



# **Dual Credit and Dual Enrollment at Martin University**

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## **Background on Martin University**

As Indiana's only Predominantly Black Institution of Higher Education, Martin University educates and develops diverse workforce-ready students in an inclusive, supportive collegiate environment. The origins of Martin University can be traced to 1969 when Father Boniface Hardin, an African American Benedictine priest, and Sister Jane Schilling opened Martin Center on North College Avenue in Indianapolis to address pressing community issues, especially the inherited disease sickle cell anemia and race relations. Five years later, in 1974, the Center conducted a study in cooperation with the Union of Experimenting Colleges and a local university on the difficulties experienced by low-income adults and minority students who wished to attend traditional colleges or universities. Over 90% of the students we serve are African American, 95% are Pell eligible, and over 85% are over the age of 25. In addition to the academic programs that we offer, we are in the process of finalizing professional certificates, inclusion and equity training through our National Center for Racial Equity and Inclusion, and urban-focused professional development training geared toward teachers and community development.

Martin University offers 8 bachelor's degrees in an array of disciplines with a unique focus on service learning and leadership. Our award-winning faculty, small class sizes, and student-centered approach make Martin the best choice to get the education you deserve.

### **Vision**

Elevate the landscape of education while providing transformative opportunities, inclusive support, and service to our communities.

### **Mission**

As Indiana's only Predominantly Black Institution of Higher Education, Martin University educates and develops diverse workforce-ready students in an inclusive, supportive, and collegiate environment.

### **Core Values**

**Excellence** - We strive for and expect the very best in everything we do.

**Opportunity** - As a student-centered institution, we see opportunity in everything and believe that everyone has the potential to achieve success.

**Transformation** - We believe in the power of positive change and the benefits of transformative thinking and actions that revolutionize individuals, places, and society.

**Innovation** - We stimulate and encourage creativity as a means for achieving progress and avoiding complacency.

**Collaboration** - We are at our best when we work together. Cooperation, trust, and teamwork lead to collective impact.

**Servant Leadership** - We believe that the best leaders are those who are committed to serving others by uplifting and empowering people and communities.

# Dual Credit, Dual Enrollment, and High School Equivalency at Martin University

## What Is Dual Credit?

The Martin University Dual Credit Program allows high school students the opportunity to enroll in and receive both high school and college credit during normal class hours. Dual credit classes may be taught by high school instructors and are held at the student's high school or taught by college professors on a college campus.

What are the benefits of dual credit?

Dual credit **saves time**. Students take a course once and earn high school and college credit at the same time.

Dual credit **saves money**. Dual credit courses taken through the dual credit program cost far less than undergraduate tuition.

Dual credit **prepares students for college**. Dual credit courses provide high school students an opportunity to experience rigorous college-level coursework. All dual credit courses are aligned with courses taught on Martin University campus.

## What is Dual Enrollment?

Dual enrollment allows high school students to enroll in college courses for credit prior to your high school graduation. Dual enrollment classes differ from dual credit in that the coursework in dual enrollment only earns college credit, however, some high schools will allow students to transfer college credits in as high school credits.

What are the benefits of dual enrollment?

Dual enrollment is a **real college experience**. Students take courses on Martin University campus or via Canvas online.

Dual enrollment offers a **variety of courses**. High schools are often limited in what classes they can offer for dual credit, but dual enrollment courses are only limited by what the college offers.

Dual enrollment **saves money**. Dual enrollment courses are far less than the traditional undergraduate cost.

Dual enrollment is **for everyone**. While dual credit courses are only offered in high schools to students enrolled at that school, dual enrollment classes are open to all qualified high school students and home-schooled students.

## **What is the High School Equivalency Program?**

The Indiana HSE (High School Equivalency) is an alternative for earning a high school diploma. Your HSE Diploma can be earned after completing a test based on five subject areas (math, reading, writing, science and social studies). The skills you are taught and eventually tested on are at the same level as those of graduating high school seniors.

Education plays an important role in life by improving your knowledge and preparing you to get a better job. Workers who have a high school diploma earn on average over \$8,000 more per year than those who do not. Taking the HSE test is your first step to moving forward. Whether your goal is to get a better job or continue on your educational pathway to a certificate, 2-year associate degree or 4-year bachelor's degree, this is where your second chance starts.

Students who are enrolled in the HSE program are eligible for Dual Credit/Dual Enrollment credits.

## **Dual Credit Program Overview**

The primary goal of our program is to provide high school students opportunities to earn college credit and gain experience while preparing these students to attend college. Juniors and seniors with a strong academic background and desire to attend college are good candidates for the program.

Martin University's Dual Credit Program is accredited through the Higher Learning Commission, and its standards to ensure quality, rigor and excellence are aligned with the Indiana Department of Education.

We offer classes at the school site, taught by high school instructors, and online, taught by Martin University faculty. We work closely with partner high schools to provide a superior level of service in the areas of faculty mentoring, student admission, registration and transcript processing. Faculty mentors take great pride in developing collaborative relationships with high school dual credit instructors.

Eligible high school students engage in college-level courses that encourage them to persist in taking rigorous coursework throughout their high school and college careers. Martin University prides itself on working with students who have often been left out of the conversation to take college level courses. Our professors have years of experience delivering quality level instruction in supportive and inspirational classroom settings.

As your dual credit university partner, Martin University will

- Communicate all dual credit requirements.
- Provide exceptional customer support for day-to-day occurrences.
- Provide annual professional development.
- Register high school students for transcript college credit.
- Communicate and respond in a timely manner to all correspondence.
- Make onsite high school visits (when requested) to meet with students, parents, instructors and/or administrators.
- Adhere to HLC and IDOE standards and maintain programmatic accreditation

## **Course Delivery Methods**

There are three different methods of course delivery.

1. **On-Site Dual Credit Courses taught in High School**  
Instructors are your own high school teachers approved as Martin University adjunct instructors by MU's respective academic departments. These courses meet the student's high school requirements and provide additional instruction to satisfy collegiate standards.
2. **On-Site Dual Credit Courses taught on Martin University's Campus**  
Instructors are Martin University faculty and classes are held during the course of the school day on the MU campus. Students are transported by their respective school or transport themselves to each class.
3. **Online Dual Credit Courses taught by Martin University faculty.**  
All coursework and examinations are completely online through our LMS known as Canvas. Textbooks are provided through our online platform known as Cengage and the fee is charged automatically to the student's account. All courses at Martin University are 8 weeks in duration. Students may take more than one course at a time, and they work at their own speed during the week. There is no minimum number of students required for these classes.

#### On-Site Course Expectations

On-site class requirements are also 8 weeks in duration. Abstracting critical information, conceptualizing, and problem solving at a higher level will be common denominators in these courses.

#### **Course Prerequisites**

Some dual credit courses require prerequisites (a course or a proficiency test that is required before taking an advanced course). A student's high school guidance counselor or school principal signs the permission form acknowledging eligibility and verification that the student(s) have met any prerequisites.

## Graduation Pathways (Indiana)

### BRIEF SUMMARY

Beginning with the graduating class of 2023, Indiana high school students must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

1. Earn one of the following High School Diploma designation options:
  - General Diploma;
  - Core 40 Diploma;
  - Academic Honors Diploma;
  - Technical Honors Diploma.
2. Learn and Demonstrate one of the following Employability Skills options:
  - Completion of a project-based learning experience;
  - Completion of a service-based learning experience ;
  - Completion of a work-based learning experience.

### AND

3. Demonstrate one of the following Postsecondary-Ready Competencies:
  - Honors diploma: Fulfill all requirements of either the Academic or Technical Honors diploma;
  - ACT: Earn the college-ready benchmark scores;
  - SAT: Earn the college-ready benchmarks scores;
  - Armed Services Vocational Aptitude Battery (ASVAB): Earn at least a minimum Armed Forces Qualification Test (AFQT) score to qualify for placement into one of the branches of the US military;
  - State- and Industry-recognized Credential or Certification;
  - State-, Federal-, or Industry-recognized Apprenticeship;
  - Career-Technical Education Concentrator: Earn a C average or higher in at least six (6) high school credits in a career sequence;
  - *AP/International Baccalaureate/Dual Credit/Cambridge International courses or College Level Examination Program (CLEP) Exams: Earn a C average or higher in at least three (3) courses;*
  - Locally created pathway that earns the approval of the State Board of Education by meeting its framework.

### KEY POINTS

- Students need to complete only one bullet under each of the 3 options listed above.
- Both Honors diplomas satisfy both the diploma and postsecondary-ready competency requirements. This is because both Honors diplomas require a minimum of 47 high school credits and include postsecondary-ready competencies.

### Dual Credit

Business Management and Administration Business Administration							
Principles		CTE Concentrator A		CTE Concentrator B		Pathway Capstone	
4562	Principles of Business Management	7143	Management Fundamentals	4524	Accounting Fundamentals	7256	Business Administration Capstone
		5914	Marketing Fundamentals				

### 3:1 Crosswalk:

#### 4562 Principles of Business Management

**BUS 201 Introduction to Business (3 Cr) Prerequisite: ENG 125 or High School Equivalency**

Acquaints the beginning business student with business terms, functions, and sectors. Surveys the functional divisions of business and how they relate to each other. Examines the social and governmental environment within which business operates.

**CTE150 Microcomputer Applications (3 Cr) Prerequisite: None.**

This course introduces students to the Microsoft IT E-Learning Academy, Digital Literacy, Microsoft Windows Operating systems, Microsoft Office 2010 (Word, Excel, PowerPoint, & Access) and their applications in real-life scenarios such as the Global Economy, Cloud Computing, the Exponential Revolution, Mobile & Social Media.

**MGT201 Principles of Management (3 Cr) Prerequisite: BUS201.**

Studies the management functions of planning, organizing, leading and controlling. Focuses on skills development and the human side of the organization. Examines various management theories, individual and group decision-making processes, organizational structures, individual and group behavior, motivation, leadership, communication, and organizational quality. Introduces individual and organizational career planning.

#### 7143 Fundamentals of Management

**MGT201 Principles of Management (3 Cr) Prerequisite: BUS201.**

Studies the management functions of planning, organizing, leading and controlling. Focuses on skills development and the human side of the organization. Examines various management theories, individual and group decision-making processes, organizational structures, individual and group behavior, motivation, leadership, communication, and organizational quality. Introduces individual and organizational career planning.

**BUS 220 Business Law (3 Cr) Prerequisite: BUS 201.**

Studies the legal framework that surrounds the business environment. Focuses on applicable principles through the examination of case studies that illustrate the nature of law, the law of torts, contract law, labor law and sales law. Includes government regulations and laws governing partnerships and corporations.

**BUS 301 Supervisory Techniques (3 Cr) Prerequisite: BUS 201.**

Concentrates on studying first-line supervisory techniques. Explores the processes of supervision, delegation, motivation, and employee/supervisor communication.

### **5914 Marketing Fundamentals**

**BUS 200 Business Communication (3 Cr) Prerequisite: None.**

Examines the techniques, theories, and skills necessary for effective organizational communication. Topics include conducting meetings, oral presentations, writing effective memos, letters, and reports, managing interactions, effective listening, interviewing techniques.

**MKT201 Principles of Marketing (3 Cr) Prerequisite: BUS201.**

Studies fundamentals of marketing and marketing functions, including planning, pricing, promotion, and distribution of goods and services to present and future customers.

### **4524 Accounting Fundamentals**

**ACC 101 Introduction to Accounting I (3 Cr) Prerequisites: Computer and 9<sup>th</sup> Grade Math Course**

This course acquaints the student with accounting terms, practices, and careers. Students will become familiar with common accounting terms and their uses, along with understanding the overall flow of the financial side of a business.

**ACC 201 Principles of Accounting I (3 Cr) Prerequisites: ACC 101 or Placement Test**

Outlines the basics of financial accounting; the accounting cycle focuses on detailed mechanics of preparing the balance sheet, income statement and statement of owner's equity. Computer spreadsheet programs are incorporated into the course.

**ACC 202 Principles of Accounting II (3 Cr) Prerequisite: ACC 201.**

Continues Accounting I. Accounting for management and more detailed analysis of financial statements and managerial accounting functions. Computer spreadsheet programs are incorporated into the course.

### **7256 Business Administration Capstone**

**CTE200 Advanced Microcomputer Applications (3 Cr) Prerequisite: Computer C**

This course extends the Microsoft IT Academy education solution that continues the uses of E-Learning experiences of CTE 150 Introduction to Computers. The course uses beginning, intermediate, and advanced techniques in Office 2010. The course exposes students to the GMetrix training and practice test software. Students who take and pass the Microsoft Office Specialist (MOS) exam will receive the premier certification credential chosen by individuals seeking to validate their skills and advance their careers.

**HRS 313 Management of Human Resources (3 Cr) Prerequisite: BUS201, BUS250, MGT201**



This course is a comprehensive overview of Human Resources Management (HRM), emphasizing the functions performed in organizations that facilitate the most effective use of people (employees) to achieve organizational and individual goals. Effective management of human resources requiring the utilization of many disciplines, including psychology, employment law, management theory, medicine, group dynamics, philosophy, ethics, and statistics, will be identified. Quality HRM that fosters high productivity, high standards of performance, and high moral, will be examined. Finally, the integration of technology and the human/social system, as an integral component of HRM, will be realized.

**BUS 370 International Business (3 Cr) Prerequisite: BUS 201.**

Provides an overview of the international business’ environment. Global business management, marketing, supply chain management, and finance serve as the primary focus of the course. Entering international markets and financing an international business will be explored.

Education and Training							
Early Childhood Education							
Principles		CTE Concentrator A		CTE Concentrator B		Pathway Capstone	
7160	Principles of Early Childhood Education	7158	Early Childhood Education Curriculum	7159	Early Childhood Education Guidance	7259	Early Childhood Education Capstone

**7160 Principles of Early Childhood Education**

**ECE 201 Introduction to Early Childhood Education (3 Cr) Prerequisite: None.**

Teachers of young children must have a solid foundation of knowledge on which to base the many education decisions they have to make, and their understanding of how best to work with diverse individuals and families must continually evolve. (Jo Ann Brewer, Introduction to Early Childhood Education: Preschool through Primary Grades.)

This introductory course is designed to familiarize the student with the field of Early Childhood Education. The purpose of the course is to answer What, Who, Why, Where, and How questions of Early Childhood Education. Students are required to complete a minimum of twenty (20) clock hours of observing diverse programs for young children in local community settings. This activity provides the pre-service teachers with practical experience in observing children and developing skills to assess child care programs and curriculum. Students majoring in Early Childhood Education are required to maintain a completed background check on file before working with children.

**7158 Early Childhood Education Curriculum**

**ECE 205 Child Development (3 Cr) Prerequisites: None**

The course introduces the concepts of development in children from infancy through adolescence, specifically concerning physical and mental development in relation to learning. The course is on how children develop and learn from conception through adolescence and how children differ in physical, emotional, social, and cognitive development. Also, students will gain an understanding of the impact different ecological environments (e.g.,

family, school, government, and culture) has on the child's development. These content areas will be discussed within the context of the major theories and current research on child development.

### **7159 Early Childhood Education Guidance**

**ECE 212 Teaching in the Inclusive Classroom (3 Cr) Prerequisites: ECE 205.**

The course is designed to provide an overview of the foundation and components of early childhood special education programs (0-5 years). The focus of the course is the theories of typical and atypical child development, the stages and sequences of development, and the impact of disabilities and biomedical risk factors on learning. Discussion will take place on the rationale, service delivery options, and program models for early intervention. Relevant issues of diversity in culture and social backgrounds are addressed. The course includes community resources and services, as well as classroom observation and participation with young children.

Education and Training							
Education Professions							
Principles		CTE Concentrator A		CTE Concentrator B		Pathway Capstone	
7161	Principles of Teaching	7157	Child and Adolescent Development	7162	Teaching and Learning	7267	Education Professions Capstone

### **7161 Principles of Teaching**

**ECE 202 Practicum in Early Childhood Education (3 Cr) Prerequisites: 9<sup>th</sup> Grade English**

The focus is on the development of observational and interaction skills with young children in early childhood settings, both with groups and individuals. It includes both college seminar and field assignments and observations in early childhood settings for young children and school age youth. Both classroom teachers and course instructors supervise the students' practicum experiences, which include instructor's classroom visits and individual conferences. Students are required to spend a minimum of three hours per week in a childcare facility.

### **7157 Child and Adolescent Development**

**ECE 205 Child Development (3 Cr) Prerequisites: None**

The course introduces the concepts of development in children from infancy through adolescence, specifically concerning physical and mental development in relation to learning. The course is on how children develop and learn from conception through adolescence and how children differ in physical, emotional, social, and cognitive development. Also, students will gain an understanding of the impact different ecological environments (e.g., family, school, government, and culture) has on the child's development. These content areas will be discussed within the context of the major theories and current research on child development.

## 7162 Teaching and Learning

### **ECE 212 Teaching in the Inclusive Classroom (3 Cr) Prerequisites: ECE 205.**

The course is designed to provide an overview of the foundation and components of early childhood special education programs (0-5 years). The focus of the course is the theories of typical and atypical child development, the stages and sequences of development, and the impact of disabilities and biomedical risk factors on learning. Discussion will take place on the rationale, service delivery options, and program models for early intervention. Relevant issues of diversity in culture and social backgrounds are addressed. The course includes community resources and services, as well as classroom observation and participation with young children.

Law, Public Safety, Corrections and Security							
Criminal Justice							
Principles		CTE Concentrator A		CTE Concentrator B		Pathway Capstone	
7193	Principles of Criminal Justice	7191	Law Enforcement Fundamentals	7188	Corrections and Cultural Awareness	7231	Criminal Justice Capstone

## 7193 Principles of Criminal Justice

### **CRJ 100 Introduction to Criminal Justice (3 Cr)\* Prerequisite: None.**

The criminal justice system, criminality, the corrections system and society's reactions to crime.

### **CRJ 150 Introduction to Criminology (3 Cr)\* Prerequisite: None.**

Studies crime as deviant behavior, including past and present theories of crime causation, theory and specific types of crime, criminological topologies, theories and research and assessment of criminology theories.

## 7191 Law Enforcement Fundamentals

### **CRJ 250 Introduction to Law Enforcement (3 Cr) Prerequisite: CRJ 100.**

A survey of issues in law enforcement, including law enforcement theories and approaches; police administration, organization, discretion, subculture, and legal constraints; patrol; investigations; and police/community relations.

## 7188 Corrections and Cultural Awareness

**CRJ 350 Training in Corrections (3 Cr) Prerequisites: CRJ 200, 250, and Junior or Senior standing, or permission of the Department Chairperson.** Explores the corrections system in America from its European origins to its present condition. The focus is on examining the latest treatment programming, educational and training strategies and security issues in correctional facilities and community corrections.

\*Prerequisite for Cybersecurity Concentration under the Criminal Justice Degree

## Dual Enrollment

### Healthcare Management Courses

#### **HCM 150 Therapeutic Communication for Health Care Professionals (3 Cr) Prerequisite: None.**

In this course students will learn the importance of establishing trust with patients through effective communication. Because healthcare professionals are likely to have the most direct contact with patients, effective patient communication is critical. Healthcare professionals can utilize proven therapeutic communication techniques that promote quality care.

#### **HCM 201 Introduction to Healthcare Systems (3 Cr) Prerequisite: None.**

This course provides an overview of the healthcare industry, which includes a historical perspective, structure of the system, fundamentals of hospital organization and management, current issues and controversies, medical economics, and the consumer.

#### **HCM 203 Risk Management in Healthcare Settings (3 Cr) Prerequisite: HCM 201.**

This course provides the student with an understanding of healthcare quality improvement including methods and tools to increase patient safety, improve healthcare outcomes and reduce risk in the healthcare setting. It focuses on applying expert knowledge and management expertise to the multiple challenges managers faced by healthcare organizations.

### Liberal Arts Courses

#### **CTE150 Microcomputer Applications (3 Cr) Prerequisite: None.**

This course introduces students to the Microsoft IT E-Learning Academy, Digital Literacy, Microsoft Windows Operating systems, Microsoft Office 2010 (Word, Excel, PowerPoint, & Access) and their applications in real-life scenarios such as the Global Economy, Cloud Computing, the Exponential Revolution, Mobile & social media. Certificates for this class include: AI for Beginners, AI Intermediate and Cyber Security.

#### **HUM 101 Introduction to the Humanities (3 Cr) Prerequisite: NONE.**

This course introduces definitive epochs in the fine arts of the world in relation to the patterns of cultural history and the historical and social elements that help to shape them. Instills understanding and appreciation of music, painting, sculpture, and architecture.

#### **ENG 125 Composition I (3 Cr) Prerequisite: None**

This course is designed to improve reading and vocabulary skills by developing specific reading strategies and analytical skills, as well as by expanding basic background knowledge that will lead to proficiency in students' college coursework. Skills to be developed include comprehension, flexibility, critical thinking, graphic illustrations, and the use of library resources. Selections, which are excerpts from current college textbooks and a variety of sources, enable students to develop further the background knowledge and vocabulary necessary to read college-level material effectively. Also addresses work-related literacies such as creative and critical thinking, following written and oral instructions, collaboration, and communication skills. May include an individually prescribed reading plan in the reading lab.

### **ENG 135 Composition II (3 Cr) Prerequisite: ENG 125**

This college-level composition course provides students an opportunity to develop their writing through various stages of composing, revising, and editing. Students learn how to formulate and support a thesis using some rhetorical strategies, to conduct research, and to integrate a variety of sources according to the Modern Language Association guidelines. Students write in Standard English with consideration given to the audience, purpose, and context. Also, students study the origin of words and the historical development of its meaning.

### **PHI 201 Critical Thinking (3 Cr) Prerequisite: ENG 125.**

Reasoning is a pervasive human activity – a fundamental means by which we develop as people and society. The University exists to support the creative, focused, and self-conscious use of reason. Therefore, the analysis of reasoning is a crucial part of a university student's intellectual development. In this course, students will be introduced to the flow of reasoning from premise to conclusion. Students will learn to discern the premises of an argument, determine its conclusion(s), and analyze the argument's logical structure. (Which premises lead to which sub-conclusions? How do the sub-conclusions ultimately lead to the conclusion? etc.) Students will also learn the basics concerning how to classify different types of reasoning, and how to evaluate the strength of an argument.

### **MAT 100 College Math for Liberal Arts (3 Cr) Prerequisite: None.**

This is a course in college level mathematics that covers a broad spectrum of math topics with emphasis on how math is used in solving real-world problems. Topics covered: number systems, mathematical modeling, polynomials, factoring, equations, problem-solving. Euclidean geometry, non-Euclidean geometries, exponents, radicals, logarithms, permutations, combinations, statistics, graphs, functions, and linear equations.

## **Psychology Courses**

### **PSY 101 Introduction to Psychology (3 Cr) Prerequisite: NONE.**

Overview of contemporary scientific approaches to the human psyche. Includes the study of learning and memory, sensation and perception, motivation and emotion, biology and behavior, personality, individual differences, abnormal psychology, and developmental and social psychology.

### **PSY 212 Lifespan Development (3 Cr) Prerequisite: PSY 101.**

Studies the developmental process from birth to death. Examines physical changes, cognitive factors and personality traits, and the theories that have been developed to explain changes that are associated with the growth and aging processes.

## **Attendance**

A student at Martin University is expected to attend all sessions of each class in which they are registered. Attendance is taken during the first week of class during an academic session (example, Session A attendance will be taken during the first week of Session A; Session B attendance will be taken during the first week of Session B) If a student misses the first week of

classes during a session, the student will be dropped from the course(s). Student attendance at the beginning of a class establishes enrollment in the course.

### Grading System

Martin University uses the following grading system to indicate the quality of the academic work completed. A cumulative grade point average of 2.0 is required for graduation.

A = 100% – 90% B = 89%-80% C =79%-70% D = 69%-60% F = Below 60%

### Letter Grade Equivalents

Grade	Description of Work
<b>A</b>	Stands out as excellent performance. Has unusually sharp insights into the material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in the progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "a" student is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a college student. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
<b>C</b>	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, and initiative. Requirements of the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
<b>F</b>	Quality and quantity of work are unacceptable and does not qualify the student to progress to a more advanced level of work.

### Late Policy:

*Attendance will be taken at the start of each class. Time management is an important skill to have and as a student taking college courses it is expected that you develop an understanding as to how to manage*

*your time appropriately and to adhere to all deadlines and assignment requirements. It is understood that emergencies will happen. In the case of an emergency, late assignments will be accepted **IF***

*1) you have contacted your instructor, and it is clear the circumstances as to why the assignment will be late*

*2) an agreed upon new date and time for assignment completion is set*

*3) you understand that your instructor has the right to deduct points from your overall grade for the assignment.*

*Your instructor has the right to refuse acceptance of late work that is not turned in at the agreed upon time of subsequent submission. Exceptions to this: If there is an outage of the learning management system that is verified by central system administrators, instructor will provide an extension for students to submit work at no penalty and/or if the student has documentation of a serious illness or death of a family member, instructor will work with student to determine an alternate deadline.*

## **End of Course Evaluations**

Dual credit students will be able to complete an End of Course (EOC) evaluation for each dual credit course. The student ratings provided will help enhance teaching practices and foster student learning. All responses are anonymous, ensuring confidentiality and encouraging honest feedback. Course evaluation results are shared with the instructor and the Director of Martin University's Dual Credit Program. Course evaluations take place at the end of every course, prior to final assessments. Evaluations are sent to your Martin University email address.

## **Contact Information**

The Director of Martin University's Dual Credit and Dual Enrollment Program can provide additional advising and support by answering questions about program policies and academic requirements, and resolving any issues that arise during the dual credit experience.

Dr. Tony Jean Dickerson  
[tdickerson@martin.edu](mailto:tdickerson@martin.edu)  
317-917-3959

**IT Department (Support):** [helpdesk@martin.edu](mailto:helpdesk@martin.edu)

## **Dual Credit/Dual Enrollment High School Teachers**

### Benefits of Being a Dual Credit Program Teacher

There are multiple benefits for participating in the Dual Credit Program:

- Fulfills Indiana state requirements by providing dual credit course opportunities in the high school.
- Elevates your high school curriculum.
- Offers opportunities for faculty to receive professional development and other training that may otherwise be unavailable.
- Improves the percentage of students who pursue and complete a college degree.

### **Teaching Criteria**

High school teachers with appropriate credentials may qualify to teach selected university courses at their high school. Due to pending changes in the Assumed Practices of the Higher Learning Commission (HLC), the following faculty credentials will be required effective September 1, 2023:

- A master's degree in the teaching discipline
- A master's degree or higher in a discipline other than the teaching discipline or related area (e.g., a master's in education) plus a minimum of 18 graduate credit hours in the teaching discipline or related area

Our office can assist you in determining specific requirements by department.