

IUPUI
Academic Policies and Procedures Committee
Minutes
Friday 3/8/02
1 to 3 pm
UL1126

Minutes

- The revised February minutes were accepted.

Announcements

- Items from the Chair
 - Update on SIS/SES
 - Admissions module 8.0 implementation tentatively scheduled for mid May.
 - Campus Day
 - Despite being one of the coldest days of this winter, approximately 2700 people attended.
 - The work of all of the individuals who contributed to the success of the day is greatly appreciated.
 - IUPUI Online-A Concept Paper
 - Link to website for report available at APPC website or at www.online.iupui.edu/

Academic Affairs Committee Report Ken Rennels, Chair

- The AAC strongly endorsed the proposal for the University College faculty to provide recommendations for admission practices.
- Discussion of IUPUI Online proposal and Report of the Scheduling Task Force has been initiated.

Items for Review, Discussion, or Action

- Report of Scheduling Task Force
 - <http://opd.iupui.edu/aod/lescheduling.html>
 - Nancy Chism joined us for the discussion. Comments will be forwarded to the Learning Environments Committee.
 - Discussion of recommendations 17 through 22 of the reorganized document (appended) occurred. Comments are inserted within the document.
 - Links to the web site for the report as well as Mark Grove's reorganization of the recommendations are available at the APPC web site.
- Revision of proposed Admission Guidelines for UCOL for 2003 (see table at end of minutes)
 - These guidelines apply only to individuals admitted to University College. Admission standards for admission to other academic units are established by that unit.
 - Proposed change in guideline for admitting individual >21 who graduated from high school without Core 40 or who was a military veteran

- Previous proposal
 - (1) Deny admission if > 21 or military veteran (veterans under 21) who has fewer than 10 units of college prep courses with C grades or better.
- New proposal
 - (1) Admit any high school graduate 21 and older or military veteran (under 21).
 - (a) A returning adult with a weak performance in high school may be deferred to CCI. Maturity and work experiences can counterbalance a weak high school record. Assistant Directors will use professional judgment to determine the appropriate action to promote the individual's success.
 - (2) Code these individuals as A/n with the label of returning adult admit
- University College APPC endorsed the changes.
- No problems with the proposed changes were identified by members of the IUPUI APPC.
- The proposal will be discussed by the UC faculty.
- Proposal for University College faculty to assume responsibility for originating admission policies
 - Scheduled for discussion at Faculty Council meeting 3/7
 - Synopsis of draft language--Effective with 2004 admissions, University College faculty will assume primary and initiating responsibility for reviewing and recommending changes in undergraduate admissions policies. For any and all discussions involving undergraduate admissions, Enrollment Services will be represented by at least two persons named by the Associate Vice Chancellor for Enrollment Services.
 - Members of the APPC were supportive of the proposal
- Variable Title Courses—*Mark Grove*
 - At an APPC meeting in December we talked about tracking variable topics courses throughout the schedule building process. To facilitate this effort, the Registrar's office created a report that would allow schools to quickly review courses scheduled to be taught in an upcoming semester using variable titles.
 - A version of the report is available for Fall 2002. Note that in order to keep information on one line, items of less importance, such as specific meeting information (day, time, location) are not displayed.
 - <http://registrar.iupui.edu/enrollment/102/webvt-102.html>
 - The report also appears on the APPC Web site.
 - The calendar for posting information was discussed. The proposal is
 - After initial course offerings are updated
 - Immediately after final proofs
 - One other time to be determined
 - The question was posed, but not discussed, on whether there is a need for a policy to limit the number of repetitions of a variable title course under the same title.
- IUPUI Process for Development of Undergraduate Majors—*Kim Manlove*
 - Definitions of degrees, majors, and minors
 - The definitions were discussed but consensus was not reached. Kim will review sources of potential definitions and draft a document
 - Process for Review of Variable Topic and Workshop Courses
 - Suggestions for wording changes were discussed. Kim will edit the document.

- Common Liberal Arts, Science, UCOL probation, dismissal and readmission policy—*M Langsam, J Kuczkowski, C Buyarski*
 - Discussion deferred
- Library of FOCUS programs—*Miriam Langsam, Linda Hill, Kathy Burton*
 - Discussion deferred

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	<i>John Jones</i>
Academic Units	<i>Unit Representatives</i>

Other Announcements

Future Agenda Items

- Proposed New Degree BS in Environmental Science
- Print version of schedule of classes
- Developing faculty understanding of FERPA
- IU Policy on Academic Distinction—10% limitation
- Mechanism for reporting discourteous student behavior to the Office of the Dean of Students—*John Jones*—May
 - See the Code of Student Rights, Responsibilities, and Conduct, section Part IV.D.2.
 - On the Dean of Student's webpage, there is link (http://www.life.iupui.edu/dos/docs/person_form.doc) to referral forms in which staff can report students who violate our regulations
- Procedures for reviewing criminal history disclosure—*Mike Dohanue*—May
- Procedures dealing with dishonesty during the application process—*Mike Donahue, John Jones*—May
- Need for policy to limit number of repetitions of course under the same title in a variable title course

Meeting Schedule

Apr 12 1:00 - 3:00 UL 1126
 May 3 1:00 - 3:00 UL 1126

Space & Scheduling

1. Reinforce the use of priority space scheduling that is associated with the discipline-specific needs that match resource needs with rooms and capacity at the campus level.
2. Re-evaluate current times - module structure and format. Based on utilization and time studies administratively negotiate and collaborate with departments to assign courses and faculty to underutilized time slots and space resources. Encourage scheduling of high demand or required courses at off-peak times.
3. Consider early bird course offerings that are linked with some type of incentive, reduced tuition, additional fee such as peak period penalty fee that would be added to course offerings, a fee reward that could come back to departments or an early bird reduction in fees for students who would choose alternative time frames rather than peak period course times.
4. As room demands require, mandate allocated time slots during off-peak time periods.
5. Encourage scheduling of courses in other than fixed-semester lengths, such as extending a course over both summer sessions or making use of holiday breaks for intensive courses. Develop high tech certificates or other course and programs that can be completed on the week end, perhaps in off-campus locations.
6. Authorize and support the Registrar's Office to administratively select and schedule courses based on classroom use and low and peak period data. While such administrative scheduling may not be popular, the registrar's office has the data that reflects the best utilization of time for course offerings.
7. Promote an alternate scheduling mechanism for classes that meet only one or two times on campus for course orientation or exams. This could be accomplished by having these orientation sessions meet at low scheduled times (Friday, weekend) or prior to the beginning of the semester. Consider using portable classrooms on campus to support 1-2 time meeting areas for web-supported or web-based courses and as a means to expand existing classroom space.
8. Explore more intra-departmental and cross-departmental blocking of schedules and course offerings. Coordinate cross unit pre- or co-requisite course offerings.
9. "Bundle" complementary course offerings and sequences of courses. This will only help if classes are spread over an entire day or on a weekend options (Nursing Administration is an exemplar here -- Two classes are listed in the schedule and the faculty teach the content of the class only in an integrated way using Problem Based Learning -- one week end per month with web supported work between monthly sessions not just in the late morning and early afternoon.
10. Explore advantages and disadvantages of "blocking" of curriculum offerings in professional programs such as education, blocking off-campus sections and blocking of gateway course offerings. Build a new unit of instruction based on aggregating several courses together in

"Blocks" of instruction - Education is an exemplar here Develop a mechanism for cross-curriculum and cross-departmental communication regarding pre- and co-requisite offerings. The decision to block courses needs to be made in conjunction with other campus units that will be impacted by such decisions.

Education and Training of school administrators, faculty, and staff

11. Educate school administrators, chairs, faculty and staff about scheduling policies, procedures, options, rights, responsibilities, process, and issues. Develop a policy and procedure and orientation for all new administrators or staff involved with scheduling. Conduct twice year meetings with scheduling representatives from each unit to re-iterate process, procedures and problem -solve difficult situations. Develop modularized orientation information for faculty with new responsibilities. New Department Chairs or administrators need a specific orientation and competencies in scheduling, special events planning, parking, personnel, budget etc.
12. Make teaching with technology an expectation as new faculty are hired. Offer grants, have mentors where one faculty who is experienced in distance education paired with a novice to distance education, have the Center for Teaching and Learning offer "show me" workshops, etc.
13. Create a campaign and offer workshop and professional development opportunities on the issue of Faculty Work re-design and the use of mixed modes of delivery for instruction e.g. class room with web enhanced and or web supported modules. The new video conferencing technology only needs a room with a data jack, making for more mobility and flexibility of classrooms. Trends in IU classes show that we still need the video classes, but, the big move is to get more classes online.
14. Inform, educate, and encourage the development and coordination of learning student needs in learning communities.
15. Make the academic year an annual 12-month enterprise. Consider a 12-month schedule with variable choice 10-month faculty contracts (Syracuse model?)
16. Re-evaluate the definition of credit hour/contact hour ratio for courses. Expand the definition of credit hours, link credit hours to learning outcomes. Create a different credit hour -seat time for remedial courses, honor courses, and distance education courses.

Administrative Actions

(items in italics are comments by APPC 3/8/02)

17. Re-inventory and develop a directory of space and scheduling resources, publish and distribute the directory to interested parties. Compile all available space options with descriptive data related to how space can be used and procedures for reserving space.

Registrar can produce with help of academic units. Problem will be keeping inventory up-to-date.

18. Ensure faculty representation on building and space committees in regard to design and use of space for learning.

Academic tenants involved in planning new buildings. Learning Environments Committee has faculty representatives. Nancy would like names of individuals willing to serve.

19. Create a sub-committee of the IUPUI Academic Affairs Committee (that would include student representation) to continue working on scheduling issues. Educate people who manage and use the system to the issues and engage them in solution finding. Add scheduling issues and conflict resolution as a standing agenda item on the APPC Committee. Most scheduling solutions rest with Room Scheduler Mary Anne Black. Mary Anne continues to absorb the burden and the "system" is not learning or gathering/gaining intelligence about the scheduling issues.

Broad issues of scheduling will be placed on APPC agenda as they occur. While Mary Anne Black is seen as the sole keeper of information, others in the Registrar's Office are also involved.

20. Publicize in a systematic way Weekend College and off-campus locations to schools and departments in scheduling their classes.

Periodically, departmental faculty meetings should be scheduled at off campus classroom locations. Slide show of facilities on registrar's website is available on the registrar's website <http://registrar.iupui.edu/administratorresources.html#co>. Registrar is working with academic units on considering other possibilities. Irv Levy meets with each Dean each year to encourage consideration of off campus locations.

21. Explore partnerships for space utilization with community agencies, hospitals, museums, and other community learning oriented facilities such as the Ruth Lilly Education Center. The existence and availability of alternative space resources needs to be organized, publicized, managed and monitored. Develop, distribute and post a list of people responsible for scheduling in facilities and organizations such as the Hospital, VA, Riley, etc.

These areas have been investigated. They are difficult to schedule for an entire semester. Attucks Middle School should be explored.

22. When engaging in the design and delivery of professional educational offerings with community agencies, include space needs in the negotiation process.

Agencies are reluctant to commit as far in advance as we must plan and are reluctant to commit space for an entire semester.

23. Partner with agencies to purchase distance education technology so classes can be received at the site and students do not have to travel to campus.
24. Encourage use of departmental managed space and link course offerings of small size classes to department space resources. Reinforce the need for department course schedulers to use intra-department space first and put that space/room assignment when submitting early drafts of schedules.
25. Re-purpose the Mary Cable Building to be a conference meeting room space on the first floor. This space could be used for one or two time meeting space for courses that are web-supported or web-based. The second floor may be used for storage or some other purpose.
26. Encourage faculty to use INSITE to learn of course and room change information access.
27. Consider a carpool type of parking permit.
28. Inform and market shuttle and parking service options, including Bush Stadium.
29. Explore creation and use of a Campus Taxi Service (UAB Model can be described more fully by Martha McCormick).

Revised proposed UCOL guidelines for 2003 terms

Academics	SAT/ACT	Comments	Action
Academic Honors	Any score	Fully qualified	A
Core 40	900+/19 ACT	No more than 2 D/F grades in college prep courses	A
Any Adult student	N/a	21 or older or military veteran (veterans under 21) **	A/n
Has Core 40	Below 900/ 19	No more than 2 D/F grades in college prep courses	A/s
Has Core 40	Any score	Has 3-5 D/F grades in college prep courses	A/d
Has Core 40	Any score	Has 6-7 D/F grades in college prep courses	A/p
Has Core 40	Any score	Has 8 or more D/F grades in college prep courses	Deny
GED 56+	990/21 ACT		A
GED 56+	No score	Under 21 21 or older	A/u A/n
GED 45-55	N/a	Any student	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 for traditional age students.

A= fully qualified

A/d=conditional admit D/F grades

A/n=returning adult admit

A/p=cautionary conditional admit high number D/F grades

A/s= conditional admit low SAT/ACT scores

A/u= conditional admit missing h.s. units

** A returning adult with a weak performance in high school may be deferred to CCI. Maturity and work experiences can counterbalance a weak high school record. Assistant Directors will use professional judgment to determine the appropriate action to promote the individual's success.

Note: Changes from Fall 2002 are

- Baseline of 7 D/Fs instead of 8
- Must have Core 40 instead of missing one Core 40 course as a possible condition

THE DEVELOPMENT OF UNDERGRADUATE MAJORS AT IUPUI

Definitions

A **Major** is an approved area of study leading to an approved academic degree. Approval is required by the school offering the major and by the campus. The major may or may not be part of the conferred degree title. A major for a bachelor's degree usually requires 30 or more course hours of specialized study within the plan of study for the degree. In some degree programs, major requirements can make up a large portion of the requirements for the degree. This approval process will apply only to Indiana University and Purdue University degree programs approved for the IUPUI and IUPUC campuses.

A **Concentration** is an academic subject established as a field of specialization within a degree major. The establishment of a field of specialization is by approval of the faculty of the school. A concentration name is not part of the degree title.

A **Track** is an optional curricular path within a major or concentration that can be chosen by a student to meet her/his specific education or career needs.

DEVELOPMENT PROCESS

1. Proposals for majors usually are initiated by faculty in an academic unit. The first step in the process is for the dean of the academic unit to notify the IUPUI Dean of the Faculties of the intention to proceed with development of a proposal for a new major.
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2. Proposals should be prepared in the format available from:

The Office of Academic and Faculty Records
AO Building Room 126
IUPUI
3. When deemed appropriate by the proposing department, development of majors should be coordinated with deans of affected schools.
4. The proposing unit should plan to provide any additional funding the new major might require. Section IX of the proposal should include a clear rationale for the use of any additional funds.
5. After the proposal has been approved by the appropriate faculty and deans within the academic unit, a copy should be sent to the IUPUI Dean of the Faculties with a cover letter requesting review and approval.
6. The Dean of the Faculties Office will forward the proposal to the Academic Policies and Procedures Committee (APPC) for review and discussion. At the discretion of the Chair of APPC a subcommittee may be appointed to review the major prior to presentation to the full committee.
7. The Chair of APPC may ask the originating unit to present the proposal at the next regularly scheduled APPC meeting.
8. Following review by APPC, the major proposal will be forwarded to the Dean of the Faculties for approval and implementation. The Dean of the Faculties will send notification of approval to the dean of the originating unit, to the University and the IUPUI Registrars where the major will be coded for inclusion in the master inventory.
9. The academic unit may submit any requests for new courses to be part of the major after the approval of the major is received from the Dean of the Faculties.
10. The IUPUI Dean of the Faculties office, in concert with APPC and the Registrar, will annually review this process for evaluation of results, value to the institution and compliance with institutional academic policies and procedures.

March 2002
Dean of the Faculties Office IUPUI

DRAFT

IUPUI APPLICATION FORM FOR MAJORS

- I. School _____ Department _____
- II. Proposed Major _____
- III. Related Degree Program _____
- IV. Projected Date of Implementation _____
- V. List the major objectives of the proposed major and describe its chief features briefly.
- VI. Why is the major needed? (Rationale)
- VII. Describe the student population to be served and market to be targeted.
- VIII. How does this major complement the campus or departmental mission?
- IX. List and indicate the sources (including reallocation) of any resources (personnel, financial, learning, etc) required to implement the proposed program.
- X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.)

March 2002
Dean of the Faculties Office IUPUI