Ivy Tech Community College of Indiana

POLICY TITLE
Credit Transfer Awarding/Dual Credit

POLICY NUMBER
ASOM 4.3

PRIMARY RESPONSIBILITY
Academic Affairs

CREATION / REVISION / EFFECTIVE DATES

PURPOSE
Articulation refers to the relationship between educational programs from the secondary through the post-secondary levels which are designed to provide a smooth transition for students from one educational program to another, and to grant credit at the time of enrollment at Ivy Tech, where appropriate, for previously attained knowledge and skills.

ORGANIZATIONAL SCOPE OR AUDIENCE
High school students, current Ivy Tech Community College students, transfer students

DEFINITIONS
Articulation: Systematic coordination of course and/or program content within and between educational institutions to facilitate the continuous and efficient progress of students from grade to grade, school to school, and from school to the working world.

High school-based dual credit: Simultaneously earning high school and Ivy Tech credit for coursework taught in a secondary school by secondary faculty.

Ivy Tech-based dual credit: High school and Ivy Tech credit obtained simultaneously when a school corporation sends secondary students to Ivy Tech campus, or invites an Ivy Tech faculty to teach an Ivy Tech course to high school students at the secondary facility.

Liberal Arts: Includes English language and literature, foreign language, the life sciences, mathematics, philosophy and religion, the physical sciences (such as chemistry, physics, and geology), psychology, the social sciences (such as economics, political science, and sociology), and the visual and performing arts.

POLICY
The College encourages articulation between Ivy Tech Community College and secondary or post-secondary institutions. Programs offered at each campus and similar programs offered at secondary or post-secondary levels are eligible for articulation. To ensure that articulation
between programs at the high school level and Ivy Tech and between Ivy Tech and four-year institutions is established on a permanent and educationally sound foundation, formal written articulation agreements with secondary and/or post-secondary institutions must be developed. Such agreements should be signed by the chief administrative officer and the academic officer of each institution involved in the articulation agreement.

**PROCEDURE**

1. **Postsecondary Articulation**
   
   **A. Local articulation agreements** between Ivy Tech campuses and postsecondary institutions are developed through the cooperative efforts of the program faculty and administrators at both institutions. These agreements should include, but are not limited to:

   1. a check sheet or matrix showing which courses or degree programs transfer,
   2. a statement listing all conditions under which the courses or degree programs transfer,
   3. signatures of the Ivy Tech Community College Chancellor and other representative from each institution and the time limit the articulation agreement will be in effect,

   Copies of all articulation agreements with post-secondary institutions will be filed with the Academic Affairs office of Central Office.

   **B. Statewide postsecondary articulations** agreements between Ivy Tech Community College and postsecondary institutions are developed through the cooperative efforts of the program faculty and administrators at both institutions. These agreements should include, but are not limited to:

   1. a check sheet or matrix showing which courses or degree programs transfer,
   2. a statement listing all conditions under which the courses or degree programs transfer,
   3. signatures of the Ivy Tech Community College Vice President for Academic Affairs and other representative from each institution and the time limit the articulation agreement will be in effect.

   Statewide postsecondary articulations should be reviewed and endorsed by the appropriate program committees and by the Regional Academic Officers Committee.

2. **Statewide policy for advanced placement through high school - based dual credit**
   
   **A. High school-based dual credit:** High school-based dual credit is defined as simultaneously earning high school and Ivy Tech credit for coursework taught in a secondary school by secondary faculty. The secondary-level coursework may be comprised of a course or sequences of courses. The student is in dual credit status and both high school credit and Ivy Tech credit are awarded during the semester in which mastery of the subject matter is achieved.
Ivy Tech campuses shall take appropriate steps to ensure that dual credit courses are of sufficient quality and rigor to qualify for college credit.

1. Prerequisites: All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same courses on the Ivy Tech campus. Beyond that, the secondary school and the Ivy Tech campus may jointly establish additional criteria for determining how students are selected into dual credit courses. If prerequisites include minimum scores on standardized assessments, the students must complete the assessment before November 1 for all fall semester and year-long courses and before April 1 for spring semester courses.

2. Course content: Course syllabi used for dual credit courses in liberal arts, professional, and career/technical disciplines shall be identical to course syllabi used in the same courses taught on the Ivy Tech campus, including identical class assignments, laboratory equipment and examinations, and comparable textbooks. For purposes of this policy, “identical” shall be defined as the minimum expectation. High school syllabi, examinations, etc., must include all elements of the college syllabi, examinations, etc. and may include additional units of study.

Liberal arts, professional, or career/technical courses are appropriate for awarding dual credit. Basic skills advancement courses are not appropriate for dual credit.

3. Student learning outcomes: Student learning outcomes expected for dual credit courses in liberal arts, professional, and career/technical disciplines shall be the same as student learning outcomes expected for the same courses taught on the Ivy Tech campus.

4. Eligibility: High school students can earn dual credit for coursework completed in grades 9 - 12.

5. There is no limit to the number of credit hours a student can earn through high school based dual credit courses.

6. Enrollment status, grades, and relation to dual credit: Dual credit students are to be enrolled as courses-only students. Enrollment for dual credit is not automatic upon enrollment in a secondary course covered by a dual credit agreement. Students must choose to enroll for the dual credit option, and must submit a signed course reservation form to enroll at the beginning of the semester as a dual credit student. Ivy Tech campuses shall generate transcripts for all students who complete dual credit.
courses. Current practices for grading apply to dual credit courses. (See ASOM 4.16 Grading Student Learning)

7. Tuition: High school students taking a dual credit course taught by a secondary instructor are not charged tuition.

8. Dual credit and relationship to degree requirements: Dual credit coursework must apply toward a one- or two-year degree program offered at the Ivy Tech campus with which the agreement exists.

9. Mutual agreements: Individual secondary schools and the local Ivy Tech campuses must prepare and sign a formal memorandum of understanding (see attached) for each dual credit course. These agreements must be evaluated and negotiated on an annual basis.

10. Transfer: Since a dual credit course in liberal arts, professional, or career/technical discipline is deemed to be academically equivalent to the same course taught on-campus by the institution offering the course, the dual credit course shall, consistent with the transfer policies developed by the Commission for Higher Education’s Statewide Transfer and Articulation Committee (STAC):
   a) Apply toward meeting the degree requirements of the institution offering the course, in the same way as the on-campus course; and
   b) Transfer to the other public postsecondary institutions in the state, in the same academic area.

11. As per [IC 20-30-11.5-4(d)], a student is entitled to credit toward graduation requirements for each course the student successfully completes at Ivy Tech. Courses offered under the program that are listed in the: 1) statewide core transfer library courses that are transferable on all campuses of the state educational institutions in accordance with the principles of [IC 20-12-0.5-13]; or 2) articulation agreements that apply to any campus in the Ivy Tech system and draw from liberal arts, professional, and occupational fields, are among those eligible for the Double Up for College program. If a student passes a course through the program that is part of an articulation agreement between the state educational institution offering the course and the other state educational institutions, the course shall transfer under the terms and standard of the articulation agreement between the state educational institutions. [IC 20-30-11.5-4 (e)]

If the student enrolls in a state institution other than Ivy Tech the other state educational institution shall grant credit for courses that are in the core transfer library or subject to an articulation agreement and may grant credit for other courses. [IC 20-30-11.5-7]
12. Wherever possible, the course syllabi for dual credit in the liberal arts shall also prepare students for successfully passing Advanced Placement (AP) examinations in the same academic area.

13. Faculty credentials: High school faculty teaching a course for dual credit must meet the credential requirements of the Indiana Professional Standards Board and of Ivy Tech Community College. The secondary school and the academic unit on the Ivy Tech campus shall work together to identify instructors for dual credit courses, whose final approval rests with the academic unit at Ivy Tech and who shall have credentials consistent with credentials required of on-campus Ivy Tech faculty. Each Ivy Tech campus should secure a copy of a dual credit teacher’s credentials from the local school corporation.

14. Faculty development: The academic unit on the Ivy Tech campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty who are teaching the dual credit courses. Such professional development must include, at a minimum, all topics as determined by the Assistant Vice President for K-12 initiatives. Secondary faculty are required to attend annual professional development meetings. Failure to participate for two consecutive years will result in the cancellation of the dual credit agreement.

15. Monitoring: The academic unit on the Ivy Tech campus shall be responsible for monitoring, throughout the school year, the delivery and quality of dual credit instruction; such monitoring shall include visits to the secondary class. Such visits shall be carried out by full-time faculty or highly qualified adjunct faculty consistent with National Alliance of Concurrent Enrollment Partnership (NACEP) standards (http://nacep.org/standards).

16. Evaluation and documentation: The Ivy Tech campus shall establish a mechanism for evaluating and documenting, on a regular basis, the performance of students, who complete dual credit courses.

B. Ivy Tech-based dual credit: A school corporation may elect to send secondary students to an Ivy Tech campus for coursework, or may elect to invite Ivy Tech faculty members to teach an Ivy Tech course to high school students at a secondary facility, or Ivy Tech may be providing financial support for a high school instructor. These, too, are dual credit courses if the student is simultaneously earning high school and Ivy Tech credit. In most cases, students must be charged tuition. Students are subject to the College’s policies and procedures that apply to non dual-credit students.
1. Prerequisites: All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same course as regular enrollees.

2. Course content: Liberal arts, professional and career/technical courses are appropriate for Ivy Tech-based dual credit. Basic skills advancement courses are not appropriate for Ivy Tech-based dual credit. Based on demand for enrollment in the identified dual credit courses and the resources available to Ivy Tech, the identified courses may be offered through: 1) onsite instruction; 2) telecommunications; or 3) a combination of these methods.

3. Eligibility: High school students can earn dual credit for coursework completed in grades 9 - 12. Ivy Tech shall accept or reject high school students based on the standards ordinarily used to decide student enrollments.

4. Enrollment status, grades, and relation to dual credit: Dual-credit students taking courses at an Ivy Tech campus are to be enrolled as courses-only students. Ivy Tech must notify the participating high school of the grade the student receives in the course.

5. Tuition: High school students taking an Ivy Tech-based dual credit course must be charged tuition under most circumstances. Ivy Tech shall waive tuition for a student who is eligible for free or reduced lunch in high school, accepted into the Double Up for College program, and accepted for admission to Ivy Tech. In accordance with IC 21-43-5-14, the school corporation shall pay the tuition for students whose tuition has been waived as outlined for each year the student is included in the school corporation’s average daily membership (ADM).

6. Mutual agreements: Individual secondary schools and the local Ivy Tech campuses must prepare and sign a formal memorandum of understanding for Ivy Tech-based dual credit. These agreements must be evaluated and negotiated on an annual basis.

7. Transfer: Since a dual credit course in liberal arts, professional, or career/technical disciplines is deemed to be academically equivalent to the same course taught on-campus by the institution offering the course, the dual credit course shall, consistent with the transfer policies developed by the Commission for Higher Education’s Statewide Transfer and Articulation Committee (STAC):
   a) Apply toward meeting the degree requirements of the institution offering the course, in the same way as the on-campus course; and
   b) Transfer to the other public postsecondary institutions in the state, in the same academic area.
As per [IC 20-30-11.5-4(d)], a student is entitled to credit toward graduation requirements for each course the student successfully completes at Ivy Tech. Courses offered under the program that are listed in the:

1) state core transfer library courses that are transferable on all campuses of the state educational institutions in accordance with the principles in [IC 20-12-0.5-13]; or
2) articulation agreements that apply to any campus in the Ivy Tech system and draw from liberal arts, professional, and occupational fields; are among those eligible for the Double Up for College program. If a student passes a course through the program that is part of an articulation agreement between the state educational institution offering the course and the other state educational institutions, the course shall transfer under the terms and standards of the articulation agreement between the state educational institutions.

If the student enrolls in a state institution other than Ivy Tech, the other state educational institution shall grant credit for courses that are in the core transfer library or subject to an articulation agreement, and may grant credit for other courses.) [IC 20-30-11.5-7]

C. In accordance with Indiana Commission for Higher Education policy, all Ivy Tech campuses offering dual credit courses shall adhere to the standards advocated by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

REFERENCES
Indiana Code IC 20-30-11.5-7; IC 20-12-0.5-13; IC 20-30-11.5-4(d)]; IC 21-43-5-14
http://www.in.gov/legislative/ic/2010/
Dual Credit in Indiana Q & A http://www.transferin.net/High-School-Students/Dual-Credit.aspx
4.8 – Attendance Expectations and Reporting Status
http://www.ivytech.edu/policies/expectations-of-attendance.pdf
4.16 – Grading Student Learning
Memorandum of Understanding for High School Based Dual Credit – infonet forms
Annual Dual Credit Status Report – infonet forms

RESOURCE PERSON
Regional Vice Chancellor for Academic Affairs