# Table of Contents

## Contents

1. Introduction ........................................................................................................... 1
2. Dual Credit Frequently Asked Questions .............................................................. 4
3. Indiana Dual Credit Standards ............................................................................. 7
4. Roles and Responsibilities ..................................................................................... 9
5. Student Eligibility and Registration ................................................................... 11
6. Federal Financial Aid and Dual Credit ................................................................. 11
7. Grading System .................................................................................................... 12
8. Transferability of Credits ..................................................................................... 12
9. Current Dual Credit Courses .............................................................................. 14
10. Current Dual Credit High Schools ..................................................................... 17
11. Calendar 2013-14 Academic Year ..................................................................... 18
12. University Procedure for Policy Noncompliance .............................................. 18
13. University Resources Available for DC students ............................................. 19

ICHE Priority Dual Credit Liberal Arts Courses ................................................. 20
Appendix A High School Teacher Acceptance Standards and Application .......... 21
Appendix B Dual Credit Site Visit Report Form ................................................... 24

## Revision History

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Revision Description</th>
</tr>
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<tbody>
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<td>1.0</td>
<td>6/14/12</td>
<td>Original Creation</td>
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<td>2.0</td>
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<td>Minor Updates</td>
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1. Introduction

This manual is intended to clarify and describe the administrative policies and procedures for high school teachers, college professors, guidance counselors, and administrators who participate in the IU Northwest Early College/Dual Credit Program.

About IU Northwest

- Established in 1951 in Gary, Indiana
- Chancellor: William Lowe (2010 to present)
- 33-acre campus
- 70 authorized degree programs
- Full-time faculty: nearly 200
- Accredited by The Higher Learning Commission (HLC)/North Central Association (NCA)
- Schools, divisions, and programs have acquired additional accreditation
- Academically composed of 2 colleges and 2 schools and two divisions:
  - College of Arts and Sciences
  - College of Health and Human Services
  - School of Business and Economics
  - School of Education
  - Division of Labor Studies
  - Division of Continuing Studies
  - IU School of Medicine Northwest

Students

- 60% of students attend full-time
- 85% of students work
- Enrollment: more than 6,000
- 60% of students receive financial aid
- 40% of students are from ethnically underrepresented populations
- 89% of students are undergraduates
- 99% of students are Indiana residents
- Average age of students is 27
- 68% of students are female
- Student-faculty ratio: 16 to 1
IU Northwest

Mission, Vision & Values

**Mission** The mission of Indiana University Northwest, a regional campus of Indiana University, is to provide a high-quality and relevant education to the citizens of Northwest Indiana, the most diverse and industrialized area of the state. The institution strives to create a community dedicated to the pursuit of knowledge and intellectual development, leading to undergraduate and selected graduate degrees in the liberal arts, sciences and professional disciplines. The campus is strongly dedicated to the value of education, lifelong learning, diversity, celebration of cultures and opportunity for all, as well as to participating in the sustainable economic development of the region and of the state. Indiana University Northwest is committed to the health and well-being of the communities it serves.

**Vision Statement** Approved September 20, 2011
We are IU in Northwest Indiana, providing personal, affordable and life-changing education, to advance the social, economic and civic health of the region. Through our diverse working and learning environment, we help build lives and communities.

**Values Statement** Approved August 16, 2011
We, the students, faculty, staff, and alumni of IU Northwest, value:

- Our unique identity as Indiana University in Northwest Indiana;
- Academic excellence, characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement;
- The complete richness and dignity of the human family in all of its diversity;
- Supporting aspirations of the individual and community;
- The contributions of all of our constituencies;
- An environment conducive for learning, self-examination, and personal growth;
- Graduates prepared for life-long learning, ethical practices, successful careers, and effective citizenship;

Collaboration with other educational institutions, external partners, and the Northwest Indiana community.
IU Northwest Strategic Priorities Approved June 14, 2011

The IU Northwest Strategic Priorities are a commitment to the personal and intellectual growth of our students and community. Based on the premise that growth is good, instrumental, and necessary, we develop educational and cultural opportunities for an increasing number of residents of diverse Northwest Indiana to improve their personal and collective lives. Through growth, we can continue to improve our academic programs to advance student success. Through growth, we can enhance the many modes of scholarly activity that enrich our students with impact on the region, the nation and the world. Finally, through growth, we will create the financial foundations that support access to IU academic excellence in our region.

Student success is our primary mission. Meeting student objectives in learning, offering the best pedagogical practices, instituting efforts to improve collaborative learning opportunities, merging the best technological advances in the conduct of our learning, and other innovative initiatives and partnerships lead us to a premier academic experience and outcome for our demographically diverse student population.

Academic excellence is at the heart of curriculum content and disciplinary scholarship that create the high-quality Indiana University educational experience. Expectations in both student and faculty scholarship are paramount in advancing student success, enhancing experiential learning in research and creative activity, and building a thorough foundation to enable lifelong learning. Building a strong, diverse faculty reinforces good stewardship of our resources and best serves the needs of our students and communities.

Community engagement is the hallmark of our commitment to advancing educational opportunities while addressing regional priorities. The scholarship of faculty and student engagement results in a stronger economic and cultural impact in our region while simultaneously strengthening experiential learning. Our collaborative engagement with Northwest Indiana communities supports sustainable progress, addressing greater opportunities for diversity in our students and workforce, and providing a valuable context for the complete student. Our student, faculty, and staff commitments go beyond their institutional roles to an active engagement with external organizations and groups.

Outstanding Institutional infrastructure and support are essential elements for achieving success and excellence. Student learning experiences and faculty scholarship rely on infrastructure that facilitates success. The availability of support resources and accomplished staff furthers student learning, improves engagement, and optimizes the opportunity for substantive scholarship.

Campus human resources and administrative functions are the facilitators of transformational success. Best practices that strategically focus our resources and efforts are critical objectives for all units. A culture of continuous improvement and professional growth of all employees bring about significant transformations in how we accomplish our work and thrive intellectually as a diverse community of students, faculty and staff.

Funding our future builds self-reliance and success. Academic excellence requires inventive approaches to funding initiatives and pioneering programs. The resources developed through improved student success further enhance a trajectory and culture of continuous improvement. Expanding new revenue streams is central to achieving success in our mission, including collaborative relationships with regional high schools and higher education institutions. Students, faculty, and staff work together in developing new financial opportunities.
2. IU Northwest Dual Credit FAQs

1) **What is dual credit?** Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits. Dual credit courses are taught by regular high school faculty or by regular or adjunct college faculty at the high school.

2) **What is concurrent enrollment?** Concurrent enrollment is the term given to courses in which high school students have the opportunity to earn both high school and college credits. These courses are taught at the college or university, or sometimes through online or distance education.

3) **Are Indiana high schools required to offer dual credit courses?** Yes. Indiana law currently requires each Indiana high school to offer a minimum of two dual credit courses. The intent is to expand opportunities for more students to take college-level coursework while in high school. It is also to ensure that students have the opportunity to fulfill the Core 40 with Academic Honors diploma requirements using the dual credit option and to help more students prepare for college.

4) **What does dual credit have to do with Core 40 with Academic Honors?** Students wishing to complete the Core 40 with Academic Honors diploma may use dual credit (as specified below) as one of several options. Students wishing to complete the Core 40 with Academic Honors diploma (graduating class of 2010 and beyond), must complete the following coursework:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
  (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of “B” or better.
- Complete one of the following:
  A. Earn 4 credits in 2 or more Advanced Placement (AP) courses and take corresponding AP exams.
  B. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list.
  C. Earn two of the following:
     1. A minimum of 3 verifiable transcripted college credits from the priority course list,
     2. 2 credits in AP courses and corresponding AP exams,
3. 2 credits in International Baccalaureate (IB) standard level courses and corresponding IB exams.

D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each.

E. Earn an ACT composite score of 26 or higher and complete written section.

F. Earn 4 credits in IB courses and take corresponding IB exams.

5) **Can students take multiple dual credit courses?** Yes.

6) **Is there a limit to how many dual credit courses a student can take?** Indiana’s Policy on Dual Credit Courses states that all postsecondary campuses will establish limits for the number of credit hours a student can earn through dual credit courses offered in the high school. In most cases, the limit is 15 credit hours. However, exceptions have been made for students that have demonstrated superior academic talents and abilities.

8) **How much does dual credit cost?** After the application is processed, students/parents will be billed by the college/university after the application is processed for $25.00 per credit hour for dual credit courses taught by high school personnel in the high school classroom. Concurrent enrollment courses taken on the IU Northwest campus, taught by IU Northwest instructors, will be billed at the current tuition rate per credit hour, under most circumstances.

9) **Who is eligible to take dual credit courses?** Students must be on track toward fulfilling the basic academic preparation for admission to a four-year college or university, have junior standing and a minimum 2.0 cumulative GPA, and have appropriate high school endorsements from principal and/or guidance counselors.

10) **Do students on a Free/Reduced Lunch Program have to pay for dual credit courses offered in the high schools?** No. The box on the application form indicating participation in the Free Lunch program must be checked or indicated electronically. This applies to the Dual Credit and ACP programs only (not Early Start and other concurrent enrollment opportunities).

11) **How do you register for dual credit courses at IU Northwest?** Students should contact the guidance counselor at their high school about the registration process. Students need to complete an application obtained through the high school, which should be sent to IU Northwest by the high school guidance counselor along with their high school transcript and a letter of endorsement from the high school.
12) **What is the Core Transfer Library (CTL)?** To enable students to transfer college credits, Indiana has developed the Core Transfer Library (CTL), a list of courses that will transfer among all Indiana public college and university campuses, assuming adequate grades.

13) **What colleges and universities are in the CTL?**

   **Two-Year Colleges**
   - Ivy Tech Community College
   - Vincennes University

   **Four-Year Colleges**
   - Ball State University
   - Indiana State University
   - Indiana University
     - Bloomington, East, Kokomo, Northwest, South Bend, Southeast
   - IUPUI
     - Columbus, Fort Wayne, Indianapolis
   - Purdue University
   - West Lafayette, Calumet, North Central
   - University of Southern Indiana

More information is available on the Transfer Indiana website: [www.transferin.net](http://www.transferin.net)

14) **What if a student does not want dual credit? Can he/she still stay in the class and earn regular high school credit?** For most classes, the answer is yes. There may be select classes that require all students enrolled to be taking the course for dual credit. The guidance counselor at the high school will know if there are any such classes being offered at your high school.

15) **What if a student completes a dual credit course, but doesn’t want the grade to appear on a transcript?** Colleges and universities are bound by law to generate transcripts for all students who complete dual credit courses. Students may withdraw from a dual credit course according to the timeline established by the college or university for all students.

16) **Transferability of credit:** Dual Credit students who are admitted to IU Northwest need not worry about transferring credits: all credits earned
through IU Northwest Dual Early College/Dual Credit will already be recorded on their IU Northwest transcript. Students should indicate on their undergraduate applications that they have already completed coursework at IU Northwest. If a student is admitted to another college or university, they will need to request that their credits be transferred. The decision to accept the transfer credit, and how the credit will be applied to the student’s major, rests entirely with the degree-granting institution. It is the student’s responsibility to verify that the credits will transfer and be applicable to the desired major. They should contact either the departmental academic advisor or Admissions office of the degree-granting institution.

17) **Is an AP course considered dual credit?** AP or Advanced Placement, refers to courses offered in the high school administered by the College Board. They are considered an acceleration mechanism like dual credit, but they do not fit into the Indiana Commission for Higher Education’s definition of dual credit, since AP courses are not offered by a college and do not automatically result in college credit. However, high schools may offer AP courses for dual credit if agreed upon by a college or university. Some colleges and universities may award college credit or advanced academic standing to students who score a 3, 4, or 5 on an AP exam. All public universities in Indiana must award college credit for a score of 3 or higher on AP exams. Most college websites list information on accepting AP exam scores.

**View additional program information online at** [http://www.iun.edu/admissions/dual-credit.htm](http://www.iun.edu/admissions/dual-credit.htm) or contact Cynthia O’Dell, Dual Credit Program Coordinator at 219-980-6509.

### 3. Indiana Dual Credit Standards

The Indiana Dual Credit Standards closely align with, and are heavily indebted to the National Alliance of Concurrent Enrollment Partnerships standards. IU Northwest is on the state of Indiana Preferred Provider List ([http://www.in.gov/che/files/DecC_Preferred_Provider_List.pdf](http://www.in.gov/che/files/DecC_Preferred_Provider_List.pdf)), which indicates that we comply with the Indiana Dual Credit Standards outlined below.

| Curriculum | (Ca) Courses administered through a college/university are catalogued courses with the same departmental designations, |

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<table>
<thead>
<tr>
<th>Course Descriptions, Numbers, Titles, and Credits</th>
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<tr>
<td>(Cb) Dual credit courses reflect the pedagogical, theoretical and philosophical orientation of the college/university discipline.</td>
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<td>(Cc) Ensure that college/university courses offered through dual credit are the same as the courses offered in “traditional college classes”.</td>
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<td>(Fa) High school instructors providing dual credit courses are approved by the respective college/university academic departments and meet the academic department’s requirements for teaching the college/university courses.</td>
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<td>(Fb) The college/university provides new dual credit instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.</td>
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<tr>
<td>(Fc) The college/university provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The high school ensures dual credit instructor participation.</td>
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<tr>
<td>(Fd) College/university procedures address high school instructor non-compliance with the college/university’s expectations for courses offered through the dual credit program (for example, nonparticipation in training and/or activities).</td>
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<td>(Sa) The college/university officially registers or admits dual credit students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a dual credit program on official college/university transcripts.</td>
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<tr>
<td>(Sb) The college/university ensures dual credit students meet the course prerequisites of the college/university.</td>
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<tr>
<td>(Sc) The college/university provides dual credit students and high schools with a comprehensive publication that outlines the rights and responsibilities of registered dual credit students.</td>
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<td>(Aa) Dual Credit students are held to the same standards of achievement as those expected of college students in “traditional college classes”.</td>
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<tr>
<td>(Ab) The college/university ensures that dual credit students are held to the same grading standards as those expected of students in the “traditional college class setting”.</td>
</tr>
<tr>
<td>(Ac) Dual credit students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as college students in</td>
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### Evaluation

**(Ea)** The college/university conducts end-of-term student university/college course evaluations to all dual credit high school students, replicating the university/college student end-of-course evaluation instrument distributed to college students enrolled in in a “traditional college class”.

**(Eb)** The dual credit high school conducts an annual survey of dual credit alumni who are one year out of high school. Survey includes IDCRS questionnaire (additional questions may be used). Methodology includes one follow-up contact with non-respondents.

**(Ec)** The dual credit high school conducts a survey of dual credit alumni who are four years out of high school. Survey includes IDCRS questionnaire (additional questions may be used). Methodology includes one follow-up contact with non-respondents.

**(Ed)** The college/university conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes IDCRS questionnaire (additional questions may be used). Methodology includes one follow-up contact with non-respondents.

### 4. Roles and Responsibilities

**IU Northwest Instructor of Record**

1) Input on selection of text (if possible, based on school adoption cycle) and assignments.

2) Sharing syllabi, assignments, and tests from college with high school.

3) Working with high school instructor to align the college requirements for course with the high school requirements, as well as deciding what grades will determine the college grade (if all the high school assignments are not counted).

4) May have assessments (or parts of larger assessments) that are graded by high school instructor, and then a sample graded by college instructor for reliability.

5) May have common midterm and final as college class (or a subset of questions).
Items 4 and 5 are worked out collaboratively with the high school instructor. Ultimately, at the end of the course you need some way to be able to demonstrate that the two courses were at the same level and that students were assessed in the same way.

6) Meeting with the high school instructors during professional development meetings (usually held once or twice a year).

7) Maintaining an open and timely line of communication with the high school instructor throughout the course.

8) At least one official site visit review per course offering. Documentation completed and provided to Academic Affairs.

9) Entering final grades.

10) Doing an analysis of final grades in course and how they compare to college level course, and report to Academic Affairs on this outcome.

11) Sharing the analysis with the high school (and Academic Affairs) to improve the course for the next offering.

**High School Instructor**

1) Teach the dual credit course in the high school.

2) Attend workshops/professional development seminars as scheduled by the campus.

3) Develop an academically equivalent course reflected in the course syllabus, following IU Northwest guidelines in collaboration with the university’s instructor of record.

4) Help with dual credit registration as requested by the high school.

5) Understand student eligibility and admissions.

6) Facilitate end-of-course student assessments.

7) Evaluate student progress and provide guidance on course continuation/withdrawal if successful completion is in jeopardy.
8) Cooperate with the university for administrative business, including attendance verification, course evaluations, etc.

9) Notify the university of any changes in status, contact information, etc.

10) Make available all necessary information to the university’s instructor or record in order for them to conduct reliability testing, analysis of final grades, etc. to ensure that the courses remain aligned and represent college level work.

Contact Information

Cynthia O’Dell, Ph.D.  Char Connelly
Dual Credit Coordinator  Admissions – Dual Credit
Ph: 219-980-6509    Ph: 219-980-6760
codell@iun.edu    cmconne@iun.edu

5. Student Eligibility and Registration

Students should contact the guidance counselor at their high school about the registration process. Students need to complete an application obtained through the high school, which should be sent to IU Northwest by the high school guidance counselor along with their high school transcript and a letter of endorsement from the high school.

Students must be on track toward fulfilling the basic academic preparation for admission to a four-year college or university, have junior standing and a minimum 2.5 cumulative GPA, and have appropriate high school endorsements from principal and/or guidance counselors to be admitted and register for dual credit courses.

6. Federal Financial Aid and Dual Credit

Effective July 1, 2011, changes to Federal Student Financial Aid rules regarding Satisfactory Academic Progress (SAP) will impact students enrolling in dual credit courses:
• Federal law requires that all college course work be measured to determine academic success, including dual credit courses. However, universities have some latitude in how this process is applied to students at different stages of their academic career.

• This means that before each term (fall, spring, and summer) colleges and universities will review grades, including dual credit courses taken in high school, to make sure students maintain a 2.0 GPA and a 67% course completion rate. If not, students will have one term to correct this or potentially lose their federal student financial aid.

• Failing a course and not completing a course carry the same consequence.

Example:
Bianca is a high school student in Indiana. She takes a 3 credit dual credit course offered through IU Northwest during her senior year of high school. She decides during the semester to withdraw from the course after the official withdrawal period. Bianca attempted 3 credits at Indiana University, but she did not complete the course. She therefore has a completion rate of 0%. Because her completion rate must meet or exceed 67%, when Bianca starts college the next Fall, she may be on “warning” status depending on her university SAP rules.

7. Grading System

The official grading system of the university is as follows: A, B, C, D, F, I (Incomplete), and W (Withdrawn).

The University Faculty Council has passed a resolution that permits the use of plus and minus grades. The faculty council has also established a formula that attaches varying weights to these grades in computing grade point averages:

- A+ or A = 4.0;
- A- = 3.7;
- B+ = 3.3;
- B = 3.0;
- B- = 2.7;
- C+ = 2.3;
- C = 2.0;
- C- = 1.7;
- D+ = 1.3;
- D = 1.0;
- D- = 0.7;
- F = 0.0.

The legislation was framed in general terms and applies to instructors teaching graduates and undergraduates on all campuses of Indiana University. Within the policy, individual instructors and academic units can elect to require its faculty to assign only straight letter grades, or any combination of plus, minus, and straight letter grades.

The grade I may be given only when the work of the course is substantially completed and when the student's work is of a passing quality. When an
Incomplete is assigned, a record must be maintained in the department in which the grade was given. The record will include the reason for recording the Incomplete, the course number and hours of credit, the signature of the instructor, and a guide for its removal, with a suggested final grade in the event of the departure or extended absence of the instructor from the campus.

The time allowed for the removal of an Incomplete is one calendar year from the date of its recording, except that the chairperson of the student's division may authorize adjustment of this period in exceptional circumstances. By assigning an Incomplete, the instructor implicitly authorizes and requires the I to be changed to an F at the end of the appropriate time period, if that instructor does not otherwise act to remove the I. The registrar will automatically change the I to an F at the end of the appropriate time period. A grade of Incomplete may be removed if the student completes the work within the time limit or if the student's chairperson authorizes the change of the Incomplete to W. Students may not reregister in a course in which they have a grade of Incomplete.

The grade W is given when the student, with the approval of the academic advisor, officially withdraws during the first 10 weeks of a semester or the first four weeks of a summer session. Thereafter, it is given only when the student withdraws with the approval of the instructor and the division chairperson and if the student is passing on the date of withdrawal.

8. Transferability of Credits

Dual Credit students who are admitted to IU Northwest need not worry about transferring credits: all credits earned through IU Northwest Dual Early College/Dual Credit will already be recorded on their IU Northwest transcript. Students should indicate on their undergraduate applications that they have already completed coursework at IU Northwest. If a student is admitted to another college or university, they will need to request that their credits be transferred. The decision to accept the transfer credit, and how the credit will be applied to the student's major, rests entirely with the degree-granting institution. It is the student’s responsibility to verify that the credits will transfer and be applicable to the desired major. They should contact either the departmental academic advisor or Admissions office of the degree-granting institution.

To obtain an IU Northwest transcript, students may do one of the following:

In Person
• Print and complete the Transcript Request Form and bring it to the Office of the Registrar in Hawthorn Hall 109. While most transcript requests can be processed while you wait, you should always allow one working day. Please bring a picture ID so that we can verify your identity.

**By Mail**
• Print, complete, and sign the Transcript Request Form.
• If you are paying by check or money order, make it payable to IU Northwest and write your University ID or last four digits of your SSN in the memo section.
• If you are paying by credit card, print, complete, and sign the Transcript Request Fee Form, noting your method of payment (Visa, MasterCard, or Discover).
• Send the form(s) and payment to:
  Indiana University Northwest
  3400 Broadway
  Gary, IN 46408-1197

**By Fax**
• Print and complete the Transcript Request Form.
• Print and complete the Transcript Request Fee Form, noting your method of payment (Visa, MasterCard, or Discover).
• Sign and date both forms.
• Fax to (219) 981-4200.
• Call (219) 980-6817 to verify receipt of your fax.
• Note: we accept faxed requests only—we do not fax transcripts.

### 9. Current Dual Credit Courses

The courses listed below are currently available for participating high schools. Not all courses listed are offered at every high school. All IU Northwest courses offered for dual credit are catalogued courses and approved through the regular course approval process of the university. Courses administered through our Dual Credit Program are recorded on students’ official academic record. These courses reflect the pedagogical, theoretical, and philosophical orientation of the university. Additional courses may be added as the program grows. High schools may contact the university Dual Credit coordinator at (219)980-6509 to initiate discussion of additional courses not currently offered. CTL course – indicates it is on the Indiana Core Transfer Library – see [www.transferin.net](http://www.transferin.net) for more information. Indiana Priority Liberal Arts Courses denoted with an *.

**BIOL-L 101 Introduction to the Biological Sciences I (4 cr.)** R: CHEM-C 105 concurrently. An introductory course designed for prospective biology majors and students majoring
in ancillary sciences. Principles of life processes including the chemical basis of life, cell structure and function, genetics, and evolution. CTL course.*

**BUS-A 201 Introduction to Financial Accounting** (3 cr.) Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions. CTL course.

**BUS-F 260 Personal Finance** (3 cr.) Financial problems encountered in managing individual affairs, family budgeting, installment buying, insurance, home ownership, and investing in securities. Use of financial planning software. CTL course.

**CHEM-C 105 Principles of Chemistry I** (3 cr.) P: two years of high school algebra or MATH-M014, one year of high school chemistry; CHEM-C 125 recommended concurrently. Basic principles, including stoichiometry, atomic and molecular structure, bonding, gases, and solutions. Lectures and discussion. Credit given for only CHEM-C 101 or CEHM-C 105. CTL Course.

**CHEM-C 125 Experimental Chemistry I** (2 cr.) P or C: CHEM-C105. Introduction to laboratory experimentation with emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, molecular geometry, and synthesis. CTL course.

**DHYG-H 242 Introduction to Dentistry: First Year** (1 cr.) An overview of the dental specialties with emphasis on the dental personnel's role within each of the dental specialties.

**EDUC-F 200 Examining Self as a Teacher** (3 cr.) Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Student will design a major portion of the work.

**EDUC-P 250 Educational Psychology** (3 cr.) The study and application of psychological concepts and principles as related to the teaching-learning process. Topics covered include educational research methods, cognitive and language development; personal, social, and moral development; behavioral learning; motivation; effective teaching; and measurement and evaluation.

**HIM–M 195 Medical Terminology** (3 cr.) The study of the language of medicine, including word construction, definitions, spelling, and abbreviations; emphasis on speaking, reading, and writing skills. CTL course.

**HIST-H 105 American History I** (3 cr.) Colonial period, Revolution, Confederation and Constitution. National period to 1865. Political history forms the framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism. CTL course.*
HiST-H 106 American History II (3 cr.) 1865 to present. Political history forms the framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism. CTL course. *

MATH-M 118 Finite Mathematics (3 cr.) P: Proficiency in two years of high school algebra or at least a C in MATH M117. Set theory, linear systems, matrices, probability, linear programming, Markov chains. Applications to problems from business and the social sciences. CTL course.

MATH-M 125 Precalculus Mathematics (3 cr.) P: Proficiency in two years of high school algebra or at least a C in MATH M117. Designed to prepare students for calculus (MATH M215). Algebraic operations, polynomial, exponential, and logarithmic functions and their graphs, conic sections, linear systems of equations. Does not satisfy the arts and sciences distributional requirements. CTL course. CTL course. *

MATH-M 126 Trigonometric Functions (3 cr.) P: Proficiency in two years of high school algebra or at least a C in MATH M117. MATH M125 or equivalent. Designed to develop the properties of the trigonometric and prepare for courses in calculus (MATH M215). Does not satisfy arts and sciences distributional requirements. CTL course. *

MATH-M 215 Analytic Geometry and Calculus I (5 cr.) P: either two years of high school algebra and trigonometry or MATH M125 and MATH M126 (MATH M126 may be taken concurrently with MATH M215). Functions, limits, continuity, derivative, definite integral, applications, exponential and logarithmic functions and their graphs, conic sections, linear systems of equations. A student cannot receive credit for both MATH M119 and MATH M215. CTL course. *

MATH-M 216 Analytic Geometry and Calculus II (5 cr.) P: M215 Definite integral, applications, L'Hopital's Rule, techniques of integration, limits of sequence, infinite series, polar coordinates. CTL course. *

PHSL-P 130 Human Biology (4 cr.) Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology, and behavioral biology and emphasizes related social problems. Credit will be given for only one of the following introductory-level courses or sequences: BIOL-L 100, PHSL-P 130, or BIOL-L 101-L 102. CTL course.

BIOL-N 213 Human Biology Lab (1 cr.) Laboratory to accompany Human Biology Lecture. Students must be concurrently enrolled in Human Biology (P130) lecture. Consent of instructor is required. CTL course.

PHYS-P 201 General Physics I (5 cr.) P: MATH-M 125, MATH-M 126 or equivalent (2 years of high school algebra and trigonometry). Newtonian mechanics, wave motion, heat and thermodynamics, fluids. Application of physical principles to related scientific disciplines including life sciences. One discussion section, two lectures, and one two-hour laboratory period each week. Credit cannot be given for PHYS-P 201 and PHYS-P 221. CTL course. *
**PHYS-P 202 General Physics II (5 cr.)** P: PHYS-P 201. Wave motion, electricity and magnetism, geometrical and physical optics, introduction to concepts of relativity, quantum theory, atomic and nuclear physics. One discussion section, two lectures, and one two-hour laboratory each week. Credit cannot be given for PHYS-P 202 and PHYS-P 222. CTL course. *

**SPAN-S 200 Second-Year Spanish I (3 cr.)** P: SPAN-S 150 or equivalent. Continuation of SPAN-S 100 - SPAN-S 150, with increased emphasis on communication skills and selected readings on aspects of Hispanic culture. CTL course. *

**SOC-S 161 Principles of Sociology (3 cr.)** Nature of interpersonal relationships, societies, groups, communities, and institutional areas such as the family, industry, and religion; social processes operating within those areas; significance for problems of personality, human nature, social disorganization, and social change. CTL course.

**10. Current IU Northwest Dual Credit High Schools** (as of Fall 2013)

- Boone Grove High School
- Crown Point High School
- Hammond Academy of Science and Technology
- East Chicago High School
- Hobart High School
- Lake Central High School
- Portage High School
- Thomas A. Edison High School
- Whiting High School
11. Calendar 2013-14 Academic Year

Withdrawal and Refund Dates

Dropping a course: If a student needs to withdraw from a course, they must contact the high school guidance counselor for the appropriate procedure for their high school. Failure to pay for classes, not attending classes, or notifying the high school about a decision to withdraw does not constitute withdrawal, nor does it entitle a student to a refund. They are responsible for all fees unless they drop the course during the published refund periods outlined on the IU Northwest Dual Credit website for their high school found [here](#).

12. University Procedures for Policy Non-compliance by High School Dual Credit Instructor

At any time, if there is reason to believe that the high school instructor or partnering high school is not complying with the course expectations as detailed in this manual or other communicated expectation by IU Northwest, the following steps shall be followed to resolve the non-compliance issue:

1. Once any non-compliance issue is indicated, the party having knowledge of the issue should communicate the issue directly to the Academic Coordinator of Early College/Dual Credit Programs.

2. The Academic Coordinator of Early College/Dual Credit Programs shall advise the Instructor of Record, Department Chair, and College Dean of the issue of concern.

3. The issue will be fully investigated by the Instructor of Record and Department Chair for the dual credit course, as well as the Academic Coordinator of Early College/Dual Credit Programs. The results of the investigation shall be shared with the appropriate Department Chair and College Dean for determination of action to be taken.
4. The results of the non-compliance investigation shall be communicated to the appropriate high school personnel with a plan to meet university compliance.

5. Failure of the high school partner to comply with the communicated plan may result in the termination of the partnership with the University and the High School.

13. University Resources Available to Dual Credit Students

All students are issued a University login and password to access all resources available to the on-campus students. Dual credit students have access to all academic resources on our campus, including:

**Math Lab** - The Math Lab provides free tutoring services on a walk-in basis for all math courses through Calculus II, (M216) and often higher level courses. Check out the posted office hours at the Math Lab website for help.

**Writing Lab** - If you are working on a writing assignment and could benefit from the opportunity to receive individualized advice and guidance during the composition of a paper in a variety of disciplines, call for an appointment or stop by during the office hours posted at the Writing Center website to receive assistance.

**Library** - Dual credit students can obtain an Indiana Resident Library Card in order to check out materials from the IU Northwest Library. Dual credit students have access to online catalogs and databases, as well.

**Career Services** - assists students and alumni in planning for successful careers and securing meaningful employment that best uses academic backgrounds, skills and interests. They can assist with the career decision-making process through interest testing, counseling and experiential learning opportunities, individual advising/counseling, a career resource library for obtaining career information and researching employers, access to job listings on file, and more.

**Information Technology** - provides innovative, contemporary, and accessible technology at IU Northwest to effectively meet the goals of a student-centered learning community. Dual Credit students are eligible for free and reduced
cost software that is provided for all IU students. More information can be found at http://iuware.iu.edu/Windows.

**Student rights and responsibilities** describes the rights of all students enrolled at Indiana University.

**Student affairs hearing process and procedures** describes the procedures that a student should follow if they have a grievance with the university.
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<tr>
<th>Subject Area</th>
<th>Advanced Placement Equivalents</th>
<th>Core Transfer Library Categories</th>
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<tbody>
<tr>
<td>1 American Government</td>
<td>AP United States Government</td>
<td>American Government</td>
</tr>
<tr>
<td>2 American History</td>
<td>AP United States History</td>
<td>American History 1</td>
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<td></td>
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<td>American History 2</td>
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<tr>
<td>3 Biology</td>
<td>AP Biology</td>
<td>College Biology 1 &amp; 2 w/lab</td>
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<tr>
<td>4 Chemistry</td>
<td>AP Chemistry</td>
<td>General Chemistry 1 &amp; 2 w/lab</td>
</tr>
<tr>
<td>5 Economics</td>
<td>AP Microeconomics</td>
<td>Microeconomics</td>
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<td></td>
<td>AP Macroeconomics</td>
<td>Macroeconomics</td>
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<tr>
<td>6 English</td>
<td>AP English Language and Composition</td>
<td>English Composition 1</td>
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<tr>
<td>Composition and Language</td>
<td>AP English Literature and Composition</td>
<td>English Composition 2</td>
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<tr>
<td>Composition and Literature</td>
<td></td>
<td>Appreciation of Literature</td>
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<tr>
<td>7 Math</td>
<td>AP Calculus AB</td>
<td>Calculus - Long 1</td>
</tr>
<tr>
<td>Calculus</td>
<td>AP Calculus BC</td>
<td>Calculus - Long 2</td>
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<td>College Level</td>
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<tr>
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<td>Trigonometric Functions</td>
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<td>8 Physics</td>
<td>AP Physics B</td>
<td>Physics 1 &amp; 2, Algebra-Based</td>
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<tr>
<td></td>
<td>AP Physics C: Mechanics</td>
<td>Physics 1 &amp; 2, Calculus-Based</td>
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<td>AP Physics C: Electricity and Magnetism</td>
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</tr>
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<td>9 Psychology</td>
<td>AP Psychology</td>
<td>Introduction to Psychology</td>
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<td>10 World Languages</td>
<td>AP French</td>
<td>French Level 1, 2, 3, &amp; 4</td>
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<td></td>
<td>AP German</td>
<td>German Level 1, 2, 3, &amp; 4</td>
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<td>AP Spanish</td>
<td>Spanish Level 1, 2, 3, &amp; 4</td>
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<td>Chinese, TBD</td>
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<tr>
<td></td>
<td>AP Latin</td>
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Appendix A

High School Teacher Acceptance Standards

Approved by IU Northwest Dean’s Council 9/21/2011

Courses offered through the IU Northwest Early College/Dual Credit Project are taught by carefully selected and highly qualified high school teachers.

The participating academic departments at IU Northwest and the local school districts assume joint responsibility for the nomination of the high school teachers. The selection of high school teachers is done by applying the same standards applied to any adjunct or part-time faculty teaching on the IU Northwest campus. Final approval of the teachers, however, is made by the college academic department as represented by the faculty course coordinator.

The IU Northwest Early College/Dual Credit Project teacher recommended criteria include:

- teaching experience in the subject area
- a minimum of one year’s experience teaching an advanced course in the subject area (AP or honors equivalent), if appropriate
- certification to teach the subject
- successful completion of undergraduate and graduate level coursework at a competence level that indicates the ability to teach the college-level course; grades earned in the subject area courses need to show a better than average preparation to teach the subject; or a Master’s degree or its equivalent in graduate hours or significant graduate courses to reflect knowledge and depth in the subject area.

Teachers selected for IU Northwest Early College/Dual Credit Project must participate in multiple meetings with the faculty course coordinator prior to teaching the course. These meetings will help the two instructors ensure that the two courses align in terms of content, level, and assessments, as well as design/implement some shared assessments to allow for reliability testing. Additional items covered include the IU Northwest syllabi, course topics, textbooks, and suggested teaching strategies. These meetings help create a high school/university team of instructors to provide the most authentic learning experience for the students.

In addition to these initial meetings for new IU Northwest Early College/Dual Credit Project teachers, professional development meetings are generally held.
each semester. These day-long sessions are designed to provide time for the instructors to meet and discuss any questions or problems that have arisen, as well as work on reliability assessment. In addition, general policies governing the course (changing the syllabus, adopting a new textbook, changing course hours, adding courses, course management systems, etc.) are frequently discussed during the professional development meetings.

**NOTE:** Because teachers are approved by IU Northwest to teach DC courses in our Early College Program, they must be highly qualified. Student teachers are not allowed to provide a significant part of course instruction. If teachers will be absent from teaching for two weeks or more, the IU Northwest Early College Program must be notified, and an agreement should be reached in order to continue the course for IU Northwest credit with an equally qualified teacher or other solution.
Teacher Application Form

All information submitted is reviewed by the IU Northwest faculty coordinator(s) and approved according to departmental criteria. Please submit your teacher application form and support materials to:

IU Northwest’s Office of Academic Affairs, 3400 Broadway, Lindenwood 329, Gary, IN 46408 or codell@iun.edu

Name___________________________________________

E‐mail__________________________________________

School__________________________________________

Corporation______________________________________

School Address______________________________________________

School Phone_________________ School Fax_______________________

Home Address_________________________________________________________________

Home Phone _____________________________

Dual Credit Course you are submitting for consideration: ________________________

The following checklist identifies the required documentation and the application process to serve as an instructor in IU Northwest’s Dual Credit Program.

_____ Teacher Application Form

_____ Professional Vita/Resume (educational background, teaching experience, professional activities, associations, endorsements, memberships)

_____ Letter of Recommendation from the high school principal

_____ Materials for dual credit course (high school syllabus, other relevant materials)
Appendix B
Dual Credit Site Visit Report

High School Instructor_______________________________________________________

High School_______________________________________________________________

Observer/Instructor of Record____________________________Course______________

Date of Visit____________________________Date Submitted__________________

Answer the following questions using as much space as needed.

1. To what extent are the syllabus, aims, and content representative of the on-campus course?

2. What are your impressions of student interest and involvement in the course?

3. Provide an evaluation of the papers, activities, or assignments generated thus far. Are the depth and rigor equivalent to the on-campus course?

4. Comment on the instructor’s marking and grading. If you have engaged in reliability measurement in the course, comment on that as well.

5. Any problems with the course mentioned by the instructor or students?

6. Provide any additional information, recommendations, or need for follow-up below.