TN Department of Education | College, Career and Technical Education

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Capstone Supervised Agricultural Experience (SAE)

Primary Career Cluster:	Agriculture, Food, & Natural Resources
Consultant:	CTE.Standards@tn.gov
Course Code(s):	C18HXX
Prerequisite(s):	*None*
Credit:	1credit each year, up to a maximum of 2 credits per student
Grade Level:	11-12
Elective Focus - Graduation Requirements:	This course satisfies 1 credit of three credits required for an elective focus when taken in conjunction with other Agriculture, Food, & Natural Resources courses.
POS Concentrator	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This course can be used to supplement all Agriculture, Food, & Natural Resources programs of study and is designed to evolve with a student through high school.
Aligned Student Organization(s):	FFA: http://www.tnffa.org
Coordinating Work-Based Learning:	All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program. In addition, teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	048, 150, 448, and 950
Required Teacher Certifications/Training:	Teachers must successfully complete either the WBL or SAE training provided by the Tennessee Department of Education
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html Best for All Central: https://bestforall.tnedu.gov/

Amended April 21, 2017; Amended Feb. 7, 2020; Amended Nov. 2021

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in FFA career and leadership events (CDE/LDE) that align with this course including Agriscience Fair, Agricultural Communications, Agricultural Issues, Agronomy, Extemporaneous Speaking, Prepared Public Speaking, and events related to the specific student's specific SAE program.

For more ideas and information, visit Tennessee FFA at https://tnffa.org/

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.2** |Have an industry representative as a guest speaker with one of the topics dealing with SAE and WBL opportunities for gainful employment.
- **Standard 3.1-3.2 |** Have the students work with an accountant or bookkeeper to evaluate data sets need to make financial recommendations.
- **Standard 4.1-5.2** | Have the students work with a human services representative to develop a personal, leadership, and growth plan.
- **Standard 6.1-6.2** | Have the students to develop newsworthy social media post that is supervised by or evaluated by area communications and social media specialist.
- **Standard 7.1-8.1** | Have an industry representative as a guest speaker with one of the topics dealing with workplace safety or ethics.
- **Standards 9.1-9.2** | Visit a local industry to discuss the impact of the different sectors of the agriculture industry

Course Description

Supervised Agricultural Experience (SAE) is the delivery model for Work-Based Learning (WBL) used in approved AFNR programs. It consists of two levels, Foundational and Immersion. Foundational SAE is career generic and focused on career exploration & planning, personal finance, workplace safety, college and career skills, and general agricultural literacy. Foundational SAE meets CTE Career Exploration and Planning expectations. Immersion SAE will meet WBL capstone experience requirements for CTE credit and consists of entrepreneurship, internships, research, school-based enterprise, and service learning activities.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law.

Course Standards

1. Personalized Learning Plan

1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:

a. Application of academic and technical knowledge and skills (embedded in course standards)
b. Career knowledge and navigation skills
c. 21st Century learning and innovation skills
d. Personal and social skills

1.2 Documentation: A student will **develop portfolios, or a similar compilation of work** and evaluation samples, that demonstrate employability skills development in the categories above.

1.3 Benefits: Articulate how the **knowledge and skills learned will benefit preparation** for agriculture-related careers. Conduct at least 180 hours of research, work, or activities related to the chosen Immersion SAE.

2. Principles of Immersion Supervised Agricultural Experience (SAE) Programs

2.1 Immersion Opportunities: Investigate the different **immersion supervised agricultural experience programs opportunities** listed below and analysis the relationship each has to achieve aligned career goals.

a. Internship: Develop a personalized training plan outlining the internship experiences and responsibilities of the student, instructor, and employer to create the maximum development of knowledge and skills.
b. Entrepreneurship: Incorporate all aspects of ownership with the ability to identify and account for all resources used in the business. Develop a business plan outlining continued growth and expansion of the operation.
c. Research: Investigate materials, processes, and information to establish new knowledge or to validate previous research with the agriculture industry. Conduct agricultural research to discover new knowledge and meet the needs of a growing world within three major areas:
d. School-based Enterprise: Conduct a student-led business enterprise that provides goods or services based on the use of a school campus, facilities, equipment, and/or other resources. Develop a business plan that includes the organizational structure, responsibilities, and distribution of profits.
e. Service Learning: Plan, conduct, and evaluate a project designed to provide a service to a public entity or the community. Develop a project plan with sufficient scope to enable the development of student skills and abilities aligned to AFNR and career-ready skills.

2.2 Selection of Immersion SAE: Choose a specific **Immersion SAE project** to evaluate and select solutions with the greatest potential for success toward long-term career goals. Articulate how the knowledge and skills learned in the specific Immersion SAE program will benefit preparation for agriculture- and natural resources-related careers. Conduct at least 180 hours of research, work, or activities related to the chosen project.

3. Project Management and Recordkeeping Skills

3.1 Project Planning: Formulate annual SMART goals for the Immersion SAE program and apply the concepts of **project planning** to monitor and evaluate Immersion SAE progress.

3.2 Financial Management: Appraise and select **management tools available for managing projects and finances**. Accurately maintain a prescribed recordkeeping system and apply proper financial recordkeeping skills as required by the specific project.

4. Personal and Career Growth

4.1 Personal Growth: Develop **personal SMART goals** and conduct activities to work toward individual and career development. Evaluate the effectiveness of these SMART goals for personal and career goals and make recommendations for improvement.

4.2 Career Growth: Explore and compare **local, regional, state, and/or global career opportunities** to identify the knowledge and technical skills necessary for selected careers or job shadowing by linking specific attributes to development activities outlined in SMART goals and make recommendations for future improvements.

5. Leadership Skills

5.1 Basic Leadership: Examine the **leadership skills** needed for careers in agriculture, food, and natural resources industries and engage youth leadership opportunities to practice and develop effective leadership skills, such as teamwork, decision making, problem-solving, critical thinking, and time management.

5.2 Parliamentary Skills: Demonstrate a working knowledge of **parliamentary procedure**. Conduct meetings and facilitate discussions applying Robert's Rules of Order.

6. Interpersonal and Communication Skills

6.1 Communication Strategies: Analyze use of **verbal and non-communication strategies** in workplace situations. Demonstrate positive interpersonal skills to work effectively with others and maintain successful professional relationships.

6.2 Elements of Communications: Compare and contrast the **elements of formal and informal communication** skills. Demonstrate the ability to communicate effectively with diverse groups and individuals using appropriate written, verbal, and nonverbal communication techniques.

7. Occupational Safety

7.1 Occupational Safety Standards: Research local, state, and national laws governing workplace **occupational safety standards**. Execute appropriate health and safety and environmental procedures for agriculture and natural resources occupations aligned with the Immersion SAE task. Explain the responsibility of managers, supervisors, and the injured parties in the event of an incident.

7.2 Tools and Equipment: Evaluate and select **appropriate tools and equipment** to complete specific Immersion SAE task. Design and implement plans to ensure the proper use of appropriate protective equipment when using various tools and equipment.

8. Occupational Ethics

8.1 Occupational Ethics: Identify and discuss **occupational ethics**, legal responsibilities, and regulatory compliance issues in relation to specific activities aligned with an Immersion SAE task. Explain protocols to address non-compliance issues.

9. Information and Agricultural Literacy

9.1 Data Collection Methods: Use a variety of **methods to assemble and evaluate information** for the purposes of technical research, scientific inquiry, and investigation.

9.2 Agricultural Literacy: Research and analysis how **agriculture, food, and natural resources issues, trends, technologies, and/or public policy impact the different sectors** of the agriculture industry. Devise and implement a strategy for explaining new trends to audiences with limited knowledge of agriculture.

Standards Alignment Notes

References to other standards include:

- AFNR: National Agriculture, Food, & Natural Resources (AFNR) Career Cluster Content Standards: Students engaged in activities outlined above should be able to demonstrate fluency in Standards CRP.01-11, CS.01, CS.02, CS.03, CS.07, CS.09, CS.10, and CS.11 at the grade appropriate level.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning: Students engaged in activities outlined above should be able to demonstrate fluency in 21st Century Themes, Learning and Innovation Skills, Information and Media Technology Skills, and Life and Career Skills.
- Immersion SAE: Supervised Agricultural Experience (SAE) Philosophy and Guiding Principles: SAE is an essential component of student learning that should be used by every AFNR student.