

IUPUI
Academic Policies and Procedures Committee
Minutes
Friday 3/9/01
1 to 3 pm—CA 136

Minutes

- February minutes were accepted as distributed.

Announcements

- Items from the Chair
 - *The search for the VP for Academic Affairs and Chancellor of IUB is nearing completion.*
 - Updates on Credit Transfer Issues
 - Intercampus transfer
 - (1) *The course descriptions for courses offered on more than one IU campus have been distributed to the academic units. Units are to identify any 100 or 200 level course that does not appear to be the same on multiple campuses.*
 - (2) *The review of the 100/200 level courses must be completed and reported to the Trustees by the end of the academic year. At that time, all 100/200 courses with the same course number will be treated identically regardless of campus of origin.*
 - (3) *Review of 300/400 level courses will occur during the next academic year. The format for the review is under discussion by the UFC Educational Policies Committee. There is concern that the information in the Master Course Inventory is not sufficient to assure that courses offered on more than one campus will be sufficiently similar. The EPC should report on a draft of the proposed process at the 3/27 UFC meeting.*
 - Transfer of credits from state supported institutions
 - (1) *The ICHE initiative to develop a website to provide students with information on the transfer of courses among state institutions is on hold pending determination of the level of funding it will receive from the state legislature.*
 - (2) *Information is being collected on the equivalencies of second set of courses. We can anticipate that this will be an ongoing process until equivalencies of all courses among the state institutions have been identified.*
 - (3) *IUPUI has submitted preliminary outlines of the IUPUI courses that would be required to complete a bachelor's degree in each of the 8 CCI degree concentrations. Individuals with an AS degree can complete a General Studies degree with 2 additional years. The AA degree in PreLaw can articulate with a General Studies degree. The other degrees will articulate with the matching department (e.g., AA in Sociology with BA in Sociology).*
 - (4) *We are trying to schedule a meeting with representatives of the VU departments so that we can finalize the articulations.*
 - Update on Core 40 or Academic Honors diploma as admission requirement for direct entry students

- *Consensus from our discussion was Admission with an Academic Honors diploma was desirable.*
- *Admission with completion of Core 40 requirements with at least a 2.0 overall GPA and at least a 2.0 in each Core 40 course is the standard being discussed.*
- *It is recommended that for recruitment and image purposes, it would be better to emphasize that Core 40 and a 3.0 GPA will guarantee admission. This is in alignment with the statements from Ball State University.*
- Items from Dean Plater
 - *Dean Plater was unable to attend due to budget hearings. He extended a thank you to the group for the continuing commitment to achieving the goals of IUPUI.*

Academic Affairs Committee Report *Ken Rennels, Chair*

- *Report*
 - *AAC considered the issue of assigning a GPA point value to A+ grades that would be higher than A grades. After careful consideration of the issues, no change is recommended.*
 - *The AAC reviewed the revised Strategic Plan for Distance Education. The concerns which had been expressed by the faculty have not been addressed. The AAC does not endorse the plan.*
- Parameters for determining undergraduate unit of academic credit
 - See attached document
 - *The IUPUI Faculty Council is reported to have adopted 2250 minutes as the definition of a 3 credit hour course. Documentation of this action has not been located.*
 - *In general, the APPC members were supportive of the document. Ken requested that comments be sent to him.*
 - *If adopted by the Faculty Council, it will be important to look for avenues to disseminate the parameters so that faculty can use the information in developing courses.*

Items for Review, Discussion, or Action

- Preliminary draft of policy for administrative withdrawal of students who do not attend classes—report of working group, Mark Grove convener
 - *First meeting focused on what are the ‘carrots’ that can be used to encourage attendance*
 - *Second meeting focused on what the components of an administrative withdrawal policy*
 - *Information on policy must be included in the syllabus of each course*
 - *At the end of the second week of class, the instructor would identify students who had not attended the course*
 - (1) *Early warning roster would add a category ‘Never attended—withdraw’*
 - *Registrar would process information and notify the academic unit of students identified by the faculty*

- *The academic unit would notify the Registrar of the students who should be administratively withdrawn*
 - (1) *This would delay the withdrawal until the 5th or 6th week*
 - *A separate grade, such as a "WN," would need to be developed so that internal users could see on both enrollment and transcript screens the withdrawal was administrative rather than a student-initiated W. This distinction is essential for academic advising, tracking, and auditing enrollments. Like the FN, the WN would show as a W on the transcript.*
 - *Concerns*
 - *The delay in withdrawal does not remove students prior to the census date*
 - *Since the instructor must decide if the student is withdrawn, a non-attending student might be withdrawn from some courses, but not all courses*
 - *The implications of withdrawing a student at the end of the second week and allowing another student to add the course in the 3rd week have not been determined*
 - *The reinstatement process needs to be developed*
 - *Rationale for administrative withdrawal needs to be developed*
 - *Even if all faculty teaching the courses taken by beginners used this policy consistently, it is not likely that the utilization would continue throughout a student's career. Would students then expect to be withdrawn if they didn't attend? This runs counter to our placing the burden on the students to monitor their enrollment.*
 - *One method of informing students of the policy is to be through contracts signed at time of Orientation. This procedure would not inform other students enrolled in the same courses.*
 - *Examples of policies from other institutions and the success of the policy are needed*
 - *Suggestion*
 - *Students who are not attending could be identified on the early warning roster and checklisted so that appropriate advising could occur prior to registering for courses for the next semester*
 - *The APPC did not support development of a generic administrative withdrawal policy. The members are interested in appropriate processes to reinforce the importance of attendance. One idea, not fully discussed by the group, is an intensive, required program for first time students immediately prior to the start of the term, involving faculty and others. This conveys the importance of the message and provides the opportunity for greater connection between the student and the institution. Unexcused absences from this program for designated students could then result in withdrawal prior to census and inclusion in the cohort.*
- *Proposed policy on being released from a school without meeting the criteria for dismissal from the campus—comments from Mark Grove*
 - *Procedures to implement the policy were discussed and will be incorporated in the document.*
 - *Guidelines for development of new majors within existing degrees—Kim Manlove*
 - *Guidelines for variable topic courses and workshop courses that potentially overlap with courses in other schools—Kim Manlove*

- *The two topics were discussed concurrently. Suggestions were provided on mechanisms to deal with the two issues. Kim will work with the concepts discussed and return to the April meeting.*
- Draft statement on limiting number of transfer credits from two-year institutions that count toward graduation—Mike Donahue
 - *The following statement was discussed.*
 - No more than 64 units of academic credit completed at a two-year institution will count toward the required total of graduation credits. Coursework completed beyond the 64 units will be recorded as credits transferred, but will not be included in fulfilling the required total of graduation credits.
 - *The members of the APPC were supportive of the policy.*
 - *The statement was sent to AAC for review.*

Unit Updates

Admissions	<i>Mike Donahue</i>
Enrollment Center	<i>Jennifer Pease</i>
Bursar	<i>Michael Cozmanoff</i>
Registrar	<i>Mark Grove</i>

Members in attendance received the IUPUI Bulletin on CD

Student Life & Diversity/ Dean of Students	<i>Jeff Vessely</i>
Academic Units	<i>Unit Representatives</i>

Other Announcements

New Business and Future Agenda Items

- Proposed assessment plan for writing across the curriculum—*Sharon Hamilton*
- Reflections on changes in role of APPC and what important conversations are not occurring with the suspension of CUL—*March/April*
- Report on DWF rates and FN as a component—*Mark Grove--April*

IUPUI Parameters for Determining Undergraduate Unit of Academic Credit

A unit of undergraduate academic credit is awarded to a student upon the successful completion of an approved instructional course, or by the demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes that is the equivalent to that provided by an approved instructional course.

Historically, a unit of academic credit is the measure of the total time commitment an average student is expected to devote to learning per week of study. Generally, one unit of credit represents three hours per week of in-class and out-of-class work (Carnegie Unit of Credit). In this context, an hour is defined as 50 minutes. Indiana University Guidelines for Academic Calendar [*University Faculty Council, April 29, 1976, and April 27, 1982*] requires a 3-credit lecture class to meet for a minimum of approximately 2,000 minutes excluding the final examination period. Emerging delivery methodologies may necessitate determining a unit of undergraduate credit with non-time based methods. These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to insure these courses are equivalent to traditionally delivered courses.

Regardless of the method of determining a unit of undergraduate academic credit, the quality of student learning must be the primary concern of all IUPUI faculties in the context of awarding a unit of undergraduate academic credit. Quality of learning requires continuous evaluation and assessment of student learning outcomes to justify awarding unit of undergraduate academic credit.

The following standards for a unit of academic credit may only be modified by an academic unit when necessary to fulfill requirements of an accreditation agency. If modification of the following standards is necessary, these standards should be treated as a minimum requirement for a unit of academic credit:

- a. For traditional delivery methodologies, one unit of undergraduate academic credit equals:
 - 1 hour of lecture, seminar, or recitation and two hours of study, or
 - 2 hours of laboratory, studio, or similar activities and one hour of study, or
 - 3 hours of laboratory, studio, or similar activities, or
 - 3 hours of supervised independent study or
 - 45 - 75 total hours of supervised clinical or fieldwork experiences (additional preparation time may be required).
- b. For non-traditional, synchronous delivery methodologies, one unit of undergraduate academic credit equals one hour of lecture or student/faculty interaction and two hours of study. Synchronous delivery methodologies include but are not limited to live television courses, tape delayed television courses, and web-based virtual lecture courses.

- c. For non-traditional, asynchronous delivery methodologies, one unit of undergraduate academic credit shall be determined by:
 - i. demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of undergraduate credit, or
 - ii. what is judged by the appropriate faculty to be equivalent to a time commitment of three hours per week for an average student.

Asynchronous delivery methodologies include but are not limited to correspondence instruction, computer-based instruction, and courses combining differing delivery methodologies.
- d. For internships, student teaching, independent study, and like educational activities which are not under the direct supervision by an IUPUI faculty member, one unit of undergraduate academic credit is commensurate with the hours involved and quality of the learning experience and is determined by the credit-awarding unit. Academic credit is awarded when the student fulfills the objectives and/or obtains the required competencies as set by the credit-awarding unit.
- e. For supervised undergraduate research and similar activities, the amount of effort required for one unit of undergraduate academic credit is determined by the supervising faculty and/or advisory committee.
- f. Special credit may be awarded to degree-seeking IUPUI students who possess, by previous education or experience, a background in a discipline represented by an IUPUI program. The categories under which students are awarded credit are (1) credit by credentials, (2) credit by experience, and (3) credit by examination. Each school and many disciplines have different policies that define how these mechanisms apply to students seeking credit. [2000-2002 IUPUI Campus Bulletin]

(approved by IUPUI Academic Affairs Committee March 2, 2001)