

SUPERVISED AGRICULTURAL EXPERIENCE (SAE)

5228

CIP Code: Cooperative Education 01.0000

CIP Code: Non-Cooperative 01.4000

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course should be offered each semester as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated. The course may be offered on an independent study basis.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business
- A maximum of eight credits can be earned in this course when offered as a one hour course/eight semesters, some of which can be earned during summer sessions. Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- As Cooperative Education: one credit related instruction, two credits on the job training/four semesters = 12 credit hours (on the job training credit hours may be increased in approved situations).
- A Core 40 directed elective as part of a technical career area.
- This course qualifies as an Academic Honors Diploma elective.
- Competencies and learning activities defined.
- This course is included as a component of the Agriculture and Natural Resources career cluster and may also be included as a component of the Art, Media, and Communications; Engineering, Science and Technologies; Mechanical Repair and Precision Crafts; Business, Management and Finance; and Health Services career clusters.

Supervised Agricultural Experience (SAE)

A. Students shall be able to describe the importance of an SAE program and the benefits that can be obtained from a successful SAE program.

1. Define SAE.
2. Summarize the reasons for having an SAE program.
3. Outline the benefits of a good SAE program.
4. Specify the criteria which must be met to qualify as an SAE program.
5. Evaluate the characteristics of a good SAE program.
6. Explain the relationship of SAE programs to the total agricultural program.

B. Students shall be able to identify the opportunities for SAE projects in the community.

1. List the six major types of SAE programs.
2. Evaluate the characteristics of the SAE program areas.
3. Identify examples of projects in each program area.
4. Identify the resources/opportunities for SAE projects within the school, community, and home.
5. Describe local guidelines for the scope and nature of SAE programs.

C. Students shall be able to select goals for an SAE program.

1. Explain the importance of setting goals for an SAE program.
2. List the types of goals which could be set for an SAE program.
3. Explain how goals should be set for the SAE program.

D. Students shall outline the steps that are needed to begin an SAE program.

1. Evaluate personal interests for each SAE program area.
2. Outline how to obtain help in determining what will be needed for the SAE program.
3. Offer possible ways of financing the SAE program.
4. Describe the responsibilities involved in planning and conducting an SAE program.
5. Write a personal annual and long range SAE program plan.
6. Discuss the potential value of the selected SAE program for personal and career development.
7. Activate SAE program plans.

E. Students shall be able to keep the following records for their SAE programs: budgets, inventories, financial statements, receipts and expenditures.

1. Explain the importance of keeping records.
2. Identify the necessary forms to keep in the record book.
3. Explain what information is included in Ownership Business Agreements and Placement Training Agreements.
4. Explain what a budget is and where it is used.
5. Identify the information necessary to budgeting.
6. Explain how to complete a budget for an SAE program.
7. Compare and contrast a budget and a cash flow summary.
8. Explain the importance of keeping an accurate inventory and demonstrate how to complete a beginning inventory.
9. Explain the beginning financial statement and demonstrate how to construct it.
10. Explain the methods used to record receipts and expenditures.
11. Demonstrate how to total receipt and expenditure pages at the end of the month.
12. Identify any additional records which should be kept each month and explain their purpose.

F. Students shall be able to complete the forms needed to summarize, analyze, and evaluate the SAE program.

1. Identify the forms needed to summarize the year's records.
2. Explain how the cash flow summary is used.
3. Explain depreciation and how it is recorded.
4. Explain the importance of completing an ending inventory.
5. Identify the purposes of having a profit or loss statement and the information needed to complete it.
6. Explain how enterprises are analyzed in an SAE program.
7. Identify where to find the information necessary to complete an SAE program summary.
8. Identify the forms which are used to evaluate and improve an SAE program.
9. Explain net worth and how does it reveal the progress of an SAE program.
10. Identify some points to evaluate on the financial statement.
11. Identify some ways to increase returns from an SAE program.
12. Identify the "problems" or weaknesses in the SAE program and select possible short and long range solutions.
13. Evaluate the overall quality and value of the SAE program.

14. Revise the long range plan for the SAE program, as necessary.
15. Make appropriate decisions about expanding and/or diversifying the SAE program.

G. Students shall identify the awards that are available based on an SAE program.

1. Identify the awards which may be received from an SAE program.
2. Identify the information needed to complete award applications.
3. Identify the minimum SAE program requirements for FFA degrees.

H. Students shall develop a knowledge of job search techniques and resources available to the job seeker.

1. Prepare a list of contacts for employment based on personal aptitudes, traits, abilities, and interests in relation to career choices.
2. Identify the factors to consider when selecting resources to locate a job.
3. Understand how to interpret want ads and posted job vacancy announcements.
4. Compare and contrast public and private employment agencies.
5. Discuss the services provided by employment agencies.
6. Explain how to use placement services for a personal job search.

I. Students shall understand the importance of the first contact in the job search.

1. Identify and describe six items to be included in a resume.
2. List the important factors to consider when using the telephone for a job search.
3. Describe the important components of a resume.
4. Explain the use of a resume in a job search.
5. List the important components of a cover letter and be able to write one.
6. Complete sample job applications.

J. Students shall understand the fundamental requirements for keeping a job.

1. Discuss the importance of interpersonal communication, appropriate dress, and self-evaluation procedures.
2. Discuss the concept of professional ethics.
3. Understand how being able to follow directions effectively relates to job survival.
4. Gain an understanding of the major reasons why workers are fired from their jobs.

K. Students who are juniors or seniors in Agricultural Science and Business shall have the opportunity to be placed in an Agricultural Cooperative Program related to their individual SAE's.

1. Gain employment on a farm, ranch or in an agribusiness which is not owned by the student's parents or guardians.
2. A minimum of 15 hours per week will be required, 10 of the 15 required hours must be during the school week.
3. Demonstrate management skills by keeping satisfactory records.