

Things to Remember When Filling Out Degree Applications



1. Always generate a new PDF version number after making edits. This ensures we receive the most current version.
2. Supervised Agricultural Experiences (SAE) descriptions on the application come from the Annual Review (Clipboard Icon).
 - a. SAEs are learning experiences. The description should reflect what the student learned that year. Ideally, they should relate something the applicant learned in class to their SAE project.

BAD EXAMPLE

county fair lamb

GOOD EXAMPLE

This year, when selecting my Hampshire cross lamb, I used the knowledge that I learned in class about muscle quality and structural correctness. I chose this lamb because he had the most terminal muscle shape compared to the other lambs and was the best on his feet and legs when he moved around the pen.

- b. Placement SAE descriptions **CANNOT** be copied and pasted from one year to the next. Hopefully, the applicant learns something new and gains new responsibilities each year. This should be in the description.

BAD EXAMPLE

ranch hand

GOOD EXAMPLE

As a ranch hand, my primary job duties are to feed the cows, check for sick ones, and bottle feed calves that need additional milk. This year, I learned how to give subcutaneous vaccinations to the calves.

3. Use complete sentences and proper grammar in the descriptions, and always remember to use spell check.
4. Check tenses. By the time the degree application is reviewed, most items should be past tense.
5. The purchase of an animal must be recorded.
6. Entrepreneurship applications **MUST** include income and expenses.
7. Even if siblings had similar experiences, photos in the Agricultural Experience Tracker (AET) applications and descriptions may **NOT** be copied or repeated. The same applies to members working at the same place or with the same SAE type.
8. Read each text input that transfers from the AET to the application. Do not blindly trust that whatever was entered in AET is the correct answer for the degree application question.
9. Execute a common-sense-check on items on the income/expense statement. Pay special attention to reviewing expenses relative to inventory (e.g., if an applicant has three heifers but only \$200 in annual expenses/labor exchange, is this accurate or realistic?).
10. Are there items listed on the ending current or ending non-current inventory pages? If so, are the items directly related to the listed SAEs? An example of an ineligible inventory item would be a saddle if the SAE listed is hog production.

11. When reviewing the community service page, assume the reviewer has no prior knowledge or pre-existing concept of any program, project, activity or group/organization listed. Be clear, specific and detailed.

BAD EXAMPLE	GOOD EXAMPLE
<p>Group to whom service was provided: Every Three Minutes.</p> <p>Description of service: I helped my friend with her senior project, Every Three Minutes</p>	<p>Group to whom service was provided: Every Three Minutes.</p> <p>Description of service: I worked with a classmate to conduct community awareness targeted to new drivers ages 15-17 related to the fact that new drivers are involved in traffic accidents every three minutes in the U.S. due to texting and distracted driving. I helped with this project on two Saturdays in March at our local mall.</p>
<p>I helped give out hot cocoa at the Valley Festival Fling.</p>	<p>I staffed the hot cocoa table at my community's Valley Festival Fling (VFF). The VFF is an annual event organized by the Valley Chamber of Commerce to raise money for our community backpack program.</p>

12. Community service **CANNOT** benefit the applicant's church, ag program or family.

13. On the community service page, ask yourself the following questions:

- a. Is the group/organization to whom the service was provided truly the group that received the benefit (e.g., a 4-H club raises money for cancer research. The group to whom service was provided is the cancer research entity, not the 4-H club)?
- b. If the service is somehow tied to the school, is it clear in the description that the service took place outside of regular school hours?
- c. Does the service or project benefit a single individual?
 - i. If yes (e.g., helping a friend rake his grandma's leaves as she's too elderly to do this herself), it's not considered community service because it only benefits one person.
 - ii. If no (e.g., raking leaves for elderly residents across a five-block neighborhood, including a friend's grandma's lawn), it is considered community service because it benefits multiple people in a community.