

High School Teachers, Guidance Counselors, and Administrators

# Guide to Administrative Policies and Procedures

## 2017-2018

# IPFW COLLEGIATE CONNECTION™

JUMP START YOUR COLLEGE CAREER



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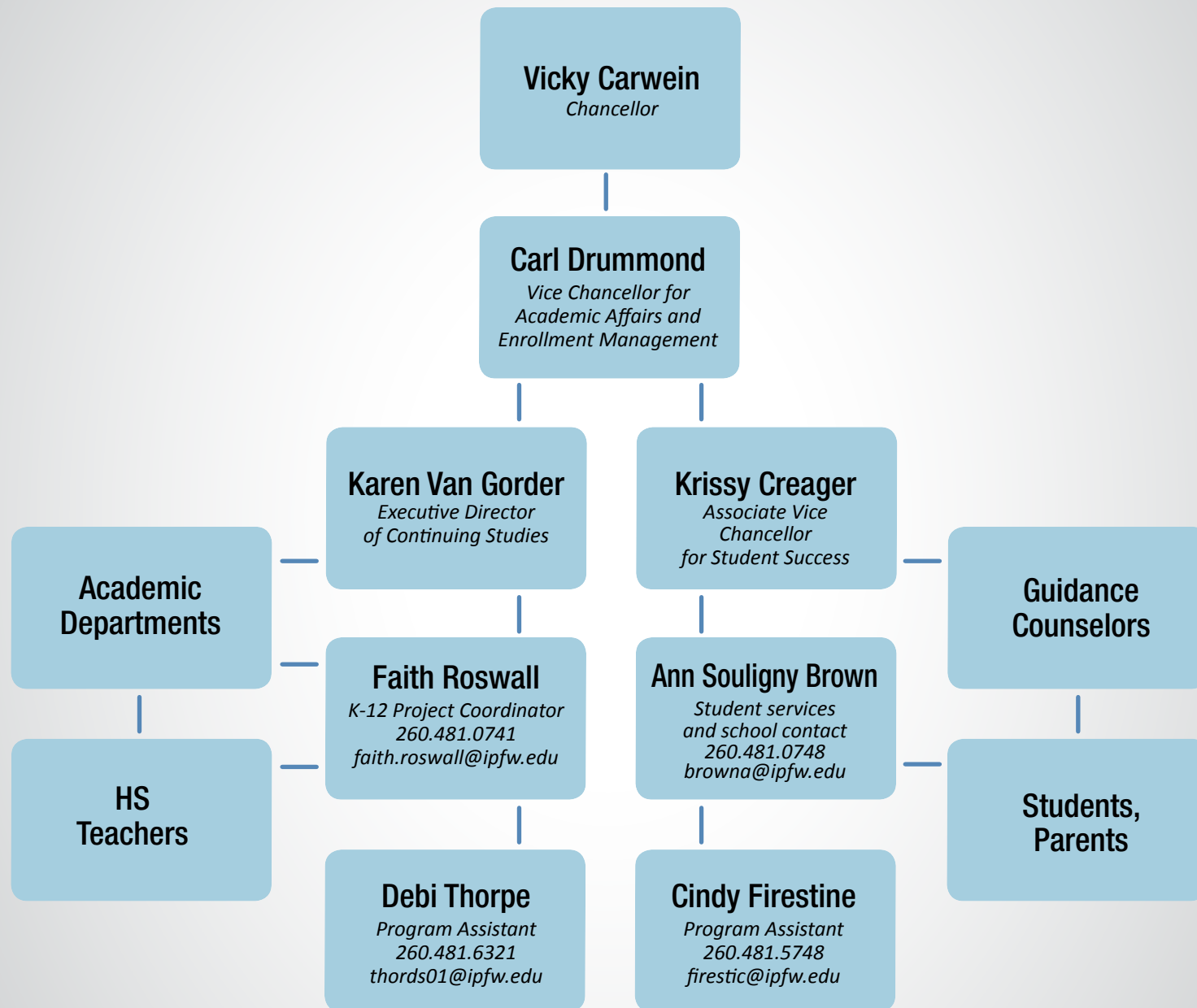
COLLEGIATE CONNECTION

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE  
DIVISION OF CONTINUING STUDIES



# Collegiate Connection

## Context within IPFW



*Your Partner in high school  
dual-credit programs*

## Collegiate Connection Program Overview

Collegiate Connection at IPFW serves high school students, teachers, and schools by increasing access to college learning, supporting excellence in teaching, and strengthening high school-university connections.

### Collegiate Connection Mission

The Indiana University-Purdue University Fort Wayne (IPFW) Collegiate Connection concurrent enrollment program began operations in Spring 2005 with one pilot school, Leo Jr./Sr. High School, in Leo, Indiana. The concurrent enrollment program was started to address new policies mandated by the Indiana Commission for Higher Education regarding dual credit offerings in area high schools. When the Indiana Department of Education updated their high school diploma requirements, every high school was required to offer two dual credit courses, and the high schools approached IPFW about helping to meet the need for dual credit.

The mission of Collegiate Connection is to maintain and strengthen a true collaboration between IPFW and high school partners where eligible students take classes taught by approved high school teachers for high school and college credit concurrently. These courses are taken at their high school. The program focuses on three areas:

- ▼ Offering qualified high school students the opportunity to enroll in rigorous and transferable university courses for IPFW credit.
- ▼ Providing participating teachers with opportunities for professional development.
- ▼ Conducting research and evaluation of the program to better understand its impact on students, teachers and participating high schools.

### Ensuring Quality: National Accreditation

IPFW's Collegiate Connection concurrent credit program was accredited by the **National Alliance of**



**Concurrent Enrollment Partnerships (NACEP)** in spring 2011. The National Alliance of Concurrent Enrollment Partnerships (NACEP) is a professional organization for high schools and colleges that fosters and supports rigorous concurrent enrollment.

A copy of the current standards is available at the NACEP web site at [www.nacep.org](http://www.nacep.org). NACEP provides measurable national standards to evaluate the quality and rigor of concurrent enrollment programs. The standards promote the implementation of policies and practices to ensure that:

- ▼ Concurrent enrollment courses offered in the high school are the same as courses offered on the campus of the sponsoring college or university;
- ▼ Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in courses offered on-campus
- ▼ Instructors teaching university courses through the concurrent enrollment program meet the same academic requirements for faculty and instructors teaching in the sponsoring postsecondary institution.
- ▼ The standards encourage greater accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations.

### Collegiate Connection Benefits

#### Students:

- ▼ Provides an effective transition from high school to college.
- ▼ Students are challenged with the high quality academic standards, additional intensive workload, and increased personal responsibility for learning which are characteristic of collegiate study.
- ▼ Students earn college credits before beginning full-time study which allows students to complete internships, double majors, and/or study abroad.
- ▼ Tuition for concurrent enrollment courses is approximately sixty percent less than on-campus tuition, with State Priority Courses as low as \$25 per credit hour.



- ▼ Collegiate Connection students have access to IPFW email accounts, IPFW Mastodon ID cards, the Helmke library, tutoring, career services; and can participate in extra-curricular activities such as IHSAA Division I sports, fine arts, music, and other special events.

#### Teachers

- ▼ Provides ongoing, discipline-specific, university-based professional development and connects teachers with university and collegial resources.
- ▼ Appointed as IPFW adjuncts by academic departments, teachers have many of the same privileges as university faculty, including a fee remission for ongoing professional development through course work.

#### Schools

- ▼ Provides college credit opportunities in the high school.
- ▼ More students can obtain an Academic Honors diploma by fulfilling their dual credit requirement.

#### The University

- ▼ Enables academic departments to engage in high-quality community outreach to high school teachers, students, and schools.
- ▼ Collegiate Connection provides many students their first academic contact with IPFW.

### Collegiate Connection Program Evaluation

The Continuing Studies office regularly conducts studies about the impact of Collegiate Connection on students, teachers, and schools. Your cooperation—and that of your students—is critical to these efforts. Collegiate Connection courses are reviewed annually, including, end-of-course assessments by students and classroom observations made by IPFW academic department representatives. Every three years, the Continuing Studies office conducts an impact study of the program. Finally, the Continuing Studies office conducts a follow-up survey of students after they have completed their first year out of high school and during their senior year in college or four years later. There is no cost to schools for this evaluation.

### Collegiate Connection Organization, Partner Roles, and Responsibilities

Collegiate Connection is housed and administered within IPFW's Division of Continuing Studies and is also part of IPFW's Department of Student Success and transitions; a complex partnership, relying on many different people and institutions to perform crucial work. Collegiate Connection partners include IPFW academic departmental administrators, faculty, high school teachers, high school administrators and counselors. The following is a summary of key partners—individuals, committees, staff, and institution administration—and their major responsibilities.

#### High school teacher roles and responsibilities

- ▼ Develop an academically equivalent course syllabus, following IPFW guidelines.
- ▼ Teach IPFW course(s).
- ▼ Attend workshops/seminars.
- ▼ Recommend students for IPFW admission, using Collegiate Connection guidelines.
- ▼ Assist with IPFW course registration.
- ▼ Evaluate Collegiate Connection student progress and provide guidance on course continuation/withdrawal if successful completion is in jeopardy.
- ▼ Cooperate with Continuing Studies and Admission offices for administrative business, including attendance verification, grade submission, course evaluations, etc.
- ▼ Notify the Continuing Studies office of any changes in their status, contact information, etc.
- ▼ Become familiar with and adhere to the policies and procedures included in this document.
- ▼ Notify Follett's Bookstore on the IPFW campus if students will be purchasing textbooks on campus.

#### High school guidance counselors:

- ▼ Counselors advise students of dual credit opportunities, distribute and collect application forms, provide official high school transcripts to IPFW, course registration information, and financial assistance documentation.
- ▼ Attend an annual recognition/update breakfast with guidance counselors from participating schools.

#### School/district roles and responsibilities

- ▼ Provide release time for teachers (professional development, department orientation, campus visit days, workshops, etc.).
- ▼ Provide release time for guidance counselors and/or administrators to attend Collegiate Connection meetings.
- ▼ Provide texts, fund classroom instruction, provide instructional space, and other materials as required by IPFW academic department(s).
- ▼ Allow IPFW department representatives to visit classrooms annually.
- ▼ Observe mandatory class size limits where applicable (ENG W131, COM 11400, PHYS 22000).
- ▼ Provide high school transcripts for students applying for admission to IPFW.
- ▼ Recognize Collegiate Connection policy that approved courses are exclusively for IPFW credit. Another postsecondary institution is not permitted to offer credit for the same course.
- ▼ High schools and/or districts sign the Collegiate Connection Articulation Agreement prior to offering an IPFW course.
- ▼ Provide candidates to replace a Collegiate Connection approved teacher.

#### IPFW academic department representative roles and responsibilities

- ▼ Academic Departments approve IPFW courses delivered through Collegiate Connection.
- ▼ Assist in the selection of faculty and staff to serve as Collegiate Connection department representatives and high school site visit reviewer.
- ▼ Oversee and/or participate in the selection of new Collegiate Connection instructors.
- ▼ Play a critical role to ensure that University courses taught through Collegiate Connection offer the same assessment and pedagogy as the on campus section.
- ▼ Select, prepare, and support Collegiate Connection teachers, primarily through interviewing candidates, mentoring new teachers, and observing teachers teaching in their classrooms.
- ▼ Lead discipline-specific professional development sessions for teachers.
- ▼ Provide a new teacher orientation session after the teacher is approved, before class begins.
- ▼ Provide a session of Professional Development with focus on topics related to content, pedagogy, and course assessment.
- ▼ Provide professional development workshops/sessions throughout the year.
- ▼ Consult with Collegiate Connection staff and teachers as needed about student academic misconduct.
- ▼ Advise Continuing Studies staff on issues pertinent to the Collegiate Connection program as a whole.

#### Continuing Studies office roles and responsibilities

- ▼ Manage teacher application process.
- ▼ Evaluate student outcomes, course evaluations, and program administration.
- ▼ Manage program budget.
- ▼ Participate in planning and implementation of professional development, orientation sessions, campus visits, etc.
- ▼ Orient new teachers to IPFW policies and procedures by providing the Administrative Guide.
- ▼ Coordinate with IPFW academic department representatives.
- ▼ Manage policy updates/revisions from Indiana Commission for Higher Education.
- ▼ Ensure the Collegiate Connection concurrent enrollment program meets the accreditation standards of NACEP; participate in NACEP professional development.

### Collegiate Connection administrative staff roles and responsibilities

- ▼ Admit high school students to IPFW.
- ▼ Collegiate Connection staff handles all matters related to students such as: student advising, IPFW admission, registration, student fees, withdrawal/refunds, collection of final grades, transferability questions.
- ▼ Inform students of IPFW policy, procedures, financial obligations, etc. by providing Student Handbook.
- ▼ Respond to and resolve parent, student, counselor, and other issues and/or questions.
- ▼ Collect student grades in Collegiate Connection courses and submit them to IPFW Registrar.
- ▼ Participate in planning and implementation of professional development, orientation sessions, campus visits, etc.
- ▼ Maintain the student web site, provide print communications, recruit students, and speak at high school admission/information sessions, parent meetings, and other events as needed.
- ▼ Ensure the Collegiate Connection concurrent enrollment program meets the accreditation standards of NACEP; participate in NACEP professional development.



### High School Teacher Application Process

Applying for IPFW'S Collegiate Connection concurrent enrollment program is a multi-part process, and each IPFW academic department can require specific information. Initially, teachers interested in being approved to offer IPFW courses should complete the following steps. If a department requests more than is listed here, the applicant will be notified.

#### Teacher Qualifications For Concurrent Credit

- Master's Degree in content area or another area with 18 grad level hours in content area
- Qualified Syllabus
- Demonstrated experience of teaching advanced courses.

- Complete the Collegiate Connection Program Teacher Application.
- Request transcripts from any institution attended. (*Note:* Copies can be submitted with the initial application, but if approved, the teacher **must** provide official transcripts to Continuing Studies).
- Write a Letter of Intent that includes the semester / year you wish to offer the course (or other schedule) and the equivalent IPFW course name and number. Also indicate why you wish to offer the IPFW course in your school.
- Provide a copy of a dual credit course syllabus, which must include text book name, author and publication year, IPFW logo, and high school logo of course to be approved.
- Send the completed application, transcripts, syllabus, and cover letter to the attention of Debi Thorpe, IPFW Division of Continuing Studies, 2101 E. Coliseum Blvd, Fort Wayne, IN 46805.
- Provide three letters of reference. (Ask your professional reference to send their letters to Debi Thorpe.)
- Provide a copy of your teaching license.
- An interview will be scheduled for you on campus with the faculty to review your syllabus and other instructional materials, if accepted
- You will be contacted by Continuing Studies when the academic department makes their final decision.

Questions: contact Debi Thorpe at [thords01@ipfw.edu](mailto:thords01@ipfw.edu)

## Applying to Teach a Collegiate Connection Course

### The Application Process

High school teachers who wish to teach a Collegiate Connection course must submit an application and supporting documents to demonstrate they meet the criteria set forth by the IPFW academic department in which they wish to teach. If accepted, teachers are appointed as adjuncts in IPFW's Division of Continuing Studies.

The Teacher Approval Process web site can be found at [ipfw.edu/departments/dcs/educators](http://ipfw.edu/departments/dcs/educators) under "Educators". Here you will find the Teacher Application, the Application Checklist, and Teacher Appointment Criteria. Included on the checklist are:

- ▼ Application
- ▼ Transcripts from any institution attended
- ▼ A letter of intent
- ▼ Course syllabus
- ▼ Three letters of recommendation
- ▼ A copy of your teaching license

*All documentation must be collected before the application is submitted to the department.*

The teacher and school principal will be notified of the approval with a Letter of Congratulations. The teacher will also receive an Adjunct Status Letter, Department Agreement, and several business forms to be signed in order to be set up in the IPFW system.

**NOTE: Once a teacher is approved by an IPFW academic department to teach a Collegiate Connection course, the teacher and/or school are restricted to work exclusively with IPFW in the specific concurrent enrollment course for IPFW credit.**

It is possible for teachers to teach more than one Collegiate Connection course, but they must apply separately for each course and be approved by the specific academic department(s).

If a teacher leaves their current position and takes a position in a school that also allows the teacher to offer the same course, teachers will not be required to personally apply again. The teacher will need to confirm with the new school that they are allowed to teach the same course syllabus as approved by IPFW. A new syllabus must be supplied to Collegiate Connection.

### Application Deadlines

Although teacher applications are accepted year round, applications should be submitted for consideration as early as possible. The Continuing Studies office encourages teachers to apply 6-9 months in advance of teaching an IPFW Collegiate Connection course. This lead time allows schools to be confident that they will be able to offer IPFW credit for the course and include it in their student registration materials.

### HLC Guidelines (From Determining Qualified Faculty and Assumed Practices)

*Master's:* Instructors possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach.

*Master's in another area, 18 credits needed:* If a faculty member holds a master's or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member must have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

### Teacher Qualifications

University academic departments define specific criteria for teacher appointment that are consistent with requirements of the limited term lecturer faculty on campus. Each academic department has its own criteria; however, Collegiate Connection requires, at a minimum, that all teachers have successfully completed significant course work in the field, have a master's degree in the content area, and have a record of teaching advanced courses using current college-level pedagogy to high school students. Additional preparation may be required by reviewing the appointment criteria for specific IPFW courses on the Collegiate Connection web site [www.ipfw.edu/departments/dcs/educators](http://www.ipfw.edu/departments/dcs/educators) under Educators, then Teacher Approval Process.

**NOTE: Because teachers are approved by IPFW to teach Collegiate Connection courses, they must be highly qualified. Student teachers are not permitted to provide a significant part of course instruction.**

**If teachers will be absent from teaching for two weeks or more, the IPFW Continuing Studies office must be notified, and an agreement must be reached in order to continue the course for IPFW credit with an equally qualified teacher or other solution.**

## Replacement of a Collegiate Connection Approved Teacher

Many schools have found that transitioning from one Collegiate Connection approved teacher to the next is made much easier through a year of planned mentoring. A recommended model is for the prospective teacher to shadow the veteran teacher both during class and at IPFW teacher professional development sessions.

Since all teachers must apply, interview, and be accepted into the Collegiate Connection program, prospective teachers are encouraged to apply 6-12 months prior to taking over to allow time for this mentoring.

Student teachers are not permitted to teach alone in a Collegiate Connection course since they have not met the criteria for teacher selection. Before accepting a student teacher, Collegiate Connection teachers should discuss the appropriate role (if any) for the student teacher with the IPFW academic department representative.

If Collegiate Connection teachers will be absent from the classroom for more than two weeks (10 school days), they notify the Continuing Studies office and academic department representative immediately. The Continuing Studies office will assist the school in dealing with the situation and help take steps to ensure that IPFW credit will still be available to students. First, Continuing Studies will contact the IPFW department representative. The representative will contact the school and work with the long-term substitute teacher to ensure that the approved syllabus for the University course continues to be followed and that appropriate assessment and pedagogy is employed in the teaching of the course content.

Because the University courses offered through Collegiate Connection "belong" to the University's academic departments, it is essential that the course continues to match the rigor and content of the University course. If, after thorough consultation and careful consideration, the IPFW department representative and Collegiate Connection staff determine that the course does not maintain University quality, Collegiate Connection staff may withdraw the IPFW credit from the class. IPFW wishes to avoid this step but must enforce it, in order to maintain the trust of the University academic departments with which it partners.

Schools may also use retired Collegiate Connection teachers as long-term substitutes. Contact the Continuing Studies office for assistance in reaching these teachers.

### Development Plans

IPFW is committed to lifelong learning and supporting highly-qualified high school teachers.

Teachers who have been determined to have less than the established credentialing criteria may be provided a development plan. The development plan may require the teacher to take additional courses. IPFW will cover a portion of the tuition for these IPFW courses. The academic department representative will identify courses that can help teachers fulfill the appointment criteria for approval. For example, teachers who seek to offer ENG W131 Elementary Composition must complete a 3-credit hour course on Teaching Composition or be able to show that they have completed this requirement.

A letter of conditional approval will be sent to the school administrator with plans relative to the teaching schedule.

### Attend Course Orientation

All newly approved high school teachers are required to attend a course orientation session with their department representative. This session will include a review of the course content, pedagogy, assessment criteria, course philosophy, and revising the syllabus to match the on-campus course before they begin teaching it. These sessions will be set up by the faculty and held on campus. Continuing Studies will reimburse teachers for mileage from their school for this session. Typically, the orientation sessions run 2-4 hours.

### Create a Joint IPFW/School Syllabus

The University does not require that a specific format be used for the syllabus. Collegiate Connection courses must have a syllabus that is equivalent with the on-campus course in content and includes the IPFW course name and course number in addition to the high school information. Academic departments may have additional requirements for the syllabus. IPFW syllabi are available from department representatives or by contacting the Continuing Studies Office at 260/481-6624 or [www.ipfw.edu/celt](http://www.ipfw.edu/celt). An updated Collegiate Connection syllabus must be on file in the Continuing Studies office.

## Collegiate Connection Teacher Privileges

Collegiate Connection instructors enjoy the following benefits by virtue of teaching for the University:

### Fee Remission for Graduate Credit

IPFW provides a fee remission waiver to all Collegiate Connection adjunct instructors. Teachers must complete and submit the appropriate fee remission request form to the Continuing Studies office for approval. The tuition will be adjusted by the Bursar's office (See Appendix for a sample).

### Mastodon Card

Mastodon Cards are the official identification for IPFW faculty, staff and students. The cards enable faculty access to discounts on event tickets, software, books, and more. Collegiate Connection program teachers can obtain a Mastodon Card by completing an application and providing their IPFW network ID, myIPFW username or IPFW e-mail address as identification. Mastodon Cards are issued at the Campus Safety Office in the Walb Union building. Teachers take their valid driver's license, state ID card, or 6 points of state approved documents (including one photo ID). School IDs do not meet this requirement. For additional information about Mastodon Cards, visit [www.ipfw.edu/offices/cc/general/student-id-card.html](http://www.ipfw.edu/offices/cc/general/student-id-card.html).

### Discounts on Event Tickets, Software, Books and More

IPFW adjunct faculties are eligible to purchase a variety of goods and services at a discount made possible through university purchasing agreements with selected vendors. For example, teachers can purchase tickets for IPFW events at reduced costs.

#### ▼ Access to Technology Training — [new.ipfw.edu/training/index.html](http://new.ipfw.edu/training/index.html)

The Information Technology Services department at IPFW offers regular technology workshops for faculty on campus and online. Collegiate Connection teachers can attend these courses at no cost, and they can register or find out more information on the IT Services web site.

### CELT

IPFW's Center for the Enhancement of Learning and Teaching (CELT) helps faculty become reflective practitioners who seek opportunities to learn from and with their students and who continually assess the effectiveness of their teaching practices in light of student learning. CELT has collected resources on teaching in higher education to use in teaching.

At the CELT website [www.ipfw.edu/celt](http://www.ipfw.edu/celt) you will find access to:

- ▼ [Teaching Resources](#)
- ▼ [Instructional software](#)
- ...and more

### Access to Helmke Library Resources and Services

Walter E. Helmke Library creates a virtual environment that supports the IPFW community in efforts to discover and access vital information. Helmke Library provides high-quality information resources, expert information services, and innovative instruction fully integrated with the educational goals of IPFW. Employing technology wisely, the library offers responsive delivery of resources, customized research consultation, and an environment that encourages independent exploration in the pursuit of academic excellence.



## Ongoing Teacher Responsibilities

Collegiate Connection teachers are approved by the IPFW academic departments because they have outstanding credentials, experience teaching rigorous content, and a desire to offer more challenging coursework to their students. Being approved to teach IPFW courses has both intrinsic and extrinsic benefits, but there are also administrative responsibilities and academic standards teachers are expected to follow.

### Keep IPFW Updated on Schedule Changes

The Collegiate Connection office will contact the school guidance director or appropriate individual to verify start and end dates and number of class periods for each course and the overall school year. Having correct information about courses is vital as the IPFW withdrawal and refund deadlines and grading process are keyed to this information. Teachers should report any changes to IPFW as soon as they occur.

### Create a Joint High School/IPFW Syllabus

Collegiate Connection students are held to the same standards of achievement as those expected of students in on-campus courses. The IPFW syllabus clarifies and sets course expectations and provides a roadmap to student success. It is also the document that represents the IPFW course to admissions counselors and faculty from other universities who are responsible for making decisions about credit recognition.

Sample academic department syllabi are available upon request. Collegiate Connection teachers are to create a syllabus demonstrating the equivalence of the course in the high school to that of an on-campus course. High school syllabi are to be approved by the Department Representative each year. Copies of the approved syllabi are submitted to the Department Representative and the Continuing Studies office. A visual example demonstrating true collaboration to students is when a syllabus displays the IPFW logo and the high school logo on the header of the syllabus. The IPFW logo can be copied at the Collegiate Connection web site [www.ipfw.edu/departments/dcs/educators/approval-process.html](http://www.ipfw.edu/departments/dcs/educators/approval-process.html) collegiate-connection; under “Educator”; then “Teacher Approval Process”.

**Enhancements:** If a teacher feels students would benefit, they may also add any of the following ideas:

- ▼ Statement which encourages students to meet students outside of class if needed
- ▼ Specific criteria for each graded assignment (e.g. rubrics)
- ▼ Statement on incomplete homework
- ▼ Statement on what the class will be like, including a description of and rationale for teaching methods
- ▼ Clear guidelines on how students are to prepare for and behave during a class session (e.g. read assignments before class, arrive on time, participate in discussion, etc.)
- ▼ Statement describing what students can expect from the teacher
- ▼ Description of special rules or procedures for the class (e.g., lab rules and procedures)
- ▼ Advice on how to study for quizzes and exams
- ▼ Other information which would help students succeed in this class

### Collegiate Connection Professional Development Expectations

Annual professional development is mandatory for Collegiate Connection teachers. The purpose of the annual seminar is to provide administrative updates, course-related professional development, and ongoing collegial interaction between IPFW faculty and teachers in the discipline.

### Attendance Policy

Schools should make every effort to allow Collegiate Connection teachers to attend mandatory professional development sessions. This includes providing a substitute teacher if the session is scheduled during a teaching assignment. **When circumstances beyond a teacher’s control prevent him or her from attending a required session, a letter on school letterhead should be submitted to the Continuing Studies office stating the reason for not attending the session, including an administrator’s signature of acknowledgement.** The teacher is expected to contact the department representative or Continuing Studies staff to review the meeting’s agenda.

Continuing Studies staff prepares and collects sign-in sheets at every required professional development. Staff provides department representatives a list of teachers and their—attendance records at the end of each academic year. The dual credit instructor confers with the department representative annually and reviews the report on dual credit instructor attendance. Should a dual credit instructor fail to attend three consecutive face-to-face or on-campus seminars, Continuing Studies will notify the dual credit instructor and the academic department representative of the non-compliance. They will also notify the school administration. If acceptable steps are not taken to bring the dual credit teacher into compliance Continuing Studies will decertify the instructor and require the instructor to retrain before offering dual credit courses

Alternate professional development may be acceptable if approved in advance by the department representative. Seminar or professional development paperwork with objectives and outcomes must be made available to Continuing Studies

*NOTE: Teachers who have been accepted to teach an IPFW course, but are temporarily not teaching, or have not started teaching yet, are expected to attend the Professional Development. This experience ensures that teachers stay current with trends in their field and understand any changes to the IPFW course or administrative policies.*

### Collegiate Connection Student Services

- ▼ Collegiate Connection teachers can help students by providing IPFW course expectations and assist with making realistic decisions about registering. The grade earned in an IPFW Collegiate Connection course will go on a student’s permanent university transcript. If a student decides to drop the IPFW portion of the class, they must officially withdraw from the course during the IPFW withdrawal and refund period by contacting the Collegiate Connection office 260.481.5478. **High school guidance counselors cannot withdraw students from IPFW courses.**
- ▼ Registration requests are considered late if they are received after the published date sent to the school. Late registration requests will be accepted until the last week of the term in situations in which the university determines that the delay was due to an administrative error. Late registrations requested for any other reason require an appeal. All late registration appeals are reviewed on a case-by-case basis by the Collegiate Connection office.
- ▼ Teachers should help students initiate their IPFW internet accounts early in the term, and remind students that all IPFW communication will be sent electronically.
- ▼ Remind students that they are responsible for knowing and following IPFW policies outlined in the Collegiate Connection Student Handbook. Specifically, discuss policies on plagiarism and academic dishonesty as described in the Handbook.
- ▼ Remind students to keep their course syllabus and all written work from the course. This information may be requested when they apply for post-secondary college admission.
- ▼ Notify students that they are eligible to obtain IPFW student Mastodon Cards.

### Monitor Class Enrollment & Submit Final Grades

- ▼ IPFW follows a strict timeline with regard to course cancellation and withdrawal. Deadlines for IPFW Collegiate Connection courses are relative to the high school term. Teachers and students alike should be aware of deadlines as they can impact a student's permanent record.
- ▼ Refund and withdrawal dates can be found in the Collegiate Connection Student Handbook which is mailed to students with a copy of their schedule. Students may download a copy from the Collegiate Connection website at [ipfw.edu/collegiate-connection](http://ipfw.edu/collegiate-connection) (click on @yourHighSchool on left and then withdrawals and refunds). If a course is dropped through Collegiate Connection (not the high school) by the posted deadlines, students will receive a refund. After that, refunds are not possible. If the student withdraws any time during the 100% refund period, the course will not appear on the student's transcript. If the student withdraws any time after the 100% refund period, but before the final day to withdraw from the class, the course will appear on the transcript with a W (withdrawn) shown.
- ▼ IPFW sends an official class roster to teachers by regular mail after the second full week of classes. Teachers should review the list and work with the guidance office to notify the Collegiate Connection office immediately of any changes or errors on the roster.

**Note: Students must contact the IPFW Collegiate Connection office (260.481.5478) if they wish to withdraw from the IPFW portion of their class at any time.** Failure to contact this office can result in a grade of "F" being issued on the student's permanent college transcript. The Collegiate Connection office will assist teachers and students who need to withdraw or request an *incomplete* grade for medical or other reasons.

- ▼ After reviewing the final student listing, teachers should hand-enter grades clearly on the roster for each student and sign their copy. The student roster with final grades should be returned to IPFW in the envelope provided within 2 business days of the end of the class.

### IPFW Grading Policy

IPFW prefers that teachers include in their syllabus the course requirements and grading system to be used. Students are responsible for completing all required work in the course by the time the last class meets, unless they have been officially withdrawn from the course, or unless they and the teacher have agreed that a grade of Incomplete is warranted.

#### The following grades may be assigned:

Grade		Grade Points
A+, A	Highest passing grade	4.0 x semester hours
A-		3.7 x semester hours
B+		3.3 x semester hours
B	Above average passing grade	3.0 x semester hours
B-		2.7 x semester hours
C+		2.3 x semester hours
C	Average passing grade	2.0 x semester hours
C-		1.7 x semester hours
D+		1.3 x semester hours
D	Lowest passing grade	1 x semester hours
D-		0.7 x semester hours
F	Failure in class	No credit
I	Incomplete: a temporary record of passing work that was interrupted by circumstances beyond the student's control.	
W	Withdrawal: a record of the fact that the student officially withdrew from a course.	

*NOTE: Students may retake any Collegiate Connection course if they are not satisfied with their final grade, but they will be required to pay tuition at the current rate per credit hour. Credit will be given only once for a repeated course, and only the most recent grade earned will be incorporated in the IPFW cumulative grade point average (GPA).*

### Facilitate End-of-Course Student Assessments

*IPFW requires all faculty members to ensure students evaluate the course.*

### Participate in Ongoing Program Evaluation

IPFW's Continuing Studies office conducts ongoing research related to the impact of concurrent enrollment participation on teachers, students, and schools. In particular, Continuing Studies surveys all students one year and four years after they have graduated from high school to learn about their success in gaining credit for their IPFW credits earned through Collegiate Connection courses. IPFW asks teachers to encourage students to anticipate and participate in these surveys. The Continuing Studies office also conducts program evaluations on a three-year basis by sending surveys to principals, guidance counselors, and teachers to study the impact of the program on students.

### Maintain Communication with IPFW

The Collegiate Connection and Continuing Studies office send official communication to teachers via school email accounts or regular mail. It is essential that teachers monitor their accounts, even during the summer and notify Continuing Studies if accounts change during summer. Critical and timely information about course management, seminars, and program updates is sent on a regular basis.



## Information Regarding Students

### Understand Student Eligibility and Admission

The following policies are important to keep in mind when working with students:

- ▼ Students must meet course-specific eligibility criteria to be admitted at IPFW and register for the Collegiate Connection course.
- ▼ Class-size limits in some Collegiate Connection courses are set by IPFW departments and must be respected. School administrators should be aware of these limits and enforce them.
- ▼ Students who earn a grade of D+ or lower in an IPFW concurrent enrollment course will not be eligible for enrollment in another concurrent enrollment course for one enrollment term. An enrollment term may be one year or one semester, depending on the school's scheduling pattern. The student could retake the same course to earn a better grade, but would be restricted from taking additional courses during that term.

### Follow IPFW's Plagiarism and Academic Misconduct Policy

Teachers must present the IPFW Academic Misconduct Policy during the first week of class. This policy defines dishonesty as follows:

“Academic honesty is expected of all students. You are responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating. Your instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and for applying methods of teaching, examination, and assignments that discourage student dishonesty. The full conduct code is available at:

<http://www.ipfw.edu/committees/senate/code>

### Process for Reporting Dishonesty

Collegiate Connection teachers should report all cases of suspected academic dishonesty to the Collegiate Connection staff. Teachers who suspect a student of academic misconduct may, in consultation with the IPFW department representative and the Collegiate Connection staff, settle the case directly with the student within 10 days of discovering the alleged cheating. Teachers should inform the student of charges and evidence and allow the student to make a defense. The teacher, in consultation with the IPFW representative, can make an initial determination after this conference. Students may be assigned a grade of Incomplete (I) if the matter cannot be fully resolved before course grades are due.

### The Collegiate Connection Student Handbook

Students are mailed a copy with their registration schedule. Students may download an additional copy of the Student Handbook at [ipfw.edu/collegiate-connection](http://ipfw.edu/collegiate-connection). During the first week of class, teachers should encourage students to review the handbook and make sure they understand and are aware of college expectations.

### Provide Student Advising

Collegiate Connection teachers and guidance counselors provide invaluable advising to students. While the Collegiate Connection office is the advising unit on campus for all Collegiate Connection students, teachers provide valuable advice to students as well.

### When students are considering enrolling in dual credit courses

- ▼ Teachers should help students make informed decisions as they consider enrolling in an IPFW course.
- ▼ Encourage them to consider questions such as:
  - Will the IPFW course workload fit with my other classes?
  - What other commitments do I have during the term—work, sports, fine arts, time with friends, etc.? Can I meet time requirements of the IPFW course projects?
  - What is the impact of enrolling in one or more advanced courses when considering my other commitments?

### When students are doing poorly in the IPFW collegiate connection class

- ▼ All Collegiate Connection grades are recorded on the students permanent transcripts; teachers should let students know if they are in jeopardy of failing an IPFW concurrent enrollment course.
- ▼ Discuss appropriate options, such as taking advantage of tutoring, or withdrawing from the IPFW course, and advise the student to contact the Collegiate Connection office for further action.  
*Note: Students who receive a term GPA of 1.3 (D+) or lower will be placed on academic probation at IPFW. Probation can lead to academic suspension which bars a student from registering at IPFW for one year.*

### Student Internet Accounts

IPFW students are assigned an electronic account (username and password) to complete tasks related to their university responsibilities. This account grants access to log into campus computers, access and pay bills for tuition, e-mail updates, review personal information, print schedules, access Helmke Library's extensive databases, etc. Every student admitted to take credit courses at IPFW has a computer account generated for them as soon as they are admitted. Student accounts are only valid while the student is taking classes.

Student accounts must be activated **before** use by following the simple “First-Time User” process linked at the myIPFW portal (<https://my.ipfw.edu/cp/home/displaylogin>). Students will need to have their **birth date** and **last four digits of their Social Security number OR 9-digit IPFW ID** number which is available on the upper right corner of their admission letter. Follow the conventions for selecting a unique password. This activation can be performed either on campus or off. For more detailed instructions on computer and Internet accounts, see the Appendix.

*Note: Teachers should remind students that they need to memorize or write down their username when it is displayed. For security reasons, it is recommended that students never write down their password.*

### Student Mastodon (IPFW ID) Cards

IPFW's official photo ID card is the Mastodon Card. All Collegiate Connection students are eligible to receive Mastodon card once their course registration has been processed. Individual students will know their registrations have been processed when they receive a hardcopy confirmation in the U.S. Mail.

To obtain a Mastodon Card, the student must have a government issued photo identification (school IDs are accepted) and know their IPFW student ID number (starts with “900”). Mastodon Cards are issued at the Campus Safety Office in the Walb Student Union. Find additional information about **Mastodon Cards here**. The Collegiate Connection staff, in conjunction with Campus Safety, will come to as many schools as possible to take photographs for IDs. Dates will be confirmed with the guidance office and publicized to the students and instructors.

### Transferability of Credits

Collegiate Connection alumni who are admitted to IPFW need not worry about transferring credits: all credits earned through Collegiate Connection will be recorded on their transcript. Students should indicate on their undergraduate applications that they have previously completed coursework at IPFW. Students will not need to request the credit be transferred to Indiana University or Purdue University.

Collegiate Connection alumni who are admitted to another college or university will need to request that their credits be transferred. The decision to accept the transfer credit, and how the credit will be applied by the student's major, rests entirely with the degree-granting institution. It is the student's responsibility to verify the credits will transfer and be applicable to the desired major. They should contact either the department academic advisor or the admissions office of the degree-granting institution.

**Types of credit recognition:** Recognition of credit earned through IPFW can come in several forms.

Credits may:

- ▼ Be directly transferred toward a student's college graduation requirements;
- ▼ Exempt students from taking a required course;
- ▼ Fulfill some general education requirements, and/or
- ▼ Make students eligible for placement into a higher level college course.

**Tips for securing credit transfer.** Students applying to colleges other than IPFW are advised to do the following:

- ▼ Clearly indicate on the application form that they have taken coursework at IPFW.
- ▼ Submit an official transcript (available from the IPFW Registrar's office for a fee) as part of the application.
- ▼ Save the course syllabus and written work from IPFW courses. If a college has questions about the IPFW course taken through Collegiate Connection, students should present the course syllabus and their written work (completed assignments, exams, etc.) to the pertinent academic department with the request that the work be evaluated on an individual basis.

Collegiate Connection will help students in this process. If transfer of credit is denied simply because the course was taken as part of the Collegiate Connection program, students should contact the Collegiate Connection office at 260.481.5478 or [collegiate-connection@ipfw.edu](mailto:collegiate-connection@ipfw.edu) for further assistance.

### Transcripts

All transcripts are handled by the University's Office of the Registrar, not through the Collegiate Connection or Continuing Studies office. All transcripts will be Indiana University transcripts and may be requested in person by the student at the Registrar's office in Kettler Hall Room 107.

An official photo ID is required and there is an \$8 fee per hardcopy transcript or \$13.00 for an electronic PDF. **To request a transcript online**, students should go to [ipfw.edu/collegiate-connection](http://ipfw.edu/collegiate-connection), click on General Information on the left and then click on Indiana University Transcripts.

To view specific information and requirements for requesting an official University transcript, students should visit the Registrar's portion of the IPFW web site. [ipfw.edu/offices/registrar/services/transcripts.html](http://ipfw.edu/offices/registrar/services/transcripts.html)

## APPENDIX

<i>Approved IPFW Dual Credit Courses</i>	20-26
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## Approved IPFW Dual Credit Courses

Collegiate Connection offers carefully-selected courses in various subject areas for concurrent credit. Indiana State Priority Dual Credit Courses are available. Selection of courses at each school, and when they are offered is decided by the high school and is based on their curricular needs. Not all courses are offered at each participating high school. All IPFW courses offered for concurrent credit are catalogued courses and approved through the regular course approval process of the University. Courses administered through Collegiate Connection are recorded on students' official academic record. These courses reflect the pedagogical, theoretical, and philosophical orientation of the University.

**BIOL 10000/10001** – Introduction to the Biological World. Principles of biological organization from molecules through ecosystems. Emphasis on processes common to all organisms and on concepts related to problems of current importance. Includes laboratory exercises and experiments that illustrate selected principles of biology. 4 credits. CTL Course\*.

**BUS F260** – Personal Finance. Financial problems encountered in managing individual affairs: family budgeting, installment buying, insurance, and home ownership. No credit toward B.S. in Business if taken during university junior or senior year. Per IDOE, does not count toward the Academic Honors diploma. 3 credits. CTL Course\*.

**BUS M201** – Marketing for the Small Business. Overview of marketing management as it applies to the small business. Gain an understanding of traditional and non-traditional marketing techniques. Determine best marketing plan for different types of ventures. This course is required for the Certificate in Small Business Management. No credit toward a B.S. in Business. 3 credits. Priority Dual Credit Course.

**BUS W100** – Principles of Business Administration. An introduction to functional areas of business, tracing the evolution of business, business forms, the role of government and society, relationships between administrators and employees, ethical issues, and the globalization of world markets. Ideal for pre-business students or students of any major desiring a basic understanding of business. Could count as free-elective for the business degree. 3 credits. CTL Course\*. Priority Dual Credit Course.

**CHM 11100** – General Chemistry. A basic introduction to the principles of chemistry including: matter and energy, nomenclature, measurement, atomic structure, nuclear chemistry, chemical bonding, stoichiometry, classification of chemical reactions, kinetics, equilibria, gas laws, liquids, and solids. 3 credits. CTL Course\*.

**CHM 11500** – General Chemistry. Required of all students majoring in biology, chemistry, geology (B.S.), medical technology, physics, chemical and metallurgical engineering, pre-dentistry, pre-medicine, and pre-pharmacy. Introduction to fundamental laws and principles of chemistry, including unit systems and unit conversions; precision evaluation; atomic theory; stoichiometry; symbols; formulas; equations; mass, mole, gas volume relationships; ideal gas law; thermo chemistry; atomic structure; chemical periodicity; chemical bonds and their relation to physical properties; properties of the liquid and solid states. Numerical problems and relationships are introduced wherever quantitative treatment is possible. 4 credits. CTL Course\*.

**COM 11400** – Fundamentals of Speech Communication. A study of communication theories as applied to speech; practical communicative experiences ranging from interpersonal communication and small-group process through problem identification and solution in discussion to informative and persuasive speaking in standard speaker-audience situations. Class-size limit of 26 students. 3 credits. CTL Course\*.

**CS 11200** – Survey of Computer Science. This course is designed to provide a broad and realistic idea of what computer professionals do and how they do it. It will prepare students for later computing courses, including software development courses, by providing both individual and team hands-on lab experiences with web design, markup languages (HTML) and JavaScript. Students will be introduced to various professional opportunities and work environments. Current topics in computer science as they relate to society will be

covered. Students will gain sufficient programming experience to enable a smooth transition to CS 160 Java programming. 3 credits. Priority Dual Credit Course.

**CS 11400** – Introduction to Visual Basic. This course provides an introduction to programming using the Visual Basic language and its integrated development environment. Topics to be covered include the syntax and structure of the VB language; controls, dialog boxes, and other interface tools; menu design; multiple forms; error-trapping; and arrays. Other topics that may be covered include object linking and embedding (OLE); VB for applications; database development using record sets and databound controls; data handling; grids; validation and election; drag and drop; and graphics, and new revisions for interoperability with other languages. 3 credits. Priority Dual Credit Course.

**CS 16000** – Introduction to Computer Science I. An introduction to computer concepts and the fundamentals of structured programming in a high-level language. Problem-solving techniques, specifications, stepwise refinement, programming style, structure charts, and program documentation. Programming topics include data types, assignments, input/output, subprograms, selection, iteration, arrays, records, text files, and simple searching and sorting. 4 credits. Priority Dual Credit Course.

**CS 16101** – Introduction to Computer Science II. This course continues CS 160. Students will design larger programs to solve more complicated problems. The emphasis is on deepening students' abilities to deal with abstraction, problem decomposition, and the interaction between program components. Students will develop their professional practice through analysis of more general problems, debugging and testing of their programs, and written presentation of their solutions. Topics include multidimensional arrays, event-driven programs, GUI's, class inheritance and interfaces, and libraries. **Preparation for Course P:** CS16000; C: MA 17500. Cr. 4.

**ECON E200** – Fundamentals of Economics. Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions, current economic policy alternatives as they affect both the individual and the society. No credit toward B.S. in business; no credit for both E200 and E201.3 credits. CTL Course\*.

**EDUC F200** – Examining Self as Teacher. Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. 3 credits. Priority Dual Credit Course.

**ENG L102** – Western World Masterpieces II. Plays, poems, and fiction from the 16th century to the present, including works by Shakespeare, Ibsen, Shaw, Wordsworth, Whitman, Yeats, Dostoevsky, Faulkner, Hemingway. 3 credits. CTL Course\*.

**ENG W131** – Reading, Writing, and Inquiry I. This course teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims. **Preparation for Course P:** self-placement in ENG W131, or completion of ENG W129 with a grade of C or better, or completion of the ESL composition sequence and recommendation of the ESL instructor. Cr. 2-3. Indiana Core Transfer Library course.

**FINA H101** – Art Appreciation. Objectives: to acquaint students with outstanding works of art and to provide an approach to appreciation through knowledge of purposes, techniques, form, and content. No credit toward a fine arts degree. 3 credits, CTL Course\*.

**FINA N108** – Introduction to Drawing for Non-majors. Introduces the student to the basic elements of drawing. Line, shape, value, and perspectives will be studied before moving on to the more complex use of color. Landscape and still life will be the source of subject matter. 3 credits. CTL Course\*.



**FINA P133** – Metalsmithing Fundamentals for Non-majors. Students will learn various basic fabricating techniques using non-ferrous metals (copper, brass, silver) on a small object/jewelry scale. Processes studied will include silver brazing with acetylene gas torches, metal stretching and forming by hand using polished hammers, wax working, and silver lost-wax casting. 3 credits.

**FINA S165** – Ceramics for Non-majors. Introduction to ceramics is a creative art course in which students use hand building techniques to create tile, pottery form, and ceramic sculpture. Various lowfire surfaces and firing atmospheres will be explored. Slide lectures will accompany projects, exposing students to the work of various cultures and ceramic artists. Classroom projects and discussions will promote a greater understanding of form and creative processes. 3 credits.

**FREN F203** – Second Year French I. Intensive review of grammar and development of vocabulary, reading, conversation, and writing skills. Reading and discussion of modern French fiction and nonfiction, some composition. 3 credits. CTL Course\*. Priority Dual Credit Course.

**FREN F204** – Second Year French II. Intensive review of grammar, and development of vocabulary, reading, conversation, and writing skills. Reading and discussion of modern French fiction and nonfiction, some composition. Weekly attendance in audio laboratory required. 3 credits. CTL Course\*. Priority Dual Credit Course.

**GER G111** – Elementary German I. Introduction to German language as well as to cultures of German-speaking countries. Emphasis on development of communicative competence in speaking, listening, reading, and writing. 4 credits. CTL Course\*. Priority Dual Credit Course.

**HIST H105** – American History I. Colonial period, Revolution, Confederation and Constitution, National period to 1877. 3 credits. CTL Course\*. Priority Dual Credit Course.

**HIST H106** – American History II. 1877 to present. Political history forms framework with economic, social, cultural, and intellectual history interwoven. Introductions to historical literature, source material, and criticism. 3 credits. H105 is not a prerequisite for H106. CTL Course\*. Priority Dual Credit Course.

**MA 15300** – Algebra and Trigonometry I. Review of algebraic operations, factoring, exponents, radicals and rational exponents, and fractional expressions. Linear and quadratic equations and modeling, problem solving, and inequalities. Graphs of functions and transformations, including polynomial, rational, exponential, and logarithmic functions with applications. 3 credits. CTL Course\*. Priority Dual Credit Course.

**MA 15400** – Algebra and Trigonometry II. Trigonometric functions and graphs, vectors, complex numbers, conic sections, matrices, and sequences. 3 credits. CTL Course\*. Priority Dual Credit Course.

**MA 15300/MA 15400** – Algebra and Trigonometry I & II. (Pre-calculus at most high schools) Algebra and trigonometry topics designed to prepare students for calculus. This two-course combined sequence allows schools some flexibility in the order topics are presented. 6 credits. CTL Course\*. Priority Dual Credit Course.

**MA 16500** – Analytic Geometry and Calculus I. Introduction to differential and integral calculus of one variable, with applications. Conic sections. High school equivalent must be AP Calculus AB. 4 credits. CTL Course\*. Priority Dual Credit Course.

**MA 16600** – Analytic Geometry and Calculus II. Continuation of MA 165. Vectors in two and three dimensions. Techniques of integration, infinite series, polar coordinates, surfaces in three dimensions. High school equivalent must be AP Calculus BC. 4 credits. CTL Course\*. Priority Dual Credit Course.

**MA 14000** – Mathematics for the Liberal Arts Student. A course for liberal arts students that shows mathematics as the language of modern problem solving. The course is designed around problems concerning management science, statistics, social choice, size and shape, and computer science. Applications in quality control, consumer affairs, wildlife management, human decision making, architectural design, political practices, urban planning, space exploration, and more may be included in the course. 3 credits. CTL Course\*.

**MA 21300** – Finite Mathematics. Basic logic, set theory. Elementary probability, Markov chains, vectors, matrices, linear systems, elementary graph theory. Applications to finite models in the managerial, social, and life sciences and computer science. 3 credits. CTL Course\*. Priority Dual Credit Course.

**MUS T109** – Rudiments of Music I. Fundamentals of notation, ear training, music reading. 3 credits.

**MUS Z101 - Music for the Listener** – Introduction to the elements of music through the mode of listening and a historical survey of the way those elements have been used in various types of musical compositions. For non-music majors. Cr. 3. Indiana Core Transfer Library course.

**PHIL 11000** – Introduction to Philosophy. An introduction to basic problems and types of philosophy, with special emphasis on the problem of knowledge and nature of reality. 3 credits. CTL Course\*.

**PHIL 11100** – Ethics. A study of the nature of moral value and obligation. Topics such as the following will be considered: different conceptions of the good life and standards of right conduct; the relation of non-moral and moral goodness; determinism, free will, and the problem of moral responsibility; the political and social dimensions of ethics; the principles and methods of moral judgment. Readings will be drawn from both contemporary and classical sources. 3 credits. CTL Course\*.

**PHYS 22000/ 22100** – General Physics. Mechanics, heat, and sound, primarily for students not specializing in physics. 4 credits. Class-size limit based on lab equipment available in the school. CTL Course\*.

**POLS Y103** – Introduction to American Politics. Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its present political party base. Note: Teachers must have a master's degree in history or political science to apply. 3 credits. CTL Course\*. Priority Dual Credit Course.

**SOC S161** – Principles of Sociology. Nature of interpersonal relationships, societies, groups, communities, and institutional areas such as the family, politics, education, the economy, and religion. Includes social process operating within these areas; significance for problems of social change, and social stratification. 3 credits. CTL Course\*.

**SPAN S203** – Second-Year Spanish I. Meets three hours a week. Continuation of S111-S112/S113 with grammar review and increased emphasis on communication skills. Reading and discussion in Spanish of contemporary literature, essays, and/or cultural readings. Practice in composition. 3 credits. CTL Course\*. Priority Dual Credit Course.

**SPAN S204** – Second-Year Spanish II. Meets three hours a week. Continuation of S111-S112/S113 with grammar review and increased emphasis on communication skills. Reading and discussion in Spanish of contemporary literature, essays, and/or cultural readings. Practice in composition. 3 credits. CTL Course\*. Priority Dual Credit Course.

**STAT 12500** – Communicating with Statistics. An introduction to the basic concepts and methods in statistical reasoning that are commonly referenced in the print media. Topics include data collection methods, descriptive statistics, basic techniques of estimation, and theory testing. Students will analyze and interpret statistics relating to contemporary problems in politics, business, science and social issues. High school equivalent is Honors Statistics. 3 credits.

**STAT 30100** – Elementary Statistical Methods I. Introduction to statistical methods with applications to diverse fields. Emphasis on understanding and interpreting standard techniques. Data analysis for one and several variables, design of samples and experiments, basic probability, sampling distributions, confidence intervals and significance tests for means and proportions, correlation and regression. Software is used throughout. High school equivalent must be AP Statistics. 3 credits

**THTR 13400** – Fundamentals of Performance. An introduction to the art of acting as practiced in the world today. 3 credits. CTL Course\*.

**THTR 20100** – Theatre Appreciation. Understanding and appreciation of the theatre's role in the modern world. Includes a seminar approach in discussion of the nature of theatre, critical analysis of drama, the actor, the director, design, and careers in the theatre. Also deals with professional, regional, community, and educational theatre. 3 credits. CTL Course\*.

**VCD P105** – Digital Imaging. Knowledge in digital imaging software is useful in graphic and web design, image manipulation, photo restoration, digital illustration, and even in creating textures, and lighting maps for 3D modeling and animation. This is a course that introduces basic skills and functions of digital imaging. 3 credits. Priority Dual Credit Course

**VCD P202** – Photography Fundamentals. This course introduces the student to the basic elements and principles of design as they apply to the field of photography and imaging. Through lectures, demonstrations, projects, and exercises, students will develop a body of work that will demonstrate their understanding of the fundamentals of photography. 3 credits. Priority Dual Credit Course

\*CTL (Course Transfer Library) is the Indiana Commission for Higher Education's indication that a course has been deemed "transferable" to all public universities in Indiana.

Note: Educators interested in information about a course that is not listed contact Continuing Studies.

## IPFW Implements Indiana Priority Dual Credit Tuition Savings

According to The Indiana Commission for Higher Education's Policy on Dual Credit taken in a high school setting, state funding for dual credit is limited to a set of priority liberal arts courses identified by the Indiana Commission for Higher Education along with all Career and Technical Educational (CTE) courses receiving postsecondary credit identified in the Indiana Department of Education's approved career pathways. State funding for dual credit is limited to a set of priority liberal arts courses identified by the Commission along with all Career and Technical Educational courses receiving postsecondary credit identified in the Indiana Department of Education. A dual credit course taken in a high school setting refers to courses taken at an Indiana public school.

Under the authority granted to the Indiana Commission for Higher Education, *the rate charged to Indiana students for the identified dual credit priority liberal arts courses shall not exceed \$25 per credit hour for courses taken beginning July 1, 2011.*

IPFW's Collegiate Connection courses that are not included in the new state policy will be charged regularly discounted Collegiate Connections rates.

## IPFW Approved Indiana Priority Dual Credit Courses

The IPFW classes listed below have been identified by the Commission for Higher Education as being a priority dual credit course eligible for the \$25 per credit hour rate when taught at the high school.

### Biology

[BIOL 10000/10001 - Introduction to the Biological World](#)

### Business

[BUS F260 - Personal Finance](#)

[BUS M201 - Marketing for the Small Business](#)

[BUS W100 - Principles of Business Administration](#)

### Chemistry

[CHM 11100 - General Chemistry](#)

[CHM 11500 - General Chemistry](#)

### Communications

[COM 11400 - Fundamentals of Speech](#)

### Computer Science

[CS 11200 - Survey of Computer Science](#)

[CS 11400 - Introduction to Visual Basic](#)

[CS 16000 - Introduction to Computer Science I](#)

[CS 16100 - Introduction to Computer Science II](#)

### Economics

[ECON E200 - Fundamentals of Economics](#)

### Education

[EDUC F200 - Examining Self as Teacher](#)

*Classes shaded blue are priority courses.*

**English**

ENG L102 - Western World Masterpieces II  
 ENG W131 - Elementary Composition I

**Fine Arts**

FINA H101 - Art Appreciation  
 FINA N108 - Introduction to Drawing for Non-majors  
 FINA P133 - Metalsmithing Fundamentals for Non-majors  
 FINA S239 - Painting for Non-majors  
 FINA S165 - Ceramics for Non-majors

**History**

HIST H105 - American History I  
 HIST H106 - American History II

**International Language**

FREN F203 - Second Year French I  
 FRENCH F204 - Second Year French II  
 GER G111 - Elementary German I  
 SPAN S203 - Second Year Spanish I  
 SPAN S204 - Second Year Spanish II

**Mathematics**

MA 15300 - Algebra and Trigonometry I  
 MA 15400 - Algebra and Trigonometry II  
 MA 15300/15400 - Algebra and Trigonometry I and II  
 MA 14000 - Practical Quantitative Reasoning  
 MA 16500 - Analytic Geometry and Calculus I  
 MA 16600 - Analytic Geometry and Calculus II  
 MA 21300 - Finite Mathematics  
 STAT 12500 - Communicating with Statistics  
 STAT 30100 - Elementary Statistical Methods I

**Music**

MUS T109 - Rudiments of Music I  
 MUS Z101 - Music for the Listener

**Philosophy**

PHIL 11000 - Introduction to Philosophy  
 PHIL 11100 - Ethics  
 PHIL 12000 - Critical Thinking

**Physics**

PHYS 22000/22100 - General Physics\*

**Political Science**

POLS Y103 - Introduction to American Politics

**Public Policy**

PPOL E272 - Introduction to Environmental Science

**Sociology**

SOC S161 - Principles of Sociology

**Theatre**

THTR 13400 - Fundamentals of Performance  
 THTR 20100 - Theatre Appreciation

**Visual Communication & Design**

VCD P 105 - Digital Imaging  
 VCD P202 - Photography Fundamentals

*Classes shaded blue are priority courses.*

*\* last year for class to be on priority list*



INDIANA UNIVERSITY  
 PURDUE UNIVERSITY  
 FORT WAYNE

Model Classroom Syllabus  
 ENG W131 & English Composition  
 IPFW & Pleasantville High School  
 2013-2014  
 Period 1, 7:30-8:20



PLEASANTVILLE COUGARS

**Course and Instructor Information:**

Instructor Name  
 Contact Information

**Purpose:**

Course Description  
 Instructor Description  
 Course Goals and Objectives  
 Learning Objectives

**Requirements:**

Required Texts  
 Additional, Materials, Equipment or Skills  
 Assignments

**Grades:****Course Policies:**

Attendance and Timely Submissions  
 Expectations for Submitting Required Work  
 Academic Honesty

**Course Schedule:****Important Dates:****Tips for Success:****Student Expectations of the Instructor:****Course Communication:**

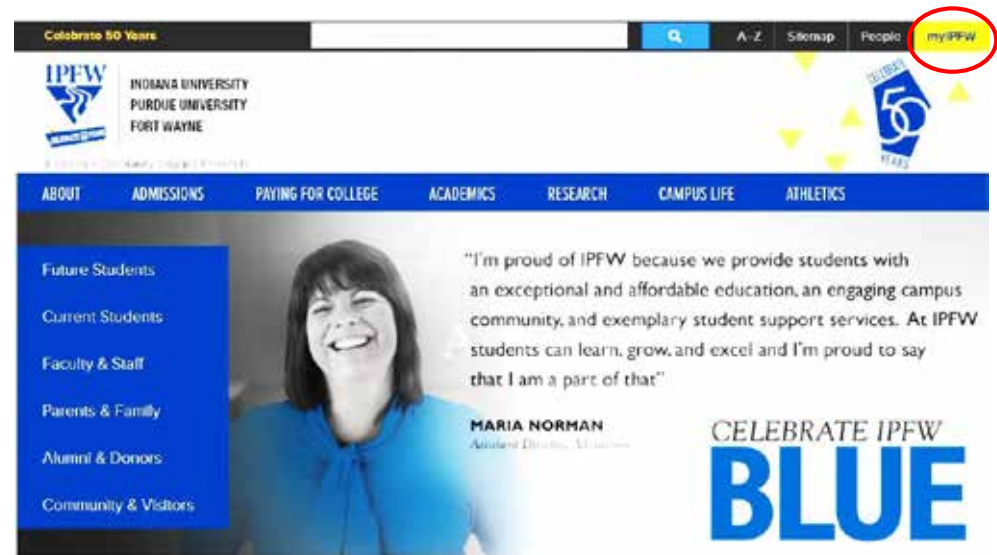
Details about "The Model Syllabus" are available on the Center for Enhancement of Learning & Teaching (CELT) web site <http://www.ipfw.edu/celt/> under Teaching Resources.



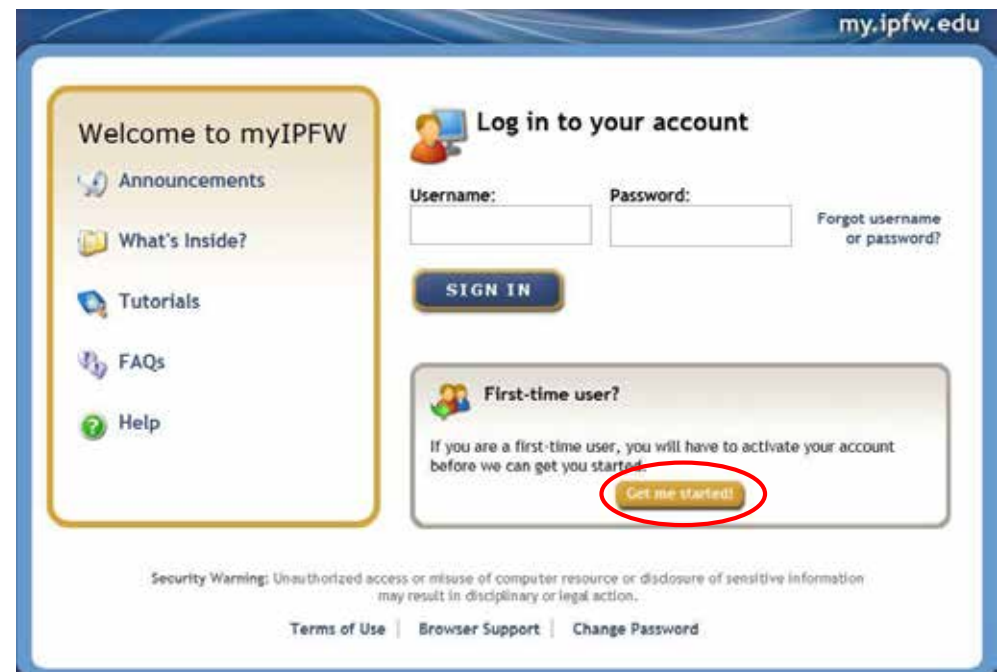
## Instructions for Setting up IPFW Online Accounts For Collegiate Connections Students (Teachers must have Division of Continuing Studies paperwork completed)

Go to ipfw.edu. Every student admitted to take credit courses through IPFW has a computer account generated for them automatically as soon as they are admitted. This account must be activated before use. Student accounts are only available while the student is taking classes. Collegiate Connection students receive their account information with their Admissions letter from IPFW.

Select **myIPFW**

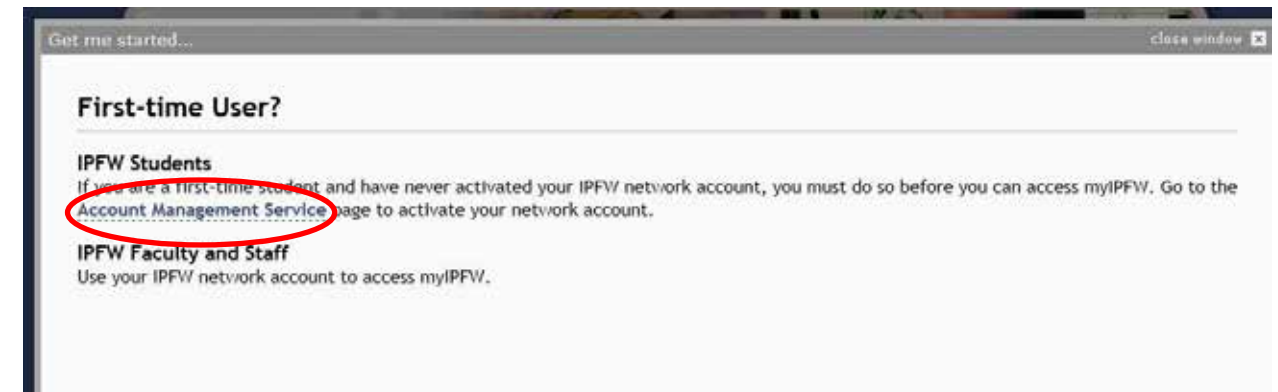


Select **Get Me Started!** If you are a first-time user, you will have to activate your account before we can get you started.



If you are a first-time student and have never activated your IPFW network account, you must do so before you can access myIPFW. Go to the Account Management Service page to activate your network account.

- ▼ If you are a new student at Indiana University-Purdue University Fort Wayne (IPFW), use the Account Management Service (AMS) to create the basic computing accounts you need to send and receive email, store files, create Web pages, and access the IPFW network. To use AMS, you must: Be a registered student, and know your birth date and either the last 4 digits of your Social Security Number **OR** your student ID number.
- ▼ If you do not meet these criteria, you will not be able to use the Account Management Service at this time. You must instead take a photo ID to the Information Technology Services Help Desk. (Kettler 206) It will take approximately 15 minutes to complete this service.



### Password tips

- must be at least 8 but no more than 16 characters
- must contain at least 4 different characters. (For example, you couldn't use *ababab88* because it contains only three different characters: a, b, and 8.)
- must begin with a letter
- must include at least one number
- may include \_ (underscore), # (pound or hash), . (period), or \$ (dollar sign)
- must not be anything you've used within the last calendar year

### Do not use any of the following as part of your password

- ipfw
- the word "students"
- special characters such as "?", "&", "@", "/"
- your first name, last name or your full name
- your email address
- your user name
- your Purdue ID

**Password expiration for students is 90 days**

PURDUE UNIVERSITY EMPLOYEE

REQUEST FOR STAFF, CHILD, SPOUSE/DOMESTIC PARTNER, OR GRADUATE AIDE FEE REMISSION  
FOR ATTENDANCE AT  
INDIANA UNIVERSITY—PURDUE UNIVERSITY FORT WAYNE

Please Print Clearly

Student's Name \_\_\_\_\_ Student ID Number \_\_\_\_\_  
Employee Name (if different) \_\_\_\_\_ Employee Dept \_\_\_\_\_  
Employee Status: \_\_\_ Faculty \_\_\_ Staff \_\_\_ Graduate Aide  
Academic Year (Fall – Spring – Summer I – Summer II): 20\_\_-\_\_ Dept Acct Number \_\_\_\_\_ - \_\_\_\_\_

\_\_\_ Fee remission is for staff member:

\_\_\_ Graduate or \_\_\_ Undergraduate  
\_\_\_ I am taking no more than 7 credit hours per semester/4 credit hours per summer.  
*(Exception to this policy must be approved prior to submission; use request form on reverse side).*  
Per credit hour remit varies due to admit status and enrollment in distance learning courses.

\_\_\_ Fee remission is for child/stepchild \*:

\_\_\_ My child/stepchild is under 26 years of age (unless continuously enrolled since before age 26).  
\_\_\_ My child/stepchild is an undergraduate who does not already have a baccalaureate or professional degree.  
\_\_\_ This is my first baccalaureate degree at IPFW or another Purdue Campus.  
\_\_\_ **My child/stepchild is my dependent, based upon the definitions provided, (under the Staff Child Remit provisions).**  
\_\_\_ **I meet all requirements for receiving the fee remit, however, my child is no longer a dependent and I am aware of the tax implications this entails as noted on the last page of this form (Taxable Remission Information).**  
Per credit hour remit varies due to admit status and enrollment in distance learning courses.

\_\_\_ Fee remission is for spouse/domestic partner \*:

\_\_\_ My spouse/domestic partner is taking no more than 7 credit hours per semester/4 credit hours per summer.  
\_\_\_ I have been regularly employed half-time or greater for at least two years.  
\_\_\_ Graduate or \_\_\_ Undergraduate  
Per credit hour remit varies due to admit status and enrollment in distance learning courses.

\_\_\_ Fee remission is for graduate aide, graduate assistant or graduate administrative professional

REQUESTED: \_\_\_\_\_ RECOMMENDED: \_\_\_\_\_  
Employee Date Employee's Dept Date  
Head or Supervisor

\* Part-time Lecturers, Adjunct Instructors, Affiliate Staff, Graduate Staff and Visiting Scholars are not eligible for the child or staff spouse fee remission.

Employee must submit a new request at the beginning of each academic year (fall semester) or if changing employing department during the year. By signing this form the employee is certifying the relationship between the applicant and employee. If a staff appointment terminates within six weeks after the start of a semester or prior to July 1 during the summer period, and course work is continued, full fees will be assessed for the semester or summer period. **The staff member is to contact the Bursar's Office in the event of a change in family status or termination.**

Human Resources Use Only:

\_\_\_ Employee is a regular, benefited employee; retiree; on permanent disability; graduate aide, graduate assistant or graduate administrative professional; adjunct instructor or affiliate staff; of the department listed above.  
\_\_\_ If the fee remission request is for a spouse/domestic partner, employee has been continuously employed half time or greater for at least two years.

VERIFIED: \_\_\_\_\_  
Human Resources Date

**CONTINUING STUDIES**

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE

COLLEGIATE CONNECTION



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