IVY TECH
COMMUNITY COLLEGE

September 8, 2022

Greetings,

Each year a Memorandum of Understanding (MOU) is created and signed to show the dual credit agreement(s) established with Ivy Tech Community College. Please review the enclosed MOU for our current academic year, and sign digitally using DocuSign by September 14, 2022 or reach out ahead of time, should you have any questions or concerns. We ask that you sign this document digitally, as opposed to pen and ink, for ease of tracking and sharing between our two institutions. If there are any discrepancies in the MOU, based on what we are currently offering with you, please don't hesitate to reach out so we can correct any errors and resend electronically.

As always, we are here for questions. Thank you for your time and commitment to helping more Indiana high school students reach their educational goals!

In partnership,

William Harmon
Director of K-14 Initiatives
Ivy Tech Community College
Columbus Service Area

(812) 374-5122
wharmon16@ivytech.edu

Ivy Tech is an accredited, equal opportunity, affirmative action community college.

**MEMORANDUM OF UNDERSTANDING
FOR HIGH-SCHOOL BASED DUAL CREDIT
2022 – 2023**

Ivy Tech Community College – Columbus

CENTRAL NINE CAREER PROGRAMS

Ivy Tech Community College – Columbus (herein called the "College") and CENTRAL NINE CAREER CENTER (herein called the "School District") agree to provide opportunities for students to earn dual credit for the courses noted in Exhibit A of this document.

Under the high school-based dual credit covered by this agreement, a student is simultaneously enrolled at the College and School District and is therefore earning Ivy Tech and high school credit in the semester culminating in mastery of the subject matter. The School District instructor teaches the course. No tuition is charged for students enrolling in dual credit courses taught at the School District by their instructors.

The following procedures have been followed in establishing this dual credit agreement:

- Faculty at the School District and the College have met and reviewed the following course content and professional expectations:
    - Syllabi, textbooks, assignments, laboratory equipment, examinations.
    - Faculty credentials, faculty development, monitoring, evaluation and documentation.
        - Dual credit faculty who were approved under the alternative credentialing model for Priority Liberal Arts courses may continue to teach dual credit coursework through the 2022 – 2023 school year and must meet the full credential standard by September 1st, 2023.

- Faculty at the School District and the College have worked together to ensure that the course meets the College's requirements for:
    - Student readiness (i.e. meeting prerequisites) – students must meet the course pre-requisites prior to enrollment in dual credit coursework. For Fall-only and year-long courses, students must be qualified by September 14th or February 13th for Spring-only courses
    - Course content (i.e. syllabi, textbooks, assignments, laboratory equipment, examinations)
    - Student Learning Outcomes – must be identical to those on the College's Course Outline of Record
    - Eligibility
    - Enrollment status, grades – faculty at the School District will assign grades for students in their dual credit course(s), which will be recorded for both the school District and the College
        - Grades must be recorded before faculty leave for the term or school year

As part of this agreement, the School District and the College agree to the following:
- Participating faculty are required to meet the Higher Learning Commission's (HLC) faculty credentialing policy and guidelines, including:

- o HLC requires that faculty teaching priority liberal arts courses will have either a Master's degree in their content area or a Master's degree outside of their content area (e.g. in Education) with 18 graduate hours in their content area, effective September 1st, 2023.
- Participating School District faculty who provided a *signed* "Intent Letter" will provide a copy of earned graduate-level coursework to the College for the College's records.
- Participating School District faculty will collaborate with the College and participate in available professional development opportunities.
- Participating School District faculty will collaborate with the College and participate, on an on-going and regular basis, in program/course evaluation, and document the performance of students who complete dual credit coursework.
- Participating students must be eligible freshman, sophomore, junior, or senior Level students.
- Student teachers are not permitted to teach dual credit coursework. Only credentialed and approved faculty may teach dual credit coursework.
- Unless specifically authorized in writing by the College Marketing and Communications, School District may not use the College's name, its officials or employees or the seal or marks of the College in advertising, publicity or promotion nor express or imply any endorsement by College of the School District or its programs.
- School district agrees to adhere to the Ivy Tech dual credit policies as stated in the Academic Support and Operations Manual 4.3 and 4.3.1. A failure to uphold these policies can result in a loss of dual credit eligibility.

Either party to this agreement may cancel it at the end of the academic year, if desired.

AS SIGNED BY:

William Kovach 9/8/2022	*William Kovach* 9/8/2022
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Director Date	Superintendent Date
Mike Quaranta 9/12/2022	
DF6CD6EBFA71461...	

William Harmon 9/8/2022	*Jacqueline Fischer* 9/12/2022
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Director of K-14 Initiatives Date	Vice Chancellor of Academic Affairs Date

[signature]   9/8/2022
24C8741E05114A6...
Chancellor   Date

EXHIBIT A

APPROVED DUAL CREDIT COURSEWORK BETWEEN COLLEGE AND SCHOOL DISTRICT

Yes   No

I confirm the courses listed below to be accurate for my school:

Course Number	Ivy Tech Course Name	Credits	DOE Code	High School Course Title	Instructor	Term Offered
DBMS 110	Database Design & Management	3	7185	Website and Database Development	Kimberly Jordan	Spring-only 2023
ECED 100	Intro to Early Childhood Education	3	7160	Principles of Early Childhood Education	Carrie Lamb	Full year 22-23
ECED 101	Health, Safety, and Nutrition	3	7160	Principles of Early Childhood Education	Carrie Lamb	Full year 22-23
ECED 103	Curriculum in Early Childhood Education	3	7158	Early Childhood Education Curriculum	Carrie Lamb	Full year 22-23
ECED 105	CDA Process	3	5406	Early Childhood Education II	Carrie Lamb	Full year 22-23
HLHS 100	Introduction to Health Careers	3	7168	Principles of Healthcare	Kaylie Dowell	Full year 22-23
HLHS 100	Introduction to Health Careers	3	7168	Principles of Healthcare	Pat Lawton	Full year 22-23
HLHS 100	Introduction to Health Careers	3	7168	Principles of Healthcare	Lisa Pfeiffer	Full year 22-23
HLHS 101	Medical Terminology	3	5274	Medical Terminology	Kaylie Dowell	Full year 22-23
HLHS 101	Medical Terminology	3	5274	Medical Terminology	Lisa Pfeiffer	Full year 22-23
HLHS 105	Medical Law and Ethics	3	7255	Healthcare Specialist Capstone	Pat Lawton	Full year 22-23
HLHS 107	CNA Preparation	5	7166	Healthcare Specialist: CNA	Pat Lawton	Full year 22-23
INFM 109	Informatics Fundamentals	3	7183	Principles of Computing	Kimberly Jordan	Fall-only 2022
SDEV 120	Computing Logic	3	7183	Principles of Computing	Kimberly Jordan	Fall-only 2022
SDEV 140	Introduction to Software Development	3	7184	Software Development	Kimberly Jordan	Spring-only 2023
SDEV 153	Website Development	3	7185	Website & Database Development	Kimberly Jordan	Fall-only 2022
WELD 100	Welding Fundamentals	3	7110	Principles of Welding Technology	Steven Vitatoe	Fall-only 2022
WELD 108	Shielded Metal Arc Welding I	3	7111	Shielded Metal Arc Welding	Steven Vitatoe	Fall-only 2022
WELD 206	Advanced Shielded Metal Arc Welding II	3	7111	Shielded Metal Arc Welding	Steven Vitatoe	Full year 22-23
WELD 207	Gas Metal Arc (MIG) Welding	3	7101	Gas Welding Process	Steven Vitatoe	Full year 22-23
WELD 208	Gas Tungsten Arc (TIG) Welding	3	7226	Welding Technology Capstone	Steven Vitatoe	Full year 22-23
WELD 272	Advanced Gas Metal Arc (MIG) Welding II	3	7101	Gas Welding Process	Steven Vitatoe	Full year 22-23
WELD 273	Advanced Gas Tungsten Arc Welding II	3	7226	Welding Technology Capstone	Steven Vitatoe	Full year 22-23

EXHIBIT B

Title IX Statement for K-14 Memorandums of Understanding

Ivy Tech Community College is committed to providing all members of the College community with a learning and work environment free from sexual harassment and assault. Ivy Tech students, including students enrolled in the College's dual credit and dual enrollment programming, have options for getting help if they have experienced sexual assault, relationship violence, sexual harassment or stalking. Ivy Tech's Title IX policies can be found here.

If students write or speak about having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking, federal law requires that secondary and post-secondary instructors share this information with a Title IX Coordinator. The table below seeks to identify the various dual credit and dual enrollment scenarios (including

the location of the course, who is employing the instructor, and the respondent type) with a determination of who should lead the investigation, circumstances where the investigation might be co-led, and who should be informed of the outcome.

SCENARIO	LOCATION	INSTRUCTOR	RESPONDENT	LEAD INVESTIGATOR	INFORMED
Dual Credit	High School	High School	Any	High School	Ivy Tech
Dual Credit at Ivy Tech (Columbus)	Ivy Tech	High School	Instructor	High School/Ivy Tech	High School/Ivy Tech
			Student	Ivy Tech	High School
			Ivy Tech Employee	Ivy Tech	High School
Dual Enrollment – formal MOU with HS	Ivy Tech	Ivy Tech	Any	Ivy Tech	High School
Dual Enrollment – formal MOU with HS	High School	Ivy Tech	Any	Ivy Tech	High School
Dual Enrollment - independent of HS	Ivy Tech	Ivy Tech	Any	Ivy Tech	NA