members of the staff will be involved in contacts of recruits.
4. An active line of communication will be maintained with the Enrollment Manager for the College of Agriculture for mutual benefit.

Time Frame: Enrollment projections by year as well as a time table for annual recruitment activities have been addressed in the section of anticipated results.

Resources Needed: Equivalent of .25 present FTE will be allocated to student recruitment and retention. Additional dollars in the amount of \$5,000 will be required in each of the years of this plan for implementation. Additional justification for budget request is available for inspection.

SUMMARY OF ACCOMPLISHMENTS 1984-1989

The changes (accomplishments) which have transpired during the time period 1984-89 have been dramatic as related to the undergraduate program. The "mission" of single focus preparation of secondary agricultural education instructors has enlarged to encompass a more direct emphasis to the preparation of undergraduates for development and training positions in agribusiness, more emphasis on international and extension applications of agricultural education, expansion of leadership and interpersonal communication course work, while at the same time, modifying the teacher preparation program so it is more relevant to student and departmental needs.

The transition to a larger audience can be supported by a number of developments during the 1984-85 time period. First, the economic crisis in agriculture created a tremendous enrollment drop throughout agricultural education at all levels. This "shrinkage of demand" dictated an adjustment in program delivery. Secondly, the series of national and state reports dealing with delivery of education including the USDA/National Research Council report Understanding Agriculture New Directions for Education, recommended significant changes in the emphasis and delivery of agricultural education at all levels. Thirdly, national leadership in agriculture is pointing toward a market oriented agriculture that is part of a global strategy in supplying food and fiber. And fourth, the message from business continues to stress that entry level employees must be proficient in communication and interpersonal skills.

These four developments gave impetus to the departmental changes of the five year period which have been transformed into accomplishments, and a position of strength for the undergraduate mission of the department.

In response to the four previously mentioned developments, the undergraduate focus was broadened and upgraded. A second option was added to the departmental major which broadened the focus beyond teacher preparation. This option directly prepares undergraduates for training and development opportunities in agribusiness by emphasizing leadership, communication and interpersonal skill development. An illustration of course requirements for this option is as follows:

Recommended addition in catalog copy of the Agricultural Education non-certification.

Number of credits in agricultural courses will read:

Agricultural courses	26 hours
Animal Science	6
Plant Science	6
Agricultural Economics	6
Agricultural electives	8

Section on Agricultural Education courses will read:

Agricultural Education courses22 hours

Agricultural Education 102	3	(Interpersonal Skills)
Agricultural Education 134	2	(Intro to Ag Education)
Agricultural Education 134L	1	(Early Experience)
Agricultural Education 202	3	(Leadership Development)
Agricultural Education 305	3	(Presentation Skills)
Agricultural Education 406	3	(Adult Education in Ag)
Agricultural Education 431	8	(Career Exp in Ag Ed)

Business and Economics courses15 hours

VAE 483 (Training & Development) or	
Mgt 360 (Human Resources Mgt)	3
Ag Econ 316 (Agribusiness Mgt)	3
Mkt 341 (Marketing)	3
Mkt 347 (Promotional Strategy)	3
Ag Econ 452 (Finance)	3

Free Electives10-12 hours

Strongly suggested:

Ag 271 (Computer Appl. in Ag).....	3
Accounting 308 (Survey of Acct).....	3

Biological Sciences11-12 hours

Physical Sciences 8-9 hours

Math and Statistics 7 hours

Humanities and Social Sciences 27 hours

Additionally, a course dealing with extension and international education, Ag Ed 233 has been added to the department listing of courses.

The undergraduate teaching program was upgraded by integrating an early experience component (Ag Ed 134L), combining the FFA Advisor and SAE courses into one more efficient course (Ag Ed 294), requiring all majors to complete the interpersonal skills course (102) and the leadership development course (202), and increasing student exposure to methods of instruction by adding the presentation skills course (305). In recognition of less enrollment and to allow for instructor assignment to new courses, the student teaching professional block of courses has been assigned to only the fall semester. Besides forcing a larger enrollment, and efficient use of staff, this change takes advantage of a time period in the secondary school schedule when there are less outside interruptions (banquets, music contests, track meets, etc.) to the teaching schedule. Additional changes have been the inclusion of Ag Ed 406, Teaching Adults, into the semester, and the fall semester 1990 will include a ten week student period. To emphasize the expanded importance of experiential learning in secondary agricultural education, the agricultural mechanics methods course, 408, has been removed from the eight weeks of the professional semester and increased to a semester long course. With this increased emphasis, the content of the course has enlarged from just agricultural mechanics to include all laboratory oriented activities such as land laboratories, greenhouses, food processing labs., etc.

Undergraduate Program Goals and Objectives

A major in Agricultural Education prepares students to enter careers in a great many occupations and professions. Traditionally, graduates have entered into public school teaching as a certified secondary agricultural education instructor. Today, approximately half of those majors in Agricultural Education seek employment as a Cooperative Extension agent, as an agricultural training and development specialist in a business and/or industry, or they enter into any of the hundreds of occupations and professions associated with the industries and agencies in agriculture and education. With opportunities always changing, the undergraduate curriculum must remain dynamic and responsive to the needs of the student as well as to the requirements of the agricultural and educational workplace.

The specific goals and supporting objectives for the undergraduate program in Agricultural Education are as follows:

Goal #1: To develop a quality undergraduate program which meets the needs of the students and the employment market while being respected and recognized at the local, state, national, and international levels of the profession.

Supporting Objectives:

- 1.1 Establish a quality undergraduate program to meet the needs of an expanded agricultural education student clientele group by:
 - a. Requiring selected technical agriculture course work aimed at acquiring new technologies and understanding of the changing roles in agriculture.
 - b. Requiring educational technologies and strategies needed for delivery of both formal and non-formal educational programs.
 - c. Expanding employment opportunities for agricultural education majors into agribusiness and industry education as well as the traditional public school.
 - d. Establishing a curriculum option as an alternative to the traditional teacher certification program that allows students to pursue nontraditional agricultural education employment opportunities.
- 1.2 Revise the present course offerings to integrate the following general education concepts in the comprehensive curriculum.
 - a. Critical and creative thinking abilities
 - b. Problem solving and decision-making abilities
 - c. International perspectives about agriculture and education
 - d. Written and oral communications
 - e. Ethical and value related decision-making abilities
 - f. Human relations and leadership characteristics
- 1.3 Establish a comprehensive leadership education program in liaison with the Center for Leadership Development with the following components:
 - a. Courses in leadership and human development:
 1. Interpersonal skills development
 2. Leadership development
 3. Organizational leadership development
 4. Specific leadership skill development modules

- d. Investigating "college-based" courses that may appropriately be taught by Agricultural Education faculty members.

Goal #3: Maintain an active and effective system of advising students with primary and secondary (double majors) in Agricultural Education.

- 3.1 Provide active advising by:
 - a. Scheduling two or more advising sessions with advisees per semester.
 - b. Maintaining appropriate records on student progress and performance.
 - c. Assisting students with class scheduling and course selection.
 - d. Providing students with appropriate positive and constructive feedback as the need arises.
- 3.2 Coordinate faculty participation in the Departmental Clubs and Organizations including:
 - a. Agricultural Education Club
 - b. Alpha Tau Alpha (Agricultural Honorary)
 - c. Sponsorships of student organizations in Agricultural Education as well as University and College-wide clubs and organizations.
- 3.3 Contact 100% of graduating seniors for an exit interview.

Table 4.1
TEACHING FACULTY AND APPOINTMENTS
DEPARTMENT OF AGRICULTURAL EDUCATION

NAME	RANK	SPECIALIZATION	DEGREE	GRADUATE FACULTY MEMBER	APPOINTMENT %			
					TCH	RSCH	EXT	OTH
A. FULL-TIME FACULTY:								
Blezek, Allen G.	Head & Professor	Leadership Administration Teaching Methodology Grantsmanship	Ph.D.	Fellow	50	15	12	23
Barrett, Leverne A.	Associate Professor	Leadership Supervision Administration Teaching Effectiveness Individual Differences	D.Ed.	Fellow	50	25		25
Bell, Lloyd, C.	Assistant Professor	Curriculum Program Planning In-Service Coordinator Introductory Courses Methods Presentation Skills Recruitment	Ph.D		100			
Dodge, Galen W.	Associate Professor	Counseling Interpersonal Education Leadership Human Resource Development Educational Psychology Group Facilitation	Ed.D		80			20
Dillon, Roy D.	Professor	Research Design Time Management Instructional Materials Curriculum Program Planning	Ed.D.	Fellow	75	25		
Foster, Richard M.	Professor	Grantsmanship Instructional Improvement Leadership Development International Education/Development Adult Education Program Planning & Development Curriculum Development	Ph.D.	Fellow	60	40		
Horner, James T.	Professor	Leadership Adult Education Leadership Human Resource Development	Ed.D.	Fellow	75			25

NAME	RANK	SPECIALIZATION	DEGREE	GRADUATE FACULTY MEMBER		APPOINTMENT %			
				TCH	RSCH	EXT	OTH		
Lunde, Joyce P.	Associate Professor	Faculty/Instruc- tional Development Curriculum Adult Education Grant Writing and Administration	Ph.D.	10				90	
B. PART-TIME FACULTY:									
Gilbertson, Osmund, S.	Professor	Ag Literacy Ag in the Classroom Administration Program Planning	Ph.D.	20				80	
Husmann, Dann E.	Assistant Instructor	Leadership Contest Coordinator Community and Human Resources Human Resource Development Training and Development	M.S.	50				50	
McCaslin, Mark	Assistant Instructor	FFA/SAE Programs AgriScience Education Computer Assisted Instruction Grantsmanship	M.S.						100
Muftwang, Samuel D.	Graduate Resident Assistant	International Education	M.S.				50		

**1989 TEACHING ASSIGNMENTS
DEPARTMENT OF AGRICULTURAL EDUCATION**

The following teaching loads were recorded for faculty members in the Department of Agricultural Education during the Spring, Summer and Fall Semesters of 1989.

Name: Leverne A. Barrett, Associate Professor

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

202 Leadership Development	2	27	100
202L Leadership Lab	1	15	100
413 Program Planning	3	5	100
431 Student Teaching	8	2	100
896 Independent Study	3	3	100
890 Effective Teaching	3	7	100

SUMMER:

903 Master Teacher Workshop	3	6	100
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FALL:

431 Student Teaching	8	1	100
805 College Teaching	3	20	100

ADVISING:

Undergraduate Students: 8
MS Graduate Students: 17 chair
Campus Organizations: NE Ag Youth Council (Exec. Committee)

Name: Lloyd C. Bell, Assistant Professor

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

405 Methods of Instruction	5	4	100
804F Problems of Beginning Teacher	3	7	16

SUMMER:

None

FALL:

431	Student Teaching	8	3	100
845	Research Methods	3	10	100
431	Student Teaching Coordinator	8	11	60

ADVISING:

Undergraduate Students:	6
Agricultural Honors:	2
MS Graduate Students:	16 chair
Ph.D. Graduate Students:	2 chair

Name: Galen W. Dodge, Associate Professor

Dr. Dodge is assigned 80% with the Agricultural Education Department and 20% as the Director of the Human Resource Institute.

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

102	Interpersonal Skills (Five sections of about 28 per section)	3	140	100
331	Field Experience	3	1	100
496	Independent Study	3	21	100

FALL:

102	Interpersonal Skills (Five Sections of about 28 per section)	3	140	100
331	Field Experience	3	40	100
496	Independent Study	3	21	100

ADVISING: Although Dr. Dodge does no assigned student advising, he is the "adviser of choice" by dozens of students affiliated with his Ag Ed 102 course and with the Human Resource Institute.

Name: Richard M. Foster, Professor

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

431	Student Teaching	8	2	100
494	Ag Ed Seminar	3	1	100
805	Advanced Methods	3	12	100
899	MS Thesis	3	1	100
999	Dissertation Research	3	4	100
890F	Financial Management	3	7	100

FALL:

431	Student Teaching	8	3	100
845	Research Methods	3	10	100
431	Student Teaching Coordinator	8	11	60

ADVISING:

Undergraduate Students:	6
Agricultural Honors:	2
MS Graduate Students:	16 chair
Ph.D. Graduate Students:	2 chair

Name: Galen W. Dodge, Associate Professor

Dr. Dodge is assigned 80% with the Agricultural Education Department and 20% as the Director of the Human Resource Institute.

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

102	Interpersonal Skills (Five sections of about 28 per section)	3	140	100
331	Field Experience	3	1	100
496	Independent Study	3	21	100

FALL:

102	Interpersonal Skills (Five Sections of about 28 per section)	3	140	100
331	Field Experience	3	40	100
496	Independent Study	3	21	100

ADVISING: Although Dr. Dodge does no assigned student advising, he is the "adviser of choice" by dozens of students affiliated with his Ag Ed 102 course and with the Human Resource Institute.

Name: Richard M. Foster, Professor

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

431	Student Teaching	8	2	100
494	Ag Ed Seminar	3	1	100
805	Advanced Methods	3	12	100
899	MS Thesis	3	1	100
999	Dissertation Research	3	4	100
890F	Financial Management	3	7	100

SUMMER:

496	Independent Study - Internship	6	1	100
899	MS Thesis	3	1	100
999	Dissertation Research	3	3	100

FALL:

406	Adult Education in Agri	3	11	100
413	Program Planning	1	11	100
431	Student Teaching	8	3	100
899	MS Thesis	3	2	100
896	Independent Study	3	2	100
999	Dissertation Research	3	4	100

ADVISING:

Undergraduate Students: 23
 Agricultural Honors: 3
 MS Graduate Students: 14 chair
 Ph.D. Graduate Students: 6 chair
 Campus Organizations: Alpha Zeta Agricultural Honorary
 Agricultural Honors Council

Name: Osmond S. Gilbertson, Professor

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

Dr. Gilbertson was on special assignment as coordinator of the curriculum and program revision taskforce of the Nebraska College of Technical Agriculture at Curtis during 1988-89.

SUMMER:

890F	Ag In The Classroom Workshop - Wayne, NE	3	16	100
890F	Ag In The Classroom Workshop - Lincoln, NE	3	13	100
890F	Ag In The Classroom Workshop - Scottsbluff, NE	3	13	100

FALL:

Dr. Gilbertson assumed official duties as the UNL Ombudsman on July 1, 1989. His appointment is 80% Ombudsman and 20% Ag Ed during 1989-90. His Ag Ed responsibilities do not include a teaching assignment.

ADVISING:

MS Graduate Students: 5 chair

Name: James T. Horner, Professor

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

202	Leadership Development	2	30	100
202L	Leadership Laboratory	1	12	100
431	Student Teaching	8	1	100
833	Extension Education	3	7	100
896	Independent Study	3	5	100
899	MS Thesis Research	3	2	100
999	Dissertation Research	20	1	100

SUMMER:

496	Independent Study	4	1	100
890	Admin Ag Agencies	3	7	100
896	Independent Study	3	2	100
999	Dissertation Research	20	1	100

FALL:

202	Leadership Development	2	20	100
202L	Leadership Laboratory	1	13	100
431	Student Teaching	8	2	100
896	Independent Study	3	5	100
904	Voc Seminar	3	6	100
999	Dissertation Research	10	2	100

ADVISING:

Undergraduate Students: 1 (Honor)
MS Graduate Students: 10 chair
Ph.D. Graduate Students: 8

Name: Dann Husmann, Assistant Instructor

Mr. Husmann is a Ph.D. candidate with only a small portion of his assignment in teaching.

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

SPRING:

313 Leadership & FFA	2	6	100
804F Problems of Begin Teacher	3	7	84

SUMMER: none

FALL:

202 Leadership Development	2	13	100
202L Leadership Laboratory	1	8	100
804F Problems of Begin Teacher	3	12	84

ADVISING:

Campus Organizations: UNL, FFA Alumni
Coordinator for State Agricultural Education Contests

Name: Mark McCaslin, Assistant Instructor

Mr. McCaslin is a Ph.D. candidate with only a small portion of his assignment in teaching. He started his degree program during Summer, 1989.

Course Number and Name	Credits Per Course	Students Enrolled	Percent Responsibility
------------------------	-----------------------	----------------------	---------------------------

FALL:

313 Leadership & FFA	2	5	100
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ADVISING:

Campus Organizations: UNL Agricultural Education Club,
Alpha Tau Alpha Chapter

**UNDERGRADUATE CURRICULUM AND OPTIONS
DEPARTMENT OF AGRICULTURAL EDUCATION**

The primary purpose of the comprehensive curriculum in Agricultural Education is Human Resource Development, either for agricultural educators seeking professional placement in formalized educational settings (K-12 and post secondary public school agricultural education), or for agricultural educators seeking professional employment in nonformal (extension, international, and industry) educational settings. To accomplish the preservice mission, the following options are available for Agricultural Education majors at the University of Nebraska-Lincoln.

Teacher Certification Options: This option is designed to prepare students for professional placement in public educational settings, especially for secondary agricultural education instruction for which a Professional Teaching Certificate is required. However, placement in postsecondary educational institutions will have similar needs for instructional methodologies, program planning, andragogy, etc.

The primary components of the Certification Option are:

Technical Agriculture (33 credits):	
Animal Sciences.....	6
Agronomy & Plant Sciences.....	6
Agricultural Economics.....	9
Agricultural Mechanics.....	6
Agricultural Electives.....	6
Biological Sciences (12 credits):	
Life Science-Biology.....	4
Life Science-Botany or Zoology.....	4
Genetics.....	4
Physical Sciences (8 credits):	
Chemistry.....	4
Physics.....	4
Mathematics and Statistics (7 credits):	
Mathematics (Algebra/Trig).....	4
Statistics.....	3
Humanities and Social Sciences (27 credits):	
English Composition.....	3
Technical Writing.....	3
Speech Communication.....	6
Economics.....	6
Social Science/Humanities Electives.....	9
Leadership and Agricultural Education (31):	
Introduction to Ag Education (Ag Ed 134).....	3
Leadership and Interpersonal Skills (Ag Ed 102,202)	6
Experiential Education Programs (Ag Ed 294).....	2
Instructional Methods and Management (Ag Ed 305, 308, 405).....	8
Adult Education and Program Planning (Ag Ed 406, 413).....	4
Career Experiences in Ag Ed (Student Teaching)(Ag Ed 431)...	8
Free Electives (10 credits):	
<hr/>	
TOTAL Credits Required.....	128

Non-Certification Option: This option is designed to prepare students for professional placement in settings in which skills in Human Resource Development, business and industry training and development strategies, extension education and international development is the primary focus. The primary components of the Non-Certification Option are:

Technical Agriculture (29) credits:	
Animal Sciences.....	6
Agronomy & Plant Sciences.....	6
Agricultural Economics.....	6
Agricultural Electives.....	11
Business and Economics Requirements (15 credits):	
(Specific to the Non-Certification Option)	
Ag Economics.....	6
Training/Development or Management.....	3
Marketing (Business Administration).....	6
Biological Sciences (12 credits):	
Life Science-Biology.....	4
Life Science-Botany or Zoology.....	4
Genetics.....	4
Physical Sciences (8 credits):	
Chemistry.....	4
Physics.....	4
Mathematics and Statistics (7 credits):	
Mathematics (Algebra/Trig).....	4
Statistics.....	3
Humanities and Social Sciences (27 credits):	
English Composition.....	3
Technical Writing.....	3
Speech Communication.....	6
Economics.....	6
Social Science/Humanities Electives.....	9
Leadership and Agricultural Education (20):	
Introduction to Ag Education (Ag Ed 134).....	3
Leadership and Interpersonal Skills (Ag Ed 102, 202).....	6
Instructional Methods (Ag Ed 305).....	2
Adult Education (Ag Ed 406).....	3
Career Experiences in Ag Ed (Internship)(Ag Ed 431).....	8
Free Electives (10 credits):	
<hr/>	
Total Credits Required.....	128

**LIST OF COURSES OF INSTRUCTION
DEPARTMENT OF AGRICULTURAL EDUCATION**

102 Interpersonal Skills for Agricultural Leaders (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, discussions, role playing, films, reference materials, supervised projects, and examinations.

134 Introduction to Agricultural Education (2 cr I,II) Lect/Act.

An orientation course exploring the career opportunities available in the delivery system of Agricultural Education. Specific attention will focus on agribusiness, industry training, positions, secondary agriscience instruction, extension education, and international applications for agricultural education. Agricultural Education majors should register for an additional hour of early field experience.

134L Early Field Experience in Agricultural Education (1 cr I, II) Lab

This laboratory is designed to provide the student with an early field experience in observing and/or performance of professional skills which are utilized in agricultural education, extension education and/or agribusiness. Required of all Agricultural Education majors.

202 Leadership Development for Agriculture (2 cr I,II) Lect/Act.

An introduction to leadership processes. Emphasis is placed on developing leadership skills for agricultural groups. Classes are discussion and action oriented to simulate real leadership situations.

202L Leadership Laboratory (1 cr I, II) Lab.

Leadership laboratory to accompany enrollment in Ag Ed 202. Students will participate in community-based leadership activities which include shadowing a recognized leader in the UNL or Lincoln community.

233 Extension Education (2 cr II) Lect/Act.

An overview of extension education within the community, state, national and international settings. Emphasis will be placed on principles and procedures of developing and conducting use-driven, research-based extension programs, along with the study of extension's relationship to other public and private agencies.

294 Planning Leadership and Experience Programs (2 cr I, II) Lect/Lab.

An overview of the role of agricultural educators in conducting leadership and experiential learning activities. This course focuses on the development of Supervised Agricultural Experiences (SAE), Young Adult/Farmer, FFA and Alumni activities, appropriate to the community, school, and student needs.

305 Presentation Strategies for Agricultural Audiences (2 cr I,II) Lect/Act.

Prereq: Speech Comm 311 and Ag Comm 200

A course focused on the presentation strategies utilized in agribusiness, education, government and public service occupations which deal with agricultural audiences. Specific attention is directed to audience need, presentation organization, delivery, methodology, and management of presentation resource

496 Independent Study in Agricultural Education (1-6 cr I, II)

Prereq: 12 hrs Ag Education or closely related areas and permission.

Individual or group projects in research, literature review, or extension of course work under the supervision and evaluation of a department 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 Cur & Ins, V & AEd).** 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 CSc&Ed, Cur&Ins, V&AEd).** 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 adaption of resource material found in local schools, communities, farms and businesses. Lect.

***815. Development and Organization of Vocational Education, 1-3 cr (also 815 Cur&Ins, V&AEd).** 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.

820. Improvement of Instructional Programs for Post-High School Occupational Education, 1-3 cr (also 820 V&AEd). 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.

825. Coordination in Occupational Training Programs, 1-3 cr (also 825 Cur&Ins, V&AEd). 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.

832. Administration of Agricultural Agencies and Organizations, 3 cr.

The purpose of this course is to have participants acquire knowledge of rational processes which can contribute to the effective administration of agricultural agencies and organizations and to acquire or increase participant's skill in

applying that knowledge in a practical manner. Students will be exposed to administrative-management theory and research, and see how this applies to real life situations. This course applies to agencies in both the domestic and international settings.

833. Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences, 3 cr I. 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. Lect 3. Prereq: Permission of instructor.

***845. Research in Occupational Education**, 3 cr (also 845 CSc&Ed, V&AEd). Research methods used in the study of problems in occupational education. Lect.

***890. Workshop Seminars in Education**, 1-12 cr I, II, III (also 890 V&AEd). Work, singly or in groups, on practical educational problems, done under the supervision of staff with assistance of selected educational consultants. Prereq: Permission.

***893. Technical Agricultural Workshops**, 1-12 cr I, II, III. 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 EdAdmin, CSc&Ed&Ed, Cur&Ins, V&AEd). 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, 1-3 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 V&AEd).

905. In-Service Preparation for Occupational and Adult Educators, 3 cr (also 905 Cur&Ins, V&AEd). 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 Cur&Ins, V&AEd). 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.

996. Research Other Than Thesis, 2-6 cr I, II, III. Research in selected problems in Agricultural Education. Prereq: Permission.

*Courses open to graduate students only and do not have a counterpart undergraduate number.

Graduate courses are offered on a sequenced basis on a schedule planned by the Graduate Committee. A copy of the present "Sequence" is included as Appendix II.

Several graduate courses are cross-listed with other departments, and students from those departments will enroll in the courses. The number of enrollments shown in Table 2 reflects all enrollments from Agricultural Education and cross-listed departments from 1984-89.

FIGURE 4.1
 REQUIREMENTS AND RECOMMENDATIONS
 AGRICULTURAL TRAINING & DEVELOPMENT OPTION
 DEPARTMENT OF AGRICULTURAL EDUCATION

Technical Ag Courses ANIMAL SCIENCE (6) AN SCI 210.....3 AN SCI 250.....3 or AN SCI 454.....2 or AN SCI 455.....2 SUGGESTED-AN SCI 100, 200, 330, 452, 453	BIO SCIENCE (12) LIFE SCI 101.....4 LIFE SCI 109.....4 or LIFE SCI 112.....4 AGRON 315.....4 or LIFE SCI 241.....4 or LIFE SCI 300.....3	AG EDUCATION (20) AG ED 102.....3 AG ED 134.....2 AG ED 134L.....1 AG ED 202.....3 AG ED 305.....2 AG ED 406.....3 AG ED 431.....8				
PLANT SCIENCE (6) AGRON 101.....4 AGRON 153.....4 AGRON 366.....3 SUGGESTED-HORT 130, 221 AGRON 204 or 240 PL PAT 269	PHY SCIENCE (8) CHEM.....4 MECH AG 109.....4	FREE ELECTIVES (10) SUGGESTED-ACCT 201				
AG ECONOMICS (6) AG ECON 201....4 or AG ECON 203.4 AG ECON 211....3 SUGGESTED-AG ECON 256, 305, 311	HUMANITIES & SOCIAL SCIENCE (27) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> COMMUNICATIONS (12) ENG 150.....3 AG COMM 200.....3 SP COMM 311.....3 COMM ELECTIVE....3 </td> <td style="width: 50%; border: none;"> ECONOMICS (6) ECON 211.....3 AG ECON 141.....3 or ECON 212.....3 </td> </tr> </table>		COMMUNICATIONS (12) ENG 150.....3 AG COMM 200.....3 SP COMM 311.....3 COMM ELECTIVE....3	ECONOMICS (6) ECON 211.....3 AG ECON 141.....3 or ECON 212.....3		
COMMUNICATIONS (12) ENG 150.....3 AG COMM 200.....3 SP COMM 311.....3 COMM ELECTIVE....3	ECONOMICS (6) ECON 211.....3 AG ECON 141.....3 or ECON 212.....3					
BUSINESS & ECONOMICS (15) (Option Requirements) VAE 483.....3 or MGT 360.....3 AG ECON 316....3 MKT 341.....3 MKT 347.....3 AG ECON 452....3	HUMANITIES AND SOCIAL SCIENCE ELECTIVES.....9 (at least one course from each of the following) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 1. Art (Theory & History) English (Literature) Theater Arts & Dance Music (Theory & History) </td> <td style="width: 50%; border: none;"> Classics Philosophy Linguistics Religion </td> </tr> <tr> <td style="border: none;"> 2. Anthropology Ed Psych 362 Human Development & the Family </td> <td style="border: none;"> Criminal Justice Psychology Sociology </td> </tr> </table>		1. Art (Theory & History) English (Literature) Theater Arts & Dance Music (Theory & History)	Classics Philosophy Linguistics Religion	2. Anthropology Ed Psych 362 Human Development & the Family	Criminal Justice Psychology Sociology
1. Art (Theory & History) English (Literature) Theater Arts & Dance Music (Theory & History)	Classics Philosophy Linguistics Religion					
2. Anthropology Ed Psych 362 Human Development & the Family	Criminal Justice Psychology Sociology					
AG ELECTIVES (11) SUGGESTED-AG 271, 292	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> 3. Geography (Excluding physical) Modern Languages & Literature Journalism (Excluding photo & skill courses) Political Science </td> <td style="width: 50%; border: none;"> History </td> </tr> </table>		3. Geography (Excluding physical) Modern Languages & Literature Journalism (Excluding photo & skill courses) Political Science	History		
3. Geography (Excluding physical) Modern Languages & Literature Journalism (Excluding photo & skill courses) Political Science	History					

STUDENT ADVISING

Role of the Advisor

Undergraduate students who designate Agricultural Education as their major are assigned an academic advisor in the department. The advisor is assigned for the full duration of the students' undergraduate program from the time of admission to the University or transfer into the department until graduation. A relationship of respect and confidentiality may, therefore, be nurtured. The academic advisor acts as a consultant by assisting the student to plan an academic program and register for classes.

Sometimes, advisors may not agree with actions proposed by the students. In such cases, advisors are responsible for informing students of the appropriate course of action and the consequences of not following it. Nevertheless, final decisions relative to course scheduling and program planning are the students' and, therefore, the students have final responsibility for the decisions.

The Responsibilities of the Advisor include:

- a. To be knowledgeable about program(s) in which he/she advises.
- b. To inform the advisee of degree requirements.
- c. To communicate and emphasize the advisee's responsibility for satisfying degree requirements.
- d. To assist the student in career planning.
- e. To be familiar with published academic rules and regulations of the University and to maintain an up-to-date academic advising reference file containing current program area, college, and University materials pertinent to advising.
- f. To assist the advisee in planning a suitable schedule of classes, at least once semester in advance.
- g. To establish and maintain adequate office hours throughout the semester with particular emphasis given to orientation, preregistration, registration, and the drop/add period.
- h. To inform the advisee of adviser's and advisee's responsibilities in the academic advising process.
- i. To keep records of the advisee's progress, including academic transcript or grade reports, current student schedule, student progress record, and student competency inventory.
- j. To discuss with the advisee his/her academic performance and the implications of that performance.
- k. To refer the advisee to appropriate sources of information and services.

1. To be available to discuss personal and social concerns and provide appropriate referrals to University counseling services.

Responsibilities of the Advisee

- a. To obtain a list of the academic and program requirements from the advisor and use it to monitor progress toward fulfilling degree requirements.
- b. To be aware that primary responsibility for selecting courses and meeting degree requirements is the advisee's. The advisor can suggest, recommend, and remind the student of rules and requirements, but the advisee has the primary responsibility for meeting program and degree requirements.
- c. To seek input from the advisor.
- d. To inform the advisor of changes in plans which directly affect academic performance and educational goals (e.g., finances, job, health, academic performance, changes in academic and career goals, etc.).
- e. To plan a suitable schedule of classes at least one semester in advance with the help of the advisor.
- f. To be familiar with the published rules and regulations of the University.
- g. To discuss academic performance and its implications with the advisor.
- h. To follow through on referrals made by the advisor.

RETENTION, RECRUITMENT AND PLACEMENT

A strategic plan for retention, recruitment and placement has been developed for the time period 1989 to 1991. This plan was assembled by the recruitment and retention departmental committee.

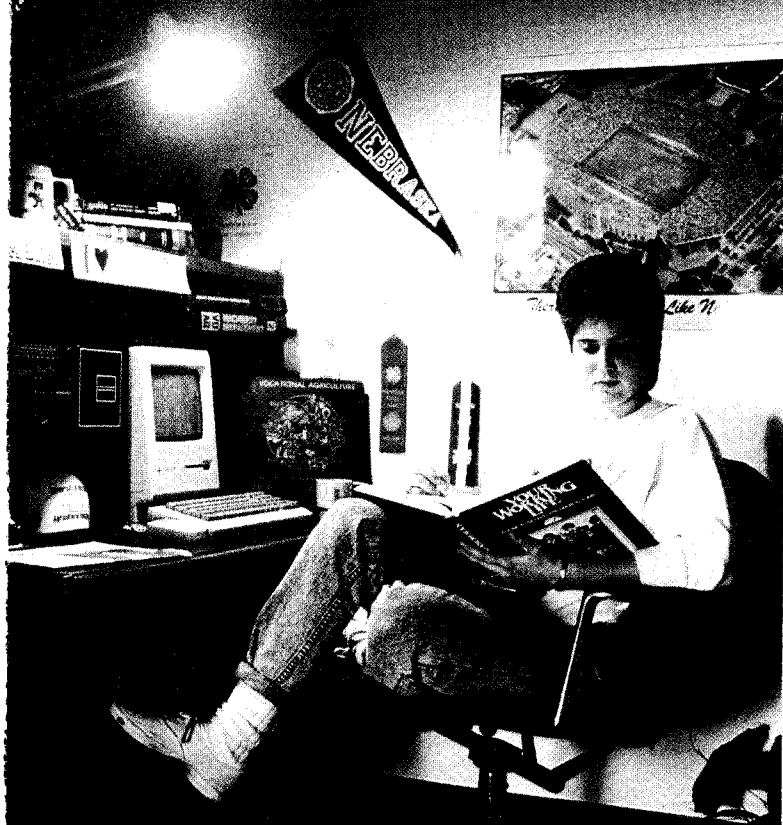
Some goals of this plan have already been accomplished. The 10% increase in 1989 fall undergraduate enrollment was achieved. A data bank is in existence and updated periodically based upon time availability. A high of over 200 was achieved in 1989, but at present through updating procedures the inventory is approximately 125 students. The coordinator of departmental internships arranged for 1989-90 graduating seniors to attend an all day seminar on resume development, interviewing and creation of a placement file in October 1989.

Other goals of the committee yet to be achieved are:

1. Based upon present enrollment increase undergraduate
 - 10% by Fall of 1989
 - 25% by Fall of 1990
 - 100% over 1989 enrollment or 100 undergraduates by 1994
2. Compile a data base of approximately 200 potential undergraduates
3. Create an aggressive retention program
 - develop an undergraduate newsletter
 - inservice departmental staff on advising
 - develop promotional brochures on new undergraduate classes
 - coordinate noon luncheons between the department chair and undergraduates
4. Develop placement activities in support of graduating seniors from the department
 - create a professional biographical booklet on graduating seniors
 - encourage all departmental majors to enroll in the College Employment Seminar
 - conduct seminars on resume development interviewing
 - seminar on creation of a placement file in the Teacher College
 - continue to post information on aged teaching opportunities in the department

FIGURE 4.2
Current Undergraduate Promotional Brochure
Department of Agricultural Education

Be Part of a Winning Team in
AGRICULTURAL
EDUCATION



**Shaping the Future
of a State and Nation**

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

FIGURE 4.2
Current Undergraduate Promotional Brochure
Department of Agricultural Education

WHAT IS AGRICULTURAL EDUCATION?



Agricultural Education is an exciting major that combines a broad based technical preparation in agriculture with preparation in leadership, communications, and interpersonal skills. Whether you are interested in teaching, working in the cooperative extension service, or one of the many agribusiness fields, Agricultural Education represents the choice that provides you with the greatest flexibility to pursue your interest in agriculture. As a result, many promising career opportunities are available upon graduation. In order to acquire and keep a career position in agriculture or agribusiness in the information age, you **MUST** be able to effectively lead, communicate and relate to people.

Agricultural Education is unlike any other major in the College of Agriculture. That uniqueness is due to the diversity of the subject matter and the practical experience students gain in the early experience program, the student teaching experience and internships program in agribusiness. Through these experiences you will have the opportunity to practice in the "real world" the leadership, communication and interpersonal skills developed in the Agricultural Education curriculum.

***Preparing the Total Person
in Technical Agriculture
and Interpersonal and
Communications Skills***



TECHNICAL SKILLS:
***The Foundation of a Successful
Career***

Technical skills in agriculture are important in today's high tech production and agribusiness operations. The UNL College of Agriculture will provide you with the technical knowledge and skills you need for success in agriculture/agribusiness.

Agricultural Education then combines this technical education with interpersonal skills to help you find a fulfilling career in agriculture/agribusiness.

**INTERPERSONAL AND
COMMUNICATION SKILLS:**

***The Skills That Help You
Effectively Work With Others***

Research indicates that 80-90% of all employees dismissed from employment are dismissed because they can not get along with other people.

All jobs require the ability to COMMUNICATE and INTERACT with people. Agricultural Education offers you the opportunity to develop interpersonal and communication skills so that you can effectively market and use your technical skills.

**WHAT IS
INCLUDED IN THE
AGRICULTURAL
EDUCATION
CURRICULUM?**

The Agricultural Education curriculum blends a broad range of technical courses in animal science, crop and soil science, horticulture, agricultural engineering, and agricultural economics with courses in professional education, interpersonal and group leadership skills, to help you stand out in the job market.

The four-year program prepares you for numerous careers in agriculture requiring both knowledge and skills in applied sciences and human relations. You can enroll in the teaching or non-teaching option. In the teaching option you become involved in the early experience program related to teaching vocational agriculture and finish with the student teaching experience. In the non-teaching option you will also be involved in an early experience program and serve an internship in industry or agribusiness, instead of student teaching.

WHAT DO AGRICULTURE TEACHERS DO?

Vocational Agriculture teachers teach applied science and business management to youth and adults pursuing a career or an interest in agriculture/agribusiness. Personal development through the FFA and the Young Farmer/Rancher Education Program is also an important part of teaching youth and adults. Adult education programs in agriculture provide programs and activities to help agriculturalists solve problems and become better managers.



**"UNL's
Agricultural
Education
Department
is very
student
oriented . . ."**



MORE THAN TEACHING?

Teaching is not your only option after graduating in Agricultural Education. Many industry, agribusiness and government positions require communication and human relation skills as well as background in technical agriculture.

A degree in Agricultural Education provides you with many options for success in a wide variety of careers. The extent to which you achieve in life will be determined by your willingness to develop the whole you. Let us help you prepare for success!

OPPORTUNITIES FOR YOU IN AGRICULTURAL EDUCATION AT UNL!

PROFESSIONAL DEVELOPMENT comes through involvement in Alpha Tau Alpha, the Agricultural Education Club, FFA Alumni, Young Farmer/Rancher Organization and over 200 other clubs and fraternities/sororities that are available at UNL. Participate to enhance the leadership abilities that you now possess.

SCHOLARSHIPS and grants are given each year to Agricultural Education majors through programs sponsored by the Agricultural Education Department and the university. In addition, a work study program provides many students with an opportunity to work part-time on campus while enrolled in courses. All scholarships and financial aid programs at UNL are administered by the Office of Scholarships and Financial Aid, 22 Administration Building, University of Nebraska-Lincoln, Lincoln, NE 68588-0411

FACULTY CONTACT—The Agricultural Education department is staffed with faculty who care and want to see you succeed in a career. Departmental advising is one-on-one and has the personal touch that is needed for a successful college experience.

PRACTICAL EXPERIENCE with state-of-the-art equipment and technology is important for the development of technical skills that apply to the agricultural industry today. You'll gain practical hands-on experiences with new technology and equipment as well as practice interpersonal and leadership skills. Agricultural Education is a leader in Nebraska in developing and promoting the use of telecommunication among teachers, farmers, ranchers and agribusinesses.

EXPOSURE TO INTERNATIONAL students provides an opportunity to develop a broader and deeper understanding of the world. You may also take courses in International Agricultural Education from faculty who have been involved in agricultural development in many foreign countries.

NETWORKING with professionals from across the state and nation is another plus. The Agricultural Education faculty have a variety of contacts in the United States and many foreign countries. You will have a chance to develop and expand your network of associates that will help you progress in your career.

FIGURE 4.2
Current Undergraduate Promotional Brochure
Department of Agricultural Education

INDIVIDUALIZING YOUR COLLEGE CURRICULUM

A total of 128 semester hours are needed to graduate in any degree program. Most courses carry from 1 to 4 credit hours.

Categories from which you will select courses are:

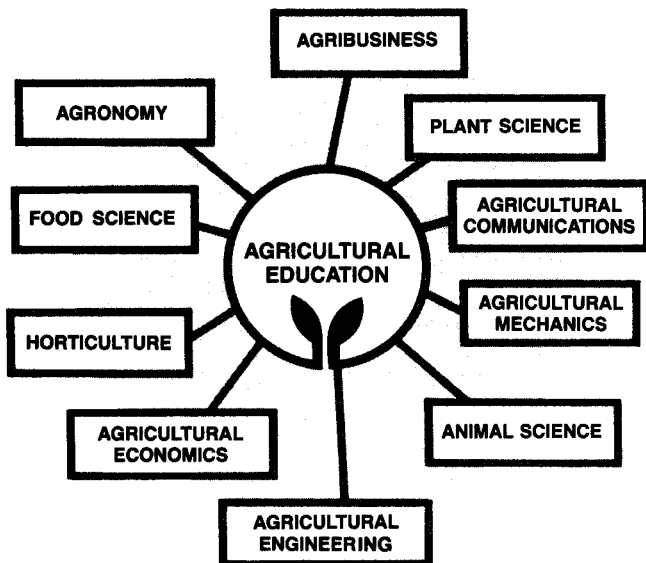
● <i>Agriculture</i>	<i>30 hours</i>
● <i>Agricultural Education</i>	<i>32</i>
● <i>Biological Sciences</i>	<i>11-12</i>
● <i>Physical Sciences</i>	<i>8-9</i>
● <i>Math</i>	<i>7</i>
● <i>Humanities and social sciences</i>	<i>27-30</i>
● <i>Electives</i>	<i>12</i>

TOTAL 128

Many courses have a supervised laboratory or a practical experience component, some of which are conducted off campus.

If you choose the teaching option you may be certified to teach vocational agriculture in Nebraska and other approved states.

DUAL MAJOR: A dual major allows you to specialize in a technical area while at the same time allowing you the flexibility to complete the requirements for a degree in Agricultural Education.



CAREER OPPORTUNITIES

Shaping the Future for the STATE and Nation

If you have a heart for the agricultural concerns of this state and nation, you can make a difference with a degree in Agricultural Education. With the education that you receive in the Agricultural Education program you can affect future generations of agriculturists by teaching vocational agriculture in high school, teaching adults, or working with public interest groups, industry-based programs, governmental groups and others.

A degree in Agricultural Education leads to careers as a:

- *Vocational Agriculture Teacher*
- *Training Programs Administrator*
- *School Administrator*
- *Cooperative Extension Service agent (4-H Youth agent, Extension agent)*
- *Administrator of Industry Based Information Programs*
- *Public Relations Program Administrator*
- *Community College Teacher*
- *Farmer/Rancher*
- *Sales and Service Representative*
- *International Agriculture Worker*
- *Agricultural Finance Representative*
- *Adult Instructor*
- *Peace Corps Worker*
- *Government Agency Employee, (Ex. SCS, ASCS, FmHA, etc.)*
- *Public Service Organization Representative (Farm Bureau, various livestock and crop boards)*
- *Farm Business Management Instructor*
- *and MANY OTHERS*

You can see that a wide range of careers are open to you with a degree in Agricultural Education. Approximately 50% of our graduates teach high school vocational agriculture. The other 50% choose from the other opportunities listed above or select a career that requires the special skills learned in Agricultural Education.

FIGURE 4.2
Current Undergraduate Promotional Brochure
Department of Agricultural Education



**FIRST STEP IN MAJORING
 IN AGRICULTURAL
 EDUCATION AT UNL**

For application forms or information about admission procedures, housing, tuition, fees, and financial aid, contact the Office of:

Pre-Admissions Activities
106 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0417.

Within Nebraska, you may call toll-free 1-800-742-8800 or telephone (402) 472-2023 if calling from Lincoln or out-of-state.

For direct contact with the Department of Agricultural Education call (402) 472-2807 or write:

**Department of Agricultural
 Education**
300 Agricultural Hall
University of Nebraska
Lincoln NE 68583-0709

Funded as a special project of the Vocational Equity Section, Nebraska Department of Education the Carl D. Perkins Vocational Education Act.

RETURN POSTCARD

Please send me information about a major in Agricultural Education at the University of Nebraska-Lincoln

Name _____

Address _____

Home phone _____

Date of graduation _____

Name of high school _____

Social Security # _____

Parents name _____

(address if different)

Check all that apply:

- Please send me information about housing, and an application for admission to UNL
- Please send me information about Agricultural Education
- Please send me information about financial assistance
- I am interested in Agricultural Education. Please call me at _____

If you are interested in visiting the UNL Campus, please call 402-472-2807.

For general information about UNL, please call our toll free number 1-800-742-8800.

**EMPLOYMENT TRENDS
1984-89
DEPARTMENT OF AGRICULTURAL EDUCATION**

Of the 1989 graduates from the University of Nebraska Department of Agricultural Education, 90% secured positions within the teaching profession of Agricultural Education. Of the ten graduates in teaching in 1989, six were dual majors from within the College of Agriculture. From the years of 1984 to 1989, over 70% of the graduates from the Department of Agricultural Education were placed in either teaching or business positions.

1989 Graduates

Majors: Single (4) Dual (6)

A. Graduate Study	-
B. Business/Industry	-
C. Teaching	9
D. Farming/Ranching	-
E. Government	1
F. Miscellaneous	-
G. Not Seeking	-
H. Unknown	-

1988 Graduates

Majors: Single (15) Dual (3)

A. Graduate Study	2
B. Business/Industry	5
C. Teaching	7
D. Farming/Ranching	3
E. Government	1
F. Miscellaneous	-
G. Not Seeking	-
H. Unknown	-

1987 Graduates

Majors: Single (19) Dual (2)

A. Graduate Study	2
B. Business/Industry	7
C. Teaching	5
D. Farming/Ranching	2
E. Government	1
F. Miscellaneous	1
G. Not Seeking	-
H. Unknown	3

1986 Graduates

Majors: Single (16) Dual (3)

A. Graduate Study	1
B. Business/Industry	4
C. Teaching	8
D. Farming/Ranching	3
E. Government	3
F. Miscellaneous	-
G. Not Seeking	-
H. Unknown	-

1985 Graduates

Majors: Single (9) Dual (4)

A. Graduate Study	-
B. Business/Industry	5
C. Teaching	5
D. Farming/Ranching	3
E. Government	-
F. Miscellaneous	-
G. Not Seeking	-
H. Unknown	-

1984 Graduates

Majors: Single (16) Dual (6)

A. Graduate Study	1
B. Business/Industry	6
C. Teaching	10
D. Farming/Ranching	3
E. Government	2
F. Miscellaneous	-
G. Not Seeking	-
H. Unknown	-

ENROLLMENT TRENDS
DEPARTMENT OF AGRICULTURAL EDUCATION

The information contained in Table 4.2 shows that enrollment in the Department of Agricultural Education has been on a steady decline over the past five years, following enrollment trends in the College, but has bottomed out at the undergraduate level. Overall, total enrollment at the undergraduate level is down some 37.5 percent over the past five years while this year, total enrollment is up 2.27 percent over a year ago. Graduate enrollment, while down, is more difficult to analyze as far as a trend might be concerned.

Table 4.3 reflects the total number of degrees granted over the past five years. This data is consistent with that found in Table 4.2.

Table 4.4 shows the total student registration in the department by College. It is interesting to note that about fifty percent of the students enrolled in Agricultural Education courses come from other colleges. This figure has remained fairly constant over the five year reporting period.

Information regarding number of sections, registrations, average class size and student credit hours is shown in Table 4.5. A nineteen percent increase in student credit hours has been shown in the department over the past five years. Table 4.6 further refines the data by showing student contact hours.

In total, student contact hours have risen by 46.3 percent over the five year period at the undergraduate level and have risen 13.4 percent at the graduate and professional level.

TABLE 4.2
NUMBER OF DEPARTMENTAL MAJORS
1985-86 TO 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

Year	Undergraduate						Graduate
	Freshman	Sophomore	Junior	Senior	Unclassified	Total	Total
1985-86	11	13	23	25	0	72	6
1986-87	6	11	12	35	0	64	7
1987-88	9	4	12	27	0	52	8
1988-89	10	10	10	14	0	44	7
1989-90	14	9	8	14	0	45	5
% Change from 1985-86 to 1989-90	27.27	(30.77)	(65.22)	(44.00)	--	(37.50)	(16.67)
% Change from 1988-89 to 1989-90	40.00	(10.00)	(20.00)	0.00	--	2.27	(28.57)

NOTE: Majors included are: Agricultural Education

Source: Enrollment by Major, Undergraduate and Graduate, Office of Institutional Research, Planning & Fiscal Analysis

IRP&FA, 2/21/90

TABLE 4.3
NUMBER OF DEGREES AWARDED BY LEVEL
1984-85 THROUGH 1988-89
DEPARTMENT OF AGRICULTURAL EDUCATION

<u>Year</u>	<u>Bachelor's Degree</u>	<u>Master's Degree</u>	<u>Doctor's Degree</u>	<u>Total</u>
1984-85	12	7	--	19
1985-86	15	4	--	19
1986-87	14	5	--	19
1987-88	17	5	--	22
1988-89	11	5	--	16
Percent Change				
from 1984-85				
to 1988-89	(8.3)	(28.6)	--	(15.8)
Percent Change				
from 1987-88				
to 1988-89	(35.3)	0.0	--	(27.3)

Source: UNL Academic Budget Planning Data--Trend Analysis, 1984-1988,
and UNL HEGIS and IPEDS Reports for above years; Office of
Institutional Research, Planning and Fiscal Analysis

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

IRP&FA, 2/22/90
a:\11aged.xls, csh, #4

TABLE 4.4
STUDENT REGISTRATIONS IN THE DEPARTMENT BY COLLEGE
FALL SEMESTERS 1985-86 TO 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

College	1985-86	1986-87	1987-88	1988-89	1989-90
Agriculture	179	172	170	133	180
Architecture	--	2	1	3	3
Arts & Sciences	22	27	19	25	35
Business Admin.	31	33	27	38	46
Engineering	1	--	6	1	2
Graduate	26	36	18	31	31
Home Economics	14	17	17	19	23
Law	--	--	--	--	--
Teachers	14	12	17	18	24
Other & Undeclared	19	16	22	34	31
TOTAL	306	315	297	302	375

Source: Course registration by College of Origin, 1985 to 1989.

IRP&FA, 2/26/90

TABLE 4.5
NUMBER OF COURSE SECTIONS, REGISTRATIONS,
AVERAGE CLASS SIZE, AND STUDENT CREDIT HOURS
FALL SEMESTERS 1985-86 AND 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

Course Number	1985-86				1989-90			
	No. of Sections	Registrations	Average Class Size	Student Credit Hours	No. of Sections	Registrations	Average Class Size	Student Credit Hours
102	5	126	25	378	5	144	29	432
134	1	38	38	76	1	33	33	66
202	1	15	15	30	2	32	16	64
202L	--	--	--	--	2	22	11	22
294	1	26	26	52	--	--	--	--
313	1	11	11	22	1	5	5	10
331	1	21	21	62	1	40	40	118
405	1	6	6	30	1	12	12	60
408	1	6	6	18	--	--	--	--
413	1	6	6	18	1	12	12	36
431	1	6	6	48	1	12	12	92
496	1	18	18	52	2	32	16	73
805	1	17	17	51	1	17	17	51
824	1	2	2	6	1	10	10	30
890F	1	4	4	12	--	--	--	--
896	--	--	--	--	2	3	2	7
899	--	--	--	--	1	1	1	6
904	1	3	3	9	--	--	--	--
996	1	1	1	3	--	--	--	--
Total	20	306	15	867	22	375	17	1,067

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TABLE 4.6
NUMBER OF CLASS REGISTRATIONS, STUDENT CREDIT HOURS,
AND STUDENT CONTACT HOURS BY LEVEL
FALL SEMESTERS 1985-86 TO 1989-90
DEPARTMENT OF AGRICULTURAL EDUCATION

Year	Total			Lower Level			Upper Level			Graduate & Professional		
	No. of Regls.	Credit Hours	Contact Hours	No. of Regls.	Credit Hours	Contact Hours	No. of Regls.	Credit Hours	Contact Hours	No. of Regls.	Credit Hours	Contact Hours
1985-86	302	855	648	205	536	472	74	250	107	23	69	67
1986-87	315	972	632	178	490	422	114	414	153	23	68	57
1987-88	297	922	827	171	467	397	109	402	389	17	53	41
1988-89	302	858	790	198	534	505	72	226	202	32	98	83
1989-90	375	1,067	945	231	584	511	113	389	358	31	94	76
% Change from 1985-86 to 1989-90	24.2	24.8	46.3	12.7	9.0	8.3	52.7	55.6	234.6	34.8	36.2	13.4
% Change from 1988-89 to 1989-90	24.2	24.4	19.6	18.7	9.4	1.2	56.9	72.1	77.2	(3.1)	(4.1)	(8.4)

Source: Analysis of Course Offerings, Class Size, Teaching Load, and Credit Hour Costs, Fall Semesters, 1985-86 through 1989-90 (Tables 7, 103, 203), Office of Institutional Research, Planning and Fiscal Analysis.

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