

Chapter 389 of NAC

LCB File No. T042-05

ADOPTED TEMPORARY REGULATION OF THE
STATE BOARD OF EDUCATION

Filed with the Secretary of State on May 18, 2005.

Explanation: Matter in *italics* is new; matter in brackets ~~H~~ or ~~stricken~~ is material to be omitted.

AUTHORITY: NRS 385.080, 385.110, & 389.180

Section 1. NAC 389 is hereby amended as follows:

Section 2. New

Agriculture Leadership, Communication, and Policy. A course of study in agriculture and natural resource sciences must be designed so that pupils meet the following performance standards by completion of the terminal course of instruction.

- 1. History/Purpose: Students will recognize the importance of agriculture communications, leadership, and policy, their history, and their effects on consumer and producer markets.*
 - a. Students will determine the need for competent agriculture communications, leadership, and policy.*
 - b. Students will identify major changes in agriculture communications, leadership, and policy.*
 - c. Students will identify historical events in agriculture communications, leadership, and policy.*
 - d. Students will explore the future of agriculture communications, leadership, and policy.*
- 2. Leadership Development/Teamwork: Students will characterize factors associated with leadership categories and styles.*
 - a. Students will analyze various definitions of leadership.*
 - b. Students will investigate the discuss personal leadership development.*
 - c. Students will explain the relationship between leadership categories, human behavior and employment.*
 - d. Student will describe the various leadership styles.*
 - e. Students will identify the qualities of successful leaders.*
 - f. Students will identify the need for teamwork in group settings.*
- 3. Students will recognize and apply various methods of research used in agriculture communications.*
 - a. Students will identify basic research techniques.*
 - b. Students will identify and apply effective interviewing techniques.*
- 4. Students will develop effective verbal communication skills to be used in occupational, social and civic settings.*
 - a. Students will explain the types and importance of verbal communications.*

- b. Students will demonstrate the principles of verbal communication.*
- 5. Students will develop effective written communication skills to be used in occupational, social and civic settings.*
 - a. Students will identify the types of written agriculture communication.*
 - b. Student will demonstrate the basics of journalistic writing.*
 - c. Students will demonstrate the basics of group correspondence.*
 - d. Students will demonstrate the basics of writing for employment.*
 - e. Students will demonstrate the basics of technical writing.*
 - f. Students will demonstrate the basics of page layout and design.*
- 6. Mass Media: Students will be able to identify various channels of mass media communication and apply its uses in the agriculture industry.*
 - a. Students will explore the importance of/and impact of mass media on the agriculture industry.*
 - b. Students will utilize the internet in agriculture communication.*
 - c. Students will develop print, broadcast and electronic media projects.*
- 7. Human Relations: Students will identify traits associated with a positive self-concept and relationships with others in occupational, social and civic settings.*
 - a. Students will discuss the importance and ingredients of self-concept.*
 - b. Students will demonstrate the importance of self-concept in social, occupational and civic settings.*
 - c. Students will compare diversity in relationships.*
- 8. Agriculture/Policy: Students will examine the development process of political and government policy issues related to the agriculture industry.*
 - a. Students will demonstrate the principles of effective meeting management.*
 - b. Students will investigate local and political agriculture policy issues.*
 - c. Students will identify the steps of the political process.*
 - d. Students will identify the various organizations involved in agriculture policy.*
 - e. Students will examine legal and ethical aspects of agriculture policy.*
- 9. Leadership/FFA: Students will recognize the importance of leadership skills including interpersonal relations, group management, and communications through involved participation in the FFA.*
 - a. Students will recognize the traits of effective leaders and participate in leadership training through involved participation in the FFA.*
- 10. Supervised Agriculture Experience: Students will explain the relationship between a Supervised Agriculture Experience (SAE) and their preparation for a career in Natural Resources and Wildlife Management.*
 - a. Students will actively engage in and manage SAE, which enables them to develop work-based skills*
- 11. Students shall achieve competence in workplace readiness, career development, and lifelong learning.*
 - a. Students shall demonstrate problem solving skills.*
 - b. Students shall demonstrate critical thinking skills.*
 - c. Students shall demonstrate the ability to speak, write and listen effectively.*
 - d. Students shall demonstrate the ability to select, apply and maintain appropriate technology.*
 - e. Students shall demonstrate leadership and teamwork skills.*
 - f. Students shall demonstrate sound workplace ethics.*

- g. Students shall demonstrate the ability to effectively manage resources in high performance workplaces.*
 - h. Students shall demonstrate career planning and development skills.*
 - i. Students shall demonstrate the ability of job retention and lifelong learning skills.*
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Explanation: Matter in *italics* is new; matter in brackets ~~[]~~ or ~~stricken~~ is material to be omitted.

AUTHORITY: NRS 385.080, 385.110, & 389.180

Section 1. NAC 389 is hereby amended as follows:

Section 2. ~~[NAC 389.532 Management of Wildlife. (NRS 385.080, 385.110) A course of study in management of wildlife must include instruction designed to teach the pupil to do the following:~~

- ~~—1. Develop a knowledge of the management of game in local communities.~~
- ~~—2. Demonstrate a knowledge of the laws concerning game and fish.~~
- ~~—3. Develop a knowledge of pollution as it relates to types of wildlife, the effect on wildlife and prevention and control of pollution.~~
- ~~—4. Recognize the importance of commercially raising and marketing fish and game.]~~

Natural Resources and Wildlife Management. A course of study in agriculture and natural resource sciences must be designed so that pupils meet the following performance standards by completion of the terminal course of instruction.

- 1. Student will be able to identify the characteristics of soil.
 - a. Students will be able to identify the characteristics of soil.*
 - b. Students will explore the chemical and biological interactions of soil.*
 - c. Students will develop an appreciation for soil conservation.**
- 2. Students will examine the sources and distribution of water resources.
 - a. Student will examine the sources and distribution of water resources.*
 - b. Students will be able to comprehend and describe the hydrological cycle.*
 - c. Students will explore the factors contributing to water quality.*
 - d. Students will investigate the basis of water monitoring.**
- 3. Students will understand air quality as it relates to natural resource systems.
 - a. Student will investigate the composition of the atmosphere.*
 - b. Students will explore major issues affecting air quality and monitoring techniques.**
- 4. Student will examine energy resources and how they interact with the ecosystems.
 - a. Students will recognize the types and importance of energy resources.*
 - b. Student will explore the relationship between energy, development and use as it relates to the ecosystem.**
- 5. Students will examine minerals in Nevada and there social economic impact.
 - a. Students will develop an appreciation for the mineral resources in Nevada.*
 - b. Students will examine the mineral development as it relates to natural resource management.*
 - c. Students will examine the mineral development as it relates to cultural resources and socio-economics in Nevada.**

6. *Students will examine vegetation resources in Nevada.*
 - a. *Students will examine plant biology.*
 - b. *Students will be able to identify the characteristics of plant communities and community dynamics.*
 - c. *Students will explore the agricultural vegetation of Nevada.*
 - d. *Students will investigate the basis of vegetation standards and monitoring.*
7. *Students will explore the science of range management.*
 - a. *Students will be able to identify the components of range management.*
 - b. *Students will examine range animal nutrition.*
 - c. *Students will determine the factors affecting carrying capacity of rangelands and compare and contrast between the various grazing systems.*
 - d. *Students will investigate the factors contributing to range ecology.*
 - e. *Students will investigate range vegetation manipulation practices.*
 - f. *Students will investigate the principles involved in range inventory monitoring.*
8. *Students will understand forest ecology.*
 - a. *Students will develop historical and regional perspective of the forest resources and future forest management opportunities.*
9. *Students will investigate fish and wildlife ecology.*
 - a. *Students will differentiate among the various categories of wildlife and explore the importance and distribution of fish and wildlife resources in Nevada.*
 - b. *Students will examine wildlife and aquatic ecology.*
 - c. *Students will investigate the relationship between uplands and riparian habitats.*
 - d. *Students will examine the endangered species act and its implementation.*
 - e. *Students will investigate the basis of wildlife and aquatic monitoring.*
10. *Students will understand fire ecology dynamics.*
 - a. *Students will explore the effects of fire on the ecosystem.*
 - b. *Students will explore the fire cycle and examine fire as a management tool on the rangeland ecosystem.*
11. *Students will understand outdoor recreation and its importance to natural resources.*
 - a. *Students will explore opportunities associated with outdoor recreation.*
12. *Students will explore outdoor safety and survival skills.*
 - a. *Students will examine proper response to outdoor emergency situations.*
13. *Students will understand the importance and application of GPS/GIS in natural resource management.*
 - a. *Students will investigate GPS/GIS systems and their applications.*
14. *Leadership/FFA: Students will recognize the importance of leadership skills including interpersonal relations, group management, and communications through involved participation in the FFA.*
 - a. *Students will recognize the traits of effective leaders and participate in leadership training through involved participation in the FFA.*
15. *Supervised Agriculture Experience: Students will explain the relationship between a Supervised Agriculture Experience (SAE) and their preparation for a career in Natural Resources and Wildlife Management.*
 - a. *Students will actively engage in and manage SAE, which enables them to develop work-based skills*
16. *Students shall achieve competence in workplace readiness, career development, and lifelong learning.*
 - a. *Students shall demonstrate problem solving skills.*

- b. Students shall demonstrate critical thinking skills.*
- c. Students shall demonstrate the ability to speak, write and listen effectively.*
- d. Students shall demonstrate the ability to select, apply and maintain appropriate technology.*
- e. Students shall demonstrate leadership and teamwork skills.*
- f. Students shall demonstrate sound workplace ethics.*
- g. Students shall demonstrate the ability to effectively manage resources in high performance workplaces.*
- h. Students shall demonstrate career planning and development skills.*
- i. Students shall demonstrate the ability of job retention and lifelong learning skills.*

**NOTICE OF ADOPTION OF TEMPORARY REGULATION
LCB File No. T042-05**

The State Board of Education adopted temporary regulations assigned LCB File No. T042-05 which pertain to chapter 389 of the Nevada Administrative Code on December 4, 2004.

Notice date: 10/20/2004
Hearing date: 12/04/2004

Date of adoption by agency: 12/04/2004
Filing date: 5/18/2005

INFORMATIONAL STATEMENT

1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.

Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately 150 individuals and educational organizations. One workshop was held on December 4, 2004. There were no comments from the public.

The Notice of Intent to Act Upon a Regulation for public hearing and adoption of the proposed revisions to NAC 389, was sent to approximately 150 individuals and educational organizations. The public hearing was conducted on December 4, 2004, to provide the opportunity for comments by affected parties and the public. There were no comments from the public. The Board adopted the proposed regulation.

2. The Number of Persons Who:

- a) **Attended Each Hearing:** Workshop: 9 Regular meeting: 12
b) **Testified at Each Hearing;** Workshop: 1 Regular meeting: 0
c) **Submitted Written Statements:** Workshop: 0 Regular meeting: 0

A copy of any written comments may be obtained by contacting Nita Barnes, Administrative Assistant to the Nevada State Board of Education, at the Department of Education (775) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

3. A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.

Comments were solicited through the workshop notice of October 20, 2004, and the public hearing notice of October 20, 2004. At the December 4, 2004 Workshop to Solicit Comments there were no public comments to the proposed language revisions. At the December 4, 2004 Public Hearing there were no public comments to the proposed language.

Jim Barbee, Agriculture Consultant for the Department of Education, stated that agriculture leadership, communication and policy is a new area dealing specifically with policy and governmental/leadership issues within the industry of agriculture.

A copy of the summary and/or minutes of the public hearing may be obtained by contacting Nita Barnes, Administrative Assistant to the Nevada State Board of Education, Nevada Department of Education, 775-687-9225, or by writing to the Nevada Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.

The Nevada State Board of Education adopted the proposed regulation language at the public hearing held December 4, 2004. The reason for adopting the amendment to the regulation is to set standards that will address an emerging occupational area within the agriculture and natural resource educational cluster: 1) Agriculture Leadership, Communications and policy would be a new addition to NAC 389; and 2) Natural Resources and Wildlife Management would replace NAC 389.532.

5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must include:

There is no anticipated economic effect of the regulation on the business that the agency regulates and there are no known adverse effects. There are no beneficial, immediate and long term effects on the state, school district, and schools.

6. The estimated cost to the agency for enforcement of the adopted regulation.

There is no additional cost to the agency for enforcement of this regulation.

7. A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.

No other state or governmental agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

8. If the regulation includes provisions which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.

There are none.

9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.

This regulation does not provide or involve a new fee.