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Self-Study Report: 05 Undergraduate Academic Programs

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Section 5: Undergraduate Academic Programs

INTRODUCTION

Four years ago the Departments of Agricultural Communications and Agricultural Education were merged into one unit. The resultant Department of Agricultural Leadership, Education and Communication (AgLEC) has provided considerable opportunities for growth and development.

The collaborative efforts of the faculty are readily identified in the expanded offerings for students in both the teaching and non-teaching options of the agricultural education major and in the agricultural journalism major, as well as for students from other majors opting for various AgLEC courses. New offerings in human resources development and technical communication have been developed; major changes in the agricultural education program are currently before the curriculum committee of the College of Agricultural Sciences and Natural Resources (CASNR). A minor in leadership and communication, first offered in 1994, has been well received by students from all colleges. Additionally, much work has gone into planning new options in both leadership in agriculture and natural resources and in agriculture and natural resources communication — an option which may be very attractive to students who typically major in agricultural journalism. Minors in environmental communication and/or environmental education are currently in the development stages.

AgLEC graduate Brian Bosshamer's recent master's thesis survey of Nebraska employers of CASNR graduates (1996) reveals that employers place a high value on personal qualities, communication skills, and leadership for the future. All three of these areas come under the purview of this department. There continues to be high demand for graduates of both the agricultural education and agricultural journalism programs. Because UNL is the only school in the state with an agricultural education certification program, it is imperative that we recruit and graduate sufficient numbers to fill the needs of the Nebraska school systems. The supply and demand curves for teachers cannot be predicted. Some years we export teachers to neighboring states; other years Nebraska's needs are great enough to recruit teachers from other states.

Although other postsecondary institutions in Nebraska offer bachelor of science degrees in business, which include preparation in human resources/training and development, their programs do not compete with AgLEC's non-teaching option because they lack supporting agricultural curricula. As a result, agricultural education majors in the non-teaching option are highly employable in ag-related businesses in such areas as human resources, training and development, public relations, and sales. Similarly, the agricultural journalism program produces graduates who are prepared for positions in agricultural publications, newspapers, radio/television, advertising and public relations.

DEGREE STRUCTURE

At UNL, undergraduate students enrolled in one of the majors in the agricultural sciences receive a Bachelor of Science degree in Agricultural Sciences. Undergraduate students enrolled in one of the majors in the natural resources receive a Bachelor of Science degree in Natural Resources. AgLEC offers two majors: agricultural education and agricultural journalism. Students in agricultural education may pursue either a teaching or a non-teaching option. The agricultural journalism major is a dual degree offered jointly between CASNR and the College of Journalism and Mass Communications.

The undergraduate courses offered by AgLEC are listed in Table 5.1 below. Courses are generally offered in the semesters indicated.

Table 5.1 Current AgLEC Undergraduate Course Offerings

Course Number	Course Title	Semesters Offered
102	Interpersonal Skills for Leadership (3 cr.)	Fall, Spring, Summer
134	Introduction to Agricultural Education (2 cr.)	Fall
134L	Early Field Experience in Agricultural Education (1 cr.)	Spring
200	Technical Communication I (3 cr.)	Fall, Spring, Summer
202	Leadership Development in Small Groups and Teams (3 cr.)	Fall, Spring
233	Extension Education (2 cr.)	Fall
237	Introduction to Human Relations in Education (cross-listed as Educational Psychology 237) (2 cr.)	Fall, Spring
294	Planning Leadership and Experience Programs (2 cr.)	Spring
300	Technical Communication II (3 cr.)	Fall, Spring
302	Dynamics of Effective Leadership in Organizations (3 cr.)	Spring
305	Presentation Strategies for Agricultural Audiences (2 cr.)	Spring
308	Laboratory Instruction and Management (3 cr.)	Spring
331	Supervised Field Experiences (2-5 cr.)	Fall, Spring, Summer
337	Instructional Internship in Leadership Development (1-3 cr.)	Fall, Spring, Summer
380	The Dynamics of Agricultural Journalism (3 cr.)	Spring
388	Ethics in Agriculture and Natural Resources (cross-listed as Agricultural Economics 388) (3 cr.)	Spring
399	Independent Study in Communications (1-3 cr.)	Various

Course Number	Course Title	Semesters Offered
405	Methods of Instruction for Secondary Agri-Science Education (3 cr.)	Fall
406	Adult Education in Agriculture (3 cr.)	Fall
412	Multimedia Applications for Education and Training (2-3 cr.)	Fall, Summer
413	Program Development (1 cr.)	Fall
420	Improvement of Instructional Programs for Post-High School Occupational Education (cross listed as Vocational and Adult Education 420/820) (1-3 cr.)	As needed
431	Career Experiences in Agricultural Education (2-8 cr.)	Summer
433	Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences (3 cr.)	Spring
494	Undergraduate Seminar in Agricultural Education (1-3 cr.)	Fall, Spring
496	Independent Study in Agricultural Education (1-9 cr.)	Various
499H	Honors Thesis (3-6 cr.)	Fall, Spring, Summer

Agricultural Education (teaching option)

The undergraduate teacher preparation program follows the guidelines and certification requirements established by the Nebraska Department of Education. Teachers College has additional certification requirements which also must be fulfilled. In addition, students must pass the Pre-Professional Skills Test before they can student teach. Teacher preparation programs at the University of Nebraska-Lincoln follow the accreditation guidelines of the National Council for the Accreditation of Teacher Education (NCATE).

Students in the teaching option follow a common core of general education courses for certification, but have considerable freedom in selecting the agricultural courses they take. Additionally, through individual course scheduling, a teaching candidate can complete the requirements for a biology endorsement. The core courses and curricular requirements for students in the teaching option of the Ag Ed major are listed below and on the next page.

	Credit Hours
College Integrative Courses	**11**
AGRI 103 (Food, Agriculture and Natural Resource Systems)	3
Capstone Course: ALEC 431	8
Mathematics and Analytical Skills (beyond college algebra)	**5**
MATH 180, EDPS 459 or BIOM 201	3
PHIL 211	3

Communication **9**
ALEC 200 (written) 3
COMM 209 or 212 or 311 (oral) 3
ALEC 102 (communication & interpersonal skills) 3
Natural Sciences **12**
Biological Sciences 4
CHEM 109 4
PHYS 141 or MSYM 109 4
Social Sciences **12**
ECON 211 or 212 or AECN 141 3
EDPS 362 3
SOCI 217 3
American History elective 3
Humanities **9**
Performing Arts course 3
Art history, studio art, music (non-music education), theater or dance
Literature course 3
Select from: English, classics or modern languages
Physical and Mental Health 3
Recommend HHPT 100
NOTE: One three-credit hour course with an international focus and one three-credit hour course with a multicultural focus are to be completed as part of the 33 hours required in the natural sciences, social sciences, and humanities. Sociology 217 meets the multicultural requirement.
Agricultural Science **31**
Plant Science 6
Animal Science 6
Agricultural Economics 9
Mechanized Systems Management (excluding MSYM 109) 6
Agricultural Science electives 4
Leadership and Education **24**
ALEC 134 2
ALEC 134L 1
ALEC 202 3
ALEC 294 2
ALEC 305 2
ALEC 308 3
ALEC 405 3
ALEC 406 3
ALEC 413 1
ALEC 494 1
Special Education Competencies 3
SPED 401B or VAED 434
Free Electives **15**
Minimum Credit Hours Required for Graduation **128**

Agricultural Education (non-teaching option)

The non-teaching option was developed to prepare students for careers in agriculture that include an educational component, primarily in the area of agri-business. Students participate in an internship rather than student teaching. Social science requirements are not as restrictive as they are for the teaching option, and no courses in mechanized systems management are required.

ALEC 305, Presentation Strategies, is an integral part of the program, and students take a heavier complement of management classes in place of the other teacher preparation courses. These are the major requirements for students enrolled in the non-teaching option:

	Credit Hours
College Integrative Courses	**11**
AGRI 103 (Food, Agriculture and Natural Resource Systems)	3
Capstone Course: ALEC 431	8
Mathematics and Analytical Skills (beyond college algebra)	**5**
MATH 180, EDPS 459 or BIOM 201	3
PHIL 211	3
Communication	**9**
ALEC 200 (written)	3
COMM 209 or 212 or 311 (oral)	3
ALEC 102 (communication & interpersonal skills)	3
Natural Sciences	**12**
Biological Sciences	4
CHEM 109	4
PHYS 141 or MSYM 109	4
Social Sciences	**12**
ECON 211 or 212 or AECN 141	3
Social Science Electives	9
Select from anthropology, criminal justice, economics, educational psychology, geography (excluding physical), history, human development and the family, political science, psychology, or sociology.	
Humanities	**9**
Select from: AECN/ALEC 388, art (theory and history), classics, English (literature), history, music (theory and history), modern languages and literature, philosophy, religion, and theater arts and dance (theory and history)	
NOTE: One three-credit hour course with an international focus and one three-credit hour course with a multicultural focus are to be completed as part of the 33 hours required in the natural sciences, social sciences, and humanities. Sociology 217 meets the multicultural requirement.	
Agricultural Science	**31**
Plant Science	6
Animal Science	6
Agricultural Economics (including AECN 316 and 452)	12
Agricultural Science electives	7
Leadership, Education and Management	**21**
ALEC 134	2
ALEC 134L	1
ALEC 202	3
ALEC 302	3
ALEC 305	2
MRKT 341	3
MRKT 347	3
ALEC 406	3
ALEC 494	1
Free Electives	**18**
Minimum Credit Hours Required for Graduation	**128**

Agricultural Journalism

Students in the agricultural journalism program earn a degree of Bachelor of Science degree in Agricultural Sciences with a double major in one of the CASNR disciplines and in one of the three Journalism and Mass Communications disciplines: advertising, news-editorial or broadcasting. This model has long been in place in Nebraska, but a national emphasis on broader expertise, following a USDA Challenge Grant study, has been suggested. As we explore the restructuring of our undergraduate degree program (see Goal #1 in the next section), we have developed a proposal for an agriculture and natural resources communication option that enables students to complete course work in several journalism disciplines, rather than limiting themselves to one. The proposal is currently being reviewed by the College of Journalism and Mass Communications. The core courses and curricular requirements for the current agricultural journalism major are listed below.

Requirements for Diversified Agricultural Studies Major

	Credit Hours
College Integrative Courses	**6**
AGRI 103	3
Capstone Course: ALEC 380	3
Mathematics and Analytical Skills (beyond college algebra)	**5**
Includes statistics and PHIL 211 Intro to Modern Logic	
Communication	**9**
Written communication	3
Select from: ENGL 150, 151, 254, 255; VAED 120; ALEC 200	
Oral communication	3
Select from COMM 109, 209, 212 or 311	
Communication & interpersonal skills electives	3
Select from ENGL 101, 102, 150, 151, 252, 253, 254, 255; VAED 120, 325; ALEC 102, 200; COMM 109, 209, 212, 311	
Natural Sciences	**16**
BIOS 101 and 101L	4
CHEM 109	4
MSYM 109 or PHYS 141 or 151	4
AGRO 315 or BIOS 241	4
Humanities and Social Sciences	**12**
ECON 211 or 212 or AECN 141	3
Essential Studies	15
Select one 3-credit course in each of the following five CASNR Essential Studies categories:	
Human Behavior, Culture and Social Organization	
Historical Studies	
Humanities	
Arts	
Race, Ethnicity and Gender	
Elective	3
Select from lower level modern languages courses or one of the CASNR Essential Studies categories above.	

Agricultural Sciences **43-45**

A minimum of 20 hours must be completed at the 200-level or above and a minimum of 10 hours at the 300-level or above. In meeting degree requirements, students must have a course in four CASNR departments or areas.

Production and Production Management 12

Must include course work in at least two of the following departments: agronomy, animal science, horticulture, mechanized systems management.

Select from: AGRO 131, 204, 240,2 69, 366, 405; ASCI 100, 150, 200, 240, 250, 300B, 300D, 300E, 320, 330, 340, 341, 350, 360, 452, 453, 454, 455, 456, 457; ENTO 109; FFWL 310; HORT 130, 221, 260, 325, 327, 350, 351, 362; MSYM - all except 109, 342, 354, 364, 462

Commodity Protection 5-6

Select from AGRI 200, AGRO 220, ENTO 115, 203, 308, 409, FDST 403, 405, 406, 425; FFWL 348; MSYM 342, 364; PLPT 369; VBMS 303, 441

Utilization 5-6

Select from ASCI 210, 211, 300, 310, 410; FDST 131, 203, 418, 412, 429, 455; HORT 170, 200, 261, 262, 266, 339, 341, 417

Economics and Mangement 12

Must include nine credit hours in agricultural economics. Select from all AECN except 388; ALEC 202; FFWL 423; MSYM 462

Resource Characterization 9

Select from AGRO 152, 340, 361, 440, 442, 444, 445, 477: FFWL 211, 224, 311, 323, 350; HORT 212, 408, 425; MSYM 354; NRES 100

NOTE: Two courses at the 300-level or above with a communication intensive requirement are to be completed as part of the major requirements. One three-credit course with an international focus is to be selected from the list under "International Affairs Minor (Agricultural Emphasis")

Free Electives **26-28**

Credits Required for Graduation **128**

Requirements for Journalism Major

All agricultural news-editorial and agricultural-broadcasting students must complete 30 hours of journalism courses and all agricultural-advertising students must complete 33 hours of journalism courses, including those listed below for the various disciplines.

	Credit Hours
Agricultural Advertising	
ADVT 281 Intro to Advertising	3
ADVT 283 Beginning Writing for Advertising	3
ADVT 357 Advertising Copywriting	3
ADVT 358 Advertising Layout and Production	3
ADVT 360 Advertising Media Strategy	3
JOUR 485 History of Mass Media	3
JOUR 486 Communication Law	3
JOUR 487 Mass Media and Society	3
Electives	6

Agricultural Broadcasting

BRDC 226 Intro to Principles of Broadcasting 3
BRDC 227 Principles of Radio and Television 3
BRDC 228 Broadcasting Production 3
BRDC 369 Cinematography/Videography 3
BRDC 370 Broadcast Writing 3
BRDC 372 Adv Reporting for Broadcasting 3
JOUR 485 History of Mass Media 3
JOUR 486 Communication Law 3
JOUR 487 Mass Media and Society 3
Electives 3

Agricultural News -Editorial

NEWS 217 Typography 3
NEWS 280 Principles of Editing 3
NEWS 282 News Writing and Reporting 3
NEWS 284 Intro to Photojournalism 3
NEWS 371 Advanced Reporting 3
NEWS 381 Newspaper Editing 3
JOUR 485 History of Mass Media 3
JOUR 486 Communication Law 3
JOUR 487 Mass Media and Society 3
Electives 3

Students complete the requirements for the diversified agricultural studies major and substitute 26-28 hours of journalism courses in the area designated free electives in the major. The capstone course, Dynamics of Agricultural Journalism, is substituted for a journalism elective and the additional hours are taken above the standard 128 required for graduation, unless an appropriate substitution for a communication elective can be made during the student's course load.

AgLEC is the academic home for the agricultural journalism program. This dual major is administered by Terry Meisenbach, coordinator of the program. Advising of all agricultural journalism majors is done by AgLEC faculty members, but many majors choose to affiliate with another faculty member in the College of Journalism and Mass Communication for an informal tie to that college. AgLEC does teach some courses that apply to major requirements (i.e., capstone course and communication courses in the general requirements).

Minors Offered Through AgLEC

AgLEC began offering a minor in leadership and communication in 1994, to meet the needs of students who wanted to major in a specific agricultural or natural resources discipline, but wanted a concentrated course of study in the areas of leadership and communication to help strengthen their "employability" base. The minor augments the technical skills students develop in their majors by helping them become strong leaders and effective communicators, while building interpersonal skills. Students can take either an 18-hour minor, which includes upper and lower division courses, or a 12-hour minor, consisting exclusively of upper level courses. The course requirements are listed on the next page.

Credit Hours

18-Hour Minor

ALEC 102 Interpersonal Skills for Leadership 3
ALEC 202 Leadership Development in Small Groups and Teams 3
ALEC 300 Technical Communication II 3
ALEC 305 Presentation Strategies for Agricultural Audiences 2
ALEC 494 Seminar in Leadership 1
A minimum of six hours from:
- ALEC 200 Technical Communication I 3
- ALEC 302 Dynamics of Effective Leadership in Organizations... 3
- ALEC 337 Instructional Internship in Leadership Development... 3
- ALEC 380 Dynamics of Agricultural Journalism 3
- ALEC 388 Ethics in Agriculture and Natural Resources 3

12-Hour Minor

ALEC 300 Technical Communication II 3
ALEC 302 Dynamics of Effective Leadership in Organizations 3
ALEC 305 Presentation Strategies for Agricultural Audiences 2
ALEC 494 Seminar in Leadership 1
One of the following courses:
- ALEC 337 Instructional Internship in Leadership Development... 3
- ALEC 380 Dynamics of Agricultural Journalism 3
- ALEC 388 Ethics in Agriculture and Natural Resources 3

Considerable interest has been shown in the minor program. However, students typically do not "declare" minors in the same way they declare majors, so we have been unable to accurately count the number of students so far who have earned the minor in leadership and communication.

College/University "Service Courses"

In addition to the formal undergraduate programs in Agricultural Education and Agricultural Journalism, AgLEC plays a key role in providing instruction in communication and leadership for students in other CASNR and UNL programs. Key service courses which the department provides include:

ALEC 102 . . Interpersonal Skills for Leadership
ALEC 200 . . Technical Communication I
ALEC 202 . . Leadership Development in Small Groups and Teams
ALEC 300 . . Technical Communication II
ALEC 302 . . Dynamics of Effective Leadership in Organizations

Twelve to 15 sections of both ALEC 102 and ALEC 200/300 are offered each semester. For many years, technical communication has been and continues to be a required course (or a recommended option) for majors in many departments in CASNR as well as in the Colleges of Engineering and Technology and Human Resources and Family Sciences. An increasing number of departments are including the human resources and leadership courses in their curricula. Service courses offered by AgLEC generate more student credit hours than most CASNR

departments generate through their entire curricular offerings. Although these courses are identified as service courses, they also are integral to the programs of study for AgLEC majors.

Courses in the leadership sequence (102, Interpersonal Skills; 202, Leadership Development in Small Groups and Teams; and 302, Dynamics of Effective Leadership in Organizations) are taken by students from across the university, including the Colleges of Business Administration, Arts and Sciences, Human Resources and Family Sciences, Teachers, Engineering and Technology, as well as Agricultural Sciences and Natural Resources.

PROGRAM GOALS & RATIONALE

The undergraduate program in agricultural education provides students with the communication and interpersonal skills, leadership training, and knowledge of technical agriculture necessary to be certified as secondary teachers of agricultural education. The program also prepares students for careers in postsecondary education, the agribusiness industry in training and/or development, adult education, and international service. Agricultural journalism is unique because it prepares students for work in two areas. Because students graduate with degrees in both agriculture and journalism, they are qualified to pursue careers in either field or a combination of the

Undergraduate program goals have been developed by the faculty as part of the five-year IANR strategic plan. They include:

***Goal 1**: Restructure the undergraduate degree program to offer a single degree with three or more options (e.g., Teacher Preparation; Leadership in Agriculture and Natural Resources; Agriculture and Natural Resources Communication; Environmental Education).*

Rationale: There is a strong need for a program in the development of human resources and communication in agriculture. AgLEC is in the best position to provide such a program for agricultural sciences and natural resources students and employers, either through an expanded major or through minor programs of study. The department's broadened mission — to provide leadership in advancing IANR's human resource development vision — means that our client groups now extend beyond the traditional agricultural education and agricultural journalism students. Our original goal had been to develop three different majors, but the CASNR Curriculum Committee encouraged us to retain a single major and develop more specific supporting options to meet the changing needs of the people we serve.

***Goal 2**: Evaluate and redesign individual undergraduate course offerings, based on:*

- assessment of student and employer needs;
- integration of leadership, education, communication/journalism, with appropriate faculty collaboration;
- relevance and currency of courses and course content and objectives;
- relationships between and among courses and potential for Integrated/Essential Studies designation; and
- identification of courses appropriate for delivery via distance education.

Rationale: We need to review our offerings in light of our plans to restructure the degree, to meet the needs of new kinds of learners, to determine which courses fit where, and to decide what new courses are needed, what old courses are not. A survey of students, graduates, and employers is a logical first step in providing the information needed to accomplish such a review.

***Goal 3**: Explore the feasibility of creating an option or a minor in environmental communication and education, or incorporating an environmental emphasis into existing majors and minors.*

Rationale: State educators and agribusiness leaders indicate a strong need for both environmental education and environmental communication. Substantiation of this need through a statewide survey will be required by the CASNR Curriculum Committee and the Commission for Postsecondary Education if the department is to pursue these two instructional areas.

***Goal 4:** Re-evaluate current collaborative linkages and pursue additional partnerships with other colleges, departments and units (e.g., Journalism and Mass Communication, Communication Studies, Natural Resources, Communication and Information Technology).*

Rationale: Although the department has established very good working relationships and has undertaken several collaborative projects with other departments, new programs are going to require new linkages. Programmatically we depend heavily on other units to provide instruction in areas of declarative knowledge, while we provide instruction in procedural knowledge about information delivery systems and human resources training.

***Goal 5**: Provide opportunities in undergraduate courses for students to learn and use new communication and educational technologies.*

Rationale: The use of information technology is becoming widespread in schools, government agencies and businesses. Faculty need to learn how to use such technologies in their teaching and help students learn their practical applications in their future careers.

BASIC PROGRAMS/CURRICULUM DATA

Five-year program data for the AgLEC Department appear below and on the next four pages.

Table 5.2 Number of Course Sections, Registrations, Average Class Size, and Student Credit Hours, Fall Semesters 1991-92 and 1995-96

Course Number	1991-92				1995-96			
	# of Sections	Regis-trations	Average Class Size	Student Credit Hours	# of Sections	Regis-trations	Average Class Size	Student Credit Hours
102	10	282	28	846	15	347	23	1041
134	1	26	26	52	1	26	26	52
200	18	305	17	915	11	191	17	573
200C	1	5	5	15	—	—	—	—
202	2	40	20	120	2	27	13	81
300	—	—	—	—	4	82	21	246
331	1	29	29	85	1	1	1	3
331A	—	—	—	—	1	43	43	130
331B	—	—	—	—	1	6	6	16
331E	—	—	—	—	1	21	21	63
388	—	—	—	—	1	12	12	36
399	1	1	1	2	—	—	—	—
405	1	10	10	30	1	10	10	30
406	1	11	11	33	1	12	12	36
413	—	10	10	10	1	10	10	10
431	1	10	10	80	2	14	7	96
494	1	11	11	11	1	12	12	12
496	1	29	29	86	1	12	12	36
Total	40	769	35	2285	47	826	34	2461

Source: Office of Institutional Research and Planning

Please note: Data for Table 5.2, comparing course enrollments in 1991-92 and 1995-96, were provided by the Office of Institutional Research and Planning and pertain to courses offered in the **fall semesters only**. Some courses are not listed in this table because they were not offered in the fall semesters of those years. Enrollment in ALEC 200 (Technical Communication I) decreased from 1991-92 to 1995-96 because ALEC 300 (Technical Communication II) — intended for juniors and seniors — was added as a new course in 1994, at which time enrollment in ALEC 200 was limited to freshmen and sophomores. ALEC 202 (Leadership Development in Small Groups and Teams) was offered only in the fall semester of 1991-92, but since then two sections of the course have been offered in both fall and spring semesters. The table shows a moderate decline in fall semester enrollment, but the added spring semester sections have led to an overall increase in enrollment.

Table 5.3 Number of Class Registrations, Student Credit Hours, and Student Contact Hours by Level, Fall Semesters 1991-92 to 1995-96

Year	Total			Lower Level			Upper Level		
	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours
1991-92	800	2377	2125	658	1948	1464	111	337	568
1992-93	828	2476	2129	679	2014	1661	124	386	419
1993-94	768	2268	2131	644	1907	1698	95	276	362
1994-95	832	2427	2582	622	1838	1838	181	501	660
1995-96	860	2564	2638	591	1747	1747	235	714	788
%change from 1991-92 to 1995-96	7.5	7.9	24.1	(10.2)	(10.3)	19.3	111.7	111.9	38.7
%change from 1994-95 to 1995-96	3.4	5.6	2.2	(5.0)	(5.0)	(5.0)	29.8	42.5	19.4

Source: Office of Institutional Research and Planning

The offering of ALEC 300 for juniors and seniors had the natural effect of decreasing enrollment in lower level courses and increasing upper level enrollment. Students who normally would have taken ALEC 200 late in their college programs are now enrolling in ALEC 300. An additional course offering, ALEC 388, came into being after the 1991-92 academic year and also has contributed to an increase in registrations in upper level courses.

Table 5.4 Student Credit Hours Per FTE Instructional Faculty By Level, Fall Semesters, 1990-91 to 1994-95 (Excluding Graduate Assistants)

Year	Total			Lower Level			Upper Level		
	FTE Instr. Faculty	SCH	SCH/ FTE	FTE Instr. Faculty	SCH	SCH/ FTE	FTE Instr. Faculty	SCH	SCH/ FTE
1990-91	5.27[1]	1279	242.7	3.09	761	246.3	1.25	392	313.6
	5.27[2]	909	171.8	4.91	876	178.4	0.38	33	86.8
1991-92	5.47[1]	1445	264.2	2.40	1018	424.2	2.44	335	137.3
	5.27[2]	932	176.9	5.16	930	180.2	0.11	2	18.2
1992-93	9.84	2476	251.6	6.40	2014	314.7	2.69	386	143.5

Year	Total			Lower Level			Upper Level		
	FTE Instr. Faculty	SCH	SCH/ FTE	FTE Instr. Faculty	SCH	SCH/ FTE	FTE Instr. Faculty	SCH	SCH/ FTE
1993-94	11.86	2268	191.2	8.45	1907	225.7	2.44	276	113.1
1994-95	11.83	2427	205.2	7.44	1838	247	3.01	501	166.4
% change from 1993- 94 to 1994-95	(0.3)	7.0	7.3	(12.0)	(3.6)	9.4	23.4	81.5	47.1

Source: Office of Institutional Research and Planning; data not available for 1995-96
[1]Data for Department of Agricultural Education, 1990-92
[2]Data for Department of Agricultural Communications, 1990-92

During the 1992-93 academic year, an apparent need arose for an increase in faculty, as evidenced by the substantial increase in student credit hour production per FTE. Although tenure-line positions have been difficult to secure, we have been able to hire part-time contract teachers to alleviate the load.

Table 5.5 Direct Instructional Salary Cost Per Student Credit Hour, 1990-91 to 1994-95

Year	Cost per SCH	Fall Semester Credit Hours
1990-91	86.00[1] 116.50[2]	1279 909
1991-92	76.57[1] 116.29[2]	1445 932
1992-93	90.08	2476
1993-94	97.53	2268
1994-95	94.53	2427
% change 1993-94 to 1994-95	(3.08)	7.01

Source: Office of Institutional Research and Planning
Note: The cost represents an allocation of direct salary costs to instruction. Half of the academic year salary has been allocated to the first semester. Salaries have been prorated on the basis of the semester load of each individual instructional staff member, including graduate teaching assistants. The total instructional salary cost was then divided by the number of student credit hours to obtain the *Cost per SCH*. 1994-95 was the last year that the Office of IRP provided data on direct instructional salary cost per student credit hour.
[1]Department of Agricultural Education, 1990-92
[2]Department of Agricultural Communications, 1990-92

Table 5.5 shows a 3.08 percent decrease in the cost per student credit hour between 1990 and 1995, in spite of a 7.01 percent increase in fall semester student credit hour production.

Table 5.6 Student Credit Hours by Course Level, Fall Semesters 1990-91 through 1994-95

Year	Course Level				
	100	200	300	400	Total
1991-92	817	1002	87	250	2156
1992-93	796	966	103	331	2196
1993-94	800	942	116	157	2015
1994-95	1001	753	334	172	2260
1995-96	1234	714	527	217	2692
% change 1991-92 to 1995-96	51.04	(28.74)	505.74	(13.2)	24.86
% change 1994-95 to 1995-96	23.37	(5.17)	57.78	26.16	19.11

Source: Office of Institutional Research and Planning; data not available for 1995-96

Changes in the lower level/upper level course offerings previously discussed are further reflected in Table 5.6 (previous page), which shows a significant increase in 300-level credit hours (57.78%), with an accompanying decrease in 200-level credit hours (-5.17%). It is difficult to speculate about spring semester figures because credit hours produced by such upper level spring-semester-only offerings as ALEC 302 (Dynamics of Effective Leadership) and ALEC 305 (Presentation Strategies) might be offset by lack of fall semester 400-level offerings for students in the teacher preparation professional semester.

Table 5.7 Number of Bachelor's Degrees Awarded, 1991-92 through 1995-96

Year	Bachelor's Degree in Agricultural Education	Bachelor's Degree in Agricultural Journalism	Total
1991-92	9	4	13
1992-93	11	1	12
1993-94	7	1	8
1994-95	16	—	16
1995-96	7	—	7
% change, 1991-92 to 1995-96	(22.2)	—	(46.15)
% change, 1994-95 to 1995-96	(56.25)	—	(56.25)

Source: Office of Institutional Research and Planning
Note: Degrees are for each year starting July 1 and ending June 30.

Student numbers go in cycles, as illustrated in Table 5.7, especially in the agricultural education program. The 16 degrees awarded in 1994-95 represented an increased of 129 percent over the number awarded the previous year. Enrollment projections for 1996-97 are up (see Table 5.9 on page 5-19), and we expect to see a substantial increase in the number of degrees we award next year. The low number of agricultural journalism degrees in the past five years can be attributed to a variety of possible reasons: historically low enrollments in the program, a slump in enrollments in the past couple of years, or, in some cases, students receiving degrees in Ag Honors while completing the degree requirements in agricultural journalism. Present enrollments, however, are rising (see Table 5.9), and at least three students will receive degrees in December of 1996, with as many or more expecting to graduate next May.

FACULTY RESPONSIBILITIES AND INTERRELATIONSHIPS WITH OTHER UNITS

Current teaching assignments of the AgLEC faculty are listed in table 5.8 below. As the table indicates, faculty at all levels, from contract part-time to tenured full professors, contribute to undergraduate teaching in AgLEC.

Table 5.8 Current Undergraduate Teaching Responsibilities of AgLEC Faculty

Course Number	Course Title	Instructor(s) Who Teach the Course
102	Interpersonal Skills for Leadership (3 cr.)	Bell, Fritz, Gilbertson Kepler, Lunde, (contract: Andelt, Kauffman, Konecky, Rice, Vacin)
134	Introduction to Agricultural Education (2 cr.)	Moody
134L	Early Field Experience in Agricultural Education (1 cr.)	Moody
200	Technical Communication I (3 cr.)	Banset, Leininger, Parsons (contract: Faber, Nielsen)
202	Leadership Development in Small Groups and Teams (3 cr.)	Barrett, Brown
233	Extension Education (2 cr.)	
237	Introduction to Human Relations in Education (cross listed as Educational Psychology 237) (2 cr.)	Craddick
294	Planning Leadership and Experience Programs (2 cr.)	Moody
300	Technical Communication II (3 cr.)	Banset, Parsons
302	Dynamics of Effective Leadership in Organizations (3 cr.)	Brown
305	Presentation Strategies for Agricultural Audiences (2 cr.)	Bell
308	Laboratory Instruction and Management (3 cr.)	Silletto
331	Supervised Field Experiences (2-5 cr.)	Various

Course Number	Course Title	Instructor(s) Who Teach the Course
337	Instructional Internship in Leadership Development (1-3 cr.)	Various
380	The Dynamics of Agricultural Journalism (3 cr.)	Meisenbach
388	Ethics in Agriculture and Natural Resources (cross listed as Agricultural Economics 388) (3 cr.)	Parsons (team teaching with B. Johnson, AgEcon)
399	Independent Study in Communications (1-3 cr.)	Banset, Meisenbach, Parsons, Vitzthum
405	Methods of Instruction for Secondary Agri-Science Education (3 cr.)	Bell
406	Adult Education in Agriculture (3 cr.)	Gilbertson
412	Multimedia Applications for Education and Training (2-3 cr.)	Parsons
413	Program Development (1 cr.)	Gilbertson
420	Improvement of Instructional Programs for Post-High School Occupational Education (cross listed as Vocational and Adult Education 420/820) (1-3 cr.)	VAED staff
431	Career Experiences in Agricultural Education (2-8 cr.)	Gilbertson
433	Planning and Implementation of Cooperative Extension Programs for Domestic and Foreign Audiences (3 cr.)	Vitzthum and Wheeler
494	Undergraduate Seminar in Agricultural Education (1-3 cr.)	Moody, Bell
496	Independent Study in Agricultural Education (1-9 cr.)	Various
499H	Honors Thesis (3-6 cr.)	Various

AgLEC depends upon close interrelationships with other departments, both within CASNR and university-wide. Students obtain their degrees in Agricultural Sciences, which requires them to complete a program of agricultural preparation, whether they are in the teaching or non-teaching option of the Ag Ed major, or in the agricultural journalism major.

AgLEC faculty members attempt to maintain close working relationships with other CASNR faculty by participating in many college committees, such as the College Curriculum Committee, the Dean's Advisory Council, and the Teaching Community. Additionally, we depend upon other colleges offering the general education courses necessary for students to complete the general studies portion of their major and on the Teachers College for specific teacher preparation course work. Two faculty members hold appointments on Teachers College committees and the department head regularly participates in administrative meetings with the dean of Teachers College.

The agricultural journalism program necessitates close ties with the College of Journalism and Mass Communication. Because several majors in the College of Engineering and Technology

require our courses in technical communication, we maintain an informal working relationship with faculty there. In addition, we hire doctoral students from the English Department to teach several sections of Technical Communication I.

The Nebraska Human Resources Institute (NHRI) is closely involved in teaching ALEC 102, Interpersonal Skills. Susan Fritz, a member of the AgLEC faculty who teaches several sections of ALEC 102 each year, is the director of NHRI. Other individuals associated with NHRI contract to teach the course, as need dictates.

STUDENTS

Table 5.9 describes agricultural education and agricultural journalism majors by age, gender and enrollment status. Data reflect fall enrollments for 1995-96. Enrollment in the agricultural education major increased by 19% from 1991-92 to 1995-96, from 37 to 44. Enrollment in the agricultural journalism major increased by 88.89 % from 1991-92 to 1995-96, from 9 to 17.

Table 5.9 Undergraduate Majors by Gender, Age and Enrollment Status (Full or Part-time), Fall Semester 1995-96

Agricultural Education		Agricultural Journalism	
Category	**Number**	**Category**	**Number**
Age:		**Age:**	
18-21	31	18-21	15
22-24	11	22-24	2
25-29	1	25-29	—
over 30	1	over 30	—
Gender:		**Gender:**	
Male	31	Male	6
Female	13	Female	11
Status:		**Status:**	
Full-time	43	Full-time	17
Part-time	1	Part-time	—

Source: Office of Institutional Research and Planning

Unofficial counts indicate that as of spring 1996, there were 51 agricultural education majors and 14 agricultural journalism majors. These figures do not include students who have declared one of these as a second major, but such students would be reflected in the previous tables showing enrollment in AgLEC courses. Records show that an increasing number of our majors are transferring from community colleges. The agricultural experience of many of our students — in both quality and quantity — is more limited than that of students in past years. Many lack actual production experience and the experience they do have is less diversified. Agribusiness experience often does not include decision-making opportunities. All students are strongly encouraged to participate in summer intern programs to obtain first-hand agricultural experience and increase their employability.

Although the department cooperates with the CASNR program of minority recruitment, few minority students are enrolled in either of our majors. No minority students are currently enrolled in the Ag Journalism major; as of fall 1995, there were one Asian and two Hispanic students enrolled in the Ag Ed major. The department faculty and students participate in school visits and student organizations (Agricultural Communicators of Tomorrow, Agricultural Education Club and the University of Nebraska FFA Alumni) and leadership programs, which frequently include recruitment displays. No special recruitment programs or scholarships are directed at minorities.

CURRICULAR CHANGES

Agricultural Education Major (Teaching Option)

Since the last review of the professional agricultural education course requirements, no changes have been made in regard to number of hours and courses required; course content has changed considerably, however. Select core courses required by changes in certification requirements have been added, including SPED 401B, Accommodating Exceptional Learners in the Classroom (secondary), and courses in cultural relations, mental and physical health, U.S. history, and philosophy.

Another major change is a program which allows students endorsed in agricultural education to obtain a subject endorsement in biology. This unique program allows several courses to be utilized to fulfill both certification programs. The endorsement program consists of 24-25 required hours in natural sciences, anatomy and physiology, and genetics, and 20 hours of elective course work from: taxonomy, ecology, systemics, growth and development, organismal behavior, and laboratory and field experiences with living organisms. Students also must complete ALEC 309, Biological Applications in Agri-science Education.

Students pursuing the biology endorsement should integrate the following course work into the teaching option:

Required Courses **24-25**
BIOS 101/101L & either 109 or 112 8
CHEM 109 4
Physics (select from PHYS 141, 151 or MSYM 109) 4-5
ASCI 240 (Anatomy & Physiology of Domestic Animals) 4
Genetics (select from AGRO 315 or BIOS 241) 4
Elective Courses **20**
Select at least one course from each category. No more than 8 hours may be selected from 100-level courses. A course may be used only once toward fulfilling the full 20 hour requirement.)

Taxonomy
ENTO 115 (BIOS 115) General and Applied Entomology 3
HORT 212 (FFWL 212) Landscape Plants I 3
HORT 213 (FFWL 213) Landscape Plants II 3

Organismal Behavior
ENTO 115 (BIOS 115) General and Applied Entomology 3
FFWL 221 Wildlife Biology & Conservation 3
ASCI 250 Animal Management 3
ASCI 341 Physiology and Management of Reproduction 3
Growth and Development
AGRO 131 Crop Science 4
AGRO 204 Field Crop Production 3
AGRO 240 Forage Crop and Range Management 4
ASCI 320 Animal Nutrition and Feeding 3
ASCI 340 Animal Adaptation, Growth and Lactation 3
Systemics
PLPT 369 (BIOS 369) Intro Plant Pathology 3
VBMS 303 Principles and Prevention of Livestock Disease 3
AGRO 153 Soil Resources 3
Ecology
FFWL 311 Wildlife Ecology and Management 3
NRES 100 Intro to Natural Resources 3
Laboratory and Field Experiences with Living Organisms
ENTO 109 Beekeeping 2
HORT 221 Plant Propagation 3
Animal Science (any 400-level species-specific management course) .. 3

Science/Agricultural Sciences and Natural Resources Instructional Integration Laboratory Course 4

Starting in fall 1997, agricultural teacher candidates will have to complete a minimum of 14 weeks of student teaching. This change, mandated by the state, will necessitate changes in the teacher education program. In the current professional semester, student teachers are on campus the first part of the fall semester enrolled in ALEC 405, Methods of Teaching Agriculture; ALEC 406, Adult Education in Agriculture; ALEC 413, Program Development in Agriculture; and ALEC 494, Seminar in Agricultural Education. Students then spend the second half of the semester (8 weeks) full-time at the student teaching center.

The change in length of the student teaching period prompted the need for other curricular change, and stimulated innovative thinking during the process. Some of the changes which will benefit students are:

- Change in the configuration of the agricultural science requirement for the program. Previously, this requirement was very prescriptive (six hours of animal science, six hours of plant science, nine hours of agricultural economics, six hours of mechanized systems management, four hours of electives). In response to program changes within secondary schools and the experience background of undergraduates, this requirement has been made more flexible. The new requirement will be seven hours of agricultural economics, six hours of mechanized systems management, and 18 hours of agriculture/natural resource electives. The electives must be from at least two different departments and above the 200 level.

- Increase in credit hours from two to three for ALEC 294, Planning Leadership and Experience Programs, to more adequately address both supervising experiential learning and FFA advisement and to increase competency in the technology used in record keeping.

- The degree of technology application in ALEC 305, Presentation Skills, has been expanded to include computer slide shows, Internet, CD-ROM technology, and distance education. The credit hours for the course have been increased from two to three to better facilitate the technology expansion and student scheduling.

- A new course, ALEC 309, Biological Applications in Agri-science Education, is being developed to familiarize students with the integration process of formal academics and applied academics. This change responds to the biology endorsement process and the changing programmatic nature of secondary education.

- A concern of students has been that practice teaching in front of peers has been an artificial situation, not allowing them to experience the reality of secondary student behavior. Primarily for this reason, a methods laboratory, ALEC 405L, has been added to the program. This will allow students to practice their lesson delivery on actual secondary students prior to the student teaching field experience.

- An addition to the program is the requirement of a technology course — either C&I 359, Instructional Technology (2 cr.) or ALEC 412, Multimedia Applications for Education and Training (3 cr.). This will give students background in creating web pages, CD production, distance education techniques, and computer slide show generation.

- Increasing the credit hour requirement of ALEC 413, Program Planning, from one to three hours will respond to the advent of school-to-work, block scheduling, science integration, and semester specialty courses.

Table 5.10 summarizes changes currently under consideration by the CASNR Curriculum Committee based upon the recommendation of the departmental Teacher Certification Committee.

Table 5.10 Proposed Curricular Changes in the Agricultural Education Major, Teaching Option

Course Number	Proposed Changes
ALEC 294	Planning Leadership and Experience Programs, to increase from 2 to 3 credit hours
ALEC 305	Presentation Strategies, to increase from 2 to 3 credit hours
ALEC 309	Application of Biological Sciences in Agriculture, 3 cr. - new course
ALEC 405L	Methods laboratory, 1 cr. - new course

Course Number	Proposed Changes
ALEC 406	Adult Education in Agriculture, 3 cr. - to be deleted
ALEC 413	Program Development, to increase from 1 to 3 credit hours
ALEC 430	Applied Supervision & Leadership, a new 2 credit hour class to be completed during student teaching
ALEC 432	Student Teaching, to increase from 8 to 12 credit hours

Agricultural Education Major (Non-Teaching Option)

More flexibility has been built into the agricultural requirements for students selecting the non-teaching option. Instead of requiring students to pursue a general curriculum in agriculture (taking courses in animal science, plant and soil science, agricultural economics and mechanized agriculture), students now may complete course work in only three of the above areas, rather than all four. This enables the student to develop a specialty in an area of his or her choosing.

As previously mentioned, proposals are under development for creating options in leadership and communication, as well as minors in environmental communication/education. A proposal for a major in leadership in agriculture and natural resources, intended to replace the non-teaching option, was submitted to the CASNR Curriculum Committee in 1995. The committee, however, citing the challenges of establishing new majors, encouraged us to review our entire offerings and consider retaining a single major (renaming it, perhaps) while creating several options to reflect a variety of emphases. Efforts to develop a major in agricultural and natural resources communication to replace the agricultural journalism major were curtailed at that time. Both potential majors are now being considered as options under a single undergraduate major.

Faculty members who advise undergraduates enrolled in the non-teaching option have discussed the potential of establishing a program emphasis in agricultural sales. The existing Agribusiness major offered jointly between the Agricultural Economics Department and the College of Business Administration includes preparation in the management arena, as well as an accounting component. Many of our graduates enter the field of agricultural sales and could benefit from a course of study that would integrate the materials of ALEC 102, 134, 134L, 202, 302 and 305 in preparation for their internship experience. A needs analysis is planned.

Agricultural Journalism Major

Curriculum changes have followed changes required by both CASNR and the College of Journalism and Mass Communications. Because agricultural journalism students typically follow the diversified agriculture major, changes during the past few years have directly affected them. The creation of a capstone course for agricultural journalism majors has allowed us to position ALEC 380, Dynamics of Agricultural Journalism, as a requirement for our majors. The course previously had been used as a journalism elective only.

Courses within the College of Journalism and Mass Communications also have changed during recent years. Development of new graphic design technology has allowed students in the advertising sequence to replace the typography course with a graphic design course. Advertising students also have a new advertising strategy course offered as part of their requirements. In the news-editorial sequence, students have been introduced to the concepts of editing earlier in their coursework with the addition of a principles of editing course at the sophomore level. Broadcasting students have a new broadcast writing course added to their curricular load.

Both agricultural journalism and journalism majors complete three courses considered "core" courses in the College of Journalism and Mass Communication: JOUR 485, History of Mass Media; JOUR 486, Communications Law; and JOUR 487, Mass Media and Society. The preferred order of these courses is indicated in their listing and now, as a result of recent curricular changes, numerically. While it may seem a small change, the change in numbering clarified this course order for students and faculty alike.

Service Courses

Three years ago, ALEC 300, Technical Communication II, was developed to provide a technical communication course for juniors and seniors that emphasizes collaborative writing and incorporates subject matter of their technical specialties. Currently enrollment in ALEC 200, Technical Communication I, is restricted to freshman and sophomore students; a pre-requisite for enrollment in ALEC 300 is junior or senior standing.

The demand for ALEC 102, Interpersonal Skills, has grown over the past five years. The course is valued as an applied interpersonal skill and introductory leadership course for students in CASNR and other UNL colleges. Consequently the number of sections of the course offered each semester has increased from ten in 1991-92 to 15 in 1995-96.

PROGRAM DEVELOPMENT

Areas in Which the Program Excels

In Teacher Preparation

- Early field experience is provided during each year of the program. Experiences are supervised, directed, and integrated into the curriculum to provide insight for critical decisions by the undergraduate. Students tally over 100 hours of such experience during their undergraduate program.

- Eight hours of leadership course work are included in the program, covering areas such as interpersonal skills, team building and presentation skills. This course work is basic to the success of teaching.

- Research results have verified the effectiveness of the eight-day multi-cultural practicum experience for student teachers at Flanagan High School in Omaha. We know that our student teachers experience a greater sensitivity for human differences both in the short term of the practicum and in the longer career term.

- The biology endorsement offers an advantage to students and indirectly to the schools of Nebraska. Given the budget situations of many school districts, the flexibility of a teacher with two endorsements is valuable.

In the Non-Teaching Option

Students graduating in the non-teaching option continue to be in demand by employers. We continually receive accolades regarding:

- the breadth of students' preparation in agriculture,
- the management courses students take in agricultural economics and business administration,
- the practicality of the leadership development courses, and
- the internship experiences provided to students.

In Agricultural Journalism

- The department's undergraduate curriculum committee has proposed an agriculture and natural resources communication option that would recognize the changes in the career market for our students. The option is based upon work done by Texas Tech University and Cal Poly San Luis Obispo under the auspices of a USDA Challenge Grant. The curriculum proposed offers students broader communication experience rather than the current agricultural journalism major's narrower focus on a single discipline.

- A revision of ALEC 380, Dynamics of Agricultural Journalism, is underway for implementation in Spring 1997. This course has become the capstone course for the agricultural journalism major and is a course option for other AgLEC majors and minors.

- A course in agricultural publishing, focusing on the publication of a magazine/tabloid for the College of Agricultural Sciences and Natural Resources, will be offered this fall. Six to eight students will work on writing, editing, design, and advertising for the publication.

- A course in writing for agriculture and natural resources is planned for inclusion in the new environmental communication minor under consideration by AgLEC.

In Service Courses

- The requirement that students enrolled in ALEC 102, Interpersonal Skills, complete a minimum of 14 volunteer hours has proven to be a major strength of this course. About 25 agencies cooperate in providing a volunteer base for the 300+ students enrolled each semester. The coordination of this effort requires close cooperation and communication of all

instructors and the program coordinator. An additional strength is a textbook, *Interpersonal Skills for Leadership*, published in 1996 by four AgLEC faculty members (Fritz, Brown, Lunde, and Banset) and used in the course.

- Some sections of ALEC 300, Technical Communication II, are taught in a special multi-media computer classroom.

Areas in Which the Program Needs Improvement

In order to improve our undergraduate academic programs we need to:

1. Find an accurate and descriptive name for the non-teaching option.

2. Develop a strategy for staffing undergraduate courses, determining which positions are to be tenure-track, which are to be filled by contract/part-time staff, and which are to involve graduate teaching assistants/instructors.

3. Determine the need for a program of environmental communication or environmental education and agricultural sales.

4. Develop a program of distance education.

5. Strengthen collaborative linkages with other departments.

6. Acquire "stand alone" computer equipment for use in a traditional classroom setting to enhance its effective integration into classroom use.

7. Recruit more undergraduates for our majors, options and minor.

8. Strengthen the communication with undergraduate students.

9. Create a student portfolio program which would validate undergraduate learning outcomes.

10. Strengthen the program of available resources supporting faculty teaching and scholarship.

11. Provide leadership in establishing the direction of Nebraska's agricultural education program for the 21st Century.

Strategies for improvement

To bring about the improvements identified in the previous section we have devised the following strategies:

1. Seek input on the possibility of changing the name of the major and explore options and appropriate names for them. AgLEC should not support additional majors, but new programs may develop in the form of specializations or options under a single major. The non-teaching option poses a particular challenge. Work already underway should enable us to propose a leadership option for implementation during the 1997-98 academic year, following the established procedure. We still need to move beyond the first stages of the process in developing the communications option(s).

2. Establish a pattern of funding classes currently covered by tenure track faculty, contract/part-time instructors, or graduate teaching assistants, taking into consideration commitment to departmental programs.

3. Conduct feasibility studies of an environmental communication and education option/ minor and an agricultural sales program by March 1997. An interdisciplinary ad hoc committee completed a study of and made recommendations for a minor in environmental communication in May of 1996; study of the feasibility of an environmental education minor will require collaborative efforts with Teachers College and the current Environmental Studies program. A program in agricultural sales will require collaboration with the Agricultural Economics Department and the College of Business Administration.

4. We plan to complete a course redesign by June 1997 and make at least one distance education offering available during 1997-98 academic year.

5. Evaluate the collaborative linkages and use of communication and educational technologies in undergraduate courses. Meetings will be held with the College of Journalism and Mass Communications administrative team and with representatives of the disciplines of education and biological science. Additionally, a survey of faculty will determine their interest in participating in multi-media instructional workshops; select classes will be scheduled in multi-media rooms.

6. Work with the CASNR Dean and college committees in developing technology for AgLEC majors. Technology resources are readily available on the campus for students, but their location and availability are not conducive to teaching use. The opening of the East Campus Multi-media Center this fall (and its convenient location in Ag Hall) may help alleviate this concern.

7. Implement a strategy for recruitment into our majors. This has been a challenge in the past ten years. Because the secondary agricultural education openings in Nebraska have varied in number from four to twenty with an average of ten, undergraduates are not readily attracted

to the agricultural education major. Currently, we are training eight to ten student teachers per year. We would like to increase that number to 15 or 20.

8. Develop an information management structure that identifies all students not only enrolled in but also interested in our majors. This data needs to be available to all advisors and updated periodically. Communication with undergraduates throughout the program needs to be strengthened. We now accomplish this task through individual advisement. A more systematic method of communication is needed to keep undergraduates aware of such things as critical dates and scholarship opportunities. The coordinator of student teaching and the coordinator of the internship program have difficulty communicating with their respective constituents because the university's Alpha Roster doesn't identify second majors.

9. Create a student portfolio that undergraduate would be responsible for developing during his/her four year program. Each course or activity may have "required projects" that contribute to the portfolio, and midway through the program (end of sophomore year) a formal interview could serve to evaluate undergraduate progress.

10. Seek increased support for professional development. In the past three years the available travel funds from the department have been $300 per faculty member. This commitment has improved in the last year; however, it needs to expand. Allotted travel funds per faculty member in the Department of Curriculum & Instruction in Teachers College is in the range of $900 to $1200 per year. Faculty need to establish a basis for increased funding. Also, the need for financial support of teaching equipment purchases is a concern. Audio-visual equipment — self-contained LCD projectors, software, science laboratory equipment — needs updating

11. Establish regular meeting dates between AgLEC faculty working with certification and their counterparts in the Nebraska Department of Education to clarify the direction of agricultural education in the state. The issues facing students and faculty in agricultural education are not much different from those of other university disciplines, be they agricultural or educational. Whereas agricultural education programs used to focus primarily on secondary vocational agricultural education, today's programs are more varied then ever. Local school leaders and citizens determine the type of program offered: vocational preparation, college preparation, general agriculture, junior high school/middle school orientation, agricultural literacy, or a combination of these. With such variety in secondary school programs, it is difficult for students in the teacher preparation program to prepare a simulated program for a community. Closer contact between this department and the Nebraska Department of Education should make planning programs more relevant to the kind of educational positions waiting for our agricultural education majors. The recent appointments of the agricultural education staff, Rick Katt and Ed Woeppel, in the Nebraska Department of Education as adjunct faculty in AgLEC will facilitate such collaborative planning.