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May 1977

Departmental Review: Department of Agricultural Education

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BACKGROUND DOCUMENT

FOR

DEPARTMENTAL REVIEW

DEPARTMENT OF AGRICULTURAL EDUCATION

UNIVERSITY OF NEBRASKA-LINCOLN

May 10-11, 1977

Prepared by:

O.S. Gilbertson
Professor & Chairman

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DEPARTMENT OF AGRICULTURAL EDUCATION

REVIEW SCHEDULE

Monday, May 9, 1977

6:30 p.m. Get Acquainted social - Gilbertsons

7:30 p.m. Dinner - Nebraska Center

Tuesday, May 10, 1977

8:15 a.m. Meeting with Ag. Ed. staff - 311 Ag. Hall
Overview of functions of department:
Teaching, Research, Extension, Curriculum
Project, In-Service, Advisement, Recruitment

10:00 a.m. Coffee, Rolls and Tour of Facility

10:30 a.m. State Department of Agriculture Education - 311 Ag. Hall
B.E. Gingery

10:55 a.m. Joint Appointments - Teachers College Administrator

11:15 a.m. Institute Interfacing:
Agricultural Mechanics - Splinter
Animal Science - Omtvedt
Agronomy - Haskins
Agricultural Economics - Vollmer

12:00 Noon Luncheon - Nebraska Center
Review Team, Staff, Dean Hartung

1:30 p.m. Vocational Education Masters - Hazel Crain - 311 Ag. Hall

2:00 p.m. Agricultural Education Students

3:30 p.m. Advisory Council and NVAA Officer Representatives

5:00 p.m. Adjourn for day

Wednesday, May 11, 1977

- 7:00 a.m. Chairman meets with Review Team for breakfast - Nebraska Center
- 9:00 a.m. Individual or group sessions as deemed appropriate - 311 Ag. Hall, Conference Room and/or offices
- 10:00 a.m. Coffee & Rolls
- 10:15 a.m. Continuation of individual or group sessions
- 11:15 a.m. Vice Chancellor Massengale - 202 Ag. Hall
- 12:00 Noon Luncheon - Review Team only - Nebraska Center
- 2:00 p.m. Exit Review with Ag. Ed. staff - 311 Ag. Hall
- 2:30 p.m. Exit Review with Vice Chancellor, Deans and Directors 202 Ag. Hall
- 4:00 p.m. Adjourn Ag. Ed. Review

DEPARTMENT OF AGRICULTURAL EDUCATION

UNIVERSITY OF NEBRASKA - LINCOLN

The Department of Agricultural Education is administered through the Institute of Agriculture. The staff appointments may be considered unique to many agricultural educators, however, because of a number of joint and courtesy appointments.

The Agricultural Education program includes seven staff members, none of which are on full-time instructional assignments. Direct departmental support includes 2.05 FTE- Instruction, 1.20 FTE - Research, and .25 - Extension. Additionally, one staff member serves as director for the Nebraska Vocational Agriculture Curriculum Project, one FTE is Coordinator of In-Service Education, one staff member is employed full-time filling an assignment of 1/2 time Teaching Assistant and 1/2 time Research Assistant position. The remaining .5 FTE is accommodated through a joint appointment in Agricultural Engineering.

Five primary functions have been identified for the Agricultural Education Department, as shown in last year's State Conference Report.

FUNCTIONS

Department of Agricultural Education
(Vocational Education and Agricultural Extension)

- I. Selection, recruitment and guidance of potential agricultural educators:
a. publications, b. career nights, Drive-In Conferences, c. personal contacts, d. automated "program."
- II. Pre-service preparation of agricultural educators:
A major in Agricultural Education is designed to prepare students to be certified teachers of vocational agriculture (high school and post secondary) or to become agricultural extension workers. It also prepares for positions in adult education, in foreign service, and as educational directors in industry and business. Dual majors provide for specialization. Last year 60 per cent of our graduates were dual majors.
- III. In-service Teacher Preparation (for improved teaching)
a. Formal - appropriate academic year and summer courses to meet the needs of Ag. educators.
b. Informal - workshops, judging contests, etc.
c. Teaching Aids and Services - Mailings of "Tips" and Teaching materials (curriculum guides, resource units slides, tapes and printed matter).
- IV. Research (and Innovations) - Pilot and Research Programs
Consult and advise school staffs on innovative programs (e.g., urban Ag. Ed., specialized off-farm Ag. Ed. courses).
- V. Placement and Follow-up

Advise and consult on placement of graduates and follow-up evaluation.

B.S. and M.S. degrees are offered in Agricultural Education. Ph.D. candidates pursue a major through the Teachers College. Student enrollment includes approximately 100 undergraduates and 50 graduate majors.

Research programs are funded by state and federal components of the University budget with additional external funds for operational support. Three staff members hold joint appointments with the Experiment Station.

One staff member is involved in working directly on an Extension project with the Department chairman also having a portion of his appointment in Extension.

Facilities include offices, a classroom and a media resource center. The facilities are adequate for existing operations but much of the equipment is becoming dated and should be put on a replacement schedule.

The following table shows the five year history of appropriated funds for department programs, and the departmental budget for the current year.

Six-year Summary of Agricultural Education

Budgets-July 1, Fiscal Year

Appropriated Funds for Department

<u>Year</u>	<u>Teaching</u>	<u>Research</u>	<u>Extension</u>	<u>Total</u>
1971-72	\$62,534	\$47,965	\$5,010	\$115,509
1972-73	65,880	41,192	4,880	111,952
1973-74	59,758	41,443	3,885	105,086
1974-75	64,853	47,385	4,335	116,573
1975-76	86,893	50,515	3,600	141,008
1976-77	92,148	54,040	2,768	148,956

A breakdown of the current year's budget by expenditure category is shown in the following table.

Expenditure Categories for Fy-76-77 Budget Year

Department of Agricultural Education

Appropriated Funds

<u>Item</u>	<u>Teaching</u>	<u>Research</u>	<u>Extension</u>	<u>Total Amount</u>	<u>%</u>
Salaries:					
Academic	\$65,473	\$34,097	\$2,768	\$102,338	68.5
Support Staff	10,620	4,146	---	14,766	9.9
Graduate Students	3,816	5,411	---	9,227	6.2
Student Hourly	201	1,541	---	1,742	1.2
<u>Total including Staff Benefits</u>	\$88,254	\$48,977	\$3,128	\$140,359	94.0
Operating Expen.	1,784	2,491	---	4,275	2.9
Supplies & Mater.	585	1,263	---	1,848	1.2
Travel	1,525	1,309	---	2,834	1.9
Equipment	---	---	---	---	---
Total Amount	\$92,148	\$54,040	\$3,128	\$149,316	100.0
Percentage					
Academic FTE's	3.28*	1.33	.12	4.73	

* 1.00 FTE has been designated for the In-Service Coordinator

AGRICULTURAL EDUCATION FACT SHEET

Where Ag. Ed. Graduates Go: (information obtained from a five-year study of Ag. Ed. graduates 1969-70 through 1975-76)

Occupation

Education:

Vocational Agriculture	
High School and Adult	31.0%
Post Secondary	1.4%
College Positions	
Including Administration,	
Teaching, Research, Extension,	
and County Agents	
	<hr/>
Education Subtotal	36.6%
<u>Off-Farm Agricultural Business & Industries:</u>	
Sales, Management & Research Services	18.5%
<u>Production Agriculture:</u>	31.9%
<u>Government Services:</u>	
Supervision & Foreign Service	3.2%
<u>Full Time Graduate School:</u>	2.3%
<u>Service:</u>	.5%
<u>Information Unavailable:</u>	1.9%
<u>Other:</u>	<hr/> 5.1%
	<hr/>
TOTAL	100.0%

ADVISORY COUNCIL

A departmental advisory council was formed the fall of 1975. Membership consists of a secondary agriculture teacher from each of the eight NVAA districts. A ninth member represents the post-secondary institutions. Additionally, one senior and one junior agricultural education major serve on the council.

A meeting was held November 20, 1976 (minutes attached) and another is planned for May 31, 1977. A copy of the constitution and By-Laws is also included.

AGRICULTURAL EDUCATION ADVISORY MEETING
Saturday, November 20, 1976

Chairman Roger Gerdes convened the group at 9:07 a.m., room 311 Agricultural Hall. Members present: Gerdes, Essman, Hagstrom, Ganzel, Gilbertson, McAndrews, Oberg, Dillon, Blezek, Bergman, Seeman (p.m. only) Bob Vrbka substituted for Leon Wissmann.

Gerdes outlined the meeting agenda and moved into a question and answer period between the Advisory Council and Gilbertson. Gilbertson outlined his philosophy of Advisory Councils and some possible expectations of council members.

Ganzel asked Gilbertson to explain his philosophy of Agricultural Education. Gilbertson said he believed in a practical approach and feels that variations of instructional techniques are important. He emphasized the importance of hands-on experiences, teaching by objectives, and the utilization of all school and community resources.

Gerdes asked Gilbertson about his adaption to Nebraska. Gilbertson outlined some of his activities during the past months. He indicated that he had visited many schools and instructors around the state and then briefly explained his on campus activities.

Bergman and Gilbertson briefly discussed the importance of data cards on all Ag. Ed. students. Gilbertson responded also by saying that he and Oberg were proposing a data card system to the Ag. Ed. staff on Monday, November 22, 1976.

Bergman asked about Gilbertson's impression of Nebraska Vocational Agriculture departments. Gilbertson commented by saying (1) average or better, (2) the department is what the instructor represents, (3) seems to be a weakness in Ag. Mechanics, (4) some beginning teachers have not had adequate preparation in the FFA, and (5) we need increased emphasis on Adult Education in the teacher preparation program.

Bergman mentioned the area Vocational Education concept. Gilbertson said he felt that the concept had about as many advantages as disadvantages. One of the biggest concerns rests around the loss of identity with an FFA Chapter.

Essman expressed a concern with the "new breed of teachers" and the "new breed of students." A brief discussion followed.

Gilbertson responded to a question by Gerdes with regard to the specific situation of the Ag. Ed. department. Gilbertson outlined some specific steps that have been taken. The outline included: (1) increased emphasis Ag. Mechanics, (2) increased attempts to take the in-service out-state rather than always trying to bring out-state to the campus, and (3) possibilities in modifying the undergraduate teacher preparation program.

11:00 a.m. Chairman Gerdes officially called the council meeting to order. Minutes from the last meeting were read and approved. Essman moved, seconded by Bergman, to approve the meeting agenda for the day.

Gerdes moved to agenda item #9 "Constitution Changes." Gilbertson explained proposed constitutional amendments. Ganzel moved, seconded by Essman, to accept article IV sections A through F as amended. Motion passed. Vrbka moved, Hagstrom seconded, a motion to accept remainder of proposed amendments. Motion passed. (See attached constitution) Changes included: (1) Secretary will be appointee of Department Chairman (2) A minimum of one meeting per year with others as necessary (3) Other minor clarifications.

Item 1 - Selection of Student Teachers

Regarding the screening process of student teachers. Discussion by various members centered around the question "Do we have the responsibility and obligation to tell potential Vocational Agriculture Instructors that they do not have the potential? Moved by Vrbka that the Ag. Ed. staff develop a plan and present a comprehensive screening proposal to the Ag. Ed. Advisory Council. Seconded by Ganzel. Motion carried.

Item 2 - Staffing

Regarding the hiring of new personnel in the department during the coming year. Jim Simmons' old position was discussed as a part of this item. The necessity of the "publish or perish" factor in the Institute was discussed as was possible realignment of existing positions. No specific action was taken. Move for recess by Bergman, seconded by Essman at 12:00 noon. Motion passed.

Meeting was called to order at 1:10 by Chairman Gerdes.

Motion to endorse and support two motions stating: (1) "that priority be given to the hiring of a staff member with joint preparation in Ag. Education and Ag Engineering for purposes of providing instruction in Agricultural Mechanics organization, management, and methods. Additionally this individual should have release time available to work with secondary agriculture mechanics programs." (2) "we encourage the development of basic agricultural mechanics skills classes in the areas of a) farm power and machinery, b) electricity, c) soil and water, d) Ag. construction, e) farm structures; designed to prepare agriculture teachers for teaching Ag. Mechanics, and that additional staff be hired as necessary, to provide this instruction - through pre-service and in-service courses." Motion passed.

Item 7 - Recruitment

A review of present recruitment procedures was made. Gerdes referred to the Iowa recruitment program survey made by Oberg and Wendorff. Gilbertson presented some materials that had been developed for purposes of recruitment in California. Gerdes asked Bergman to assume duties of the chairman. Motion made by Gerdes - "The Advisory Council highly recommends that the Ag. Ed. staff write up a recommended curriculum schedule for first semester freshmen which has built in alternatives for them." Seconded by Seeman. Motion passed.

Council discussed the possibility of summer visits by staff for recruitment purposes. Members expressed a desire to encourage each NVAA district to request Ag. Ed. and/or ATA representatives to be at each district contest to promote the UNL Agricultural Education Department.

Vrbka expressed a concern to have a collegiate FFA Chapter. McAndrew expressed concern that if we eliminate ATA and begin a collegiate FFA Chapter that we will fragment the student organization designed especially for Ag. Ed. majors. Vrbka moved, seconded by Hagstrom, that the Ag. Ed. Advisory Council go on record of supporting the establishment of a Collegiate FFA Chapter on the UNL campus. Ganzel, seconded by Seeman, amended the main motion to strike the word "supporting" and add the word "investigate" to the main motion. Amendment carried. Motion carried. Gerdes, Oberg, Vrbka and McAndrew volunteered to serve on an investigative committee.

Item 10 - Evaluation of Cooperating Schools

A review of present standards of student teaching centers was made by the Council. Bergman assumed duties of chairman. Moved by Gerdes, seconded by Ganzel, that it be recommended that the Ag. Ed. department consider adopting the Iowa system for matching student teachers with student teaching centers. Motion carried--- 3 votes for, 2 against, 2 abstained.

Item 13 - Penalty Mail

Do Ag. instructors make adequate use of newsreleases and Extension news articles? Costs are mounting and Ag. teachers will be cut from mailing lists. Essman suggested that many mailings could be combined as he received several items in the mail in separate envelopes on given days. Council recommends that Ag. Ed. department mail "For Agents Release" to Vocational Agriculture distributors. Motion by Hagstrom. Seconded by Essman. Motion passed.

Item 14 - District Contests

Oberg told of dates of District Contests. Last year, he said, 54% of Nebraska Vo-Ag departments participated with 130 teams. If expenses are same, we will need 60%, or 160 teams to participate. Alternative methods of scoring are being examined.

Bergman assumed duties of chairman. Gerdes moved, seconded by Seeman, that Advisory Council commend the Ag. Ed. Department on their progressive work with District Livestock Contests. Amended by Ganzel to add "Animal Science Department" as well as "Ag. Ed. Department." Amendment carried, motion as amended carried.

Item 15 - Election of Officers

Vrbka moved, Seeman seconded, that we open the floor for nominations for chairman. Motion passed. Nominees included: Gerdes, Hagstrom. Seeman moved nominations cease, Essman seconded, motion carried. Results: Don Hagstrom chairman.

Floor opened for nominations for Vice Chairman. Nominees: Gerdes. Ganzel moved that nominations cease and that a unanimous ballot be cast for Roger Gerdes. Seconded by Essman. Motion carried.

Moved by Ganzel, seconded by Bergman, that a system of member rotation be established by the chairman and vice chairman. Motion carried.

Next meeting date will be up to the Department Chairman and Chairman of Ag. Ed. Advisory Council.

Vrbka moved, seconded by Ganzel, to adjourn meeting at 3:30 p.m. Hagstrom declared adjournment. Meeting adjourned at 3:32 p.m.

Submitted by Allen Blezek, Recording Secretary.

AGRICULTURAL EDUCATION DEPARTMENT ADVISORY COUNCIL
UNIVERSITY OF NEBRASKA

CONSTITUTION AND BY-LAWS

Adopted December 1975
Amended, November 20, 1976

ARTICLE I. NAME AND PURPOSES

- Section A. The name of the organization shall be the Agricultural Education Department Advisory Council to the College of Agriculture, University of Nebraska-Lincoln.
- Section B. The Council shall direct its recommendations to the Agricultural Education Department, and to the Dean of the College of Agriculture, through the Agricultural Education Department. It shall limit the activities to matters which directly concern the Agricultural Education Department.
- Section C. It shall be the duty of the Advisory Council to:
1. Offer recommendations and react to presentations by the College's Agricultural Education Department in such matters as:
 - a. Curriculum
 - b. Long-term program plans
 - c. Program and departmental operational procedures
 - d. Standards & qualifications for teacher candidates including technical and professional preparation.
 - e. Staff recruitment
 - f. Professional and organizational relationships
 2. Offer up-to-date information on professional and technical developments related to such things as:
 - a. Pre-service training needs of prospective teachers.
 - b. In-Service and continuing education needs of teachers through conferences, workshops, extension classes, etc.
 3. Assist in evaluating the Agricultural Education program.
 4. Recommend methods for recruitment of students.
 5. Advise regarding the program of activities of the Alpha Tau Alpha Chapter.
 6. Advise regarding the organization and operation of the student teaching program.
 7. Serve as an avenue of communication between the Agricultural Education Department and the teachers of agriculture in Nebraska, and assist in public relations activities.

ARTICLE II. MEMBERSHIP

- Section A. There shall be eleven members of the council.
- Section B. One member shall be selected by each of the nine NVAA Districts (Districts I through IX). District vacancies

- shall be filled by the District.
- Section C. Two members shall be undergraduate students, one a senior and one a junior. The Alpha Tau Alpha President shall be one, with the second student appointed by the President.
- Section D. Each appointment for an instructor-member shall be for a three year term, unless appointment is to fill a vacancy.
- Section E. Each student appointment shall be for one year only.
- Section F. The term of a new council member will begin at the time elected at the annual NVAA Conference for three years.
- Section G. The Agricultural Education Department staff, Agricultural Education Division staff, State Department of Education and the Dean, School of Agriculture and Natural Resources or his designee shall serve as ex-officio members.
- Section H. A council member may serve a full term after filling out the unexpired term of a member who has left the council.
- Section I. After a lapse of one year, a council member who has served a full term may be re-elected to membership on the committee.
- Section J. An individual will automatically lose membership in the committee if he fails to attend three successive meetings without a valid reason, as determined by a majority of the other council members.
- Section K. Any person interested in the teacher education program in agriculture may attend the meetings.

ARTICLE III. MEETINGS

- Section A. The Council will meet at least once annually, at the call of the Chairman. Additional meetings of the Council and any constituted committees may be held as needed.

ARTICLE IV. OFFICERS AND THEIR DUTIES

- Section A. The elected officers shall be Chairman and Vice-Chairman.
- Section B. Officers shall be elected annually by a majority vote of the council members, at their first meeting following the annual NVAA Conference.
- Section C. The Chairman shall be elected from among those members who have served on the council for at least one year. The duties shall be:
1. To preside at the meetings of the council.
 2. To appoint special committees which may include persons other than council members.
 3. The chairman has the power to vote and discuss.
- Section D. The Vice-Chairman shall perform the duties of the Chairman when the Chairman is unable to perform them.
- Section E. The Secretary will be an Agriculture Education staff member and be designated by the Chairman of the Department.

Section F.

The Secretary will:

1. Keep records of attendance of members at meetings.
2. Keep a record of discussion and recommendations.
3. Maintain a permanent record of council activities.
4. Distribute minutes of council meetings to members, to ex-officio members; to the Dean, College of Agriculture; Vice Chancellor, Institute for Agriculture & Natural Resources and others who may be concerned.

ARTICLE V.

COMMITTEES

Section A.

The Executive Committee shall consist of the Chairman, Vice-Chairman, one member of the council appointed by the Chairman, and the Chairman of the Agriculture Education Department.

Section B.

Special or ad hoc committee members and their chairman may be appointed by the Advisory council chairman at any time as needed.

ARTICLE VI.

AMENDMENTS AND BY-LAWS

Section A.

This constitution may be amended or by-laws adopted at any regular meeting by a 2/3 vote of members, or if announced at the previous meetings, may be amended by a majority vote; subject to the approval of the Dean of the College of Agriculture.

ADMINISTRATIVE CHART FOR INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES

UNIVERSITY OF NEBRASKA-LINCOLN

VICE CHANCELLOR
AGRI & NAT. RES.

Massengale

McGill

ASST. TO V.C. - ADMIN.

*ASST. TO V.C. - FIN. & PERS.

Koopmann

*CHMN. - AGRI. COMM.

Graham

DEAN
HOME ECON.

Anthony

DEAN AND
DIRECTOR
INT. PROGS.

Kleis

DEAN AND
DIRECTOR
COOP. EXT. SERV.

Lucas

DEAN AND
DIRECTOR
AGRI. EXP. STA.

Ottoson

DEAN
COLL. OF AGRI.

Hartung

DIRECTOR
CONS. &
SURVEY DIV.

Dreeszen

DIRECTOR
WATER RES.
RESEARCH

Hall

DEPT. CHMN.
Food & Nutrition
Hum. Dev. & Fam.
Tex., Clo. & Design
Ed. & Fam. Res.

DIST. DIRECTORS
Panhandle Sta. & Dist. I
North Platte Sta. & Dist. II
Northeast Sta. & Dist. III
South Central Sta. & Dist. IV
Southeast Ext. HQ & Dist. V

DEPT. CHMN.
Agri. Comm. Food Sci. & Tech.
Agri. Economics Forestry
Agri. Education** Horticulture
Agri. Engineering** Plant Pathology**
Agronomy Poultry & W.L. Sci.
Animal Science Vet Science
Entomology

SUPT.
Sch. Tech. Ag.
Curtis

Siminoe

CHMN.
81 County
Ext. Offices

HEADS
Biochemistry Lab**
Statistical Lab

*Also carry staff responsibilities for the Dean and each Director

**Administrative relationships also exist with College of Engineering, School of Life Sciences, or Teachers College

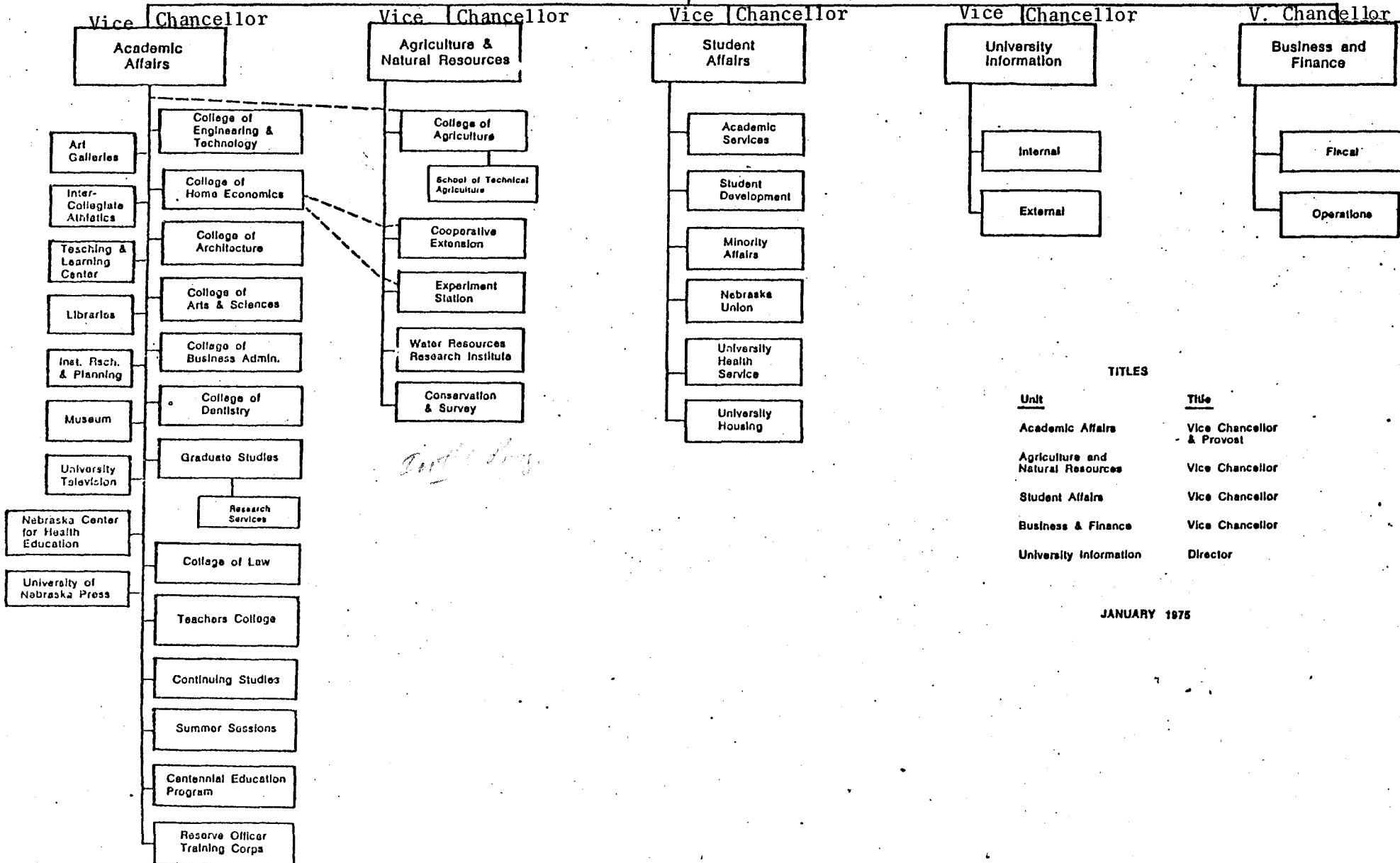
Agri. Comm. - *Graham*
Agri. Economics - *Vollmar*
Agri. Education* - *Gilbertson*
Agri. Engineering** - *Splinter*
Agronomy - *Haskins (acting)*
Animal Science - *Omtvedt*
Entomology - *Dickason*
Food Sci. & Tech. - *Arnold*

Forrestry - *Ferrill*
Horticulture - *Uhlinger*
Plant Pathology** - *Boosalis*
Poultry & W.L. Sci. - *Froning*
Vet. Science - *Dickinson*
Biochemistry Lab - *Knoche*
Statistical Lab - *Schutz*
Food & Nutrition - *Fox*

Hum. Dev. & Fam. - *Sulek*
Tex., Clo., & Design - *Newton*
Ed. & Fam. Res. - *Newkirk*
Panhandle Sta. & Dist. I - *Weihing*
North Platte Sta. & Dist. II - *White*
Northeast Sta. & Dist. III - *Ward*
South Central Sta. & Dist. IV - *Stonecipher*
Southeast Ext. HQ & Dist. V - *Yang*

ORGANIZATIONAL CHART
THE UNIVERSITY OF NEBRASKA-LINCOLN

CHANCELLOR
UNIVERSITY OF
NEBRASKA-LINCOLN



TITLES

Unit	Title
Academic Affairs	Vice Chancellor & Provost
Agriculture and Natural Resources	Vice Chancellor
Student Affairs	Vice Chancellor
Business & Finance	Vice Chancellor
University Information	Director

JANUARY 1975

May, 1977

Department of Agricultural Education
Institute of Agriculture & Natural Resources
University of Nebraska-Lincoln

Full Time Staff Members and Assignments:

1. Dr. Osmund Gilbertson, Professor and Chairman
2. Dr. Roy D. Dillon, Professor, Chairman of the Departmental Graduate Committee. Student Teaching Coordinator.
3. Dr. James T. Horner, Professor, Graduate Faculty. Member of Departmental Graduate Committee. Coordinator, first year teachers course.
4. Mr. Roger Gerdes, Instructor (In-Service Education).
5. Dr. Allen Blezek, Project Director, Nebraska Curriculum Project.

Part Time Staff Members and Assignments:

1. Wayne Oberg, Graduate Assistant (Teaching & Research).
2. U.E. Wendorff, Professor (50-50 in Agricultural Engineering and Agricultural Education).

Others holding Emeriti and Courtesy appointments in the Department:

1. Dr. Howard W. Deems, Professor Emeritus.
2. Dr. Robert Florell, Associate Professor, Graduate Faculty. Member of Departmental Graduate Committee.
3. M.G. McCreight, Associate Professor Emeritus.
4. Dr. Art Ward, Professor Emeritus.

Department Office
302 Agricultural Hall-East Campus
University of Nebraska
Lincoln, Nebraska 68583
Telephone: (402) 472-2807

DEPARTMENTAL FACULTY, AGRICULTURAL EDUCATION

Name and Rank	% FTE Appointment			Initial Appointment, UN-L	Education	Experience
	T	R	E			
O.S. Gilbertson Professor & Chairman	65	20	15	1976	B.S., 1958, M.S., 1966 Ph.D., 1969, Minn.	At Nebraska: Prof. & Chr. 1976 - present. Previous: Prof. & Chr. Cal. Poly 1973-76, Assoc. Prof & Chr. Cal. Poly, 1968-73 (Chr. 1972-73) (Backstop, Thailand Ag. Ed. program 1968-69) Instr. Ag.Ed. 1965-66, Minn. (Prog. Mgr., International Programs, 1966-68) High School Vo-Ag Instructor 1958-65, Minn.
Blezek, A.G. Curriculum Project Director	Curriculum Project			1976	B.S., 1966 M.S., 1968 Ph.D., 1973, Neb.	At Nebraska: Dr. Neb. Vo-Ag Curriculum Project, 1976-present. Grad Asst., Sec. Ed. 1972-73 Previous: Coord. Career Ed. Project, Lincoln, Neb. Public Schools, 1973-76 Instr. Vo-Ag, Hamburg, Iowa Community Schools, 1966-72
Dillon, R.D. Professor	50	50	0	1967	B.S., 1952 M.S., 1958 Ed.D., 1964, Ill.	At Nebraska: Prof. Ag. Ed. 1970-present. (Interim Chrm. 1975-76) Assoc. Prof., 1967-1970 Previous: Assoc. Prof. & Chrm, Ag. Program, 1964-66, Morehead (Ky.) State University. Research Asst. - 1962-64, Ill. Instructor of Vo-Ag, 1952-61, Illinois High Schools Safety Educator, 1961-62, Ill. Agri. Assn.

DEPARTMENTAL FACULTY, AGRICULTURAL EDUCATION

Name and Rank	% FTE Appointment			Initial Appointment, UN-L	Education	Experience
	T	R	E			
Gerdes, R.D. Instructor & In-Service Coordinator	100 (In-Service)			1977	B.S., 1972, S.D. State Univ.	At Nebraska: Instr. Ag. Ed. (In-Service) 1977-present. Previous: Inst. Vo-Ag, 1972-76, Ainsworth, Neb.
Horner, J.T. Professor	40	50	10	1959	B.S., 1950 M.Ed., 1954 Ed.D., 1959, U. of Missouri Post Doctoral at Mich. State 1965-66 and Summer 1963, Ohio State	At Nebraska: Prof. Ag.Ed. 1966-present (Chm. 1965-75) Assoc. Prof., 1963-65 Asst. Prof. 1959-63 (Visiting Prof. Mich. State U., Am. Council on Ed. Interin, 1965-66) Previous: Instr. Vo-Ed., N.C. State U., 1958-59 Instr. of Vo-Ag, 1954-58, Fairfield (Ia) High School and 1950-51, Hardin, Mo.
Oberg, W.W. Teaching and Research Assistant	50	50		1971	B.S., 1971, Neb.	At Nebraska: Teaching and Research Asst., 1971 - present.
Wendorff, U.E. Professor	100			1951	B.S., 1936 M.S., 1952, Neb.	At Nebraska: Prof. Ag.Ed. 1971-present. Assoc. Prof., 1966-70 Asst. Prof. 1954-66 Inst. 1951-54 Previous: Asst. State Supervisor, 1949-51 Instr. High School Vo-Ag, 1936-49, Nebraska

DEPARTMENTAL FACULTY, AGRICULTURAL EDUCATION

Name and Rank	% FTE Appointment			Initial Appointment, UN-L	Education	Experience
	T	R	E			
Florell, R.S. Professor (Courtesy appointment in Ag. Education)	7		93	1962	B.S., 1949, M.S., 1956 Ph.D., 1966, Neb.	At Nebraska: Prof., Ag. Ed. 1976 present (and State Leader Extension Studies & Programs) Assoc. Prof. 1970-76 Asst. Prof. 1966-69 Prog. Coord. Neb. Center, 1962- 66. Previous: Chief, Neb. Wheat Division, 1959-62 High School Vo-Ag Instructor, 1949-58

PROFESSIONAL ACTIVITIES DURING LAST TWO CALENDAR YEARS
(As taken from Annual Report of Staff Activities)

- A. Meetings attended, papers presented, special recognition, etc.
- B. National and/or Regional Committees and Offices held, etc.

Gilbertson, O.S.

- A. Meetings etc.

1976

1. Served on Reaction Panel at Agricultural Education Division Program at AVA, on Research in Agricultural Education, Houston, Texas.
2. Presented three committee reports to American Association of Teacher Educators in Agriculture-National Conclave, Houston, Texas.
3. Received Honorary American Farmer Degree at the National FFA Convention-Kansas City, Missouri. Also served as Director of the Usher Corps.
4. Attended two meetings of the Nebraska Vocational Agriculture Foundation Executive Committee; Columbus, and Aurora.
5. Attended Regional Workshop on Competency Based Teacher Education for Post-Secondary Instructors, Lincoln.
6. Attended Nebraska Vocational Agriculture Association Conference, Columbus.
7. Coordinator of California Agriculture Teachers Association Annual Conference, San Luis Obispo. Presented program on New Program in FFA.
8. Attended Conference of California Council on the Education of Teachers as official University Delegate.
9. Attended two Executive Committee meetings of the California Agriculture Teachers Association.
10. Chairman of the Agricultural Advisory Committee to the California Commission for Teacher Preparation and Liscensing.
11. Designated Subjects ad-hoc committee member for the California Commission for Teacher Preparation and Licensing.

1975

1. Attended American Vocational Agriculture Teachers Association and American Vocational Association National conclaves - Aneheim, California.
2. Served as AATEA Representative to the National Vocational Agriculture Teachers Association Executive Meeting, Anaheim, California.
3. Attended National FFA Convention, serving as Assistant Director to the Usher Crew, Kansas City, Missouri.
4. Attended Western Regional meeting of the American Association of Teacher Educators in Agriculture, Sparks, Nevada.
5. Attended Conference of California Council on the Education of Teachers-as official University Delegate.
6. Attended two Executive Committee meetings of the California Agriculture Teachers Association.

7. Chairman of the Agricultural Advisory Committee to the California Commission for Teacher Preparation and Licensing.
 8. Designated Subjects ad-hoc committee member for the California Commission for Teacher Preparation and Licensing.
- B. Offices, committees, etc.
1. National FFA Board of Directors - Consultant plus ad-hoc committee chairman (2).
 2. American Vocational Association - Elected Secretary of the Curriculum Materials Committee, Agricultural Division.
 3. American Association of Teacher Educators in Agriculture
 - Secretary - 1975
 - Chairman of the Constitution & By-Laws Committee
 - Chairman of the Grassroots Involvement Committee
 4. Numerous responsibilities when at Cal Poly, San Luis, Obispo.

Blezek, A.G.

- A. Meetings, etc.
1. American Vocational Association - 1975 and 1976.
 2. Mid-America Vocational Curriculum Consortium - November, 1976 (New Orleans).
 3. National Seminar on Naval Sciences - San Diego, California, Fall, 1975.
 4. National Seminar on Personnel Development - Omaha, Nebraska, Fall, 1975.
- B. Offices, committees, etc.
1. Southeast Nebraska Career Education Advisory Council - Public Relations.
 2. Nebraska Advisory Council on Entrepreneurship - Representing Vocational Education.
 3. Nebraska State Advisory Council on Career Education.

Dillon, R.D.

- A. Meetings, etc. - 1975
1. Presented Paper entitled "Identification of Factors Influencing Vocational Agriculture Teachers to Leave Teaching from 1970 through 1974," at the Annual Meeting, Nebraska Vocational Agriculture Association, Kearney, August 15, 1975.
 2. Attended the Central Regional Seminar in Agricultural Education, Chicago, February 3-5, 1975.
 3. Attended two semi-annual meetings of the Nebraska Council on Teacher Education, in January and September 1975.

4. Attended and gave a major presentation on the program of the Annual Meeting of the Nebraska Vocational Agriculture Association in Norfolk, Nebraska, July, 1975.
5. Attended American Vocational Association Convention in Anaheim, California, December 6-9, 1975, and participated in the Annual Meeting of the Editing-Managing Board of the Agricultural Education Magazine, as Secretary and Consulting Editor.
6. Attended Annual Meeting of the Nebraska Council on Occupational Teacher Education, in March 1975.
7. Presented Agriculture Section of Career Night, Aurora, Nebraska, October, 1975.
8. Hosted Governor J.J. Exon at the October, 1975 Alpha Tau Alpha Meeting.
9. Planned organization of and served as Secretary of the New Agricultural Education Advisory Council from September 1975 to August 1976.
10. Member of Executive Committee of both Nebraska Vocational Agriculture Association and Nebraska Vocational Agriculture Foundation.
11. Chairman, Building Committee of Nebraska Vocational Agriculture Foundation.
12. Member, Delegate Assembly of the Nebraska Vocational Association.

1976

A. Meetings, etc.

1. Presented Paper entitled "A Study of the Use of Time By The Vocational Agriculture Teacher," at the Agricultural Education General Session, American Vocational Association Convention, Houston, Texas, December 4-7, 1976. Also participated in the Annual Meeting of the Editing-Managing Board of The Agricultural Education Magazine, as Secretary and Consulting Editor.
2. Attended and was a member of a Reaction Symposium at the Central Regional Research Conference in Agricultural Education, Columbus, Ohio, August, 1976.
3. Vice President, Gamma Sigma Delta at UNL in 1976, and elected President for 1977.
4. Invited as a visiting Vocational Agriculture Teacher at Norris High School and Nebraska City High School.
5. Attended the Central Regional Seminar in Agricultural Education, Chicago, February 2-4, 1976.
6. Attended two semi-annual meetings of the Nebraska Council of Teacher Education, January and April, 1976.
7. Attended Annual Meeting of the Nebraska Vocational Agriculture Association and Nebraska Vocational Agriculture Foundation, Columbus, July 13-16, 1976.
8. Served as Secretary for the Agricultural Education Advisory Council, September 1975 - August 1976.
9. Member, Executive Committees of Nebraska Vocational Agriculture Association and Nebraska Vocational Agriculture Foundation, July 1975-August 1976.
10. Chairman, Building Committee, Nebraska Vocational Agriculture Foundation, Aurora, Nebraska, July 1975 - present.
11. Member, Delegate Assembly of Nebraska Vocational Association.
12. Attended College of Agriculture Teaching Workshop, January 8-9, 1976.
13. Member, Recruitment Committee, Nebraska Vocational Agriculture Association, from July 1967-present. (Chairman of committee from July 1968-July 1972).
14. Consultant for Southeast Nebraska Technical Community College, in defining a "Procedure for Identifying Needs for an Agribusiness Program.

B. Offices, committees, etc.

1. Consulting Editor and Secretary, Editing-Managing Board of The Agricultural Education Magazine: three year term beginning in January 1974.
2. Planning Committee, Central Regional Seminar in Agricultural Education.

Gerdes, R.D.

A. Achievements prior to joining the University:

1. NVATA Outstanding Young Member Award (Nebraska) 1975-76
2. Teacher of The Year for Ainsworth Public Schools 1976-77
3. Gold National FFA Chapter rating for 1975-76.
4. Silver National FFA Chapter rating for 1974-75.
5. First place FFA Chapter in Nebraska in 1975-76.
6. Second place FFA Chapter in Nebraska in 1974-75.
7. Nebraska Golden Spade Conservation Award Winner in 1973, 1974, 1975.
8. Two State Farmer Degree Winners.
9. Superior National Chapter Safety Award in 1974, 1975, and 1976.
10. Two State Foundation Award Winners.
11. First place State Agriculture Demonstration Teams in 1973, 1974, and 1976.
12. Second, third, fourth, and fifth place Livestock Judging Teams at North Platte Grasslands Judging Contests in the last five years.
13. Won many trophies at Nebraska State Fair, 1972-1976.
 - a) Herdmanship trophy in beef two years, second one year.
 - b) Warner Chapter Hereford trophy.
 - c) Laflin Chapter Angus trophy.
 - d) Second Chapter Beef Sweepstakes.
 - e) Six Champion Chapter Groups of Beef.
 - f) Thirty-six Individual Champions and Reserve Champions.
14. Numerous Honors at Vocational Agriculture Contests and FFA contests.
15. Team Trophies won at local Livestock Judging Contests, 1972-1976.
 - a) Thirteen First place Teams.
 - b) Eight Second place Teams.
16. Livestock Show accomplishments, 1972-1976.
 - a) Forty-eight Class Winners.
 - b) Eleven Grand Champion Individuals.
 - c) Traveled approximately 8,570 miles to attend twenty-seven livestock shows.
17. Chairman of the NVAA State Fair Committee.
18. Chairman of the UNL Agricultural Education Advisory Council.
19. Member of the UNL Agricultural Education Search Committee.
20. Represent NVAA on the Nebraska Extension Livestock Advisory Council.
21. Student Teacher Supervisor for UNL.

Horner, James T.

A. Meetings, etc.

1. President, American Assn. of Teacher Educators in Ag., 1975; Ex. Board, 1976.
2. "Legislation Impacting on Agricultural Education" paper presented at American Voc. Assn., Anaheim, Dec. 1975 (and Presidents' Report), Houston '76.

3. "Competencies in Crop Production for Voc. Education in Agriculture," paper presented at American Voc. Assn., New Orleans, Dec., 1974.
4. "Federal Legislation Impacting on Vocational Teacher Education," paper presented at the Am. Voc. Assn., New Orleans, Dec., 1974.
5. "1975 Program of Work for AATEA," proposal presented at AVA; New Orleans, Dec., 1974.
6. "Performance-based Vocational Teacher Education," paper presented to 1974 Regional Conference, Educational Professions Development Act, Lincoln.
7. President, 1975 and President-elect, American Association of Teacher Educators in Agriculture, 1974.
8. Chairman, Legislative Committee representing all Vocational Teacher Educators to American Vocational Association, U.S.O.E. and Congress, 1974.
9. National Committees on (1) "National Seminar (USOE), 1976, (2) Vo-Ag Teacher Competencies 1973 (USOE), (3) '75 Seminar Planning & (4) Post Secondary Agriculture & Natural Resources 1973 - (USOE)
10. Superintendent, National FFA Livestock, Poultry and Meat Judging Contests Tabulation, 1973-75.
11. Horner, J.T., "Instructional Personnel Recruitment & Preparation," paper presented at USOE and Farmland Industries Workshop, Kansas City, Missouri, April 1973.
12. Reports at Regional and National Vocational Education and Teacher Education meetings.
13. Board of Directors, Nebraska Vocational Agricultural Foundation.

B. Offices, committees, etc.

1. Past President, President & President-elect, American Association of Teacher Educators in Agriculture, 1976, 1975, 1974.
2. Chairman Legislative Committee representing all Vocational Teacher Educators (Ag., Home Ec., Office, Health, etc.) 1974 & AATEA 1976.
3. American Association of Teacher Educators in Agriculture, Central Region, Vice President, 1972-73.
4. Elected to Ag. Advisory Board to the National Center for Vocational Education Research and Leadership Development, Ohio State University.
5. Bicentennial Edition of Who's Who In Nebraska.
6. Superintendent, National FFA Contest Tabulation, K.C., Mo.
7. National Contest Special Study Committee

Oberg, W.W.

A. Meetings, etc.

1. Participated in Midwest Curriculum Management Seminar - Oklahoma.
2. Participated in Regional BOAC Meeting, Chicago.
3. Conducted Community Development Workshops for NSEA.
4. Received Alpha Tau Alpha Honorary Member Award.
5. Participated in National Alpha Tau Alpha Conclave - Kansas City.
6. Participated in National Student Teachers Conference - Kansas City.

B. Offices, committees, etc.

1. Nebraska Vo-Ag Association District X Chairman
2. Nebraska Vo-Ag Foundation Board of Director

Wendorff, U.E.

A. Meetings, etc.

1. American Society of Agricultural Engineers.
2. American Association for Agricultural Engineers & Vocational Agriculture.

B. Offices, committees, etc.

1. Secretary-American Association for Ag. Engr. and Voc. Agri. 1966-67 and 67-68.
2. Vice President - American Association for Ag. Engr. and Voc. Agri. - 1968-69 and 1969-70.
3. President-American Assn. for Instruction Vocational Materials - 1970-71.
4. Board of Directors for Instruction Vocational Materials - 1971-76.

Florell, Robert J.

A. Meetings, etc.

1. Adult Education Association of America Annual Meeting, Oct. 28-30, 1975.
2. North Central Region Staff Development Workshop, July 20-22, 1976, (presided at two sessions and served as chairman of planning committee).

B. Offices, committees, etc.

1. ECOP Subcommittee on Personnel Training and Development.
2. Task Force, ECOP Subcommittee on Personnel Training and Development.
3. Chairman, planning committee for, N.C. Staff Development Workshop, July, 1976.
4. Planning Committee for five year proposal for regional staff development.
5. Liaison Committee, Journal of Extension.

INSTRUCTIONAL PROGRAM

The following items are enclosed:

1. Departmental Teaching Faculty and Current Advisement Responsibilities
2. Number of Students Enrolled in Departmental Courses and Number of Student Credit Hours Generated During Past Five-Year Period
3. Majors in Agricultural Education
4. Number of Student Teachers By Semester
5. Enrollment in Regularly Scheduled Departmental Courses and Seminars During Past Two Years
6. Summer Session Instructional Cost Analysis
7. Catalog material from the College of Agriculture Bulletin describing the Agricultural Education undergraduate curriculum and course offerings
8. Catalog material from the Graduate College Bulletin describing the master's program in Agricultural Education
9. Agricultural Education Self Survey for the North Central Accreditation

DEPARTMENTAL TEACHING AND CURRENT ADVISEMENT RESPONSIBILITIES

Gilbertson, Osmund S.
 0.65 FTE Teaching
 15 B.S. Ag. Ed. Advisees

Teaching Responsibilities, 1976

First Semester (present)		
Course No.	Enrollment No.	% creditable to you*
Ag. Ed. 134	38	50%
Ag. Ed. 431	17	30%
Ag. Ed. 804f	25	25% (supervision)

Second Semester (last year)		
Course No.	Enrollment No.	% creditable to you*
N/A (employed by C.P.S.U.)		

First Summer Session		
Course No.	Enrollment No.	% creditable to you*
N/A (employed by C.P.S.U.)		

Second Summer Session		
Course No.	Enrollment No.	% creditable to you*
N/A (employed by C.P.S.U.)		

Dillon, Roy D.
 0.50 FTE Teaching
 41 B.S., 16 M.S. Ag. Ed. and 10 Ph.D. (Ed.) Advisees

Teaching Responsibilities, 1976

First Semester (present)		
Course No.	Enrollment No.	% creditable to you*
Ag Ed 431	18	50%
Ag Ed 413	17	100%
Ag Ed 905	3	100%
Ag Ed 896	3	Ind. Study
Ag Ed 481	6	Field Exp.
Ag Ed 804f	12	2 Field Sessions
ACE 999	1	Thesis

Second Semester (last year)		
Course No.	Enrollment No.	% creditable to you*
Ag Ed 413	26	100%
Ag Ed 431	25	40%
Ag Ed 481	8	Field Exp.
Ag Ed 496	2	Ind. Study
Ag Ed 896	1	Ind. Study
Ag Ed 905	17	100%
ACE 999	1	Thesis

First Summer Session		
Course No.	Enrollment No.	% creditable to you*
Ag Ed 896	18	100%
Ag Ed 901	28	50%
Ag Ed 904	4	Ind. Study
Ag.Ed 913	15	50%
ACE 999	1	Thesis
Pre-Session-AgEd 896	1	Ind. Study
AgEd 807	1	100%

Second Summer Session		
Course No.	Enrollment No.	% creditable to you*
Ag Ed 896	6	Ind. Study
Ag Ed 904	2	Ind. Study
ACE 999	1	Thesis

* % of teaching time of this course that can be credited to you. Deduct % done by other staff and/or graduate assistants.

Gerdes, Roger D.

1.00 FTE Teaching (In-service Coordinator)

3 B.S. Ag. Ed. Advisees

12 Incoming Freshman Advisees

Currently teaching Ag. Ed. 294 and will teach Ag. Ed. 134 during the Fall Semester

Horner, James T.

0.40 FTE TEaching

6 B.S., 23 M.S. Ag. Ed. and 5 Ph.D. (Ed) Advisees

Teaching Responsibilities, 1976

First Semester (present)		
Course No.	Enrollment No.	% creditable to you*
Ag. Ed. 412	5	100% (New/Rev.)
Ag. Ed. 812	5	100% (New/Rev.)
Ag. Ed. 904	5	100%
Ag. Ed. 804f	25	100% (New/Rev.)
Ag. Ed. 413 431	17	30%

Second Semester (last year)		
Course No.	Enrollment No.	% creditable to you*
Ag. Ed. 420	2	100% (new)
Ag. Ed. 820	1	100% (new)
Ag. Ed. 413	25	25%

First Summer Session		
Course No.	Enrollment No.	% creditable to you*
Ag. Ed. 890	7	100%
Ag. Ed. 825	5	100%
Ag. Ed. 908	4	100%

Second Summer Session		
Course No.	Enrollment No.	% creditable to you*
Ag. Ed. 904	6	100%
Ag. Ed. 825	3	100%

Wendorff, Urban E.

0.50 FTE Teaching (Ag. Ed.)

23 B.S. Ag. Ed. Advisees

Teaching Responsibilities, 1976

First Semester (present)		
Course No.	Enrollment No.	% creditable to you*
M.A. 117	95	100%
Ag. Ed 405	18	100%

Second Semester (last year)		
Course No.	Enrollment No.	% creditable to you*
M.A. 117	90	100%
Ag. Ed. 405	21	100%

Florell, Robert J.

0.07 FTE Teaching (Teachers College)

11 M.S. Ag. Ed. and 6 Ph.D. (Ed) Advisees

Teaching Responsibilities, 1976

First Semester (present)		
Course No.	Enrollment No.	% creditable to you*

Second Semester (last year)		
Course No.	Enrollment No.	% creditable to you*

ACE 890K 14

33

* % of teaching time of this course that can be credited to you. Deduct % done by other staff and/or graduate assistants.

AGRICULTURAL EDUCATION

Number of Students Enrolled in Departmental Courses
and Number of Student Credit Hours Generated
During Past Five-Year Period

Academic Year	Fall Semester		Spring Semester		Total No. Students	Student Credit Hours	S.S.
	No. Students	Student Credit Hours	No. Students	Student Credit Hours			
1971-72	159	535	223	679	382	1214	189
1972-73	137	479	194	680	331	1159	212
1973-74	135	523	200	782	335	1305	216
1974-75	158	600	160	675	318	1275	273
1975-76	115	491	198	896	313	1387	303
1976-77	119	500	124	502	243	1002	--

MAJORS IN AGRICULTURAL EDUCATION

	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
Seniors	40	45	35	28	28	38	29
Juniors	33	19	22	14	28	39	30
Sophomores	12	15	18	20	19	37	29
Freshman					17	12	18

NUMBER OF STUDENT TEACHERS BY SEMESTER

	<u>Fall</u>	<u>Spring</u>	<u>Total</u>
1972-73	14	19	33
1973-74	15	24	39
1974-75	14	14	28
1975-76	16	25	41
1976-77	17	12	29

ENROLLMENT IN REGULARLY SCHEDULED DEPARTMENTAL COURSES
AND SEMINARS DURING PAST TWO YEARS

Course No.	Fall '74	Spring '75	Fall '75	Spring '76	Fall '76	Spring '77
134	58	59	39	-	38	-
294	14	14	4	48	-	21
404/804	-	20	-	21	-	25
405	19	20	16	26	18	12
412/812	-	-	-	9	10	-
413	14	15	16	26	17	12
419	-	-	-	-	-	-
420/820	-	-	-	27	-	-
424/824	-	-	-	-	-	-
431	20	21	16	30	18	13
481	6	6	1	8	6	5
494	3	3	5	2	-	-
496/896	4	2	2	5	3	1
499	2	2	3	-	1	-
805	1	1	-	-	-	3
806	1	1	-	-	-	13
807	1	1	-	-	-	1
825	-	-	1	5	-	3
890	-	-	-	1	-	2
899	-	-	-	-	-	-
901	-	-	-	-	-	-
902	-	-	-	-	-	-
903	-	-	-	-	-	-
904	15	15	9	1	5	2
905	-	-	3	9	3	11
908	-	-	-	-	-	-
913	-	-	-	-	-	-
942	-	-	-	-	-	-
TOTALS	158	180	115	218	119	124

UNIVERSITY OF NEBRASKA - LINCOLN
OFFICE OF THE DIRECTOR OF SUMMER SESSIONS

SUM045-C-C (1)

INSTRUCTIONAL COST ANALYSIS, BY DEPARTMENTS

DATE RUN: 09/13/76

DEPT NAME	COURSE NUMBER	--3 WEEK 1974 ---			--8 WEEK1974 ---			--3 WEEK1975 ---			--8 WEEK1975 ---			--3 WEEK1976 ---			--8 WEEK1976 --		
		STDS	HOURS	SECT	STDS	HOURS	SECT	STDS	HOURS	SECT	STDS	HOURS	SECT	STDS	HOURS	SECT	STDS	HOURS	SECT
AG ED	412	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AG ED	481	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AG ED	807	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	0	0	0
AG ED	812	0	0	0	0	0	0	2	6	1	0	0	0	0	0	0	0	0	0
AG ED	825	2	6	1	0	0	0	3	9	1	0	0	0	2	6	1	0	0	0
AG ED	896	0	0	0	0	0	0	2	4	1	0	0	0	2	6	1	0	0	0
AG ED	899	1	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AG ED	904	0	0	0	0	0	0	0	0	0	0	0	0	1	3	1	0	0	0
TOTALS OF DEP		5	15	4	0	0	0	7	19	3	0	0	0	6	18	4	0	0	0
AMOUNT EXPENDED		160.00			0.00			177.00 +10.6%			0.00 +0.0%			197.00 +11.2%			0.00 +0.0%		
COST PER CR HR		10.66			0.00			9.31 -12.6%			0.00 +0.0%			10.94 +17.5%			0.00 +0.0%		
FULL TIME SS APPTS		0.05			0.00			0.05 +0.0%			0.00 +0.0%			0.05 +0.0%			0.00 +0.0%		
CR HRS PER SS APPT		300.00			0.00			380.00 +26.6%			0.00 +0.0%			360.00 -5.2%			0.00 +0.0%		
STDS PER SS AP		100.00			0.00			140.00 +40.0%			0.00 +0.0%			120.00 -14.2%			0.00 +0.0%		

SUM045-C-C (1)

INSTRUCTIONAL COST ANALYSIS, BY DEPARTMENTS

DATE RUN: .09/13/76

DEPT NAME	COURSE NUMBER	---FIRST 1974 --			--SECOND 1974 --			---FIRST 1975 --			--SECOND 1975 --			---FIRST 1976 --			--SECOND 1976 --		
		STDS	HOURS	SECT	STDS	HOURS	SECT	STDS	HOURS	SECT	STDS	HOURS	SECT	STDS	HOURS	SECT	STDS	HOURS	SECT
AG ED	405	0	0	0	0	0	0	4	9	1	0	0	0	0	0	0	0	0	0
AG ED	412	2	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AG ED	413	0	0	0	0	0	0	4	8	1	0	0	0	0	0	0	0	0	0
AG ED	481	3	6	1	1	5	1	0	0	0	0	0	0	0	0	0	0	0	0
AG ED	496	1	1	1	1	1	1	1	2	1	0	0	0	0	0	0	1	3	1
AG ED	499	1	5	1	0	0	0	0	0	0	0	0	0	0	0	1	2	1	
AG ED	806	2	6	1	0	0	0	0	0	0	1	3	1	0	0	0	0	0	0
AG ED	807	2	6	1	1	4	1	2	6	1	0	0	0	1	5	1	0	0	0
AG ED	812	10	30	1	0	0	0	11	33	1	0	0	0	0	0	0	0	0	0
AG ED	825	6	18	1	1	3	1	3	9	1	1	3	1	7	21	1	1	3	1
AG ED	890	0	0	0	0	0	0	10	30	1	0	0	0	11	33	1	0	0	0
AG ED	896	3	8	1	1	5	1	9	25	1	2	5	1	18	54	1	7	20	1
AG ED	899	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	4	1
AG ED	901	0	0	0	0	0	0	17	51	1	0	0	0	22	64	1	0	0	0
AG ED	902	6	18	1	0	0	0	2	6	1	0	0	0	0	0	0	0	0	0
AG ED	903	2	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AG ED	904	0	0	0	0	0	0	1	4	1	2	4	1	7	21	1	6	19	1
AG ED	908	24	72	1	0	0	0	14	42	1	0	0	0	1	3	1	0	0	0
AG ED	913	0	0	0	0	0	0	11	33	1	0	0	0	11	33	1	0	0	0
TOTALS OF DEP		62	182	12	6	19	6	89	258	13	6	15	4	78	234	8	17	51	6
AMOUNT EXPENDED		5,127.00			160.00			6,077.00 +18.5%			177.00 +10.6%			7,789.00 +28.1%			197.00 +11.2%		
COST PER CR HR		28.17			8.42			23.55 -16.4%			11.80 +40.1%			33.28 +41.3%			3.86 -67.2%		
FULL TIME SS APPTS		2.05			0.05			2.35 +14.6%			0.05 +0.0%			3.15 +34.0%			0.05 +0.0%		
CR HRS PER SS APPT		88.78			380.00			109.78 +23.6%			300.00 -21.0%			74.28 -32.3%			1,020.00+240.0%		
STDS PER SS AP		30.24			120.00			37.87 +25.2%			120.00 +0.0%			24.76 -34.6%			340.00+183.3%		

Department of Agricultural Education

(Vocational Education and Agricultural Extension)

A major in agricultural education is designed to prepare students to be certified teachers of vocational agriculture at the secondary or post-secondary level or to become agricultural extension workers. It also prepares students for positions in adult education, in foreign service, and as agricultural educators in business and industry. Some of the students graduate with a dual major in agricultural education and in another department of the College.

Students desiring to be admitted to the Teacher Education Program in the Department of Agricultural Education should make application as early as possible (at least one semester before they enter the Professional Block semester). The apprentice teaching phase of the block is conducted off campus, and agreement with out-state supervising teaching schools must be made early. At least by their junior year students should consult with an adviser in agricultural education since state teacher certification is based on the recommendation from that department.

To be admitted in full standing for student teaching, the student must have a scholastic rating of 2.25 and proficiency in speech. Students with less than a 2.25 GPA may be given provisional admission.

Teaching Certificate: Successful completion of the following, along with a recommendation by the Department of Agricultural Education, warrants issuance of a Nebraska Secondary Teaching Certificate by the Nebraska Department of Education, with an endorsement to teach agriculture. Teacher certification requires: a) at least two years recent full-time employment or the equivalent in accumulated part-time employment in the field in which the candidate is preparing to teach, or b) at least one year full-time employment or the equivalent in accumulated part-time employment plus not less than 360 clock hours of employment in the field in which the candidate is preparing to teach, under the direction and supervision of a qualified experienced vocational teacher-educator; or c) at least 360 hours of supervised employment in the field in which the candidate is preparing to teach, plus an organized program of directed observation under the direction and supervision of a qualified experienced vocational teacher-educator. The program of directed observation should be equivalent to or actually involve college credit of not less than 3 semester hours.

Students in other agricultural majors may qualify based upon the requirements described on page 19.

Agricultural Education Major Requirements

	Hours
Agricultural courses	40
Animal science	3
Plant science	3
Agricultural economics	3
Mechanized agriculture (excluding MechAg 109)	6
Agricultural electives	25
Suggested agricultural electives: AgEcon 201 or 203, 211, 261, 316; MechAg 117, 232, 312, 345, 354; Agron 101, 153, 240, 269; AnSci 101, 103, 117, 221, 253; Entomol 201; FdScT 102; P&WSci 101, 251; VetSci 201, 303; Hort 150, 221, 224, 351.	
Biological sciences courses	11-12
LifeSci 101 (Biol 101—General Biology)	4
LifeSci 109 (Bot 102—General Botany)	4
or LifeSci 112 (Zool 102—Introduction to Zoology)	4
Agron 315 (Genetics)	3
or LifeSci 241 (Zool 241—General Genetics)	4
or LifeSci 300 (Microbi 300—Agricultural Microbiology)	3
Physical sciences and mathematics courses	15-16
Chem 105 and 106 (Survey of Chemistry)	8
or Chem 109 and 110 (General Chemistry)	8
or Chem 113 and 114 (Fundamental Chemistry) and Chem 116 (Quantitative Chemistry Lab)	9
Math 100 (Algebra) and 101	4
or Math 102* (Trigonometry)	2
Elective	3
Selected from Mathematics; Physics; MechAg 109 (Physical Principles in Agriculture); Geog 150 (Man's Physical Environment), 151 (Physical Processes in Geography), 252 (Meteorology), 253 (Climatology); Geol 101 (Physical Geology), 102 (Physical Geology Laboratory), 210 (Mineralogy and Optical Mineralogy); Chemistry; or Computer Science.	
Humanities and social sciences courses	24
Communications block	8-9
AgComm 200 (Technical Writing)	3
and Speech 109 (Fundamentals of Human Communication)	3
or Speech 209 (Public Speaking)	3
Elective	2-3
Selected from English, Speech 109 or 209 or 311; HistEd 237, or introductory Journalism course (excluding photography).	
Econ 210 (Introduction to Economics)	5
or Econ 211 (Principles of Economics)	3
and Econ 212 (Principles of Economics)	3
EdPsych 362 (Learning in the Classroom)	3
Humanities and social sciences electives	6-8
No more than two courses from any one department shall be used to meet this elective requirement. Select from: Art; Ag 100; AgEcon 141, 276, 346, and 442; Anthropology; Architecture; Classics; Crimi- nal Justice; Economics (excluding courses under the subtitle of Quantitative Economics); Educational Psychology; English; Geog- raphy (excluding physical geography); History; Human Develop- ment and Family; Agricultural Communications; Journalism; Mod- ern Languages; Music; Philosophy; Political Science; Psychology; Religion; Sociology; Speech.	
Agricultural education courses	24
AgEd 134 (The Job of a Vocational Agriculture Agribusiness and Natural Resources Instructor)	3
AgEd 294 (Past, Present, and Future of Vocational Education in Agricul- ture)	2
Professional Semester	19
AgEd 405 (Methods of Teaching)	6
AgEd 431 (Apprentice Teaching)	8
AgEd 413 (Program Development)	5
The Agricultural Education course program is under study and addi- tional courses may be included later.	
Free electives	12-14
Suggested courses include: AgEd 481 (Supervised Field Experi- ence) 2-5 hrs; AgEd 496 (Independent Study in Agricultural Educa- tion) 1-5 hrs; EdAdm 352 (Fundamentals in Educational Adminis- tration) 3 hrs.	
Minimum requirements for graduation	128

* Students qualified for placement in Mathematics 105 will have met this requirement. Others will register with the Mathematics Department for examination and placement in Math 100, 101, or 102.

Faculty

Dillon, R. D., Ed.D., Professor (Interim Chairman of Department)
Horner, James T., Ed.D., Professor
Oberg, Wayne W., B.S., Instructor
Simmons, James E., M.S., Instructor
Wendorff, U. E., M.S., Professor, also Professor of Agricultural Engineering

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

134. The Job of a Vocational Agriculture Agribusiness and Natural Resources Instructor (3 cr I)

Orientation to the employment and service of an agribusiness and natural resources (Voc-Ag) instructor. Requirements for certification of teachers, survey or recommended course of study, and an overview of agricultural education in Nebraska.

294. Past, Present, and Future of Vocational Education in Agriculture (2 cr II)

The study of the past, present, and future of vocational education, specifically vocational agribusiness and natural resources education in the educational offering in the local school and community.

404/304 [464/304]. Problems of Beginning Teachers in Agricultural Education (2-5 cr I, II, III)

Individual projects, assigned problems, special reports, current literature.

405. Methods of Instruction (6 cr I, II) Prereq: 3 hrs educational psychology, senior year by application

Instructional methods, devices, and procedures used in disseminating information in the agricultural sciences, mechanics, and related information to youth and adults.

412/312. Instructional Materials in Occupational Education (2-3 cr)

Philosophy, objectives, and methods of developing a sound program of teaching aids. Materials available, practice in constructing and assembling such teaching aids as pictures, charts, graphs, drawings, and models. Determining educational adaptation of resource material found in local schools, communities, farms, and businesses.

413. Program Development (5 cr I, II) Prereq: 3 hrs educational psychology, senior year by application

Organizing year-round educational programs in agriculture at the local level for youth and adults.

419. Developing Instructional Programs of Post-High School Agricultural Education (3 cr I, II, III) Prereq: 3 hrs agricultural education and sophomore standing or permission.

Understanding the post-high school student, methods and teaching approaches, writing behavioral objectives, and evaluating instruction.

420/320 [420/320]. Improvement of Instructional Programs for Post-High School Occupational Education (3 cr I, II, III) Prereq: Baccalaureate degree; 12 hrs agricultural education or equivalent; and/or permission of instructor

Designing new instructional programs, expanding the impact of student behavioral objectives, and evaluating the total instructional program.

424/324. Development and Organization of Vocational Education (Business Education, Secondary Education 424/324) (3 cr)

Overview of vocational and practical education, their place in the community school; planning comprehensive programs in agriculture, business, homemaking, and industrial education. For teachers, administrators, and guidance personnel.

431. **Apprentice Teaching** (3 cr I, II) Prereq: 3 hrs educational psychology, senior year by application
Six to eight weeks of residence in an approved off-campus supervised instructional center—teaching secondary school students, young and adult farmer classes; conducting and supervising experience programs; assuming school and community responsibilities; counseling students; and advising youth activities associated with agricultural education. On-campus instruction 12-15 hours prior to residence in the instructional center.
481. **Supervised Field Experiences** (2-5 cr I, II, III) Prereq: Junior or senior by application
A field course of experience working with various phases of agricultural business and/or agricultural education.
494. **Undergraduate Seminar in Agricultural Education** (1-3 cr)
(Section 1, 1 cr, I) Philosophy and relationship of vocational agriculture in the public schools. (Section 2, 2 cr, I, II) Development and coordination of adult and continuing agricultural education programs.
- 496/396. **Independent Study in Agricultural Education** (1-5 cr) Prereq: 12 hrs agricultural education or closely related areas and permission
Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member.
499. **Independent Study in Agricultural Education** (1-5 cr) Prereq: Permission
Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member.
- 805 [805f]. **Advanced Teaching Methods in Occupational Education** (Secondary Education 805) (2-3 cr)
The problem approach to teaching, motivating students, developing interests, attitudes, and abilities; lesson planning, new and advanced classroom techniques and procedures.
806. **Adult Agricultural Education** (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.
807. **Occupational Experience Programs** (Business Education, Education and Family Resources, Secondary Education 807) (1-6 cr)
The philosophy and objective of the project method. Providing adequate educational experience, organizing, administering, evaluating experience programs, and may include supervised occupational experience.
825. **Coordination in Occupational Training Programs** (Business Education, Secondary Education 425:825) (3 cr)
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.
890. **Workshop Seminar** (1-12 cr)
899. **Masters Thesis** (6-10 cr)
- 901 [901f]. **Supervision and Administration in Vocational Education** (Business Education, Education and Family Resources, Secondary Education 901) (3 cr)
902. **Research in Occupational Education** (3 cr)
903. **Teacher Education in Agriculture** (2-3 cr)
- 904 [904f]. **Seminar in Vocational Education** (1-6 cr)
- 905 [905f]. **In-Service Preparation for Occupational and Adult Educators** (Adult and Continuing Education, Secondary Education 905) (3 cr)
908. **Organization of the Agricultural Mechanics Program** (2-3 cr)
913. **Program Development in Occupational Education** (Secondary Education 913) (3 cr)
942. **The Junior-Community College** (Secondary Education 942) (3 cr)

Agricultural Education**(Vocational Education and Agricultural Extension)**

Departmental Chairperson: Osmund S. Gilbertson, Ph.D. Graduate Committee:
Professors Dillon, chairperson, Florell, Horner.

Candidates for the degree Master of Science with a major in Agricultural Education must present undergraduate preparation totaling at least 40 hours in agricultural subjects plus at least 18 hours in Education or 18 hours selected from two or more of the following: Education, Agricultural Extension, Psychology, or Sociology. Up to 6 of the 18 hours may be waived at the rate of 1 hour per year for each year of successful experience as an agricultural educator. An English examination is required of all candidates applying with less than a 2.5 undergraduate GPA (4.0 basis).

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



Institute of Agriculture
and Natural Resources

THE UNIVERSITY OF NEBRASKA-LINCOLN
LINCOLN, NEBRASKA 68583

RECEIVED

SEP 8 1976


T. E. HARTUNG

Reply to:

Agricultural Education
302 Agricultural Hall
Phone 402-472-2807

MEMORANDUM

September 8, 1976

TO: T. E. Hartung 
FROM: O.S. Gilbertson, Chairman
RE: North Central Accreditation

Enclosed is the Agricultural Education Self Survey which you requested for the North Central Accreditation.

If you have any questions concerning our survey, please let me know.

DEADLINE DATE: September 10, 1976

Self-Survey of the College of Agriculture

Department Ag Education

Based upon each department's response, I will bring together a College response working with the College's faculty advisory council. Your response should reflect the general attitude of the entire department, recognizing that you will not have a lot of time to involve your total staff in this process. Please limit your answers in the space provided.

Proposition I Institutional Goals and Statement of Purposes

1. What are the undergraduate and graduate instructional goals and purposes of the department?

PURPOSE: To overcome the serious shortage of high school and post-secondary instructors of vocational agriculture in Nebraska, to improve the quality of instruction and thereby enhance the application of new knowledge from the IANR on the farms and ranchs across the state.

GOALS - Undergraduate: •To recruit and prepare sufficient quantities of teachers to meet the increasing complexity of agriculture and increasing demand for agricultural educators. •For all majors to demonstrate the ability to teach agricultural subject matter at the secondary level. •For all majors to be certified teachers of Vocational Agriculture in compliance with the certification requirements of the Nebraska State Department of Education. •For majors to demonstrate the ability to secure entry level employment as secondary school teachers of vocational agriculture, county agricultural extension agents, farmers and ranchers, agricultural missionaries and professional sales personnel in the agribusiness industry.

Graduate: •To provide formal coursework and informal aids, services to enhance retention and improvement of agricultural instructors. •For majors to demonstrate at the masters level, ability to teach agricultural subject matter at the secondary and post-secondary school levels and local, regional, state and national level extension positions. •For majors to demonstrate professional abilities in at least one specialized field of professional education and/or for majors to acquire professional abilities in one specialized field of technical agriculture. •Conduct pilot research and consult local schools on programs. These are accomplished primarily through aggressive staff efforts and operating funds, utilizing new instructional technologies and out-state apprentice teaching centers - little facility requirement.

2. How can divergencies among those concerned with the department with respect to substance or priorities of goals be determined?

- Use of a nine member advisory council from the profession across the state, plus on-campus agricultural education majors.
- Regular staff meetings are conducted with issues being resolved, collectively.

3. Are the departmental goals and purposes appropriate to the clientele?

Yes! There is a shortage of agriculture teachers. Strong effort must be exerted to recruit, train and hold quality teachers.

4. Are departmental resources adequate for the goals subscribed to by the department?

An increase in staff and the support budget is necessary to accommodate the listed goals. The needs are delineated later in this self-survey.

Proposition II Evaluation of progress and achievement in relation to departmental goals and purposes. How is departmental effectiveness in achieving its goals and purposes evaluated?

1. How are undergraduate and graduate student aspirations and achievements evaluated?

By regular student and administrative (Dept. & College) evaluations of staff; by evidence of percentages of graduates entering and succeeding (follow up evaluations with employers) in the profession; by regular advisory council evaluation.

2. How are the aspirations and achievements of instructional staff evaluated?
~~Include what practices or policies are followed to build faculty morale and well-being.~~

At least a once-a-year conference by administrator with each staff member, including a follow up summary and periodic staff get togethers.

3. How are the aspirations and achievements of departmental administration evaluated?

Regular evaluations as per Regents ByLaws. At least a once-a-year conference by Deans with administrator (written follow up summary).

Proposition III Educational and Learning Experiences--The Outcomes.

1. What kind of learning experiences does your department provide your students? Include formal and informal learning experiences (include advising and student clubs) at undergraduate and graduate levels.

•The faculty is continually evaluating courses, student performance and teacher effectiveness to determine the changes needed in the teaching program. Consequently, the entire undergraduate teaching program has been revised focusing the change on behavioral oriented objectives, individualized instruction and the utilization of a wide range of mediated autotutorial equipment laboratory (micro teaching) on campus add realism. •Field experiences are encouraged early in the undergraduate program and at least six weeks of student teaching in out-state centers in the senior year. •The 24 (mediated) study carrels, two automated teaching machines and adequate video tape equipment, plus a video tape library provide staff members considerable flexibility in teaching. •The Departmental club is utilized as a teaching-counseling agency supplementing the regular coursework. •Student advising is taken seriously (credit granted to faculty) as an educational function. •The in-service and graduate programs are being upgraded and the department offers four or five graduate courses each semester as well as during the summer. •The Department provides at least six workshops in professional and technical areas of agricultural education. •Workshops and courses are taken into the field out-state.

2. Describe how your curriculum is organized in terms of continuity, sequence and integration.

Introductory courses, both technical and professional serve as a base for upper level and advanced (practicum) courses. The upper level and advanced (practicum) courses are organized around performance based criteria. Technical agriculture courses and general education (physical, biological and social sciences) are integrated through out the four year program. An Advisory Council evaluation is conducted regularly.

3. What ways has your department sought to improve the learning experiences for its students?

The staff has sought to improve the learning experiences via reviews and evaluations and inovations already mentioned. In addition it has sought additional staffing of "methods", "mechanics" and "In-Service" specialists.

4. What types of learning experiences would you feel you wish to add, modify or eliminate?

- 1) More comprehensive agricultural education mechanics laboratory and instruction are essential.
- 2) Continued improvement and expansion of the Ag. Ed. freshman and sophomore courses and junior pre-student teaching course.
- 3) Revamping the Ag. Ed. Methods and Curriculum course to incorporate the core curriculum.
- 4) Improvement of the adult education and FFA instruction.
- 5) Develop Ag. Ed. major options or tracks to meet the needs of various student

5. How does your department intend to strengthen the learning experiences of your students over the next five years?

- By incorporating as many of the learning experiences as possible (4 above) into the curriculum.

6. How does your department intend to strengthen your instructional faculty over the next five years?

Add staff members with specializations in the areas of Methods, In-Service, Adult Education and Agricultural Mechanics and "re-tool" present staff through In-Service preparation.

Proposition IV Resources for providing educational learning experiences and implementing departmental goals and objectives.

1. Faculty Resources--Summarize your staff qualifications and effectiveness.

•A very capable and diligent staff, well supported by excellent secretaries. Massively revised undergraduate teaching program for excellence in pre-service teacher preparation. In-service and graduate programs are of high quality.

•All staff members are teaching in areas in which they have received advanced training. National leadership roles have been assumed by all senior staff members during the past three years.

2. Advising of students--indicate the extent your staff are involved in advising and counseling.

•Senior staff are assigned, take seriously and are awarded credit for advising students--both graduate and undergraduate--usually not more than 25-30.

•Staff members take considerable pride in the opportunity for student advising and often go beyond the required time to personally assist students with scheduling, scholarships, and job placement.

3. Library and other learning resources. Summarize the adequacy and accessibility of these resources to your department.

Library resources are adequate with the exception of guides, manuals, film strips, etc. to be used by student teachers. Computer facilities are adequate.

4. Describe the financial adequacy of your department's undergraduate and graduate programs.

- Addition of specialists in teaching methods, in-service adult Ag. Ed., and Ag. Mechanics along with commensurate support funds is needed.

- With the shift from 12 semester hours to 9 semester hours for calculating teaching loads, we will need more staff just to maintain the current load.

- Increase in hard money slots for graduate assistant positions, with an objective of two graduate assistants per full-time faculty person.

5. Describe the adequacy and accessibility of instructional facilities-- buildings, equipment for your department.

- Recently remodeled quarters are comfortable and pleasant, and with the exception of a second readily available demonstration (Model) classroom, agricultural mechanics shop and storage facilities and workroom, are adequate for present operations.

- The audio-tutorial equipment is dated and should be replaced.

Proposition V The Dynamics of the institution--decision making and planning.

1. How can the decision-making and planning processes and the premises underlying them be evaluated in terms of desired outcomes? What is the actual and desirable role of the elements of the academic community?

•The organizational framework for the department is based on the educational specialities of the staff. The individual professors are responsible for each course, however, ample opportunity is provided for "team" teaching and "turn" teaching activities. It is not uncommon for two or three staff members to plan and teach a particular course. •Opportunity is provided for faculty members (and students) to communicate regarding courses, teaching procedures and problems of concerns to both groups. •Staff members are supported and encouraged to explore new avenues of teaching, to attend Professional meetings, etc.

2. What agencies, groups, and persons outside the institution are involved in planning and decision-making? What is the actual role of each?

•Through the department's Advisory Council (from the profession) which includes student members, the faculty attempts to relate to students and the profession. •Staff members hold membership on such committees as Student Union, Publications Board, Centennial College, Teaching Council, College Curriculum Committee, Commencement & Scholarship Committee, and on Nebraska Vocational Agriculture Association Committees. •The joint Ag. Ed. Staffs (UNL and State Department of Education) hold monthly planning meetings.

3. How are students involved, and assisted by faculty, in decisions regarding their own programs in relation to desired outcomes?

In addition to serving on the Department's Advisory Council, the Departmental Club, (ATA) and conscientious advising are agencies directed at assisting students with their decisions.

RESEARCH AND WRITING

Attached are the project descriptions for the two research projects currently in progress.

The five year project on which Dr. Dillon is working, titled "Comparison of Alternative Programs for Planning and Managing Occupational Education in Agriculture", is in the third year of operation.

Dr. Horner's project, "Approaches to Occupations Education and Teacher Preparation for Rural Development", is in the fifth and final year.

The following items are enclosed:

1. Dr. Horner's:
 - a. 5-year proposal
 - b. annual accomplishment report
 - c. planned objectives for 1977
2. Dr. Dillon's:
 - a. 5-year proposal
 - b. annual accomplishment report
 - c. planned objectives for 1977
3. Publications for the past two years for departmental staff

NEBRASKA AGRICULTURAL EXPERIMENT STATION
PROJECT NO. 24-14 /

Title: Comparison of Alternative Programs for Planning and Managing Occupational Education in Agriculture.

Location: On the Campus
In Junior High and High Schools in Nebraska

Personnel: Roy D. Dillon (Leader), Agricultural Education
_____, Graduate Assistant

Financial Support: State, Hatch, and Grant Funds
University Department of Agricultural
Education

Term of Project: Five years, to be terminated, renewed, or revised on or before February 1, 1979.

Problem: This research one of the research areas comprising the major research objective of the Agricultural Education Department, all planned to study procedures for developing more effective agricultural occupational education programs for youth within rural and urban areas:

The passage of the 1968 and 1973 Vocational Education Amendments caused a change in the emphasis in vocational education in agriculture. As a result, agricultural teachers at the secondary and post-secondary levels were faced with the responsibility to redesign their local vocational education programs in agriculture to more effectively prepare young people to enter and advance in production farming and in those occupations off the farm requiring the use of agricultural knowledge and skills.

Nebraska research shows 133,219 persons presently employed in agricultural jobs, or 18 per cent of the total state labor force. These data and state and regional studies concerning competencies needed in agricultural occupations, provide the foundation for the research area described.

The rural secondary school has a responsibility for preparing youth for their next pursuit: (1) a job, (2) technical school, or (3) 4-year college. Migration away from the local community also must be considered. Rural students can, because of their agricultural background, capitalize on that farm experience and prepare for off-farm agricultural jobs that may show employment promise.

Urban youth also should be made aware of the large numbers of agricultural jobs in and around the large population centers. Many urban youth do have interests in agricultural science or growing plants and animals. These youth can be prepared while in high school for entry into agricultural occupations. A systematic program for vocational education in agriculture may be planned which would include supervised agricultural work experience in school simulation laboratories or in nearby agricultural businesses.

School administrators, school board members, and educational planners should be made aware of the specific occupational needs for agricultural jobs within their school service area and for a larger geographical area within Nebraska. These persons should also be made aware of the interests of students as they explore and identify possible vocational interests while in junior high school and high school.

State educational policy indicates that Nebraska's secondary schools have a definite responsibility to provide the 80 per cent of her youth who will not complete college, with marketable skills. This can be done if interested researchers, teacher educators, teachers, and administrators are willing to identify students who can benefit from vocational education, and follow-up by testing new program ideas.

The specific objectives and procedure for the proposed research are:

1. To estimate specific employment needs in the agricultural occupational areas of (a) Agricultural Mechanics, and (b) Agricultural Supplies and Service. The procedure will be to contact random samples of agricultural businesses in identified geographic areas where previous research has indicated employment opportunities exist. The sampling procedure should enable the researcher, by interview technique, to identify specific job titles within the respective types of agricultural businesses, and to verify worker competencies used.
2. To compare applied agricultural science interests of urban and rural youth in Nebraska. The procedure will be to analyze data gathered by the National Agriculture Interest Inventory from a ten per cent random sample of students in rural and urban 5th, 8th, and 11th grade classes. Data were gathered on the variables:

- a) Occupation of father
- b) Sex
- c) Nationality
- d) Rank in school class
- e) Social adjustment rank in school class
- f) Economic level of family
- g) Academic achievement of student
- h) Student's experiences with animals, plants, and basic mechanics.

Statistical comparisons will be made to determine whether mean differences exist between the interests of groups and sub-groups of rural and urban students, on the variables listed above.

3. To ascertain the vocational interests of those junior high, secondary school, and adult groups who are classified as ethnically, socially, academically, or culturally disadvantaged, and who may be made more employable with agricultural vocational education at the secondary level. Steps will be to determine a procedure for studying school records, student tests, and other available data, to identify persons who may be in one or more of the above four disadvantaged categories. Previous research in educational psychology, guidance and counseling, and from other vocational education areas will be reviewed for definitions and criteria. Recommendations from the study may include suggestions for educational programs for identified groups.
4. To compare two models for planning and utilizing teacher time by agriculture teachers in Nebraska. The procedure will be to compare the results of an annual accounting of use of teacher time in identified categories for two randomly selected groups of agriculture teachers. One group would receive systematic instruction in time management; the second group, would receive no instruction.
5. To determine the relative effectiveness of citizen's consulting committees in planning local programs of agricultural education. The procedure will be to assess attitudes of decision makers, and to describe programs in agricultural education which evolved from random samples of schools with and without citizens consulting committees.
6. To define a procedure to identify specific age groups who need vocational education in agriculture. Stratified random samples will be taken of agricultural workers at selected age levels within identified agricultural occupation groups. Data can be obtained on need for retraining and upgrading by people in these occupations. Community studies will uncover needs for a vocational agriculture education by age group.

7. To study the relative effectiveness of selected new pilot programs of vocational education at the junior high and high school levels. The procedure will be to select schools in rural and urban areas where new or redesigned vocational education programs in agriculture have been implemented, and compare the achievement of students on:
- a) Participation in a junior high exploratory course in agriculture using a pre-test and post-test technique.
 - b) Achievement of students using a national agri-achievement test.
 - c) Job placement and follow-up of graduates.
 - d) Job satisfaction of graduates using a reliable scale.
 - e) Job progress or advancement rate of graduates.

For example, a new class in vocational horticulture may be implemented in a school, and the mean difference in achievement of students measured using a pre-test and post-test. Comparisons may also be made between mean difference in achievement of students in a pilot program and in control schools selected randomly. The study will also compare random samples of students from high schools in rural communities which have vocational programs in agriculture with those which do not have local programs of agriculture, using most of the factors as above.

Cooperation: Essential to the completion of the sub-problems identified will be the assistance of elementary and secondary school teachers and students in Nebraska. In addition, the State Department of Education will be involved in the planning and evaluation of specific projects.

APPROVED:

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 Department Chairman

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 Date

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 Director
 Nebraska Agricultural Experiment Station

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 Date

.....

 Director
 Cooperative State Research Service
 U. S. Department of Agriculture

.....

 Date

The following progress report was submitted to the Experiment Station Director by Roy Dillon summarizing the progress made on his research project during 1976

1. Data collected from study of employment opportunities and competency needs in agriculture processing firms in Lancaster County. New pilot instructional materials being prepared for field testing in this area, including the broader area of animal supplies and services occupations.
2. Data being analyzed on identification and comparison of applied biological science interests and experiences of students in 5th, 8th, and 11th grades in Nebraska.
3. Findings for study of time utilization by 40 vocational agriculture teachers: a) mean hours worked per year was 2652; b) teaching day classes, advising FFA, and supervising projects took 50 percent of the teacher's time.
4. Findings from the pilot exploratory program at a Lincoln High School; 96 of 100 students showed a gain in knowledge on a pre-test and post-test in agribusiness, horticulture, and small animal classes. Significant differences were found in favor of boys, and in favor of younger students.
5. Findings for the study evaluating three methods of teaching Horticulture to high school students; a) 206 students were divided into four groups: (1) small group, (2) large group discussion, (3) individual and (4) combination. Greatest pre-test--post-test difference occurred when the combination of the 3 methods were used.
6. Data being studied from study evaluating factors influencing vocational agriculture teachers to leave teaching.
7. Initiated Project "Nebraska Curriculum Modification Project", and am serving as project evaluator.

EXPERIMENT STATION PROJECT NO. 24-14
AGRICULTURAL EDUCATION DEPARTMENT
INSTITUTE OF AGRICULTURE AND NATURAL RESOURCES
UNIVERSITY OF NEBRASKA-LINCOLN

ROY D. DILLON, LEADER

GOALS FOR 1977

OBJECTIVE I: To estimate specific employment needs in the agricultural occupational areas, and verify worker competencies used.

1. Employment opportunities in agricultural processing businesses, manuscript preparation.
2. Schools selected and preliminary data collection underway for project to field test new animal supplies and services instructional materials. Professors Ernest Peo and Foster Owen, Animal Science Department are serving as reviewers and consultants.

✓ OBJECTIVE II: To compare applied agricultural science interests of urban and rural youth in Nebraska. *DATA IN 73*

✓ OBJECTIVE III: To ascertain the vocational interests of those junior high, secondary school, and adult groups who are classified as disadvantaged. *DATA IN*

1. Data to be further studied on identification and comparison of applied agricultural science interests of students in 5th, 8th and 11th grades in Nebraska.

✓ OBJECTIVE IV: To compare two models for planning and utilizing teacher time by agriculture teachers in Nebraska. *77-78*

1. Collection of data on Phase II of the project will begin July, 1977. *77-78*

OBJECTIVE VII: To study the relative effectiveness of selected new pilot programs of vocational agriculture at the junior high and high school levels.

1. Curriculum modification project (year 1):
 - a. Prepare a plan for evaluating the pre-service education, the inservice education, and implementation by teachers.
 - b. Obtain subjective evaluations from vocational agriculture teachers, teacher educators, and state consultants.
2. Curriculum modification project (year 2):
 - a. Develop an overall plan for evaluating project objectives.
 - b. Begin development of a comprehensive plan, with staff who are interested, for research and longitudinal evaluation.
3. Conduct Teaching Council Mini-Grant Project, to evaluate three methods of incorporating the new Nebraska Curriculum Guide into the senior program planning course.
- ✓ 4. Manuscript to be prepared on study to compare three methods of teaching Horticulture to secondary school students.
5. Manuscript to be prepared on pilot testing of the effectiveness of an explanatory program in agribusiness in Lincoln High School.

*P.O. 2/21/77
Data X
Data X*

NEBRASKA AGRICULTURAL EXPERIMENT STATION
Project No. 24-15

Title: APPROACHES TO OCCUPATIONAL EDUCATION AND TEACHER PREPARATION
FOR RURAL DEVELOPMENT.

Location: On-Campus and in appropriate communities/schools in Nebraska

Dr. Richard L. Douglass

Personnel: Project Leader

Dr. James T. Horner
Co-Leader

Graduate Assistants

Financial Support: State, Hatch and Grant Funds

Term of Project: Five years, to be terminated, renewed, or revised
on or before June 30, 1977.

Problem: This is a comprehensive research program for maximizing rural
community resource development in Nebraska via agricultural
occupational education. The thrust is toward improving community edu-
cational services and rural development processes to assist rural
leaders to make decisions which promote the economic health of the
community.

Nebraska research shows more than 120,000 persons presently employed in
agricultural jobs, 17 to 18 per cent of the total state labor force.
Public education has a responsibility for preparing youth for their
next pursuit be it a job, technical school, or 4-year college. Migra-
tion from the community must be considered. However, the occupational
education, economic and leadership development of those remaining in
the community, their educators and educational methods and approaches,
provide the major thrust for this research.

Research efforts on multi mediated instruction to date have focused on
the knowledge level of learning subject matter. Few have dealt with
effectiveness of instruction at the higher cognitive level. Neither
have they considered the guidance effect of mediated career information.
Nor has much effort been made to measure the effects of adult education.
However, research in one state points to a \$1 to 4 and a \$1 to 9 cost-
benefit ratio to the farmer and community respectively from capital
investment in adult farm business management education.

The research effort planned here is to evaluate the effectiveness of
multi mediated instruction, at both secondary and post secondary levels
in terms of knowledge and performance. It deals with the modification
of aspirations, knowledge and attitudes toward the world of work. It
evaluates innovations in teacher education. Further, it attempts an
analysis of Adult Farmer Management Education in terms of cost and
benefits to both the individual and the community.

Objectives: The objectives of this research are as follow:

- I. TO EVALUATE THE EFFECTIVENESS OF DIFFERENT METHODS OF INSTRUCTION AND CAREER INFORMATION IN AGRICULTURE.
 - A. To evaluate effectiveness of Mediated Career Information (MCI) for modifying aspirations, knowledge and attitudes toward the world of work.
 - B. To evaluate effect of Mediated Agricultural Career Information on curriculum.
 - C. To evaluate effectiveness of Programmed vs. Traditional Instruction.
 - D. To evaluate effectiveness of Programmed Individually Prescribed Instruction in agricultural teacher education.
- II. TO EVALUATE THE EFFECTIVENESS OF INNOVATIVE APPROACHES IN TEACHER EDUCATION.
 - A. To evaluate effectiveness of an individually paced, multi mediated, behavioral performance based approach to professional teacher education in agriculture.
 - B. To modify vo-ag teacher behavior toward individualized instruction and integrated practice.
 - C. To modify selected aspects of the vo-ag curriculum via in-service education.
- III. TO EVALUATE THE EFFECTIVENESS OF DIFFERENT APPROACHES TO AGRICULTURAL EDUCATION TOWARD RURAL COMMUNITY RESOURCE DEVELOPMENT.
 - A. To evaluate an adult education program in Agricultural Business Management.
 - B. To evaluate the impact of agricultural education on the technological adoption contributing to the economic health of the community.
 - C. To evaluate innovative approaches for rural community leadership development - youth participation.

The following progress report was submitted to the Experiment Station Director by James Horner summarizing the progress made on his research project during 1976

Objective IA-Data tabulation completed on Mediated Career Information, indicated effective. Article submitted and two drafted. IB-Data tabulation completed on Agricultural Career Information. IC-Data tabulation completed on effectiveness of Programmed Instruction. ID-Material Development halted, no funds. IIA-Two articles have been published describing positive accomplishments with performance based teacher education and immediate computer feed-back. IIB-Follow-up data on instructor behavior modification were collected and tabulated as per design. IIC-Curriculum modification efforts continued, and post-assessment data were collected, spring 1976. Articles and a departmental report are planned. IIIA-Data, though sketchy, were collected and analyzed. IIIB- The innovation of an agricultural computer network into Cooperative Extension Programs remains under study. IIID-Lack of funding precludes our exploration of approaches to Leadership Development. Major findings: (a) slide-tape Career/Guidance programs are acceptable to youth of various ages, especially junior high and secondary levels and culturally deprived. They effectively modify aspirations, attitudes and understanding of the world of work. "How to" articles were prepared on developing and on Team Teaching Mediated Career Information. (b) articles outline in-service teacher education principles emerging (e.g. cooperation and commitment of administration and of professional and technical staffs of the University and State Department of Education; Program Community; Individualized Instruction based on personal needs for immediate integration; variety and flexibility -- (both approaches and content)).

Enhancement of accountability, faculty efficiency and improvement of vocational student teaching are possible by combining Flander's Interactions Analysis and Computer. (c) Lack of teacher tenure and state level support contributed to lack of growth and demise (insufficient numbers for analysis) of the Adult Farm Business Management Education Program.

UNIVERSITY OF NEBRASKA
STANDARD MEMO FORM

Date February 1, 1977

Dept. of Agricultural Education Attn: O.S. Gilbertson

From: James T. Horner *JTH* Dept. Agricultural Education

Subject: 1977 Goals (24-15)

- Your Information
- Suggested Reply
- Appropriate Action
- Your Recommendation
- Please Return
- Your Files
- Direct Reply
- Carbon copy for our files

Message:

Goals established for 24-15 for 1977 in brief are:

Development of five manuscripts and continued data tabulation and analysis.

- Obj. IB - Cont. data tabulations and draft 1 manuscript
- IC - Cont. data tabulations and draft 1 manuscript
- IIA - Draft 1 manuscript
- IIB - Data Analysis
- IIC - Data Analysis and draft 1 manuscript (and/or Dept. Report)
- IIIA - Draft 1 manuscript

In addition, Project revision is due this year.

Please use Standard Forms where ever possible.
Available in following sizes, 6½ x 5½—8½ x 11 and several colors at General Stores.

PUBLICATIONS THE LAST TWO YEARS

(as listed on the Annual Report of Staff Activities)

Gilbertson, Osmund S.

1. Gilbertson, O.S., "Skills Week", Agricultural Education Magazine, Volume 48, No. 11, 1976.
2. Gilbertson, O.S., "Wither We Go!", Golden Slate, California Agriculture Teachers Association, July 1976.
3. Gilbertson, O.S., "Conference Highlights", Golden Slate, California Agriculture Teachers Association, May 1976.
4. Gilbertson, O.S., "Leader in Agricultural Education - Herbert H. Burlingham", Agricultural Education Magazine, Volume 48, No. 1, July, 1975.
5. Gilbertson, O.S., "Monday's Keynote", Golden Slate, California Agricultural Teachers Association, May 1975.
6. Gilbertson, O.S. (plus others), "FFA Advisor's Handbook", National FFA Center (writing team member - @ 30% and special editor) Alexandria, Virginia, 1974-1975.
7. News & Views, monthly publication of the Agricultural Education Department, University of Nebraska-Lincoln, Editor for 4 issues.

Blezek, Allen G.

1. "Shall I Teach In A Large or Small School System?", Agricultural Education Magazine, April 1976.
2. "How Serious Are Teacher Educators About Career Education?" The Journal of the American Association of Teacher Educators in Agriculture, Vol. XVII, No. 1, March, 1976.
3. "Igniting Career Education Through The Vocational Exploration Group," Cornhusker News and Views, December, 1975.
4. "The Career Education Handbook for Secondary Schools," Nebraska State Department of Education, 1975.

Dillon, Roy D.

1. Dillon, Roy D., "An Analysis of Selected Factors Influencing Use of Time By Forty Vocational Agriculture Instructors in Nebraska," accepted for publication in The Journal of the American Association of Teacher Educators in Agriculture. Experiment Station Journal Series No. 5189.
2. Dillon, Roy D., "Teaching and Leadership Influence Use of Teacher Time," accepted for publication in The Agricultural Education Magazine, Vol. 49, No. 7, January 1977. Experiment Station Journal Series No. 5196.
3. Dillon, Roy D., "Teacher Time - Factors Related To Its Use", The Agricultural Education Magazine, Vol. 49, No. 5, November, 1976, pp. 110-111. Experiment Station Journal Series No. 5197.
4. Dillon, Roy D., "Lets Take Advantage of Our Advantage", The Agricultural Education Magazine, Vol. 49, No. 1, July 1976, p. 3.
5. Dillon, Roy D., "Identification of Factors Influencing Vocational Agriculture Teachers to Leave Teaching from 1970 through 1974," paper presented before the NVAA Section, Annual Meeting of the Nebraska Vocational Association, Kearney, Nebraska, August, 1975.

Horner, James T.

1. Douglass, R.L., Horner, J.T., Hoover, T.L., "Combining the Computer and Flander's Interaction Analysis to Prepare Better Teachers," Industrial Teacher Education Journal, Fall, 1976.
2. Horner, J.T., and Douglass, R.L., "Individualize In-Service Education", Agricultural Education, May, 1976.
3. Horner, J.T. and Douglass, R.L., "Develop Your Own Mediated Career Information-Using Students" Audio Visual Instruction, April 1976.
4. Horner, J.T. and Douglass, R.L., "Vocational Teachers Team Up to Provide Career Exploration", Agricultural Education, March 1976.
5. Horner, J.T., Zikmund, D.G. and Douglass, R.L., "Cooperative Occupational Education in Small Schools," Agricultural Education, November, 1975.
6. Horner, James T., "The Agricultural Educator," Sickle and Sheaf, Alpha Gamma Rho Quarterly, Summer, 1975.
7. Horner, James T., "Testimony presented to the U.S. House of Representative Sub-Committee on Elementary, Secondary and Vocational Education," Washington, D.C., May 6, 1975 (13 pp.)

Florell, Robert J.

1. "The Cooperative Extension Heritage", Vitzthum, Edward, Florell, Robert J., Journal of Extension, Bicentennial Issue, December, 1976.
2. "A Comparative Analysis of Four Individualized Instructional Delivery Systems with Adult Learners", Holzbauer, Ida, Florell, Robert J., July, 1976, Research in Education, The ERIC Clearinghouse on Information Resources.
3. "A Comparison of Four Methods of Individualized Instruction on Pesticide Use," Holzbauer, Ida, Florell, Robert J., Final Report to United States Environmental Protection Agency, Contract No. 68-01-2910, December, 1975.
4. "A Follow-up Study of Former Paraprofessional Aides in Nebraska's Expanded Food and Nutrition Education Program," Kohn, Harriet, Ahlman, Connie, Florell, Robert J., Extension Studies and Training Report, November, 1975.
5. "An Analysis of the Urban 4-H Expansion Effort in Sixteen Selected Nebraska Counties," Florell, Robert J., Krohn, Glen H., Research Report, 4-H Youth Development Department, 1975
6. "Radio-TV Listening, Viewing Habits of Nebraska Farmers and Ranchers," Randall, James K., Florell, Robert J., Gross, John, a report of the Department of Agricultural Communications, 1975.

• Department of Agricultural Education
Institute of Agriculture and Natural Resources
University of Nebraska-Lincoln

CURRENT EXTENSION ACTIVITIES

Dr. Robert Florell works virtually full time (93%) in Cooperative Extension, is administered there and holds a 7% appointment in Adult and Continuing Education, and a courtesy appointment with the Agricultural Education Department.

Dr. James Horner has held a 10% appointment with Cooperative Extension since 1975. He works on a special project in the area of Programmed Preparation of Extension Personnel, for which Dr. Florell is Project Director. His primary responsibility is:

1. To assist in the development of evaluation instruments, and
2. To assist in the implementation of evaluation.

Additionally, Dr. Horner

1. Assists in identifying the most appropriate modules,
2. Assists in the development of modules, and
3. Assists in some writing.

Dr. O. S. Gilbertson currently holds a 15% appointment with Extension. His involvement to date has only been in serving as a liaison between Agricultural Education and Extension plus serving as a member of the USDA Rural Development Committee.

SPECIAL PROGRAMS

In-service Education

One staff member, Roger Gerdes, has the specific responsibility for coordinating a program of in-service education.

Following is a copy of the in-service report as presented at the 1976 summer conference. Some workshops were conducted at NSEA Conventions last fall (1976) and mini-workshops will again be a part of this summer's NVAA Convention. There will be no NVA Conference this summer.

The major emphasis this summer will be on eleven programmed workshops, namely:

1. Manual for the Supervised Experience Record Book
2. Supervising Teacher's Workshop
3. Livestock Tour
4. Artificial Insemination
5. Two, in Rural Electricity
6. Two, in Small Engines
7. Two, in Tractor Maintenance
8. Care and Use of Hand and Power Tools

Additionally the department coordinates the distribution and use of materials for a 1) Plow Unit, 2) Sprayer Unit, 3) Corn Planter Unit, and 4) Electrical Controls Kit. Wayne Oberg has been coordinating this activity.

Curriculum Modification Project

The Agricultural Education Department is just starting on the year of a curriculum modification project designed to develop a four year Core Curriculum in Agricultural Education. Attached you will find abstracts of the two year's project proposals which are self-explanatory. Allen Blezek serves as Project Director.

IN-SERVICE AND SUMMER SESSION 1976

During the NSEA Convention, agricultural workshops were conducted. Topics presented were:

- District I & II-Agricultural Chemicals
- District III & IV-Eutectic Welding
- District V & VI-Agri. Educ. at Colorado State
- District VII & VIII-No. Ag Contests

A survey was conducted by post-secondary personnel on the interest of future workshops to be conducted for secondary instructors.

Subject area interests were:

- Agricultural Chemicals
- Surveying
- Preventative Animal Health
- Greenhouse Operations
- Land Appraisal
- Hydraulics and Hydraulic Systems

Two workshops were presented during the first session at summer school, 1976. These were held at Curtis, Nebraska. Subject areas were Farm Management and Horticulture. Eleven teachers attended.

Workshops were presented at the NVAA Conference at Columbus, Nebraska. Topics presented:

- Agricultural Chemicals
- Plant Mounting Procedure
- Personal Income Tax Procedure
- Surveying
- Preventative Animal Health
- Hydraulics
- Electricity
- Petroleum Products
- Plant Zoo

Workshops to be presented at the NVA Conference in Kearney are:

- Record Keeping
- Application Forms
- Agribusiness Curriculum
- Pesticides
- Coop Education
- Crop Seed Selection, Identification and Grading
- Vo-Ag Contest--Farm Management

FIELD COURSES

There were 21 first year teachers enrolled in Agricultural Education 804f, "Problems of the First Year Teacher." These men met together about once each six weeks during the year in small groups around the state. All first year teachers enrolled this year, as the course provides an opportunity for the first year teacher to receive assistance with his problems. This course (3 hours graduate credit) is being offered again in 1976-77. Registration took place at the NVAA Conference in Columbus.

Agricultural Education 905: This class, using a problems approach to aid teachers in planning more effective programs, has small group, workshop, and development of instructional materials as teacher objectives. The course will be offered again beginning second semester, January, 1977.

THE NEBRASKA VOCATIONAL AGRICULTURE CURRICULUM PROJECT

Allen G. Blczek, Director

Year I

May 1, 1976 - April 30, 1977

ABSTRACT

Title of the Project: Development of Curriculum Modification for Vocational Agriculture in Nebraska

Total Federal Funds Received: \$36,000 (first 12 months)

Purposes of Objectives: The purpose of this Curriculum Modification Project is to improve instructional programs in Vocational Agriculture in Nebraska. It involves a joint effort of the Agricultural Education Staffs in the State Department of Education and University of Nebraska as well as teachers across the state. The specific objectives are:

1. To involve 24 selected agriculture teachers in an evaluation of the existing Oklahoma Vocational Agriculture core curriculum, and curricula from other states following the consortium format.
2. To prepare a Nebraska Vocational Agriculture Curriculum; through modification of existing materials and writing of new units.
3. To reproduce copies of the revised and new materials for all participants.
4. To establish a plan for progress evaluation, pre-service materials, and for evaluating the extent of use by teachers.

Procedures: These procedures will be followed:

1. A full-time Project Director-curriculum specialist will be engaged to coordinate and conduct curriculum planning activities.
2. Current curricula for Nebraska, Kansas, Oklahoma and other states will be procured and reviewed.
3. Twenty-four vocational agriculture instructors from across the state will be asked to serve as special consultants.
4. Modifications will be made and units developed or deleted as appropriate for Nebraska, following the consortium format.
5. Reproduction of sufficient copies of the Modified Curriculum will be made for the participating teachers.
6. Plans for effective utilization and follow-up evaluation will be developed.

Year II
May 1, 1977 - April 30, 1978

ABSTRACT

Title of the Project: Implementation of the Nebraska Core Curriculum for Vocational Agriculture

Total Federal Funds Received: \$38,562.00

Purposes of Objectives: The purpose of the Core Curriculum Installation Project is to provide for the improvement of Nebraska Vocational Agriculture instructional programs. This project will involve a cooperative effort between the Vocational Agriculture Section-State Department of Education, Agricultural Education Department-UNL, State Vocational Curriculum Center-Kearney, and all Nebraska Vocational Agriculture instructors. The specific objectives of this project are to:

1. Duplicate and distribute copies of the Nebraska Vocational Agriculture Core Curriculum to all Nebraska Vocational Agriculture Departments.
2. Develop and implement strategies for incorporating the Nebraska Core Curriculum into the pre-service professional teacher preparation program which includes methods of teaching and program planning.
3. Develop and implement in-service programs for all Nebraska Vocational Agriculture instructors.
4. Design a system for printing and distributing student materials which will be self-perpetuating.
5. Develop a system for evaluating the effectiveness of the Nebraska Vocational Agriculture Core Curriculum.

Procedure: The following procedures will be utilized:

1. Distribution of the Teachers Edition of the Nebraska Core Curriculum to all Vocational Agriculture Departments.
2. The identification of five geographic areas of the state.
3. Regularly scheduled in-service sessions (with possible graduate credit) in each of the model districts.
4. To evaluate the course content of undergraduate teacher preparation, with necessary steps taken for incorporating the "core approach" into the respective courses.
5. Coordination of materials distribution efforts with the Nebraska State Vocational Curriculum Center for purposes of making the materials distribution perpetual.
6. A research system designed to effectively evaluate the core curriculum.

FUTURE DIRECTIONS

The following items are enclosed:

1. The basics
2. The Instructional Program
 - a. Four Year Program Plan to be coordinated thru the College of Agriculture (Does not include Research nor Extension)
 - b. Curricular grouping of Agricultural Education courses
 - c. Proposed Cycle of Offering Agricultural Education courses
3. The Research Program
 - a. Problem Areas in Agricultural Education
 - b. Researchable ideas - Curriculum modification project
 - c. Summer 1977 EPDA Project Proposal
 - d. 1977-78 EPDA Project Proposal
 - e. Summary of Discussion - Proposed Cooperative Project Relating to Multi-District Concept and Vocational Programs in Secondary Schools
4. The Extension Program
5. Continuing/In-service Education

Overview:

Priorities for program improvement have been established by the faculty of the department, with varying degrees of involvement. Unfortunately, not as much time and emphasis has been placed on projections in Research and Extension as in Instruction.

Budget Requests:

The materials later in this section will substantiate the need for additional staff, both for purposes of replacement but also for reducing the teaching overload. The 1976 Annual Staff Activities report resulted in a calculated teaching load of 6.05 FTE at a level of 9 weighted teaching units per FTE. This is in contrast to the assigned 1.89 FTE for instruction.

The in-service coordinator has been on an academic year appointment. This was changed, when Roger Gerdes was hired in January of 1977. A support budget must be developed, however, to conduct in-service activities. Additionally, "release time" should be included for the specific purpose of providing University services to school administrators and vocational agriculture teachers.

Replacement Position:

Professor Wendorff is retiring after the current semester. Where as his 50% assignment has been in the teaching of our "Methods of Instruction," the position has been unclassified. His replacement will have the specific responsibility of developing "Instructional Programs in Agricultural Mechanics" and providing in-service workshops for agriculture teachers. This necessitates the hiring of an instructor to handle the "Methods of Instruction" class brought about by Wendorff's retirement.

Longer Range Planning Documents:

The areas of instruction, research and extension are addressed separately later in this section. Reduction in teaching overloads, and strengthening of "field operations" are the two major themes within this section.

THE INSTRUCTIONAL PROGRAM

A four-year program plan was developed in the fall of 1976 which dealt with the instructional program in Agricultural Education.

The plan addressed the following areas.

- A. Undergraduate Program of Instruction
 - 1. Agricultural Mechanics
 - 2. Core Curriculum
 - 3. Facility Needs
 - 4. New Ag. Education Classes
- B. Cooperating Teachers
- C. Recruitment
- D. Follow-up Programs
- E. Special Needs
- F. In-Service Education
 - 1. First Year Teachers
 - 2. Core Curriculum
 - 3. Workshops
 - 4. Extension Course Offerings
- G. Graduate Program

Subsequently the departmental curriculum was reviewed for purposes of identifying instructional program areas and developing a sequence for offering these courses.

The respective courses' contents have not been reviewed, to date, nor have they been assessed concerning the credit hours each should carry. Hopefully, an Agricultural Education/Agricultural Mechanics instructor (reclassification of Wendorff's position upon his retirement), and a Methods and Media instructor will both be added to the staff. These two instructors will play an important part as we review our curriculum, departmentally.

Following is the Four Year Instructional Program Plan plus the curricular grouping and sequencing as developed by the staff.

SUMMARY OF INSTRUCTIONAL ACTIVITIES (SPECIFIC ACTIONS) PLAN FOR
NEXT FOUR YEARS

1977-1978

1. An Instructional Program in Agricultural Mechanics Course.
2. Incorporation of the Core Curriculum into the Methods and Program Planning Course.
3. A shop facility for the Mechanics Methods Course.
4. A Pre-Student Teaching Field Experience Course.
5. Conduction of a Supervising Teacher's Workshop.
6. An expanded recruitment program.
7. Evaluation of Teacher Preparation Program and staff by the Advisory Council.
8. Develop an administrator evaluation of beginning teachers.
9. Inclusion of "special needs" instruction.
10. Strengthened beginning teacher visitation program.
11. Strengthened In-Service program and expanded offerings.
12. Development of long range plan for sequencing of Ag. Ed. Courses.
13. Surveying of degree needs of Vo-Ag teachers.

1978-1979

1. Specialized skills classes incorporated into teacher preparation programs.
2. Two additional micro teaching labs.
3. Development of a Rural Youth Organizations class.
4. Visitation program to cooperating schools.
5. Expanded recruitment programs.
6. Study of placement problems.
7. Expanded visitation of first year teachers.
8. Core Curriculum Workshops.
9. Expanded In-Service offerings.
10. Provide for Technical Agriculture graduate courses.

1979-1980

1. Develop Core Curriculum in specialized areas of instruction.
2. A second classroom.
3. A model Vo-Ag Agriculture Mechanics shop.
4. A follow-up Supervising Teacher's Workshop.
5. Development of Agricultural Extension Courses.

1980-1981

1. Replacement of audio-tutorial console and carrels.
2. Development of technical agriculture graduate minor.

SUMMARY SHEET FOR NEEDED STAFF, FACILITIES AND FINANCIAL SUPPORT

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Staffing:	<p>Ag. Mechanics Methods Instr. Ag. Ed. Methods Specialist (Undergraduate & Graduate) One additional staff member Expand In-Service support from 9 month to 12 month position. Increased Grad. Assistants.</p>	<p>Staffing for "Rural Youth Organizations" & Extension Course Offerings. - years 1977-78, 1978-79 & Skills Instructors (Institute staff) More Grad. Assistants</p>	<p>1979-80 to get allocated FTE</p>	<p>to correspond to Calculated teaching load (9 hr/FTE)</p>
Facilities and Equipment.	<p>Ag. Mechanics Laboratory space for Shop Methods Course.</p>	<p>Micro-teaching laboratories</p>	<p>Model High School Ag. Mechanics Laboratory for Vo-Agriculture. Second classroom</p>	<p>Audio-tutorial equipment Replacement</p>
Budget Support	<p>Ag. Mechanics Operating Budget: Travel Augmentation for: -Field Relations -Pre-student teacher field experience supervisor -In-Service program AV Equipment Maintenance Increase Operating (supplies) Budget for In- Service work.</p>	<p>Continuation of the expanded Cooperating Teacher Workshop support budget.</p>	<p>budget requests Capital outlay for shop and equipment.</p>	

Objective: By June 30, 1981, fifty qualified vocational agriculture teachers will become credentialed and be available for placement in teaching. Others will become agriculture extension workers, or enter the field of agriculture or agribusiness.

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Develop and implement an Ag. Ed. course in "instructional programs in Agriculture Mechanics."	Special skills classes in Ag. Mechanics to be incorporated into the teacher preparation program.		
Evaluation & modification of progress	Is the course being offered by June 30, 1978?	Number of special skills classes/workshops provided based upon identified needs of participants.		
Quality indicators: -student outcomes	Teacher candidates are more proficient in teaching Ag. Mechanics	Students will possess a higher degree of skills and abilities in Ag. Mechanics		
-faculty	A staff member assigned the task for developing and teaching the course.	A staff member assigned the task for developing and teaching the course.		
-facilities	Adequate Ag. Ed. shop facilities and equipment must be provided.	Adequate Ag. Ed. shop facilities and equipment must be provided.	Model high school Voc. Ag. Mechanics shop will be available for teacher preparation classes.	
-curriculum & programs	Strengthened Ag. Mechanics program which leads to stronger programs in secondary schools.	Strengthened Ag. Mechanics program which leads to stronger programs in secondary schools.		
-financial support	Will involve staff time, facilities and equipment, and operating budget.	Will involve staff time, facilities and equipment, and operating budget.	Capital outlay required to build new or modify existing facility.	

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Objective: By June 30, 19__,

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Incorporate the Nebraska Core Curriculum into the teaching methods and program planning courses.		Incorporating specialized Curriculum in areas such as: Ag. Supplies and Services, Horticulture, and Ag. Mechanics	
Evaluation & modification of progress	Evaluate student teachers ability to incorporate and effectively teach the Neb. Core Curriculum.	Surveying 804f (first yr. teachers course) enrollees to determine degree of implementation.	Continued evaluation of 804f class members, Ag. Ed Advisory Council and other teachers.	
Quality indicators:				
-student outcomes	The student is going to be more adept at developing a curriculum for the local secondary school.	The student is going to be more adept at developing a curriculum for the local secondary school.	The student is going to be more adept at developing a curriculum for the local secondary school.	The student is going to be more adept at developing a curriculum for the local secondary school.
-faculty	Staff members will be knowledgeable concerning the Core Curriculum implementation process and a methods specialist will need to be added.			
-facilities	Presently adequate.			
-curriculum & programs	A more uniform approach towards Neb. High School Voc. Ag. Curriculum development.	Continued Curriculum update and modification.	Continued Curriculum update and modification.	Continued Curriculum update and modification.
-financial support	Initial development to be supported by special project monies			

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Objective: By June 30, 19__,

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Provide adequate Ad. Ed. shop facility & equipment for "Instructional Programs in Ag. Mechanics."	Two micro-teaching labs provided for Methods Class	Provide second classroom to accommodate Ag. Ed. classes. Provide model H.S. Vo. Ag. Ag. Mechanics shop for teacher preparation classes.	Replace Audio-Tutorial Console & individual study carrels
Evaluation & modification of progress	Is facility provided	Are Labs developed and made available.	Are facilities provided.	Is replacement equipment provided
Quality indicators:				
-student outcomes	Teach candidates to be more proficient in teaching Ag. Mechanics.			
-faculty	N.A.	N.A.	N.A.	N.A.
-facilities	Need facilities (see above)	Need facilities (see above)	Need facilities (see above)	Need facilities (see above)
-curriculum & programs	N.A.	N.A.	N.A.	N.A.
-financial support	Facility & Equipment	2 small labs	Classroom and Model Shop	Equipment replacement

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Develop & implement a pre-student teaching field experience class.	Develop & implement a "Rural Youth Organization" class.		
Evaluation & modification of progress	Is course developed? # of participants	Is course developed # of Participants	# of Participants	# of Participants
Quality indicators:				
-student outcomes	Improved readiness to accept student teaching responsibilities.	Better knowledge of FFA & 4-H programs.		
-faculty	One staff addition	One staff addition		
-facilities	Adequate	Adequate for 1st year	Use newly assigned exemplary classroom.	Use newly assigned exemplary classroom.
-curriculum & programs	Strengthening of credentials program.	Strengthen preparation program for FFA advisors & Extension Agents.	Strengthen preparation program for FFA advisors & Extension Agents.	Strengthen preparation program for FFA advisors & Extension Agents.
-financial support	Travel allocation	Additional staff needs.		

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

COOPERATING TEACHERS

Objective: By June 30, 1981, 30 cooperating teachers will have improved their capacity to work with and supervise student teachers as evidenced by their expressed desire to want to serve as a "master teacher" and their participation in programs designed to improve their supervising techniques.

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Conduct a Supervising Teacher's Workshop	Each new cooperating school to be visited prior to assignment of student teacher to determine degree of commitment to teacher preparation program.	Conduct a follow-up Supervising Teacher's Workshop	
Evaluation & modification of progress	Number of participants	Assess the supervisory ability of the "master" teacher while working with the student teacher.	# of participants and degree of improved skills	Assess the supervisory ability of the "master" teacher while working with the student teacher.
Quality indicators:				
-student outcomes	20 Supervising Teachers will become more proficient in their ability to work with student teachers.		10 new and 10 continuing Supervising Teachers to improve skills	
-faculty	Existing staff conduct Workshop.	Staff time to be allocated to this function.	Staff time to be allocated to this function.	
-facilities	Adequate	Adequate	Adequate	
-curriculum & programs	no change required	no change	no change	
-financial support	none	Increased travel budget.	Increased travel budget.	

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Objective: By June 30, 1981, 55 to 60 new students will enter the Agriculture Education major annually as a result of an extended recruitment program.

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Conduct 8 "Drive-In" Conferences; contact all Neb. Post-Secondary Ag. Tech. Schools; present lesson to Ag. 100 class; all staff involved in State FFA Convention activities.	Development of brochures/announcements, promoting agriculture teachers. Develop TV public service announcements on the shortage of Ag. Teachers.		
Evaluation & modification of progress	Are more students showing an interest and majoring in Ag. Education?	Are more students showing an interest and majoring in Ag. Education?	Are more students showing an interest and majoring in Ag. Education?	Are more students showing an interest and majoring in Ag. Education?
Quality indicators:				
-student outcomes	Increased number of teacher candidates.	Increased number of teacher candidates.	Increased number of teacher candidates.	Increased number of teacher candidates.
-faculty	Staff member given coordination responsibilities.	Staff member given coordination responsibilities.	Staff member given coordination responsibilities.	Staff member given coordination responsibilities.
-facilities	Adequate			
-curriculum & programs	See other activities			
-financial support	Increased travel budget necessary.	Maintained	Maintained	Maintained

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

FOLLOW-UP PROGRAM

Objective: By June 30, 1981, a follow-up program will be conducted which shows 75% of the graduates being placed in teaching with the other 25% being suitably placed in agriculture/agribusiness.

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Advisory Council to conduct an evaluation of teacher preparation program & staff. Conduct systematic administrator evaluation of beginning teachers.	Study conducted to determine placement, reasons for choice of vocation and why/why not pursuing career in teaching. Conduct systematic administrator evaluation of beginning teachers.	Conduct systematic administrator evaluation of beginning teachers.	Conduct systematic administrator evaluation of beginning teachers.
Evaluation & modification of progress	Evaluation & study accomplished.			
Quality indicators:				
-student outcomes	None the first year.	Improve effectiveness of beginning teachers.	Improve effectiveness of beginning teachers.	Improve effectiveness of beginning teachers.
-faculty	None the first year.	Improve effectiveness of Ag. Ed. staff.	Improve effectiveness of Ag. Ed. staff.	Improve effectiveness of Ag. Ed. staff.
-facilities	N.A.	N.A.		
-curriculum & programs	N.A.	As reflected by evaluation.		
-financial support	N.A.	N.A.		

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Objective: By June 30, 1981, 130 Vocational Agriculture Instructors will have received formal or informal instruction in special vocational needs.

	1977-78	1978-79	1979-80	1980-81
Specific action required	Coordinate with Vo.Ed. dept. their special needs courses. Investigate special needs courses with other State Ed. institutions. Provide In-Service Workshop for Vo-Ag Instructors.	Continuation and expansion of program.	Continuation and expansion of program.	Continuation and expansion of program.
Evaluation & modification of progress	No. of students & Ag. Instructors enrolling in special needs courses in UNL-Vo-Ed dept. No. of institutions contacted with special needs classes.	No. of students & Ag. Instructors enrolling in special needs courses in UNL-Vo-Ed dept. No. of institutions contacted with special needs classes.	No. of students & Ag. Instructors enrolling in special needs courses in UNL-Vo-Ed dept. No. of institutions contacted with special needs classes.	No. of students & Ag. Instructors enrolling in special needs courses in UNL-Vo-Ed dept. No. of institutions contacted with special needs classes.
Quality indicators:				
-student outcomes	Participants develop greater understanding of needs & how to fulfill the needs requirements of their students.	Participants develop greater understanding of needs & how to fulfill the needs requirements of their students.	Participants develop greater understanding of needs & how to fulfill the needs requirements of their students.	Participants develop greater understanding of needs & how to fulfill the needs requirements of their students.
-faculty	Use of VoEd. specialists	Use of Vo-Ed. specialists	Use of Vo-Ed specialists	Use of Vo-Ed specialists
-facilities	N.A.	N.A.	N.A.	N.A.
-curriculum & programs	Inclusion of other Vocational offerings into our curriculum.	Inclusion of other Vocational offerings into our curriculum.	Inclusion of other Vocational offerings into our curriculum.	Inclusion of other Vocational offerings into our curriculum.
-financial support	Workshop expenses	Workshop expenses	Workshop expenses	Workshop expenses

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

IN-SERVICE EDUCATION

First Year Teachers

Objective: By June 30, 1981, 95% of the agriculture teachers will participate in In-Service Education as evidenced by their enrollment in the various programs offered under the direction of the Agricultural Education Staff.

	1977-78	1978-79	1979-80	1980-81
Specific action required	All first year teachers to be visited before Nov. 15. All beginning teachers to visit at least 6 other Vo.Ag.depts.under Ag. Ed. staff supervision.	All first year teachers to be visited 2 times during the year. All beginning teachers to visit at least 6 other Vo-Ag depts. under Ag. Ed. staff supervision.	All first year teachers to be visited 2 times during the year. All beginning teachers to visit at least 6 other Vo-Ag depts. under Ag. Ed. staff supervision.	All first year teachers to be visited 2 times during the year. All beginning teachers to visit at least 6 other Vo-Ag depts. under Ag. Ed. staff supervision.
Evaluation & modification of progress	Are visits made? Are schools visited?			
Quality indicators:				
-student outcomes	Improved teacher effectiveness. Broadened perspective of high school vocational agriculture.	Improved teacher effectiveness. Broadened perspective of high school vocational agriculture.	Improved teacher effectiveness. Broadened perspective of high school vocational agriculture.	Improved teacher effectiveness. Broadened perspective of high school vocational agriculture.
-faculty	Staff time for In-Service education (geographic coordination problems)	Staff time for In-Service education (geographic coordination problems)	Staff time for In-Service education (geographic coordination problems)	Staff time for In-Service education (geographic coordination problems)
-facilities	N.A.			
-curriculum & programs	N.A.			
-financial support	Travel support due to uniqueness of geographic location of visits. Operating Budget increased. A.V. maintenance support.	Travel support due to uniqueness of geographic location of visits. Operating Budget increased. A.V. maintenance support.	Travel support due to uniqueness of geographic location of visits. Operating Budget increased. A.V. maintenance support.	Travel support due to uniqueness of geographic location of visits. Operating Budget increased. A.V. maintenance support.

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Objective: By June 30, 19__,

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Conduct at least 8 Workshops on the Use of the Core Curriculum for Neb. Establish 5 model sites for implementing the Core Curriculum	Conduct at least 4 follow-up Workshops on the Use of Core Curriculum for Nebraska.	Conduct at least 4 follow-up Workshops on the Use of Core Curriculum for Nebraska.	Conduct at least 4 follow-up Workshops on the Use of Core Curriculum for Nebraska.
Evaluation & modification of progress	# of Workshops conducted and the # of participants	# of Workshops conducted and the # of participants. Also, the # of schools adopting the Curriculum materials.	# of Workshops conducted and the # of participants. Also, the # of schools adopting the Curriculum materials.	# of Workshops conducted and the # of participants. Also, the # of schools adopting the Curriculum materials.
Quality indicators:				
-student outcomes	Teachers become aware of available Core Curriculum.	Teachers become proficient in developing school curriculum.	Teachers become proficient in developing school curriculum.	Teachers become proficient in developing school curriculum.
-faculty	Special Project Funding.	UNL staff assigned to follow-through.	UNL staff assigned to follow-through.	UNL staff assigned to follow-through.
-facilities	N.A.	N.A.	N.A.	N.A.
-curriculum & programs	Model schools adopt new curriculum.	Additional schools adopt new curriculum.	80% of schools adopt new curriculum.	90% of schools adopt new curriculum.
-financial support	Special project sponsorship.	Staff time, travel & operating expense.	Staff time, travel & operating expense.	Staff time, travel & operating expense.

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Objective: By June 30, 19__,

Workshops

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	1) Conduct and/or coordinate credit building Tech. Ag. Workshops. 2) Conduct mini-Workshops, on current critical ag. problems for non-credit.	Continuation of Programs.	Continuation of Programs.	Continuation of Programs.
Evaluation & modification of progress	1) One credit hour per semester per Vo-Ag Instr. 2) Ag. Instrs. are able to convey current ag. problems accurately to their students.	1) One credit hour per semester per Vo-Ag Instr. 2) Ag. Instrs. are able to convey current ag. problems accurately to their students.	1) One credit hour per semester per Vo-Ag Instr. 2) Ag. Instrs. are able to convey current ag. problems accurately to their students.	1) One credit hour per semester per Vo-Ag Instr. 2) Ag. Instrs. are able to convey current ag. problems accurately to their students.
Quality indicators:				
-student outcomes	One credit/semester. Two credits/year towards graduate degree.	One credit/semester. Two credits/year towards graduate degree.	One credit/semester. Two credits/year towards graduate degree.	One credit/semester. Two credits/year towards graduate degree.
-faculty	Full-time (12 mo.) In-Service Specialist coordinating the In-Service program.	Full-time (12 mo.) In-Service Specialist coordinating the In-Service program.	Full-time (12 mo.) In-Service Specialist coordinating the In-Service program.	Full-time (12 mo.) In-Service Specialist coordinating the In-Service program.
-facilities				
-curriculum & programs	Expanded offerings for undergraduates and graduates.	Expanded offerings for undergraduates and graduates.	Expanded offerings for undergraduates and graduates.	Expanded offerings for undergraduates and graduates.
-financial support	Staffing, travel, teaching materials.	Staffing, travel, teaching materials.	Staffing, travel, teaching materials.	Staffing, travel, teaching materials.

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Objective: By June 30, 19__,

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Initiate off-campus tech. agriculture and agricultural education courses through the Univ. Extension Division utilizing teaching & extension staff	Expansion of the offerings	Expansion of the offerings	Expansion of the offerings
Evaluation & modification of progress	# of courses provided and degree of participation.	# of courses provided and degree of participation.	# of courses provided and degree of participation.	# of courses provided and degree of participation.
Quality indicators:				
-student outcomes	Improvement of teaching effectiveness through the expanded technical and professional knowledge of the participants.	Improvement of teaching effectiveness through the expanded technical and professional knowledge of the participants.	Improvement of teaching effectiveness through the expanded technical and professional knowledge of the participants.	Improvement of teaching effectiveness through the expanded technical and professional knowledge of the participants.
-faculty	Existing personnel	Existing personnel	Existing personnel	Existing personnel
-facilities	N.A.	N.A.	N.A.	N.A.
-curriculum & programs	Extending the University programs to the field.	Extending the University programs to the field.	Extending the University programs to the field.	Extending the University programs to the field.
-financial support	Personnel, travel and some operating expenses.	Expanded support budget.	Expanded support budget.	Expanded support budget.

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Objective: By June 30, 1981, five individuals will satisfactorily complete the requirements for the M.S. degree and two for the Ph.D.. Additionally, 50 others will participate in the graduate program.

	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Specific action required	Provide a post-graduate technical agriculture summer session course. Develop long range plan for sequencing prof. Ag. Ed. courses.	Provide 2 post-graduate technical agriculture summer session courses plus, promotion of technical agriculture minors.	Work with other departments in developing series of Extension Courses designed to advance Agriculture teachers and County Extension people.	Development of a 15 credit hour Tech. Agriculture graduate minor.
Evaluation & modification of progress	Was course provided and adequate enrollment.	Was course provided and adequate enrollment. Are students falling into sequence?	Is program developed and operational?	Is program developed and operational?
Quality indicators:				
-student outcomes	Improved technical knowledge of teachers.	Improved technical knowledge of teachers.	Improved technical knowledge of teachers.	Increased # of master's candidates and increased technical knowledge of Agriculture teachers & Extension workers.
-faculty	Institute staff to be provided.	Institute staff to be provided.	Institute staff to be provided.	Institute staff to be provided.
-facilities	Adequate	Adequate	Adequate	Adequate
-curriculum & programs	Expanded curriculum	Expanded curriculum	Expanded curriculum	Expanded curriculum
-financial support	Handled through Extension Division.	Handled through Extension Division.	Handled through Extension Division.	Handled through Extension Division.

Consider class size, classroom requirements, curriculum changes, job placement, #to grad school, added proficiencies, student success, use of T.A.'s, counseling, field experiences

Instructional Program Area	Credit Hours		COURSES AND DESCRIPTION	Pre-Sessions	WHEN COURSES WILL BE OFFERED																									
	U.G.	Grad			'77	1978			1979			1980			1981			1982			1983									
					F	S	I	II	F	S	I	II	F	S	I	II	F	S	I	II	F	S	I	II	F	S	I	II	F	
CONTINUING AND POST-HIGH SCHOOL EDUCATION	3		419. Developing Instructional Programs of Post-High School Agricultural Education (3 cr I, II, III) Prereq: 3 hrs agricultural education and sophomore standing or permission Understanding the post-high school student, methods and teaching approaches, writing behavioral objectives, and evaluating instruction.															*	*	*	*	*	*	*	*	*	*	*	*	
	3 or 3		420/820 [420/820f]. Improvement of Instructional Programs for Post-High School Occupational Education (3 cr I, II, III) Prereq: Baccalaureate degree; 12 hrs agricultural education or equivalent; and/or permission of instructor Designing new instructional programs, expanding the impact of student behavioral objectives, and evaluating the total instructional program.															*	*	*	*	*	*	*	*	*	*	*	*	
	2-3		806. Adult Agricultural Education (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.													X													X	
	3		842. The Junior College, 3 cr (also 942 SecEd). The junior college movement; relationship of movement to provisions for an adequate educational program; functions of the junior college; legal status and basis for extension of junior college; problems of organization, administration and curriculum. Designed particularly for those interested in upper secondary and college levels.																											
VOCATIONAL EDUCATION	3 or 3		424/824. Development and Organization of Vocational Education (Business Education, Secondary Education 424/824) (3 cr) 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.																											
	3		825. Coordination in Occupational Training Programs (Business Education, Secondary Education 425/825) (3 cr) 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.				X			X			X			X			X			X							X	
			<i>424.824 (3) Trends & Issues in Voc. Ed.</i>																											
INDEPENDENT STUDY	1-5	1-5	496/896. Independent Study in Agricultural Education (1-5 cr) Prereq: 12 hrs agricultural education or closely related areas and permission Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1-5		499. Independent Study in Agricultural Education (1-5 cr) Prereq: Permission Individual or group projects in research, literature review, or extension of course work under supervision and evaluation of a departmental faculty member.				X			X			X			X			X			X						X		
SEMINARS	1-3		494. Undergraduate Seminar in Agricultural Education (1-3 cr) (Section 1, 1 cr. I) Philosophy and relationship of vocational agriculture in the public schools. (Section 2, 2 cr. I, II) Development and coordination of adult and continuing agricultural education programs.							2 cr		1 cr			2 cr		1 cr				2 cr		1 cr			2 cr		1 cr		
	1-12		890, 893. Workshop Seminar, 1-12 cr. Opportunity to learn and to put into practice the principles and techniques of developing instructional aids, such as courses of study, resource units, handbooks, and motion picture guides.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	1-6		904 [904f]. Seminar in Vocational Education (1-6 cr)		X	X	X			X			X			X			X		X		X					X		
RESEARCH	6-10		899. Masters Thesis (6-10 cr)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	3		902. Research in Occupational Education, 3 cr. Research methods used in the study of problems in occupational education. <i>(To become 845)</i>			X			X			X	X		X		X		X		X		X		X		X			
TEACHER EDUCATION	2-3		903. Teacher Education in Agriculture, 2-3 cr. Philosophy, objectives, and procedures in the preparation of teachers of vocational agriculture both pre-service and in-service. Campus courses, student teaching, selection and guidance of trainees, evaluating performances, and in-service courses, conferences and teacher helps.				X														X									

THE RESEARCH PROGRAM

It is appropriate and desirable to reassess the research program of the department at this time. Over the past, changes in personnel and staff interests have tended to cause a shift in direction and emphasis in the research program: the challenge at this time is to identify those researchable issues of most importance toward which the research resources of the department should be directed.

Problem areas in agricultural education and researchable ideas for the curriculum modification project have been identified by the staff with preliminary discussion having been held concerning the direction our research should pursue. Most of the "Problem Areas" have heavy emphasis on field operations and not all are research projects. It is felt that a blend of basis and practical research should be pursued.

Two EPDA project proposals are included, both of which are directed toward in-service education. The one for the summer of 1977 has been approved for 50% funding as of this date. The 1977-78 project has been prioritized for Nebraska and forwarded to Kansas City for approval by USOE.

Also included is the summary of discussions dealing with a Proposed Cooperative Project Relating to Multi-District Concept and Vocational Programs in Secondary Schools. Preliminary discussions have been conducted with Minnesota with the hopes of developing a multi-state project for Regional CSRS funding.

The existing research budget may be utilized for projects deemed appropriate by the department chairman and subsequent approval by the Station Director. No clear-cut decision has been made as to the direction to be pursued, other than that there will be increased emphasis placed on field oriented research.

PROBLEM AREAS IN AGRICULTURAL EDUCATION

1. Basic skills teachers should possess for instructional purposes
2. Occupational areas (jobs) students pursue; are prepared for
3. Funding of local programs; how to do more with less
4. Enforcement of program standards
5. Improvement needs in the pre-service program of teacher preparation
6. " " " " in-service " " " "
7. Development of Career Education materials for K - 8, in the seven (7) instructional areas of agriculture
8. Needs for advancement in teaching or related occupations (M.S. program?)
9. Improvement of student teaching experience
10. Conduction of Cooperating Teachers Workshops; Cooperating Schools
11. Improvement in Record Keeping; USING records after closing them out
12. Update the Student Teacher Manual
13. Update the Occupational Experience Manual/Handbook
14. Cooperative Work Experience for Teachers
15. Teacher Shortage: Improving the Image of the Agriculture teacher
Recruitment techniques
16. Evaluation of benefits derived from the Supervised Occupational Experience Program (Conduction and Supervision of)
17. Using Laboratories effectively:
School Farms
Greenhouses
Shops
Communities
18. Benefits from Adult/Young Farmer programs; Veterans Training Program
19. Post Secondary Organizations
20. Evaluation of the Curriculum Project
21. Cost/benefit of vocational agriculture instruction; High school and Adult
22. Vocational skills being taught; mastered
23. Follow-up information on former students; audit trail
24. Evaluation of FFA participation
25. FFA Activities for non-production agriculture students; i.e. Agm Mechanics skills, records, activities, etc.; O.H., Etc.
26. Record Keeping system for non-production agriculture experience programs
27. Manpower needs in production agriculture
28. " " " off-farm occupations
29. Duration, timing, credit and supervision of student teaching
30. Preparation of teacher aides
31. Training people from agriculture industry for teaching
32. Using 2-year tech. students andpreparing them for teaching; teacher aides
33. Development of urban/suburban vocational agriculture departments
34. Increase/decrease in administrative paperwork (red tape)
35. Effect of class size (student contact hours) on visitations, contacts, FFA involvement, advanced awards, skills development, etc.
36. Development of Cooperative Education instructors thru demonstrative program
37. Statewide vocational education youth leadership conference
38. Influence of vocational agriculture instructor on students. i.e. character, personality, attitude, interests, etc.
39. Strengthened professional preparation, especially in Agricultural Mechanics, FFA and Adult/Young Farmer Education
40. Multi-district vocational programs.
41. Department Report #3: Opportunities for Farmers
42. Time Management Project
43. Advisory Council Effectiveness
44. Teacher Education Program Evaluation

Some Researchable ideas---Curriculum modification project:

1. Model sites vs non-model sites.
2. Model sites vs not using the materials.
3. Separate units and cores taught in different schools.
4. Longitudinal gain in knowledge; pre-test post-test design, over one year to four year period. Test by core.
5. Teacher's attitude of curriculum; initial attitude, compared to longitudinal.
6. What proportion of the local curriculum is core material? Present-----longitudinal. Study particular core areas.
7. Variables of age, years teaching experience, size of school, rural vs urban, NVAA District, UN vs non-UN grad studied.
8. Affect of In-service on adaptation.
 - a. Model workshops
 - b. Technical workshops
 - c. How to write units
9. How use of the cores affect use of teacher time.
10. Pre-service.
11. Student/teacher evaluation of units in core.
12. Longitudinal content, methods & techniques of "what is taught, when, etc".
13. Relationship of core instruction & student follow up vocationally. #years, vocational objectives.
14. Affect on teacher retention. Attitude, work, time, performance, confidence. Administrators.
15. FFA% membership, SOEP, etc. - of various models.
16. "Quality of instruction" - ratings by teachers, students, administration, state staff.

Title of Activity: In-service Workshops to Improve the Mechanical Skills of Agriculture Teachers

Sponsoring Agency: University of Nebraska at Lincoln

Dates of Activity: April 1, 1977 - September 30, 1977, Workshops to be conducted during July and August throughout the state of Nebraska

Participants: Seventy five Nebraska Vocational Agriculture Teachers

I. Objectives and Need for this Assistance:

This project is related to the need expressed in the EPDA state priorities for fiscal 1977. Priority #1 is stated as In-service activities designed for specific needs of individual disciplines in vocational education.

In the winter of 1976, the Agricultural Education Department Advisory Council at the University of Nebraska-Lincoln endorsed a proposal for a six unit agricultural mechanics skills training course, which was later to be rejected by the Agricultural Engineering Department.

The need for remedial skills training in agricultural mechanics has become more and more evident since a staffing cutback was necessitated at the University. Agricultural Education consultants with the Nebraska State Department of Education and the University of Nebraska-Lincoln Teacher Education staff have both observed not only a decreasing emphasis in agricultural mechanics instruction, but also an increasing problem of agricultural mechanics facility utilization, maintenance and management. Numerous school administrators have similarly expressed concern over the general condition of their shops.

Additionally, small Nebraska school systems are experiencing staffing problems in the area of mechanics, whether it be in agricultural mechanics or industrial arts. They are looking for teachers who possess basic skills in the related vocational areas.

A recent survey conducted in February 1977 with Nebraska Vocational Agriculture Teachers resulted in over 100 of the respondents identifying a desire to participate in workshops in agricultural mechanics. Eighty expressed interest in a workshop in Tractor Maintenance, 70 in Farm and Ranch Electricity, 58 in Small Engines in Agriculture and 44 in Proper Use and Maintenance of Hand/Power Tools.

A final concern is that the University of Nebraska-Lincoln, Institute of Agriculture, is geographically located such that teachers in the sandhills and panhandle areas are not easily serviced nor is attendance in UNL workshops very accessible, due to travel distances. If a way can be found whereby the services can be extended, these teachers would not only feel that they are a contributing agriculture teacher, but an active, participating teacher in Nebraska's educational system. (many of these teachers have easier access to Agricultural Education Institutions at Colorado and Wyoming).

This project is designed to:

- A. Upgrade the technical competencies of agricultural mechanics instructors and other participating vocational educators.
- B. Assist in the utilization of high school agricultural mechanics facilities.
- C. Service isolated rural schools in Nebraska.
- D. Utilize exemplary teaching methods resulting in the participants not only acquiring the necessary technical skills, but also the proper methods of transmitting these skills to high school students.
- E. Increase the amount of agricultural mechanics instruction both in high school and adult agricultural programs.

II. Results or Benefits Expected:

- A. Fifty percent (50%) of the Nebraska Vocational Agriculture Instructors will upgrade their agricultural mechanics competencies through the participation in one or more agricultural mechanics workshops.
- B. Fifty percent (50%) of the agriculture teachers in the western part of Nebraska will participate in one or more agricultural mechanics workshops.
- C. Workshop participants will provide more effective instruction in agricultural mechanics, provide more instruction in the mechanical basic skills, and more functionally utilize their agricultural mechanics facility after participating in the workshops.
- D. The smaller rural districts will better service their constituents as a result of teacher participation.
- E. More agricultural mechanics will be included in Nebraska's adult education program.

III. Approach:

A. Plan of Action:

1. This project will provide eight (8) agricultural mechanics workshops, each 2½ days in duration (20 hours) throughout the entire state of Nebraska. A minimum of two will be conducted in the sandhills and/or panhandle area of Nebraska. Two workshops will be conducted in each of the following subject areas: 1) Tractor Maintenance, 2) Proper Use and Maintenance of Hand and Power Tools, 3) Small Engines in Agriculture, and 4) Farm and Ranch Electricity. These workshops will be spread throughout the eight districts of the Nebraska Vocational Agriculture Association (NVAA), and will provide for participation by agriculture teachers and other vocational teachers from out-side of the respective district boundary. Teachers could conceivably participate in the four different workshops, providing they are willing to commute to the various locales.
2. All agriculture teachers have been surveyed to determine the location of the respective agricultural mechanics workshops. The determination of the workshop distribution will be based upon the responses to the survey.

3. High Schools with shop facilities appropriate for conducting the respective workshops will be visited with arrangements being confirmed.
4. Consultants will be contacted and contracted for conducting the respective workshops. Two UNL emeriti professors, both very knowledgeable in agricultural mechanics, will conduct six of the eight workshops. The University is in the process of seeking a staff member who will be expected to conduct the remaining two workshops.
5. Necessary equipment, supplies and materials will be obtained for the respective workshops.
6. Agriculture teachers and other appropriate vocational teachers will be contacted to encourage and confirm participation in the workshops.
7. Lists of appropriate resources will be developed for each workshop. As many as are readily available will be on display and utilized in conducting the workshops.
8. The eight workshops will be conducted throughout Nebraska. A pre-test and post test, plus an evaluation will be conducted at each workshop.

In the event that funds are limited, workshops will be conducted on a pro-rated basis, i.e., if funds are available for only 50% of this proposed project, four workshops will be conducted rather than the proposed eight. Similarly, should the University be unable to fill the position for which they have recently advertised, the number of workshops may have to be reduced.

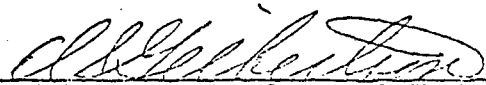
PROPOSAL FOR VOCATIONAL EDUCATION
PERSONNEL DEVELOPMENT

Submitted by the Nebraska State Board of Education
Under the provisions of Part F, Section 553,
Educational Professions Development Act

Project Title: In-service Workshops to Improve the Technical
Skills of Agriculture Teachers

Applicant Organization: University of Nebraska-Lincoln
Lincoln, Nebraska

Initiated By: Dr. O.S. Gilbertson, Professor & Chairman
Agricultural Education Department
Institute of Agriculture and Natural Resources
University of Nebraska-Lincoln
Lincoln, Nebraska 68583 (402) 472-2807

Project Director: 
O.S. Gilbertson, Professor & Chairman
(address above)

State Official Responsible
for Committing Funds: Glen H. Strain, Assistant Commissioner
301 South Centennial Mall
Lincoln, Nebraska 68509
(402) 471-2432

Coordinator Responsible
for Part F Funds: Carl A. Blank, Consultant for Vocational
Education Professional Development
302 South Centennial Mall
Lincoln, Nebraska 68509
(402) 471-2432

Authorized Official to Accept
Funds for (subproject) Insti-
tution Receiving State Award: Francis L. Schmehl
Francis L. Schmehl, Research Administrator
414 Administration Building
University of Nebraska-Lincoln
Lincoln, Nebraska 68588
(402) 472-3171

Approved and Submitted by: T.E. Hartung M.A. Massengale
T.E. Hartung Martin A. Massengale
Dean Vice Chancellor
Institute of Agriculture Institute of Agriculture
and Natural Resources and Natural Resources
University of Nebraska University of Nebraska
Lincoln, Nebraska 68583. Lincoln, Nebraska 68583

Federal Funds Requested: \$6,236

Duration: October 1, 1977 - September 30, 1978

Time Span: 12 months

Date Submitted: January 28, 1977

Payment Schedule: Quarterly

Scope of Work to be Done All work to be performed by the University of Nebraska-Lincoln

I. Project Information

A. Type of Proposal

Exchange Program

Inservice Training Program

Short-term or Regular Session Institute

B. Occupational Area to be Served

Agricultural Education, primarily

II. Determination of Need:

The Agricultural Education Department, University of Nebraska-Lincoln, annually conducts a survey of the 175 Agriculture Teachers in Nebraska to determine their desires for inservice workshops. Requests which can be accommodated in 2-4 hours are normally conducted as a part of the Nebraska Vocational Agriculture Association (NVAA) Summer Conference. Most inservice needs, however, require more than just 4 hours in order to acquire the skills necessary to effectively teach in addition to specialized facilities not available at the conference site.

Requests for workshops always include topics in Agricultural Mechanics and Agriculture Production, with an increasing number showing interest in Agribusiness.

The most recently conducted survey shows the highest demands being, 1) Tractor Maintenance, 2) Building Construction, 3) Livestock Judging, Evaluation and Grading, 4) Irrigation, 5) Small Engines, 6) Machinery Care and Adjustment, 7) Concrete Work, 8) Livestock Feeding and 9) Horticulture.

The geographic spread of Nebraska coupled with the University being located near the eastern edge of the state, is a deterrent to teacher

participation. If, and when, workshops are conducted out-state, participation increases considerably. By servicing the teachers in the Sandhills and Panhandle areas, they will consider themselves more of a contributing member of Nebraska's Agricultural Education program. (many of these teachers have easier access to Agricultural Education programs in Colorado and Wyoming).

Small Nebraska schools are experiencing staffing problems in the area of mechanics both agricultural mechanics and industrial arts. They are looking for teachers who possess skills in the related vocational areas.

The need for remedial skills training has become more and more evident in recent years. Students deserve to learn the newest techniques in agriculture which can best be provided by instructors knowledgeable in the technical skills. By up-grading the technical competencies of agriculture teachers, this, can be accomplished.

III. Objectives of Project:

- A. Fifty percent of the 175 Nebraska Vocational Agriculture Instructors will upgrade their technical agricultural competencies through the participation in one or more agricultural workshops to be conducted during the summer of 1978.
- B. Fifty percent of the agricultural teachers in the western part of Nebraska (NVAA District 7 and 8) will participate in one or more agricultural workshops, the summer of 1978.
- C. Workshop participants will provide more effective instruction in agriculture, provide more instruction in the mechanical basic skills, and more functionally utilize their agricultural mechanics facility after participating in the workshops.
- D. The smaller rural districts will better service their constituents as a result of teacher participation.
- E. More agriculture will be included in Nebraska's adult education program, especially in the area of agricultural mechanics.

IV. Relationship to State Priorities:

This project is related to the need expressed in EPDA priority #9 which states, "Inservice activities designed for specific needs of individual disciplines in vocational education."

This project should improve vocational education in Nebraska, as it is designed to:

- A. Upgrade the technical competencies of agriculture instructors and other participating vocational educators.
- B. Assist in the utilization of high school agricultural mechanics facilities and school farms.
- C. Service isolated rural schools in Nebraska.

VII. Formal Program:

- A. This project will provide eight (8) technical agricultural workshops, each 2½ days in duration (20 hours) throughout the entire state of Nebraska. A minimum of two will be conducted in the Sandhills and/or Panhandle area of Nebraska. At least four workshops will be conducted in agricultural mechanics, the others in the areas of production agriculture and/or agribusiness.

These workshops will be spread throughout the eight districts of the Nebraska Vocational Agriculture Association (NVAA) and will provide for participation by agriculture teachers and other vocational teachers from out-side of the respective district boundary. Teachers can participate in as many different workshops as they desire, providing they are willing to commute to the various locales.

- B. All agriculture teachers will be surveyed to determine the location of the respective workshops, with the determination of the workshop distribution to be based upon the responses to the survey.
- C. High schools with facilities appropriate for conducting the respective workshops will be visited with arrangements being confirmed. If necessary post-secondary facilities may be utilized.
- D. Instructors will be contacted and contracted for the respective workshops. Whenever appropriate University Instructors and/or specialists will be contracted as workshop instructors. The individual instructors will be the "key" to the project. The assistant director will contract the best possible instructor, within the budget constraints.
- E. Necessary equipment, supplies and materials will be obtained for the respective workshops.
- F. Agriculture teachers and other appropriate vocational teachers will be contacted to encourage and confirm participation in the workshops.
- G. Lists of appropriate resources will be developed for each workshop. As many as are readily available will be on display and utilized in conducting the workshops.
- H. The eight workshops will be conducted throughout Nebraska, each 20 hours in length, during the summer months. A pre-test and post-test, plus an evaluation will be conducted at each workshop.
- I. Near the end of the project, a follow-up survey will be conducted to assess the degree of implementation of each workshop.

SUMMARY OF DISCUSSION
Of Representatives from the Departments of Agricultural
and Home Economics Education
Universities of Minnesota and Nebraska

PROPOSED COOPERATIVE PROJECT RELATING TO MULTI-DISTRICT CONCEPT
AND VOCATIONAL PROGRAMS IN SECONDARY SCHOOLS
March 23, 1977

Present:

Minnesota: Dr. R. Paul Marvin, Dr. Joan McFadden, Dr. Roland Peterson,
Mrs. Ruth Thomas, Dr. George Copa

Nebraska: Dr. Osmund Gilbertson, Dr. Gwendolyn Newkirk

The results of the day's discussion may be summarized as follows:

I. OVERALL PROJECT OBJECTIVE

Determining alternative patterns by which states may deliver
quality educational programs in rural or/and sparsely populated
communities.

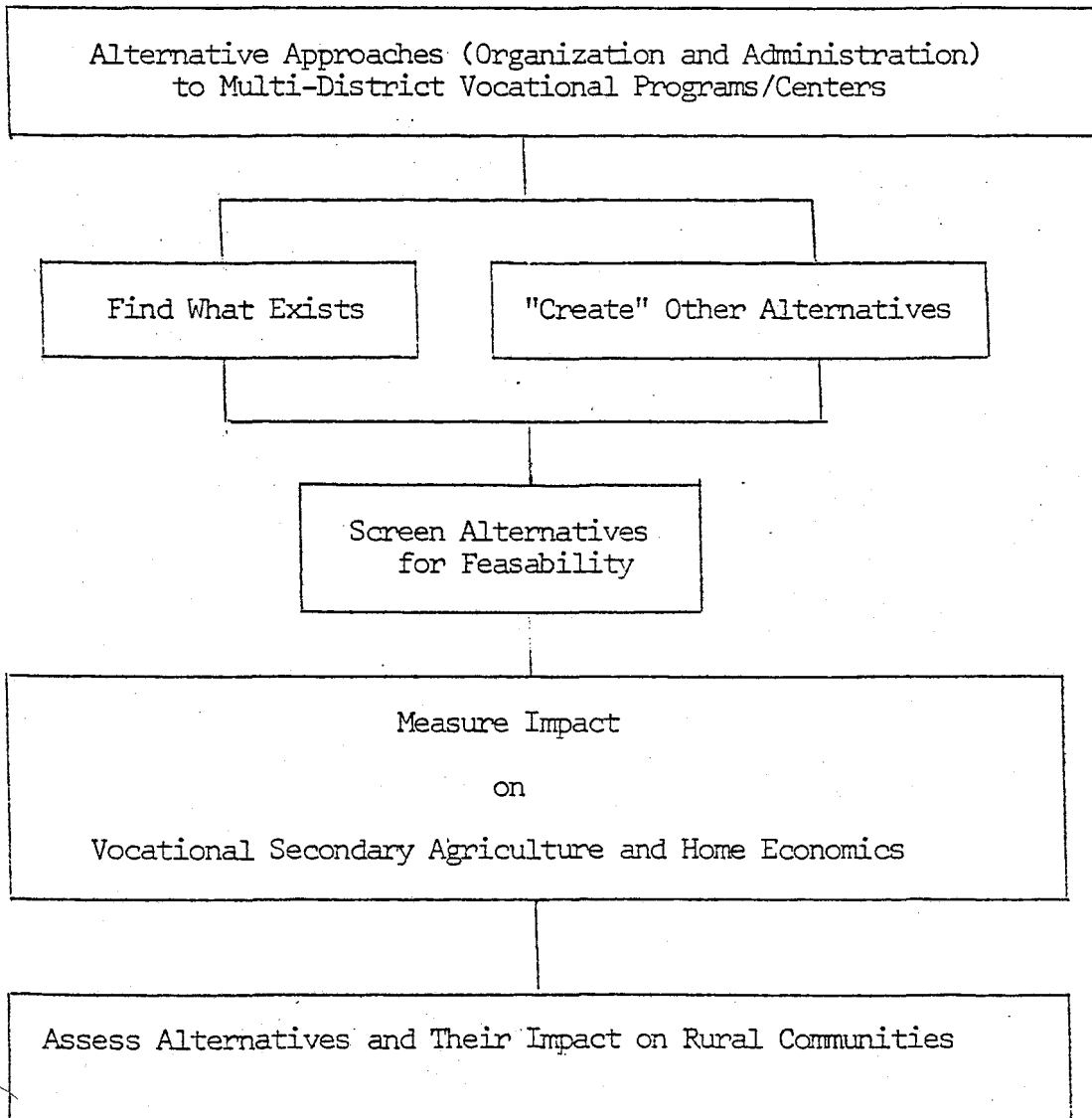
II. DELIMITING FACTORS

The proposed project will:

1. Be limited to Secondary programs in multi-districts or Vocational Centers.
2. Focus on populations in rural or sparsely populated communities.
3. Involve agriculture and home economics as vocational service areas.
4. Be designed to span a minimum two year period.
5. Incorporated summaries of programs in states in addition to the programs in Nebraska and Minnesota.

III. DESIRED OUTCOMES AND POSSIBLE PROCEDURE TO ACHIEVE

The following schematic plan was agreed upon as depicting the thrust of the project:



IV. SOURCES OF FUNDING

Various sources will be explored in the following order:

- A. Experiment Stations at Minnesota and Nebraska
and/or
- B. CSRS
- C. Rural Development Funds
- D. Rural Rehabilitation
- E. Other (to be identified)

V. DEFINITION OF KEY CONCEPTS

Principal definitions will be developed as project prospectus evolve. In general, multi-district vocational secondary programs were agreed to mean -- programs which include two or more rural or sparsely populated school districts that provide a program of vocational instruction at one or more central locations through joint sponsorship.

VI. WHY AN INTERSTATE PROJECT?

The following were put forth as supporting reasons for a project being undertaken by two or more states as relates to this particular study:

1. Pooling of human and non-human resources enables an increased number of alternatives within the project to be examined.
2. Enables an improved utilization of the competencies of the investigating staff in achieving the principal objective of the investigation.
3. Costs -- human and fiscal -- are shared alleviating too great fiscal expenditures by either state.
4. Affords the opportunity to explore multi-district vocational programs that are well-established (Minnesota) in contrast to emerging programs (Nebraska).
5. Opportunity for greater variety in the nature of the programs to be examined.
6. Permits an entree in order to examine programs in a state that might not prove as readily accessible under different investigative circumstances.
7. Increased favorable acceptance by the consuming public of findings resulting from joint investigations of projects.

8. Increased acceptance of credibility of findings at regional and national levels as a result of the cooperative efforts. Further, it is expected there will be increased potential of impact that can be made by data collected.
9. Because desired outcomes of the participating states have a somewhat different focus, sharing of base data eliminates the necessity for duplicating efforts.
10. Each state will accrue benefits from interteam research projects both in terms of professional development and specific information for state's program.

VII. TENTATIVE PLAN OF ACTION

A. Designate Project Leader from each state

Comment: Osmund Gilbertson was named to represent Nebraska in this capacity. Until those representing Minnesota have selected their project leader, Roland Peterson was designated as the contact person.

B. Summary of March 17th discussion to be received by all participants on or before April 1. The summary is to be reviewed with feedback to the project leader. Representatives from Nebraska are to prepare this summary.

C. Development of Prospectus

The responsibility for this was assumed by the Minnesota group to be distributed on or before April 15. The prospectus is to include a preliminary review of literature.

Both groups (Nebraska and Minnesota) will start to review literature relating to the projects with the initial reviews to include materials from ERIC System and publications resulting from PROJECT BASELINE.

D. Exploring of Funding

Experiment Station Directors in the two states will be the first contact. Subsequent contacts, if any, will depend upon agreed upon scope of the Project and number of dollars in question.

E. Writing of the Proposal

Procedure to be determined at a future time.

SECONDARY OUTCOME OF STUDY

It is anticipated that the findings from the study will have implications for new or revised design for teacher education programs in agriculture and home economics. Should this prove true, future research projects are expected to be planned by interested investigators.

Submitted by:
Gwendolyn Newkirk
Osmund Gilbertson

THE EXTENSION PROGRAM

The Agricultural Education Department will continue to work with Cooperative Extension for purposes that will, hopefully, be mutually beneficial.

The Chairman will continue to serve as a member of the Nebraska USDA Rural Development Committee in an effort to develop additional lines of communication between agencies dealing in education and agriculture.

Liaison appointment(s) will continue with possible increased involvement.

Other possible means of cooperative agreements will be developed as the occasion arises.

CONTINUING/IN-SERVICE EDUCATION

An expanded program of continuing and in-service education will be developed as the personnel allotments and support budget will permit.

The Institute of Agriculture and Natural Resources has recently taken steps to improve the 'Services' provided by the Agricultural Education staff which are both very positive and forward-looking. Through increased support, not only agriculture teachers but also school administrators can look to the Institute for more assistance. This, in itself, should assist tremendously in recruitment and in developing institutional support.

Outside funding will be pursued continuously, as a means of supplementing the institutional budget, however no long-range plans can be made based on this type of funding.

Several other types of departmental programs are outlined in the Four Year Program Plan provided in this section, in the "Instructional Program" area.