

IUPUI
Academic Policies and Procedures Committee
Minutes
Friday January 6, 2006

Minutes of the 11/4/05 meeting were distributed electronically. The December meeting was cancelled.

Announcements from the Chair

- Welcome back to the start of a wonderful spring semester.
- Subcommittee to establish Campus Performance Assessment for IUPUI student support services
 - The group was used for rating the performance indicators. A number of additional data points were identified as being needed to provide a better assessment. These will be considered.
- An SES task force has been formed to provide recommendations on the SIS portion of the IUIE. Three individuals from IUPUI are on the Task Force--Carla Boyd, Terry Brown, and David Campbell.
- IUPUI Admission Policy will go to the Trustees in March. The UC Admissions Committee will be meeting in January to establish the policy.

Academic Affairs Committee Report *Betty Jones, Chair*

- Betty was not able to attend.
- On 1/10, IFC will discuss
 - Proposal for revised Principles of UG Learning
 - Policy on Probation, Dismissal and Reinstatement
- (Following the meeting, Betty provided the following update.)
 - Revised PULs to be presented at Jan 10 IFC meeting
 - At Dec meeting, IFC voted to remove the implementation/assessment section of the proposal from the document, and send it to Executive Committee for further action. No word from EC since that time.
 - Reading on Jan 10 will focus entirely on the proposed wording and format changes to the PULs themselves.
 - Proposed campus-wide probation, dismissal, reinstatement document
 - Still needs more work – we will be working on this during the spring
 - Admissions policy draft for IUPUI
 - I will be meeting with the IUPUI Admissions Committee (UCOL) in January to develop this draft
 - UFC-Educational Policies Committee topics
 - continues to work on guidelines for General Education
 - continues to work on guidelines for campus policies on admissions

Items for Review, Discussion, or Action

- Evaluation of Transfer Credit—*Mike Donahue*
 - See attached
 - The change in process was developed in anticipation of the adoption of the Higher Education Reauthorization act which is likely to prohibit institutions from refusing to transfer credit from an institution solely on the basis its accreditation status.
 - Office of UG Admissions will provide the academic units with information on how to appeal a decision on a credit transfer decision
 - APPC members agreed with the implementation to this policy.

- Motorsports Engineering Technology Certificate (MET Option)—*Ken Rennels*
 - See attached
 - Depending of the student response to the certificate, this may evolve into an online degree program.
 - This is a stand alone certificate.
 - APPC is supportive of offering this certificate.
- Procedure for adding Experiential Learning Notations to transcripts—*Mary Beth Myers*
 - See attached
 - Requests to add information for Spring classes should be submitted to the Registrar by the end of March.
- Grade Forgiveness Implementation—*Mary Beth Myers*
 - Doing the work to implement the changes within SIS has been approved, but the amount of work is substantial.
 - Additional work needs to be done to understand what we want to achieve with the Grade Forgiveness policy, particularly in light of the IU GPA and Program GPA calculations which were not in place when the Grade Forgiveness policy was initially passed.
 - The Registrar will convene an APPC subgroup to look at the IUPUI Grade Forgiveness policy to clarify the intent. The information will then come to APPC for discussion.
 - The projected implementation date for the SIS changes is June.
- Financial aid for post baccalaureate students who are taking preparatory or pre-requisite coursework for admission to a degree program—*Jim Fiddler*
 - See attached information to describe the process.
 - The forms are available on line.
 - http://www.iupui.edu/~finaid/forms/03_04NonDegreePrerequisite.pdf
 - A suggestion was made to add information on the form that it is best to complete the form on a semester by semester basis. If a multi-semester form is submitted by the student and the student varies from the information on the form, the loan funds have to be returned to the lender until the student submits updated information.
 - Who should complete the forms for Graduate Non-degree students (the Graduate Office or the academic units) remains an area of confusion.
- Rich Ward expressed appreciation for the work that was done when the problems that occurred with grade submission due to the system problems in December. One of the difficulty is that faculty may not understand that the informational messages apply to them. The dual set of problems was frustrating and we learned some lessons about communications.
 - Becky Porter will pursue requesting UITS bring together representatives from the various offices to review how information was communicated.

Future Agenda Items

Intercampus Transfer & Returning Student Processes--*Enrollment Center*

- Retention Issues
- Transfer Students
 - Policy and Business Practice Impediments

Meeting Dates and Locations

February 3, 2006	1:00 to 3:00	CA 136
March 3, 2006	1:00 to 3:00	CA 136
April 7, 2006	1:00 to 3:00	CA 136
May 5, 2006	1:00 to 3:00	CA 136

Proposal to consider a modification to the IUPUI transfer credit procedures

Background—IU has a policy that college courses will be considered for transfer credit if the sending institution is accredited. (Memorandum of January 25, 1994 from President Ehrlich to Trustees, Memorandum from IUB Admissions (Palmer) to Don Weaver, Director of State Relations (March 27, 1991), Memorandum from IUB Admissions (Morgan) to Sara McNabb, University Registrar (January 24, 1990). These documents do not specify type of accreditation required. Other documents mention regional accreditation (M.D. Sherer, University Registrar and Director of Admissions Memo dated August 7, 1978 to Members of University Committee on Admissions and Memo of November 12, 1981 to Edward Whalen, Director of Budgeting). The practice at IUPUI has been to transfer credit only if the institution was regionally accredited, e.g. North Central Association of Schools and Colleges or Southern Association of Schools and Colleges.

As Congress is debating the Higher Education Reauthorization Act, the Chairman of the committee is advocating for language that requires (1) colleges and universities be specific about their transfer credit policy, (2) schools not exclude coursework for transfer solely on the basis of lack of one type of accreditation, and (3) each college annually report the number of transfer students and the number of credits posted by type of accreditation.

The Council for Higher Education Accreditation (CHEA) has a policy on transferring college credits. Many institutions have formed an alliance called the Higher Education Transfer Alliance (HETA). See www.chea.org/HETA/ . IUPUI is part of that alliance. See appendix A for CHEA and ACE recommendations.

As CHEA notes, the transfer of credit from one institution to another involves the:

- (1) educational quality of the learning experience which the student transfers;
- (2) comparability of the nature, content, and level of the learning experience to that offered by the receiving institution; and
- (3) appropriateness and applicability of the learning experience to that offered by the receiving institution in light of the student's educational goals.

Proposal:

A. In order for course work to be considered for possible transfer, the following two conditions must be met.

1. Institution must be listed in the annual list of Accredited Institutions of Postsecondary Education by *American Council on Education*
2. Institution must be listed as an Accredited Degree-Granting institution offering associate and/or bachelor degrees.

3. Any exception, including international institutions, must be considered on a case by case basis and be approved by the Dean of the Faculties or designee.

B. To determine transfer credit from nationally accredited institutions, the Office of Undergraduate Admissions will follow these procedures.

1. Each course will be considered on a course-by-course basis and the course syllabus must be used to determine applicability and appropriate level.
2. Initial review by the Office of Undergraduate Admissions will result in the transferring of course credit either as specified course –by course equivalents or as undistributed elective credit assigned the appropriate academic level and department. Undistributed transfer credit will be limited to 15 hours of credit. The student may request an additional 15 hours if appropriate and if the Dean of the IUPUI academic unit that offers the student’s major approves the additional undistributed credit. In these cases the credit will be posted as academic unit undistributed credit. e.g. LIBA # 100
3. In instances where no course articulation exists or no equivalent is established by the Admissions Office, however, a student may (after review by the Admissions Office) contact the appropriate department to determine whether the course is equivalent.
4. Students wishing to appeal a decision will follow the established procedures used by the Office of Undergraduate Admission for departmental review.
5. For school or departmental review, the Dean of the school, designee, or Chair of the department (within which the course would be considered for transfer credit) has the final determination on appeals, e.g. Liberal Arts courses can only be reviewed and approved by appropriate Liberal Arts dean or designee.

Appendix A

The following is a discussion by CHEA.

Making Transfer Decisions: Roles and Responsibilities to Assure Quality

Institutions, accreditors and national higher education associations play significant roles and sustain important responsibilities in the transfer process. Each has responsibilities with regard to quality assurance and fairness.

The Role and Responsibilities of Institutions. Colleges and universities are ultimately responsible for decisions about the admission of transfer students and the acceptance or non-acceptance of credits earned elsewhere. Typically, academic faculty and student affairs professionals (working within the framework of faculty rules and standards) determine the transferability of courses and programs. Institutions must balance responsiveness to students’ preferences about transfer with institutional commitment to the value and quality of degrees or other credentials.

The Role and Responsibilities of Accreditors. Institutional (national and regional) accreditors have policies and standards that, in turn, call on institutions and programs to develop and maintain clear transfer policy and practices. Accreditors have expectations, for example, that degree requirements for native students be consistent with those that apply to transfer students. Specialized (programmatic) accreditors often have policies or standards to address transfer, with particular attention to admissions practices and assuring equitable treatment for transfer students.

Accreditors are responsible for assuring that institutional transfer practices are consistent with accreditation standards and policies on transfer. They are responsible for maintaining effective communication among accrediting organizations as a means to meet students' needs in the transfer process while also sustaining quality.

The Role and Responsibilities of National Higher Education Associations. For many years, institutions and accreditors have based their scrutiny of transfer primarily on three criteria contained in the 1978 Joint Statement on Transfer and Award of Academic Credit developed by three national higher education associations.

These criteria are:

- the educational quality of the sending institution;
- the comparability of credit to be transferred to the receiving institution; and
- the appropriateness and the applicability of the credit in relation to the programs offered by the receiving institution.

National higher education associations lead the ongoing national conversation about transfer. They work with agencies of the federal government to address transfer issues that reach the level of national public policy, and they provide a national voice for assuring that students are well served by transfer practices that meet students' needs while also sustaining the quality of the system itself.

Criteria for Transfer Decisions

CHEA believes that the three criteria of quality, comparability, and appropriateness and applicability offered in the 1978 Joint Statement remain central to assuring quality in transfer decision-making. The following additional criteria expand this list and are offered to assist institutions, accreditors and higher education associations in future transfer decisions. These criteria are intended to sustain academic quality in an environment of more varied transfer, assure consistency of transfer practice and encourage appropriate accountability about transfer policy and practice.

Balance in the Use of Accreditation Status in Transfer Decisions. Institutions and accreditors need to assure that transfer decisions are not made solely on the source of accreditation of a sending program or institution. While acknowledging that accreditation is an important factor, CHEA believes that receiving institutions ought to make clear their institutional reasons for accepting or not accepting credits that students seek to transfer. Students should have reasonable explanations about how work offered for credit is or is not of sufficient quality when compared with the receiving institution and how work is or is not comparable with curricula and standards to meet degree requirements of the receiving institution.

Consistency. Institutions and accreditors need to reaffirm that the considerations that inform transfer decisions are applied consistently in the context of changing student attendance patterns (students likely to engage in more transfer) and emerging new providers of higher education (new sources of credits and experience to be evaluated). New providers and new attendance patterns increase the number and type of transfer issues that institutions will address—making consistency even more important in the future.

Accountability for Effective Public Communication. Institutions and accreditors need to assure that students and the public are fully and accurately informed about their respective transfer policies and practices. The public has a significant interest in higher education's effective management of transfer, especially in an environment of expanding access and mobility. Public funding is routinely provided to colleges and universities. This funding is accompanied by public expectations that the transfer process is built on a strong commitment to fairness and efficiency.

Commitment to Address Innovation. Institutions and accreditors need to be flexible and open in considering alternative approaches to managing transfer when these approaches will benefit students. Distance learning and other applications of technology generate alternative approaches to many functions of colleges and universities. Transfer is inevitably among these.

The following is a statement from the American Council on Education

Transfer and Credit Equivalency (American Council on Education)

Colleges and universities are not the sole providers of teaching and learning in higher education. Students can and do receive education and training from a variety of sources including the military, the workplace, apprenticeship and training programs and indigenous high school advanced placement programs. To help institutions reach judgments about how to treat such education for transfer purposes, ACE's Center for Adult Learning and Educational Credentials operates programs to determine credit equivalencies for various modes of extra-institutional learning. Virtually every higher education admissions office has the following two references, both of which are published by ACE:

- ***The National Guide to Educational Credit for Training Programs***

This guide evaluates formal educational programs and courses offered by organizations for their employees, members, or customers and makes college credit recommendations accordingly. These organizations include business and industry, labor unions, professional and voluntary associations, schools, institutes, and government agencies. In addition, the guide contains credit recommendations for courses offered by home-study schools that are accredited by the Distance Education and Training Council.

- ***The Guide to the Evaluation of Educational Experiences in the Armed Services***

This guide evaluates and makes credit recommendations for formal educational programs and courses offered by the United States armed services. The guide also makes credit recommendations for Military Occupational Specialties (MOS). In addition, this guide is available in an online searchable format.

Credit by Examination

ACE evaluates examinations published by a variety of organizations and has recommended college credit for students who are successful in passing them. The more prominent examinations include: the ACT Proficiency Examination Program (PEP); Regents' College Examinations; the College Board's Advanced Placement (AP) Program; the College Board's College-Level Examination Program (CLEP); and the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST) Program. The examinations cover a wide spectrum of the subject matter taught in higher education. In practice, the majority of higher education institutions accept the examinations for credit in one form or another. Institutions may have varying standards for acceptance and applicability toward the student's academic program. However, the examinations have been an integral and accepted component of the transfer

process for many years. To assist the colleges and universities in making credit decisions, ACE publishes the *Guide to Educational Credit by Examination* that reviews the content and psychometric properties of these tests and industry certification examinations. Specific credit recommendations are included based on student scoring levels and overall performance.

Request for a New Certificate Program

School: Engineering and Technology

Campus: IUPUI

Proposed Title of Certificate Program: Motorsports Engineering Technology Certificate (MET Option)

Projected Date of Implementation: 1 August 2006

I. TYPE OF CERTIFICATE: (check one)

- AREA CERTIFICATES** – These are specialty certificates, often interdisciplinary, which are awarded concurrently with or subsequent to a baccalaureate, masters, or doctoral degree. In one sense, they are like an additional major or minor, and their content may or may not be related to the degree.
- REGULAR CERTIFICATES** – These programs generally require one semester to one year of academic work. They are structured programs which utilize regular academic credit courses. This type of certificate program corresponds with the ICHE's definition of certificate programs.
- UNIT AWARDED CERTIFICATE** – These are granted by sub-units of the university for certain kinds of specialized training or education. They are not recognized as being university awarded but rather unit awarded, and may not utilize only credit bearing courses.

II. Why is this certificate needed? (Rationale) This certificate will provide IUPUI students an educational opportunity in the basics of the motorsports industry, which is a rapidly expanding segment of the Indiana employment market. A significant number of central Indiana students have an interest in applying their technical skills in this area and the school is developing internship and employment opportunities with companies in this market.

III. List the major topics and curriculum of the certificate.

- An introductory course covering careers in the Motorsports Industry
- Fundamental automotive engineering courses
- A required project focused at an automotive related topic
- Basic Mechanical Engineering Technology courses in mechanics and thermodynamics
- Basic math skills required for Engineering Technology topics

IV. What are the admission requirements? Students must meet the undergraduate Engineering and Technology admissions requirements.

V. List the major student outcomes (or set of performance based standards) for the proposed certificate. Student outcomes for the Motorsports Certificate include:

- A basic understanding of the motorsports industry including technical, management and marketing aspects.
- Fundamental technical skills in mechanical design.
- Fundamental technical skills in the high performance automotive design including vehicle dynamics and internal combustion engines.
- Ability to design and conduct a significant project related to the motorsports industry.

VI. Explain how student outcomes will be assessed (course-embedded assessments, graduate follow-up, employer survey, standardized tests, etc.). All courses included in the Motorsports Certificate will be assessed under the School of Engineering and Technology assessment procedures and under guidelines established by ABET, Inc., the national accrediting agency for engineering and technology programs.

Students will be assessed by traditional classroom standards such as assessment examinations, individual and group projects, and application of course topics in individual assignments. Placement results in motorsports or related industries will also be assessed.

- VII. Describe student population to be served.** The target population includes IUPUI undergraduate students with an interest in automotive or motorsports related career paths.
- VIII. How does this certificate complement the campus or departmental mission?** This certificate will address the School of Engineering and Technology objective of attracting new students to IUPUI by offering new opportunities and coursework of interest to potential students. Secondly, this certificate program will offer educational opportunities related to careers in an industry that has been earmarked as a rapidly growing employment segment in Indiana.
- IX. Describe any relationship to existing programs within Indiana University.** The certificate is open to all IUPUI students with the appropriate background and does not duplicate any existing IUPUI program.
- X. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).** No additional resources are requested for this certificate program. Two new courses will be developed utilizing resources supplied by the requesting department.
- XI. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).** The certificate requires a significant motorsports industry related project. It is the intent that the projects will entail the design and construction of vehicles capable of competing in university based motorsports competitions. Additionally, other Technology Departments are considering development of motorsports courses and certificates. Such a certificate could be offered as a Motorsports Engineering Technology Certificate (XXX Option) where XXX would be the indicator for a specific technology department. It is possible that at least the MET 299 Introduction to Motorsports course could be common to all such programs.

Contact Information:

Professor Pete Hylton
Purdue School of Engineering & Technology
ET301N
274-7192
phylton@iupui.edu

(MET Option)

DATE: _____

NAME: _____ STUDENT ID# _____

HOME ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

EMPLOYER: _____

HOME PHONE: _____ WORK PHONE: _____

COURSE	CREDIT	DATE FINISHED	GRADE
MATH 159- ALGEBRA & TRIG or MATH 153/154- ALGEBRA & TRIG I&II	5		
MET 111- STATICS	3		
MET 211-STRENGTH OF MATERIALS or MET 213-DYNAMICS (MUST TAKE ONE, BUT BOTH ARE RECOMMENDED)	3		
MET 220-HEAT AND POWER	3		
MET 299-INTRO TO MOTORSPORTS	3		
MET 426-IC ENGINES	3		
MET 499-VEHICLE DYNAMICS	3		
AN MET PROJECT COURSE WITH A MOTORSPORT RELATED PROJECT MAY BE MET 414, MET 497, OR MET 299 (PROJECT COURSE)	3		
TOTAL	26		

CERTIFICATE AWARDED: _____

PROGRAM ADVISOR: _____

DEPARTMENT CHAIRMAN: _____

Effective Date: August 2006

MATH 159 or MATH 153/154 – Algebra and Trigonometry - This course covers college level Algebra and Trigonometry necessary for most Engineering and Engineering Technology courses.

MET 111 – Applied Statics – Study of force systems, resultants and equilibrium, trusses, frames, centroids of areas, and center of gravity of bodies.

MET 211 – Applied Strength of Materials – Study of the principles of strength, stiffness, and stability are introduced and applied to primarily mechanical components.

MET 213 – Dynamics – Study of kinematics and kinetics principles of rigid-body dynamics with emphasis on the analysis of bodies in plane motion.

MET 220 – Heat and Power – Introduction to the principles of thermodynamics and heat transfer including the processes used to evaluate the performance of energy based systems such as internal combustion engines.

MET 299 – Introduction to Motorsports – This course will cover the organization of the motorsports industry and the sport of auto racing, will investigate different segments of the sport and the industry, and will survey careers available.

MET 426 – Internal Combustion Engines – Study of spark ignition and compression ignition engines and their cycles, their mechanical principles, and their application.

MET 499 – Vehicle Dynamics – This course will address the basics of chassis design, suspension tuning, vehicle aerodynamics, and vehicle system integration.

MET 414 / MET 497 / MET 299 – These courses all involve student projects and as part of the Motorsports Certificate program, a selected project must be automotive related.

EXPERIENTIAL LEARNING NOTATIONS ON INDIANA UNIVERSITY OFFICIAL TRANSCRIPTS

IUPUI POLICY AND PROCEDURES
December, 2005

DRAFT

BACKGROUND AND POLICY

Background

In an effort to identify and track specific community-based learning experiences on the official transcript, the Academic Leadership Council (October 2005) agreed to a proposal submitted by IUPUI for the addition of specific notes to the official Indiana University transcript. The ALC agreed that the proposal submitted addresses an important issue at IU and that the transcript notations in this document may be useful for other campuses. It was also agreed that there should be consistency across the university in the nature of such notations, although it is recognized that some campuses may elect not to use them. The ALC approved the wording and criteria for the notations in the IUPUI proposal. Registrars were directed to do the necessary programming to enable the entry of these notations on student transcripts. The ALC will review the notations in three years and may amend them by formal action in the interim.

Experiential Learning

Experiential learning is defined as formal, supervised learning experiences that rely substantially on students' applying through direct experience the knowledge and information acquired through reading, simulations or electronic exercises, faculty instruction, or other modes of learning directly within the context and duration of the course. Consequently, experiential learning entails the integration of

- knowledge—the concepts, facts, and information acquired through formal learning and past experience;
- activity—the application of knowledge to a “real world” setting; and
- reflection—the analysis and synthesis of knowledge and activity to create new knowledge.

Experiential learning may occur on campus, in the community, or both. Although many co-curricular student activities can also be categorized as experiential learning, approval for transcript notations applies only to those activities that are linked to students' academic coursework.

The intent of this policy is to permit academic units, faculty, and students to understand and to record these types of learning and, further, to identify which are based substantially in the community, either in off-campus settings or applied to off-campus situations. In making decisions about the classification of experiential learning, judgment of individual faculty and approval of the academic department will be required. These guidelines have been developed to provide assistance in this process, and to ensure consistency across campuses. The recognized categories of experiential learning are specified below.

Categories of Experiential Learning

The following list provides definitions of the types of experiential learning courses that will be tracked on transcripts and other official documents issued through the Office of the Registrar. Most of these definitions have been adapted from established, nationally referenced sources (see references section below).

All courses listed on the transcript must meet the criteria noted above.

Clinical education: Entails the practice of learned didactic and experiential skills, most frequently in health care and legal settings, under the supervision of a credentialed practitioner.

Cooperative education: Special program offered by a department or school in which students alternate work and study, usually spending a number of weeks in study (typically full-time) and a number of weeks in employment away from campus (typically full-time). Alternatively, cooperative education may occur when students simultaneously attend classes part-time and work part-time during consecutive school semesters in an intentionally planned and coordinated way. Students receive academic credit for cooperative education when the experiences meet the criteria for credit (i.e., faculty supervision, reflective components, evidence of learning).

Field work: Supervised student research or practice carried out away from the institution and in direct contact with the people, natural phenomena, or other entities being studied; especially frequent in fields including anthropology, archaeology, sociology, social work, earth sciences, and environmental studies.

Internship: Sustained work experience in a student's field of interest assessed by a faculty member and supervised by an employer who is not the faculty member. Work can be part-time or full-time, paid or unpaid, on-campus or off-campus. The design of the internship determines whether or not the student may earn academic credit or have a formal transcript notation.

Practicum: A course or student exercise involving practical experience in a work setting (whether paid or unpaid) as well as theoretical study, including supervised experience as part of professional pre-service education.

Service learning: A course or competency-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and (c) an enhanced sense of civic responsibility.

Student teaching: A student in pre-professional and pre-service teacher education who is gaining required and evaluated experience in supervised teaching.

Study abroad: Students earn academic credit for coursework that occurs outside of one of the fifty states or the District of Columbia.

Identifying Attributes of Experiential Learning in Community Settings

In order to more fully track the richness and variations of students' experiential learning on their transcripts and to identify which of the experiences occurred substantially in the community, each campus may identify appropriate courses with the following designations. One or more of the following formal designators may be applied to any course in the categories noted above.

Community-based research: This includes, but is not limited to, field work, e.g., courses in which students complete research in which they collect data in a community setting and/or share findings with community entities in a service-learning course or an internship.

Service-learning: Courses in which students participate in service learning as defined above.

Community: Courses in which students spend a significant amount, e.g., one-third, of their time in a community setting in ways that contribute to learning objectives of the course.

Immersion: Courses in which students are immersed in a culture different from one's own while extending the study of the course content. Such courses include, but are not limited to, courses taken as part of a study abroad experience. They may also include field work, practica, internships, and all other categories defined above, provided such experiences involve immersion in a culture different from that of the student.

Internal Tracking and Reporting

Courses will be identified in such a way that allows for consistent tracking and reporting of enrollments in courses using the categories and attributes listed above.

References

Bringle, R.G., and Hatcher, J.A. (1995). A service-learning curriculum for faculty. Michigan Journal of Community Service Learning, 2, 112-122.

Hawes, G.R., and Hawes, L.S. (1982). The concise dictionary of education. New York: Van Nostrand Reinhold Company.

PROCEDURES for Adding Experiential Learning Notations

Requirement Designations attached to the individual classes will be used to process Experiential Learning notations. These Requirement Designations in the SIS represent additional requirements that should be met in the completion of a particular class. Requirement Designations have been used to distinguish completion of the Intensive Writing Requirement for IUB and IUNW. This same functionality is what will be used to designate Experiential Learning notations on the transcript.

Steps:

- Once all appropriate approvals have taken place at the school dean/chair level, Scheduling Officer for course department will notify Office of the Registrar which EL notation(s) should be attached to which class(es) See list of approved notations below. This will be done via the normal Schedule Proof/Schedule build process.
- Registrar’s Office will add appropriate EL Requirement Designation to specified class(es) when building Schedule of Classes.
- Once enrolled, students will see the following notation on their study list:

Enrollment Request
Student Study List **Spring 2005**
 0000184514 Begin of Term: ND Grad
End of Term: ND Grad

Indiana University Purdue University Indianapolis Graduate Nursing Grad Nondeg Undecided Nursing MSN

Class Schedule Filter Options
 Show Enrolled Classes Show Waitlisted Classes Show Dropped Classes Refresh Class Schedule

EDUC-H 590	Cls#	Section	Component	Description	Grading Option	Grade	Units	Status
	13791	0100	Ind Study	IND ST/RES HIST PHIL COMP ED	Graded		3.00	Enrolled
				Requirement Designation: Immersed in Different Culture			Attempt RD? Yes	
				Schedule: TBA			Location: TBA 01/10/2005- 05/08/2005	
				Instructor: Osgood,Robert L				

NURS-N 530	Cls#	Section	Component	Description	Grading Option	Grade	Units	Status
	15948	0100	Lecture	POL & PRAC PERSP ADV NURS PRAC	Graded	A+	2.00	Enrolled
				9:00AM 4:00PM Sat			Location: TBA 01/10/2005- 05/08/2005	
				Instructor: Daniels,Dawn Marie				

- At final grade processing, faculty member will record course grade along with RD Grade.

Sample Grade Roster for a class with a Requirement Designation attached:

Home > Manage Student Records > Establish Courses > Use > Grade Roster [New Window](#)

Grade Roster Type: Grade Roster First 1 of 1 Last

Term: Fall 2005 Class Nbr: 3190 IND ST/RES HIST PHIL COMP ED Sect: 0100
 Session: Regular Catalog: EDUC-H 590 Seq Nbr: 1

Roster Type: Final Grade Display Ungraded Students Only

ID	Name	Grade Input	Official Grade	Last Date Attended	Short Description	Grading Basis	Status	RD Option	Designation	RD Grade
1 0000184514	Reynolds, Chad Alan	A	A		Graduate	Graded	Pending	Yes	Ctlmmrsn	<div style="border: 1px solid black; padding: 2px;"> No Satisfy Satisfied </div>

[Grade Roster Type](#) | [Grade Roster](#)

- A RD Grade designation of "Satisfied" indicates the student satisfied the requirement and the appropriate note will appear on the official transcript under the class and grade.
- A RD Grade designation of "No Satisfy" indicates the student did not satisfy the requirement. The class and grade will appear on the official transcript as usual but there will be no additional note concerning the Requirement Designation.

Notes will appear on the student transcript as follows:

SPEA-V	540	LAW AND PUBLIC AFFAIRS	3.00	A-
SPEA-V	512	PUBLIC POLICY PROCESS	3.00	A
Semester: IU GPA Hours: 6.00 GPA Points: 23.100				
Hours Earned: 6.00 GPA: 3.850				
Cumulative: IU GPA Hours: 18.00 GPA Points: 70.200				
Hours Earned: 18.00 GPA: 3.900				
Fall 2005 Indianapolis				
Program : Nursing Graduate				
Course	Title	Hrs	Grd	
EDUC-H 590	IND ST/RES HIST PHIL COMP ED	1.00	A	
	Immersed in Different Cultures			
NURS-I 639	INFORMATICS-NURSING ADMIN PRAC	3.00	NR	
NURS-L 574	ADMINISTRATIVE MGMT IN NURSING	3.00	NR	
Semester: IU GPA Hours: 1.00 GPA Points: 4.000				
Hours Earned: 1.00 GPA: 4.000				
Cumulative: IU GPA Hours: 19.00 GPA Points: 74.200				
Hours Earned: 19.00 GPA: 3.905				
Student Graduate Program Summary				
GPA Hours: 19.00 Transfer/Test Hours Passed: 0.00				
Hours Earned: 19.00 Points: 74.200 GPA: 3.905				
Indiana University Graduate Summary				
IU GPA Hours: 19.00 Transfer/Test Hours Passed: 0.00				
Hours Earned: 19.00 Points: 74.200 GPA: 3.905				
Academic Objective as of Last Enrollment				
Nursing Graduate				
Nursing Administration MSN				

[Return to Reports Page](#)

The following Experiential Learning Notations have been approved:

Table for EL Requirement Designations (as of Dec 2005):

REQUIREMENT DESIGNATION FOR EXPERIENTIAL LEARNING			
Requirement Designation Code	Description	Short Description	Formal Description (appears under class)
(4 characters)	(30 characters)	(10 characters)	(50 characters)
EL01	Community Based Research	CommRsrch	Community Based Research
EL02	Organized Community Service	OrgCommSrv	Organized Community Service Activity
EL03	Significant Time in Community Setting	SigCommTm	Significant Time in Community Setting
EL04	Immersed in Different Culture	CtlImmrsn	Immersed in Different Culture

Special Procedures for Spring 2006:

Since Schedule of Classes has already been built, the following steps may be taken to add EL notations for Spring 2006.

- Course Department contacts Mary Anne Black in Office of the Registrar via email and specify which notations (EL01 through EL04) should be added to which class(es).
- Course Department is responsible for notifying all students enrolled in the class about the EL opportunity.
- Registrar’s Office will add appropriate Requirement Designation.
- Faculty of record will assign both course grade and RD grade at end of Spring 2006 for each student enrolled in the class.

Individual Student Requirement Designation

In special cases where it is determined that an Experiential Learning notation should be added for an individual student, a Requirement Designation can be added by the Registrar via Enrollment Request. The process for identifying these students would require that the course department submit a Grade Change form with all appropriate signatures, requesting that the appropriate EL Requirement Designation be added to an individual student’s enrollment.

Financial Aid Eligibility for Students who are Non-Degree but are completing prerequisite work to be admitted to an IUPUI program.

Financial aid is typically only offered to students who are seeking a degree, however, the regulations allow a student who is completing pre-requisite work to be admitted into a degree seeking program to receive student loans only. The following is information on how this process works at IUPUI.

Students who **are eligible** to apply to receive student loan at IUPUI under the prerequisite guidelines must be a POST BAC student admitted into one of the following categories:

SCI0 with a plan of prprf
TRN0 with a plan of pstbacc

Note: Students who are seeking a teacher certificate in Education are not considered prerequisite applicants and are handled with a different type of process that is in accordance with Federal Financial Aid Guidelines from the Department of Education.

Students who are admitted with any of the following **ARE NOT eligible** to apply for aid under the prerequisite guidelines:

UCOLO with a plan of undi or explr
TRAN0 with a plan of trnst
TRAN0 with a plan of putran (purdue visiting)

Once the student has been admitted with a non-degree seeking status of SCI0 or TRN0 as listed above, they may submit to the Office of Student Financial Aid Services the Non-Degree Prerequisite Certificate (Attached). This document must be completed by the student and the academic unit. The academic unit is certifying that the student is taking courses that meet prerequisite requirements for a degree program at IUPUI. The courses cannot be courses the student is repeating to raise their GPA for admission or to enhance their GPA for admission into a program. The Non-Degree Prerequisite Certificate is not intended to help the student who missed the admission deadline and wants to just get started anyway.

Note: there are exceptions to the requirement of taking prerequisite coursework for admission into a program only at IUPUI. There are programs that are offered at IUPUI such as Pre-Veterinary, Pre-Pharmacy and Pre-Optometry which the student can receive aid as a non-degree prerequisite student knowing they will transfer out of IUPUI to be admitted and complete the degree.

Frequently Asked Questions

What types of aid can a student receive who is taking prerequisites to be admitted to a degree program at IUPUI?

Students are only eligible to apply for student loans while completing their prerequisite work.

How long does a student have to complete their prerequisite work and still receive financial aid?

From the date the student begins to receive federal student loans for prerequisite work they have 12 consecutive months in which to apply for student loans. This is a one time opportunity. If a student starts one semester and sits out the next and then returns to complete prerequisite work at the beginning of the following academic year, we cannot give the student any additional funding until they have been admitted, regardless of whether the student receive aid during the full 12 months.

How much can a student receive working on prerequisite coursework?

If a student wants to be admitted to a 2nd undergraduate degree program, they may qualify for the annual amount of student loan that a 1st year undergraduate could receive. The total amount is 6625.00 for the 12 month period. This amount is assuming the student is considered an independent student by financial aid standards. If the student is dependent, the amount is less.

If a student wants to be admitted to a graduate degree program, they may qualify for the annual amount of student loan that a 5th year undergraduate could receive. The total amount is 10,500 for the 12 month period. This amount is assuming the student is considered an independent student by financial aid standards. If the student is dependent, the amount is less.

Important Note: the amounts that the students borrow while doing their prerequisite work will be included in their overall aggregate borrowing limits. Students who borrow money to cover the courses they need to take as prerequisites could reach their lifetime aggregate limit before completing their desired degree program.

UNIVERSITY
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APOLIS

Non-Degree Prerequisite Certification

The non-degree student referenced below has applied for a student loan. Only non-degree students completing prerequisites for admission to a degree program are eligible for any federal loan funding.

OFFICE OF STUDENT
FINANCIAL AID
SERVICES

Non-Degree Students *MAY* be eligible if:

➔ The courses are being taken because an IUPUI department or school has required the courses as a *prerequisite* to admission to an undergraduate or graduate program at IUPUI. **Exceptions:** *Pre-Pharmacy for Pharmacy School; Pre-Veterinary for Veterinary School; Pre-Optometry for Optometry School.*

AND

➔ Those prerequisite courses being taken for any semester equal at least 1/2 time enrollment (6 credit hours for undergraduate and 4 credit hours for graduate). **Courses that are not prerequisite courses will not count toward the determination of 1/2 time enrollment for purposes of receiving financial aid.**

Note: Courses that are taken that WILL apply to the degree, **DO QUALIFY as prerequisite courses.**

Non-degree students certified as completing prerequisites have a period of twelve (12) consecutive months in which to receive loan funding. If, the student is NOT admitted to a degree seeking program at the end of twelve months, the student is no longer eligible for financial aid.

By signing below, I certify that I have read and understand the above in regard to receiving aid as a non-degree student. **I also certify that I have not received aid in a prior year for the purpose of completing preparatory coursework.**

Student Signature

Date

(317) 274-4162

Fax: (317) 274-5930

E-mail: finaid@iupui.edu

www.iupui.edu/finaid

000 _____
University ID #

E-mail address

Student Day Phone

Information to be completed by the School/Academic Advisor

The student has been advised to submit this form to his/her advisor. Completing this information below verifies that the student is enrolled, or plans to enroll, in the specific courses that meet prerequisite requirements for a degree program. *Students taking courses solely to raise their GPA in order to be admitted do not qualify as prerequisite courses for receipt of financial aid.*

Name (printed) Student ID # 000 _____ Student

The coursework being required is for admission to the _____ program in which the student will be pursuing a _____ level degree (B.S., A.S., M.S., etc).

Specific Prerequisite Course Requirements, by semester (ie: Spring, 2006; Chemistry 105, Nursing 251)

Spring 2006: _____

Summer I 2006: _____

Summer II 2006: _____

Fall 2006: _____

Academic Advisor's Signature: _____

Academic Advisor's Printed Name: _____

Date: _____ Telephone: _____

Academic Advisor's e-mail address: _____

Questions regarding this form can be directed to the Office of Student Financial Aid Services via e-mail at finaid@iupui.edu. Completed forms may be faxed to (317) 274-5930 or returned via mail to PO BOX 6032, Indianapolis, IN 46206-6032.