Establishing a High School Dual Credit Program in Agricultural Education

Trenton Taber

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Establishing a High School Dual Credit Program in Agricultural Education

By

Trenton Taber

A creative component submitted to the graduate faculty in partial fulfillment of the requirements for the degree of MASTERS of SCIENCE

Major: Agricultural Education

Program of Study Committee:

Dr. Scott Smalley, Major Professor
   Dr. Robert Martin
   Dr. Mark Hainline

The student author, whose presentation of the scholarship herein was approved by the program of study committee, is solely responsible for the content of this dissertation.

The Graduate College will ensure this dissertation is globally accessible and will not permit alterations after a degree is conferred.

Iowa State University Ames, Iowa 2019

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I would like to thank my major professor, Dr. Scott Smalley, as well as my committee members, Dr. Robert Martin, and Dr. Mark Hainline for their guidance throughout the development of my creative component.

In addition, I would like to thank Lisa Miller, Cambridge High School Guidance Counselor for her continued support in establishing a project that is applicable to our students and school. Finally, this project wouldn’t have been possible without the support of Black Hawk East Agriculture Department Chair Dr. Jeff Hawes and Dual Credit Coordinator Jeanine Peterson. I appreciate the support of these individuals in helping me further my education.
iii.

ABSTRACT

A high school dual credit program is an excellent way to enhance the education of students and prepare them for a degree. After reflecting on the positives and negatives of Cambridge High School’s three year dual credit agriculture degree, a handbook was the next step to progress the program and establish goals that meet the demands of students. A dual credit handbook can create a platform to begin offering classes to student and communicate the plethora of information that students need to know. Research can also show the reasons why dual credit can be advantageous for students. In short, dual credit can set standards for students to maintain a high collegiate GPA and finish a college degree. Additionally, dual credit eases the transition between high school and college. By partnering with Black Hawk College, our high school was able to establish a comprehensive handbook that sets the direction of a dual credit program in agriculture.
CHAPTER 1: INTRODUCTION

For the last three years I have had the pleasure of serving as a High School agricultural teacher in northwestern Illinois. Through my experiences, I have developed a set of standards for myself as an educator as well as standards for my students within the classroom. To further progress course content and students success, I have established a dual credit program that immerses students in collegiate level classes during their time as a high schooler. Providing students with the opportunity to enroll in college level classes provides them with challenging content that better prepares them to enroll as an agricultural major after graduating high school.

Dual Credit Students

The Glossary of Education Reform defines dual credit students as “completing a single course to earn academic credits that are recognized by two or more institutions” (Dual Enrollment Definition, 2013). Current Cambridge High School students that choose to enroll in a dual credit agriculture class will not only receive high school credit under their vocational education high school requirement, but will also receive college level credit that can be applied to a college degree program.

To be enrolled as a dual credit student at Cambridge High School, there are some additional requirements and expectations of students. Students are held to the standards of college students and are expected to use college level study, research, and time management skills to get the most out of each class. Establishing a dual credit handbook was the first step in communicating to students the high standards required of them. Additionally, the handbook will provide students with a step-by-step process of applying for classes at Black Hawk East and establish a timeline for specific due dates.
**Dual Credit Instructors**

A successful dual credit program depends primarily on the enthusiasm and direction of dual credit faculty and instructors. To properly carry out a dual credit project at our school, communication between Black Hawk College, administration, teachers, and students will be essential.

For the last three years, dual credit at Cambridge High School has become a standard for students with an interest in achieving high academic standards. Consequently, that has put pressure on me as an instructor to meet the needs of students who have interest in getting a head start on collegiate level agriculture courses. Previously, classes that are offered were not articulated credit, meaning that if students transfer there credit to another college or university the class might not count toward its intended purpose.

Moving forward with a Master’s degree and establishing a dual credit handbook, articulation is one of the main factors that went into class selection. Our dual credit program will now be able to offer students college credit that is articulated meaning that multiple universities have agreed on the course and its content.

**BHE/CHS Partnership**

Black Hawk East (BHE) Community College prides itself on its accessible and thorough dual credit agricultural program. During the Fall of 2018, BHE had 152 high school students enrolled for a total of 539 agricultural dual credits taught by high school instructors (Peterson, 2018). Furthermore, BHE currently offers an agricultural academy program that provides students with a sampling of ag related courses, an optional internship, and a jumpstart on the requirements of an Associate's in Science- Ag Business or Ag Production Degree. We see utilizing the industry
partnership aspect of the agriculture academy program in our high school dual credit program as a great addition. This way, student’s can network with individuals in agriculture and create a career plan that sets a clear path for their success. Additionally, a dual credit handbook could offer students a complete list resources at Black Hawk East that students can take advantage of us an enrolled student.

Since 2008, Cambridge High School has partnered with Black Hawk East College to offer students dual credit opportunities in high school. As stated previously, much of the credit offered to students was not articulated to other state universities. Furthermore, students graduating with dual credit classes in agriculture had no transition plan to use there credit toward a degree. This is why as part of the handbook, it was important to establish three main goals for the program.

**Goal #1:** Offer academically challenging classes that are articulated and seamlessly transfer to other institutions so that students can make use of the courses toward a degree plan.

**Goal #2:** Assist each dual credit student in establishing a career plan that showcases how their experiences in dual credit classes transfer to their college major and future career.

**Goal #3:** Utilize services and resources offered at Black Hawk East to enhance the student experience and elevate their experience in and out of the classroom.
CHAPTER 2: LITERATURE REVIEW

To fully grasp and understand the advantages of dual credit enrollment and its correlation to student success, I reviewed multiple pieces of literature. The 2010 Journal of education article titled “Does prior college credit matter? A longitudinal investigation of academic success, retention, and degree completion” provides a breakdown of quantitative data as it related to the benefits of dual credit enrollment (Garton et al., 2010). The study finds that students who entered college with previous college credit had significantly higher GPAs during their time as a college student. Specifically, the group of college students that had taken high school dual credit had a GPA of 2.86 compared to non dual credit students who had a GPA of 2.54 (Garton et al., 2010).

As a high school teacher interested in implementing more dual credit opportunities to students, the results of this study are interesting but not surprising. Within a dual credit classroom students are challenged with content that prepares them for the high academic expectations colleges have for students. The results of this study also provide direction for high school dual credit instructors on classroom expectation.

This same study also presents data on college degree completion. Consequently, the study found that there was a positive, low, significant relationship between the amount of college credit earned in high school and the completion of a college degree (Garton et. al., 2010). Reflecting on this data gives me a great understanding of the kind of impact a dual credit classroom can have on a students success. Where this study gives some great data points, others provide an understanding of what qualities a dual credit classroom might contribute to success. The research paper titled “What role can dual enrollment programs play in easing the transition between high school and postsecondary education?” provides key points to why statistics favor the implementation of dual credit programs (Bailey et al, 2002). Phycologically, students who have
had dual credit classes are psychologically prepared to handle the stress of coursework and have the time management skills to follow course requirements (Bailey et al, 2002).

First and foremost, high school dual credit programs can put significance to a student's final semester as a high schooler. As stated in the paper, a student's senior year of high school can seem insignificant and often a way for students to take courses that don’t challenge their academic ability. High school seniors often have obtained the adequate amount of credits to graduate and have been accepted to college, making their senior year classwork seem nonessential (Bailey et al, 2002).

Furthermore, the paper explains how the view of vocational education can be transformed because of dual credit opportunities. “The presence of well-developed vocational courses and labs at community and technical colleges means that dual enrolment can provide such options for students who may not have access to vocational education in their high school” (Bailey et al, 2002). I have seen this first hand in our own school where students are motivated to take vocational dual credit classes because they are interested in enrolling in a class that challenges academically and prepares them for a degree program.

Finally, to conclude my research on dual credit opportunities in agricultural education, I researched what types of resources prepare instructors to begin offering dual credit classes. The journal article published in NACTA Journal titled, “Resource needs of dual enrollment agricultural mechanics adjunct faculty” highlights some of the steps needed to begin offering hands on dual credit classes specifically in agricultural mechanics (Swafford & Waller, 2018). The journal centers on two main components that need to be available for dual credit faculty, training and materials. It states, “Without adequate teaching materials, students are limited in their ability to master related skills and the quality of instructional activities may also be
hindered” (Swafford & Waller, 2018). If a college partner fails to provide dual credit teachers with materials for students to carry out the learning objectives, the effectiveness and difficulty of the dual credit class will be sacrificed. Consequently, training for dual credit instructors also hinders the dual credit class. For example, our local community college partnership offers a yearly refresher class for instructors that ensures instructors are prepared to carry out the class. As overviewed in the journal, this educates instructors in the ever changing world of agriculture (Swafford & Waller, 2018).
CHAPTER 3: METHODS AND PROCEDURES

To communicate our dual credit program to Cambridge High School Administration, as well as faculty at Black Hawk East college, I developed a logic model that outlines all aspects of the program. The program handbook mirrors the logic model in a way that communicates the material to students. The logic model is divided into three categories, (1) inputs, (2) outputs, and (3) outcomes.

The program does require an additional level of inputs than previously available. The inputs outlined on the logic model showcase the tools that are needed to enhance the class from high school to college. The inputs also mirror the goals that were established for the program. Specifically, when the logic model was shown to individuals involved in our dual credit program the following was highlighted. Specific outputs for the program act like goals that guide the program implementation. The outputs indicate what types of classes the students will be participating in, both specialize courses and capstone experiences.

The most important part of the logic model is the outcomes section that is formatted using Bloom's taxonomy to highlight the level of learning from students. The outcomes are also divided into content learning, portions of course content, and behavior change, skills students will gain from their participation. These outcomes will be developed through the students one or two years as a dual credit student in short term, midterm, and long term sections.

The logic model will present a way for our our dual credit program to be evaluated in an organized and comprehensive manner. An important part of the program evaluation also comes from exit surveys and class scores as they relate to the outcomes that are expected by students. By having these ideas in place, we will be able to constantly serve the students of the program and manage the key factors that make it successful.
**Cambridge High School Dual Credit Agriculture Program Logic Model**

**Situation:** The Cambridge High School Dual Credit Program allows high school students to enroll in dual credit agriculture courses during their junior and senior year. The program focuses on broadening students knowledge and providing a transition from high school to college.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>OUTPUTS Activities</th>
<th>OUTPUTS Participation</th>
<th>OUTCOMES Short Term</th>
<th>OUTCOMES Medium Term</th>
<th>OUTCOMES Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY</td>
<td>- 50-75 students enrolled in dual credit courses throughout their junior and senior year of high school</td>
<td>- Individuals must meet the following requirements for participation:</td>
<td><strong>Content Learning</strong>&lt;br&gt;- Summarize the areas of study within agribusiness and livestock production</td>
<td><strong>Content Learning</strong>&lt;br&gt;- Integrate course objectives and experiences into a resume</td>
<td><strong>Content Learning</strong>&lt;br&gt;- Reflect on the effects of agricultural issues and policy on production industries</td>
</tr>
<tr>
<td>INDUSTRY PARTNERS</td>
<td>- Specialized courses in animal science, horticulture, and agriculture mechanics</td>
<td>- Be enrolled in a school within BHEs district</td>
<td>- List the components of a small gas engine</td>
<td>- Predict how various environmental factors influence agriculture productivity</td>
<td>- Evaluate (Judge) components of an agribusiness that make it successful</td>
</tr>
<tr>
<td>HIGH SCHOOL PARTNERS</td>
<td>- Capstone classes in agriculture business and agriculture education</td>
<td>- Have a minimum GPA of 2.5</td>
<td><strong>Behavioral Change</strong>&lt;br&gt;- Recognize components of an agribusiness as it applies to a selected career pathway</td>
<td><strong>Behavioral Change</strong>&lt;br&gt;- Use verbal and nonverbal communication during career preparation to communicate strengths</td>
<td><strong>Behavioral Change</strong>&lt;br&gt;- Design a college plan associated with a declared major</td>
</tr>
<tr>
<td>COURSE OUTLINES AND PLANNING</td>
<td>- One career day featuring companies that work in partnership with BHE</td>
<td>- Have an interest in pursuing an agriculture degree after HS</td>
<td>- Identify short and long term goals associated with a students educational pathway</td>
<td>- Carry out study skills associated that mirror collegiate behavior and expectations</td>
<td>- Create a connection with industry leaders for post college employment</td>
</tr>
<tr>
<td>GENERAL CLASSROOM SUPPLIES AND WORKSPACE</td>
<td>- One meeting with a BHE academic advisor per semester to evaluate student performance</td>
<td>- Junior or senior Level student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assumptions:**

1. Seniors have an academic plan for their post high school education.
2. Enrolling in college classes as high schoolers prepares students for college level academia.

**External Factors:**

1. Students class schedules may not line up with the times the courses are offered throughout the school day.
2. Students may not have adequate transportation to outside of class events.
CHAPTER 4: PRODUCT

See attached the Cambridge High School Dual Credit Handbook.
CHAPTER 5: REFLECTION

The completion of this project has set a path to streamline opportunities for students that take agriculture classes at Cambridge High School. The dual credit handbook that was created is the first step in communicating the program to students and parents that have interested in taking part in the program. Black Hawk East also now understands the scope and implementation of our dual credit program as well as the expectations that we have for our students.

In conclusion, this project has provided our students with a guide to facilitate the dual credit program at our school. The experience in developing this project has developed my skill set as a teacher and given me a greater understanding on what is required to take the next step in our dual credit program. It is my hope that beginning in the 2019-2020 school year, students at Cambridge High School will begin to reap the benefits of becoming a dual credit student in agriculture.
BIBLIOGRAPHY


Cambridge High School

Agriculture Department

Dual Credit Program Handbook
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Introduction
Cambridge High School is proud to partner with Black Hawk East Community College to create a dual credit program that challenges students within agriculture. The following handbook was developed to educate students on the opportunities for dual credit students and the procedures to begin and maintain your experience as a dual credit student. Through our partnership we are excited to show students the excellent education they can receive from local instructors which are motivated, enthusiastic, and driven.

What is Dual Credit?
Dual Credit is a term used for students who are enrolled in courses that grants them credit toward both high school graduation and credit toward a college degree. Black Hawk College provides opportunities for high school students within the district to take college-level courses prior to graduating from high school. These opportunities are widely known and state supported as dual credit courses. Black Hawk College offers these opportunities in partnership with Cambridge High School in response to the educational needs that has been identified for students who have expressed interest in a future career in agriculture.

The Dual Credit Advantage
- Academics: When enrolled as a dual credit student, you have the opportunity for a high level of learning. As a dual credit student, you take on a challenge from a wide range of course options.
- Financial: Costs of college coursework is reduced with discounted dual credit tuition rate.
- Resources: Dual credit students are given the resources available at both academic campuses to give them the best opportunity for success.
- Preparation: The amount of time to finish a college degree is advanced when students begin college coursework in high school. This can also allow them to focus on higher level college courses once fully enrolled in college.

Dual Credit Program Philosophies and Goals
Three Circle Model
We believe that students will become educated and responsible through development of the three circle model of Agricultural Education. Our program is designed with the student in mind. Within the classroom students participate in classroom discussion, lectures, and hands on experience in the shop, greenhouse, and lab. Students will leave the classroom with a diverse knowledge base and skill set. These skills will be learned in the classroom; but will be perfected through participation in FFA activities. The FFA organization develops members’ potential to become the future of
agriculture. All members within the FFA chapter have the opportunity to participate in leadership conferences, Career Develop Events, and community service activities. It is our goal that students take what they learn within the classroom and apply it to their participation. Each student enrolled in an agriculture class is required to start a SAE project to give them hands on experience outside the classroom.

**Black Hawk East Vision**

Total accessibility, quality instructional programs, student-centered services, and strategic alliances position Black Hawk College as the preferred choice for education and training.

**Dual Credit Goals**

**Goal #1:** Offer academically challenging classes that are articulated and seamlessly transfer to other institutions so that students can make use of the courses toward a degree plan.

**Goal #2:** Assist each dual credit student in establishing a career plan that showcases how their experiences in dual credit classes transfer to their college major and future career.

**Goal #3:** Utilize services and resources offered at Black Hawk East to enhance the student experience and elevate their experience in and out of the classroom.

**CHS Dual Credit Program Requirements**

1. Students must be highly motivated and ready to take on college level courses
2. Junior or senior level high school student
3. Responsibility to maintain the demands of the course
4. Approval by both Mrs. Miller, school counselor and Mr. Reagan, school principal
5. If under 18, students must obtain parental permission
**Faculty**

**Trenton Taber- Agriculture Instructor**
Mr. Trenton Taber was raised in Atkinson, IL around agriculture through his family’s cattle operation. His involvement in 4-H at a young age fostered a growing passion for agriculture. He has a growing interest in advocating and education for the industry and showing students the endless opportunities in agriculture. Mr. Taber is a 2011 graduate of Geneseo High School, and was an integral part of the agricultural program there. Through active participation in the FFA, Mr. Taber sparked an interest in pursuing a career as an agriculture teacher and FFA advisor. He attended Western Illinois University in Macomb, IL and obtain his degree in Agricultural Education in 2015. Mr. Taber completed an exceptional student teaching program experience at Newark Community High School and began teacher at Cambridge in 2015. The enthusiasm and excitement the Mr. Taber has for his career is shown through the success and dedication of his students.

**Lisa Miller- School Counselor**
Lisa Miller is a school counselor at Cambridge High School where she is also a coach and advisor for a youth leadership group. She graduated from Northern Illinois University and then Western Illinois University with her Masters in school counseling. She is a member and past president of the Black Hawk Area Chapter of the Illinois Counseling Association and currently serves on the Quad Cities Youth Conference Board. She has served on the WIU Student Advisory Committee for CACREP Re-accreditation, Black Hawk College Dual Credit Advisory Board, and Cambridge Youth Sports League Board. She has also been a site supervisor for several WIU practicum and internship students and has frequently been a guest lecturer in counselor education classes. She is a 4-H leader and Cambridge FFA Alumni President. She lives in Cambridge with her husband, Paul, who is the apprenticeship coordinator for Local 81 and her daughter, Katie, who recently graduated from Black Hawk College East Campus and will be attending WIU Macomb this fall. In her spare time she enjoys travelling across the Midwest helping her daughter show cattle, gardening, antiquing, and crafting.
Course Outline
The course outline below showcases the roadmap for a student enrolled within agriculture classes at Cambridge High School. Each course showcases the CHS agriculture class as well as the BHE Dual Credit class that students will have the opportunity to enroll in.

**Foundational**
9th Grade
Introduction to the Agriculture Industry

**Specialized**
10th, 11th, and 12th Grade

- Animal Science
  - ANSI 285

- Horticultural Science
  - HORT 284
  - HORT 292

- Agricultural Mechanics
  - AG 287

**Capstone**
12th Grade
Agriculture Business
- AG 281
- AG 280
Cambridge High School Course Descriptions

The Cambridge Jr. /Sr. High School Agricultural Education program believes that all students should be able to prosper and learn in the environment given. These students will find a wide range of courses offered to ensure that they can find information applicable to their futures by being offered courses from approved course pathway from the State of Illinois Board of Education. The pathway currently held at Cambridge is general Agricultural Science and should allow every student opportunity to learn and grow within the classroom and community.

Course Offerings:

8th Grade: Orientation to Agriculture
Freshmen: Introduction to Agricultural Industry
Sophomores and Juniors:
- Animal Science
- Horticulture Science and Production
- Agricultural Power and Technology
Seniors: Agricultural Business and Communications

Course Descriptions:

Orientation to Agriculture: This exploration course provides the opportunity to learn fundamental concepts in agriculture to serve as a foundation for future courses and to inform students about the industry that is so vital to society and to their future. Major units of instruction include an introduction to the agricultural industry, animal science, plant science, horticulture science, environmental science, agricultural mechanics, and leadership and personal development.

Introduction to the Agricultural Industry: This course provides an opportunity for students to learn how the agricultural industry is organized; its major components; the economic influence of agriculture at state, national and international levels; and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, and agricultural mechanics, will be presented.

Animal Science: This orientation course builds on basic skills and knowledge gained in the Introduction to the Agricultural Industry course. This course will develop students’ understanding of the small and companion animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Career exploration will focus on veterinarian, veterinary lab technicians, office lab assistant, small animal production, research lab assistant, and animal nutrition lab technician.
Agricultural Mechanics and Technology: This course will concentrate on expanding students' knowledge and experiences with agricultural mechanics technologies utilized in the agricultural industry. Units of instruction included are: design, construction, fabrication, maintenance, welding, electricity/electronics, internal combustion engines, hydraulics, and employability skills. Careers of agricultural construction engineer, electrician, plumber, welder, equipment designer, parts manager, safety inspector, welder, and other related occupations will be examined.

Agricultural Business and Communication: This course is designed to provide students with the knowledge and leadership experiences to help them to become successful in life and in the workplace. Students will further enhance their potential for leadership development, personal growth, and career success. Students will analyze current agricultural issues and determine how they affect people on all sides of the issue. The students then learn and enhance their written and oral communication skills by presenting their views and opinions to the class. Students learn how to arrange and present debates, speeches, and interviews to be effective leaders in today’s society.

Black Hawk East Course Descriptions
Black Hawk East emphasize hands-on instruction in all coursework. Instructional labs are held off-site in many courses to keep learning connected to a changing industry. The course content is designed to meet the demands of an ever-changing agriculture industry. Black Hawk College East Campus offers a variety of career and transfer programs to ensure students are prepared with advanced training. The following course descriptions were obtained from the Black Hawk East course catalog that can be accessed at:
https://www.bhc.edu/academics/academic-resources/schedule-of-classes/

AG 285 Animal Science: 4 cr. hrs.; 3 lecture hours; 2 lab hours per week.
The application of the sciences of genetics, physiology, and nutrition to the improvement of the animal industries and an introduction to management and production practices. Includes animal breeds, breeding and selection; anatomy, physiology, nutrition, growth; environment, health and sanitation; products and marketing; production technology and economics; animal behavior; and current issues in animal science. IAI: AG 902 (1.1)

HORT 294 Greenhouse Management: 3 cr. hrs.; 2 lecture hours; 2 lab hours per week.
Emphasis on greenhouse equipment, maintenance, installation and design. Special topics include: fertilizer injectors; pesticide spraying equipment; steam sterilization systems; and heating, cooling, and CO2 units. Methods of energy conservation in the greenhouse, crop fertilization and watering practices. (1.2)
HORT 292 Greenhouse Crops: 3 cr. hrs.; 2 lecture hours; 2 lab hours per week.
Designed for study of major greenhouse crops normally produced in the fall/spring or year around. Light, water, fertilization, disease and insect control, use of chemical growth regulators, crop scheduling and cost accounting, and marketing theory are emphasized. (1.2)

AG 287 Introductory Ag Mechanics: 4 cr. hrs.; 3 lecture hours; 2 lab hours per week.
An introduction to agricultural power and machinery, agricultural electrification and applications, agricultural structures, and soil and water conservation. IAI: AG 906 (1.1)

AG 281 Agricultural Economics: 4 cr. hrs.; 4 lecture hours; 0 lab hours per week.
An introduction to the principles of economics including production principles; production costs, supply and revenue; profit maximization; consumption and demand; price elasticity; market price determination; and competitive versus noncompetitive market models. These principles are applied to agriculture and the role of agriculture in the United States and world economies. Other topics include a survey of the world food situation; natural, human and capital resources; commodity product marketing; and agricultural problems and policies. IAI: AG 901 (1.1)

AG 280 Intro to Ag Education: 3 cr. hrs.; 3 lecture hours; 0 lab hours per week.
An overview of the agricultural occupations program from the vocational agriculture teacher’s role and responsibility in an educational system. Opportunities, methods of certification, and securing positions in the teaching profession; FFA will be an integral part. IAI: AG 911 (1.1)
Policies

Attendance
Regular class attendance is an essential component of academic success. Regular classroom attendance is required for students to be able to participate fully in discussion and laboratory sessions and to seek clarification concerning newly presented materials. You must be in class in order to receive points for the day! As well as being in the classroom, the students must be engaged and active to receive points; this is the only way they will understand and be able to retain the material.

Policy- Depending on the amount of days you miss in the classroom, which is the amount of time you will have to complete the assignments missed. Example: If you miss two days, you will have two days after the missed date to turn in any missed work or take the missed exam. There will be a limit of up to FIVE days!

Behavior
The classroom will have to have a behavioral schedule which will be displayed in the classroom as to what the discipline steps are.

First Occurrence- Verbal or written warning is given to the student.
- This offense will determine how severe the warning will be.

Second Occurrence- A detention will be given to the student(s).
- This detention will be served after school on a day worked out with the administration.

Third Occurrence- This will warrant parent notification and student being sent to administration.
- This referral will then be left up to the administration on punishment of the action

Academic Integrity
At the beginning of each semester, each instructor will inform students about the College policy on cheating and plagiarism. Each student bears the ultimate responsibility for being aware of College policy, regardless of whether or not the faculty member has provided this information. Since it is the faculty member’s responsibility to assign grades, it is also his/her prerogative to determine what constitutes cheating or plagiarism in his/her classes. The faculty member determines the consequences for cheating or plagiarism. Unless that judgment can be shown to be either capricious, arbitrary or in bad faith, the faculty member’s judgment will stand. For example, if a student cheats or plagiarizes on a minor assignment or test, a faculty member could assign a grade F for that paper or test. If the student cheats again, he/she could receive an F or X for the course. If a student cheats or plagiarizes on a major assignment or test, a faculty member will often assign an F or X for the course and the case may be reported to the Student Disciplinary Committee.
Definition of Plagiarism – Plagiarism may take any one of three forms:
1. Passing off words and/or images of another as one’s own.
2. Passing off the ideas of another as one’s own.
3. Using the original organizational scheme or plot of another as one’s own.

Grading Scale
The college grade for dual credit classes will appear on the student’s Black Hawk College transcript. This will follow the student for the remainder of his/her college career. There is no way to remove classes from the student’s college transcript.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59 and Below</td>
</tr>
</tbody>
</table>

Resources

Library
Black Hawk College library resources include print and online books, databases for magazines, journal and newspaper articles, and research tools to prepare information-based assignments. Access to these resources is provided 24/7 through the websites below and does require authentication from off-campus locations. Students need their myBlackHawk username and password to log in: http://bhc.libguides.com/eastLRC

Academic Support Services
For more information on tutoring services contact:
Rachael Weeks
weeksr@bhc.edu
(309)-854-1713.
Career Services Center
Dr. Bruce Storey
Director of Educational Services
storeyb@bhc.edu
(309)-796-5129

Marceia Duhm
Coordinator of Career and Veterans Services
duhmm@bhc.edu
(309)-796-5191

Disability Services East Campus
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Dual Credit Student Checklist

The following checklist comes is derived from the BHE dual credit handbook and highlights the step-by-step process of enrolling, registering, and preparing for courses. It is important that you communicate with both Mr. Taber and Mrs. Miller to complete each step.

**STEP 1:** Apply online to Black Hawk College at [www.bhc.edu](http://www.bhc.edu)

**STEP 2:** Complete the Dual Credit Orientation online @ [www.bhc.edu/dualorientation](http://www.bhc.edu/dualorientation) Two weeks after your application is processed you will receive your Black Hawk College ID number and your “myBlackHawk” username and password information in the mail. Keep this information in a safe place. You will need it for future reference.

**STEP 3:** Obtain a dual credit registration form from high school counselor, Lisa Miller.

**STEP 4:** ACT, SAT or Accuplacer placement test scores may be required for some classes. It is essential that you meet with Mrs. Miller to review all scores and develop a plan to take required tests.

**STEP 5:** Return the completed registration form with required signatures to Mrs. Miller.
   - Fall Due Date: May 1st
   - Spring Due Date: December 1st

**STEP 6:** Confirm Dual Credit enrollment by checking your myBlackHawk account BEFORE the beginning of the first day of college classes.

**STEP 7:** Purchase the required books and materials. Refer to the course syllabus for specific details on what each course requires.

**STEP 8:** Pay for your classes. All students will receive bills electronically through their myBlackHawk account. Dual Credit/Dual Enrollment students will also receive a paper copy by mail.
   - Payment can be made by cash or check on the Black Hawk College campus.
   - Payments can also be made online through your myBlackHawk account.

**STEP 9:** Check your myBlackHawk email FREQUENTLY! MyBlackHawk is the communication portal for Black Hawk College. Important information will be emailed and shared with you through this site. Again, check it often!