

**VINCENNES UNIVERSITY BOARD OF TRUSTEES
MINUTES OF REGULAR SESSION
Wednesday, April 26, 2017
10:30 a.m. (EDT) – Fort Sackville Rooms
Vincennes University Beckes Student Union
1101 N. Second Street
Vincennes, Indiana 47591**

Members Present:

John Stachura, Chair
Darrel Bobe
Scott Brand (by audio)
Drew Brown, Student Trustee
J.R. Gaylor (by audio)
Tim Grove
Reggie Henderson (by phone)
Chuck Johnson, President
Jim McCormick
Greg Parsley
George Ridgway
Mike Sievers

Others Present:

Brent Stuckey, Attorney for the Board
Pat Konkle, Record Clerk for the Board
Laurel Smith, Interim Provost
Phil Rath, Vice President for Financial Services/
Government Relations
Dave Tucker, Vice President for Workforce Development/
Community Services

Members Absent:

Susan Olesik
Rick Schach

CALL TO ORDER

Chair John Stachura called the meeting to order at 10:40 a.m. (EDT) in the Fort Sackville Rooms of the Beckes Student Union on the Vincennes Campus.

ROLL CALL/ACCEPTANCE OF AGENDA

Pat Konkle called the roll. A quorum was declared with 12 Trustees present. The agenda was approved by consensus of the Board.

APPROVAL OF MINUTES

Minutes of the February 14, 2017, meetings had been distributed. Trustee Mike Sievers made a motion to accept the minutes as distributed, and Trustee Drew Brown seconded the motion. A roll call vote was taken, and there were 12 yeas and 0 nays, with the motion passing unanimously.

CHAIRMAN'S REMARKS

Board Chair John Stachura stated that we had a good Board Retreat on February 14 and good discussion. He thanked everyone who attended.

REPORTS FROM TRUSTEE SUBCOMMITTEES

University Affairs Committee

Curriculum Items – Committee Chair Reggie Henderson asked Provost Laurel Smith to give a report on the Proposed Faculty Credentialing Guidelines, which are attached to these minutes. Provost Smith stated that the guidelines discuss the various ways that faculty may be hired, and they have been approved by the Curriculum and Academic Affairs Committee, the Faculty Senate, the Provost, and the President. President Johnson is suggesting these guidelines be called the Faculty Credentialing Policy and should appear in the University Manual.

Provost Smith also reported on additional curriculum items (as attached to these minutes) that have been approved by the Curriculum and Academic Affairs Committee, the Faculty Senate, the Provost, and the President. These

items include the suspension of two programs, two concentrations, three concentration additions, three certificate additions, ten concentration activations in the Engineering Science area, and five program revisions. In addition, changes to the Credit Hour Policy, Dropping and Adding Courses, Student-Initiated Withdrawal from Class, and University College and Developmental Courses are being recommended for approval as well.

Committee Chair Henderson reported that the University Affairs Committee is recommending approval to the Board of Trustees of all of these curriculum items.

MOTION #17-10

Trustee Reggie Henderson made a motion to approve all of these curriculum items (as attached to these minutes) including changing the name of the Faculty Credentialing Guidelines to the Faculty Credentialing Policy, and Trustee Scott Brand seconded the motion. A roll call vote was taken, and there were 12 yeas and 0 nays, with the motion passing unanimously.

In addition, Provost Smith had distributed a handout that illustrated stackable credentials that students may obtain, and per Trustee Scott Brand's suggestion, this handout will be distributed in all StartVU materials.

Personnel and Nominating Committee

2017-18 Promotion and Tenure List – Acting Committee Chair JR Gaylor reported that the Personnel and Nominating Committee is recommending that the 2017-18 Promotion and Tenure List indicated below be approved by the Board of Trustees:

2017-18 PROMOTION AND TENURE LIST

INSTRUCTIONAL SERVICES:

Business and Public Service

Jaci L. Lederman, Information Technology

NEW TITLE

Associate Professor

Institutional Research

Kimela A. Meeks, Director, Institutional Research

Prof Staff Level II

Jasper Campus

Lisa Hempfling, Business

Associate Professor

Science, Engineering and Mathematics

Aaron Bruck, Chemistry

Curtis Coffman, Biology

Associate Professor

Professor

Technology

Norbert Brown, Automotive and Collision Repair

Frederick Evans, Aviation Maintenance at Aviation Tech Center

Professor

Associate Professor

PRESIDENTIAL SERVICES:

External Relations

Kristi R. Deetz, Senior Director, External Relations

Prof Staff Level III

WORKFORCE DEVELOPMENT/COMMUNITY SERV:

Jennifer N. Bozek, Business & Industry Training

Adam McKinley, Learning Unlimited Program

Donna J. Polen, Generations

Ralph L. Smith, Jr., Veterans Upward Bound

Prof Staff Level II

Prof Staff Level II

Prof Staff Level IV

Prof Staff Level IV

FACULTY WHO RECEIVE TENURE

Norbert Brown, Automotive and Collision Repair, College of Technology

Aaron Bruck, Chemistry, College of Science, Engineering and Mathematics

Curtis Coffman, Biology, College of Science, Engineering and Mathematics

Frederick Evans, Aviation Maintenance at Aviation Technology Center, College of Technology

Jaci Lederman, Information Technology, College of Business and Public Service
Jane Minderman, English, College of Humanities
Nancy Ellen Riggs, Mathematics, College of Science, Engineering and Mathematics
Kristal Shick, History, College of Social Science, Performing Arts and Communication

MOTION #17-11

Trustee JR Gaylor made a motion to approve the 2017-18 Promotion and Tenure List, and Trustee Darrel Bobe seconded that motion. A roll call vote was taken, and there were 12 yeas and 0 nays, with the motion passing.

Finance/Revenue Committee

Physical Education Complex Partial Renovation – Committee Chair Sievers asked Vice President Phil Rath to discuss this project. Mr. Rath reported that this is the continued renovation of the Physical Education Complex. This includes hallways and classrooms on the south side of the Complex, which was opened in 1972. Vice President Rath is recommending that the following bids be approved:

- Contract #1, General Construction – Wolfe Construction Company, Vincennes, \$266,000
- Contract #2, Mechanical Construction – Huntingburg Machine Works, Huntingburg, \$166,200
- Contract #3, Electrical Construction – AAA Electric, Terre Haute, \$116,000
- Total Project Award -- \$548,200

Committee Chair Sievers reported that the Finance/Revenue Committee approved the above bids and is recommending that the Board of Trustees also approve these bids.

MOTION #17-12

Trustee Mike Sievers made a motion to accept the three contracts above, totaling \$548,200, and Trustee George Ridgway seconded that motion. A roll call vote was taken, and there were 12 yeas and 0 nays, with the motion passing unanimously.

Budget and Tuition – Committee Chair Sievers asked Vice President Rath to report on the next step for the budget and tuition. Vice President Phil Rath stated that per Indiana statute, VU has to hold a public hearing regarding tuition and fees for the next two years of the biennium. He is asking that the Finance/Revenue Committee be given the authority by the Board of Trustees to approve tuition for the next two years.

MOTION #17-13

Trustee Mike Sievers made a motion to give approval to the Finance/Revenue Committee to set the tuition rate for the next two years, and Trustee George Ridgway seconded that motion. A roll call vote was taken, and there were 12 yeas and 0 nays, with the motion passing unanimously.

REPORTS FROM THE ADMINISTRATIVE LEADERSHIP

Marketing/Enrollment Report

Kristi Deetz, Senior Director of External Relations, distributed the University Recruitment and Enrollment Report. The report began with an update on the Vincennes Campus recruitment efforts. As of the filing of the report, 4,691 students had applied to the Vincennes Campus and 82.9 percent of the applicants had been accepted. New student registration totaled 366, a difference of 57 students compared to the previous year. Illinois applications were steady compared to fall 2016, but the number of accepted applicants showed continued growth beyond last year's rate. Ms. Deetz also reported that the estimated total of campus visitors could pass 4,500 by the end of the academic year.

Jasper applications totaled 284 with 225 being accepted. On the same date in 2016, 242 students had been accepted to the Jasper Campus for the fall term. The American Sign Language reported 46 applications while the Aviation Technology Center reported 119 applications for fall 2017. The acceptance rates were 84.8 and 65.5 percent, respectively. System wide, 2,337 students had enrolled for the fall compared to 2,668 in 2016.

Biology Students' Field Work Presentation

Professor Curt Coffman, Biology Department Chair, gave a presentation entitled, "Biology Field Studies: Using Unique Experiences to Recruit, Educate and Explore." Professor Coffman discussed how he uses field studies as ways to build skills and apply learning in his classes. He has many hands-on activities in which his students participate in major research projects, i.e. trip to Yellowstone, feline rescue centers, etc. This is a way for him to make his classes interesting and encourages students' interest in biology, the environment, and other science-related

fields. He reaches out to the area elementary and high school students and involves them in special projects throughout the year.

Board Chair Stachura thanked Professor Coffman for his enlightening presentation.

PRESIDENT'S COMMENTS

President Johnson gave the following reports on various items happening at VU: (1) Thanked Professor Coffman for his presentation and the good work he does with his students; (2) Congratulated those faculty and staff who received promotions and tenure; (3) Progress is continuing on the construction of Updike Hall; it will be ready for Fall 2017 classes and the grand opening in August; (4) We're in the final stages of renovating Kimmell Park and it should be open in mid-summer; (5) The president has been appointed by the Governor to serve as a representative to the MHEC (Midwestern Higher Education Commission) which works on policy in the Midwest; (6) Candidates are interviewing for the positions of dean for both the Jasper Campus and College of Technology (7) Cautious optimism in enrollment; (8) Complete renovation of website with the first stage available later this summer; (9) Thank those Trustees who joined us for dinner with the Funing County China visit a couple of weeks ago; (10) Vincennes Campus commencement this weekend, and commencement next week at Aviation Technology Center, American Sign Language Program, and Jasper Campus; (11) Homeland Security program one of the top five in US; (12) Haas selected VU to train its Haas Service Technician Program; (13) AQIP Portfolio due to Higher Learning Commission (HLC) on June 1, and many VU faculty and staff personnel have worked on this document; (14) Attended the HLC Annual Conference last month, and it was suggested that VU request its HLC site team visit be moved back to February or March of 2018; and (15) Today is Denim Day where people wear denim as part of Sexual Assault Awareness Day. In addition, President Johnson asked Vice President Phil Rath to report on the past legislative session that just ended. VP Rath reported that it was a great session for VU where VU received capital projects in the amount of \$25 million in cash for the LRC renovation and dual credit funding. President Johnson thanked Vice President Rath for his hard work in the legislative session.

Adjournment

With no further business to come before the Trustees, the Regular Session adjourned at 11:35 a.m. (EDT).

J.R. Gaylor, Secretary

John Stachura, Chair



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April 10, 2017

Board of Trustees
Vincennes University

The following items have been approved by the Vincennes University Curriculum and Academic Affairs Committee and Faculty Senate. These items are submitted for consideration by the Board of Trustees as approved by Interim Provost Laurel A. Smith and President Charles R. Johnson, Jr.

Program Suspension

- Accounting 5250 (ASCT) (*Vincennes and Jasper sites only*)
- Horticulture Technology 7400 (AS)

Concentration Suspensions

- Administrative Office Technology – Administrative Concentration 5591 (ASCT)
- Administrative Office Technology – Legal Concentration 5592 (ASCT)

Concentration Additions

- Engineering Science – Agricultural Machine Systems or Environmental and Natural Resources Engineering Concentration 4561 (AS)
- Engineering Science – Environmental and Ecological Concentration 4562 (AS)
- Engineering Science – Industrial Engineering Concentration 4564 (AS)

Certificate Additions

- Surveying Technology Certificate 8515 (CG)
- Business and Industry Skills Now Industrial Maintenance Certificate 9370 (CG)
- Business and Industry Skills Now Industrial Maintenance Certificate 9371 (CPC)

Concentration Reactivations

- Engineering Science - Agricultural and Biological Engineering Concentration 4551 (AS)
- Engineering Science - Biomedical Engineering Concentration 4552 (AS)
- Engineering Science - Chemical Engineering Concentration 4553 (AS)
- Engineering Science - Civil Engineering Concentration 4554 (AS)
- Engineering Science - Computer Science Concentration 4555 (AS)
- Engineering Science - Electrical and Computer Engineering Concentration 4556 (AS)
- Engineering Science - Food Process Engineering Concentration 4557 (AS)
- Engineering Science - Mathematics Concentration 4558 (AA/AS)
- Engineering Science – Mechanical, Motorsports, or Energy Engineering Concentration 4559 (AS)
- Engineering Science - Physics Concentration 4560 (AS)

Program Revisions

- Health Information Management 6150 (ASCT)
- Practical Nursing 6350 (CG)
- Surgical Technology 6550 (ASCT)
- Surveying Technology 8510 (ASCT)
- Surveying Technology – Civil Drafting/CAD Concentration 8511 (ASCT)

Academic Guidelines and University Core Curriculum Items

- General Education/UCC Proposal UCC-2, 2017-18 – Addition to UCC Course List – HONR 201 under Humanities
- Academic Guidelines Proposal AG-2, 2017-18 – Credit Hour Policy
- Academic Guidelines Proposals AG-3, 2017-18 – Catalog Revisions

Approved:


Charles R. Johnson, Jr., President


Laurel A. Smith, Interim Provost

PROPOSED CURRICULAR CHANGES AS RECOMMENDED BY CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE

*Prepared for the Board of Trustees, 3-14-17
Board Meeting 4/26/17*

Vision	Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A breadth of program offerings and a commitment to quality 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 mission and are respected for their contributions.	Mission	Vincennes University develops people and enhances communities through accessible educational programs, strategic partnerships, and active engagement.
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The following program additions, revisions and deletions have been recommended by the Curriculum and Academic Affairs Committee and Faculty Senate for approval by the Vincennes University Board of Trustees:

Program Suspension

- Accounting 5250 (ASCT) (*Vincennes and Jasper sites only*)
Rationale: The program suspension at the Vincennes and Jasper sites are the result of insufficient enrollment. The program will remain active through Distance Education and Indiana State Military.
- Horticulture Technology 7400 (AS)
Rationale: The A.S. Transfer degree is not needed as the transfer option to Purdue's College of Agriculture Horticulture programs and transfer to other 4-year institutions are covered by the VU/Purdue Cooperative AG Transfer Program. The A.S. Career/Tech degree in Horticulture Technology will remain active.

Concentration Suspensions

- Administrative Office Technology – Administrative Concentration 5591 (ASCT)
- Administrative Office Technology – Legal Concentration 5592 (ASCT)
Rationale: The concentration suspensions are the result of insufficient enrollment.

Concentration Additions

- Engineering Science – Agricultural Machine Systems or Environmental and Natural Resources Engineering Concentration 4561 (AS)
- Engineering Science – Environmental and Ecological Concentration 4562 (AS)
- Engineering Science – Industrial Engineering Concentration 4564 (AS)
Rationale: The new concentrations are articulated in agreements with Purdue-West Lafayette. Projected enrollment for each concentration is 10 new students over a five-year period.

Certificate Additions

- Surveying Technology Certificate 8515 (CG)
Rationale: The certificate will give surveying students on the Vincennes campus and surveying students at the Early College sites a curriculum plan that will enable them to be employed as Surveying Technologist Assistants. Projected enrollment is 20 students per year over a five-year period.
- Business and Industry Skills Now Industrial Maintenance Certificate 9370 (CG)
- Business and Industry Skills Now Industrial Maintenance Certificate 9371 (CPC)
Rationale: The new certificates for nontraditional students will enhance Vincennes University's reputation within the advanced manufacturing industry and strengthen the students' employability

portfolios. The certificates may increase enrollment and add additional credibility to Business and Industry Industrial Maintenance training. Projected enrollment for each certificate is 96 or more new students per year over a five-year period.

Concentration Reactivations

- Engineering Science - Agricultural and Biological Engineering Concentration 4551 (AS)
- Engineering Science - Biomedical Engineering Concentration 4552 (AS)
- Engineering Science - Chemical Engineering Concentration 4553 (AS)
- Engineering Science - Civil Engineering Concentration 4554 (AS)
- Engineering Science - Computer Science Concentration 4555 (AS)
- Engineering Science - Electrical and Computer Engineering Concentration 4556 (AS)
- Engineering Science - Food Process Engineering Concentration 4557 (AS)
- Engineering Science - Mathematics Concentration 4558 (AA/AS)
- Engineering Science – Mechanical, Motorsports, or Energy Engineering Concentration 4559 (AS)
- Engineering Science - Physics Concentration 4560 (AS)

Rationale: Reactivation of the engineering concentrations will support the comprehensive articulation agreements with Purdue-West Lafayette, IUPUI, University of Evansville, etc. Projected enrollment for each concentration is 10 new students over a five-year period.

Program Revisions

- Health Information Management 6150 (ASCT)
Rationale: The program revisions are a result of recommendations from curriculum review and assessment to apply greater emphasis in some areas of the curriculum.
- Practical Nursing 6350 (CG)
Rationale: The program revisions align curriculum with the revised NCLEX-PN test plan.
- Surgical Technology 6550 (ASCT)
Rationale: The restructuring of the program from an A.S. Transfer degree to an A.S.C.T. Career/Tech degree will meet the needs of the program graduates.
- Surveying Technology 8510 (ASCT)
Rationale: The program revisions are a result of changes in technology in the Surveying industry.
- Surveying Technology – Civil Drafting/CAD Concentration 8511 (ASCT)
Rationale: The program revisions are a result of changes in technology in the Surveying industry.

Academic Guidelines and University Core Curriculum Items

UCC-2 Curriculum Proposal, 2017-18 – Addition to UCC Course List

The Curriculum and Academic Affairs Committee and Faculty Senate support the proposed addition of “HONR 201 Honors Seminar: Humanities” to the UCC Course List under Humanities.

Academic Guidelines Proposal AG-2, 2017-18 – Credit Hour Policy

The Curriculum and Academic Affairs Committee and Faculty Senate support the proposed credit hour policy to be placed under Academic Guidelines in the VU Catalog.

Credit Hour Policy

A credit hour is a unit of instructional credit normally associated with each class hour of lecture/discussion or each two to three class hours of laboratory/studio/clinical instruction. This unit is based on the number of hours per week that a **student is engaged in supervised learning activities**. One class hour is equivalent to a minimum of 50 minutes. For example, 1 credit hour will meet for 15 hours of supervised learning per semester. In addition to every hour of faculty-directed instruction, each week a student is expected to spend an additional two hours per credit hour on his/her own studying, completing assignments, and preparing for class. Within University

standards, departments will determine lab hours/studio hours as a ratio to credit hours (for example, 3:1 = 3 lab hours to 1 credit hour in Nursing). Completion of a 3 credit hour course with a passing grade means 3 credit hours may be applied to graduation. Tuition at VU is charged per credit hour. See further explanations, Distance Education.

Application of the Credit Hour Policy to Course Types:

Lecture/Seminar: Courses focused on principles, concepts, ideas, lecture, discussion and/or demonstration. A semester credit hour is earned for fifteen, 50-minute sessions of direct faculty instruction and a minimum of two hours of student preparation time outside of class per 50-minute session throughout the semester. A typical three-credit hour course meets for three, 50-minute sessions or two, 75-minute sessions per week for fifteen weeks. Most lecture and seminar courses are awarded 3 credit hours.

Accelerated/Compressed: Courses offered in less time than the standard 15-week semester in which the credit hours offered are the same amount of time as standard semester courses. The content and substantive learning outcomes are the same. These courses must meet the definition of standard lecture contact time within the time frame the accelerated version is offered (750 minutes per credit).

Laboratory: Practical application courses with a "hands-on," experiential focus intended to enhance student learning (may include use of equipment, activities, tools, and other procedures found in program areas such as technology, science, and healthcare). Each "laboratory" credit represents a minimum of 1 to 4 hours of scheduled supervised or independent laboratory work.

Special Instruction: VU offers two types of Special Instruction: (1) an *Independent Study* that allows a student to complete a special project designed to be an in-depth investigation of a topic of interest. The student and faculty agree on the course of study and the meeting times needed, depending on the amount of credit to be awarded. Faculty offer guidance during the course in order to help the student meet desired goals, and the student will demonstrate competency through the completion of a set of evaluated activities such as a paper, presentation, portfolio, or other agreed-upon projects. Credit hours for the course must meet the credit hour definition above, based on the work completed by the student and the amount of supervision offered by the instructor. (2) *Course Pilots* are a form of special instruction that allow faculty the opportunity to gauge student interest in new courses. Pilots are typically lecture or lecture/lab courses that must meet the credit hour expectations identified for these courses as described above.

Internships/Practicum/Student Teaching: Courses developed for independent learning focusing on the development and application of job-related or practical skills in a particular discipline. These courses allow for observation, participation, and field work, and are generally offered off campus. Internship/Practicum/Student Teaching time includes a combination of supervised time, by approved experts outside the university, student assignments, and/or time supervised by a university instructor or professor. Students will complete a minimum of 45 hours throughout the semester per credit hour.

Arranged Instruction: VU offers two forms of Arranged Instruction: (1) courses that are currently part of the curriculum and regularly offered, but are offered to students who cannot participate in regularly scheduled offerings, or (2) scheduled courses that must be run on a per-student basis due to low enrollment. Both versions offer the same scope of instruction, assignments, and course requirements as the regularly scheduled sections of the course with the same title, course code, and credits. Students will meet with faculty on a regular basis and for the same number of minutes as required for regularly scheduled courses.

Hybrid: A course composed of both online and face-to-face instruction, where the features of both environments are used to meet the learning objectives of the course. The majority of the course

should be scheduled in the face-to-face format (no less than 51%), which is then supplemented by online instruction (no more than 49%) to satisfy the remainder of the course. For a three credit hour course, there should be a total of 150 minutes of instruction per week, of which no less than 77 minutes per week must be scheduled in the face-to face format.

Online (Asynchronous): A course administered by online instruction where the student and instructor do not meet in a physical location. The course is 'asynchronous' in that the student is not required to be online at a specific time of day to complete the course work. Faculty engage students through various methods, such as but not limited to interactive tutorials, group discussions, projects, discussion boards, chat rooms, etc. These methods help ensure that this mode of instruction is consistent in terms of quality, assessment, learning outcomes, requirements, etc. when compared to its face-to-face counterparts. Online courses have the same credit hour requirements, department prefixes, and course numbers and titles as their on-campus counterpart.

Private Lessons and Recitals: Courses taught as applied study on a private or semi-private basis. Students receive anywhere from 1-2 credit hours for instruction ranging from 30-60 minutes with independent practice as prescribed by the instructor.

Music Group/Ensembles: Courses taught as applied group music activity. Students receive 1 credit hour for 2-4 class/rehearsal hours per week.

Art/Design Studio: Courses taught as applied study in a studio setting. Students receive 1 credit hour for 2 class activity or contact hours.

Clinical Placement: Faculty supervised experiences where students are afforded an opportunity to apply skills and techniques acquired from assessment and intervention-oriented course material. Number of hours varies by academic program based on clinical placement site hour requirements and student assignments. Total hours vary by course. Each clinical credit hour represents an average of at least 1-4 hours of scheduled supervised or independent laboratory work per week in the clinical setting.

Service Learning: As a stand-alone course, Service Learning must meet the same in-class requirements as any other credit hour course. That is, a one credit hour Service Learning course must meet for 15 hours of faculty-supervised instruction with an additional 30-45 hours of volunteer work in an approved community setting.

Academic Guidelines Proposals AG-3, 2017-18 – Catalog Revisions

The Curriculum and Academic Affairs Committee and Faculty Senate support the proposed revisions to the VU Catalog sections of "Dropping and Adding Courses," "Student-Initiated Withdrawal from Class," and "University College and Developmental Courses" as follows:

Adding Classes

The **first Friday of the semester/term** will be the last day the student may enroll or make changes in registration without official approval. After the first Friday of the semester/term, the student will not be allowed to change his/her class schedule by adding classes or changing course sections without the approval of the dean overseeing the program of study.

Student-Initiated Withdrawal from Class

A student initiating a course drop should check the program requirements with his/her academic advisor and the potential impact to financial aid status with the financial aid staff *before* making any schedule changes. Students must be aware that dropping any corequisite course will initiate the drop of the corresponding corequisite course. Additionally, students should be very cautious about

dropping developmental classes, especially developmental corequisites, as this can hinder degree progress and financial aid eligibility. **A student dropping a developmental course will be placed on academic probation or might be academically disqualified.** Class withdrawals from some required courses are not permitted.

Approved withdrawals, initiated by the student, may be made up to and including Friday of the tenth calendar week of each fall or spring semester. (This date may be adjusted for terms less than fifteen weeks in length. See Academic Calendar for exact dates.) Students are to be aware of their responsibility for making withdrawal decisions in time to meet calendar deadlines. Students should also be aware that withdrawals requested after these deadlines to avoid lower than desired course grades will not be considered. Student-initiated withdrawals will not be permitted after these dates except in the case of extended illness, family emergency, or other such unavoidable causes, and then only with the consent of the class instructor, the student's academic advisor, and the college dean of the student's major.

The approved Drop and Add form is filed with the Registrar. Unless the student is failing the class, the student-initiated withdrawal will be recorded on the transcript as a *W*.

Drop and Add forms may be obtained from the student's academic advisor.

University College and Developmental Courses

The University College and Developmental Courses are designed for students who need additional preparation before entering a full associate or baccalaureate degree program. The University College provides students the opportunity to take developmental courses that help improve reading, writing, speaking, math and study skills. Completion of developmental coursework with a grade of C or better promotes the greatest chance for successful completion of college-level coursework.

Developmental courses all have a course number under 100. **Developmental course credits are not included in graduation requirements that count toward any degree or certificate.** Students are placed in developmental courses based on a combination of placement test and college entrance exam scores. Some students may only need to improve their skills in one area; others may require one or more semesters of developmental courses. In some situations, college-level coursework can be taken during the same semester in which the student is enrolled in developmental coursework.

Institutional credit granted for developmental courses will not satisfy University Core Curriculum requirements, nor do such courses fulfill graduation requirements. Grades and credit hours earned in developmental courses are not included in the computation of GPA.

Students enrolled in a developmental course must have successfully completed the course after two semesters of enrollment. Students who fail to meet the minimum requirements will be ineligible to continue in an associate degree program. Requests for exceptions to this policy should be directed to the Dean of Students.

All students whose placement indicates the need for developmental classes are required to enroll in developmental classes each semester until developmental requirements are satisfied. Students attending Vincennes University who possess an Associate's degree or higher may not be required to take developmental courses. ***Students must successfully complete institutionally required developmental courses prior to being eligible for an associate degree or admission to a baccalaureate degree.***



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April 17, 2017

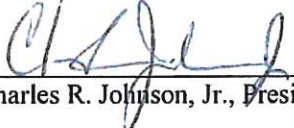
Board of Trustees
Vincennes University

The following items have been approved by the Vincennes University Curriculum and Academic Affairs Committee and Faculty Senate. These items are submitted for consideration by the Board of Trustees as approved by Interim Provost Laurel A. Smith and President Charles R. Johnson, Jr.

Academic Affairs

- Proposed Faculty Credentialing Guidelines

Approved:



Charles R. Johnson, Jr., President



Laurel A. Smith, Interim Provost

**PROPOSED CURRICULAR CHANGES
AS RECOMMENDED BY
CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE**

*Prepared for the Board of Trustees, 4-17-17
Board Meeting 4/26/17*

Vision
Vincennes University is a premier learning institution, widely recognized for leadership in innovation and delivery of successful educational experiences. A breadth of program offerings and a commitment to quality 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 mission and are respected for their contributions.
Mission
Vincennes University develops people and enhances communities through accessible educational programs, strategic partnerships, and active engagement.

The following program additions, revisions and deletions have been recommended by the Curriculum and Academic Affairs Committee and Faculty Senate for approval by the Vincennes University Board of Trustees:

Academic Affairs

Proposed Faculty Credentialing Guidelines

The Curriculum and Academic Affairs Committee and Faculty Senate support the proposed addition of "Faculty Credentialing Guidelines" for placement in the University Manual and on the Provost's page on the VU website.

Vincennes University

FACULTY CREDENTIALING GUIDELINES

Vincennes University utilizes five faculty credentialing categories in its faculty approval process. These categories, described below, include traditional, tested experience, provisional, emergency, and peer instructor. The Higher Learning Commission (HLC) provides general guidance that faculty possess an academic degree relevant to the discipline in which they teach at least one level above the level at which they teach, except in terminal degree programs or when equivalent experience is established.

Course Definitions:

- **General Education or Non-occupational courses** refer to foundational courses that address basic skills and liberal education objectives and competencies to provide students from diverse majors with a breadth of knowledge beyond the major. See VU catalog for detailed overview of the University Core Curriculum. This classification also includes program courses in academic transfer degrees; these courses require the same level of teaching credentials as general education courses.
- **Professional courses** are core courses within a specialized degree program that typically leads to employment in corporate or government fields, some of which lead to a professional qualification/certification (i.e. CPA or engineer).
- **Career and technical courses** are normally specific to degree programs that lead to expertise and specialization in skilled trades, applied sciences, or modern technology career fields.

Career and Technical vocations almost always carry the connotation of some kind of skilled labor (i.e. welder, electrician, and mechanic). By contrast, "professional" implies a specialized kind of "knowledge worker", with varying levels of career choices.

1. Traditional

This is the standard and preferred approval model implemented in accordance with the HLC Assumed Practices and Guidelines for Determining Qualified Faculty.

Types of Courses	Degree Attainment/Credentials
General Education or Non-Occupational	Master's Degree in the discipline or related area <i>OR</i> a master's degree with 18 graduate hours in the discipline or related area.
Professional	Master's Degree in the discipline or related area <i>OR</i> a master's degree with 18 hours in the discipline or related area.
Career and Technical or Occupational	Bachelor's Degree in the discipline or related area <i>OR</i> an Associate's Degree in the discipline or related area plus a minimum of two years' (or more, as determined by the department) documented related industry experience. Any applicable licensures or certifications.

2. Tested Experience

This approval model is typically reserved for Career and Technical courses, but may apply to academic or professional courses in specific disciplines or circumstances. In lieu of traditional credentials, a candidate may submit a strong body of evidence that would replace the traditional credentials. The body of evidence should carry sufficient strength of information to affirm to a higher education peer that the individual is equivalently qualified to teach the course as those with traditional credentials. The body of evidence, commensurate with the applicable discipline, must include supporting materials for validation and documentation.

Types of Courses	Degree Attainment/Credentials
General Education or Non-Occupational	Bachelor's Degree <u>with</u> a combination of discipline specific coursework <u>and</u> extensive, externally validated expertise and/or ability in the discipline or related area. External validation does <u>not</u> include teaching experience in the discipline. External validation may include, but is not limited to, publications or significant public recognition.
Professional	Associate degree (or higher, as determined by the department) in the discipline or related area, coursework commensurate with departmental requirements and, where applicable, certifications and industry specific experience.
Career and Technical or Occupational	Combination of education, training, applicable licensures/certifications, and relevant occupational experience commensurate with the level of expertise required in the discipline.

The minimum qualifications required utilizing tested experience are determined by the department and may vary by the college, program and/or course. Please refer to the "Academic Credentialing Chart." Each applicant's qualifying expertise and supporting documentation is considered on a case-by-case basis.

3. Provisional (Education Plan required)

A provisional approval may be considered when an instructor is close to meeting the traditional or tested experience credentialing requirements and submits an education 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 for traditional or tested experience approval in a given discipline, must be developed and submitted with the original faculty approval application. Provisional approval will only be considered for individuals who are willing and able to complete the required credentials within the specified timeframe below and who demonstrate ongoing progress (i.e. submit an updated transcript for review or other documentation) to fulfill his/her commitment under the approved education plan.

The instructor must meet the following criteria for each category:

Types of Courses	Degree Attainment/Credentials
General Education or Non-Occupational	Have a master's degree with a minimum of 6 graduate hours in the discipline or related area <u>OR</u> a minimum of a bachelor's degree <u>and</u> at least twelve graduate hours in the discipline or related area; <u>AND</u> be willing and able to earn the required credentials for traditional approval requirements within three years (or less as determined by the department).
Professional	Have a <u>minimum</u> of an associate's or bachelor's degree (varies by program area) in the discipline or related area; <u>and</u> be willing and able to earn the required credentials for traditional or tested experience approval requirements within three years (or less as determined by the department).
Career and Technical or Occupational	Be willing and able to earn the credentials required (generally a certification or licensure) for traditional or tested experience approval requirements within one year.

Continued provisional approval will be granted contingent upon demonstration of progress toward earning the required credentials. Provisional approval requires development and implementation of an education plan. Once an instructor has met the requirements for traditional or tested experience approval, his/her approval status will be updated to the applicable approval and his/her provisional status removed.

Examples that may be considered under the provisional approval process:

General Education/Non-Occupational:

- An English instructor has a Master's in Education and six graduate hours in English. The instructor submits an education plan with a commitment to earn 12 additional graduate hours in English/Literature within two years.
- A math instructor has a Bachelor's in Math Education and 12 graduate hours in Math. The instructor submits an education plan with a commitment to earn the remaining credentials needed for traditional approval within three years.

Professional:

- A law enforcement instructor has an associate's degree in law enforcement with 5 years of work experience in the field. The instructor submits an education plan with a commitment to earn the required credentials needed for tested experience approval within three years.
- A business instructor has a bachelor's degree in business education with 18 total hours of business related courses, with a minimum of 9 discipline specific hours related to the course being taught. The instructor submits an education plan with a commitment to earn a master's degree within three years.

Career and Technical:

- An automotive instructor has 8 years of industry specific professional experience. The instructor submits an education plan with a commitment to earn the required ASE certification within one year.

4. Emergency

Under extenuating circumstances, Vincennes University may approve an individual who does not currently meet VU's faculty credentialing requirements on an emergency basis only. A late resignation, family emergency, or an unexpected instructor illness are examples of extenuating circumstances that may warrant consideration for an emergency approval. An instructor may be approved on an emergency basis until the end of the semester or academic year in which the course is being taught. An instructor may not be approved or hired under the emergency approval process for more than two semesters (including partial) within the same academic year. Continued approval for the same instructor beyond these timeframes or entering into a new academic year will only be considered if s/he meets the requirements of the traditional, tested experience, or provisional approval models described above.

5. Peer Instructor (for use in conjunction with the HELPHS program only – Education Plan required)

A peer instructor approval will be allowed only in conjunction with the Hybrid Educational Learning Program for High Schools (HELPHS). The HELPHS program, utilized specifically within VU's dual credit programming efforts, allows an approved high school instructor--Peer Instructor--to collaborate with a fully credentialed VU faculty member--Credentialed Instructor--to deliver dual credit curriculum via a hybrid model (distance education and face-to-face instruction) to high school students. See the HELPHS policy document for detailed guidelines and faculty responsibilities. Peer instructor approval MUST be supported with the following: 1) commitment to complete minimum, discipline-specific credentials required for provisional approval within two years and 2) ongoing, documented progress (via updated transcript or other documentation) to demonstrate the Peer instructor is meeting the expectations of an Approved Education Plan.

Upon attaining the minimum, discipline-specific requirements for provisional approval, the Peer instructor will transition to Provisional Approval. See 3. **Provisional** of this document.

Application/Credential Review

All required faculty application materials, including a current resume, academic transcripts*, applicable certifications and/or licensures, and all supporting documentation required by the university or program area must be submitted in full in order for the faculty application to be prepared and processed by the appropriate VU department/program representative. Credentials will be reviewed and approved by the applicable Vincennes University program director, department chair, college dean, and Provost. Final approval rests upon, and is at the discretion of, the University Provost.

****Unofficial academic transcripts may be submitted for review in the application process. Upon approval, all requested, official academic transcripts from post-secondary institutions must be issued directly to Vincennes University from the granting institution prior to teaching for VU. Transcripts issued to the student or another entity (even if the document is submitted in a sealed envelope) will not be accepted as official transcripts.***