

COMMISSION FOR HIGHER EDUCATION

Friday, May 13, 2011

DECISION ITEM D: Policy on Dual Credit Courses Taken in a High School Setting

Staff Recommendation

That the Commission for Higher Education approve the *Policy on Dual Credits Courses Taken in a High School Setting*, dated May 6, 2011.

Background

In November 2005, the Commission for Higher Education approved a *Policy on Dual Credit Courses Taught in High Schools by High School Faculty*. In 2008, the General Assembly passed legislation creating the Concurrent Enrollment Partnership, which looked at a variety of issues related to dual credit and concluded its work by July, 2009 due to a sunset provision in the legislation. At its July, 2009 meeting, the Indiana's Education Roundtable passed a resolution stating that:

“The work of the Concurrent Enrollment Partnership will continue under the direction of the Indiana Commission for Higher Education, in partnership with the Indiana Department of Education, to continue the study and implementation of dual credit in Indiana.”

In the spirit of this resolution, the Commission created the Indiana Dual Credit Advisory Council, which has been meeting periodically since September of 2009. The Council focused considerable attention on the Commission's 2005 *Policy on Dual Credit*, and at its January, 2010, reached a consensus on how the Commission's policy might be refined. Those changes were submitted as the *Policy on Dual Credit Opportunities in Indiana* and approved by the Commission at its February 2010 meeting.

Item (7) of the updated, February 2010, policy states:

“The Commission for Higher Education, in partnership with the Department of Education, postsecondary institutions and local school corporations, shall prioritize state funding, expand accessibility, and build instructional capacity for student dual credit, Advanced Placement and International Baccalaureate opportunities in the following 10 core subject areas: American Government, American History, Biology, Calculus, Chemistry, Economics, English Composition, Physics, Psychology and World Languages.”

By October, 2010, the Indiana Dual Credit Advisory Council reached consensus on ten Subject Areas and their Advanced Placement Equivalents and Core Transfer Library Categories and coined them as “Priority Dual Credit Liberal Arts Courses.” Additionally, it was decided that priority should also be given for the Indiana Department of Education’s Career and Technical Education courses that receive postsecondary credit in their approved career pathways.

The 2011 General Assembly expanded the scope of the Commission’s authority over dual credit courses in Indiana to include the ability to “identify a set of courses that: (1) are offered in the high school setting for postsecondary credit; and (2) receive state funding: as priority dual credit courses” (I.C. 21-43-1.5-1), and to establish “The rate charged to a student for a priority dual credit course” (I.C. 21-43-1.5-2).

These “priority dual credit courses” refer to the list of courses designated by the Indiana Commission for Higher Education that (according to IC 21-43-1-5) if successfully completed are granted postsecondary credits “by a state educational institution” for courses “taken in a high school setting in a program established under IC 21-43-4 (Postsecondary Enrollment Program) or IC 21-43-5 (Double Up Program).”

Supporting Documents

- (1) *Policy on Dual Credit Courses Taken in a High School Setting*
- (2) *Indiana’s Education Roundtable: Resolution to Continue Indiana’s Concurrent Enrollment Partnership, January 2009*
- (3) *Indiana Dual Credit Advisory Council (members)*
- (4) *Policy on Dual Credit Opportunities in Indiana, February 2010*
- (5) *Indiana Commission for Higher Education: Priority Dual Credit Liberal Arts Courses*
- (6) (To be distributed) *Indiana Department of Education’s List of Approved College and Technical Education Career Pathways Courses*



Policy on Dual Credit Courses Taken in a High School Setting

May 6, 2011

Preamble

The State of Indiana regards the offering of rigorous dual credit courses as means for expanding access to postsecondary opportunities, encouraging students to pursue higher education, and increasing college completion rates.

The following policy applies to Indiana public colleges and universities only.

The Indiana Commission for Higher Education's Policy on Dual Credit Taken in a High School Setting includes each of the following defining characteristics:

- 1) A dual credit course taken in a high school setting refers to courses taken at an Indiana: public school (I.C. 20-18-2-15), charter school (I.C. 20-18-2-2.5), accredited nonpublic school (I.C. 20-18-2-12), or career and technical education center (I.C. 20-37-2-2).
- 2) State funding for dual credit shall be limited to a set of priority liberal arts courses identified by the Indiana Commission for Higher Education along with all Career and Technical Educational (CTE) courses receiving postsecondary credit identified in the Indiana Department of Education's approved career pathways.
- 3) Under the authority granted to the Indiana Commission for Higher Education (I.C. 21-43-1.5-2), the rate charged to Indiana students for the identified dual credit priority liberal arts and CTE courses shall not exceed \$25 per credit hour for courses taken each fiscal year beginning July 1, 2011 through June 30, 2013.
- 4) State support for dual credit funding to public higher education institutions shall be identified separately under a formula prescribed by the Commission.
- 5) The state should help minimize the cost of dual credit delivery by coordinating data collection, marketing and professional development on a statewide basis.

INDIANA'S EDUCATION
ROUNDTABLE

Resolution to Continue Indiana's Concurrent Enrollment Partnership

July 28, 2009

Whereas college completion is directly tied to the income and global competitiveness of Hoosiers; and

Whereas Indiana ranks 42nd in the nation with respect to the percentage of adults possessing a college degree; and

Whereas Hoosier students are increasingly looking to dual credit as a way to get a jumpstart on a college degree; and

Whereas successful completion of college coursework while in high school is correlated with higher completion rates for college degrees; and

Whereas significant state resources are being devoted to dual credit by Indiana students, K-12 education and higher education; and

Whereas Indiana has several overlapping – and even contradictory – laws and policies related to dual credit that warrant further study, refinement and clarification; and

Whereas the Indiana General Assembly formed the Concurrent Enrollment Partnership to study and to make recommendations pertaining to dual credit in Indiana during 2008-09; and

Whereas extensive work remains to ensure a streamlined and affordable system of dual credit enrollment, completion and transfer for Indiana students; and

Whereas the Indiana Commission for Higher Education is committed to a college completion agenda that includes quality, consistency and transferability in dual credit.

Now, therefore, Indiana's Education Roundtable recommends that:

The work of the Concurrent Enrollment Partnership will continue under the direction of the Indiana Commission for Higher Education, in partnership with the Indiana Department of Education, to continue the study and implementation of dual credit in Indiana.



INDIANA COMMISSION
for
HIGHER EDUCATION

INDIANA DUAL CREDIT ADVISORY COUNCIL

Co-Chairs

Dr. Tony Bennett, Superintendent of Public Instruction
Teresa Lubbers, Commissioner for Higher Education

K-12 Education

Eric Ban, Principal, Crown Point High School
Vince Bertram, Superintendent, Evansville-Vanderburgh School Corporation
Marcus Robinson, Superintendent, Charles A. Tindley Accelerated School
Debbie Sullivan, Assistant Superintendent, Decatur Township

Higher Education

Don Doucette, Sr. Vice President and Provost, Ivy Tech Community College
Carolyn Jones, Director of Curriculum, Vincennes University
C. Kurt Zorn, Associate Vice Provost for Undergraduate Education, Indiana University
Ed Jones, Vice Provost for Outreach and Dean of Extended Services, University of Southern Indiana

General Assembly (*legislative appointees to Indiana's Education Roundtable*)

Dennis Kruse, Senate Education Committee Chair
Greg Porter, House Education Committee Chair

Other Organizations

Dan Clark, Executive Director, Indiana's Education Roundtable
Christopher Guidry, Director of Career & Technical Education, Department of Workforce Development
David Dresslar, Executive Director, Center of Excellence in Leadership of Learning (CELL)
Mary Ellen Hamer, Independent Colleges of Indiana
Carol D'Amico, Conexus Indiana

Staff Liaisons

Amy Marsh & Matt Fleck, Indiana Department of Education (K-12 Education)
Jason Bearce, Jon Gubera & Ken Sauer, Indiana Commission for Higher Education (Higher Education)
Scott Jenkins, Governor's Office & Jen Oliver, CELL (Other Organizations)



Policy on Dual Credit Opportunities in Indiana

Adopted February 12, 2010

Preamble

The State of Indiana regards the offering of rigorous dual credit courses as means for expanding access to postsecondary opportunities, encouraging students to pursue higher education, and increasing college completion rates.

For the purposes of this policy, dual credit courses are defined as courses taken by high school students that satisfy requirements for earning credits toward both a high school diploma and a college degree. Dual credit courses are taught by regular high school faculty or by regular or adjunct college faculty.

The principles outlined on the pages that follow are designed to promote greater clarity, quality, consistency, transparency and transferability of dual credit opportunities for the benefit of Hoosier students.

Basic Conditions

All dual credit courses shall meet the following conditions:

- 1) Postsecondary campuses shall take appropriate steps to ensure that dual credit courses are of identical quality and rigor to qualify for college credit; in this regard, postsecondary dual credit programs shall embody the following characteristics:
 - a) 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 postsecondary campus; beyond that, the secondary school and the postsecondary campus may jointly establish additional criteria for determining how students are selected into dual credit courses;
 - b) Course syllabi used for dual credit courses in liberal arts¹, professional, and career/ technical disciplines shall be identical to course syllabi used in the same courses taught on the postsecondary campus, including class assignments, laboratory experiments, examinations; and textbooks shall be comparable;
 - c) 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 postsecondary campus;

¹ The term “liberal arts” includes English language and literature, foreign languages, history, 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.

- d) An academic unit on the postsecondary 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;
 - e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses based on criteria established by the postsecondary institution. The postsecondary campus shall approve the individuals who will teach the dual credit courses in the secondary school, but the school corporation shall be responsible for hiring and compensating this personnel;
 - f) Approved instructors of dual credit courses shall have credentials consistent with the credentials required for on-campus faculty or a development plan approved by the postsecondary institution to satisfy this requirement;
 - g) The academic unit on the postsecondary campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty, who are teaching dual credit courses;
 - h) The postsecondary campus shall establish a mechanism for evaluating and documenting, on a regular basis, the performance of students, who complete dual credit courses; and
- 2) Postsecondary institutions shall generate transcripts for all students who enroll in dual credit courses.
- 3) All postsecondary institutions and campuses offering dual credit courses in liberal arts, professional, or career-technical disciplines shall:
- a) Maintain compliance with the Commission for Higher Education's (CHE) dual credit policy;
 - b) Demonstrate adherence to the standards advocated by the National Alliance of Concurrent Enrollment Partnerships to the satisfaction of CHE;
 - c) Demonstrate ongoing adherence to this policy and NACEP standards by submitting to CHE the results from regular self-audits;
 - d) Be subject to state reviews conducted on a periodic (and as-needed) basis by a standing subcommittee of CHE's Statewide Transfer and Articulation Committee (STAC).
- 4) Since a dual credit course in a 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 (see #1 above), the dual credit course shall, consistent with the transfer policies developed by CHE'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 way as the on-campus course.
- 5) Wherever possible, the course syllabi for dual credit courses in the liberal arts shall also prepare students for successfully passing Advanced Placement (AP) examinations in the same academic area.

- 6) The Commission for Higher Education, Department of Education and the postsecondary institutions, shall ensure greater statewide consistency and transparency of the corresponding exam scores students must demonstrate in order to earn college credit for Advanced Placement and International Baccalaureate coursework.
- 7) The Commission for Higher Education, in partnership with the Department of Education, postsecondary institutions and local school corporations, shall prioritize state funding, expand accessibility, and build instructional capacity for student dual credit, Advanced Placement and International Baccalaureate opportunities in the following 10 core subject areas: American Government, American History, Biology, Calculus, Chemistry, Economics, English Composition, Physics, Psychology and World Languages.

Indiana Commission for Higher Education
Priority Dual Credit Liberal Arts Courses

Subject Area		Advanced Placement Equivalents	Core Transfer Library Categories
1	American Government	AP United States Government	American Government
2	American History	AP United States History	American History 1 American History 2
3	Biology	AP Biology	College Biology 1 & 2 w/lab
4	Chemistry	AP Chemistry	General Chemistry 1 & 2 w/lab
5	Economics	AP Microeconomics AP Macroeconomics	Microeconomics Macroeconomics
6	English Composition and Language Composition and Literature	AP English Language and Composition AP English Literature and Composition	English Composition 1 English Composition 2 Appreciation of Literature
7	Math Calculus College Level	AP Calculus AB AP Calculus BC	Calculus - Long 1 Calculus - Long 2 College Algebra Trigonometric Functions
8	Physics	AP Physics B AP Physics C: Mechanics AP Physics C: Electricity and Magnetism	Physics 1 & 2, Algebra-Based Physics 1 & 2, Calculus-Based
9	Psychology	AP Psychology	Introduction to Psychology
10	World Languages	AP French AP German AP Spanish AP Chinese AP Japanese AP Latin	French Level 1, 2, 3, & 4 German Level 1, 2, 3, & 4 Spanish Level 1, 2, 3, & 4 Chinese, TBD Japanese, TBD Latin, TBD