

Indiana's Application for an Extension To Meet HLC Dual Credit Faculty Qualifications Expectations

November 23, 2016

Name of Organization
Representing Multiple
Institutions:

Indiana Commission for Higher Education

Contact Person:

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1. Participating Institutions and the Commission's Capacity

a. List of Participating Institutions

Public Institutions:

Ball State University
Indiana State University
Indiana University Bloomington
Indiana University East
Indiana University Kokomo
Indiana University Northwest
Indiana University Purdue University Fort Wayne
Indiana University South Bend
Indiana University Southeast
Ivy Tech Community College of Indiana
Purdue University Northwest
Purdue University West Lafayette
University of Southern Indiana
Vincennes University

Private Institutions:

Ancilla College
Grace College
Huntington University
Indiana Tech
Oakland City University
Trine University
University of Evansville
University of Indianapolis

The Indiana Commission for Higher Education requested and received a letter of commitment from each institution listed above to participate in the state application for an extension to meet HLC dual credit faculty qualifications expectations (see Appendix A).

b. Capacity of the Indiana Commission for Higher Education

By statute, the Indiana Commission for Higher Education has responsibility for coordinating the state's system of higher education and does so with a staff of 45 organized in units with responsibilities in academic affairs, fiscal affairs, policy and planning, research and analysis, and communications and student success. As demonstrated below, the Commission, working with other strategic stakeholders, has the capacity to coordinate the efforts of the institutions included in this application.

The Commission carries out its statutory responsibilities in partnership with a number of other organizations, including: the Indiana Department of Education; the Independent Colleges of Indiana, an association of 31 non-profit private institutions; the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, which has a specific partnership with the Commission on early college and dual credit; and the Indiana Dual Credit Advisory Council, which was initially established through legislation. The Dual Credit Advisory Council, chaired by the Commissioner for Higher Education and the State Superintendent of Public Instruction, consists of leaders representing the Indiana General Assembly, the Governor's Office, the Department of Workforce Development, principals, superintendents, teachers, rural communities, and public and private colleges and universities.

The Commission has had in place academic and fiscal policies on dual credit since 2010 and 2011, respectively, and has developed a list of preferred providers of dual credit instruction. To be listed as a preferred provider, institutions need to be either accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) or complete a state Dual Credit Review process, in place since 2012, which is based on the NACEP standards of program quality. Although the state has long provided financial support for dual credit, beginning with FY2013, the state has appropriated, through a specific line item, funds to each public dual credit provider for the oversight of dual credit instruction, including professional development for dual credit instructors. These funds are included in the Commission's biennial budget recommendation and are appropriated in direct proportion to the amount of liberal arts and Career and Technical Education (CTE) dual credit instruction generated by the institutions. The FY2017 appropriation for dual credit totaled more than \$14.5 million and earlier this month, the Commission's recommendation for the 2017-19 Biennial Budget called for increasing annual funding for dual credit to \$22.7 million.

In collaboration with the institutions, the Commission has expended considerable effort over the past decade to ensure that legislative mandates on transfer of credit apply to dual credit courses. A set of priority liberal arts dual credit courses has been selected from Indiana's Core Transfer Library (CTL), assuring transferability for these dual credit courses in the same way as if the courses were taught on campus. A crosswalk has been developed for CTE courses that indicates the specific certificate and degree programs at our colleges, to which these courses will apply.

In addition to the policies Indiana has put in place to assure the quality of dual credit instruction (HLC's 2012 national study ranked Indiana #2 on "Quality Provision Configurations;" see Display 12 of that report), the Commission's extensive data warehouse provides an empirical means for monitoring the effectiveness of dual credit instruction. In May 2016, the Commission published a detailed supplement to its annual College Readiness Report that provided a much closer look at the performance of dual credit students than previously available, indicating positive college outcomes, for example, higher college-going rates and higher levels of college readiness (not requiring remediation). This is important for equity reasons, given that dual credit students are 2.5 times more likely to participate in the Free or Reduced Lunch program and 1.5 times more likely to be non-White and non-Asian. Future annual reports will provide even more detail on students who take dual credit courses, including data on degree completion.

2. Scope of Institutional Dual Credit Operations

The Indiana Commission for Higher Education surveyed all institutions in the summer of 2016, requesting each institution to submit aggregate data required by the Higher Learning Commission (see Appendix B for survey results). The data reported are for Academic Year 2015-16. Since aggregate data were reported by the institutions, and since high schools can partner with multiple providers and students can take dual credit courses from multiple institutions, a total has only been calculated for the credit hour column; totals have not been calculated for the number of high schools and students, as these columns contain duplications. It is also possible that the faculty data reflect some measure of duplication, given that some faculty may be teaching dual credit courses for more than one institution.

3. Processes and Capacity for Each Institution To Oversee Dual Credit Operations

The Indiana Commission for Higher Education surveyed all institutions in summer of 2016, requesting each institution to submit information required by the Higher Learning Commission on each institution's processes and capacity to oversee dual credit operations (see Appendix C for survey results).

4. Dual Credit Faculty Compliance with HLC Faculty Qualifications Expectations

The Indiana Commission for Higher Education surveyed all institutions in summer of 2016, requesting each institution to submit data required by the Higher Learning Commission on compliance of dual credit faculty with HLC faculty qualifications expectations (see Appendix D for survey results). The data reported are for Academic Year 2015-16. It is possible that the faculty data reflect a slight level of duplication, given that a relatively small number of faculty may be teaching dual credit courses for more than one institution.

These tables do not reflect new teachers who will inevitably need to be hired after September 1, 2017 to maintain the level of dual credit opportunities provided to students by Indiana institutions, for example, to replace teachers who are presently teaching dual credit courses or to sustain

commitments that high schools have already made to students. These commitments reflect state statutory requirements for high schools to offer dual credit courses and/or state-supported commitments to offer early college programs. In order to seamlessly carry through on these commitments, it may be necessary, in some cases, to hire faculty after September 1, 2017 who have not yet met the HLC faculty qualifications criteria, but who are expected to meet them by July 1, 2022. Consistent with the position taken by HLC during the webinar on May 18 of this year, a condition of hiring these faculty will be that they will be able to meet the HLC qualifications by the 2022 deadline.

5. Plan and Timeline for Meeting HLC Faculty Qualifications Expectations

The Dual Credit Advisory Council will coordinate the development, modification, and implementation of the plan on a continuing basis through 2022. Building on past efforts, the public universities and the private, non-profit universities, working separately and in parallel, though also coordinating efforts, have actively been formulating plans to upgrade dual credit instructor qualifications.

One promising model, which has proven exceptionally successful, is the Indiana STEM Teacher Recruitment Fund (the “STEM Teach” initiative). This initiative resulted in two rounds of state appropriations to upgrade the qualifications of dual credit faculty teaching in STEM fields. This initiative was carried out through a collaboration of the Commission, ICI, and CELL, with CELL playing the lead administrative role. A total of \$2.08 M over 2014-16 resulted in 546 graduate courses being completed in STEM fields. CELL is actively seeking funds to significantly expand this initiative and to include both public and private institutions.

The public institutions have been meeting regularly to formulate a plan, which they intend to be completed by the end of 2016, with an expectation of courses to be offered in a coordinated fashion beginning in summer 2017. The plan includes the launching of a web site and has involved not only faculty and academic leaders, but other key participants, such as admissions officers and registrars, who will play an important role in making the plan successful. An example of relevant programs is the Ball State M.A. in Post-Secondary Foundational Mathematics, which is geared to community college and dual credit faculty. Indiana University has a pilot project underway, which if successful over the next academic year, could also be incorporated into these plans.

Other institutions, such as WGU Indiana and the American College of Education (ACE), have also indicated their desire to address the needs of dual credit teachers.

In addition, the 2016 session of the Indiana General Assembly passed House Enrolled Act (HEA) 1370, which calls for the Commission to “study methods to ensure opportunities for secondary school students to earn college credits while enrolled in high school and to provide incentives for a high school teacher to obtain a master’s degree with at least eighteen (18) hours of graduate course work in the subject matter the teacher is teaching.” The efforts of the Dual Credit Advisory Council will go far toward satisfying the requirements of HEA 1370. However, the 2017 session of the General Assembly, which will appropriate funds for the 2017-19 Biennium, may provide an opportunity for some additional legislative direction to the plans for getting dual credit instructors qualified.

Besides state-level initiatives, it is anticipated that a variety of local solutions will be advanced and significantly contribute toward getting dual credit faculty fully credentialed. Local stakeholders that have indicated an interest in contributing to the solution include education foundations, community foundations, and individual schools and school corporations.

All of the plans being discussed are focused on getting teachers qualified by 2022, with milestones identified each year leading 2022. The state is committed to accomplishing this goal. In the unlikely event that does not happen, some retrenchment of Indiana's dual credit initiative will very reluctantly need to be made.

Appendix A – Evidence of Institutional Commitment to Participate in a State Application

Appendix B – Scope of Each Institution's Dual Credit Operations

Appendix C – Processes and Capacity of Each Institution To Oversee Dual Credit Operations

Appendix D – Compliance of Dual Credit Faculty with HLC Faculty Qualifications Expectations

Appendix A

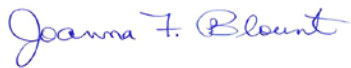
Evidence of Institutional Commitment to Participate in a State Application

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Ancilla College

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.



Signatory's signature

Vice President for Academic Affairs

Signatory's position

August 15, 2016

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Ball State University

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.



Signatory's signature
Dr. Terry S. King

Interim President, Ball State University

Signatory's position

8/24/16

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: **GRACE COLLEGE**

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

John R. Ellis

Signatory's signature

Executive VP Academic Affairs

Signatory's position

9-9-2016

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Huntington University

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Barry Hawley
Signatory's signature

Registrar
Signatory's position

8/24/16
Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Indiana Institute of Technology

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

John Shannon
Signatory's signature

Vice President of Academic Affairs
Signatory's position

9/15/16
Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Indiana University-Purdue University Fort Wayne

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Signatory's signature

Vice Chancellor for Academic Affairs and Enrollment Management

Signatory's position

September 14, 2016

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: **Indiana State University**

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.



Signatory's signature

Provost & Vice President for Academic Affairs
Signatory's position

8/24/16

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Ivy Tech Community College

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Signatory's signature

Steve Elspermann, President Ivy Tech

Signatory's position

8-10-16

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Indiana Univ. - Bloomington

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Karen Rosel

Signatory's signature

Provost

Signatory's position

8/23/16

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: INDIANA UNIVERSITY EAST

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Michael Adcox

Signatory's signature

Executive Vice Chancellor for Academic Affairs

Signatory's position

8/21/16

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Indiana University Kokomo

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Signatory's signature

Vice Chancellor for Academic Affairs

Signatory's position

August 24, 2016

Date

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: INDIANA UNIVERSITY NORTHWEST

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

/s/ Anna S. Rominger
Interim Executive Vice Chancellor of Academic Affairs
Indiana University Northwest

Dated: August 25, 2016



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Indiana University Southeast

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Signatory's signature

Executive Vice Chancellor for Academic Affairs

Signatory's position

August 25, 2016

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Indiana University South Bend

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

[Handwritten Signature]
Signatory's signature

Executive Vice Chancellor
Signatory's position

8/23/16
Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Oakland City University

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

[Handwritten Signature]

Signatory's signature

Provost

Signatory's position

9-9-16

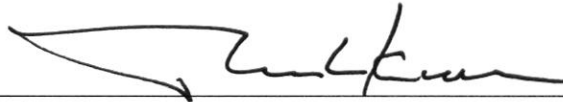
Date

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Purdue University Northwest

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.



Signatory's signature

Chancellor

Signatory's position

8/17/16

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Purdue University West Lafayette _____

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Jul / Ogy

Signatory's signature

_Vice Provost for Teaching and Learning
Signatory's position

8-22-16

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: Trine University

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Earl D. Brooks II

Signatory's signature

Earl D. Brooks, II, Ph.D.

President

Signatory's position

August 17, 2016

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: University of Indianapolis

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

David W. Wentz

Signatory's signature

Exec V.P. and Provost

Signatory's position

8/29/16

Date



COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: University of Evansville

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Signatory's signature

Executive Vice President for Academic Affairs

Signatory's position

9/8/16

Date



INDIANA COMMISSION *for*
HIGHER EDUCATION

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Institution: University of Southern Indiana

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.

Signatory's signature

Provost

Signatory's position

August 26, 2016

Date

COMMITMENT FORM

HLC Application for Extension Regarding
Dual Credit Faculty Qualifications

Vincennes University
Institution: _____

By signing below, your institution agrees to be part of the Indiana Commission for Higher Education's application to the Higher Learning Commission for a five-year extension (September 1, 2017-August 31, 2022) for participating Indiana institutions to have their dual credit faculty be in compliance with HLC faculty qualifications described in Assumed Practice B.2. Signing this form in no way inhibits your institution from meeting the dual credit faculty qualifications earlier than the requested extension deadline.



Signatory's signature

Interim Provost

Signatory's position

8/26/16

Date

Appendix B

Scope of Each Institution's Dual Credit Operations

Institution Name	Number of High Schools Offering Dual Credit	Number of Dual Credit Faculty	Number of Dual Credit Students	Number of Credit Hours via Dual Credit
<i>Public Institutions</i>				
Ball State University	18	55	1,102	7,848
Indiana State University	18	57	1,835	7,109
Indiana University Purdue University Fort Wayne	43	175	6,557	21,400
Indiana University System				
Indiana University Bloomington	67	297	7,087	38,774
Indiana University East	20	58	1,203	6,825
Indiana University Kokomo	25	57	1,220	6,438
Indiana University Northwest	25	58	1,500	8,224
Indiana University South Bend	24	83	1,879	10,977
Indiana University Southeast	10	22	508	2,470
Ivy Tech Community College	421	2,807	56,337	347,850
Purdue University Northwest	48	281	3,758	19,804
Purdue University West Lafayette	2	4	51	228
University of Southern Indiana	24	106	1,922	10,449
Vincennes University	155	525	12,091	87,828
<i>Subtotal</i>				<i>576,224</i>
<i>Private Institutions</i>				
Ancilla College	1	1	35	105
Grace College	6	17	285	1,175
Huntington University	3	6	107	263
Indiana Tech	15	57	61	15
Oakland City University	15	47	721	4,441
Trine University	24	62	1,643	8,122
University of Evansville	1	7	106	809
University of Indianapolis	1	1	10	30
<i>Subtotal</i>				<i>14,960</i>
Grand Total*				591,184

Appendix C

Processes and Capacity of Each Institution To Oversee Dual Credit Operations

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Ancilla College

Currently, the course is taught on-campus by a full-time faculty member with 30 years of law enforcement experience and a master's degree.

Our process for utilizing high school faculty has been:

- The dean, appropriate division chair, and the faculty member will meet with the high school teacher to discuss expectations at the college level.
- The dean will review the credentials of the teacher, including transcripts, and discuss any concerns that arise.
- The faculty member shares the syllabus currently in use in the college-level course.
- The team will compare the concepts taught at the high school and college level to determine equivalencies, explore depth and breadth of the content, and discuss additional concepts that need to be added to ensure compliance with the college-level course.
- The division chair and/or the faculty member will do class visits during the semester and reviews the visit with the teacher, making suggestions as needed.
- The college faculty creates and shares the final exam with the teacher just prior to finals week.
- The division chair and the faculty make a recommendation to the academic dean as to whether the teacher should be re-hired as well as any suggestions for improvement, if necessary.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

The Dual Credit Program at Ball State University coordinates all aspects of dual credit for the university, including--but not limited to--student recruitment, teacher recruitment, oversight of teacher dual credit applications from high school teachers, new teacher training and orientation, teacher professional development, annual site visits to high schools by Ball State faculty liaisons, and training for those liaisons.

Accreditation

In 2015, Ball State's Dual Credit Program received accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP). In addition, Ball State is listed as one of Indiana's preferred dual credit providers by the Indiana Commission for Higher Education.

Staffing

Two full-time employees oversee the Dual Credit Program:

- 1) Assistant director for the Dual Credit Program
- 2) Program coordinator for the Dual Credit Program

Application Process for Becoming a Dual Credit Instructor/Teacher Qualifications

- All high school teachers who wish to teach dual credit courses for Ball State University must submit an application to the Dual Credit Office at least eight weeks before the beginning of the semester in which the course will be offered. Along with a course form, résumé, and syllabus, applicants also are required to submit their official college transcripts. The minimum requirement for teaching dual credit courses is a master's degree in the discipline in which the instructor is teaching. If a teacher holds a master's degree in a discipline other than that in which he or she is teaching, the instructor must have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.
- After reviewing the teacher's application, the assistant director for the Dual Credit Program forwards the application packet to the sponsoring academic department for review by the department's chairperson and other faculty in the department. In some cases, the academic department may request additional information about high school teacher qualifications and/or high school resources.
- If the application receives approval from the sponsoring academic department, it is then forwarded to the dean of the college in which that department resides. After reviewing the application, the dean approves or denies it. When the application receives final approval from the dean, staff from the Dual Credit Office contact the teacher and high school through an official email.

Process for Assuring Minimal Qualifications for Teachers

The University has recognized that some dual credit teachers have obtained a master's degree in education but do not hold a master's in the discipline in which they teach, or 18 graduate credit hours in the discipline. If a teacher does not hold a master's degree in the discipline, or a master's degree in another discipline plus a minimum of 18 graduate credit hours in the discipline, the teacher must complete a credentialing plan to ensure that he or she meets the requirement by September 1, 2017. The teacher must take the following steps toward earning the required credentials to continue teaching in the Dual Credit Program:

- Meet with sponsoring academic department chairperson to review the teacher's credentials.
- Discuss and develop with the academic department chairperson a credentialing plan for completing requirements. The plan must include the number of graduate credits the teacher needs to continue teaching, specific graduate courses that must be completed, institution (s) where course work will be completed, and the time frame in which the course work will be completed.
- After the credentialing plan has been developed with the department chairperson, the chairperson will review and approve it or suggest revisions for the plan. The agreed-upon plan must be signed by the teacher, the chairperson of the sponsoring academic department, the assistant director of the Dual Credit Program, the teacher's principal, and the teacher's superintendent.
- All credentialing plans will be reviewed annually by the sponsoring academic department chairperson, the high school teacher, the assistant director of the Dual Credit Program, the teacher's principal, and the teacher's superintendent.
- High school dual credit teachers who do not meet annual credentialing goals or final credentialing goals will not be permitted to continue teaching dual credit courses for Ball State University.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Grace College in Winona Lake, Indiana, offers dual credit programs to six high schools encompassing 285 students and 1,175 credit hours. We offer these programs to both public and private schools. As part of the credentialing process, the Grace College Dual Credit Program Director oversees the dual credit operations and monitors credentialing information for our dual credit faculty. Grace College is working towards having all dual credit faculty fully qualified. While not all faculty currently meet HLC standards, Grace College has strongly encouraged all dual credit instructors to create and implement a plan to meet qualification standards.

Many instructors teaching dual credit courses in our high schools have their Master's degrees in Education. The instructors are aware that they need to have a minimum of 18 hours in the content areas in which they are teaching college-level courses. As you know, this takes time. Many of our instructors are willing to get the extra training; however, some instructors are close to retirement, and our schools need to find replacement instructors to fill these gaps. Both the schools and Grace College are aware of the need to find fully qualified educators to teach these courses.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

The following document describes the approval and oversight policies for dual credit courses for Huntington University.

Huntington University Dual Credit Approval Process (Dual Credit Taught in the High School)

The following steps must be completed to approve and implement a concurrent high school/Huntington University course.

1. The high school and Huntington University department/sponsoring faculty member discuss the concurrent credit opportunity.

2. The high school teacher completes application to teach concurrent credit course at Huntington University (with approval of building principal or other authorized individual).

3. High school instructor provides all materials needed to approve the concurrent offering. The following materials must be submitted by the high school teacher in order for a concurrent credit offering to be approved:

- a. Complete Faculty Credential Worksheet
- b. Official copies of transcripts from all colleges or universities attended
- c. Copy of teaching license
- d. Two professional references. One letter must be from a current or prior supervisor (principals, superintendent, department chair).
- e. Copy of proposed dual credit course syllabus. The syllabus must include the text book name, author's name, copyright/edition and ISBN number, other instructional materials, and detailed learning objectives.

Materials are submitted to: Academic Dean's Office, Huntington University, 2303 College Avenue, Huntington, IN 46750. For more information contact: Academic Dean's Office, 260-359-4009. The Academic Dean reviews and approves or denies the application.

The appropriate academic department will review the application materials. If a decision is made to approve the concurrent credit offering, the department will schedule an interview with the high school instructor to review syllabi and discuss implementation. Additional course materials may be requested for department review.

4. Huntington University department and division chairs review, revise as needed and approve the course and high school instructor.
5. Academic dean reviews and approves the concurrent course.
6. The sponsoring Huntington University department and high school teacher revise the course syllabus to meet Huntington University course standards.
 - a. The course syllabus will define how collaboration between the high school course and the sponsoring department will be built into the course.
 - b. Areas of collaboration will be created and planned by the high school teacher and the HU instructor and can include any of the following.
 - i. Providing online materials or lectures
 - ii. Visits to the Huntington University campus for related activities and events
 - iii. Face-to-face lectures by HU faculty members
 - iv. Interaction between high school students and college students in that major
 - v. Other suitable activities to enhance the student experience.
 - c. The Huntington University department determines equivalency to an existing Huntington University offering or develops a new course equivalent to the high school course that merits degree credit and includes that information in the syllabus.
 - d. The sponsoring faculty member will file the completed course syllabus with the Huntington University academic dean's office.
7. Huntington University will review expectations and student performance standards with the high school instructor.
8. The sponsoring HU department will inform the Huntington University registrar's office of plans to offer the concurrent course.
 - a. The registrar's office will provide written guidelines and registration materials to the high school.
 - b. The registrar's office will inform the Huntington University business office of plans to offer the course.

- c. High school students will complete the High School Early Entry application at https://my.huntington.edu/ICS/Future_Students/Apply.inz
 - d. The admissions office will coordinate registering high school students enrolling in concurrent courses.
 - e. The registrar's office reports approved offerings to the Academic Concerns Committee and monitor enrollment in the offering.
9. The sponsoring department/faculty member at Huntington University will frequently communicate with the high school instructor and will schedule at least one classroom visit during each semester to monitor the success of the course.
10. The sponsoring Huntington University department will evaluate the success of each offering at the end of the term and determine whether to continue the course, review and revise the course, or discontinue the relationship. A formal, written evaluation is filed with the Academic Dean at the end of every academic year.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Indiana Tech is just beginning to actively pursue dual credit relationships with area high schools. To date, Indiana Tech's dual credit operations have been housed at the university, utilized existing university faculty (both full- and part-time) and formerly administered within the enrollment department. Students desiring to participate in the university's early-start program contact the undergraduate admissions office. The Early Start Coordinator tracks interest and works with the student to register them for the appropriate class.

The university desires to expand its dual credit operations by developing formal relationships with area high schools. This would include offering dual credit coursework at area high schools, and where feasible being taught by qualified high school teachers. Through this expansion, multiple offices will need to be involved to ensure academic quality and rigor. The processes and associated responsibilities are as follows:

- The Director of Admissions and the appropriate college dean develop a memorandum of understanding to initiate a dual credit relationship with area high schools.
- The Vice President of Academic Affairs reviews and approves the MOU.
- Potential high school faculty credentials are reviewed and approved by the respective college dean. When a qualified high school instructor is unavailable, the university either develops an instructor of record relationship utilizing a university faculty member or agrees to offer the course via distance education taught by a qualified university faculty member.
- Once the dual credit relationship is established and a qualified high school instructor is identified, the appropriate college dean assigns a university liaison from the respective program to mentor and guide the high school instructor as they teach the dual credit course.
- The processes and dual credit relationships are reviewed annually to ensure academic quality and proper university oversight of college credit bearing coursework.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

The Office of Academic Affairs oversees dual credit faculty qualifications in two ways:

- 1) We require a report of dual credit faculty qualifications from every department, every fall and spring semester. This report indicates how the instructor either is qualified or is working on becoming qualified.

- 2) Over the summer, we ran a “Red Team” audit of faculty qualifications, particularly those who do not have a Master’s degree in the discipline. One department from each of the six colleges was randomly chosen. In each department one to three limited term lecturers and/or dual credit teachers were randomly chosen. A member of the red team made an appointment with the chair of the department but did not give the chosen faculty names in advance. At the agreed upon time, the red team member requested the personnel records and recorded whether and how they felt that particular instructor met the HLC requirements. Conversation with the chair to confirm and/or indicate any paperwork that was missing or confusing occurred at this time as well.

Division of Continuing Studies (DCS) meets the institutional process and capacity to oversee dual credit operations through the following:

APPLICATION PROCESS

1. High School Instructor contacts DCS and files a Letter of Intent to teach the IPFW course at the high school which includes the semester and year to offer the course with the equivalent IPFW course name and number. An explanation of why they wish to offer the IPFW course is part of the Letter of Intent.
2. Next, the instructor completes an application and sends it to DCS for approval. The application includes:
 - a. An official copy of all transcripts including Baccalaureate degree, Master’s degree in discipline or Master’s degree in another area with transcripts of additional graduate work of at least 18 graduate credit hours in the discipline.
 - b. Three letters of reference.
 - c. Copy of current teaching license.
 - d. Dual credit course syllabus which must include text book, IPFW logo, IPFW course name and number, and high school logo.

REVIEW PROCESS

Once all application paperwork is complete and submitted, the appropriate department representative (DR) is contacted to start the approval process which includes:

1. The DR along with the academic department reviews the application and paperwork to see if instructor meets the departments criteria for approval and the HLC Guidelines.
2. The DR interviews the candidate.
3. The department makes a final decision on whether to accept the instructor as an adjunct faculty member teaching dual credit courses for IPFW.

ACCEPTANCE PROCESS

An official offer letter is sent to the candidate and a New Hire Orientation conducted by the DR is scheduled. Once the New Hire Orientation is complete, the instructor can teach the IPFW course as dual credit at the high school.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

The Indiana State University College Challenge Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). As an accredited NACEP member institution since 2013, ISU meets or exceeds each of the 17 quality standards required for program approval.

Specific to faculty credentialing is NACEP standard F2, which states that dual credit instructors “are approved by the respective college/university academic department and meet the academic department’s requirements for teaching the college/university courses”. ISU interprets that to mean that College Challenge teachers are to be held to the same credential standards as instructors of on-campus courses in the same discipline. All ISU faculty and College Challenge teachers are required to meet the minimum criteria of a master’s in discipline, or a master’s in a relevant area with 18 graduate credit hours in discipline, in order to teach an ISU course. When a high school teacher submits an application for approval to teach a College Challenge course, the content of the application is reviewed by the faculty liaison for the academic department to which the teacher is applying. Each academic department/discipline has identified one or more College Challenge faculty liaisons who are full time faculty within the department, and are responsible for teacher application review and approval. When evaluating a College Challenge teacher application, the faculty liaison reviews the teacher’s undergraduate and graduate transcripts to ensure that they meet or exceed department credentialing requirements. The credential review is half of the application review process, with the other half being focused on course content and rigor, sample assignments, grading rubric, and other pedagogy.

With regard to credentialing, if a teacher applicant is found to be lacking required coursework to meet the credential standard, the teacher is offered a developmental plan under which they must complete the necessary courses in a reasonable timeframe. Upon completion of the required coursework, the teacher is approved to begin teaching the College Challenge course. Institutional tuition assistance is available, on a first-come-first-served basis, to assist teachers on developmental plans in meeting credential requirements to teach a College Challenge course. While the teacher is under the umbrella of the developmental plan, he or she is advised by the College Challenge faculty liaison for the appropriate discipline.

Once a teacher is approved to begin teaching a College Challenge course, they are trained and supervised by the faculty liaison. The liaison completes an initial orientation session with the new teacher, visits the teacher’s classroom for an observation and evaluation once each year, and meets with them annually for mandatory discipline-specific training each summer. In addition to these required meeting times, the faculty liaison maintains ongoing communication with each College Challenge teacher throughout the year for support, guidance, and relationship development.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Ivy Tech Community College Dual Credit Program Overview

The dual credit program at Ivy Tech Community College is accredited through a process established by the Indiana Commission for Higher Education (ICHE) and implemented in 2011. This process involves submission of evidence demonstrating compliance with standards which were established to coincide with those recognized by the National Alliance of Concurrent Enrollment Partnerships (NACEP) as necessary to insure quality dual credit programming. ICHE appointed a team including representatives from four-year institutions, two-year institutions, the Indiana Department of Education, and the Center of Excellence in Leadership of Learning (CELL) to review all evidence submitted by Ivy Tech during the process which included three notebook binders of documentation. The categories reviewed included curriculum, assessment, faculty, students, and evaluation. The process was divided into three stages over a three year period. Ivy Tech passed each review stage earning the designation, “Preferred Provider” of dual credit programming.

Institution Support Structure and Capacity

Ivy Tech Community College includes a statewide system of regions and campuses which house programs specific to region needs. Each Ivy Tech region includes at least one full-time staff person designated as a “dual credit coordinator” whose responsibilities include working with high schools in a specific geographic region. Additionally, Ivy Tech’s system office or Office of the President includes an Assistant Vice President for K-12 Initiatives position. The duties associated with this position include management and oversight of region/campus dual credit programming. Regular meetings for all region/campus dual credit staff are held six times per year and organized by the Assistant Vice President. These meetings are designed to insure consistency of programming and to make sure college and ICHE policies related to dual credit are being carried out in a thorough manner. The Assistant Vice President also participates in monthly meetings of region/campus academic officers during which all pertinent information related to dual credit standards and programming is shared. Region visits are also conducted as needed by the Assistant Vice President to allow for one on one interaction and to address specific region/campus needs.

Standardized practices within the dual credit program include student selection and participation, faculty review of course syllabi, assessments, etc., professional development, evaluation of programming, and review of instructor credentials. Ivy Tech policy includes specific credentialing requirements for each course offering and a dual credit policy requiring adherence to this standard. In addition to Ivy Tech faculty who have responsibilities related to interacting with high school instructors to go over course content and assessments including class visits, approximately 35 staff are employed statewide to handle the day to day management of dual credit programming.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Indiana University is committed to effective oversight of its dual credit offerings as evidenced by centralized dual credit management that assures consistency, quality, and compliance, and also through accreditation from The National Alliance of Concurrent Enrollment Partnerships (NACEP). Dual credit is managed through a cooperative effort between the Office of Executive Vice President for University Academic Affairs (a system office) and the office of the Vice Provost for Undergraduate Education on the flagship campus (IU Bloomington). The office of the Coordinator of Pre-College and Dual Credit Programs for University Academic Affairs & Assistant Vice Provost for Undergraduate Education provides comprehensive oversight and assurance of dual credit activities, inclusive of direct engagement with the academic units in support of dual credit faculty selection, training, supervision, and assessment, and accreditation and compliance. In addition, the Coordinator/Assistant Vice Provost works closely with campus officers who coordinate HLC accreditation, in order to align dual credit policy and procedure with HLC assurances and faculty qualification expectations. Because of the central oversight Indiana University has aggregated the data in Appendix D and should be considered as a single entity for the purposes of this application. We have submitted *Commitment Forms* from each campus however, to emphasize institutional cohesion around this effort.

Indiana University is NACEP accredited and is viewed as a model program built on rigorous training, annual professional development, annual site visits, and continuous department oversight. Each instructor has been evaluated using HLC and department expectations and an individual education plan will be executed for each instructor who does not currently meet credentialing expectations. Plans will be monitored for progress at multiple points annually and lack of satisfactory progress will result in termination from dual credit instruction. Each department is committed to working with faculty who possess expected qualifications, and it is understood that all dual credit faculty will meet qualifications by the extension deadline.

**Description of Institutional Processes and Capacity
To Oversee Dual Credit Operations**

- 1. Transcripts of the Dual Credit instructors are received and reviewed by the SME of the content area.**
- 2. Notes are made as to what is required of the individual in order to meet the HLC requirements.**
- 3. The Dual Credit Coordinator developed a form to track the completion of the needed content area courses per instructor. Documentation is updated at the conclusion of each semester. This form is shared with the DC instructor.**
- 4. If a DC instructor is enrolled in the Master degree program with OCU, the Dual Credit Coordinator can track it as well.**
- 5. If a DC instructor is taking courses at another institution, the Dual Credit Coordinator will first have the person declare on an Education Plan form as to where they are taking their courses. At the end of the school year (if not sooner), an unofficial transcript is obtained from the student to follow their progress.**

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Purdue University Northwest's Office of Academic Affairs is led by Provost Ralph Mueller. There are six Colleges within the University: the College of Business; the College of Engineering and Sciences; the College of Humanities, Education, and Social Sciences; the College of Nursing; the College of Technology; and the Honors College. Each College is led by a Dean, and are divided into Schools, which are led by Directors, and Departments, led by Department Heads. Three of the Colleges -- the Colleges of Business, Engineering and Sciences, and Humanities, Education, and Social Science -- offer courses through area high schools through the Dual Credit/Concurrent Enrollment Program.

Purdue University Northwest's Dual Credit/Concurrent Enrollment Program is administered by the Office of the Vice Chancellor of Academic Affairs and Provost. The program is led by an Executive Director, a tenured faculty member who oversees both the program's day-to-day operation and strategic planning activities.

High schools enter into agreements with the University to offer college-level courses in their classrooms. These agreements dictate the terms by which an individual course will transfer into the University and also specify the requirements to which the course and instructor must adhere in order to continue the relationship. If the high school fails to live up to the requirements set out by the University, the Executive Director will terminate the agreement and decertify the course.

Individual University academic departments determine the methods by which individual courses and instructors are vetted. The program faculty hold the right to approve or reject particular courses and instructors. If the University academic department decides to approve a course or instructor, the Department Head or designee works with the partner high school to bring the high school course into alignment with the University course and to ensure that the high school course conforms to the University course standards in terms of learning objectives, course outcome and course standards.

Discipline-specific liaisons, faculty members who are housed in the individual University academic departments, serve as intermediaries between the University department and high school instructors. Liaisons provide oversight of high school instructors through observing classroom teaching, reviewing syllabi and course material, examining student work, and providing professional development. Courses offered in the high schools through Dual Credit are assessed by the same tools used to assess the same courses offered on the University campuses.

The University will now require that all new high school instructors now meet Higher Learning Commission standard of a Master's degree in the discipline of the course they are teaching, or a Master's degree and at least 18 hours of graduate credit in the discipline of the course they are teaching. Instructors already participating who are not in compliance with the HLC regulation must become compliant or be decertified.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Purdue University West Lafayette offers a limited number of dual credit courses through the Polytechnic Institute statewide sites. These technology courses provide technical and career coursework options for students. All of the instruction for these courses is provided at a statewide site and the courses are taught by Purdue Polytechnic Statewide faculty. Thus, all faculty have, at least, a master's degree and are providing the exact course that is provided to statewide students. These faculty were hired through the regular hiring processes for the Polytechnic Statewide sites which are overseen by the Purdue West Lafayette Polytechnic Dean's Office. Four different faculty members provided the instruction at three statewide sites for seven different courses taught during 2015-16. These courses are assessed in exactly the same way as the courses offered by degree-seeking statewide students.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Trine University relies on both full time and adjunct faculty to serve as faculty liaisons to the dual credit program in the high schools. As numbers increase, it may become necessary to hire additional adjunct faculty to serve in that capacity, and Trine is committed to hiring those faculty to meet the needs of the high school programs.

The process for faculty liaison oversight of the dual enrollment program is as follows.

- 1) High school teachers must complete the Dual Enrollment Program application process. Listed below is what each teacher must submit:
 - completed Dual Enrollment Instructor Application,
 - letter of interest detailing which courses are being requested,
 - curriculum vita/résumé detailing all academic and professional experience, and
 - official transcripts from all post-secondary institutions attended.

2. Listed below are instructor qualifications as specified in Trine’s current Dual Enrollment Administrative Handbook ;
 - master’s degree in the subject area being taught or a master’s degree in another subject with 18 hours of master’s degree level work in the subject being taught,
 - demonstrated record of excellence and innovation in teaching is preferred, and
 - five years teaching experience in subject being taught.

3. Dual Enrollment Staff will complete an Instructor Approval Form for each high school teacher. That teacher must be approved by both the Director of Dual Enrollment and either the Department Chair in content area or faculty member who is agreeing to be the faculty liaison.

4. Each course that is offered by a high school teacher, in a high school setting, will have a University faculty liaison. Listed below are the expectations for the faculty liaison.

The University Faculty Liaison is responsible for providing guidance to Dual Enrollment Program (DEP) Instructors. In order to fulfill this responsibility, instructors will be required to:

- attend a Faculty Liaison training session held by Dual Enrollment staff,
- attend a training/professional development session with the DEP Instructor each semester,
- plan and implement a one hour professional development session in the discipline area,
- share academic resources with DEP Instructors (i.e. course content, syllabus, assignments, etc.),
- review the DEP Instructor syllabus prior to the course beginning,
- maintain an ongoing relationship with the DEP Instructor through email or phone or in-person (face-to-face) meetings,
- observe DEP Instructor teaching at least one time per semester,

- complete appropriate observation forms during each visit,
- assist the Dual Enrollment staff in completing the DEP Instructor Performance Evaluation each year,
- review two different sets of graded exams or essays (example – final exam) to ensure academic rigor and grade equivalency to Trine University course,
- submit copies of reviewed student work to the Dual Enrollment office (one example at each performance level: excellent, average, and poor with grades earned by students).

In addition to a faculty liaison classroom visit each semester, a Trine University Dual Enrollment Coordinator or Director will also observe the high school dual enrollment class.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Following an Inquiry/interest from a high school, UIndy establishes an agreement to set tuition. Routinely it is $\frac{1}{2}$ of the evening rate for each credit hour, however, with explicit agreements other arrangements have been negotiated.

A liaison from UIndy is asked to work with the high school counselor to arrange for appropriate assessment of the high school students, e.g. English, Math or Spanish test scores to determine placement.

The relevant high school either indicates a potential instructor or requests that the University provide the instructor. If the former; the University's department chair reviews the credentials through a vita and transcript review as well as determines if the syllabus is adequate and commiserate with the University offered course. If the latter; the University works with the high school to insure that the course is offered at a time convenient for the students and also sets a minimum enrollment.

The Department Chair or the Associate Dean creates the necessary sections of the course for the dual credit enrollees.

Students are enrolled as concurrent enrollees through a process established by the Admissions Department. Through that process student transcripts are reviewed. If the student is accepted as a concurrent student than he/she does not need to apply formally as a freshman.

The Registrar enrolls the students, which generates a bill to the high school rather than to the individual student and any appropriate discounts are applied as negotiated in the initial agreement.

A template for dual credit agreements has been developed and is available to guide the process as new high schools or University departments participate.

Concurrent Enrollment Programs at the University of Evansville

THE University of Evansville is committed to providing high-quality educational experiences to all students, regardless of location or delivery mode. This includes the concurrent enrollment courses offered to regional high school students.

UE's Bridge Program, our concurrent enrollment agreement, is confined to one High School and rarely produces more than 12-15 courses a year. The following table represents the 2015-15 enrollment in the UE Bridge Program at the Reitz Memorial High School, a parochial school affiliated with the Catholic Diocese of Evansville.

Adult Semester	Courses	Faculty	Students	Total Credit Hours
Fall 15	6	4	72	318
Spring 16	9	7	88	491
Total	15	7 (unduplicated)	106 (unduplicated)	809

The UE Bridge Program is housed in the School of Education and Health Sciences and overseen by the Director of Adult Education. We have instituted the following procedures to ensure the quality of our courses and their compliance with university requirements.

- A description and syllabus for all courses proposed for concurrent enrollment (bridge) courses must be submitted by the partner school. The syllabus must include course objectives, course requirements, and a plan to assess student learning.
- Instructors proposed to teach bridge courses must submit a resume and academic transcripts for all graduate and undergraduate work.
- All instructors must be approved by the Executive Vice President for Academic Affairs, who is responsible for ensuring that concurrent enrollment faculty meet current university and HLC guidelines.
- All course syllabi must be approved by the academic department that oversees the course for which dual credit is granted.
- All bridge courses are assessed as part of the UE general education program or other program of which they are a part.

Prior to the recent policy change, master's degree in the content area they were teaching or a master's degree and an undergraduate degree in the content area. Concurrent enrollment faculty are held to the same standards as on-campus faculty. Under the new policy, faculty are required to have master's degree or a minimum of 18 graduate hours in any content area that they offer bridge courses in. Beginning in the Spring of 2017, we will no longer accept any new bridge-program faculty who do not meet these qualifications, and we will notify our partner institutions that we will no longer be able to accept courses from faculty who do not meet these qualifications after the deadline of any extension we receive has passed.

Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

The University of Southern Indiana's College Achievement Program (CAP) was founded in 1985 and reaccredited in 2013 by the National Alliance of Concurrent Enrollment Partnerships (NACEP). CAP reports to the Director of Lifelong Learning and the Associate Provost for Outreach and Engagement, under the Provost's Office. The CAP office consists of three full-time employees: a manager, a program coordinator and a senior program assistant who provide support to 28 USI faculty liaisons, 106 CAP instructors and numerous high school constituents. To facilitate enrollment for both CAP students and instructors taking graduate coursework, these employees work closely with departments throughout campus, including University Division's Advising Centers, David L. Rice Library, Information Technology, Undergraduate and Graduate Admissions, Registrar, Bursar and Academic Affairs.

NACEP accreditation drives CAP's policies and practices. The Faculty Standards require CAP instructors meet USI adjunct faculty criteria, be trained before teaching the course and regularly participate in discipline-specific professional development. The Curriculum Standards require CAP sections reflect on-campus pedagogy and philosophy, and alignment is affirmed through faculty liaison visits. The Assessment Standards require CAP students be "held to the same standards of achievement,... the same grading standards..." and be "assessed using the same methods...as students in on campus sections." To meet these key NACEP standards, the program relies on the 16 academic departments whereby 38 unique USI courses are offered.

Faculty liaisons link CAP instructors to the academic department, convey curricular changes, annually review syllabi and align assessments with on-campus expectations and departmental policies. Liaisons observe the CAP instructor teaching the course at least once every other year, though many conduct annual observations. Liaisons also facilitate annual, discipline-specific professional development for their instructors and provide ongoing support via phone and email. Excellent working relationships with deans, department chairs and liaisons ensure open communication and swift resolution of concerns.

In spring 2015, the CAP office and relevant department chairs conducted an audit of dual credit instructors' credentials. Individuals were informed of initial findings and encouraged to update records. In May 2015, USI unveiled the Graduate Fee Waiver Program to pay tuition and fees for up to 18 hours of content-specific coursework for both current and prospective dual credit instructors. Additionally, USI's Pott College of Science, Engineering and Education received a NExIDE grant from the Indiana Commission for Higher Education. Teachers participating in NExIDE receive free tuition for graduate STEM courses and professional development funding. The grant also supports USI faculty in developing online graduate courses. From May 2015-August 2016, 12 current and six prospective instructors have taken 129 credit hours through both the CAP Graduate Fee Waiver and the NExIDE Grant. In the spring 2016 semester, USI approved a policy on Faculty Qualifications and Tested Experience and created a Faculty Qualification Documentation form to log each faculty member's credentials. Throughout the spring and summer of 2016, the CAP office met again with department chairs to ensure that anyone approved through tested experience met the requirements of the new policy's terms and had the appropriate supporting documentation on file; all faculty hired on or after July 1, 2016 must complete the Faculty Qualification Documentation form with supporting documentation at the time of hire.

USI is confident that, with some additional time, its dual credit instructors can meet the faculty credentialing criteria.

Vincennes University: Description of Institutional Processes and Capacity To Oversee Dual Credit Operations

Overview: VU offers dual credit opportunities for eligible Indiana students through Project EXCEL and VU Early College. For all dual credit programs, the process for monitoring instructor approval, course/program integrity, student eligibility, outcomes assessment, and professional development mirror what has been established for VU main campus. In addition, Project EXCEL is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), meeting the specific NACEP accreditation standards for academic integrity, program rigor, and student achievement in this VU program. VU has employed personnel at the main campus and at the various sites to work together to ensure consistency.

Dual Credit Faculty: All VU faculty—full-time and adjunct, all sites—must be approved by the Department Chair/Dean of the content area and the Provost. Faculty who do not meet traditional criteria may be approved if they meet non-traditional criteria (e.g. industry/professional experience in lieu of advanced degree). Non-traditional approval also means that an individual has submitted an education plan to the Provost and must demonstrate progress toward earning the traditional credential. Oversight: Provost, the Senior Director of Dual Credit Programs, and the Dean of Early College.

Course and Program integrity/rigor: A Common Course Outline (CCO) for all VU course offerings has been developed by the Department/Program Chair of the respective course. Only approved, current CCOs may be used for a VU course. Oversight: VU faculty liaisons work with dual credit faculty—from professional development activities to on-site visits by liaisons to the secondary sites. VU employs full-time assistant deans at our larger Early College sites and part-time program coordinators reporting to assistant deans at our smaller sites. These VU employees on site support the main campus work and the collegiate processes that may be unfamiliar to secondary faculty who have been approved to teach VU dual credit courses.

Assessment: VU is committed to maintaining a culture of assessment system-wide. Student learning artifacts from Dual Credit courses are reviewed with main campus artifacts, Distance Ed artifacts, etc. The University Core Curriculum (UCC or general and liberal education) and courses in the various majors are assessed annually. Program assessment is also on-going as projects are identified and faculty review process for improvement. Oversight: Director of Institutional Effectiveness, Director of Assessment, Dean of Early College, Senior Director of Dual Credit Programs.

Professional Development: VU works to provide professional development opportunities to all employees, faculty and staff. Challenged by distance issues with Early College and Project EXCEL, we have recently identified a Continuous Quality Improvement (CQI) Project for Onboarding new adjunct faculty in particular. Using Blackboard, five modules have already been developed to assist with onboarding and explain VU processes; we anticipate another 7-8 modules to be in place after this pilot year (2016-17) as a permanent resource. Oversight: Provost, Assistant Provost for Curriculum and Instruction, Academic Deans.

Appendix D

Compliance of Dual Credit Faculty with HLC Faculty Qualifications Expectations

Appendix D: Number of Dual Credit Teachers by Faculty Qualifications

	A	B	C	D	E	F	G	H	I	J	K	L
			Master's Outside the Discipline				No Master's					
			Graduate Credit Hours Needed in the Discipline				Graduate Credit Hours Needed including 18 in the Discipline					
Institution	Master's in the Discipline	Tested Experience	0	1 - 6	7 - 12	13 - 18	1 - 6	7 - 12	13 - 18	19 - 24	25 +	Totals
Public												
Ball State University	35	3	4	1	3	10	0	0	0	0	1	57
Indiana State University	28	0	20	2	0	1	3	0	3	0	0	57
Indiana University System*	107	8	61	39	73	213	3	3	8	18	100	633
Indiana University Purdue University Fort Wayne	46	1	12	10	26	46	0	0	0	1	7	149
Ivy Tech Community College	210	0	49	113	105	306	0	0	0	41	357	1,181
Purdue University Northwest	60	1	36	38	32	63	4	6	13	31	17	301
Purdue University West Lafayette	0	0	0	0	0	0	0	0	0	0	0	0
University of Southern Indiana	15	29	13	5	9	27	0	0	0	0	0	98
Vincennes University	53	0	20	17	23	19	0	0	1	1	6	140
Subtotal	554	42	215	225	271	685	10	9	25	92	488	2,616
Independent												
Ancilla College	0	1	0	0	0	0	0	0	0	0	0	1
Grace College	4	1	1	2	2	6	0	0	1	0	0	17
Huntington University	1	0	0	0	1	2	0	0	0	0	2	6
Indiana Tech	0	0	0	0	0	0	0	0	0	0	0	0
Oakland City University	5	0	3	13	10	15	0	0	1	3	1	51
Trine University	20	0	17	2	3	2	16	1	1	0	0	62
University of Evansville	1	0	1	0	0	5	0	0	0	0	0	7
University of Indianapolis	1	0	0	0	0	0	0	0	0	0	0	1
Subtotal	32	2	22	17	16	30	16	1	3	3	3	145
Grand Total	586	44	237	242	287	715	26	10	28	95	491	2,761

* IU System consists of the following campuses: Bloomington, East, Kokomo, Northwest, South Bend, Southeast