



9/22/2022

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 10/2/2022 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,

Heather Morrison

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



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

Ivy Tech Community College – Indianapolis

Ivy Tech Community College-Central Indiana (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 course 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:
 - o Syllabi, textbooks, assignments, laboratory equipment, examinations.
 - o Faculty credentials, faculty development, monitoring, evaluation and documentation.
 - o 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, 2025.
- Faculty at the School District and the College have worked together to ensure that the course meets the College's requirements for:
 - o 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
 - o Course content (i.e. syllabi, textbooks, assignments, laboratory equipment, examinations)
 - o Student Learning Outcomes – must be identical to those on the College's Course Outline of Record Eligibility
 - o 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
 - o 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:
 - 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, 2025.
- 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:

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EXHIBIT A

APPROVED DUAL CREDIT COURSEWORK BETWEEN COLLEGE AND SCHOOL DISTRICT

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

Yes

No

Course Number	Ivy Tech Course Name	Credits	DOE CODE	High School Course Title	Instructor
AUTI 100	Basic Automotive Service	3	7213	Principles of Automotive Services	Andrice Tucker
AUTI 100	Basic Automotive Service	3	5510	Automotive Services Technology I	Andrice Tucker
AUTI 100	Basic Automotive Service	3	7213	Principles of Automotive Services	Steve Owen
AUTI 111	Electrical Systems I	3	7213	Principles of Automotive Services	Steve Owen
AUTI 111	Electrical Systems I	3	5546	Automotive Services Technology II	Steve Owen
AUTI 121	Brake Systems	3	7205	Brake Systems	Andrice Tucker
AUTI 121	Brake Systems	3	5510	Automotive Services Technology I	Andrice Tucker
AUTI 122	Steering and Suspension Systems	3	5510	Automotive Services Technology I	Andrice Tucker
AUTI 131	Engine Performance Systems I	3	5546	Automotive Services Technology II	Steve Owen
AUTI 131	Engine Performance Systems I	3	7212	Steering and Suspension	Steve Owen
AUTI 141	Engine Fundamentals and Repair	3	5510	Automotive Services Technology I	Andrice Tucker
AUTI 145	Driveline Service	3	7205	Brake Systems	Andrice Tucker
AUTI 145	Driveline Service	3	5510	Automotive Services Technology I	Andrice Tucker
HOSP 101	Sanitation and First Aid	2	5440	Culinary Arts and Hospitality I	Heather Curry
HOSP 101	Sanitation and First Aid	2	7173	Principles of Culinary and Hospitality	Clint Smith
HOSP 101	Sanitation and First Aid	2	7173	Principles of Culinary and Hospitality	Heather Curry
HOSP 102	Basic Food Theory and Skills	3	5440	Culinary Arts and Hospitality I	Heather Curry
HOSP 102	Basic Food Theory and Skills	3	7173	Principles of Culinary and Hospitality	Clint Smith
HOSP 102	Basic Food Theory and Skills	3	7173	Principles of Culinary and Hospitality	Heather Curry
HOSP 104	Nutrition	3	5346	Culinary Arts and Advanced Hospitality II: Culinary	Brian Mendenhall
HOSP 105	Introduction to Baking	3	5346	Culinary Arts and Advanced Hospitality II: Culinary	Brian Mendenhall
HSPS 106	Fire Suppression	3	7195	Principles of Fire and Rescue	Jared Clark
HSPS 122	Hazmat Awareness & Operations	3	7186	Advanced Fire Fighting	Jared Clark
HSPS 165	Fire Fighter I	3	7189	Fire Fighting Fundamentals	Jared Clark
HSPS 167	Fire Fighter II	3	7186	Advanced Fire Fighting	Jared Clark
HVAC 101	Heating Fundamentals	3	7125	HVAC Fundamentals	Alvin Bible
HVAC 103	Refrigeration I	3	7125	HVAC Fundamentals	Alvin Bible
HVAC 107	Duct Fabrication and Installation	3	5498	Construction Trades: HVAC II	Alvin Bible
PARM 102	EMT Basic Training (7.5 credits)	7.5	7165	Emergency Medical Tech	Michael Anderson

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 at

https://docs.google.com/document/d/1_tEgc3NcKFTkromsQBpvOHFzzWZiJgRHhrU1nwsAR4g/preview

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 (Evansville)	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 - independent of HS	Ivy Tech	Ivy Tech	Any	Ivy Tech	NA
Dual Credit (Ivy Tech Faculty on Loan)	High School	Ivy Tech	Instructor	High School/Ivy Tech	High School/Ivy Tech