Minutes
- Approval of January minutes
  - Minutes were accepted without changes

Announcements
- Items from the Chair
  - Updates on Credit Transfer Issues
    - Intercampus transfer – The materials needed for the review of 100 and 200 level courses to assure the transferability of courses among the campuses are scheduled to be distributed to the academic units during the week of Feb 12. The compilation and distribution process is being handled by Mike Wilkerson at IUB.
    - Transfer of credits from state supported institutions – The ICHE Transfer and Articulation Committee is scheduled to meet on 2/12. The process of collecting information the transfer equivalencies of the 150 most frequently taken courses during a fall semester is continuing. Each state institution has been asked to report how the 8 VU degrees that will be offered at each CCI site will articulated with baccalaureate degrees. For IUPUI, it appears that we will be able to establish articulation agreements for the AA degrees with comparable majors, but the composition of the AS degree will only work with the General Studies degree if the student wants to complete the degree within 2 additional years of study. IUPUI is working on scheduling a meeting with individuals from VU to discuss the articulation agreements.

- Items from Dean Plater
  - No new items. Dean Plater will be invited to attend the March meeting.

Academic Affairs Committee Report  Ken Rennels, Chair
- The procedure for reviewing 300 and 400 level courses to assure transferability of identically numbered courses is being developed. This discussion includes revision of the procedures for the Master Course Inventory so that the comparability of the courses can be maintained.
- The AAC is reviewing the definition of a unit of academic credit. The term unit of academic credit is preferred to credit hour in order to transition from time as the primary determinant of credit. The definitions are being discussed in relation to undergraduate credit and are seeking to incorporate the flexibility to accommodate accreditation requirements in professional schools and asynchronous learning paradigms.
- UFC EPC is proposing a policy that states that credits earned at undergraduate institutions other than Indiana University in courses at first or second-year levels
(100/200-level courses or courses completed in two-year institutions) and transferred for IU credit may not be recorded as equivalent to IU course credits at advanced (300/400) levels, or applied to degree requirements normally fulfilled only by advanced level course credits.

Items for Review, Discussion, or Action

• Policy on Captioning—Adaptive Educational Services-Pam King
  ➢ The draft Procedure for Captioning Services was presented by Pam King and Lanita McCauley. A number of suggestions were made including
  ▪ Labeling the document as a policy vs a procedure since it deals with mandates
  ▪ Adding a preamble to explain the concept of reasonable accommodations and other options that are available to provide access to individuals with visual impairments
  ▪ Clarification within the document of items that ‘should’ be done vs the items that ‘must’ be done.
  ➢ The document will return to the Steering Committee for People with Disabilities for consideration of the suggestions.
  ➢ Other comments can be sent to Lanita McCauley at lmccaule@iupui.edu

• Core 40 or Academic Honors diploma as admission requirement for direct entry students
  ➢ Statements of proposed policy were distributed with the agenda
  ➢ Information on Academic Honors Diploma was distributed with the agenda.
  ➢ Admission of individuals with the Academic Honors Diploma is desirable and therefore the guaranteeing of admission of those individuals is supported. Guaranteeing admission of individuals with Core 40 and a 2.0 GPA within one year of high school graduation is supported as long as it is clear that we will continue to admit students who do not have Core 40.
  ➢ Comments during discussion--
    ▪ Concern was expressed that public statements about accepting individuals with a 2.0 GPA will counter the efforts to enhance the recruitment of the better academically qualified students.
    ▪ Establishing a time limit for review of the policy (such as 3 years) is desirable.
    ▪ If the goal is to move all students toward completing Core 40, IUPUI should generate a statement indicating that at a future date, students who do not graduate with Core 40 may not be admitted.

• Preliminary draft of policy for administrative withdrawal of students who do not attend classes
  ➢ Mark Grove is the convener of the group working to construct a policy statement. Jennifer Pease reported that the group has met and is in the process of constructing a statement. The goal is to have a draft available prior to the March APPC meeting. Input to the considerations is welcomed.

• Proposed policy on being released from a school without meeting the criteria for dismissal from the campus--Joyce MacKinnon, Miriam Langsam, Cathy Buyarski, Amanda Zimmerman, Jane Lambert, Linda Houser
The working group unanimously endorsed the policy as proposed by Miriam Langsam (attached at the end of the minutes). The working group suggestions were:

- The Registrar’s Office should be encouraged to clarify to schools that when a student is dismissed (released) from a school and then chooses to leave the University for a period of time, that the student does not have to return to the school to be reinstated into the University.
- Perhaps the term ‘released’ should be used by schools rather than ‘dismissal’ so as to differentiate the process from dismissal from the University.
- The IU-Care screen comment section might be used by advisors or recorders for commentary that would be useful to others involved in assisting students. For instance, notes could be made clarifying school dismissal (release) vs University dismissal.

(1) Discussion within APPC identified the problem that students who would be enrolling in another academic unit have to have the original academic unit take action to remove the student from the checklist.

- The working group noted that options do exist within the University to accommodate students who have more than 56 credit hours when they are dismissed (released) from a school.

Since Mark Grove was not able to attend the APPC meeting, the comments will be sent to him for consideration and comment at the March APPC meeting.

- Draft statement on limiting number of transfer credits from two-year institutions that count toward graduation.

During the meeting, it was identified that a statement of the policy on the number of units of academic credit that will count toward graduation should be developed. Mike Donahue will draft a statement for discussion at the next meeting.

Unit Updates
Admissions Mike Donahue
Applications, offers, and denials for the Fall are all increased compared to this time last year. The applicant pool consists of better qualified students.

Enrollment Center Jennifer Pease
Check the APPC website for information related to Campus Day.

Bursar Michael Cozmanoff
Registrar Mark Grove
Student Life & Diversity/ Jeff Vessely
Dean of Students
Academic Units Unit Representatives

Other Announcements

- Joelle Andrew announced that a Graduate Open House (similar in concept to Campus Day) is scheduled for April 22. Individuals who want to participate should contact the Graduate Office.
New Business and Future Agenda Items

- Guidelines for development of new majors within existing degrees—Kim Manlove (March)
- Guidelines for variable topic courses and workshop courses that potentially overlap with courses in other schools—Kim Manlove (March)
- Contact hour rules/credit hour for web bases courses (at AAC for policy)
- 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
Proposed Admission Policies and Practices related to Students Graduating with Core 40 or Academic Honors diploma

1. IUPUI will continue to encourage Indiana high schools to develop and offer the curricula necessary for students not only to complete Core 40 but also to qualify for Academic Honors diplomas. IUPUI will work with primary "feeder schools" to stress the importance of students' completing Core 40 and the Honors Diploma. General publications and websites will stress the importance of Core 40 and Academic Honors diplomas.

2. IUPUI will guarantee recipients of Core 40 or Academic Honors diplomas admission within one year of graduation if the students have a cumulative grade point average of 2.0 or higher in Core 40 courses; admission of qualified students latter than this is reasonably assured but not guaranteed. Admission to specific programs may be contingent on qualifications and program availability.

(What would be an appropriate period for a time limit on the guarantee of admission with Core 40 or Academic Honors diploma?)

3. IUPUI will conduct continuous research on student performance with the objective of providing good advice to high school students, advisors, and parents based on data regarding performance of students who matriculate with Core 40 or Academic Honors diplomas. Since meaningful graduation rates will not be established for at least six years, information about student success may not be highlighted in publications intended for prospective students, but this information will be reported to ICHE fully and completely.

4. Consistent with its mission, IUPUI will continue to admit adult and returning students (i.e., those who are three or more years from high school graduation) without respect to Core 40 or Academic Honors diplomas. IUPUI will similarly serve qualified applicants who present GED’s in lieu of high school graduation.
Academic honors diploma scholarships and awards. Establishes the academic honors diploma scholarship program to provide a $925 tuition scholarship at institutions of higher learning or proprietary education to students who graduate from high school with an academic honors diploma. Provides that the $925 academic honors diploma award that a school corporation currently receives for each student who graduates with an academic honors diploma may be used by the school corporation for any purpose for which other funds of the school corporation may be used but may not be granted to the students who complete the honors diploma program.

Current Status: First reading: referred to Ways and Means

(From icpac web site-- C\WINDOWS\TEMP\The Academic Honors Diploma - ICPAC InfoSeries IS-08.html)

What is the Academic Honors Diploma?

The Academic Honors Diploma is a special high school diploma offered by the State of Indiana. This diploma is the highest level of academic recognition given by the State of Indiana to high school students.

How do I earn an Academic Honors Diploma?

To earn this diploma you need to:

- **Complete at least 47 high school credits.** This is nine credits more than what is needed for your regular diploma and seven credits more than a Core 40 diploma. (One credit equals one semester, with the exception of physical education.)
- **Complete courses in the areas listed below** in earning those 47 credits. Courses must be approved by the Indiana Department of Education as qualifying for the Academic Honors Diploma. Check with your guidance counselor to make sure the classes you take are on this list of approved courses.
- **Have an overall B grade point average (GPA) and get at least a grade of C in each course.** Any grade below a C will cause you to be ineligible for the diploma unless you can retake the class and earn a C or better.
- **Pass the Graduation Qualifying Exam.**
- **Meet any additional graduation requirements at your school.**

What courses are required for the Honors Diploma?

**English Language Arts**
8 credits/4 years
Include literature, composition and speech.
Mathematics
8 credits/4 years
Must include algebra first and second year and one upper level course, like geometry, trigonometry, calculus, etc.

Sciences
6 credits/3 years
Must include 2 credits of biology, 2 credits of chemistry or physics and 2 more credits of chemistry, physics, earth/space science, advanced biology, advanced chemistry or advanced physics; or an equally challenging program.

Social Studies
6 credits/3 years
Must include 2 credits of U.S. history and 1 credit in U.S. government. In addition, social studies credits must include courses with a major emphasis in economics and geography and/or world history. (Core 40 requires 1 credit in economics.)

Foreign Language
6-8 credits/3-4 years
Either 6 credits in one language or 4 credits each in two different languages.

Arts
2 credits/1 year
Usually any course in visual arts, music, theater arts and dance.

Health and Safety
1 credit/1/2 year

Basic Physical Education
1 credit/1 year

Can I take just any class in an area of study to meet the Diploma’s requirements?

Courses at your school that meet the requirements of the Academic Honors Diploma have been approved by the Indiana Department of Education. Check with your guidance counselor to make sure all your classes are on this approved list.

Why should I earn an Academic Honors Diploma?

The Academic Honors Diploma gives you a strong academic background, which will serve you in all areas of your life. This diploma also improves your chances of being accepted for admission at most colleges and universities throughout Indiana and the country. In addition, studies in Indiana have shown that, on average, students who earn the Academic Honors Diploma score higher on SAT and ACT tests.

The Academic Honors Diploma helps you earn money for college, too. Indiana students who earn this diploma, achieve a cumulative GPA of at least a B (3.0 on a 4.0 scale) and meet financial need guidelines for state aid are eligible to receive up to 100 percent of approved tuition and fees at eligible colleges. Award amounts vary based on need.

You may also be eligible for scholarships offered by some Indiana colleges specifically to students who earn an Academic Honors Diploma. Depending on the college, the scholarships
may range from an annual award of $150 to $2,500 or may involve a partial reduction in tuition. These scholarships may be renewable over a four-year period. Students who earn the Academic Honors Diploma may also be eligible for additional scholarships at these and other schools.

**Do courses completed prior to 9th grade count toward the Honors Diploma?**

You must earn a total of 47 credits in grades 9-12 for the Academic Honors Diploma. Successful completion of algebra I and/or a level I course in a foreign language prior to 9th grade - without receiving high school credit - may, however, reduce the number of credits required in mathematics (from 8 to 6 credits) or foreign language (from 6 or 8 credits to 4 or 6). Talk to your guidance counselor to learn your school's policy.

If you fulfill some Honors Diploma requirements prior to 9th grade, colleges recommend that you continue to take challenging courses, especially in math, in your junior and senior years of high school. Advanced courses help you succeed in college and many career fields, not just scientific or technical work.

**What happens if I get a grade less than C in a class?**

You must have an overall B grade point average and earn 47 credits with a grade of C or better for the Academic Honors Diploma. If you earn a cumulative GPA of at least a B (3.0 on a 4.0 scale), show need and eligibility and complete Honors Diploma requirements, you may qualify for additional state financial aid.

If you get a grade less than C in a class, you are ineligible for the Academic Honors Diploma. Depending on your school's policy, you may be able to take the course again. The lower grade, however, will remain on your transcript and be factored into your GPA. Check with your guidance counselor to learn your school's policy.
Proposed policy for being released from a school without meeting criteria for dismissal from the campus

Submitted by Miriam Langsam

1. An agreement that the IUPUI undergraduate cumulative GPA of good standing is a 2.0.

2. Individual schools and programs may set a higher cumulative GPA for admission to their program and require students to maintain that GPA to remain in their program.

3. If a student fails to maintain the cumulative GPA required by the school, after being on probation, the student will be released from the school. (The distinction between dismissal and being released hinges on whether the student is still in good standing in the eyes of the campus or not. Students with more than a 2.0 cumulative GPA may go to General Studies, University College under certain circumstances, or other schools willing to accept the student.)

4. The school releasing the student may not require or even suggest that the receiving school prevent the student from attending for one semester or a year since the student is still in good standing as far as the campus is concerned.

5. If the school has courses that are open to students in good standing in other schools, the school may not prohibit the released student from taking those classes. However, if the school has classes limited to their own majors or limited to students with a specific GPA, the released student may be excluded from taking the course(s) without special authorization from the releasing school.