Instructor Handbook

VUDualCredit@vinu.edu

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VINCENNES UNIVERSITY

Office of Dual Credit
Early College
Project Excel

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About Vincennes University

Vincennes University (VU) is Indiana's first college. William Henry Harrison, the ninth U.S. President, founded VU in 1801 while serving as governor of the Indiana Territory. VU was incorporated as Vincennes University on November 29, 1806. The University has grown from a humble one-room school to a beautiful campus of over 200 acres. VU offers more than 180 programs, including baccalaureate programs, and offers instruction at military sites throughout the nation.

Accreditation

Vincennes University (VU) is accredited by The Higher Learning Commission (HLC). Vincennes University maintains its accreditation with HLC through the Standard Pathway process.

Statement of Accreditation

In addition to the HLC accreditation, several of VU's programs have earned recognition by specialized accreditation organizations, including its Project EXCEL dual credit program, which is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) since 2004.

For a full list of VU's specialized accreditations, click here.

Vincennes University Mission Statement:

Vincennes University develops people and enhances communities through accessible high-quality education programs, strategic partnerships, and active engagement.

Vincennes University Vision Statement:

Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A broad range of program offerings and a commitment to superior service ensure the University's role as an important link in Indiana's economic and cultural vitality. VU is a diverse community whose members all share responsibility for supporting the University's mission and are respected for their contributions.

Vincennes University Values:

- Personal growth and academic excellence for our students, faculty, and staff.
- Collaborative relationships with our stakeholders and communities.
- An environment that encourages open dialogue, cooperation, and individual freedom.
- An environment that encourages cultural enrichment and diversity, including cultural and intellectual diversity.
- Continuous improvement through data-informed planning and evaluation.

To view additional information regarding VU's history, institutional functions, and institutional objectives, click here.

Dual Credit Programs

Vincennes University has been a pioneer in concurrent enrollment programming. The idea of concurrent enrollment first emerged in 1975, conceived by Dr. Gerald Altstadt, then Dean of Vincennes University's Jasper campus. This led to a partnership with Marian Heights Academy, an all-girls boarding school in Ferdinand, Indiana. Thirteen high school seniors enrolled in VU English Composition I and VU Plant & Animal Biology. The program, currently known as dual credit, then expanded to Loogootee High School, Loogootee, IN, where a high school instructor taught a VU Intro to Chemistry course. In 1985 the name of the dual credit program became known as Project EXCEL.

This dual credit program quickly grew across Indiana, with 1,157 unique students enrolled in VU Project EXCEL courses across 28 counties by the Fall of 2002.

Building upon the foundation laid by Project EXCEL, a new, more comprehensive approach to dual credit began in 2007. This was the launch of the Vincennes University Early College program, a significant evolution in the partnership between the MSD of Wayne Township and Vincennes University. It began at Ben Davis University Early College High School, born from a simple yet profound conversation—and, as legend has it, an idea jotted down on a napkin—between then Vincennes University President, Dick Helton and then MSD of Wayne Township Superintendent, Terry Thompson. From that initial spark, a full-fledged program developed, with its first class proudly graduating in 2010.

From those early conversations and first classes, the dual credit vision has exploded in scale; by 2024, the University supported over 27,000 enrollments across its Fall and Spring semesters.

Project EXCEL

Project EXCEL, Indiana’s first dual credit/concurrent enrollment program, offers transcripted college credit to eligible high school students who enroll in Vincennes University (VU) courses offered at an approved Indiana high school or career center. High school teachers, who meet the Vincennes University faculty credentialing requirements, may be approved to teach Vincennes University courses for dual credit. The number and selection of Project EXCEL dual credit courses offered at each high school or career center varies in accordance with eligible, VU approved instructors at each location.

The National Alliance of Concurrent Enrollment Partnerships (NACEP) accredits Vincennes University’s Project EXCEL dual credit program. This accreditation signifies that Project EXCEL meets or exceeds the national standards, as established by NACEP, for concurrent enrollment/dual credit programs.

Early College

The Early College model is a transformative dual credit program designed to seamlessly blend high school and college curricula. This innovative approach offers students a rigorous yet highly supportive environment, effectively condensing the time it takes to complete the first two years of college while simultaneously earning their high school diploma. It's more than just earning credits; it's about cultivating a college-going culture where the expectation of post-secondary attainment is deeply embedded into the fabric of the learning environment.

This unique model meticulously integrates students' high school and college experiences, both intellectually and socially, guiding them along specific curriculum pathways that span from college preparedness to career readiness. It goes significantly beyond the state's minimum dual credit requirements, providing enough advanced coursework for students to potentially earn a certificate of program completion, a certificate of graduation, an associate degree, or complete up to two years of coursework toward a bachelor's degree—all before they even graduate high school.

Teaching Modality

The Vincennes University Dual Credit programs offer the following instructional modalities:

- **Face to Face (F2F) Instruction -** Courses are taught in a traditional classroom setting by a VU-approved high school/career center instructor.
- **Online Instruction***
    - **Traditional Online** - Courses are taught online by a VU adjunct. There is no classroom instructor
    - **HELPHS** – Hybrid Educational Learning Program for High Schools – Courses are taught only by a VU adjunct lead instructor. A facilitator is present in the classroom only to proctor and monitor the class. Classroom facilitators are not credentialed instructors; therefore, they do not teach course curriculum.

**Dual Credit students should not be enrolled in regular Vincennes University Distance Education courses. Students will not receive the Dual Credit tuition rate.*

Program Cost

- Courses taught by a VU-approved high school instructor: $25 per credit hour*
- Courses taught by a VU adjunct: $75 per credit hour
- Courses offered online: $100 per credit hour plus current textbook cost
- Tuition fees for select CTE courses are waived under VU's CTE Dual Credit Fee Waiver.

**Course fees are waived for students who qualify for the National Free and Reduced Lunch Program.*

Textbook Cost

Schools are responsible for obtaining instructor and student textbooks, and other materials required for the course(s). Schools may choose to pass along associated costs, either in part or in full, to the student. Textbooks may be ordered from the VU Old Post Bookstore. Please contact the bookstore at 812.888.4334 for more information.

Staff and Structure

All K-12 programs and partnerships, including both Project EXCEL and Early College initiatives, operate under the strategic leadership of the Associate Provost of K-12 Programs and Partnerships. This role is responsible for the overall vision, alignment, and institutional integration of these dual credit offerings.

1. Project EXCEL Reporting Structure
    1.1. Director of Project EXCEL
    1.2. Program Coordinator (2)
    1.3. Office Manager
    1.4. Office Coordinator
    1.5. Program Assistant
2. Early College Administrative Structure
    2.1. Early College Central Administrators - These roles provide overall academic and operational leadership for the Early College initiative at a program-wide level:
        2.1.1. Dean of Academic Early College
        2.1.2. Dean of Career and Technical Early College
        2.1.3. Early College Secretary

2.2. Site Administrators - Site administrators are critical for the on-site management and direct oversight of program delivery at individual Early College locations. The presence and specific titles of these roles may vary depending on the partnership type. Potential site administration roles include:
   2.2.1. Assistant Dean of Instruction
   2.2.2. Site Manager
   2.2.3. Site Director
   2.2.4. Site Coordinator
   2.2.5. Site Secretary

   Site administrators at Traditional Early College locations report directly to the Dean of Academic Early College.

   Site administrators at Career and Technical Education (CTE) Early College locations report directly to the Dean of Career and Technical Early College.

2.3. Support Staff
   2.3.1. English Learning Coach
   2.3.2. Math Learning Coach
   2.3.3. English Tutor
   2.3.4. Math Tutor

Raising and Escalating Concerns

Vincennes University is committed to fostering a supportive and effective environment for all K-12 programs and partnerships. When concerns or conflicts arise, it's essential to address them promptly and through the appropriate channels. This section outlines the process for raising and escalating concerns within both the Project EXCEL and Early College models.

General Principles for Raising and Escalating Concerns

- **Direct Communication:** The first step in resolving most concerns is to address them directly with the individual(s) most closely involved or at the immediate supervisory level.
- **Documentation (Optional but Recommended):** While not always required for initial steps, documenting the nature of the concern, dates of communication, and individuals involved can be helpful, especially if the concern needs to be escalated further.
- **Timeliness:** Concerns should be raised in a timely manner to allow for effective resolution.
- **Confidentiality:** Every effort will be made to maintain the confidentiality of all parties involved, consistent with the need for a thorough investigation and resolution.

Raising and Escalating Concerns within Project EXCEL

For concerns related to Project EXCEL operations, policies, or specific issues, follow this escalation path:

1. Project EXCEL Support Staff or Program Coordinator: For day-to-day operational questions, minor issues, or if initial contact with a Program Assistant, Office Coordinator, or Office Manager doesn't resolve your concern, please reach out to a Program Coordinator.
2. Director of Project EXCEL: For issues that can't be resolved by a Program Coordinator, or for more significant programmatic concerns, the Director of Project EXCEL is the next point of contact.
3. Associate Provost of K-12 Programs and Partnerships: If a resolution isn't achieved at the Director level, or if the concern involves the broader strategic direction of Project EXCEL, escalate the issue to the Associate Provost of K-12 Programs and Partnerships.

Raising and Escalating Concerns within Early College

For concerns related to Early College programs (Traditional or CTE), including academic, operational, or site-specific issues, follow this escalation path, aligning with the administrative structure:

1. Site Administrator (Assistant Dean of Instruction, Site Manager, Site Director, Site Coordinator): For issues specific to an individual Early College location, or for initial concerns related to program delivery or student support, begin by discussing your concern with the site administrator. They're responsible for direct oversight of program delivery at their location.
    - *Note:* Site administrators will address concerns directly or, if appropriate, escalate within their respective reporting lines (to the Dean of Academic Early College or Dean of Career and Technical Early College).
2. Early College Central Administrator (Dean of Academic Early College or Dean of Career and Technical Early College): If a concern at a specific site can't be resolved by the site administrator, or if the concern is broader than a single site and affects the overall academic or career and technical aspects of Early College, escalate it to the appropriate Dean.
    - For Traditional Early College concerns: Escalate to the Dean of Academic Early College.
    - For Career and Technical Early College concerns: Escalate to the Dean of Career and Technical Early College.
3. Associate Provost of K-12 Programs and Partnerships: For significant issues that affect the entire Early College initiative, or if a resolution isn't achieved at the Dean level, the concern should be escalated to the Associate Provost of K-12 Programs and Partnerships. This role holds ultimate responsibility for the strategic leadership and integration of all K-12 programs.

For High School Dual Credit Instructors

High School Dual Credit Instructors are integral to our dual credit initiatives. If you have a concern related to your dual credit course, students, college policies, or program operations, please follow this process:

1. Initial Contact: Begin by reaching out to your primary VU dual credit contact. Clearly explain your concern and the desired outcome.
2. Escalation within Department Structure: If your concern isn't resolved after communicating with your initial contact, or if it requires a higher level of review, follow the relevant escalation path outlined above. For example, if your initial contact was a Site Administrator, the next step would be to escalate to the appropriate Dean of Academic Early College or Dean of Career and Technical Early College. If your concern is departmental, you may need to escalate through the college's academic department structure to the relevant Dean.
3. Associate Provost of K-12 Programs and Partnerships: If your concern remains unresolved after navigating the appropriate Early College or departmental channels, you may then escalate the issue to the Associate Provost of K-12 Programs and Partnerships for review and resolution.

Concerns Involving the Associate Provost

If a concern directly involves the Associate Provost of K-12 Programs and Partnerships, or if the concern hasn't been resolved after following the outlined escalation paths and is of a critical nature, individuals may then seek guidance from the next level within the institutional hierarchy (Provost or Human Resources depending on the nature of the concern).

Classroom Management

When an issue with classroom management arises, the chain of command is designed to provide a clear and consistent path for resolution. As the instructor of a VU Dual Credit class, the first point of contact is your building administrator responsible for discipline and your VU Site Administrator. Dual Credit students are required to adhere to the VU Student Code of Conduct. Instructors are primarily responsible for addressing and resolving situations in their classrooms. If the issue persists or if there are severe or repeated infractions that violate the VU student conduct policies, the issue is escalated to the Dean of Students or other designated college official who has the authority to implement formal disciplinary measures, such as academic probation, suspension, or expulsion.

Curriculum Standards

Assessment

In accordance with the Higher Learning Commission (HLC) and National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation standards, Vincennes University embraces assessment as a fundamental tool for continuous quality improvement. The institution's assessment of academic and co-curricular programs is evidence-based, using quantitative and qualitative measurements of students' demonstration of program learning outcomes, and supports data-driven decisions to improve VU's services and processes for all students.

Course Syllabus

The course syllabus used in each Vincennes University (VU) dual credit course must be the same or equivalent to the corresponding course taught on the VU campus, including learning outcomes, course objectives, grading standards, evaluation, and assessment. Syllabi must be provided to, and adhered by, all students participating in the dual credit class.

Textbook/Course Materials

Each VU academic department determines whether a dual credit course must be taught using the same textbook and course materials as used on campus or whether another college-level textbook may be utilized. Determination and approval varies by course and department. This topic will generally be discussed during the curriculum orientation. Please contact your faculty liaison with questions regarding course materials.

Classroom/Lab/Equipment Approval

Select dual credit courses require approval of the classroom, lab, and/or equipment prior to the course being approved for dual credit at the respective partner school. A Classroom/Lab/Equipment Approval Form must be completed and submitted to the Dual Credit office prior to the start of the faculty application process.

Advanced Placement (AP)

Providing that the VU curriculum and standards are followed and all VU dual credit policies and procedures are adhered to, the approved dual credit instructor may choose to incorporate Advanced Placement (AP) curriculum as an addendum to the VU course outline and syllabus.

Students have the option to take the AP exam and/or earn dual credit through Project EXCEL with the understanding that the AP curriculum is to be incorporated as additional course content. Students who wish to earn dual credit must register for the dual credit course at the beginning of the corresponding term. Students may not enroll for dual credit past the registration deadline, nor opt for dual credit should they not pass the AP exam with an acceptable score.

Credit from Two Institutions for the Same Class

Approved VU dual credit instructors may NOT offer dual credit for another institution to students within the same class being taught for Vincennes University credit. The same/comparable course may be offered through another institution provided the courses are offered independently from one another, at different class times, and do not have the same students enrolled in both courses.

Grading Standards

While our partner schools may utilize their own grading policies for the high school grade, in accordance with the Higher Learning Commission (HLC) and the National Alliance of Concurrent Enrollment Partnerships (NACEP), VU dual credit courses must follow the grading criteria and standards, as established by the respective department or program, for the corresponding VU course. Given that the grading policies for the high school and dual credit courses may differ, we encourage our partner schools to adopt the VU grading policies for the high school grade in order to maintain consistency of transcripts between the high school and Vincennes University.

> **Incomplete Grades** – Vincennes University dual credit students are not to receive an incomplete as a final grade. A grade of incomplete will only be assigned to a dual credit student in cases of extenuating circumstances or medical emergency situations. The Associate Provost of K12 Programs and Partnerships will make the final decision if the situation warrants an incomplete. If approved, a contract will be completed and submitted to the Registrar's Office for entry, with a 30-day time limit for all requirements to be met. If the coursework is not completed by the end of the contract, the "I" grade will automatically become a "W" and the student must re-enroll and pass the course to establish credit.

Important Dates to Remember

At the start of each academic year, the Dual Credit office will share with all secondary school partners a document providing a detailed listing of crucial deadlines, including but not limited to drop deadlines, registration windows, and roster submissions.

This document will be sent via email and also be available in the Dual Credit Blackboard shell,Instructor Access

Identification Number

All VU faculty, staff, and students are assigned a VU ID, referred to, as an "A-Number," which is a nine-digit ID that begins with the letter "A." Upon receipt of the instructor's completed new hire packet, the instructor's information will be entered into VU's Banner system and a VU A Number will be generated. New instructors will receive an email from VU's Information Technology (IT) department containing their A Number and VU-x login credentials. This email will be sent to the instructor's preferred email address, as listed in the new hire packet.

VU-x Access

VU-x is the University's internal campus website, providing faculty, students, and employees with essential information and resources. You'll use the same login credentials mentioned previously to access your VU-x account. This site is your hub for completing the faculty onboarding process, accessing VU's Banner system (for entering final grades), retrieving student survey results, and more.

To access your VU-x account, go to: https://www.vinu.edu

- Click on VU-x (upper right of the screen) and enter the Username and Password you received via email.
- After entering your credentials, you will be prompted to set up your Two-Factor Authentication via DuoMobile. You will need to download the DuoMobile app on your cellular device and will need this device each time you log in to VU-x.

Blackboard Access

Blackboard (BB) is Vincennes University's (VU) official learning management system. During the onboarding process, Dual Credit instructors will gain access to two types of BB shells:

- **Administrative Dual Credit Shell:** This shell provides essential resources such as "How-To" documents, handbooks, and general program information.
- **Discipline-Specific Dual Credit Shells:** Here, instructors will find helpful resources relevant to their specific courses, including sample syllabi, course assessment details, professional development materials, and more.

While not mandatory, Dual Credit instructors who wish to utilize Blackboard for their course(s) may do so by following the instructions provided below.

1. Login - Instructors can access BB by logging in to VU-x. After logging in, please click the BB card.
2. Request Site - Each semester, a request form must be submitted to request a new empty BB shell site and student population.
3. Course Content
    a. New Course Content - For brand new courses, instructors must import the basic course menu structure to their empty site, then they may begin loading course content.
    b. Copying Content - Twenty-nine days prior to the start of the course, the empty course shell will appear in your BB course list. Content from your previous template or course may be copied into the new shell site at that time. If you are copying content from a VU campus instructor's course, the VU instructor (in most cases, your liaison), must communicate their approval to the Center for Advancement of Faculty Excellence (CAFE).

For additional BB information, request form, and tutorials, visit the CAFE website or the VU IT Knowledge Base-Blackboard Support website.

Simple Syllabus Access

Simple Syllabus is a centralized, template-driven software platform that will enable VU faculty and instructors to quickly personalize and publish their course syllabi with accurate and up-to-date information. Faculty access to Simple Syllabus is provided by the Provost's Office. All faculty are required to enter their syllabi into Simple Syllabus.

Prior to Each Course Term

Course Request Form (CRF)

Project EXCEL Instructors

Instructors are required to submit a Course Request Form (CRF) for each course and each term in which they are teaching a Project EXCEL course. This information is used to create the instructors' course(s) within VU's Banner system, which will allow the students to select their course during their course selection process.

Course Request Deadlines:

April 1: Fall Only Semester, 1st & 2nd Trimester, and Yearlong Courses

November 1: Spring Only Semester and 3rd Trimester Courses

Early College Instructors

For Early College instructors, their Early College Administrative Assistant Dean will submit the Course Request Form on behalf of their school. They are not required to submit this form directly.

Course Syllabi

For each dual credit course and for each term it is offered, instructors must submit a VU dual credit course syllabus through Simple Syllabus for approval by the specified due date. These syllabi must demonstrate that their course content, objectives, assignments, grading standards, assessments, and outcomes are equivalent to, or an exact replication of, those established for the corresponding course on the VU campus.

Once submitted, your syllabus will undergo a review process. First, it's reviewed by your assigned Faculty Liaison/Department Chair. If they approve, it then moves to the respective Dual Credit Director/Dean (depending on the program) for their final review and approval. Syllabi may be sent back for revisions if they don't meet the necessary standards. Once a syllabus has been fully approved, it will be housed in the University's Simple Syllabus Library.

Course Syllabi Deadlines:

Fall, 1st & 2nd Trimester, and Yearlong Courses Initial Submissions - Late August

Fall, 1st & 2nd Trimester, and Yearlong Courses Final Approval - The first Friday of Fall semester classes on VU's Main Campus

Spring and 3rd Trimester Courses Initial Submissions - Early December

Spring and 3rd Trimester Courses Final Approval - The first Friday of Fall semester classes on VU's Main Campus

While specific due dates are provided annually, Fall, 1st & 2nd Trimester, and Yearlong syllabi submissions are due in early August; Spring and 3rd Trimester syllabi submissions are due in early December. For the precise deadlines each academic year, please refer to the Academic Year's Dual Credit Due Dates document. This document is shared via email with all secondary school partners at the start of each academic year and is also accessible in the Dual Credit Blackboard shell.

Student Registration Process

Dual Credit Online Application

Students who wish to participate in Vincennes University Dual Credit programs must complete/login to the Dual Credit Online Application portal prior to registering for dual credit courses each semester.

A. New Students: As a first-time VU Dual Credit Student, you must create an account within the University's Online Application portal. After creating and completing the Online Application, generation of a student ID (A#) will be emailed to the preferred email address entered on the application. Students must have a valid personal or school-issued email address that they can and will utilize as a requirement of program participation.

B. Returning Students: To reactivate your student status each semester, simply log back into your account using your existing login credentials. Please remember to review and update your contact information every time you log in to ensure your personal details are current.

Students must provide a valid high school-issued or personal email address that can and will be checked in a timely manner. Once the Online Application has been received, an email will be sent to the student that contains their student ID (A#) and their VU-x login credentials. Students having trouble with their VU-x account should contact the Information Technology (IT) Help Desk at 812-888-4332.

Student Registration

After the student logs into their Online Application portal, they'll be directed into the Dual Credit course selection screen. The available course selections will be based on the high school and/or career center that the student listed when completing their Online Application. From there, the student will select each course they wish to enroll in for VU Dual Credit.

Once the student has completed their course selections, their part of the course registration process is complete. From there, an advisor will review each student's eligibility and prerequisites for their selected courses. If a student does not meet the necessary requirements, they will be denied enrollment. If the student meets all requirements, they will be approved for their course enrollment and officially placed on the VU official roster.

Student Course Selection Deadlines (Face-To-Face):

Fall, 1st & 2nd Trimester, and Yearlong Courses - Late August

Spring and 3rd Trimester Courses - Late January

For the precise deadlines each academic year, please refer to the Academic Year's Dual Credit Due Dates document. This document is shared via email with all secondary school partners at the start of each academic year and is also accessible in the Dual Credit Blackboard shell.

Course Management

Class Rosters

Once the student's course selection window has come to a close and course selections have been processed by the Dual Credit office, instructors will be sent a VU class roster. Instructors must review the class rosters to verify accuracy and return a signed class roster by the designated due date. The Dual Credit office should be notified immediately to discuss any discrepancies.

Student Drop Deadlines

For course drops, the instructor is responsible for submitting a Student Drop Request to the Dual Credit office before the official drop window deadline. These deadlines are shared annually via email and the "Academic Year's Dual Credit Due Dates" document. Requests received after the deadline won't be processed, potentially resulting in failing grades.

Note: Dropping a course after official rosters are due will result in a "W" (Withdrawal) on the transcript, even if it's within the drop window.

Once the official drop window passes, course drops are not permitted, except for documented extenuating circumstances reviewed by the Dual Credit Office.

For students removed from your class, submit a drop form within 30 days of their last attendance date.

Student Drop Deadlines (No "W"):

Fall, 1st & 2nd Trimester, and Yearlong Courses - Roster Due Date

Spring and 3rd Trimester Courses - Roster Due Date

Final Student Drop Deadlines (With A "W"):

Fall and 1st & 2nd Trimester Courses - Early October

Yearlong Courses - Early November

Spring and 3rd Trimester Courses - Early April

Check the Academic Year Due Dates document for the precise dates.

Web Grading

All instructors are responsible for submitting final course grades (no mid-term grades will be posted) electronically in VU's Banner system. Notices on the submission deadlines are emailed to instructors by the Dual Credit office, each semester.

High School vs. VU Grades

For consistency and transparency purposes, we recommend using the VU grading system for both the VU grade and the high school grade. However, instructors may manage high school and dual credit student grades separately, utilizing two separate grading scales. When entering final

student grades for Dual Credit students and courses, instructors must utilize the VU grading system.

Entering Final Grades

Final grades are entered via Self-Service Banner, which is accessed by logging into your VU-x account. After logging into your account, navigate to the “Faculty Self-Service” card, which will direct you to grade entry.

Grade Changes or Missing Grades

If you need to change a grade or submit a missing grade, and Banner is no longer accessible for these adjustments, please use the online “Dual Credit Grade Change and Supplemental Grade Change” form. This form is available through VU-x, located on the Ellucian Workflow card.

Incomplete Grades

All Incomplete “I” grades must be submitted using the online “Dual Credit Grade Change and Supplemental Grade Change” form. This form is available through VU-x, located on the Ellucian Workflow card.

Contacts for Questions/Problems

- General questions – Dual Credit office (812) 888-4332
- Can't remember username or password – IT (812) 888-4332
- Account is disabled – IT (812) 888-4332
- Problems accessing VU-x or Self-Service Banner – IT (812) 888-4332
- Questions about the grading process or specific grading situations – Dual Credit office (812) 888-4332

Professional Development

In accordance with the Higher Learning Commission (HLC) and National Alliance for Concurrent Enrollment Partnerships (NACEP) accreditation guidelines, all dual credit instructors must participate in Vincennes University's (VU) annual, discipline-specific professional development (PD). These sessions may be held face-to-face on the Vincennes Main Campus or virtually via Blackboard, depending on the academic year. Partners will be notified before the school year begins if in-person attendance is required

HLC 3.C.5. - The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development

NACEP Faculty Standard F3 (CEP) - Concurrent enrollment instructors participating in college/university provided annual discipline-specific development and ongoing collegial interaction to further enhance instructors’ pedagogy and breadth of knowledge in the discipline.

Attendance Policy

All dual credit instructors are required to attend or participate in Vincennes University's (VU) annual professional development (PD) sessions.

Exemption: Instructors not teaching a VU dual credit course during the current academic year are excused from mandatory attendance. However, we highly recommend they still participate to:

- **Stay informed:** Keep abreast of any new policies, procedures, or curriculum updates.
- **Maintain connection:** Remain engaged with the VU dual credit program and its community.

- **Prepare for future courses:** Ensure readiness if they resume teaching a dual credit course in subsequent academic years.
- **Access resources:** Learn about valuable resources and support available to dual credit instructors.

Instructors who teach one discipline are expected to participate annually in discipline-specific professional development provided by Vincennes University.

Instructors who teach two or more different disciplines are encouraged to attend annual professional development for each discipline, as scheduling* permits. If an instructor is unable to attend both discipline-specific sessions, when held on campus, the instructor may alternate years for each discipline. Instructors must communicate with the faculty liaison of the discipline for which they will not be in attendance to obtain any pertinent materials or information related to the discipline.

**When VU dual credit professional development is offered virtually, instructors who teach more than one discipline are required to participate in all of the assigned discipline-specific professional development sessions.*

Absences

Instructors who are unable to participate must send a rationale to the Dual Credit office for approval prior to the session date. Lack of or late rationales will result in an unexcused absence.

Instructors who are unable to participate in a full session, due to extenuating circumstances, must submit a request for pre-approval of late arrival or early departure to the Dual Credit office.

Failure to attend the required professional development session for two or more consecutive years, without an excused absence prior to the session date, may result in a suspension of teaching privileges for the following academic year.

PD Stipend

When the annual VU Dual Credit Professional Development sessions are held face-to-face on the Vincennes campus, participating instructors will be eligible to receive a $50 stipend, provided they are a fully approved VU instructor and participate in the full session.

Instructors who participate in VU Dual Credit Professional Development sessions that are held via a virtual format (meaning the instructor is not required to travel away from their school or home location) will be eligible to receive a $25 stipend. If the instructor is not teaching a VU course during the academic year, participation and this stipend will keep the instructor active within the VU system. If an instructor becomes inactive in the VU system, they will be required to complete the full HR paperwork and, possibly, the full faculty approval processes again.

Travel Policy

Instructors may qualify for mileage and/or travel reimbursement when traveling to campus for required orientation or professional development sessions. Instructors who utilize a school vehicle, or receive compensation from their high school, do not qualify for VU mileage reimbursement.

Travel Vouchers

Travel vouchers can be found on the Dual Credit Blackboard shell. Completed travel vouchers should be submitted to the Dual Credit office on the day of travel, but no later than 5 days after the date of travel. The travel voucher must include:

- Banner ID (A#)
- Instructor Name
- Home Address
- Instructor (Claimant) signature
- Department (Project EXCEL/Early College)
- Complete travel information, including dates, times, and the “to” and “from” destination sections.

Mileage

If a personal car is driven, mileage reimbursement for in-state travel is .49 cents per mile. Instructors must complete a VU Travel Voucher and attach a copy of MapQuest or Google Maps mileage.

Same Day Travel

Same day travel is travel that does not include an overnight stay. To claim mileage for same-day travel, a Same Day Travel Voucher must be completed and submitted to the Dual Credit office within five days of travel.

Overnight Travel

For travel that includes an overnight stay, an Overnight Travel Voucher must be completed and submitted to the Dual Credit office within five days of travel. Reimbursable expenses for overnight travel may include:

- Mileage (please submit MapQuest or Google Maps mileage information)
- Lodging & Per Diem (when applicable)

Lodging Expenses – All hotel reservations must be made through the Dual Credit office.

Subsistence – For overnight travel, Dual Credit instructors may be entitled to per diem subsistence rates. Please list times of departure and arrival on the overnight travel voucher. The Project EXCEL office will calculate any eligible subsistence rates due to the instructor based upon travel times. Meals provided during the meeting(s) may not be claimed (ex. professional development lunch) in subsistence reimbursement. Meal receipts will not be accepted.

Student Rating of Instruction

SurveyDIG

Students are expected to participate in and provide anonymous feedback to the dual credit instructors through the SurveyDIG end-of-course evaluation system. Approximately 2-3 weeks before the end of the course term, a survey link will be emailed to the students' university-preferred email address. The University would like instructors to take 10-15 minutes of class time for students to complete the survey. SurveyDIG is mobile-friendly. Students who are unable to complete the survey during class are asked to complete the survey outside of class time.

Accessing Results

After the survey has closed and final grades have been submitted, instructors can view student feedback summaries on VU-x. In addition, a summary of the feedback will be emailed directly to the instructor.

1. Log in to VU-x
2. Click on the "End of Course Surveys" card
3. Select the course term. (Choose the Fall term for yearlong courses)
4. Set Output to "Results" and click Search

Faculty Performance Reviews

In accordance with HLC and NACEP accreditation criteria, Vincennes University adheres to a two-part adjunct faculty evaluation process, regardless of course location or modality.

> **HLC 3.C.4. - Instructors are evaluated regularly in accordance with established institutional policies and procedures**
>
> **NACEP Evaluation Standard E1 (CEP) - The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvements.**

1. **Adjunct Faculty Performance Review**

   An annual Adjunct Faculty Performance Review (PR) is completed for all active VU adjunct faculty. VU Dual Credit administration will complete and send a PR to each dual credit instructor. Instructors will be required to review, sign and return the PR to the Dual Credit office by the established deadline.

2. **Course Improvement Plan**

   New Instructors - A Course Improvement Plan (CIP), based upon the SurveyDIG end of course evaluation student responses from the PRIOR academic year (the first academic term or year the instructor offered a VU course) must be completed by all new VU instructors.

   Returning Instructors - A CIP is required for returning instructors whose SurveyDIG data has met the established low score threshold. The current policy states that a returning instructor is required to submit a CIP if they receive either three or more low "L" rankings within the ten course survey categories in any given course or consecutive low "L" ranking on a particular item.

The timeline for the Performance Reviews and Course Improvement Plans will be communicated each year by the Dual Credit office.

Assessment

In keeping with the Higher Learning Commission (HLC) and National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation criteria, Vincennes University embraces assessment as a fundamental tool for continuous quality improvement. The institution's assessment of academic and co-curricular programs is evidence-based, using quantitative and qualitative measurements of students' demonstration of program learning outcomes, and supports data-driven decisions to improve VU's services and processes for all students.

> **HLC 4.B - The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**
>
> **HLC 4.B.4 - The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.**
>
> **NACEP Assessment Standard A1 (CEP) -The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.**

VU's assessment paradigm encourages collaboration among the faculty and staff and is guided by the program mission statements and focused learning outcomes reflecting the structure and content of the curriculum. The assessment process values faculty and staff autonomy and creativity while providing the institution with valuable data to drive improvement efforts.

General Education Assessment

The University Core Curriculum (UCC) is an integral component of the learning process at Vincennes University. The UCC encompasses learning outcomes that the faculty of Vincennes University have established as a minimum expectation of students graduating from Vincennes University. The UCC Outcomes along with the Indiana Statewide Transfer General Education

Outcomes describe the knowledge, skills, abilities, and attitudes students should demonstrate upon program completion. These courses help prepare our students for future careers and educational pursuits. The first two outcomes below represent "UCC Basic Skills" outcomes and the final three represent "UCC Liberal Education" outcomes.

Students who successfully complete the UCC will be able to:

- Engage in articulate expression through critical reading and effective written, oral, and digital communication.
- Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.
- Evaluate ethical behavior as an individual and as a member of local and global communities.
- Apply critical and creative thinking skills to solve problems.
- Integrate knowledge and perspectives of different disciplines to answer complex questions.
- Develop attitudes, values, and behaviors to interact ethically and responsibly with others in a culturally and socially diverse world.

Critical/Ethical/Integrative Thinking

Each semester a UCC course with a critical/ethical/integrative thinking outcome is taught, student artifacts are collected, evaluated, and assessed. A list of courses can be found by visiting the Vincennes University Curriculum and Instruction website. Artifact submission is required of all VU instructors regardless of location or course delivery method. Instructors will use a common, course-specific assignment provided by the appropriate VU department.

Written Communication (ENGL 101)

Student artifacts for ENGL 101 (English Composition I) will be collected each semester to assess Written Communication. Artifact submission is required of all VU instructors regardless of location or course delivery method. All ENGL 101 instructors will use a common assignment provided by the VU English Department.

Quantitative Reasoning

Each semester MATH 102 (College Algebra) and MATH 103 (Quantitative Reasoning) are taught, instructors will use a common final exam provided by the Vincennes University Math Department. Upon completion of the final exam, data is collected, evaluated, and assessed. Copies of the final exams, answer keys, and data reporting sheets will be distributed to instructors by the University's Assessment office

Accessing Assignments

To access critical/ethical/integrative thinking and ENGL 101 assignments and supplemental materials, contact your faculty liaison or visit the VU Curriculum and Instruction website:

1. Log in to your VU-x account.
2. From the Curriculum and Instructions card, select "Resources."
3. From the drop down box, select "University Core Curriculum."

NOTE: Assignments are listed in alphabetical order by course type (i.e. lab science, science, social science, humanities, and fitness/wellness).

Paired Assessment Artifact Collection

Per NACEP Assessment Standard A1, all instructors, in conjunction with their Faculty Liaison, will identify any common assessment tools, such as projects. exams, grading rubrics, checklists, etc., and incorporate these into their courses. Identical assignments should be used to ensure consistency. The University's Assessment Department Chairs or the Department's Faculty Liaison will supply these documents to the Director of Assessment, who will disseminate the information to the Dual Credit office, Faculty Liaisons, and instructors.

Submission Due Dates

Artifact submission due dates do not change and should be incorporated into course schedules.

Artifact Deadlines:

Fall and 1st Trimester Courses - December 15

Yearlong and 2nd Trimester Courses - May 15

Spring and 3rd Trimester Courses - May 15

MATH Courses: Due immediately upon completion of the final exam

Additional Resources

For additional Dual Credit resources, contact our office at VUDualCredit@vinu.edu or visit the Dual Credit website.