

# ***Organizing and Directing Supervised Agricultural Experience Programs in High School Ag Ed***

***Agricultural and Environmental Education 493F***

Fall 2002

## **1. Course Information**

Description: Planning, supervising and evaluating student agricultural experience programs.

Level: Undergraduate/Graduate

Credit: 1 credit hour

Time: TR 6:30-9:00 pm (only 3 weeks)

Resources: *Local Program Resources Guide* (CD), and Internet sites,  
Appropriate Chapters in *Handbook on Agricultural Education in the  
Public Schools* by Phipps and Osborne,  
*Supervised Occupational Experience Manual* by Carwin,

## **2. Instructor**

Dr. Stacy A. Gartin, Professor

2052 Ag Sci Bldg

The Davis College

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## **3. Course Objectives**

*The primary objectives of this course will assist the scholar in:*

- a. Identifying the nature, importance and value of supervised agriculture experiences as they relate to the curriculum.
- b. Defining the types of agricultural experiences and their characteristics.
- c. Developing long-range plans for SAEs.
- d. Identifying techniques to supervise programs through interaction with the students, parents/guardians, and employers.
- e. Identifying the value and uses of SAE records and record analysis.
- f. Evaluating SAEs.



#### 4. Daily Schedule

<b>Day</b>	<b>Topic</b>	<b>Resource</b>
Aug. 20	Role of Experience in Learning Nature, importance and value of SAEPs Relationship between SAE and the curriculum	
22	Types of SAEPs Characteristics of desirable SAEs Developing long-range plan for SAEs History and evolution of SAEs (student assignment)	
27	Admission and selection of students Role of the teacher Orientation of students, parents, administrators and employers Pre-enrollment visit	
29	Promotion of SAEs Role of supervision in SAEs Utilizing school labs, specialty projects, etc. Developing programs with limited opportunity Students	
Sept. 3	Conducting SAEs Training plans, agreements and legal requirements Securing placements & projects for students	
5	Record keeping and analysis Resources for teaching SAE Evaluating SAEs Student presentations of visitation package	
?	Final Exam	

## 5. Course Requirements

- a. Prepare a critical review of 3 articles related to SAEs or SOEs from the 1970s, 1980s, 1990s and 2000s in addition to Dr. Boone's article. Articles should be selected from *The Agricultural Education Magazine*. Record the author(s), title, issue and year. Note the significant content, suggest ideas you can use, and question items not relevant or plausible.
- b. Develop a Unit Plan for promoting and teaching SAEs.
- c. Obtain a training plan for a student who is conducting his/her SAE via Placement.
- d. Prepare a visitation package to be used with parents/guardians and students.
- e. Obtain or create a document for recording SAE instructional visits.
- f. Final Exam

## 6. Assignments

<u>Assignment</u>	<u>Point Value</u>	<u>Due Date</u>
Critical Reviews	100 (10 pts. each)	Aug. 22
Unit Plan (10 Daily Lesson Plans)	500 (50 pts. Each)	Sept. 5
Training Plan	50	Sept. 5
Visitation Package	100	Sept. 5
SAE Record Sheet	50	Sept. 5
Final Exam	100	?
<b>TOTAL</b>	<b>900 points</b>	

## 7. Grading Scale

900-846	94%	A	719-693	77%	C+
845-810	90%	A-	692-666	74%	C
809-783	87%	B+	665-630	70%	C-
782-756	84%	B	629 & below	69%	F
755-720	80%	B-			