

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

ALEC Department Materials and History

Agricultural Leadership, Education &  
Communication Department

---

April 1990

## Self-Study Report: 06 Graduate Programs

Follow this and additional works at: <https://digitalcommons.unl.edu/aglecdeptmatls>



Part of the [Other Public Affairs, Public Policy and Public Administration Commons](#)

---

"Self-Study Report: 06 Graduate Programs" (1990). *ALEC Department Materials and History*. 9.  
<https://digitalcommons.unl.edu/aglecdeptmatls/9>

This Article is brought to you for free and open access by the Agricultural Leadership, Education & Communication Department at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in ALEC Department Materials and History by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

# GRADUATE PROGRAMS

## TABLE OF CONTENTS

	Page
MISSION OF GRADUATE PROGRAMS . . . . .	126
DESCRIPTION OF THE GRADUATE PROGRAM. . . . .	127
Terminal Degrees . . . . .	128
Education Specialist . . . . .	128
Doctor of Education . . . . .	128
Doctor of Philosophy . . . . .	129
ADMINISTRATION OF GRADUATE PROGRAMS	
Graduate Committee Structure . . . . .	130
Admission Procedures . . . . .	130
Appointment of Graduate Advisor and Graduate Committee . . . . .	131
Orientation and Retention . . . . .	131
Program Evaluation. . . . .	131
STATUS OF GRADUATE PROGRAMS	
Graduate Faculty . . . . .	133
Table 5.1 Graduate Faculty Status and Advising, 1989-90 . . . . .	134
Course Offerings in Agricultural Education. . . . .	135
Student Enrollment. . . . .	138
Table 5.2 Graduate Only Enrollments in Agricultural Education Courses, 1984-1989. . . . .	138
RECOMMENDATIONS . . . . .	139
APPENDICES	
I Graduate Student In-Residence Growth Plan Guidelines. . . . .	140
II Sequence of Agricultural Education Courses. . . . .	142
III Thesis and Non-Thesis Research Titles of Graduates . . . . .	144
IV Graduate Informational Brochures . . . . .	148

### **MISSION OF GRADUATE PROGRAMS**

The mission of the graduate program in Agricultural Education is to assist students in developing and applying the advanced knowledge and skills needed to provide both formal and informal education in agriculture and leadership to domestic as well as international students. Students elect to pursue professional employment in public secondary and postsecondary institutions, adult and extension education, private business and industry, as well as government service.

## DESCRIPTION OF THE GRADUATE PROGRAM

The Department of Agricultural Education provides opportunities for pursuing the Master of Science in Agricultural Education, a Specialist Degree in Vocational and Adult Education, and either an Ed.D. or Ph.D. in Education.

Entrance requirements specify that candidates for the Master of Science Degree with major in Agricultural Education must possess a bachelors degree in an appropriate field from an accredited institution.

Three options for the Master of Science Degree are available as follows:

### Option I

Under this option, a student must earn a minimum of 30 semester hours of credit, consisting of 20-24 semester hours of regular courses, and a thesis equivalent of 6-10 semester hours. At least one-half of the required work, and the thesis, must be taken in one major. The remaining work may be in supporting courses or in a minor consisting of at least 9 hours.

### Option II

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 at least one minor. A thesis is not required. If one major is selected, the student must earn 18 hours in the major; if two minors are selected, 15 hours must be earned in the major.

### Option III

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 counterparts). The program must include not fewer than 18 hours in the major, and is designed for students interested in advanced degree work.

Written Comprehensive Examinations and an Oral Examination are required to cover the student's program of study in all three options above.

Required courses for the M.S. degree are:

Option I	Option II	Option III
Ag Ed 805	Ag Ed 805	Ag Ed 805
Ag Ed 845	Ag Ed 845	Ag Ed 845
*Ag Ed 899 Thesis	*Ag Ed 996 (2-6 hours)	*Ag Ed 996 (2-6 hours)
**Ed Psych 859-Statistics	One Minor	**Ed Psych 859-Statistics
	**Ed Psych 859-Statistics	

\*Pre-requisite Ag Ed 845

\*\*Strongly recommended

The Master of Science Degree in Agricultural Education may be earned in any one of four areas of emphasis:

1. **Teaching and Instruction**
2. **Extension Education**
3. **Leadership and Human Resource Development**
4. **International Agricultural Education**

Courses required for each emphasis area will include the required courses for the option selected as well as specific courses taken in the emphasis area. In all emphasis areas, students are encouraged to develop and maintain a highly personalized and individualized program of study that will meet their personal and professional career objectives. Courses may be selected within the Department of Agricultural Education, or through study in departments throughout the University. A minimum of 18 credit hours must be earned in agricultural education course work.

Students who desire the Extension Emphasis are required to include in their program Ag Ed 832 and 833, in addition to the above.

Students who desire the Leadership and Human Development Emphasis are required to include in their program Ag Ed 802 (under development), in addition to the above.

Students who desire the International Emphasis are required to include in their program Ag Ed 833 and 890B, in addition to the above.

Applicants must file a Memorandum of Courses, which outlines the M.S. program of study, through their graduate advisor, before completing 50 percent of the total M.S. program.

### **Terminal Degrees**

The Department of Agricultural Education does not offer a graduate degree beyond the Master's Degree. Agricultural Education staff members hold joint appointments within the UNL Teachers College, and advise students pursuing Doctoral degrees or Educational Specialist degrees offered through the graduate program in Teachers College. They are described as follows:

### **Educational Specialist**

The Educational Specialist degree program provides for practitioners in the field to upgrade their professional skills, and is offered through the Department of Vocational and Adult Education, UNL Teachers College.

### **Doctor of Education**

The emphasis here is upon the application of theory to the improvement of educational practice. The person holding the Doctor of Education degree is a practitioner of education, but one whose practice is drawn from a highly developed, scholarly study of educational theory coupled with skills of analysis which permit direct application of that theory.

## **Doctor of Philosophy**

The emphasis here is upon the generation of new knowledge or the reformulation of existing knowledge as a basis for the development of educational theory. The person working toward this degree will plan a highly developed set of research competencies.

---

## ADMINISTRATION OF GRADUATE PROGRAMS

### Graduate Committee Structure

The Departmental Graduate Committee is composed of the six Graduate Fellows as permanent members, and two Graduate Faculty members, who are elected by the Graduate Fellows to serve two-year terms. It is intended that all Graduate Faculty members be rotated as Graduate Committee members.

The Graduate Committee meets monthly to review admission applications and discuss other policy and procedural matters as may be placed on its agenda.

The Graduate Committee is responsible directly to the UNL Graduate College for administering the graduate program within the department.

### Admission Procedures

For the Master of Science Degree in Agricultural Education, the student submits an application, transcript, and three letters of recommendation. A TOEFL score of 500 is required of international applicants. The graduate student's application is voted on by the Departmental Graduate Committee as to acceptance or rejection.

Graduate students will be recommended for admission according to the following categories:

1. **Full Graduate Standing in Agricultural Education**--Students who have and 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 for work leading to a graduate degree.
2. **Provisional Status in Agricultural Education**--Students who have an and undergraduate GPA of 2.5 or higher, and who show potential for successful graduate work, but have deficiencies in prerequisite course work or other 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 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.

## **Appointment of Graduate Advisor and Graduate Committee**

It is the responsibility of the graduate advisor and graduate committee to provide advice and guidance to a graduate student in Agricultural Education. Program areas in which committee input will be sought include memorandum of courses, research design, statistical analysis, thesis and/or report writing, etc. The student should select committee members with the expertise and/or subject interest to assist them in planning and conducting their program, and to evaluate the finished program through the final oral examination.

The graduate advisor will be appointed by the graduate committee at the time of admission to the program.

A mutually acceptable graduate committee will be selected by the student and graduate advisor and approved by the Departmental Graduate Committee. The student's committee will normally consist of the graduate advisor from the department as chair, and two additional eligible staff from the department. A representative from the minor department will also be a member of the committee if the student has an Option II program.

## **Orientation and Retention**

The orientation for graduate students is provided by the Department Head at the beginning of the fall semester, and periodic meetings are held throughout the year.

Each advisor has the responsibility to work closely with the student in the planning and completion of the M.S. program.

A significant part of the graduate student's total experience is the Graduate Student-in-Residence Growth Plan. This professional growth plan, following established departmental guidelines, enables the graduate student to plan and be involved in other activities in addition to courses and work responsibilities, that will help them gain professional expertise and experience. A copy of these guidelines is included in Appendix I.

A "Handbook for Planning and Implementing Graduate Programs for Students in Agricultural Education" was developed in 1988 for use by graduate students and advisors. General procedures for admission, program of study requirements, and thesis guidelines are included. Certain of the policies outlined have recently been changed, and a revised handbook will be prepared when all the changes currently under development are completed. A copy of the present Handbook will be made available to the Review Team.

## **Program Evaluation**

There has been an ongoing program evaluation within the Graduate Committee for the past two years, as the departmental Research and Development thrust was being planned, and as the new Center for Leadership Development was being established.



Because of expanding clientele groups, namely international students, college teachers seeking upgrading in teaching methodology, and potential for graduate leadership education, several major policy steps have been taken within the past years:

1. Revision of the entrance requirements into the Master of Science Degree Program in Agricultural Education
2. Implementation of Research and Development Guidelines by the Department, with leadership in implementation by the Graduate Committee.
3. Four graduate emphasis areas identified, so that clientele can develop specialized programs to better meet their professional goals. These are: a) Teaching and Instruction; b) Extension Education; 3) Leadership and Human Resource Development; and d) International Agricultural Education.
4. Development of a marketing plan to inform advisors and graduate students on the UNL campus about opportunities in the four emphasis areas, and to inform potential graduate students interested in UNL. Two brochures recently developed are enclosed as Appendix IV.

## STATUS OF GRADUATE PROGRAMS

### Graduate Faculty

The Graduate Faculty in Agricultural Education are listed in Table 5.1 by Graduate Faculty membership either as a Fellow, Member, or Non-member. Certain individuals are designated as having courtesy appointments (c).

Graduate Faculty members may teach graduate courses, supervise students enrolled in graduate degree programs, serve on final examining committees for those students, and vote on matters presented to the Graduate Faculty including the election of the Executive Graduate Council and the UNL Graduate Council. Graduate Faculty Fellows may teach graduate courses, supervise and serve on supervisory committees for students working towards all post-baccalaureate degrees, vote on matters presented to the Graduate Faculty, and vote on nominations for Graduate Faculty Fellows.

The Graduate Faculty Members must:

1. Hold the rank of Assistant Professor or above;
2. Hold the terminal degree normally accepted for academic employment in the discipline or its clear equivalent;
3. As part of his or her regular duties be actively involved in graduate student research and/or graduate teaching; and
4. Have demonstrated clear evidence of scholarly activity and potential beyond teaching.

The Graduate Faculty Fellow must meet the qualifications of a Graduate Faculty Member plus have published research and scholarly work of quality. Currently, of the eight (8) budgeted departmental graduate faculty members, 62.5% are Graduate Faculty Fellows.

The current level of graduate student advising by individual faculty members is indicated in Table 5.1, by type of degree and whether a committee member or supervisor in case of doctoral degree programs.

TABLE 5.1

GRADUATE FACULTY STATUS AND ADVISING  
DEPARTMENT OF AGRICULTURAL EDUCATION 1989-1990

Graduate Faculty Fellows (full time)	Number of M.S. Committees (Chair)	Number of M.S. Committees (Other Depts)	Number of Doctoral Committees (Chair)	Number of Doctoral Committees (Member)
Barrett, Leverne	14	2		1
Blezek, Allen	10			
*Dillon, Roy	15	1	1	16
Florell, Robert (c)		3	8	10
Foster, Richard	15	4	5	4
Horner, James	7	2	8	2

\*Chair, Graduate Committee

Graduate Faculty  
Members (less than full time)

Gerhard, Gary (C)	1
Gilbertson, Osmund	5
Rockwell, Kay (C)	
Silletto, Thomas (C)	
Schinstock, J. L. (C)	

Faculty Members  
(not members of Graduate  
Faculty)

Bell, Lloyd
Bergman, Gary
Dodge, Galen
Everett, Duane (C)
Lunde, Joyce
Miller, Elmer

(C) Denotes Courtesy Appointment

## Course Offerings in Agricultural Education

**\*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 5.2 reflects all enrollments from Agricultural Education and cross-listed departments, from 1984-89.

**Student Enrollment**

Below is a summary of the number of M.S. Degrees awarded in Agricultural Education from 1983-84 through 1988-89.

<u>Year</u>	<u>Masters Degree</u>
1983-84	8
1984-85	7
1985-86	4
1986-87	5
1987-88	5
1988-89	5

Currently, 72 graduate students are considered as "active", due to their having been accepted to pursue an M.S. program. Most are teachers of agricultural education at secondary or postsecondary level in Nebraska. Each three years a letter of inquiry is sent to all graduate students who have not registered for graduate coursework asking if they wish to remain active.

Currently, there are two (2) M.S. graduate students and four (4) doctoral students in residence.

**TABLE 5.2**  
**GRADUATE-ONLY ENROLLMENTS IN**  
**AGRICULTURAL EDUCATION COURSES, 1984-89**

Year	AEd 804	AEd 805	AEd 806	AEd 807	AEd 812	AEd 833	AEd 845	AEd 890	AEd 893	AEd 896	AEd 899	AEd 901	AEd 903	AEd 904	AEd 905	AEd 996
83-84	9	25	13	2	9	8	11	7	45	16	8	5	11	9		1
84-85	4	12			6	3	25	16	67	19	1	4	14	14	3	3
85-86	9	42	9		8			21	18	22	3			25		3
86-87	8	38		1	7		11	27	19	33	6	8	9	13		2
87-88	4	24				12	5	26		9	4	8		7		3
88-89	6	30		6	11	5	10	18		16	4	1	6	7		

## RECOMMENDATIONS

The faculty of the Agricultural Education Department has developed the following recommendations to improve the visibility and quality of the graduate program. The recommendations are listed in the order of priority:

1. Initiate the marketing plan designed to inform advisor and graduate students on the UNL campus about opportunities in the four emphasis areas, and to inform potential graduate students interested in UNL.
2. Involve courtesy staff members more extensively in the teaching (and/or assisting) of graduate courses.
3. Establish a review schedule for all graduate courses, in light of new program emphases.
  - a) At the present time two courses, Ag Ed 825 (Planning Cooperative Education) and Ag Ed 942 (Post Secondary Programs) not being offered, are ready for revision.
  - b) Ag Ed 905, an in-service course, is being revised.
  - c) Ag Ed 802, a leadership course, is being developed.
4. Give consideration to utilizing the UNL Extension-Education Center Facilities in Nebraska, the Nebraska Technical Agricultural School at Curtis, and courtesy staff, in the teaching of graduate courses.
5. Plan for the involvement of resident graduate students in manuscript development as part of their growth plan.
6. Urge graduate faculty members, including courtesy staff, to conduct research and development activities in pursuit of Graduate Faculty Fellow status.
7. Utilize the staff of The Center for Leadership Development in course development and encourage them to pursue Graduate Faculty membership in the department.
8. Develop a plan to increase funding from both UNL and outside sources to support graduate assistantships in the Center for Leadership Development.
9. Study ways and means of assisting those graduate students who are fully employed away from UNL (part-time students), to keep on schedule in completion of M.S. programs.



**APPENDIX I**

**Graduate Student-in-Residence  
Growth Plan Guidelines**

**GRADUATE STUDENT-IN-RESIDENCE GROWTH PLAN GUIDELINES**  
**AGRICULTURAL EDUCATION DEPARTMENT**

**RATIONALE:** A comprehensive graduate program in Agricultural Education at UNL allows students three distinct opportunities to gain professional experience and expertise within their graduate program. First, a planned program of study provides the basic coursework necessary to lay a solid educational foundation. Second, departmental assignments for which they receive a salary enable students to participate in the actual day-to-day activities of a staff member. Third, an individual growth-plan allows students the opportunity to identify specific activities in which to participate that both supplements and individualizes their graduate programs. Therefore, growth plan activities will generally be above and beyond the memorandum of study and departmental work assignments, and will be complete during the first semester in residence.

**PROCEDURES**

1. First week: Establish occupational goals (immediate and long range) with assigned graduate advisor. A temporary advisor will be assigned upon assignment as a Graduate Research Assistant, Graduate Teaching Assistant, or upon successful application in a graduate program in Agricultural Education.
2. Second week: Complete growth plan with assistance of advisor. Secure approval of Department Head.
3. End of 8th week: Submit a written report to advisor on progress of growth plan.
4. End of 1st semester: Complete mid-year report.
5. Beginning of 2nd semester: re-evaluate plan and make adjustments - repeat process.
6. Enroll for 1 cr. of 904/Sem. - organize, present one (1) noon seminar per semester; attend all noon seminars.
7. Possible growth plan activities.
  - a. Library research
  - b. Assist with departmental research
  - c. Assist with teaching
  - d. Attend staff meetings
  - e. Analyze strengths/weaknesses, both professional and psychological (self assessment with advisor)
  - f. Write for publication
  - g. Attend professional meetings (state, regional, national)
  - h. Accompany staff on field visits
  - i. Co-advise Agricultural Education student organization
  - j. Activate membership in Agricultural Education organization
  - k. Attend Fall Teacher Assistant workshop
  - l. Attend Chowder Society meetings
  - m. Attend college wide committees with staff
  - n. Participate in State Department internship activities
  - o. Participate in NCA Evaluations of Secondary Programs
  - p. Participate in shadowing experience(s)
  - q. LEAD Program

**APPENDIX II**

**Sequence of Agricultural  
Education Graduate Courses**

Adopted 9-8-87

**SEQUENCE OF AGRICULTURAL EDUCATION GRADUATE COURSES**

COURSE	1988				1989				1990				1991			
	SPR	SSI	SSII	FALL	SPR	SSI	SSII	FALL	SPR	SSI	SSII	FALL	SPR	SSI	SSII	FALL
412/812	X				X				X				X			
422/833	X				X				X				X			
804F	XF				XF				XF				XF			
805	X		X	XA	X	X		XA	X		X	XA	X	X		XA
806				XF				XF								XF
807	X								X							
815	X															
845		X				X		X	X					X		X
903			X			X										
904		X		X				X	X			X				X
905											X				X	
908		X				XF			X					XF		
424/824																
494																
496/896	X															
850				X			X					X			X	
890	X		X				X				X				X	
890D			X				X				X	X			X	
893	X															
890D	X		X													
890ALL																
901				X				X				X				

**APPENDIX III**

**Thesis and Non-Thesis  
Research Titles, of Graduates**

**THESIS AND NON-THESIS  
RESEARCH TITLES OF GRADUATES  
DEPARTMENT OF AGRICULTURAL EDUCATION**

---

**Thesis Titles**

- |                         |  |
|-------------------------|--|
| '84 Registrar, Susan L. | A Profile of Nebraska Extension Agents Related to Their Awareness, Self-Perceived Confidence Levels, Attitudes and Present Practices in Selected Areas of Mass Media Communications. |
| '84 Alouri, Ali         | Sources of Information Helpful to Nebraska Dairy Producers at the Awareness and Adoption Stages for Making Changes in Technology and Practices.                                      |
| '84 Broderick, Jack     | A Survey of Microcomputer Usage, Competencies, and Needs of Nebraska's Secondary Vocational Agriculture Instructors.   |
| '84 DeBoer, Randy       | A Comparison of High and Low Income Farms in the Nebraskaland Farm and Ranch Business Management Education.  |
| '84 Howard, Larry F.    | Needs Assessment for the Snyder Young-Adult Farmer Educational Program.  |
| '84 Tyrrell, Mike       | Factors Which Influence Secondary School Students to Participate in Vocational Agriculture Contests.   |
| '85 Connot, Randall A.  | Personality Type and Its Implication for Students in Northeast High School in Lincoln, Nebraska.   |
| '85 Post, Daniel        | Competencies in Farm Credit Needed/Possessed by Members of the Nebraska Young Farmers/Ranchers Educational Association.  |
| '85 Wesley, James       | A Study of Factors Which Influence Females to Enroll in High School Vocational Agriculture Classes in Nebraska.  |
| '86 Boettcher, Robert   | Factors Influencing the Degree of Cooperation Between County Extension Agents and Vocational Agriculture Teachers in Nebraska.   |
| '86 Davis, Timothy P.   | An Evaluation of the Effectiveness of the Instructional Unit Cooperatives Serving Our Community as Perceived by Nebraska Vocational Agriculture Instructors.                         |
| '87 Spotanski, David R. | Agribusiness Skills by Secondary Vocational Agriculture Students as Perceived by Nebraska Vocational Agriculture Teachers and Agribusiness.  |
| '87 Walla, Lori         | Relationships of Teaching Styles and Learning Styles to Classroom Environment.   |

- '88 Burger, Bruce                      Perceptions of Iowa and Nebraska Legislators Regarding Secondary and Adult Agricultural Education Programs.
- '88 Ceville, Xenia L.                    Relationship Between Adoption Patterns of Technology and MBTI Psychological Type of Farm Operators in Sanders County, Nebraska.
- '88 Sabata, Thomas L.                   Science Concepts Taught in Secondary Vocational Agricultural Programs as Perceived by Nebraska Secondary Vocational Agriculture and Science Instructors.
- '88 Hanson, Mark                        Relationship Between Extent of Student Participation in Extra-Curricular Activities, and Their Attitudes Toward School, in the West Point High School.
- '88 Oberg, Steven                        Public Perception of the St. Edward Vocational Agriculture Program.
- '88 Lechner, Michael                    Parental Perceptions of and Involvement in Nebraska Secondary Agriculture Education Programs.
- '89 Schlautman, Neal                    Agricultural Mechanics Instruction in Nebraska Secondary Vocational Agriculture Programs for the 1990's.

**Non-Thesis Research Papers**

- '84 Wittstruck, Marc S.                   Identification of Factors Influencing Nebraska Vocational Agriculture Teacher Burnout from 1980 to 1983.
- '85 Adelaine, Michael                   A Comprehensive Characterization of Nebraska's Registered Purebred Beef Industry.
- '85 Crosier, Rich                        Employment Opportunities in Agribusiness Occupations Within a 25 Mile Radius of Norfolk, NE.
- '85 Kenning, Dennis                    Causes of Low Enrollment in Vocational Programs in Fairbury High School.
- '85 Malone, Douglas                    Public Perception of the St. Paul Vocational Agriculture Program.
- '86 McIntyre, Paul E.                   Community Curriculum Survey for the Marquette Vocational Agriculture Program.
- '86 Wiechman, Calvin J.                The Influence of Factors on Student Enrollment in Vocational Agriculture Programs in Nebraska Secondary Schools.

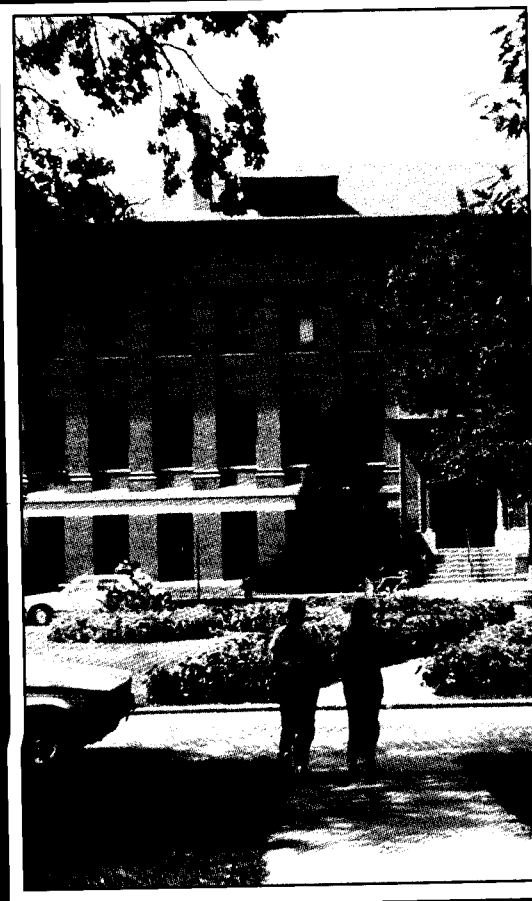
- '87 Umberger, Patrick M. Comparison of Time Spent on the Various Summer Activities by Vocational Agriculture Instructors on 12/9 Contracts and Those on Less Than 12/9 Contracts.
- '88 Gelle, Yusef Development of a Model for Evaluation of Local Extension Programs.
- '89 Rumsey, Douglas Feasibility of Nontraditional Enterprises in Platte County, Nebraska.



**APPENDIX IV**

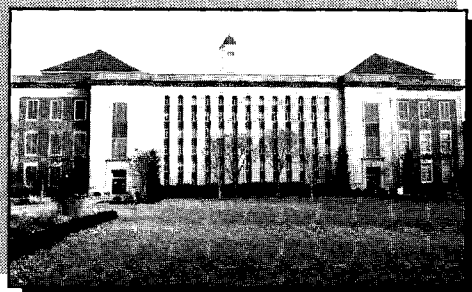
**Graduate Informational Brochures**

**GRADUATE PROGRAMS IN  
AGRICULTURAL  
EDUCATION**



**AT THE  
UNIVERSITY OF NEBRASKA-  
LINCOLN**

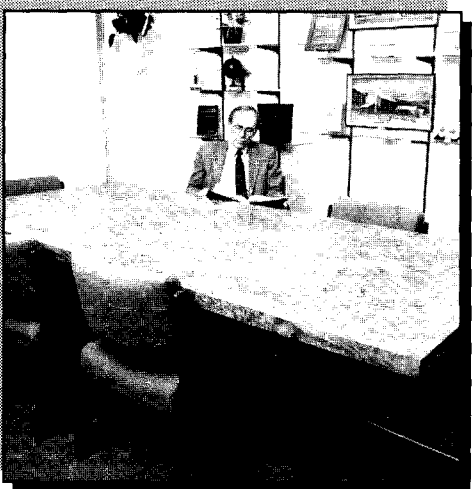




The university libraries include international collections.



Dr. Allen Blezek, Department Head, provides leadership in the Leadership and Human Resource Development Emphasis area.



The professional library and conference area enhances departmental activities.

## Graduate Programs in Agricultural Education at the University of Nebraska-Lincoln

**T**he University of Nebraska was chartered in 1869 by the Nebraska Legislature as the state's public university and land-grant institution. The University of Nebraska-Lincoln (UNL) is the flagship campus for the University of Nebraska system. In addition to bachelor degrees, UNL offers a selection of masters, professional specialist, and doctoral programs, which are offered by a systemwide Graduate College. The University of Nebraska Graduate College was the first established west of the Mississippi River.

The goal of the graduate program in Agricultural Education is to assist students in developing and applying the knowledge and skills needed to provide both formal and non-formal education in agriculture to domestic as well as international students. Students elect to pursue professional employment in public secondary and postsecondary institutions, adult and extension education, private business and industry, as well as government services.

Lincoln, Nebraska (located 50 miles southwest of Omaha) has been described as an All-American city. Lincoln provides the benefits of living in a metropolitan area without the pollution and congestion of a large city. Described as the Midwest's most livable city, it currently enjoys the fastest growth rate of any major metropolitan area in the Midwest.

## Agricultural Education: An Individual Learning Program.

**T**he Department of Agricultural Education provides opportunities for pursuing a Master of Science (MS) in Agricultural Education, a Specialist Degree in Vocational and Adult Education and either an Ed.D or Ph.D. in Education.

The MS degree in Agricultural Education may be earned in any of four areas of emphasis.

- Teaching and Instruction
- Extension Education
- Leadership and Human Resource Development
- International Agricultural Education

Courses required for each emphasis area will include general program requirements as well as specific courses taken in the emphasis area.

In all areas, students are encouraged to develop and maintain a highly personalized and individualized program of study that will meet their personal and professional career objectives. Coursework leading to graduate degrees are offered through the Department of Agricultural Education as well as through study in other Colleges and Departments throughout UNL.

Both thesis and non-thesis options are available to students pursuing an MS degree in the Department. Students are asked to select a graduate advisor and committee to assist them in course selection, professional development and thesis research and writing. Faculty members in the Department of Agricultural Education make graduate student advising a high priority, knowing the significance of the study and experience to the student's future.

## Graduate Degree Requirements in Agricultural Education

### MS - Thesis Option (30 cr)

Ag Ed 805 Instructional Methods (3 cr)  
Ag Ed 845 Research Methods (3 cr)  
Ag Ed 899 Thesis Research (6 cr)

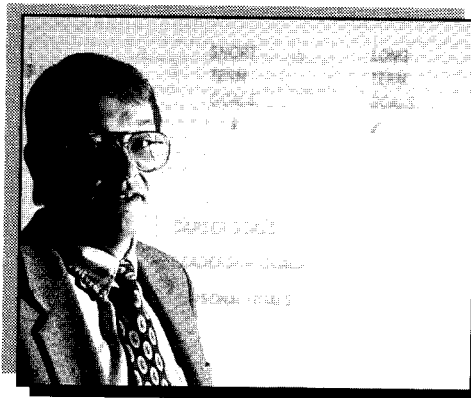
Additional Ag Ed Courses (3-6 cr)  
Elective Courses (9-12 cr)  
Ed Psych 859 - Statistics (3 cr)\*  
Written Comprehensive Examination  
Oral Examination

### MS Non-thesis Option (36 cr)

Ag Ed 805 Instructional Methods (3 cr)  
Ag Ed 845 Research Methods (3 cr)  
Ag Ed 996 Research Other Than Thesis (3 cr)

Additional Ag Ed Courses (9-12 cr)  
Elective Courses (12-15 cr)  
(May include a minor)  
Ed Psych 859 - Statistics (3 cr)\*  
Written Comprehensive Examination  
Oral Examination

\* Strongly recommended



Graduate students receive professional development through the Teaching and Instruction Emphasis area.

## Agricultural Education Courses

802 - Leadership Development for Agricultural Professionals (3 cr). Dynamics of leadership and human resource development in professional agricultural and educational activities.

804f - Problems of Beginning Professionals in Agriculture (3 cr). Instructional and organizational problems affecting new professionals in agricultural education positions.

805 - Advanced Instructional Methods (3 cr). Innovative approach to teaching and learning.

806 - Continuing Education in Agriculture (2-3 cr). Methods of organizing and conducting formal and non-formal adult education programs in agriculture.

807 - Occupational Experience Programs (1-6 cr). Organizing and administering occupational experience programs through formal and non-formal agricultural education programs.

812 - Instructional Materials Development (3 cr). Development and utilization of instructional materials for quality presentations.

832 - Administration of Agricultural Agencies and Organizations (3 cr). Management principles of planning, organizing, directing, staffing, and evaluating activities of agricultural organizations.

833 - Planning and Implementation of Extension Programs (3 cr). Organizing, administering and conducting Extension Programs for domestic and international students.

845 - Research Methods (3 cr). Methods used in the study of problems in professional agricultural and educational areas.

850 - International Agricultural Education and Development (3 cr). Issues of agricultural development and technology transfer in agricultural education.

890 - Workshops and Seminars in Education (1-12 cr).

893 - Workshops and Seminars in Agriculture (1-12 cr).

896 - Independent Study in Agricultural Education (1-9 cr).

899 - MS Thesis Research (6 cr).

901 - Supervision and Administration in Vocational Education (3 cr). Supervision and administration of vocational education programs in the public school system, with emphasis on effective relationships with teachers, boards, administration, etc.

903 - Teacher Education in Agriculture (1-3 cr). Philosophy, objectives and procedures for the pre-service and in-service preparation of teachers.

904 - Seminar in Vocational Education (3 cr). Issues and concerns of the vocational and adult education profession.

908 - Organization of the Agricultural Mechanics Laboratory (2-3 cr). Organizing and maintaining innovative and effective programs of agricultural mechanics at the secondary and postsecondary levels.

913 - Program Development in Agricultural Education (3 cr). Techniques of program development and implementation in agricultural education.

996 - Research Other Than Thesis (2-6 cr). Research selected problems in the agricultural education profession.

## Faculty

**T**he Department of Agricultural Education has an experienced, professional faculty with expertise in a wide range of agricultural, educational, and leadership areas. All have had extensive teaching experience at the secondary and/or university levels. Each faculty member maintains an active research and service function, which may be aligned to the interests of graduate students for research assignments.

### Financial Aid/Assistantships

Some assistantships and graduate stipends are available for both Master of Science and Ph.D. candidates. Assistantships allow students to work closely with established faculty members in teaching, completing research, or gaining other professional competencies. Because assistantship opportunities are in high demand, applications should be made through the Department Head at the earliest possible date.



The micro-computer is an important tool available to staff and graduate students.

## Support Services and Facilities

**A**gricultural Education graduate students in residence at UNL will usually have their own office area, access to departmental computer technology, and secretarial assistance as it may pertain to assigned departmental duties and responsibilities.

UNL maintains two libraries, each with excellent book and reference holdings, as well as services especially useful to graduate students. Computerized literature searches are available at little or no costs.

The NEAR Center offers research design and analysis assistance to faculty and graduate students in the Teachers College as well as the Department of Agricultural Education.

Buros Institute of Mental Measurement is a nationally known repository of standardized testing information and materials. Graduate students and staff may use the Institute at no cost.

The Center For Leadership Development is located in the Department of Agricultural Education. Leadership education programs are conducted for undergraduate and graduate students at UNL, and for many types of organizations across Nebraska. Students seeking experience in leadership development have opportunities for valuable experiences as part of their graduate program.

## Doctoral Programs

**S**tudents with Agricultural Education interests wishing to pursue a Ed.D. or Ph.D. program at UNL will likely enroll in either the Administration, Curriculum and Instruction (ACI) or the Community and Human Resource (CHR) program. Both are doctoral programs in education.

ACI is primarily for those wishing a professional education leading to employment and service to the public education system. CHR is primarily for those wishing to pursue professional preparation for continued employment or service to education in non-formal programs. This may include adult education, extension, human resource development, and training and development. Agricultural Education faculty have Graduate Faculty "Fellow" rank, allowing them to effectively guide doctoral programs in either ACI or CHR.

A minimum credit requirement of 90 credits above the Bachelor's degree is required for a Ed.D. or Ph.D. degree. This includes 20 credits allowed for research and writing of the doctoral dissertation, but not courses in statistics and research methods.



The advisor and student develop a strong working relationship.

## Admission Requirements

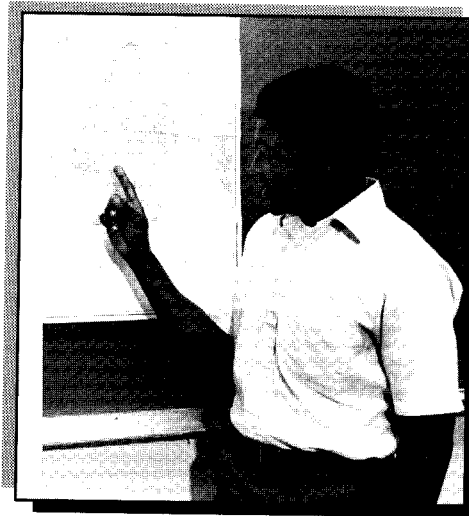
**A**dmission to the Graduate College may be granted to students earning their Bachelor Degree from any accredited institution of higher education in the U.S. which is accepted and recognized by the University of Nebraska-Lincoln.

Procedures for admission may be obtained by writing to:

Graduate Committee Chair  
Department of Agricultural Education  
300 Agricultural Hall  
University of Nebraska-Lincoln  
Lincoln, NE 68583-0709  
(402) 472-2807

or

Graduate Admissions Office  
301 Administration Building  
University of Nebraska-Lincoln  
Lincoln, NE 68588-0434  
(402) 472-2878



Students may prepare through the International Agricultural Education Emphasis Area for education in their home country.

## **EXCELLENCE FOR TOMORROW -**

This publication is designed to acquaint faculty advisors and graduate students with a number of elective courses offered by the Center for Leadership Development/Agricultural Education Department. In the spirit of the Land-Grant mission, these courses can strengthen the young professional in their future teaching, service, or international scholarly or business endeavors. In addition, students can improve their leadership and administrative skills giving them an advantage over their peers in the employment market.

Please feel free to contact the Center where faculty would be glad to answer your specific questions about classes.

### **CENTER FOR LEADERSHIP DEVELOPMENT \* AGRICULTURAL EDUCATION DEPARTMENT**

**Allen G. Blezek, Chair  
300 Agricultural Hall  
University of Nebraska  
Lincoln, Nebraska 68583-0709  
(402) 472-2807**

**Roy D. Dillon, Chair  
Graduate Committee  
300 Agricultural Hall  
University of Nebraska  
Lincoln, Nebraska 68583-0709  
(402) 472-2807**

## **Graduate Electives in**

- \* Teaching**
- \* Leadership**
- \* Extension and  
International  
Agriculture  
Programming**

**Center for Leadership Development/  
Agricultural Education Department**

**Institute of Agriculture  
& Natural Resources**

**University of Nebraska-Lincoln**



# GRADUATE ELECTIVE OFFERINGS

Agricultural Education 805 - (1-3 cr)

## ADVANCED TEACHING METHODS IN OCCUPATIONAL EDUCATION

Students will learn the criteria for effective teaching and methods to assess teaching excellence. Designed for educators to refine their skills as effective teachers, this course is particularly useful for those who may pursue college teaching in education as well as other disciplines. Participants will become familiar with teaching/learning styles, the basic principles of learning, and student motivation. Students will learn how to develop lessons and implement various teaching methods for improved effectiveness.

Agricultural Education 812 - (2-3 cr)

## INSTRUCTIONAL MATERIALS IN OCCUPATIONAL EDUCATION

Objectives and methods of developing a sound program of teaching aids. Students obtain practice in using video in teaching, developing and using computer graphics, production of transparencies, dry mounting, lamination, lettering techniques, producing 35mm slide-tape presentations, using the 35mm camera, developing teaching games, and constructing aids such as charts, graphs drawings, and models. Determining educational adaptation of resource materials found in local schools, communities, and businesses.

Agricultural Education 833 - (3 cr)

## PLANNING AND IMPLEMENTATION OF COOPERATIVE EXTENSION PROGRAMS FOR DOMESTIC AND FOREIGN AUDIENCES

This class focuses on the planning process as it is used in the Cooperative Extension System of the United States. Students will understand the unique features of Cooperative Extension, as well as the steps in program planning, community assessment, and evaluation. Participants will learn to write a plan of work and develop problem solving techniques relevant to a long-range plan. This course applies not only to Extension education but to non-formal educational programs in many agricultural settings.

Agricultural Education 890B - (3 cr)

## INTERNATIONAL EDUCATION AND AGRICULTURAL DEVELOPMENT SEMINAR

The primary purpose of this course is to develop and/or enhance an appreciation for the international interdependence of agriculture in the world and resulting role of agricultural education institutions. Students will develop an appreciation for differences in cultures and the transfer of appropriate levels of technologies to developing countries. The course will be exploratory in that it will expose students to aspects of agriculture which can be covered in more depth in internationally oriented courses in other departments.

Agricultural Education 890D/832 - (3 cr)

## ADMINISTRATION OF AGRICULTURAL AGENCIES AND ORGANIZATIONS

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 participants' 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.

## 1989/90 COURSE SCHEDULE

1989			
Course	SS I	SS II	Fall
805	X		X
890B			X
890D		X	

1990			
Course	Spr	SS II	Fall
805	X	X	X
812	X		
833	X		
890B			X
832		X	