Policies & Procedures

VUDualCredit@vinu.edu

Effective as of June 1, 2025

VINCENNES UNIVERSITY

Office of Dual Credit
Early College
Project Excel

Table Of Contents

Table Of Contents **2**
About Vincennes University **4**
Accreditation 4
Vincennes University Mission Statement: 4
Vincennes University Vision Statement: 4
Vincennes University Values: 4
Dual Credit Programs **5**
Project EXCEL 5
Early College 5
Traditional Models 6
Career and Technical Education (CTE) Partnerships 6
Teaching Modality 7
Program Cost 7
Textbook Cost 7
Staff and Structure 7
Raising and Escalating Concerns 8
General Principles for Raising and Escalating Concerns 8
Raising and Escalating Concerns within Project EXCEL 8
Raising and Escalating Concerns within Early College 9
For High School Dual Credit Instructors 9
Concerns Involving the Associate Provost 9
Classroom Management 10
Memorandum of Understanding 10
Electronic Communication 10
Partnership Collaboration 10
Curriculum Standards **12**
Assessment 12
Course Syllabi 12
Textbook/Course Materials 12
Classroom/Lab/Equipment Approval 12
Advanced Placement (AP) 13
Credit from Two Institutions for the Same Class 13
Grading Standards 13
Dual Credit Students **14**
Eligibility and Requirements 14
Accommodations for Students with Diverse Abilities 15
Online Application 15
Course Registration 15
Dropping A Course 16
Student Billing 16
Transcripts and Transfer Credit 16
Graduation & Commencement 17
Privacy of Student Records and Information **17**
Placement Testing **17**
Accuplacer 18
World Languages - Advanced Placement 19
VU Standards of Student Behavior **20**
Introduction 20
Dual Credit Instructors **25**

Faculty Qualifications and Approval Process 25
Faculty Application and Credentialing Deadlines 26
Instructor Responsibilities 26
Faculty Evaluation Process 29
Travel and Hotel Accommodations 29
Administrative Stipend 30
Dual Credit Faculty Liaisons 31
Additional Resources 31

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.

The success of Early College rests on several core principles, each designed to empower students and prepare them for future endeavors:

- **Targeted Student Population:** A key focus is on underserved students, including first-generation college students, those from low-income backgrounds, and students of color, ensuring equitable access to higher education opportunities.
- **Rigorous Instruction:** Every class is built on a foundation of challenge and high expectations, pushing students to excel academically.
- **Supports for Student Success:** Comprehensive academic, social, and emotional supports are in place to ensure students thrive throughout their Early College journey.
- **Collaboration & Partnerships:** The program flourishes through robust partnerships with higher education institutions, families, community organizations, and industry leaders, creating a network of support for students.
- **Leadership & Staffing:** Clear roles and responsibilities are defined for all leadership and staff, ensuring smooth and effective program operation.
- **Data Collection, Analysis, and Use:** Continuous assessment and improvement are driven by thorough data collection and analysis, allowing the program to adapt and enhance its elements over time.

Early College programs can be implemented in various ways to best suit the needs of students and schools. These models offer flexibility while upholding the core principles of the Early College philosophy.

Traditional Models

The traditional Early College structure often takes one of two forms within a high school setting:

- **School within a School:** This model integrates the Early College program as an additional, distinct program within a larger existing high school. In this setup, not every student enrolled in the high school participates in Early College, allowing for a focused cohort of students to engage in the dual credit curriculum.
- **Whole School:** In contrast, the whole school model involves the entire student body of a participating high school. Every student at this high school actively participates in the Early College program, making the pursuit of college credits and a college-going culture an inherent part of the school's identity.

Career and Technical Education (CTE) Partnerships

Early College also extends its reach through vital Career and Technical Education (CTE) partnerships. These collaborations offer diverse models, tailored to the specific nature of each partnership and the goals of the students involved. Some CTE partnerships provide students with the opportunity to earn an Associate of Science (A.S.) Degree alongside their high school diploma. Other CTE partner schools primarily focus on students earning either a Certificate of Program Completion (CPC) or a Certification of Graduation (CG), demonstrating a strong foundation in a specific career pathway.

It's common for most CTE partner schools to offer both Early College and Project EXCEL dual credit courses. The distinction lies in their purpose: courses that are part of a defined Early College curriculum pathway are managed through Early College, ensuring alignment with degree or certificate goals. Conversely, courses outside these specific curriculum pathways run through Project EXCEL, offering additional dual credit opportunities that may not directly contribute to an Early College degree or certificate but still provide valuable college credit.

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.
4. Human Resources (HR): If your concern remains unresolved after escalating to the Associate Provost of K-12 Programs and Partnerships, or if the nature of the concern involves sensitive issues such as harassment, discrimination, or legal matters, you should then contact Human Resources. HR can provide guidance, mediate conflicts, and ensure compliance with University policies and regulations.

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.
4. Human Resources (HR): If your concern remains unresolved after escalating to the Associate Provost of K-12 Programs and Partnerships, or if the nature of the concern involves sensitive issues such as harassment, discrimination, or legal matters, you should then contact Human Resources. HR can provide guidance, mediate conflicts, and ensure compliance with University policies and regulations.

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.

Memorandum of Understanding

The Memorandum of Understanding (MOU) sets forth the terms and conditions of the agreement between Vincennes University and the partnering school, outlines the responsibilities of each party, and establishes adherence to the policies and procedures contained therein. Terms of the agreement include, but are not limited to, instructor requirements, staff support, student enrollment and registration, student fees, fee collection, classroom and lab equipment approval, final authority, and termination.

Frequency of the MOU:

- Early College - A quadrennial MOU will be sent to all Early College partner schools at the beginning of the academic year, every four years.
- Project EXCEL - A biannual MOU will be sent to all Project EXCEL partner schools at the beginning of the academic year, every two years.

Electronic Communication

The partner school is responsible for addressing firewall issues that may prevent instructors and/or students from receiving VU communication to their school issued email addresses. This may include permitting students to access their personal email, while on the school's premises, to obtain VU account information and/or access the required end of course surveys.

Partnership Collaboration

Partnership Contributions Overview:

- Work cooperatively to plan, implement, and monitor the early college model.
- Work cooperatively to provide for early college staffing needs.
- Work cooperatively to advise and support students toward program completion.

Planning Contributions (School Administrator/VU Administrator):

- Work collaboratively to develop annual goals and objectives for the early college program.
- Work collaboratively to monitor the progress of the implementation of the early college program.
- Work collaboratively to develop the scope and sequence of course offerings that lead to program
- completion.
- Conduct an annual review of the early college program.

Staffing Contributions (School Administrator):

- Work collaboratively with Vincennes University administration to credential and develop teaching
- staff of dual-credit courses.
- Ensure that teachers continue to meet accreditation standards and follow Vincennes University
- requirements, procedures and guidelines for dual-credit courses.
- Provide class coverage for adjunct instructor absences if applicable.

Staffing Contributions (VU Administrator):

- Work collaboratively with school administration to credential and develop teaching staff of dual-credit courses.

- Train school teaching staff to use relevant university systems.
- Ensure that teachers continue to meet accreditation standards and follow Vincennes University
- requirements, procedures and guidelines for dual-credit courses.
- Hire and supervise Vincennes University adjunct instructors as applicable.

Student Advising Contributions (School Administrator):

- Work collaboratively with Vincennes University administration to advise students to meet early
- college and post-secondary goals.
- Monitor student academic performance and intervene when necessary in cooperation with
- Vincennes University administration.
- Facilitate the Accuplacer placement exam in cooperation with Vincennes University
- administration.

Student Advising Contributions (VU Administrator):

- Work collaboratively with school administration to advise students to meet early college and post-secondary goals.
- Monitor student academic performance and intervene when necessary in cooperation with school administration.
- Administer the Accuplacer placement exam in cooperation with school administration.
- Perform audits of student progress to ensure proper scheduling and successful completion.
- Petition seniors for graduation.
- Coordinate transfer of credits from outside agencies to Vincennes University.

Guidelines for Communication

Contributions (School Administrator):

- Communicate events, programs, parent meetings, promotional activities, etc. well in advance.
- Make a good-faith effort to attend scheduled meetings with the VU administrator.
- Facilitate the VU administrator's efforts to meet process deadlines.
- Retain the minutes of official meetings with the VU administrator.
- Commit to responding to communication within a business day.
- Communicate expected prolonged absences.

Contributions (VU Administrator):

- Communicate Vincennes University schedule of events and process deadlines well in advance.
- Make a good-faith effort to attend scheduled meetings with the school administrator.
- Attend collaborative outreach efforts as agreed with the school administrator.
- Retain the minutes of official meetings with the school administrator.
- Commit to responding to communication within a business day.
- Communicate expected prolonged absences.
- Provide a schedule to the school administrator (part-time administrative coverage).

Guidelines for Planning, Monitoring, and Evaluating the Early College Program

Planning:

- Meet in early fall to plan for the current academic year.
    - Address any changes to the spring plan if applicable..
    - Communicate any changes of processes and plan accordingly.
    - Communicate any changes to schedules and plan accordingly.
    - Establish/communicate deadlines for processes.
    - Establish a plan for outreach activities.
    - Establish a plan for staffing changes or credentialing needs.
    - Establish a plan for academic interventions.
    - Establish a plan for meeting academic goals.
- Meet in the spring to plan for the following academic year as detailed above.

Monitoring:

- Establish a schedule between partners for progress meetings.
- Establish a clear agenda for progress meetings.
    - Discuss previous agenda items and updates as applicable.
    - Discuss credentialing updates.
    - Discuss academic intervention progress.
    - Provide updates for any changes that may occur in the following academic year.
    - Address any concerns or hurdles to meeting academic goals.

Evaluating:

- Meet in the spring to evaluate current year goals and processes, and plan for needed changes.

Curriculum Standards

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

Course Syllabi

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.

While specific due dates are provided annually, Fall, 1st & 2nd Trimester, and Yearlong syllabi submissions are typically due in early August. Spring and 3rd Trimester syllabi submissions are generally 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.

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.

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 curriculum.

Students have the option to take the AP exam and/or earn dual credit through VU Dual Credit 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 semester. 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 through another institution to students within the same class being taught for Vincennes University dual 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.

Dual Credit Students

Eligibility and Requirements

1. Students must meet all minimum placement scores and/or course prerequisite requirements established for enrollment in VU dual credit courses and must have qualifying PSAT, SAT, ACT, and/or Accuplacer scores on record with VU and/or the high school/career center prior to the beginning of the semester in which the course is offered. Please refer to the VU Dual Credit Crosswalk for course-specific prerequisites and minimum placement scores. In accordance with Indiana HEA 1213, a student must achieve at least the equivalent of a 2.0 on a 4.0 unweighted grading scale in order to enroll in subsequent related dual credit course work in the same subject area.
2. All VU Dual Credit courses have associated minimum grade level requirements for enrollment. Freshman enrollment is very limited. While sophomores are able to enroll in many of our courses, especially the CTE course offerings, we do have many courses that only allow junior and/or senior enrollments. To learn what the specific grade level requirement is for our courses, please reference the VU Dual Credit Crosswalk.
    a. Sophomores, who have had two or more years of the corresponding high school world language course, will be permitted to enroll in FREN 101 or SPAN 101 for VU credit. This allows students who began taking world language courses in eighth grade to enroll in dual credit world language courses commensurate with their level of knowledge. Upon completion of the associated VU 101 course, with a grade of C or better, sophomore students will be permitted to enroll in FREN 103 or SPAN 103, respectively, the following semester.
3. All students are subject to the VU Attendance policy and should complete course requirements in the traditional, face-to-face format, unless the Dual Credit office has authorized an alternative format.
4. Both new and returning students are required to complete the Dual Credit Online Application prior to registering for dual credit courses each year. Please refer to the Online Application section below.
5. Students participating in a course that is offering VU dual credit, but choose not to enroll in the course for college credit, shall still meet all applicable course prerequisite and placement requirements and shall adhere to the same rigor, curriculum, and evaluation criteria of the VU dual credit course.
6. Home schooled students, who meet all eligibility criteria, may enroll in Dual Credit courses through their local high school, with permission of the high school principal or administrator
7. By enrolling in a VU Dual Credit course, students understand that academic freedom is practiced, which allows the instructor and students to engage in discussion that they feel is important in order to clarify and understand course content without fear of censorship as would be expected in a university level course. Students understand that they may encounter adult language and images, and different philosophical viewpoints and belief systems when choosing to enroll in a dual credit course for transcripted college credit. Students understand that appropriate and essential discipline-specific terminology, concepts and principles are utilized, as needed, in the classroom setting.
8. All dual credit students are held accountable to all VU and Dual Credit policies, and rules including, but not limited to, those outlined in the Dual Credit Student Handbook, which may be found on the Dual Credit website under Student & Parents.

Accommodations for Students with Diverse Abilities

Students seeking classroom or coursework accommodations and support from VU's Diverse Abilities and Accommodations office must submit their request and documentation prior to, or at the beginning of, the semester in which they are enrolled in a VU Dual Credit course. In the college setting, the accommodations authorized may not match those granted for high school courses, since the laws that apply to college and universities differ from the same laws that apply to the K-12 school system.

Vincennes University reserves the right to determine appropriate accommodations for students who will be taking Accuplacer tests and classes for college credit at Vincennes University. Dual Credit students are enrolling in a college-level course; therefore, testing results will be reviewed to determine if the guidelines for a college student (not a high school student) have been met.

Accommodation procedures and additional information for dual credit students may be found on the VU Diverse Abilities and Accommodations website by clicking here. The VU Diverse Abilities and Accommodations office may be contacted at disabilityservices@vinu.edu or 812-888-4501.

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.

Course 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.

While specific due dates are provided annually, Fall, 1st & 2nd Trimester, and Yearlong course selection submissions typically close in mid-August. Spring and 3rd Trimester course selection submissions typically close in 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.

Dropping A Course

If a student needs to drop a course, a submitted Student Drop Request must reach the Dual Credit office prior to the official drop window deadline. These deadlines will be shared with our partners at the beginning of each school year through email and the Academic Year's Dual Credit Due Dates document.

Please ensure that all drop forms are submitted before the drop window closes. The Dual Credit office will not process any drop requests after the official drop window deadline. This could result in the affected students receiving failing grades for those courses.

It's essential to note that any course dropped after the official course rosters are due will result in a "W" (Withdrawal) notation on the student's academic transcript. While students can still drop a course until the official drop window, dropping it after the rosters are submitted results in a "W" appearing on their transcript.

Once the official drop window has passed, students are no longer permitted to drop a course. The only exceptions are for documented extenuating circumstances, such as a serious illness or a family emergency, which will be reviewed and approved on a case-by-case basis by the Dual Credit Office.

If a student is removed from your class, a drop form must be submitted for that student within 30 days of their last date of attendance.

Student Billing

Billing for Vincennes University (VU) dual credit courses varies depending on the program. It's important to understand the differences between Project EXCEL and Early College billing.

For Project EXCEL courses, fees are billed electronically to the student's VU-x account and are non-refundable. These fees are due within 15 days of the billing statement notice, which is sent to the student's preferred email address as provided during the Project EXCEL Online Application. Students are responsible for all qualifying tuition fees. They may not enroll in subsequent Project EXCEL courses, or transfer earned credit to another university until all balances are paid in full. Students may retake a VU Dual Credit course one time; however, a $25 per credit hour fee applies for retakes, regardless of waiver eligibility.

Early College courses operate on a Third-Party Billing model. For these courses, the University will send a bill directly to the partner high school or career center where the courses are offered. The partner school is then responsible for paying the total tuition for their enrolled Early College students, rather than the University billing the students directly.

Project EXCEL partners who wish to participate in Third-Party Billing are welcome to do so. They simply need to notify the Project EXCEL office of their intent to participate.

Transcripts and Transfer Credit

To transfer VU course credit to another institution, students must request an official transcript through the VU Registrar’s Office. Students may request transcripts online by visiting the Registrar’s Office website.

If a student has an outstanding balance on their account, a transcript hold will be on the student account until the balance has been paid in full.

Students who wish to use course credit from another institution to satisfy a VU degree requirement or course prerequisite must have an official transcript sent to the VU Registrar's Office directly from the granting institution. Unofficial transcripts issued to the student or transcripts without a final grade will not be accepted.

Graduation & Commencement

An Early College site administrator will conduct a graduation audit for each senior in the program to determine their eligibility for a Vincennes University (VU) credential. For all qualifying students, the site administrator will submit a Petition to Graduate to the VU Registrar’s Office on the student's behalf.

Once students meet the requirements for a VU Associate's Degree or Certificate, they are eligible to participate in the VU graduation ceremony on the Vincennes campus. Diplomas will be mailed to students after VU receives their final high school transcript showing a graduation date

Privacy of Student Records and Information

The Family Educational Rights and Privacy Act of 1974 (FERPA), is a federal law that protects the privacy of student education records. Students enrolled in dual credit courses provide a unique situation. While the rights under FERPA belong to the parents or guardians with respect to high school records, they generally belong to the student with respect to postsecondary records.

FERPA's provisions allowing disclosure of information to parents of students who are dependents for income tax purposes would apply for most dual credit students. This exception allows Vincennes University to share student records and information with parents or guardians without prior consent from the student.

VU Dual Credit strongly encourages parents of dual credit students to respect the student's ownership of his or her education record at the college level and seek ways to gain that information while safeguarding the student's rights and responsibilities. Vincennes University dual credit instructors should make every attempt to communicate with and through the student, as an important maturation point for college students. We ask that the parent communicate with their child first and then, only as necessary, with the instructor.

In accordance with state guidelines, as well as program policies and procedures, Vincennes University and the high school or career center may share records and information for students enrolled in VU dual credit courses. For more information, please visit the U.S. Department of Education FERPA site.

Placement Testing

Scores from the following sources may be used for courses requiring minimum placement scores:

- Accuplacer
- ACT
- PSAT (reading and writing only)
- SAT

Scores from multiple placement tests may be used to qualify a student. For example, an eligible SAT writing score may be used along with an eligible Accuplacer reading score to qualify a student for enrollment in a dual credit course. The dual credit course listing and placement chart may be found on the Dual Credit webpage.

Accuplacer

The VU Accuplacer placement exam may be utilized for students who have not taken the PSAT, SAT, or ACT, or whose scores on these tests do not meet the minimum required reading, writing, and/or math placement scores. All students must use a VU student ID (A#) in order to take the VU Accuplacer exam. New students must complete the Dual Credit Online Application, at least one week prior to testing, in order to obtain their VU student ID.

Accuplacer Scores from Another Institution

Students utilizing Accuplacer scores for placement into a VU dual credit course may submit scores from another institution with the following stipulations:

A. Qualifying scores refer to the minimum scores required as outlined in the VU Dual Credit Crosswalk, not qualifying scores required by another institution for like courses.
B. The retest guidelines follow the same criteria as stipulated below.
C. For verification purposes, official report scores and documentation must be kept on file at the high school or career center for any student who wishes to utilize scores from placement test scores not administered through a VU Accuplacer test site.

Accuplacer Proctoring Requirements

Due to Accuplacer licensing requirements, a Proctor Profile must be completed for each person at the school that will be administering the Accuplacer test. The test administration responsibilities may not be delegated to another individual. It is the responsibility of the school and proctor to provide a proper testing environment that will facilitate student completion and success. The environment should be free of noise and distraction and allow the student plenty of time to complete the test(s).

The VU Accuplacer Proctor is responsible for providing students ample notice of testing dates to allow for preparation and the opportunity to access practice test sites, available on the VU Testing Center website. To become a proctor and receive instructions on administering the Accuplacer at your school, please contact the Director of VU's Testing Center, David Sanders, at 812-888-5404 or dsanders@vinu.edu.

Accuplacer Computer Lab/Equipment

Use of personal computers for Accuplacer testing, such as individual laptops issued to students, is prohibited per the Accuplacer License agreement. The Accuplacer test must be administered in a secure testing environment, such as a computer lab, using desktop or "permanent" computers (i.e. devices that are not routinely removed from the testing area). Allowing students to use personal or student issued laptops invites compromise of proctor login/passwords, possibilities of screen captures of content, unauthorized use of websites, calculators, etc. Violation of this policy could jeopardize the Accuplacer licensing and use of the program for the entire institution (VU) and all VU partner school locations. Students must test in an existing computer lab, under the direct supervision of an authorized VU Accuplacer proctor.

Accuplacer Retest Policy

In accordance with VU's Dual Credit Accuplacer Retesting Policy, students are permitted to take up to TWO retest sessions in a 12-month cycle, starting June 1 every year, prior to the start of the dual credit course(s). Test sessions may be completed at any approved site (including high school/career centers with approved VU proctors), subject to the following conditions:

A. Retests cannot be taken within 14 days of the last Accuplacer test date, regardless of testing site or institution administering the test.
B. Test-takers may retest on all or part of the Accuplacer. The three choices for retesting are the Full Test, Math only, or Verbal only. If a Math only or Verbal only test is taken, that partial test counts as a retest.
C. Retests must be completed and scores reported to the VU Testing Center prior to the applicable student registration deadline. No retests for placement will be given after the registration deadline.

Testing Accommodations for Students with Diverse Abilities

Dual Credit students who wish to request accommodations for Accuplacer placement testing must register with VU's Office of Diverse Abilities and Accommodations, prior to testing. Once appropriate accommodations have been identified, all approved accommodations will be communicated to VU Testing Center staff and the dual credit partner school.

If authorized by VU's Diverse Abilities and Accommodations, a student may be allowed to test with their own computer (i.e. a student that is legally blind may be allowed to use their own computer if it is equipped with special software or hardware). The test must still be administered under the supervision of a VU approved test proctor and carefully monitored to ensure protection of the testing protocol and test content. Upon test completion, ALL internet browser history, cookies, etc. must be deleted by the proctor, and the device reverted to its "pre-test" configuration.

Student Assistance during Accuplacer Testing

No assistance may be given to any student who is testing with regard to the content of the Accuplacer test. No de-briefing of the test by the proctor or instructor is permitted. The Accuplacer test has built in accommodations for unlimited time, and for calculator use within the test on mathematics problems that allow such use. No other test accommodations (readers/scribes, unauthorized calculators, etc.) are permitted unless approved in advance by VU's Diverse Abilities and Accommodations office (please see Section VI.B.4).

Accuplacer Practice Sites

Students may wish to visit VU's Testing Center website for additional resources and practice test sites prior to taking the Accuplacer placement test.

World Languages - Advanced Placement

Students interested in taking a 103-level or higher world language must meet course prerequisite requirements or participate in VU's world language advanced placement departmental testing (see steps below). PSAT, ACT, SAT, and Accuplacer placement scores are not accepted for enrollment in VU world language courses.

1. The world language instructor, or a designated test administrator from your school, should contact Steve Gregory, VU World Languages Department Chair, to receive instructions on administering advanced placement testing for world language courses. Mr. Gregory may be reached at 812-888-5406 or sgregory@vinu.edu.
2. Instructors should administer the world language placement exam no later than April 15 of each year for students who are attempting to place directly into one of VU's 103-level or higher world language courses.
3. If a student does not pass the exam, instructors should wait at least 14 days before administering the exam again. The instructor must email Steve Gregory, World Languages Department Chair, with the names of students who need to retake the exam. Prof. Gregory will reset exams for each student who needs to retest.
4. If a student does not reach the minimum score the second time, the student will be allowed one more opportunity at the start of classes the following academic year. The instructor will once again contact Prof. Gregory to reset the exam.

VU Standards of Student Behavior

Introduction

Vincennes University is a community dedicated to personal, academic excellence and growth. Choosing to join this community obligates each member to a standard of ethical behavior as stated in the Student Creed.

> *As a Vincennes University student, I commit to a code of civilized behavior. I will practice personal academic integrity; I will respect the dignity of all persons, including myself; I will respect the rights of others; I will not condone bigotry; I will strive for the openness to learn from differences in people, ideas and opinions; I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development. Allegiance to these ideals requires me to refrain from behavior that threatens the freedom and respect every individual deserves.*

The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the university community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Code of Conduct is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, appropriate consequences are imposed in the form of sanctions.

The Vincennes University Student Code of Conduct is a statement of expectations for students and student organizations on the basis of the philosophy of Vincennes University as well as Federal and State laws. These regulations are prepared to protect the health, welfare, and safety of Vincennes University students. Most of the regulations, accordingly, reflect the policies of Vincennes University, State and Federal laws or ones of common sense. The Student Code of Conduct policy applies to all students enrolled in Vincennes University courses. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the university community, and contribute positively to student and university life. Therefore, students should understand the specifics of the conditions they have accepted when they enroll. Students need to be aware that violations of the University Student Code of Conduct may result in some form of disciplinary action.

Definitions. The following definitions apply to terms found in the Student Code of Conduct:

1. “University” and “campus” are used interchangeably and both apply to Vincennes University.
2. “Student” includes all persons taking courses at the university, both part time and full time. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the university are considered “students”. Therefore, sanctions can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from the university while a disciplinary matter is pending.
3. “Code” represents the Student Code of Conduct.
4. “University official” includes any person (student, faculty or staff) employed by the university and performing administrative or professional duties, or any person serving the university in an official capacity.
5. “Member of the university community” includes any person who is a student, university official, trustee, or any other person serving the university in an official capacity, university guests on university property or at a university related activity.
6. “University property” includes all real or personal property in the possession of or owned, used, or controlled by the university and all university facilities whether utilized by the university or a university auxiliary organization.
7. “Organization” means any registered student club or organization.
8. “Shall” and “will” are used in the imperative sense.
9. “May” is used in the permissive sense.

10. “Day” applies to a day when the university is open for normal business, regardless of whether classes are in session (e.g., the day preceding Thanksgiving). In determining any deadlines as set forth in the Code, references to a number of “days” prior to or after occurrence of an event shall not include the day of the event.
11. “Health” applies to physical or mental well-being.
12. “Deliberate Indifference” refers to the conscious or reckless disregard of the consequences of one’s actions or inactions.
13. “Student Code of Conduct Administrator” includes the Dean of Students or any other university official assigned to administer the code of conduct and to perform the duties prescribed in these procedures.

Jurisdiction. The Student Code of Conduct addresses misconduct that takes place on university premises and addresses off campus behavior when it may have or has had an adverse impact upon the university community or, if repeated on the university, poses a threat to the safety of members of the university community.

The Code also applies to university sponsored events, activities, trips, etc., which may occur off campus. A student who violates the Code and breaks the law is subject to university, civil and/or criminal authorities. The university, at its sole discretion, may pursue disciplinary action against a student while the student is also subject to criminal proceedings. The university reserves this right even if criminal charges are pending, reduced, deferred or dismissed.

The Vincennes University judicial system is the responsibility of the Office of Judicial Affairs through the Dean of Students office. The Dean of Students has specific responsibility for the operation and administration of the judicial system.

Misconduct Activities Which Subject a Student or Student Organization to Disciplinary Action. Vincennes University recognizes that it must create an environment where each student will be free to pursue their academic interests without interference from others. This includes upholding the integrity of the academic process as well as providing a community free of disruptions. The following restrictions are designed to foster a healthy and peaceful learning community. Apathy or deliberate indifference are not neutral acts and may be violations of this standard.

Protecting the Rights of the Educational Process

Students are expected to respect the educational process for the benefit of themselves and others. Therefore, the following behavior is subject to disciplinary sanctions.

1. Acts of dishonesty including, but not limited to, the following:
    a. Academic dishonesty (please refer to the section titled Academic Honesty for a detailed definition of academic dishonesty.)
    b. Furnishing false information to any university official, faculty member, or office.
    c. Forgery, alteration, or misuse of any university document, record, or instrument of identification.
2. Disruption or obstruction of teaching, research, administration or other university activities, including its public service functions on or off campus, or of other authorized non-university activities when the conduct occurs on university premises. (This policy is not intended to hinder organized, peaceful, and orderly protests.)

Incidents under 1.a. will be subject to disciplinary action that is consistent with the academic dishonesty policy contained in the syllabus of the instructor, which may include referral to the Dean of Students for appropriate disciplinary action. Incidents under 1.b., 1.c., and 2. will be referred to the Dean of Students, who will determine appropriate student disciplinary action in keeping with procedures used in the handling of other types of student conduct situations.

Protecting the Rights, Safety, and Dignity of the Individual

Any of the following activities, the aiding, abetting, inciting, encouraging, or by their presence, supporting of any of the following activities, constitutes misconduct for which students may be subjected to disciplinary action. Student organizations may be subject to disciplinary action up to and including revocation of recognition. These violations include but are not limited to:

1. physical or verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person resulting in an individual being fearful for imminent bodily harm and/or the emotional/mental disruption of a person's daily life or educational environment;
2. students shall not engage in any act that is sexual in nature and which is committed under pressure, force, threat, or coercion, or without the full and informed consent of all persons involved. For the purpose of this policy, the current, active state code states that consent must be freely and actively given through mutually understandable terms or actions. A person is deemed incapable of giving consent when that person is a minor, is mentally disabled, mentally incapacitated, physically helpless, under the influence of alcohol or drugs to the point of being unable to make a rational decision, unconscious or asleep. A person always retains the right to revoke consent at any time during a sexual act;
3. theft or attempted theft of and/or damage to property either personal or public, on or off campus;
4. hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization; (Expressed or implied consent of the victim will not be a defense.)
5. failure to comply with verbal and/or written instructions of university officials acting in the performance of their duties and made within the scope of their authority; (Students shall honor the official request of any university official in the performance of their duties. Each staff or faculty member represents the institution and the attack or threat of attack on an official is a threat against the university itself. The above is also applicable to student employees when performing their duties within the scope of their authority). Grievances against a staff or faculty member may be filed with the program and department head responsible for that area of the university in accordance with the institution's grievance policy;
6. violation of any policy, rule, or regulation published in hard copy or available electronically on the university website;
7. violation of any federal or state law;
8. possession of firearms, explosives, or fireworks;
9. the use or threat of use of a weapon, or any item or objects that simulate weapons, on university premises that could harm, threaten or cause fear to others;
10. falsely reporting a fire, bomb, or any other emergency by any means;
11. misuse or unauthorized possession of university owned emergency or safety equipment, creating a fire hazard or be in unauthorized possession of flammable or hazardous material;
12. disrupting the normal operations of the university and/or infringing on the rights of other members of the university community; leading or inciting others to disrupt scheduled and/or normal activities within any university building or area; (This policy is not intended to hinder organized, peaceful, and orderly protests.)

Promoting Personal Responsibility and Integrity

The Vincennes University community strongly promotes the development of a personal values system that focuses on each person assuming responsibility for their own actions, and on maintaining dignity and truth. The following restrictions outline the primary parameters within each individual shall be held responsible.

1. Students shall not engage in behavior that is disruptive, lewd, or indecent, regardless of intent, which breaches the peace of the community.
2. Students are responsible for the actions of their visitors or guests. Students are expected to take reasonable action to prevent their guests from violating university regulations.
3. Failure to comply and/or interfere with the university disciplinary system.
4. Students shall not falsify or misrepresent facts on any university form or document and the unauthorized and/or improper use of a university form or document.

a. *Forms, Records, and Documents.* Falsification of records and/or misrepresentation of facts on any university form or document may result in disciplinary action and/or cancellation of registration. This includes but is not limited to housing contracts, registration material data sheets, fee receipts, checks for payment to the university, applications for vehicle registration, application to be an exception to the housing policy, applications for release from a housing contract, listing an incorrect place of residence, or failure to update a change of correct address.
b. *ID Card Policies.* It shall be illegal for a student to allow their Student Identification Card to be used by another person (whether a student or not). These cards are the Property of the university and entitle the student to certain privileges. Therefore, no student shall have access to the privileges on the basis of any but their own Student Identification Card. Further, it is against university regulations for any person to alter in any way the information contained on the Student Identification Card. This card must be carried with the student always and must be shown on request to any university official.

5. All activities sponsored by student organizations must receive approval before the event by the Student Activities Office located in the PE Complex, room 102. The student organization itself, and individual students involved, will be held responsible for violations of the Student Code of Conduct.
6. Computing resources may not be used for illegal or disruptive purposes. Examples include:
    a. Unauthorized copying or use of copyrighted material.
    b. Destruction of or damage to hardware, software or data belonging to Vincennes University or other users.
    c. Disruption or unauthorized monitoring of electronic communications.
    d. Harassment of other users.
    e. The accidental or intentional introduction of a destructive program, such as a "virus," can have serious consequences. Users should be aware of the threat of viruses on networks and in public labs and use adequate protection against spreading them to their own machines. Both freeware and commercial anti-viral programs are available from various sources. Any attempt to compromise the university computer security systems will not be tolerated.
7. Computing resources shall be used in accordance with the high ethical standards of the university community. Examples of unethical use which also may involve illegality include:
    a. Violations of computer system security.
    b. Unauthorized use of computer accounts, files, and data which do not belong to the user.
    c. Unauthorized use of access codes assigned to others.
    d. Intentional use of computer telecommunication facilities in ways that impede the computing activities of others.
    e. Academic dishonesty (plagiarism, cheating).
    f. Violation of software license agreements.
    g. Violation of network usage.
    h. Violation of another user's privacy.

Prohibited Use of Illicit Drugs and Alcohol

As set forth in local, state, and federal laws, and the rules and regulations of the university, Vincennes University prohibits the manufacture, use, possession, and distribution of illicit drugs and alcohol by students, employees and visitors in buildings, facilities, grounds or other property owned and/or controlled by the university. This applies to all individuals participating in any university-sponsored activities.

The university will enforce all state and federal laws regarding the possession and use of alcohol and the manufacture, distribution, dispensing, possession, or use of any controlled substance. Drug and alcohol laws are vigorously enforced at Vincennes University. Violators are subject to criminal prosecution. The enforcement techniques can range from plain view violation to long-term undercover investigations by local, state, or federal agents and agencies.

The inappropriate use of a controlled substance is detrimental to Vincennes University's faculty, staff, students, and the public served. The university will attempt to assist a student or employee involved with

the inappropriate use of alcohol or a controlled substance in obtaining rehabilitation. However, the ultimate responsibility for overcoming a dependency or inappropriate use of alcohol or of a controlled substance is that of the individual. Details of the policy are printed and distributed annually in the Student Handbook and University Employee Manual. Vincennes University has an alcohol abuse program emphasizing education and intervention and meets the requirements of the present drug and alcohol requirement, including the Drug Free Schools and Communities Amendments of 1989.

Reporting Dual Credit Student Code of Conduct Violations

For dual credit students, the process for reporting and addressing violations of the Student Code of Conduct varies depending on the course type:

- **Project EXCEL Courses**: The initial contact for any code of conduct violation should be the Director of Project EXCEL
- **Early College Courses**: The initial contact for any code of conduct violation should be the Early College Site Administrator

Regardless of the initial contact, once a violation is reported, an internal process will unfold. This process involves bringing Dual Credit Leadership into the loop, along with the VU Dean of Students.

Dual Credit Instructors

Dual Credit instructors must be fully vetted and approved in accordance with VU faculty credentialing requirements, the Higher Learning Commission (HLC) guidelines, and the National Alliance for Concurrent Enrollment Partnerships (NACEP). Dual Credit instructors may be:

- Employed through the high school and/or career center
- Approved VU adjuncts
- Approved VU Distance Education (online) instructors

Faculty Qualifications and Approval Process

1. Faculty approvals for all VU dual credit instructors are processed in accordance with the same credentialing requirements established for faculty members on the VU campus; as established by Vincennes University and developed in accordance with the qualifications and guidelines set forth by the Higher Learning Commission's requirements for faculty appointments.
    a. **General Education/Non-Occupational Courses**

        Traditional credentials for general education/non-occupational courses are a Master's Degree in the discipline or a Master's Degree plus 18 graduate hours in the discipline (not pedagogy-driven).

    b. **Career and Technical Courses**

        Credentials for CTE courses typically include a Bachelor's Degree in the subject area or an Associate's Degree in the subject area with a minimum of two years' occupational experience. Consideration for these courses will also be based on licensures, certifications, and years of professional experience.
2. Only approved VU dual credit instructors are authorized to deliver course content for VU Dual Credit courses. VU does not allow an approved instructor to serve as the instructor of record while another individual delivers course content. For courses that are taught by more than one instructor, all instructors (including teacher assistants/aides) must be approved VU dual credit instructors within the discipline. In such cases, one instructor will be designated as the primary instructor and will be responsible for submitting student grades; however, all instructors will be considered instructors of record for each course. Vincennes University dual credit programs do not allow student teachers to deliver course content.
3. In order to begin the approval process, each instructor must submit the following items to the Dual Credit office:
    a. **Required**
        - A current, detailed resume
        - Copies of all undergraduate and graduate college transcripts – must be legible and indicate all completed coursework and degree(s) earned
        - All applicable licensures/certifications related to the discipline
        - A signed Liberal Arts OR Career & Technical Instructor Application Checklist
    b. **Recommended (not required)**
        - Letters of recommendation and other documentation of discipline-specific expertise if professional experience is being utilized for the faculty approval process

Instructor applications must be approved by the following: Early College Dean *or* Senior Director of Dual Credit Partnerships, VU department chair, VU college dean, and the VU Provost. **Please note that official college transcripts will be required upon approval and must be issued directly to Vincennes University Dual Credit from the granting institution.**

Education Plans

Approval may be considered when an instructor is close to meeting the traditional or tested experience credentialing requirements and submits an educational plan that outlines the coursework and/or other credentials (i.e. licensure/certification) to be obtained. The education plan, including a timeline for completing the credentials, must be developed and submitted with the original faculty approval application. Approval will only be considered for individuals who are willing and able to complete the required credentials within the specified time frame below and to demonstrate ongoing progress (i.e. submit an updated transcript for review or other documentation) to fulfill his/her commitment under the approved education plan.

Faculty Application and Credentialing Deadlines

The high school, career center, or instructor applying for VU adjunct faculty status is responsible for submitting the applicant's credentialing materials (outlined below) to the Dual Credit office by the following dates*:

- March 1 for fall, 1st & 2nd trimester, and yearlong courses
- October 1 for spring and 3rd trimester courses

Prior to final approval to teach a VU Dual Credit course, new instructors must:

- Submit all required HR and program paperwork
- Have all requested official transcripts sent directly to VU-Dual Credit
- Participate in two required orientation sessions with the assigned faculty liaison and VU Dual Credit staff member

Once approved, all requirements must be completed no later than:

- May 1 for fall, 1st & 2nd trimester, and yearlong courses
- December 1 for spring and 3rd trimester courses

**Based on faculty liaison availability during summer months, only select disciplines may accept late faculty approvals with a deadline of August 1 for all requirements listed above.*

Instructor Responsibilities

Dual credit instructors must agree and adhere to all program guidelines and requirements as set forth by Vincennes University, Dual Credit, and the National Association for Concurrent Enrollment Partnerships (NACEP). Teaching privileges may be revoked for any dual credit instructor who is found to be non-compliant with the policies, procedures, and requirements established by Vincennes University and VU Dual Credit. Approved dual credit instructors must adhere to the following:

Prior to Final Approval to Begin Teaching

1. Submission of all required human resource paperwork, program paperwork, and copies of valid certifications or licensures, if requested. This includes submission of all requested official transcripts, which must be issued and sent to the Vincennes University Dual Credit office, directly from the granting institution.

2. Participation in two required orientation sessions. The first is a curriculum orientation, which must be completed with the designated faculty liaison, for each dual credit course. The second is an administrative orientation with a VU Dual Credit staff member. The instructor is responsible for contacting both the faculty liaison and Dual Credit office to schedule the orientation sessions, as outlined in the provisional approval email/letter sent by the Dual Credit office.

3. Ensuring that the high school or career center has adequate facilities, equipment, and resources to support the Vincennes University Dual Credit course.

4. Securing and utilizing textbooks and course materials as required and approved by the corresponding VU department faculty liaison. The instructor (or their high school representative) is responsible for ordering instructor desk copies/course materials directly from the publisher.

Course Syllabi

A course syllabus is an important component which sets the tone, structure, and expectations of a course, ensuring that both students and instructors have a clear understanding of the course requirements and objectives. Through the syllabus, students not only have a framework for learning, but also a clear communication of expectations within the classroom. The course syllabus is a contract between the instructor and their students which includes but is not limited to course policies, grading, learning outcomes, and a course calendar.

Syllabi must be edited and completed through the Simple Syllabus platform for each course and each term in which the course is taught. Once submitted, the assigned Faculty Liaison and Dual Credit Dean will review and either approve or deny the content within the syllabus. All dual credit syllabi must replicate or demonstrate equivalency for course content, objectives, assignments, grading standards, assessments, and outcomes as established for the corresponding course on the VU campus. The high school instructor is responsible for submitting their initial syllabus submission (outlined below) within Simple Syllabus by the following dates:

- August 1 for fall, 1st & 2nd trimester, and yearlong courses
- December 1 for spring and 3rd trimester courses

Syllabi should be fully approved and published no later than:

- First week of fall classes for VU Vincennes campus for fall, 1st & 2nd trimester, and yearlong courses
- First week of spring classes for VU Vincennes campus for spring and 3rd trimester courses

The dates listed above are associated with returning instructors. If a new instructor is within the onboarding period, our dual credit office will help the instructor to gain access to Simple Syllabus and submit their syllabus as soon as possible.

Student Registration Process and Course Requirements

1. Ensuring all students have completed and submitted the required Online Application and course selection process prior to the application term deadline.

2. Verifying and submitting the signed class roster(s), sent to you by the Dual Credit office, for each course/section each term in which the course is offered, prior to the applicable deadline.

3. Communicating student withdrawal from a course, and submitting a Student Drop Form, to the Dual Credit office by the established deadline for the course term.

4. Providing students with class time, computer/internet access, and instructions to complete the SurveyDIG end of course evaluation at the end of each course term. The course evaluation results will then be used in the required Adjunct Faculty Performance Reviews and the Course Improvement Plans.

5. Posting final student grades in the VU system, electronically, in accordance with the established guidelines and open grading window time frames.

Site Visits, Professional Development, and Assessment

1. Participation in periodic classroom visits with a VU faculty liaison, including a required visit during the first year in which the instructor teaches a VU dual credit course. Subsequent visits will be determined and scheduled by the faculty liaison and shall occur no less than every three years.

2. Participation in an annual professional development session related to the course, discipline, and/or other educational topics deemed appropriate for the teaching of VU courses. The curriculum portion of the session will be conducted and/or coordinated by the VU faculty liaison. Instructor participation is a requirement of NACEP, the dual credit accrediting body.

3. Submission of student work, exams, assessment assignments, and/or grades as requested by the faculty liaison, the Dual Credit office, and/or the University Assessment office.

Administrative

1. Retrieving all electronic correspondence sent by the Dual Credit office from the email address provided during the faculty approval process. The faculty member is also responsible for working with the school's information technology personnel to ensure that there are no firewall issues restricting the delivery of email correspondence from the Dual Credit office.

2. Dual Credit instructors must abide by all guidelines as set forth in the Vincennes University Confidentiality/Non-Disclosure Agreement and in accordance with the college FERPA guidelines. Dual Credit instructors may provide confidential student information to the school or to a student's parent provided that they have a consent form signed by the student that allows the information to be released to the individual or entity requesting the information.

Absence from the Classroom

If an instructor is unable to teach the Dual Credit course, and is likely to be absent for 10 or more consecutive days, the instructor or another school representative must notify the Dual Credit office immediately. The Dual Credit office will consult with the school administrator regarding the situation and, based upon the circumstances, will determine whether Vincennes University credit will remain available to enrolled students. A long-term substitute teacher, with background and experience in the discipline, may apply for an emergency approval for the remainder of the term in which the course is being taught. If approved, the Dual Credit staff and designated faculty liaison will work with the substitute teacher to ensure that VU curriculum continues to be followed and that appropriate assessment and pedagogy is employed in the teaching of the course content.

Faculty Evaluation Process

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.

Travel and Hotel Accommodations

When mileage reimbursement is not covered by the high school or career center, approved Dual Credit instructors are entitled to mileage reimbursement at .49 per mile when traveling to campus for any required orientations or professional development session. The Dual Credit office will not cover reimbursement for travel to campus for purposes other than these activities. In addition, the Dual Credit office may cover hotel accommodations, not covered by the high school or career center, under the following circumstances (consideration outside of these parameters will be given on a case-by-case basis):

- Instructors must travel three (3) or more hours AND must leave home before 7:00 a.m. in order to arrive on campus by the event's scheduled start time; OR
- Instructors must travel two (2) or more hours AND must leave home at or before 7:00 a.m. for a session that starts at or before 9:00 a.m.
- Instructors needing hotel accommodations must request these from the Dual Credit office at least two weeks PRIOR to the scheduled event. A Dual Credit staff member will make the reservation and send hotel confirmation information to the instructor. Instructors must have prior approval to make their own hotel reservation if they wish to be reimbursed.

Administrative Stipend

Approved Project EXCEL instructors are eligible to receive an administrative stipend of $10.00 per unduplicated student who completes a Project EXCEL dual credit course. A bonus stipend will be paid to instructors, beyond the $10 per student rate, who have 100 or more unduplicated students at the following levels: $200 bonus for 100-125 unduplicated students, $350 bonus for 126-149 unduplicated students, and a $500 bonus for 150 or more unduplicated students.

Important Note for Instructors:

This Administrative Stipend section and its outlined terms are **solely applicable to approved Project EXCEL instructors** teaching face-to-face dual credit courses. This stipend is not available to Early College instructors or other VU dual credit instructors. Early College instructors should consult the specific policies relevant to their program.

Eligibility is contingent upon adherence to all Project EXCEL Policies and Procedures and requirements. This administrative stipend is available ONLY to fully approved instructors teaching face-to-face dual credit courses through Project EXCEL. The administrative stipend is not available to other VU dual credit instructors. **Although the stipend is not awarded for completion of the following tasks, release of the stipend payment and the amount is dependent upon the on-time submission of the following items;**

- If the below item(s) are not submitted by the deadline, the instructor is subject to a 50 percent reduction in the stipend amount.
    - Submission of student registration
    - Initial submission of course syllabi and successful publishing of course syllabi via Simple Syllabus
        - *See section "Instructor Responsibilities – Course Syllabi" for additional details on deadlines regarding course syllabi. An instructor will not be penalized if the deadline for successful publishing of a course syllabi was the result of a missing syllabus review by the assigned Faculty Liaison and/or Dual Credit Dean.*
    - Verified and signed class rosters
    - Signed Adjunct Faculty Performance Reviews
    - Completed Course Improvement Plans (when applicable)
    - Electronic submission and verification of all final grades into VU's Banner system during the designated grading window
- If all of the above items are not submitted by the deadline, the instructor is subject to a 100 percent reduction in the stipend amount.

Due dates for these items are communicated to instructors via email each academic year. Instructors who did not comply with the submission deadlines will be notified via email. An instructor may appeal the stipend reduction by submitting a written appeal to the Project EXCEL office within ten (10) business days of receiving the notification. The appeal must include a detailed explanation of the circumstances leading to the late submissions and any supporting documentation. The office will receive the appeal and provide a written decision within ten (10) business days of receiving the appeal.

Dual Credit Faculty Liaisons

In accordance with program policies and NACEP guidelines, all VU dual credit courses must have a VU faculty liaison to provide curriculum oversight and support to dual credit instructors.

1. Faculty liaisons may be full time, adjunct, or retired VU faculty members, as appointed by the college dean or department chairperson, and will follow all policies and procedures outlined in the Dual Credit Faculty Liaison Handbook.

2. Faculty liaisons will provide dual credit instructors a curriculum orientation to new instructors including, but not limited to, course objectives, grading standards, learning outcomes, classroom activities, assessment, evaluation, teaching methodologies, and other topics related to maintaining the academic integrity of the Vincennes University dual credit course. The final decision as to whether the academic content of the dual credit course meets University standards is the responsibility of the faculty liaison.

3. Faculty liaisons will be available to respond to questions from dual credit instructors and will provide recommendations for solutions to issues as needed.

4. Faculty liaisons will plan and conduct an orientation session for each first-time assigned dual credit instructor for the purpose of providing information relative to institutional philosophy, course objectives, and content.

5. Faculty liaisons determine whether the same textbook and course materials used on campus must be used in the dual credit course. At the discretion of the department, another college level textbook may be approved. Determination and approval varies by course and department.

6. Faculty liaisons will conduct an annual professional development session for assigned dual credit instructors for the purpose of providing information regarding curriculum/textbook changes, new or innovative technologies being utilized in the corresponding on-campus course, and other policies and procedures that may affect the delivery of the dual credit course.

7. Faculty liaisons will conduct site/class visits, including a required visit during the first year in which the VU dual credit course is taught. Subsequent visits will be determined and scheduled by the faculty liaison and shall occur no less than every three years.

Additional Resources

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