

IUPUI
Academic Policies and Procedures Committee
Minutes
Friday 4/13/01
1 to 3 pm—CA 136

Minutes

- March minutes were approved without changes.

Announcements

- Items from the Chair
 - Updates on Credit Transfer Issues
 - Intercampus transfer
 - (1) Intercampus transfer website
 - (a) Site is now live.
 - (b) The intercampus transfer site is <http://www.iupui.edu/~moveiu/>
 - (c) This is linked from our visiting student page <http://enroll.iupui.edu/iuvisiting.html> and from our page for students interested in transferring on a permanent basis <http://enroll.iupui.edu/iutransferstudents.html>
 - (2) Draft proposal for changes in the Master Course Inventory
 - (a) See appended proposal
 - (b) Process was discussed
 - i. Process for resolution of conflicts not well described in document
 - ii. Proposal is compatible with existing administrative structures
 - (3) Discussion of these changes provides the opportunity for a review of the administrative processes related to the MCI. Formation of a system administrative task force was suggested.
 - (4) Website (<http://reg.iupui.edu/mci-all/default.html>) hosted by IUPUI Registrar has been modified to provide electronic access to MCI information for all campuses
 - (a) This is also available from the Recorders' section of <http://registrar.iupui.edu/>
 - Transfer of credits from state supported institutions
 - (1) IUPUI is proceeding with completion of the articulation agreements for the 8 CCI degree areas.
 - (2) Articulations with the degrees through Liberal Arts and General Studies are being finalized.
 - (3) Psychology is meeting with their VU counterparts next week.

Academic Affairs Committee Report *Ken Rennels, Chair*

- IUPUI Parameters for Determining Undergraduate Unit of Academic Credit
 - Appended to minutes
 - Vote will occur at the May Faculty Council meeting
 - No problems were identified

- IUPUI Policy on Religious Holidays

- Appended to minutes
- Vote will occur at the May Faculty Council meeting
- Questions were asked about distribution of the policy
 - Policy will appear in the Campus Bulletin and other publications as they are revised
 - The Registrar will send the policy to faculty with final grade rosters to provide information to the faculty in proximity to the time they are preparing syllabi for the subsequent semester.
 - We need to explore avenues to provide the information to students such as statements on syllabi, etc. Academic units should identify the appropriate information process for their students.
- Modification to Credit Transfer Policy
 - Appended to minutes
 - General Studies currently uses the policy that 90 credits from another institution (2 or 4 year) can be used toward a degree.
 - According to Amanda Zimmerman, since the degree is granted by a system school, and must follow the transfer guidelines set up by the system office in Bloomington, General Studies must accept up to 90 transfer hours from an accredited institution.
 - IUB does not have a policy limiting the number of transfer credits from a 2-year institution that will count toward a degree.
 - While the situation with General Studies will require clarification, the consensus was that the policy should be presented to the Faculty Council
- UFC policy on transfer of 100 and 200 level courses from other institutions
 - Mike Donahue noted that potential problems exist in the transfer of credit from other institutions (both 2 and 4 year) in the area of psychology and chemistry since both departments have limited 200 level courses. For example, at both IUPUI and IUB, organic chemistry is a 300 level course, while at many institutions it is a 200 course.
 - It was suggested that schools, particularly Science, should consider avenues to address this situation.

Items for Review, Discussion, or Action

- Report on DFW rates and FN as a component—*Kathy Burton, Mark Grove*
 - See appended information
 - Information generated in response to request to determine the contribution of the FN grade to DFW rates of courses
 - Review of the information suggests that there are variations in the application of the FN grade in different courses
 - Academic units should review the policy with faculty
- Discussion of admission guidelines for 2001, 2002 and beyond—*Mike Donahue*
 - See appended information
 - It was noted that class rank will not be a part of the criteria
 - GED score of ≥ 56 will be required in 2002
 - No problems were identified with the proposed changes
- Wording on 2002 freshman application—*Mike Donahue*

- See appended information
- Letter to High School Counselors—*Mike Donahue*
 - See appended information
- Long term calendar through 2020—*Mark Grove*
<http://registrar.iupui.edu/longterm-new.html>
 Calendar has been approved by AAC
 No problems were identified beyond the ongoing graduation of Mother's Day issue
- Reflections on changes in role of APPC and what important conversations are not occurring with the suspension of CUL
 - Need to have the opportunity to comment on new certificate proposals as well as new degree proposals with a representative of the program present
 - This can be incorporated in the new degree proposal process used by the APPC this year
 - CUL had food and APPC does not
 - Conversation will continue at the next meeting.

Unit Updates

Admissions	<i>Mike Donahue</i>
Enrollment Center	<i>Jennifer Pease</i>
Bursar	<i>Michael Cozmanoff</i>
Registrar	<i>Mark Grove</i>
Student Life & Diversity/ Dean of Students	<i>Jeff Vessely</i>
Academic Units	<i>Unit Representatives</i>

Other Announcements

Flyers were distributed for the Graduate School Open House at IUPUI, April 22, 2001 from 1-4 pm in Lecture Hall

New Business and Future Agenda Items

- Proposed assessment plan for writing across the curriculum—*Sharon Hamilton*
- Guidelines for development of new majors within existing degrees—*Kim Manlove (May)*
- Guidelines for variable topic courses and workshop courses that potentially overlap with courses in other schools—*Kim Manlove (May)*

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 a total of 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. IUPUI guidelines for academic calendar requires a 3-credit lecture class to meet for a minimum of 2,250 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 a unit of undergraduate academic credit. Quality of learning also requires regular student attendance/participation to justify awarding a 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 (major semester), one unit of undergraduate academic credit equals:

1 hour of lecture, seminar, or recitation and two hours of study per week, or

2 hours of laboratory, studio, or similar activities and one hour of study per week, or

3 hours of laboratory, studio, or similar activities per week, or

3 hours of supervised independent study per week or

45 - 75 total hours of supervised clinical or fieldwork experiences (additional preparation time may be required).

For traditional delivery methodologies other than major semesters, total hours shall equal the above guidelines.

- 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 April 6, 2001)

IUPUI POLICY ON RELIGIOUS HOLIDAYS

Policy Statement

IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. On occasion conflicts may occur between a student's obligations in a course and the student's obligations in observing major religious holidays.

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester to the course instructor and should use the form located on the Registrar's Web site. The University will not levy fees or charges of any kind

when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

It should be noted that while campus policy requires instructors to make reasonable accommodations when a student must miss an examination, assignment, or other academic exercise because of a required religious observance, it is not campus policy to require accommodations when students wish to travel to share a holiday with their families. Most religions are represented in the Indianapolis area and can provide appropriate observances. However, it is appropriate to grant accommodations for a few hours after the holiday if the observance includes fasting.

Recommended Accommodations

The instructor and the student should discuss what a reasonable accommodation would represent. In general, the student must be given the opportunity to do appropriate make-up work that is equivalent to and intrinsically no more difficult than the original examination, assignment, or other academic exercise. This could be the same work with a different due date, or a substantially similar exercise at another time. However, any accommodation that is mutually agreeable to both student and faculty member is acceptable.

For example, if a student asks to be absent from an examination that falls during a religious holiday, it is the responsibility of the instructor to provide the student with an opportunity to take the examination or an alternate examination at another time. Some instructors have a policy of dropping the lowest examination score before calculating the course grade, but it would be inappropriate to require the student to drop an examination held on a religious holiday, since the student does not have an opportunity equal to all other students in the class to take all the examinations and drop the lowest grade. Similarly, an offer to substitute for the examination grade an average of the grades on the other examinations may not be fair if the student would do better on this examination than on the others.

If after discussion the instructor and student cannot agree on an accommodation, either or both should seek the advice of the Associate Dean of the Faculties.

Implementation Procedures

1. The Office of the Registrar will prepare an illustrative list of dates for the major religious holidays (as specified by leaders of the local religious communities). This list will be included each semester in the Schedule of Classes and Registrar's web site along with this policy and with a note to the effect that students wanting accommodations for observance of other religious holidays should contact their instructors.
2. The Office of the Registrar will send out, well in advance of any given semester, the dates of those same holidays, with the added information that detailed descriptions of the major holidays and of what is or may be involved in the observance of them is available on the IUPUI web pages. The Registrar will write regularly to the various deans and chairs, indicating that they, in turn, are to inform the faculty (including associate instructors) under their supervision concerning this policy and of the importance of observing it.

3. The Office of the Registrar will alert department chairs and scheduling officers to religious holidays at least one year in advance so that they can avoid scheduling examinations for multi-section classes on religious holidays.
4. The Office of the Registrar will prepare a form for student use in requesting accommodation for a religious holiday and place that form on the Registrar's web pages.

(approved by IUPUI Academic Affairs Committee April 6, 2001)

Modification to Credit Transfer Policy

No more than 64 units of academic credit completed at a two-year institution will count toward the required total of graduation credits except when the transfer of credit is subject to a specific articulation agreement. Coursework completed beyond the 64 units (or number of units specified in the articulation agreement) will be recorded as credits transferred, but will not be included in fulfilling the required total of graduation credits."

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

Grade Distribution for Selected Courses –Fall 1999 vs. Fall 2000 Review of FN Grades

Dept	Crse	Fall Term	A+ to C-	D+ to D-	F	FN	W	Other Grades 1	Grand Total	Total Final Grades 2	% DFW	% of DFW Grades that are FN	% FN	% FN and W
Learning Comm.		1999	2031	101	231	172	216	0	2751	2751	26.2%	23.9%	6.3%	14.1%
		2000	1836	87	185	98	256	28	2490	2462	25.4%	15.7%	4.0%	14.4%
ANTH	A104	1999	493	27	23	23	47	0	613	613	19.6%	19.2%	3.8%	11.4%
		2000	455	20	27	24	57	7	590	583	22.0%	18.8%	4.1%	13.9%
BIOL	N100	1999	234	34	20	5	57	3	353	350	33.1%	4.3%	1.4%	17.7%
		2000	279	31	26	3	42	8	389	381	26.8%	2.9%	0.8%	11.8%
	N261	1999	211	36	43	0	130	0	420	420	49.8%	0.0%	0.0%	31.0%
		2000	271	24	23	14	66	0	398	398	31.9%	11.0%	3.5%	20.1%
BUS	A100	1999	340	30	80	52	104	2	608	606	43.9%	19.5%	8.6%	25.7%
		2000	320	38	55	22	87	0	522	522	38.7%	10.9%	4.2%	20.9%
	K201	1999	332	26	38	14	55	0	465	465	28.6%	10.5%	3.0%	14.8%
		2000	374	30	32	18	43	2	499	497	24.7%	14.6%	3.6%	12.3%
	X100	1999	518	38	82	0	40	0	678	678	23.6%	0.0%	0.0%	5.9%
		2000	544	34	145	0	53	3	779	776	29.9%	0.0%	0.0%	6.8%
	X204	1999	359	5	3	15	29	0	411	411	12.7%	28.8%	3.6%	10.7%
		2000	338	3	10	14	35	3	403	400	15.5%	22.6%	3.5%	12.3%
CHEM	C101	1999	249	36	57	0	91	0	433	433	42.5%	0.0%	0.0%	21.0%
		2000	237	25	53	0	60	1	376	375	36.8%	0.0%	0.0%	16.0%

COMM	C180	1999	408	10	19	17	37	1	492	491	16.9%	20.5%	3.5%	11.0%
		2000	418	12	29	21	51	0	531	531	21.3%	18.6%	4.0%	13.6%
	R110	1999	766	32	52	35	112	0	997	997	23.2%	15.2%	3.5%	14.7%
		2000	728	42	50	39	119	7	985	978	25.6%	15.6%	4.0%	16.2%
CPT	106	1999	311	21	47	25	49	2	455	453	31.3%	17.6%	5.5%	16.3%
		2000	295	15	51	12	55	1	429	428	31.1%	9.0%	2.8%	15.7%
ENG	W001	1999	357	18	56	43	60	1	535	534	33.1%	24.3%	8.1%	19.3%
		2000	249	7	28	60	45	2	391	389	36.0%	42.9%	15.4%	27.0%
	W131	1999	1234	73	128	109	222	0	1766	1766	30.1%	20.5%	6.2%	18.7%
		2000	1211	82	118	93	244	7	1755	1748	30.7%	17.3%	5.3%	19.3%
	W132	1999	207	13	31	17	76	0	344	344	39.8%	12.4%	4.9%	27.0%
		2000	264	10	16	28	100	2	420	418	36.8%	18.2%	6.7%	30.6%
HIST	H105	1999	476	50	45	23	85	0	679	679	29.9%	11.3%	3.4%	15.9%
		2000	449	56	66	9	130	2	712	710	36.8%	3.4%	1.3%	19.6%
	H106	1999	349	17	16	21	46	0	449	449	22.3%	21.0%	4.7%	14.9%
		2000	340	31	15	21	47	0	454	454	25.1%	18.4%	4.6%	15.0%
HPER	H160	1999	220	5	4	12	13	2	256	254	13.4%	35.3%	4.7%	9.8%
		2000	245	6	15	1	20	1	288	287	14.6%	2.4%	0.3%	7.3%
MATH	001	1999	1246	20	373	149	380	0	2168	2168	42.5%	16.2%	6.9%	24.4%
		2000	613	103	157	117	253	2	1245	1243	50.7%	18.6%	9.4%	29.8%
	110	1999	87	0	24	6	18	0	135	135	35.6%	12.5%	4.4%	17.8%
		2000	264	38	55	15	82	0	454	454	41.9%	7.9%	3.3%	21.4%
	111	1999	798	0	243	45	175	1	1262	1261	36.7%	9.7%	3.6%	17.4%
		2000	604	78	107	57	182	3	1031	1028	41.2%	13.4%	5.5%	23.2%
	153	1999	255	49	119	26	207	1	657	656	61.1%	6.5%	4.0%	35.5%
		2000	226	52	121	36	208	1	644	643	64.9%	8.6%	5.6%	37.9%
	M010	1999	161	0	65	0	33	0	259	259	37.8%	0.0%	0.0%	12.7%
		2000	380	46	89	59	86	1	661	660	42.4%	21.1%	8.9%	22.0%
	M118	1999	541	58	48	37	131	0	815	815	33.6%	13.5%	4.5%	20.6%
		2000	574	56	62	34	133	6	865	859	33.2%	11.9%	4.0%	19.4%
	M119	1999	262	39	79	6	119	0	505	505	48.1%	2.5%	1.2%	24.8%
		2000	174	51	84	20	101	2	432	430	59.5%	7.8%	4.7%	28.1%
MUS	E241	1999	215	10	14	6	20	0	265	265	18.9%	12.0%	2.3%	9.8%
		2000	209	6	12	11	27	1	266	265	21.1%	19.6%	4.2%	14.3%
PHIL	P110	1999	195	14	23	8	35	1	276	275	29.1%	10.0%	2.9%	15.6%
		2000	235	16	32	4	26	7	320	313	24.9%	5.1%	1.3%	9.6%
	P120	1999	226	10	27	10	31	1	305	304	25.7%	12.8%	3.3%	13.5%
		2000	240	26	38	10	32	9	355	346	30.6%	9.4%	2.9%	12.1%
POLS	Y103	1999	224	19	17	7	31	1	299	298	24.8%	9.5%	2.3%	12.8%
		2000	240	43	33	24	48	4	392	388	38.1%	16.2%	6.2%	18.6%
PSY	B104	1999	1002	152	355	39	199	3	1750	1747	42.6%	5.2%	2.2%	13.6%
		2000	945	120	303	35	202	7	1612	1605	41.1%	5.3%	2.2%	14.8%
	B105	1999	324	63	57	16	72	1	533	532	39.1%	7.7%	3.0%	16.5%
		2000	314	27	19	25	29	10	424	414	24.2%	25.0%	6.0%	13.0%
SOC	R100	1999	653	98	35	72	80	2	940	938	30.4%	25.3%	7.7%	16.2%
		2000	655	69	96	60	99	3	982	979	33.1%	18.5%	6.1%	16.2%
SPEA	J101	1999	117	27	23	30	33	0	230	230	49.1%	26.5%	13.0%	27.4%
		2000	120	26	15	24	20	1	206	205	41.5%	28.2%	11.7%	21.5%
Grand Total	-----	1999	1540	1131	2477	1040	3033	22	23104	23082	33.3%	13.5%	4.5%	17.6%
		2000	1464	1310	2167	1008	3038	131	22300	22169	33.9%	13.4%	4.5%	18.3%

Degree-Seeking Students

If you wish to enter an undergraduate certificate, associate or bachelor degree program, apply as a degree-seeking student (even if you are unsure of which degree program). As a beginning freshman, you must not have not enrolled in any college, business or vocational school after high school graduation.

For a beginning student, we will examine your high school record including courses completed, grades earned and standardized test results. The trend in your grades and the difficulty of your courses are also important. The most important factor in our decision will be the courses you attempted and the grades you earned.

High School Graduates Admission Requirements - Regular admission

- Graduated from high school or will graduate before enrolling at IUPUI.
- Provide the results of your SAT or ACT**.
- Indiana high school graduates are expected to complete Core 40. (Academic Honors diploma highly encouraged).
For students who have completed Core 40 with a C average or higher in all Core 40 courses, SAT scores should be 900 or higher or ACT composite of 19 or higher.
For students who have earned an Academic Honors diploma, the applicant will be considered fully qualified regardless of test scores; however, scores must be provided.
- We recommend that all high school students complete the following:
 - 4 years of English
 - 3 years of Math (including second year Algebra)
 - 3 years of Social Sciences
 - 3 years of lab science
 - 4 years of additional college preparatory courses selected from English, mathematics, social sciences, lab sciences or foreign language.

** (Seniors in high school must take one of these tests.) If your class has graduated and a fall semester has passed since you graduated, you do not need to take the SAT or ACT. (However, if you did take the test, we would like to see the results.)
- Returning adult students should note that SAT or ACT scores are not required and although a high school transcript is required, the admissions committee also considers such things as military experience, life experiences, and job responsibilities when reviewing the application.

Conditional Admission

If you do not meet the above criteria, you will be considered for conditional acceptance based on other factors that will indicate your potential for success at IUPUI: overall quality of your high school coursework, work experience, maturity, and military service.

If you have significant deficiencies in either academic preparation or performance, we will defer your acceptance until you complete designated courses at the Community College of Indiana or another two-year college. A deferral contract outlining the courses to complete will be sent to you. Our program with the Community College of Indiana (Ivy Tech State College/Vincennes) at Indianapolis is called Partners, and admissions counselors at both schools are prepared to assist you with a program of study leading to transfer to IUPUI.

GED ADMISSION REQUIREMENTS

Students enrolling at IUPUI who have not attended college after earning a GED are considered beginning freshmen students. The following are the admission requirements:

- Earned the GED with a score of 56 or higher.
- If you are under 19 years of age, you must provide the results of an ACT or SAT I test.

If your GED score is below 56, you will be deferred to the Community College of Indiana. (See above section on conditional admission.)

Matrix for UCOL admission decisions Effective April 5, 2001

A/q--Remains the same Continue to use UCOL guidelines for Core 40, Academic Honors and Trustee admission guidelines

Each applicant who is not fully qualified will have the following decision mark ups with only one reason code.

Conditional admits:

Only college prep course grades will be counted.

A/n—Adult (anyone 21 or older or former military experience) will receive the adult admission letter. This includes GED holders in this age group.

A/s – Student has Core 40 (no more than 2 D/F grades in college prep courses) but SAT below 900 or ACT below 19

A/s- Student lacks Core 40 but meets Trustee courses (no more than 2 D/F grades in college prep courses) but SAT below 990 or ACT below 21.

A/u--Student lacks Trustee requirements but no more than 2 D/F grades in college prep courses) with at least 12 units completed by graduation.

A/d--Student has Core 40 or Trustees courses met with 3-6 D/F grades in college prep courses

A/p--Student has Core 40 or Trustee courses met with 7-9 D/F grades in college prep courses

D/j or v—Student has Core 40 met with 10 or more D/F grades in college prep courses.

D/j or v—Student lacks Trustee requirements with 3 or more D/F grades in College Prep courses.

GED 45-49 Admit action is A reason code is p (A/n for returning adults)

50+ Admit action is A reason code is u (A/n for returning adults)

50+ with 990 or ACT 21 Admit action is A reason code is q

Counselors should look at trend in grades. Someone with numerous D/F grades in 9th and 10th grade who then shows significant improvement with no D/F grades in jr and sr year in a strong college prep program can be admitted regardless of number of D/F grades from first two years.

This year will be the last that we use Trustee requirements. Core 40 will be the expected preparation. Counselor’s can make exceptions if a student has excellent grades but falls short of Core 40 by just one or two courses.

Herron applicants should be reviewed with Art grades in mind. For reviewing purposes, Art courses should be considered as academic preparation for Herron and discount mathematics grades

Following guidelines are for Fall 2001 term only

<i>Academics</i>	<i>SAT/ACT</i>	<i>Comments</i>	<i>Action</i>
Academic Honors	Any score	Fully qualified	A/q
Core 40	900+/19 ACT	No more than 2 D/F grades in college prep courses	A/q

		college prep courses	
Lacks Core 40 but meets Trustee courses	990+/21 ACT	No more than 2 D/F grades in college prep courses	A/q
Adult student	N/a	21 or older or military veteran	A/n
Has Core 40	Below 900/ 19	No more than 2 D/F grades in college prep courses	A/s
Lacks Core 40 but meets Trustee courses	Below 990/21	No more than 2 D/F grades in college prep courses	A/s
Lacks Trustee courses	Any score	No more than 2 D/F grades in college prep courses with at least 12 completed by graduation	A/u
Has Core 40 or Trustee courses	Any score	Has 3-6 D/F grades in college prep courses	A/d
Has Core 40 or Trustee courses	Any score	Has 7-9 D/F grades in college prep courses	A/p
Lacks Trustee courses	Any score	Has 3 or more D/F grades in college prep courses	Deny
Lacks two years of mathematics	Any score	Has not completed 2 years of college prep math	Deny
Lacks Trustee requirements	Any score	Has fewer than 12 college prep courses	Deny
Has Core 40 or Trustee courses	Any score	Has 10 or more D/F grades in college prep courses	Deny
GED 50+	990/21 ACT		A/q
GED 50+	No score	Does not apply to returning adult If returning adult action is A/n	A/u
GED 45-49	Any score	Does not apply to returning adult If returning adult action is A/n	A/p

An Action of A with a reason of p will represent the weakest student in terms of grades earned.

Q= regular admission (fully qualified)
 S=conditional admission-low SAT/ACT
 U=conditional admission-missing one or more college prep courses
 D=conditional admission-declining grades
 P=cautionary conditional admission- multiple D/F grades in college prep courses
 N=returning adult conditional admission

Proposed guidelines are for 2002 terms

<i>Academics</i>	<i>SAT/ACT</i>	<i>Comments</i>	<i>Action</i>
Academic Honors	<i>Any score</i>	Fully qualified	A/q
Core 40	<i>900+/19 ACT</i>	No more than 2 D/F grades in college prep courses	A/q
Any Adult student	<i>N/a</i>	21 or older or military veteran (veterans under 21 who lack Core 40 should be counseled to consider Ivy Tech especially if deficient in mathematics)	A/n
Has Core 40	<i>Below 900/ 19</i>	No more than 2 D/F grades in college prep courses	A/s
Has Core 40	<i>Any score</i>	Has 3-5 D/F grades in college prep courses	A/d
Has Core 40	<i>Any score</i>	Has 7-8 D/F grades in college prep courses	A/p
Has Core 40	<i>Any score</i>	Has 9 or more D/F grades in college prep courses	Deny
Lacks 1 Core 40 college prep class	<i>Any score</i>	Has C or better grades in all College Prep courses	A/u
GED 56+	<i>990/21 ACT</i>		A/q
GED 56+	<i>No score</i>	Does not apply to returning adult If returning adult action is A/n	A/u
GED 45-55	<i>N/a</i>	Does not apply to returning adult If returning adult action is A/n	Deny

An Action of A with a reason of p will represent the weakest student in terms of grades earned.

Counselors will review individually records for grade trends. C grades in college prep courses (with at least 4 of these courses each term) during 11th and 12 grade will compensate for D and F grades during 9th and 10th grade. In other words we will use professional judgment to make exceptions.

Trustee requirements have been removed from guidelines. Core 40 is now the mandated minimum.

GED scores go into effect for admission.

Q= regular admission (fully qualified)

S=conditional admission-low SAT/ACT

U=conditional admission-missing one or more college prep courses

D=conditional admission-declining grades

P=cautionary conditional admission- multiple D/F grades in college prep courses

N=returning adult conditional admission

Raised the bar by one D/F grade (In 2001 student admissible with 9 D/F grades and in 2002 student admissible with no more than 8 D/F grades)

Question for consideration—Do we have any expectations for passing some Core 40 math courses with C grades or higher. Should we be admitting a student who has 3 to 6 D/F grades in mathematics? Or should we be expecting a student to pass at least 3 of 6 Core 40 math courses with a C. I favor requiring at least 3 grades of C but Scott may have different perspective.

Notice we will admit a student if they only lack one Core 40 college prep course but those students must have passed all other Core 40 college prep courses with C grades or better. I feel this helps someone who moves into the area or for some reason cannot schedule courses. I do not favor admitting them with D grades in other Core 40 college prep courses since to do so would diminish the Core 40 requirement.

Let me know your thoughts. There is nothing radically changed by this chart except that we have raised the bar slightly for D and F grades and as required Core 40 is now the expectation for traditional age students. (1996 was the first graduating class expected to meet Core 40 and we have been saying in our publications for 5 years that we want Core 40 completed.)

Since Herron does not require any mathematics, we will have a more liberal policy for Herron applicants provided they have strong art grades. Typically Herron students do poorly in high school math courses.

Letter to High School Counselors

Dear Colleagues

We are requesting your assistance. Please inform your seniors who may be considering applying to IUPUI for the fall semester of 2001 that applications must be received no later than our published priority date of June 1, 2001.

After that date we cannot guarantee consideration for admission for the fall semester. Some students with strong records may be admitted after that date but most freshman applicants will be told that is now too late.

We suggest that you encourage any prospective applicant who misses the June 1 priority date to come to our campus with a copy of their transcript and SAT/ACT results and we will discuss possible admission to a 2002 term or we will assist them in planning enrollment through the Community College of Indiana.

Some of your seniors may have had a decision delayed by us for final senior year grades. These students will remain in consideration for the fall semester provided we have your final grades by June 22nd. We will be sending you a list of all applicants on June 6th.

As always, we appreciate your support as we both assist students with the transition from high school to college.

Sincerely,

Mike Donahue

Mike Donahue
Director of Admissions

Proposal for Reform of the IU Master Course Inventory

DRAFT (11 April 2001)

Currently, the Master Course Inventory (MCI) includes about 20,000 undergraduate courses. The information provided includes course number and title, credit hours, whether an S/F option exists, information about format (lecture/non-lecture), and other data of minimal or no usefulness to instructors. The goal of this proposal is to design a process whereby the web-based list can be converted to a useful and updated tool that will ensure that identically numbered/titled courses on multiple IU campuses are comparable enough that their full inter-campus transferability for all degree requirements poses no problems to students and instructors. (A web-based version of part of the current MCI is located at: <http://registrar.iupui.edu/webmcac.html>).

The reform of the MCI takes place in the context of comparability reviews of all identically numbered multi-campus IU courses. The review of 100/200 level courses undertaken in 2000-1 is cursory, and will not be treated here as having substantive impact on MCI issues, although some relevant work may have been done during this period. The review of 300/400 level courses in 2001-2 should be thorough, and should contribute substantially towards MCI reform.

The outcome of MCI reform should be the production of a more useful MCI resource base and of clear procedures for adding new courses to the MCI and for adopting an existing MCI course on a campus where it has not previously been taught.

This proposal is framed in terms of a three-stage reform of the MCI during the period 2001-4.

Stage 1 (completion by August 2002)

During the 2001-2 review of 300/400 level multi-campus courses, units on different campuses that currently offer identical courses will be asked to arrive at a mutually agreed upon “model framework” for the course, that will apply systemwide. This model framework should specify through a brief, Bulletin-like description the content of the course, the nature of prerequisite qualifications for enrollment, the anticipated learning outcomes, and any other agreed upon features essential to assure the comparability of course offerings. The degree of detail may reflect the degree of concern with variability of learning outcomes for specific courses. The model framework will be linked to the MCI web listing for each course. That listing will also specify basic data such as course number and title, credit hours, specific course prerequisites agreed on in the review process, and a listing of IU campuses on which the course is offered, which will be kept current.

At the completion of 2001-2, this body of reviewed courses will constitute the first portion of what this proposal will refer to as the “Examined Course Inventory” (ECI). The ECI will be the form of the reformed Master Course Inventory. The process described here will essentially convert the entire current MCI to the ECI over a period of time. The portion of the MCI that has not yet been converted through a review process will be referred to as the “Unexamined Course Inventory” (UCI). “ECI” and “UCI” are meant as conceptual terms for the purposes of this proposal only.

By September 2002, the MCI should have the following form:

Master Course Inventory (MCI)			
Unexamined Course Inventory (UCI)			Examined Course Inventory (ECI)
<i>a</i>) 100/200	<i>b</i>) 1-Campus	<i>c</i>) Lapsed	(300/400 multi-campus)

The three subcategories of the UCI, as of 9/02, represent, *a*) all 100/200 level courses, which will not have gone through comparability review, *b*) courses at all levels currently offered on only one campus, and so excluded from the 2000-2 review processes, *c*) courses that have not been offered in recent years and are no longer listed in Bulletins on any IU campus, but which remain on the MCI, and are remain eligible for adoption on any IU campus. Notes: Some courses under *a*) may in fact be reviewed during 2000-1, and agreements concerning them may be included in the ECI by 9/02; There will initially be no easy way to distinguish between UCI categories *b*) and *c*).

Stage 2 (completion by August 2003)

During 2002-3, campuses will be asked to do a substantive review of 100/200 level courses in order to allow them to move onto the ECI. From a curricular standpoint, this will be a very significant step, as it will require all campuses to bring into reasonable alignment the most basic and widely enrolled courses in our curricula.

At the completion of Stage 2, the MCI structure will be:

Master Course Inventory (MCI)		
Unexamined Course Inventory (UCI)		Examined Course Inventory (ECI)
<i>b</i>) 1-Campus	<i>c</i>) Lapsed	(100/200, 300/400 multi-campus)

Stage 3 (completion by August 2004)

Beginning in Fall 2001, colleagues on campuses who wish to adopt an MCI course not offered on their home campus will follow a new procedure. 1) The unit wishing to adopt the course should request the Office of Vice-President for Academic Affairs to determine whether the course is currently listed in Bulletin copy on any IU campus. 2) If the course is currently taught on another campus [hence in category UCI-*b*], the unit must contact departments offering the course to request information of the nature of a model framework in order to assure that the new campus offering will be comparable to current offerings; both units will agree on a model framework, and the information will be incorporated on the MCI, thus adding the course to the ECI. 3) If the course is not currently taught on other campuses [hence in category UCI-*c*], the unit adopting the course will generate a model framework and incorporate the course on the ECI.

The Office of Vice-President for Academic Affairs will, during the period 2001-4, survey the UCI for courses in category *b*, and as these are identified, request that the single campus offering the course develop a model framework, moving the course to the ECI. By August 2004, the UCI should consist only of courses in category *c*, which will become a bank of titles that may be adopted in the future through MCI course-adoption procedures.

Procedures for adding new courses to the MCI

Beginning in Fall 2001, the Course Review and Remonstrance Process will require the department processing a new course to submit the course number, course title, credit hours, prerequisites, and other basic course information, along with a model framework of the course to assure compatibility across campuses. The new course proposal will be reviewed on the originating campus using the review process on that campus. During the remonstrance period, departments on other campuses will review the submission for clarity to determine if sufficient information is provided to enable the department to offer the course if the department should chose to do so in the future.

Procedures for adopting existing courses from the MCI

Campuses that adopt existing courses from the MCI have a responsibility to ensure adequate comparability with existing offerings on other campuses. Prior to Fall 2001, each campus should

develop an Existing Course Campus Adoption Procedure (ECCAP), and file a copy of it with the University Faculty Council Agenda committee, which will review procedures to ensure that all campuses have adequate mechanisms to monitor course comparability issues. Beginning in Fall 2001, units adopting courses from the MCI will follow their campus ECCAP as follows: 1) The unit wishing to adopt the course should determine whether course specifications of the nature of the ECI exist on the MCI; if they do not, the should request the Office of Vice-President for Academic Affairs to determine whether the course is currently listed in Bulletin copy on any IU campus. 2) If ECI specifications for the course are available on the MCI, the unit shall employ these to create a course proposal, which will be reviewed on the originating campus using an ECCAP review process determined by that campus. The unit shall also notify corresponding units on campuses offering the course of the course proposal. If it is unclear whether comparability is assured, the ECCAP review process determined by the proposing campus shall be employed to resolve comparability issues. 3) If the course is currently taught on other campuses but specifications of the nature of the ECI have not yet been posted on the MCI, the unit should contact departments offering the course to request information of the nature of a model framework in order to assure that the new campus offering will be comparable to current offerings, all units agreeing on a model framework to be posted on the MCI. If there is data indicating that there exists between different campuses a divergence in ICT and non-ICT student performance that suggests a significant disadvantage faced by ICT students who apply specific courses equivalently, the units involved shall report this divergence to the Vice-President for Academic Affairs and notify the UFC Agenda Committee that this report has been made.

Revisions of MCI information

Once information of the nature of the ECI are posted on the MCI, it is the responsibility of units on campuses offering the course periodically to review the information to assure that it is current and represents a standard for comparability. Substantial changes in course content, method, or requirements that may affect comparability should not be initiated on any campus, except in an experimental way, without communication with relevant units on other campuses. If course improvements have changed comparability measures, relevant departments should determine whether to alter the model framework for the course to reflect these improvements and make them systemwide, or to alter course numbering to reflect the fact that different campus offerings are no longer comparable for degree requirement purposes.