

## **Policy on Dual Credit Courses Taught in High Schools by High School Faculty**

November 11, 2005

### ***Preamble***

*The State regards the offering of rigorous dual credit courses as an opportunity for encouraging high schools students to continue on to college and for allowing entering college students to get off to a good start, thus increasing the probability of academic success in college, ultimately leading to completion of an associate or baccalaureate degree.*

*Dual credit courses are defined as courses that are taken by high school students and that can satisfy requirements for earning both a high school diploma and a college degree. Dual credit courses are taught by regular high school faculty or by regular or adjunct college faculty. The term “concurrent enrollment” is also sometimes used to describe high school students, who enroll in courses that generate dual credit.*

*This policy only applies to dual credit courses that are taught in high schools by regular high school faculty. It does not apply to dual credit courses taken by high school students on a college campus or through distance education technology as part of the college’s regular courses offerings. Nor does the policy apply to courses taught at the high school by regular college faculty.*

*From a postsecondary perspective, the policy fulfills, in part, the statutory responsibilities of the Indiana Commission for Higher Education and the Indiana Department of Education regarding dual credit courses. It is intended for all Indiana public postsecondary institutions and campuses, so that a clear and consistent message can be communicated to secondary students throughout the state. Unless otherwise stated, this policy shall become effective in Fall 2007 and shall only apply to dual credit courses taken in Fall 2007 and beyond.*

### ***Basic Conditions***

*All dual credit courses shall meet the following conditions:*

- 1) Postsecondary campuses shall take appropriate steps to ensure that dual credit courses are of sufficient quality and rigor to qualify for college credit; in this regard, postsecondary dual credit programs shall embody the following characteristics:
  - a) All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same courses on the postsecondary campus; beyond that, the secondary school and the postsecondary campus may jointly establish additional criteria for determining how students are selected into dual credit courses;

- b) Course syllabi used for dual credit courses in liberal arts<sup>1</sup>, professional, and career/technical disciplines shall be equivalent to course syllabi used in the same courses taught on the postsecondary campus, including equivalent textbooks, class assignments, laboratory equipment, and examinations;
  - c) Student learning outcomes expected for dual credit courses in liberal arts, professional, and career/technical disciplines shall be the same as student learning outcomes expected for the same courses taught on the postsecondary campus;
  - d) An academic unit on the postsecondary campus shall be responsible for monitoring, throughout the school year, the delivery and quality of dual credit instruction; such monitoring shall include visits to the secondary class;
  - e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses, whose final approval rests with the academic unit on campus and who shall have credentials consistent with credentials required by on-campus faculty;
  - f) The academic unit on the postsecondary campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty, who are teaching dual credit courses; and
  - g) The postsecondary campus shall establish a mechanism for evaluating and documenting, on a regular basis, the performance of students, who complete dual credit courses.
- 2) Postsecondary institutions shall generate transcripts for all students, who complete dual credit courses.
- 3) All postsecondary campuses shall establish limits for the number of credit hours a student can earn through dual credit courses offered in high schools; this number shall not exceed 15 semester hours, except:
- a) For postsecondary campuses and secondary schools that have developed articulation agreements involving associate or baccalaureate degree programs;
  - b) For postsecondary campuses and secondary schools that have approved early or middle colleges; or
  - c) On a case-by-case basis for students who have demonstrated superior academic talents and abilities, including, for example, meeting threshold SAT or ACT scores.
- 4) All postsecondary institutions and campuses offering dual credit courses in liberal arts, professional, or career/technical disciplines shall achieve accreditation by the National Alliance of Concurrent Enrollment Partnerships no later than Fall 2008.

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<sup>1</sup> The term "liberal arts" includes English language and literature, foreign languages, the life sciences, mathematics, philosophy and religion, the physical sciences (such as chemistry, physics, and geology), psychology, the social sciences (such as economics, political science, and sociology), and the visual and performing arts.

- 5) Since a dual credit course in a liberal arts, professional, or career/technical discipline is deemed to be academically equivalent to the same course taught on-campus by the institution offering the course (see #1 above), the dual credit course shall, consistent with the transfer policies developed by the Commission for Higher Education's Statewide Transfer and Articulation Committee (STAC):
  - a) Apply toward meeting the degree requirements of the institution offering the course, in the same way as the on-campus course; and
  - b) Transfer to the other public postsecondary institutions in the state, in the same way as the on-campus course.
- 6) Wherever possible, the course syllabi for dual credit courses in the liberal arts shall also prepare students for successfully passing Advanced Placement (AP) examinations in the same academic area.