IUPUI
Academic Policies and Procedures Committee
Minutes
Friday 10/13/00
1 to 3 pm
CA 136

I. Announcements
From the Chair
• Updated membership list was distributed electronically with agenda
• Use of ERROL (electronic reserve system) for APPC documents
  o Directions
  Go to the library home page: www.ulib.iupui.edu
  Click on ERROL - Electronic Reserves
  Click on “Electronic Course Reserves”
  Click on “Committee Folders” within the list of courses
  Click on APPC
  Enter name and password: [This is case sensitive]
    Name: APPC [all UPPER case]
    Password: iupui [all lower case]
  o Documents currently on reserve
    § Campus Housing and Campus Center
    § Council on Undergraduate Learning and Related Committees
      (memo from Dean Plater
    § Credit Transfer (memo from Dean Plater)
    § Ivy Tech Transfer Credit
    § NCA Self-Study and Preparations for Site Visit
    § US News and World Report
  o Documents will be deleted and sent to Archives after 1 year.

• Faculty Disposition of a Case of Academic Misconduct (Reporting Form)
  o Jeff Vessely could not attend the 10/13 meeting. He will be available at
    the 11/10 meeting. Revision of the form has occurred based on input
    from APPC members. The revised form is attached to the electronic
    agenda.
  o To facilitate resolution of remaining concerns, a working group was
    established to meet with Dean Vessely prior to the next APPC meeting.
    § Joelle Andrew (convener), Joe Kuczkowski, Miriam Langsam,
      Nasser Paydar

• Updates on Credit Transfer Issues
  o Intercampus transfers of identically numbered courses
    § UFC will be considering a change in the policy adopted last spring
      so that the administrative practice of transferring 100 and 200
      level identically numbered courses as equivalents will become
      policy. If departments have a concern about a particular 200 level
      course, a process will be put in place to address those concerns.
      The process to review identically numbered 300 and 400 level
      courses will continue.
    § The UFC Educational Policies committee will also be developing
      recommendations for the Master Course Inventory.
Transfer of credits from state supported institutions

- The Transfer and Articulation Committee of the ICHE will be gathering information on the transfer of courses in 22 subject areas from all state institutions. The intent is to make the information available to students considering a transfer via a web site. When I receive directions from the ICHE on the information being collected, I will distribute the information via the listserve. It is anticipated that the majority of the information can be provided via the Admissions Office.

- Since Ivy Tech transfers will be considered as a single institution (not based on specific campuses), please notify me if you know of any courses that you accept from one Ivy Tech campus, but not another one. A more formalized information collection will occur later.

- Extended meeting Nov 10 from 3 – 5 pm (Joint meeting with SAC for presentation on SIS)
  - Anticipate receiving a notice on a change in the room location.

- Report on success of students transferring to IUPUI
  - Discussion of information prepared by IMIR tentatively scheduled for the Nov 10 meeting

From Dean Plater

- Feedback from input on changes in admission requirements was distributed to the APPC listserve.
- Requested consideration of the impact of adopting completion of Core 40 courses as a component of the admissions policy

II. Academic Affairs Committee Report (AAC) Ken Rennels, Chair

- AAC reviewed the IUPUI Forgiveness Policy and agreed with the stipulation previously added by the APPC permitting academic units to determine if they will utilize the policy
- A major agenda item will be the discussion of the definition of a credit hour.

III. Items for Review, Discussion, or Action

- Review of new degree proposals
  - BS in Early Childhood Education
    - Summary comments from the review group appended to minutes.
    - It was noted that there are admission requirements to the program that are not offered at Ivy Tech. It was assumed that this is covered in the articulation agreement, but, for purposes of clarity, it would be beneficial to make this explicit.
    - After review of the proposal and with the comments noted in the review, the APPC voted to endorse the BS in Early Childhood Education
  - AS/BS in Computer Engineering Technology
    - Summary comments from the review group appended to the minutes.
    - Nasser Paydar responded to questions.
After review of the proposal and with the comments noted in the review, the APPC voted to endorse the AS/BS degree in Computer Engineering Technology.

- BA/BS in Psychology
  - Summary comments from the review group appended to the minutes.
  - It was noted that the proposal reflects the changing role of IUPU Columbus and that all coursework for the degree is currently available on the Columbus campus.
  - Concern was expressed that a component of the rationale for one of the faculty positions was based on the supposition that a masters degree would be developed.
  - After review of the proposal and with the comments noted in the review (particularly those related to including development of the masters degree as a component of the rationale for one of the requested positions), the APPC voted to endorse the BA/BS degree in Psychology for IUPU Columbus.

- Comments on Guiding Questions for Review of New Degree Proposals
  - The concept of Guiding Questions for the Review will be retained.
  - Questions 4 and 12 in the draft will be eliminated.
  - Question 11 will be revised and PRAC consulted to operationalize what should be contained in a program evaluation to assess student learning outcomes.
  - Assignment of individuals to serve as primary reviewers will continue.
  - Written reviews will be distributed with names of reviewers removed.
  - APPC will not review a new degree proposal unless a representative of the academic unit is present.
  - Draft 2 of the Guiding Questions will be reviewed at the next meeting.

- Update on academic unit implementation of IUPUI Forgiveness Policy and Academic Bankruptcy Policy—Mark Grove.
  - Academic units were asked to answer the following questions for each policy.
    - Does your academic unit honor the policy?
    - What stipulations are made in applying the policy?
  - Mark is in the process of preparing a table displaying the information on forgiveness, grade replacement, probation, and dismissal. He will attempt to fill in the information from the units which have not yet responded. The table will be distributed to the APPC for discussion.

- Update on collection of Probation and Dismissal Policies from each academic unit—Mark Grove.
  - See comment above.

- Update on status of language used with incoming freshman on collecting information on prior felonies/ violent acts—Mike Donahue.
  - Mike replied to comments generated via the APPC listserv discussion.
  - Transmission of the information to the academic units was discussed. Concern was expressed about what the academic units were suppose to do with the information and how the information would follow the student with changes in majors. Following discussion, the APPC recommended that the Registrar
serve as the repository of the information (similar to the handing of sexual offenders information) so that schools can check with the Registrar if the information is needed.

- The APPC requested a report at the end of the year in order to review the experiences with the implementation of the new procedures.
- Procedures for implementing the UFC policy were reviewed.

IV. Unit Updates  (be sure to use the listserve for date sensitive material)

- Admissions  Mark Donahue
- Enrollment Center  Jennifer Pease
- Bursar  Michael Cozmanoff
- Registrar  Mark Grove
- Student Life and Diversity  Richard Slocum
- Dean of Students  Jeff Vessely
- Academic Units  Unit Representatives
- Other

General Announcements

- Graduate Program Showcase Oct 27
- IUPUI Campus Day Nov 12
- Look at new web site [www.enroll.iupui.edu](http://www.enroll.iupui.edu) which is designed to be an easy entry to multiple information sites
- Remember to read and respond to consultants’ report on undergraduate enrollment services at IUPUI which was distributed via the listserve or is available at [http://reg.iupui.edu/studentservices/consultant-cover.html](http://reg.iupui.edu/studentservices/consultant-cover.html)
- Michael Stevenson, ACE fellow, will be attending some of the APPC meetings as part of his experience in learning about IUPUI

V. New Business and Future Agenda Items

- Use of administrative withdrawal as a part of a learning contract—John Kremer and Jeff Watt
  - Scheduled for Nov 10
- Faculty Disposition of a Case of Academic Misconduct (Reporting Form)—Jeff Vessely
  - Scheduled for Nov 10
- Success of students transferring to IUPUI—Vic Borden
  - Tentatively scheduled for Nov 10
- Draft 2 of Guiding Questions for the Review of New Degree Proposals
  - Scheduled for Nov 10
- Update on SIS project (joint meeting with Student Affairs Committee)
  - Scheduled Nov 10 3-5 pm
- Probation and Dismissal policies of Undergraduate Schools—Miriam Langsam
Information being collected for future discussion

- Proposed Assessment Plan for Writing Across the Curriculum—Sharon Hamilton
- Contact hour rules/credit hour for web based courses— (send to AAC for policy 5/5/00)
  - Item broadened to address all issues related to determining credit hours
  - Issues referred to Academic Affairs Committee
- Posting of evacuation route information in all campus buildings—Miriam Langsam
- Update on Child Care Center—what policies and procedures do we need to know to answer student, staff, and faculty questions
- Guidelines for development of new majors within existing degrees—Kim Manlove
- Review of new degree proposals
- Reflection on changes in role of APPC and what important conversations are not occurring with the suspension of CUL
  - March/April
- SIS Steering Committee and Project Development Teams
Overall, the proposal for a degree program in Early Childhood Education is well crafted and addresses many of the guiding questions for a review. Below is a compilation of responses to the document. Some of these may indicate a need for clarification of items in the proposal. The discussion at APPC should help in this regard.

1. Does the Program Description clearly describe the new degree?

"Yes, the description clearly describes the proposed program."

2. Does the statement of the program's goals and objectives clearly differentiate this degree from other degrees at IUPUI?

"The program articulates well with the B.S. in Elementary Education."

"Yes, the abstract and description of the proposed program clearly differentiates the B.S. in Early Childhood Education from the Elementary Education degree."

"I am a little unsure how the program will be differentiated from the AA other than more hours and a longer student teaching period. If no new content area courses are added, how is this different from the AA? Presumably, the additional courses now that BS students will take will be in general education. Or, were there more courses offered in Early Childhood that AA students were not required to take that will now be required for BS students?"

3. Are the admission requirements and enrollment restrictions consistent with other IUPUI programs? If not, is the rationale clearly presented?

Yes

4. Is the financial aid information consistent with other IUPUI programs?

Yes

5. Are the degree requirements consistent with other IUPUI programs? If the distribution of credits between general education courses and courses in the major appropriate?

Yes

6. Is the sample curriculum consistent with similar IUPUI degree programs? Are the Principles of Undergraduate Learning considered in the
construction of the curriculum? Do the courses make sense at the 100, 200, 300, 400 level?

"The sample curriculum is consistent with similar degree programs at IUPUI. Also, although not mentioned directly, it is apparent that the degree program does reflect the six IUPUI Principles of Undergraduate Learning."

7. Does the curriculum have potential positive or negative impact on the enrollment in the courses or degrees in other academic units?

"If the degree program attracts additional students, then those units providing courses in the area of general education will receive some benefit."

8. Will the faculty resources dedicated to the program have positive or negative impact on other academic units?

Unsure

9. Does the program rationale clearly support the institutional need for the degree?

"The program rationale is clearly articulated and I believe students, the institution, and society would benefit from offering such a program."

"Statistics seem to indicate the need for well prepared early education teachers."

"I have looked over the BS in Early Childhood Education degree proposal, and I see no glaring oversights or concerns. The only thing I might suggest is that the proposal expand on state licensing requirements a bit more so the reader understands the constituencies to which the School of Education must respond."

10. Is it likely that this degree will compete with existing degrees for students?

"Students enrolling in this degree program would likely come from the School of Education."

11. Does the program evaluation plan include student learning outcomes along with appropriate assessment mechanisms?

"The program evaluation plan included in the proposal was not specific."
"Goals/objectives are mentioned on page 2, but I am not sure the proposal clearly articulates the student learning outcomes."

"This proposal does not have the details of the unit assessment system (UAS). Presumably, the Indiana Professional Standards Board is ensuring that appropriate student learning assessment will be done. I don’t know how much detail is generally required for new programs. However, there doesn’t seem to be any financial assessment. How will we know that the program is also financially sound after an appropriate time (few years/semesters)?"
Review of Computer Engineering Technology (CpET) Proposal for the degrees Associate of Science and Bachelor of Science

Date Submitted: October 11, 2000

1. Does the Program Description clearly describe the new degree?

The proposal clearly delineates the degree, its objectives, and its intended market.

2. Does the statement of the program’s goals and objectives clearly differentiate this degree from other degrees at IUPUI?

The proposal clearly describes the uniqueness of this particular degree as compared with other degrees offered by the Department of Electrical Engineering Technology (EET) and by the Department of Computer Technology (CPT). These two departments should be commended for creating this collaborative degree that draws on the strengths of each Department to address a growing need in the Indianapolis community.

3. Are the admission requirements and enrollment restrictions consistent with other IUPUI programs? If not, is the rationale clearly presented?

Yes. The admission requirements are the same as those in effect for students entering the technology programs of the Purdue School of Engineering and Technology. No enrollment restrictions are anticipated for the first five years of the program. Any such restrictions, if necessary, will be based on the availability of resources.

4. Is the financial aid information consistent with other IUPUI programs?

The proposal contains no explicit information on financial aid as it relates to this degree.

5. Are the degree requirements consistent with other IUPUI programs? Is the distribution of credits between general education courses and courses in the major appropriate?

The degree requirements are consistent with other IUPUI programs. The degree has two options: Industrial Computing, requiring a total of 128 credit hours, and Telecommunications, requiring a total of 129 credit hours. Of those totals, 24 credit hours are to be taken from communications, humanities, and social
sciences. No specific guidelines are specified for the way in which these 24 credit hours should be distributed.

6. Is the sample curriculum consistent with similar IUPUI degree programs? Are the Principles of Undergraduate Learning considered in the construction of the curriculum? Do the courses make sense at the 100, 200, 300, 400 level?

The sample curriculum is consistent with similar IUPUI degree programs. The course numbering system seems to be a little off, with some 200-level courses offered in the first and third years, while some 300-level courses are offered in the fourth year. This observation, however, would probably hold for nearly every proposal that might be developed. The Principles of Undergraduate Learning are not directly addressed by the proposal.

7. Does the curriculum have potential positive or negative impact on the enrollment in the courses or degrees in other academic units?

Since this degree proposal addresses a new area of student preparation than presently existing degrees, it should have no major impact on other academic units.

8. Will the faculty resources dedicated to the program have positive or negative impact on other academic units?

The proposal notes that four new faculty will be needed to teach the new CpET program. These will be shared between EET and CPT. There should be no major impact on the faculty resources of other academic units.

9. Does the program rationale clearly support the institutional need for the degree?

The proposal clearly delineates the institutional need for these two degrees. The program is designed so that the student earning the A.S. degree will have the basic skills to serve as an engineering technician in computer electronics applications. The student earning the B.S. degree will build upon those skills to develop a broad knowledge of the available technologies and necessary background in which to apply the appropriate solution. The degrees are designed to prepare students for the emerging field of computer- and electronics-based systems, an area in which demand is continuing to grow. According to reviewers, the proposal's comments regarding supply and demand with respect to these degrees seem accurate.

10. Is it likely that this degree will compete with existing degrees for students?
It might, but the proposal addresses this issue. This degree contrasts from the degree in Electrical and Computer Engineering (ECE), which focuses on the theory and design of processors, computers, and computer-based systems, with the academic background necessary of graduate-level work in electrical and computer engineering. The CpET program will focus on applications and application packages in the respective technology work areas.

11. Does the program evaluation plan include student learning outcomes along with appropriate assessment mechanisms?

The proposal does not contain any direct discussion of an evaluation plan including student learning outcomes or other assessment mechanisms. Given the task-oriented nature of the degree, it would seem that assessment of student learning concerning the application of the materials studied would provide clear evaluations of the student's ability to apply knowledge gained from the program.

SUMMARY: The reviewers agree that this is a very well written, clearly thought out proposal that will produce students who will be in increasing demand by the employers in the area. EET and CPT should be commended for their collaborative approach to creating and supporting this new opportunity for IUPUI students. The review group recommends accepting this proposal without reservation.
There is a basic philosophical issue involved in the question does this degree compete with other IUPUI degrees - the answer is either yes or no. It clearly competes with the Indpls degrees in psych offered by the School of Science but the distance and the support of science suggests that this is not a major issue. My other issues are whether on a small campus, committing 5 lines to one area isn't an overloading in psychology when other arts, sciences, and social sciences also need support so that those courses are not taught by part-timers. But my more serious concern is the state that one of the 3 faculty is to devote time to developing a masters degree in psychology. This I found very bothersome; even if the psychology faculty (5) and part-timers can offer a BA/BS, can they justify an MA and use resources for a BA/BS degree to push for a masters when so much more in the way of resources need to be put into cognate undergraduate programs. Second, lacking much other graduate coursework and faculty to teach such course work in areas outside of education and business, is this yet a good idea? Also the tenuring of Columbus faculty at IUPUI means additional problems for graduate level work/faculty at least in the humanities and I assume in the social sciences. 310 - Life span course's numbering has always bothered me. If this is a 300 level course, it should not be open to first year students. If it is a course for first year students, renumber the course 100 something. If there is a legitimate need (other than attracting more students) for the course to be available to students on several levels - create a parallel course 110 and 310 with different expectations for entry level and upper division students.

Finally, I'm not especially impressed with the assessment aspect of the proposal. A much as we've been (at Indy at least) working on assessment there could be a more robust statement on assessment and follow-up loop which is all too often missing in all our assessment projects.

All of this being said (and hopefully responded to), I would support the proposal though sneaking funding into an undergraduate degree proposal to create a master's proposal does seem a bit risky and inappropriate.