IUPUI
Academic Policies and Procedures Committee
Minutes
Friday February 3, 2006

Minutes of the 1/6/06 meeting were distributed. The December meeting was cancelled.

Announcements from the Chair

- A group has been convened (using the Accelerated Improvement Process) to streamline and work on improvements to the enrollment processing of post-baccalaureate and graduate non-degree students. Mike Donahue reported that one meeting has occurred; APPC will continue to be apprised of the progress of this group.
- Background information was distributed with the agenda concerning legislative proposals regarding Dual Credit. Conversations on this topic have begun recognizing the need for a common language on this topic along with the need to be well-informed and engaged. Mike Donahue pointed out that in 2011, the proposal is for high school grads to have either two AP courses or two dual credit courses. He encouraged schools to review and consider their policy on AP test scoring (possibly accepting a score of 3).
- Conversations are underway to outline an improved plan of communication for system outages, Oncourse/Onestart problems during grade entry, etc. As a process is developed, will present again to APPC for consideration/suggestion.
- Summer is now treated as one summer term with respect to financial aid eligibility and enrollment status. Mike Donahue pointed out that students may continue to express interest in being admitted to either Summer 1 or Summer 2 but their admissions will apply to the Summer Term (both sessions). Mary Beth Myers will be sending out reminder to APPC listserv.

Academic Affairs Committee Report   *Betty Jones, Chair*

- Proposal for revised Principles of UG Learning
  - Will be presented and discussed again at the IFC meeting Tuesday, February 7, 2006.
- Policy on Probation, Dismissal and Reinstatement
  - Academic Affairs Committee revisiting at their next meeting. Concerns were raised about the direction of the revisions. More discussion to come at future meetings.
- IU Admission statement has been adopted:
  - http://www.indiana.edu/~ufc/docs/AY06/circulars/U9-2006.htm
- General Education policy/guidelines:
  - http://www.indiana.edu/~ufc/docs/AY05/Circulars/GenEd.htm

Items for Review, Discussion, or Action

- Advanced registration for athletes
  - Proposal was distributed with agenda
  - Bill Kulsrud, Chair of Athletics Committee presented proposal and provided clarification.
  - After short discussion, proposal was unanimously endorsed.

- New degree proposal—BA in International Studies
  - Section to be added to address Ivy Tech articulation.
  - Proposal unanimously endorsed pending additional of above statement.
- Other Items
  - Mike Donahue mentioned new Admissions materials which had been shared with Enrollment Management Council. No longer the Admissions booklet but instead single, custom inserts.
  - Jennifer Pease reminded everyone that Campus Day is scheduled Sunday, March 5, 2006.

Future Agenda Items

- Intercampus Transfer & Returning Student Processes--*Enrollment Center*
- Retention Issues
- Transfer Students
  - Policy and Business Practice Impediments

Meeting Dates and Locations

January 6, 2006	1:00 to 3:00	CA 136
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

IUPUI
Academic Policies and Procedures Committee
Agenda
Friday February 3, 2006

Minutes of the 1/6/06 meeting were distributed. The December meeting was cancelled.

Announcements from the Chair
- AIP started for improving the enrollment of postbac and grad nondegree students
- Dual Credit
  - Background information appended
- Conversations are underway to outline an improved plan of communication for system outages, Oncourse/Onestart problems during grade entry, etc.
- Reminder on Summer as a single term with multiple sessions

Academic Affairs Committee Report   *Betty Jones, Chair*
- Proposal for revised Principles of UG Learning
- Policy on Probation, Dismissal and Reinstatement
- IU Admission statement
  - http://www.indiana.edu/~ufc/docs/AY06/circulars/U9-2006.htm
- General Education policy/guidelines
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Items for Review, Discussion, or Action
- Advanced registration for athletes
  - See attached
- New degree proposal—BA in International Studies

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Discussion Paper on Dual Credit and Related Options
1/23/06

Background

(Indiana) regards the offering of rigorous dual credit courses as an opportunity for encouraging high schools students to continue on to college and for allowing entering college students to get off to a good start, thus increasing the probability of academic success in college, ultimately leading to completion of an associate or baccalaureate degree. (From *ICHE Policy on Dual Credit Courses, November 2005*)

Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of academic and technical courses, savings in time and money on a college degree, promoting efficient of learning, and enhancing admission and retention in college. By providing a pathway for students to move seamlessly between K-12 and postsecondary systems, dual enrollment is thought to promote greater support for students' college aspirations and greater collaboration between high schools and colleges. (From Dual Enrollment of High School Students at Postsecondary Institutions: 2002-03)

Terminology Used in the Literature Related to Dual Credit
Adapted from ICHE *Dual Credit in Indiana* (2005) with additional information added

College-Level Learning in High School
"College-level learning in high school takes a variety of forms, although with no official or even widely accepted nomenclature, and with certain terms (e.g. concurrent enrollment and dual enrollment) used inconsistently, at times interchangeably and at other times referring to quite different models. The Learning Productivity Network group at the University of Buffalo....use(s) the following typology: (a) examination-based, (b) school-based, and (c) college-based."

> *Examination-Based*: "the level of mastery is determined by a single examination"
> This term includes:
> - Advanced Placement (AP)
> - College-Level Examination Program (CLEP)
> - Defense Activity for Non-Traditional Education Support (DANTES)
> - International Baccalaureate (IB)

> *School-Based*: "a single college or university initially grants its credit on its transcript to a course taught in the high school, within the high school schedule, to high school students, by a high school teacher ...sometimes called *dual* or *concurrent enrollment*, although these terms mean different things in various states."

> *College-Based*: "courses taught to high school students in the college venue, generally alongside other regularly matriculated college students. They are taught by the same full- or part-time faculty that teach other college freshmen and sophomores."

AP (Advanced Placement) courses and exams are offered in 20 disciplines. AP courses are courses that follow the content and curricular goals described in the AP Course Description booklets developed and published by the College Board. A qualifying score on an AP exam may give the student college credit or advanced standing in a college in the subject area in which the course/exam was taken.

While a student is not required to complete an AP course in order to sit for an AP exam, the great majority do. These courses would meet high school requirements. IUPUI current accepts 34 of the 35 AP exams. The minimum score required varies from 3-4, depending on the department. Higher scores may result in additional credits being awarded in sequential courses such as Chemistry, Foreign Languages, Mathematics, History, and Physics. In some cases, credit will be awarded as undistributed credit rather than course-specific.

AP course syllabi and tests are co-developed by college and high school faculty, are scored nationally by AP teachers and college faculty and are normed by administering the test to college students taking the same course. A score of 3 always norms to a C grade in the college course.

As IUPUI attracts better prepared students, IUPUI is receiving an increased number of test scores. The number of students sending scores has doubled since 2001. In 2005, we received scores from 450 students and approximately 50 students receive credit as a result of an acceptable score. More than 50 additional students would have received credit if our credit policy matched national guidelines which recommends college credit for scores of 3 or higher.

CLEP (The College-Level Examination Program) provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. IUPUI currently grants credit in 20 courses in Biology, Chemistry, Economics, Education, English, History, Herron, Math, Political Science, and Psychology. *IUPUI grants CLEP credit to approximately 40 students a year, nearly all of whom are non-traditional aged.*

DANTES (Defense Activity for Non-Traditional Educational Support) is intended for active duty military personnel and civilian military employees. It is are similar to CLEP and is administered by the College Board. *IUPUI currently grants credit in 17 courses in Astronomy, Communications, Geology, German, Physical Education (Personal Health), Math, Philosophy, Psychology, SPEA, Statistics, and Organizational Leadership and Supervision. The minimum score required varies from 45-49, depending on the department. IUPUI grants Dantes credit to approximately 25 students a year, and by its nature, the students are not in high school.*

The **International Baccalaureate** (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. IB courses were defined as courses that compose a 2-year liberal arts curriculum that leads to a diploma and meets the requirements established by the International Baccalaureate program. Students taking these courses are in grades 11 and 12, must meet all requirements, and pass examinations in each subject area in order to receive the IB diploma. In some schools, students who are not seeking the IB diploma are allowed to take individual IB courses. This program is widely recognized around the world and IB diploma graduate are considered qualified for entry in university studies world wide. It is the most demanding secondary school curriculum. A growing number of Indiana high schools offer IB including North Central, Pike, Lawrence North, Lawrence Central, Carmel, International School, Ft Wayne Southside, and Valparaiso. Cathedral and Hamilton Southeastern plan to join the IB program soon. Students in this curriculum represent the top 5% of the student body. *IUPUI will grant eight semester hours of credit for higher level exams with scores of 4 or above. IUPUI sees only an occasional student with an IB exam score.*

Note: AP and IB credit is only given at the discretion of the colleges and therefore occurs after students have applied and been accepted to a college, whereas dual credit courses are

actual college courses and the credit is usually recorded on a college transcript from the postsecondary institution.

<u>Related Option</u>
Special Departmental Credit may be granted through an application process to students admitted to IUPUI who have acquired knowledge through advanced high school courses, personal interest, employment or life experience. Policies and procedures vary by individual departments and schools. This credit can be established by taking a departmental examination or submitting a portfolio. In some cases, such as in foreign languages, the student may be awarded credit for introductory courses by successfully completing a higher level language course.

New freshmen are not required to pay for these credits provided they are approved for credit by the awarding department within the first three semesters of their initial enrollment. Transfer students pay a nominal fee if they are approved for credit within their initial semester of enrollment. If neither of the above circumstances applies, the normal credit hour rates are assessed. Engineering and Technology presently grants such credit by articulation agreements with approximately 12 high schools with interest growing through such national programs as Project Lead the Way*. Courses in this project follow a national curriculum and credit is granted upon enrollment at IUPUI.*

Credit-Based Transition Programs

A program that "allows high school students to take college courses and earn college credit while still in high school" including
- Dual enrollment/dual credit
- Advanced Placement (AP) (upon exam; see above)
- International Baccalaureate (IB) (upon exam; see above)
- Tech Prep
- Middle college high schools (MCHS)

The nature of credit-based transition programs varies widely, in accordance with the following factors:
- Course content
- Course location (at the college, high school, or a combination of the two)
- Type of instructor (certified high school teacher or full-time or adjunct college professor)
- Guarantee of college credit
- Method of earning college credit (through a third-party test or simply passing a course)
- Characteristics of students (high achieving, college-bound students or lower achieving students)

Dual Credit
Dual credit students "are secondary school students enrolled in college credit classes who receive both college credit *and* credit toward meeting secondary school requirements for graduation. Some courses are used to replace required courses for high school graduation and others are used as electives toward the same graduation."

The **Advance College Project (ACP)** is a dual credit partnership program between Indiana University and participating High Schools within the states of Indiana, Ohio, and Michigan. ACP offers college credit to qualified high school seniors who enroll in IU general education courses that are offered at their local high schools during the regular school day and taught

by certified high school teachers who hold adjunct lecturer status with Indiana University. ACP courses are administered from the IU Bloomington campus, as well as IU East, IU Kokomo, IU Northwest, and IU South Bend.

ACP began in 1982-83 with six Indiana high schools, enrolling 269 students, and offering chemistry and math courses. During the 2003-2004 academic year, ACP operates in 94 high schools across Indiana and in Michigan and Ohio and supports over 300 teachers who teach ACP courses to well approximately 2000 students earning over 9,600 IU credit hours.

Pro:
- Students are more likely to enroll in a college course if they can attend with their classmates in a familiar environment.
- Their attendance and performance is more closely monitored by the high school

Con:
- Colleges sometimes have concern about the rigor of a course taught by a high school faculty member to a class composed entirely of high school students. This is especially true for courses that serve as prerequisites for other collegiate courses. As a result, the course sometimes is not accepted for transfer by another college or university.

  ICHE recognizes these concerns and places the responsibility for ensuring that the courses are of "sufficient quality and rigor" on the college responsible for the course.

Concurrent enrolled students are "high school students enrolled in college courses for credit while continuing to be enrolled as high school students and being counted in Average Daily Membership at the high school. It involves those college courses where *only* college credit is obtained and such credit is not used for high school credit." This decision rests with the high schools.

Pro:
- The student has exposure to college-level courses and has college students for classmates. Generally, there is no problem with the course transferring to another institution but policies differ by institution.

Con
- The course may-or-may-not apply toward the high school requirements

  *IUPUI's **SPAN program** enrolls 60-100 high school students in classes taught with other college students each semester. Most students are concurrently enrolled in a high school. Some home school students will finish their senior year as SPAN students.*

The Indiana College Network lists courses entitled "Early College Enrollment Classes from IPFW, ISU, a number of Ivy Tech campuses, Taylor, USI, and Vincennes on its Website. These are courses aimed at home schoolers and others prior to college matriculation and not part of a formal Early College program.

Early College High Schools are small schools of no more than 400 students from which all students graduate with an Associate of Arts degree or enough college credits to enter a four-year, baccalaureate program as a college junior.

Early College High School makes the transition to higher education more central to the educational reform agenda and asks postsecondary education to engage in real-world, on-the-ground work in schools that fully integrate high school and the first two years of postsecondary education.

The priority of this initiative is to serve low-income, first-generation, English language learners, and students of color who are statistically underrepresented in higher education and for whom society often has low aspirations for academic achievement. All Early College High School designs ensure that students prepare for and master college-level work. The challenge is not only to establish a small-scale, nurturing environment and rigorous academic standards for high school but also to maintain such an environment for the first two years of college-level work.

Lawrence Township and George Washington Community School (IPS) are developing such programs. Lawrence will partner with Ivy Tech. UCOL and the School of Education are working with Washington. Other schools will be involved in the future See December 18,2005 *Indianapolis Star* for Lawrence proposal.

Ivy Tech Lafayette will begin programs with three Lafayette High schools in the Fall of 2006.

Among the Early College Initiative Sponsors are The Gates Foundation, The Carnegie Corporation, The Ford Foundation, and the Kellogg Foundation. They have committed to fund 170 Early College High Schools by 2008. This was created in 2002 by the Middle College National Consortium. This latter group was funded initially by the Pew Charitable Trusts and the DeWitt Wallace-Reader's Digest Fund For more information visit http://www.earlycolleges.org/ and http://www.lagcc.cuny.edu/mcnc/

Indiana

Earlier this year, the General Assembly passed P.L. 1-2005, which charged the Department of Education and the Commission for Higher Education with developing guidelines and rules for dual credit or the "postsecondary enrollment program," which is the term used in the Indiana Code for dual credit.

At the November 2005 meeting, ICHE approved the "Basic Conditions" portion of the *Policy on Dual Credit Courses Taught in High Schools by High School Faculty.* "Additional Conditions for Receiving Postsecondary Enrollment Change Funding" portion of the *Policy* was deferred until a subsequent Commission meeting. A copy of the approved policy is appended.

The universities have been asked to provide data on their current dual enrollment and articulation programs. IU is currently collecting data to respond.

Earlier this month a related request was sent out by ICHE to Perkins administrators asking for the number of dual credit/articulation agreements each university has in place.

The Education Roundtable has adopted new requirements for the **Academic Honors high school diploma**, which include an option for a student to complete up to six college credits of dual credit courses to satisfy the requirements for the diploma.

To view the minutes of the November 2005 ICHE meeting, visit
http://www.che.state.in.us/meetings/agendas/2005/0512minutes.pdf

To view the *Policy on Dual Credit Courses Taught in High Schools by High School Faculty* visit
http://www.che.state.in.us/meetings/agendas/2005/0511disca.pdf

To view *Dual Credit in Indiana*, visit http://www.che.state.in.us/meetings/agendas/2005/0504045.pdf
Approved by ICHE at the November 2005 meeting

Policy on Dual Credit Courses Taught in High Schools by High School Faculty

Preamble
The State regards the offering of rigorous dual credit courses as an opportunity for encouraging high schools students to continue on to college and for allowing entering college students to get off to a good start, thus increasing the probability of academic success in college, ultimately leading to completion of an associate or baccalaureate degree.

Dual credit courses are defined as courses that are taken by high school students and that can satisfy requirements for earning both a high school diploma and a college degree. Dual credit courses are taught by regular high school faculty or by regular or adjunct college faculty. The term "concurrent enrollment" is also sometimes used to describe high school students, who enroll in courses that generate dual credit.

This policy only applies to dual credit courses that are taught in high schools by regular high school faculty. It does not apply to dual credit courses taken by high school students on a college campus or through distance education technology as part of the college's regular courses offerings. Nor does the policy apply to courses taught at the high school by regular college faculty.

From a postsecondary perspective, the policy fulfills, in part, the statutory responsibilities of the Indiana Commission for Higher Education and the Indiana Department of Education regarding dual credit courses. It is intended for all Indiana public postsecondary institutions and campuses, so that a clear and consistent message can be communicated to secondary students throughout the state. Unless otherwise stated, this policy shall become effective in Fall 2007 and shall only apply to dual credit courses taken in Fall 2007 and beyond.

Basic Conditions
All dual credit courses shall meet the following conditions:
1) Postsecondary campuses shall take appropriate steps to ensure that dual credit courses are of sufficient quality and rigor to qualify for college credit; in this regard, postsecondary dual credit programs shall embody the following characteristics:

    a) All secondary students taking dual credit courses shall meet the same academic prerequisites for taking those courses as apply to students taking the same courses on the postsecondary campus; beyond that, the secondary school and the postsecondary campus may jointly establish additional criteria for determining how students are selected into dual credit courses;

    b) Course syllabi used for dual credit courses in liberal arts[1], professional, and career/technical disciplines shall be equivalent to course syllabi used in the same courses taught on the postsecondary campus, including equivalent textbooks, class assignments, laboratory equipment, and examinations;

        [1]The term "liberal arts" includes English language and literature, foreign languages, the life sciences, mathematics, philosophy and religion, the physical sciences (such as chemistry, physics, and geology), psychology, the social sciences (such as economics, political science, and sociology), and the visual and performing arts.

    c) Student learning outcomes expected for dual credit courses in liberal arts, professional, and career/technical disciplines shall be the same as student learning outcomes expected for the same courses taught on the postsecondary campus;

d) An academic unit on the postsecondary campus shall be responsible for monitoring, throughout the school year, the delivery and quality of dual credit instruction; such monitoring shall include visits to the secondary class;

e) The secondary school and academic unit on the postsecondary campus shall work together to identify instructors of dual credit courses, whose final approval rests with the academic unit on campus and who shall have credentials consistent with credentials required by on-campus faculty;

f) The academic unit on the postsecondary campus shall be responsible for ensuring that professional development opportunities are available and communicated to secondary faculty, who are teaching dual credit courses; and

g) The postsecondary campus shall establish a mechanism for evaluating and documenting, on a regular basis, the performance of students, who complete dual credit courses.

2) Postsecondary institutions shall generate transcripts for all students, who complete dual credit courses.

3) All postsecondary campuses shall establish limits for the number of credit hours a student can earn through dual credit courses offered in high schools; this number shall not exceed 15 semester hours, except:

a) For postsecondary campuses and secondary schools that have developed articulation agreements involving associate or baccalaureate degree programs;

b) For postsecondary campuses and secondary schools that have approved early or middle colleges; or

c) On a case-by-case basis for students who have demonstrated superior academic talents and abilities, including, for example, meeting threshold SAT or ACT scores.

4) All postsecondary institutions and campuses offering dual credit courses in liberal arts, professional, or career/technical disciplines shall achieve accreditation by the National Alliance of Concurrent Enrollment Partnerships no later than Fall 2008.

5) Since a dual credit course in a liberal arts, professional, or career/technical discipline is deemed to be academically equivalent to the same course taught on-campus by the institution offering the course (see #1 above), the dual credit course shall, consistent with the transfer policies developed by the Commission for Higher Education's Statewide Transfer and Articulation Committee (STAC):
a) Apply toward meeting the degree requirements of the institution offering the course, in the same way as the on-campus course; and

b) Transfer to the other public postsecondary institutions in the state, in the same way as the on-campus course.

c) Wherever possible, the course syllabi for dual credit courses in the liberal arts shall also prepare students for successfully passing Advanced Placement (AP) examinations in the same academic area.

The following section was tabled at the November 2005 meeting for later review by ICHE

Additional Conditions for Receiving Postsecondary Enrollment Change Funding
In order to receive postsecondary enrollment change funding, a postsecondary institution shall also meet the following conditions:

d) The tuition and fees paid by secondary students taking dual credit courses:

a) Shall be kept to a minimum;

b) Shall include provision for fee waivers for qualified students, who meet criteria for free or reduced lunches; and

c) Shall not exceed $25 per credit hour.

Ball State offers such a program through its "College Transition Program" (School of Extended Education). Tuition for such a course is $250 (same chanrge for 3 or 4 credit course. This equates to $83 for 3 credit and $63 for 4 credit. Courses in Biology, Chemistry, Computer Science, English, and Math.

Participating schools: Brownsburg, Westfield, 2 in Muncie and 1 in Portland
http://www.bsu.edu/distance/ctp/

Purdue has several life science courses that are connected with their agricultural education mission. No fees listed. Other than the faculty policy statement below, I did not find any kind of dual credit listed on Purdue's Website, but will check with Mike to see if he knows about anything.

(as of February 05) Schools currently offering these courses are Carroll High School in Flora, South Decatur High School, Eastern Hancock High School, North Harrison High School, Owen Valley High School, Western High School, Clinton Central High School, Jac-Cen-Del High School, Warsaw High School, Switzerland County High School, Lebanon High School and Delphi High School.

http://news.uns.purdue.edu/html3month/2005/050215.Balschweid.lifesci.html

For dual credit courses taught by others, such as ACP, Purdue goes the course validation route requiring a higher level course or departmental exam http://www.purdue.edu/univregs/pages/ac_regs_pro/ac_program.html

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Vincennes Project Excel Tuition $25.00 per credit. Lots of different courses

http://www.vinu.edu/AcademicResources/ProjectExcel/index.aspx

List of high schools (and courses taught in each)
<http://www.vinu.edu/AcademicResources/ProjectExcel/highschool.aspx>
http://www.vinu.edu/AcademicResources/ProjectExcel/highschool.aspx In our area: Brownsburg, Danville, Decatur Centrar, Franklin Central, Lawrence Central

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Ivy Tech Indianapolis Dual Enrollment (dual credit)   Over 224 agreements signed with 21 high schools and numerous career centers. Note these are both academic and vocational: accounting, automotive service technology, business administration/marketing, computer information systems, design technology, early childhood education, electronics, health and public safety, hospitality, machine tool technology, mathematics, turf management, office administration, electronics, visual communication, and welding.

High school students taking a dual credit course taught by high school faculty are not charged tuition.   Students can apply up to 15 credit hours. If students don't get at least a B they are dropped from the Ivy Tech course.

http://www.ivytech.edu/indianapolis/academics/dual-enrollment.html.

The ACP site has fees from 2004-05 that are $86.65 per credit.
http://www.indiana.edu/~acp/program/tuitionschedule.shtml
Locally participating schools: Brebeuf, Lawrence North, North Central, Pike, Scecina, Warren Central, Avon, Brownsburg, Danville, Moorseville, Plainfield, Carmel, Hamilton Heights, Hamilton SE, Noblesville, Westfield, Center Grove, Franklin, Greenwood, and Zionsville

Class Registration for Student Athletes

Executive Summary
January 30, 2006

Consistent with changes recently adopted by Indiana University-Bloomington and Indiana University Purdue University Ft.Wayne, the IUPUI Athletic Affairs Committee proposes that student-athletes should be permitted to register for courses before the general student body. Under this proposal, a student-athletes will be allowed to register prior in time to *all* other undergraduate students, regardless of the student-athlete's class. The rationale for this practice, which is widely adopted by Division I schools, is summarized below and discussed in detail later in this document.

- Student-athletes, who are recruited by the University to come and make a long-term commitment, must meet certain academic standards imposed by the NCAA to be eligible for competition. Among these requirements, student-athletes must make "satisfactory progress" towards a degree in their chosen major. Although other students may be subject to similar requirements, the demands of the NCAA are far more stringent.

- Unlike most intercollegiate-athletic programs, IUPUI's budget precludes it from providing summer aid, reducing the ability of student-athletes to obtain the classes they need.

- Student-athletes are the most visible student component of the University. Their successes or failures reflect publicly on the University more than other students. The University is required to calculate and report graduation and academic progress rates for student-athletes to the NCAA, which publicly disseminates the aggregated information. The press frequently reports this information, often comparing universities, applauding reports of academic achievements while criticizing poor academic performance. In addition to potential NCAA penalties on programs for poor academic performance of their student-athletes, the public nature of the criticism and censure undermines the credibility of the University's academic programs.

- Advance registration is a zero-cost tool that should raise the Graduation Success Rate, a new NCAA metric for measuring academic performance. The first GSR for IUPUI was 56%. This exceeded the 23% percent rate for the general student body, but it was last in the state and 292nd out of 318 schools overall. The men's basketball program graduation rate was 35%, 266th out of 318 Division I schools.

- The University's athletic programs have limited access to practice facilities. The natatorium's pool, and gym, the tennis facility, and the track and field stadium are <u>not</u> controlled by the Athletics Department. Thus, practice and game times are restricted. Coaches do not have flexibility to schedule facility usage to accommodate their student-athletes. Conflicts between classes and practice often occur, causing student-athletes to miss practices. The later ending time of the early afternoon classes in the new time blocks for

classes creates additional limitations on the use of practice facilities as well as constraints on schedule building.

- The new PeopleSoft registration system currently does not have the advanced functionality of the previous system (no ability for time blocks, no rain check, etc.), making it more difficult for students to build a preferred schedule and obtain wait-listed classes.

- Informal survey results suggest that the vast majority of universities give some type of preference to student-athletes in the registration process, including state schools such as Indiana University-Bloomington, Ball State, and IPFW. The Indiana University Student Association (IUSA) in Bloomington adopted a resolution that supported advanced registration for student-athletes

Class Registration for Student-Athletes
January 30, 2006

Indiana University Purdue University Indianapolis (IUPUI) places student learning and educational attainment as one of its top goals in its strategic planning process. Crucial to achieving this goal is retention and graduation of its undergraduate students. During the last ten years, the University, whenever possible and practical, has developed policies, established structures and taken other steps to attain this goal. One of these steps is to provide the foundation for an intercollegiate athletics program that competes at the highest level.

The IUPUI intercollegiate athletics program is considered a vital and integral part of the long-term plan of the University. The purpose of intercollegiate athletics at IUPUI is to provide athletics programs that contribute to the achievement of the broader goals of the University. The athletics programs exist to enhance the total education experience of students, promote the matriculation, retention and graduation of students, advance the reputation of IUPUI, and cultivate pride, spirit, loyalty and support of students, faculty, staff, alumni and the community at large.

In joining the NCAA and competing in Division I, the University recognizes that intercollegiate athletics serve an important function for the University and provide many benefits to its constituents. Specifically, the University has embraced the intercollegiate athletics program as a means to:

- Build an institutional identity that is a source of pride and morale for students, alumni, faculty and staff
- Raise the awareness of IUPUI on the national, state and local level
- **Promote the image and identity of the campus within the University and into the community**
- **Assist the campus in student recruitment directly and indirectly**
- Improve and enrich the cultural diversity of the campus

- Provide the full college experience, including participating, attending, and enjoying college athletics, while complementing the academic and social facets of University life for the general student body, faculty, staff and alumni
- Provide access to higher education through athletic scholarships for students who otherwise might not be able to afford it
- Promote the benefits of college through partnerships, role models, and mentors for other students and young people in the community who might not otherwise aspire to attend a college or university
- Foster an understanding of the campus mission through inter-institutional competition with urban universities
- Serve as a rallying point for involving alumni and the community with the campus
- Enhance relationships with alumni, community and donors

The well-being of student athletes is critical to the success of the program. Student-athletes serve a special role within the University community by providing service to the intercollegiate athletics program. Student-athletes are recruited to participate for the intercollegiate athletics program and help it carry out its mission and, in turn, the greater objectives of the University. In this context, fairness suggests that the University should take all reasonable steps to help student-athletes fulfill their roles as ambassadors of the University as well as realize their educational and athletic potential.

One means by which the University may help is by minimizing class scheduling problems of student-athletes. This could be accomplished in part by permitting student-athletes to register for courses before the general student body. The Athletic Affairs Committee has considered this possibility and supports this proposition.

Expectations for Student-Athletes

Retention and graduation of student-athletes present special problems and concerns not commonly found with other students. Student-athletes are recruited by the University to come and make a long-term commitment. During this time, they are expected not only to compete at the highest level both in athletics and academia but also represent the University with dignity, honesty and respect. In exchange, the University accepts certain responsibilities, including adopting such measures that address the unique role of student-athletes and enable them to succeed as both students and athletes.

Student-athletes are easily the most visible student component of the University. Indeed, in the sports-minded culture of America, student-athletes and the programs in which they participate may be *the* most important *representatives* of the University. They are often the link that connects the University to its alumni and the community. Student athletes are constantly in the public eye. Their daily activities are closely monitored by the media. They receive wide press coverage when they are successful and draw intensive scrutiny when they are in trouble. Their behavior reflects on the University probably more than any other student.

The academic records of student-athletes receive far more attention than the records of non-athletes. Because of eligibility standards, academic success and failure of individual student-athletes often becomes public. The University is also required to calculate and report graduation and academic progress rates for student-athletes to the NCAA, which publicly disseminates the aggregated information. The press commonly makes comparisons between

universities, applauding reports of academic achievements while criticizing poor academic performance. In addition to potential NCAA penalties for poor academic performance for student-athletes, the public nature of the criticism and censure can undermine the credibility of the University's academic programs.

In this regard, within the past year there have been two unbecoming articles (one erroneous) concerning the academic performance of IUPUI student-athletes. The first appeared in USA Today (March 1, 2005) where it analyzed Academic Progress Rates of Division I schools. It reported IUPUI's basketball program as one that had been flagged by the NCAA as being APR deficient. IUPUI was listed as one of the 61 schools "Not Making the Grade." Although the report erred (the IUPUI program was not deficient and was confused with IPFW which was deficient), the subsequent retraction probably did not undo any damage that might have occurred.

More recently (January 20, 2006), a headline appeared on the front page of the sports section of the Indianapolis Star, boldly stating "IUPUI ranks last in state in graduation numbers," which was again directed at the graduation rates of student-athletes. Both articles underscore not only the visibility of student-athlete academic records but also the need to adopt measures to improve performance.

Academic records of student-athletes are under the public microscope primarily because poor performance makes a student-athlete ineligible to participate. Athletic eligibility is directly tied to academic success. To be eligible for competition, the NCAA rules mandate that a student-athlete fulfill scholastic requirements higher than those imposed on the rest of the student body. Academic progress is a must. In this sense, progress towards a degree goes beyond mere credit loads, but speaks to actual *degree* progress. Under current rules, student-athletes must demonstrate they have completed 40 percent of their degree by the end four semesters, 60 percent after 6 semesters and 80 percent after 8 semesters. Student-athletes must also maintain a minimum grade point average: 1.80 after 2 semesters, 1.90 after 4 semesters, and 2.00 the remaining portion of their career.

It should be noted that the concept of satisfactory academic progress is used in other settings for non student-athletes. However, the NCAA rules for student-athletes are more stringent. For example, students who receive financial aid must make satisfactory progress or face losing their aid. Satisfactory progress in this context requires 75 percent completion of all attempted coursework, and students normally must complete their degrees in no more than 160 credit hours. Student athletes do not have such flexibility.

Other rules that must be met relating to academic progress are summarized in the following table.

NCAA Rules and Regulations
Must be full-time (12 semester hours) each term
Remedial coursework must be done in the first year and only up to six hours will count toward eligibility (i.e., such hours would not count in second year)
Must have completed 24 hours prior to second year
Must have at least 6 countable hours each semester and 18 hours countable hours during academic year (e.g., C- in W131 would not be countable)
Summer School hours do count toward satisfactory progress when the student has completed at least 18 hours during the academic year. All summer school hours count toward the eligibility component
Must declare a major prior to the fifth semester of enrollment

In addition to the NCAA guidelines, what student-athletes do and even the courses they can take, may be governed by the conference in which they play.

These academic requirements set student-athletes apart in that they must take specific courses to comply with rules that do not apply to others. These requirements limit a student-athlete's scheduling flexibility. They must advance toward a degree. They cannot postpone courses that are necessary to achieve satisfactory progress toward a degree. Student-athletes must be able to obtain the courses they need or otherwise become ineligible.

In this regard, the NCAA has recently raised the bar. Under the new rules (i.e., Academic Progress Rate or APR), failure to meet higher academic standards not only penalizes the student-athlete but also the institution. Failures in the classroom can result in loss of scholarships which would reflect poorly on not only the Athletics Department but also the University.

Student-athletes are expected to meet these academic requirements and at the same time devote hundreds of hours to practice, conditioning, training and competing which are not required of all students. While all students are expected to succeed academically and many are involved in extracurricular activities, most students have control over the time that they are not in class. However, student-athletes have no control over when they practice or when they play. At IUPUI, the problem is more serious because practice and competition facilities are not under the control of the Athletics Department and must often be shared with the Department of Physical Education (see below). In light of these constraints, if the University does not support student-athletes through advanced registration, it is asking them to succeed despite the obstacles they have placed in their paths. Advance registration allows student-athletes to schedule classes around practices and games and helps ensure that student-athletes attend class.

In short, the expectations imposed on student-athletes by the University as well as the public exceed those required of other students. For this reason, it is the obligation of the University to provide student-athletes with the assistance that will enable them to succeed.

Facilities Limitations

IUPUI moved to the highest level of NCAA competition using space for intercollegiate athletics that is also used by intramurals, physical education and recreation classes. There have been no additional facilities built and no significant improvements. As a result, practices and competitions often take place off campus at facilities not controlled by the University, limiting

scheduling opportunities. Moreover, on-campus facilities which appear to be controlled by intercollegiate athletics are not. Athletics does not operate or control any campus facility. The natatorium (pool and gym), tennis facility, and track and field stadium are not controlled by athletics. Consequently, practice and game times are often restricted. For example, the men's and women's tennis teams cannot practice at the tennis facility after 4 p.m. The natatorium pool is made available to the swim teams from 2-4 p.m. each day. Similarly, Kuntz Field that is used for men's and women's soccer is owned and operated by the city of Indianapolis. Also, as suggested above, most University facilities are shared with Physical Education further limiting opportunities for practices and games. In the fall, the IUPUI gymnasium must be used by the women's volleyball team, the men's basketball team and the women's basketball team as well as for non-athletic uses. Unlike history or English classes that can be moved around the campus, athletics does not have such flexibility.

In registering, student-athletes are forced to schedule their classes around the limited practice times. At many universities where practice facilities are readily available, student-athletes are advised not to register for any classes after 1:30 or 2:00 in the afternoon. This is not possible at IUPUI because of the facilities constraints. In addition, unlike most schools, many courses at IUPUI are offered in the evening. Students who must take these courses often cannot attend practices or are forced to leave practices. In some cases, only two sections of a course are offered and one of these is at night. Such scheduling arrangements make it particularly difficult on athletes if the only section in which they can register is the evening section.

It should also be observed that the new time blocks effective in fall 2006 will impact student-athletes negatively. Under the new approach, student-athletes must be in class until 2:45 p.m. (in contrast to the current 2:15 p.m.). While athletes will still have four time slots from which to select, the new ending time of 2:45 makes it more difficult for athletes to prepare for practices that begin at 3:00 p.m. Due to facility constraints, coaches cannot simply start practices 30 minutes later to accommodate this change. For example, tennis and swimming teams must begin practice at 2:00 or 2:30 p.m. because of the window they have in their facility. Consequently, the shift to classes ending at 2:45 means some student-athletes will have to miss even more of practice if they have to take the later classes.

Due to the limited time and space for scheduling, student-athletes are at an extreme disadvantage for scheduling their classes. Athletes often are forced to miss practices because they are unable to schedule a different section of a class or lab. The other alternative, missing class, while unacceptable, is more likely to occur.

In the past, athletics has tried to meet these challenges in a number of ways. Student-athletes meet with the academic advisor early to identify needed courses so they are properly prepared to register at the time of their appointment. In addition, they are urged to register as early as they are allowed under the current registration scheme. If scheduling difficulties develop, student-athletes are encouraged to meet with advisors, deans, department chairs or others to find a solution. While this approach can be successful, it can be frustrating for administrators and student-athletes alike. Unfortunately, this process can turn some student-athletes (and academic advisers) into beggars who must plead their case semester after semester.

It is important to observe that class scheduling problems are not just problems of student-athletes. Such problems impose administrative burdens on school and departmental administrators and staff, academic advisors, and Registrar's staff. Advanced registration would make the registration process much easier for all concerned.

Administrative Limitations

As discussed at length in the IUB proposal (attached), certain features in the PeopleSoft Student Information System have made it more difficult for students to build a schedule that fits with their practice and competition schedule. The University has lost features and functionalities of the tools in the previous systems, such as the time block and rain check features, that in the past helped resolve some of these issues. In addition, navigating and building accurate waitlist requests is more difficult. The result is that students often do not get placed into waitlisted classes, even if they have opened.

Summer School Limitations

It is not uncommon for students to use summer school as a means to manage their class schedules. For example, if two classes conflict, it may be possible to shift one class to the summer. Due to budget restrictions, student-athletes normally do not receive summer-aid, preventing this practice. Elimination of this flexibility reduces the options that a student-athlete has to get the classes required to meet the satisfactory progress requirement. In addition, recent changes in NCAA rules enable more summer school hours to count toward the satisfactory progress and eligibility components.

Other Advance Registration Groups

In advocating advanced registration for student-athletes, the Athletics Committee also recognizes that other groups may wish to be considered for a similar privilege. Research has found that most universities offer advanced registration to a variety of groups for different reasons. The group most often given the privilege is students with disabilities. Another population receiving special treatment is honors students. Similarly, students with academic scholarships or who have achieved a certain grade point average are frequently permitted to register early. With respect to any preference based on grade point average, the current system is currently unable to accommodate such an approach. Advanced registration also is viewed as a no-cost benefit that the University can offer. Such benefits are commonly used to attract students to apply for certain jobs such as student-orientation guides or resident assistants.

Other Universities

While there are no statistics concerning advanced registration for student-athletes, it appears that the practice is quite common. A report by the University of Rhode Island concerning student-athlete registration indicated that in spring of 2002 one half the Atlantic 10 Conference schools offered advanced registration. The same report observed that a post from the National Association of Athletic Advisors listserv on April 16, 2002 noted the following: "I received 94 responses, 78 (about 84%) stating they had some type of early registration, 16 responses that registration is done during the regular student registration, with 5 of those 16 attempting to change the current policy to some type of early registration". Note that if advanced registration is used, it is normally offered all year round since student-athletes practice all year round.

In late 2004, Indiana University-Bloomington (IUB) and Indiana University Purdue University Ft. Wayne (IPFW) adopted priority registration for student-athletes. IUB's proposal for priority registration–a three year trial–noted that all schools in the Big Ten Conference had priority registration except IUB and Purdue. With the adoption of priority registration by IUB, Purdue is the only Big Ten School that does not have priority registration. However, Purdue uses a demand registration system rather than a supply registration system that is used by most schools (see attached IUB proposal for complete discussion).

Ball State also has priority registration. Ball State's registration system attaches a priority code to the schedule request, sorts the requests by number of credits taken and then sorts those with priority codes to determine when a student registers. As a result, an athlete or honors student with 30 credits is admitted to an over-subscribed class ahead of a non-Honors or non-athlete with 45 credits.

The View of Student Athletes

The IUPUI Athletic Affairs Committee met with representatives of the Student Athletic Advisory Committee (SAAC) to obtain the view of the student-athletes. SAAC strongly supports priority registration. Among the reasons advanced are:

- There would be fewer conflicts with student-athletes' schedules and the limited time allotted for facility usage.
- Small group practices could be reduced or eliminated. Currently, teams often must practice in separate groups since their schedules and the facility schedules do not enable the entire team to practice together. Small group practices diminish the quality of the time spent.
- Missing fewer classes would ultimately result in an increase in student-athlete grade point averages.
- Better scheduling would help eliminate problems with professors disgruntled with student-athletes who decide that when there is a conflict missing class is more appropriate than missing practice.

Other Considerations

The University recognizes that all students are more likely to succeed academically if they have a structured schedule that maintains a healthy balance between academics and other activities. At IUPUI, there is a general consensus that most students work, often more than necessary to maintain the appropriate balance. While the University cannot control the work and extracurricular activity schedules of non-athletes, it can help student-athletes achieve this balance.

Priority registration also plays into the recruiting process. Most Division I schools have priority registration and use it to entice student-athletes into their program. Many schools have switched to priority registration to secure an advantage or simply to be competitive.

It should also be noted that the Indiana University Student Association (IUSA) in Bloomington considered this issue. The IUSA adopted a resolution that supported a modified version of advanced registration for student-athletes.

Summary

As observed in the IUB proposal:

> If we are to be sincere in offering this opportunity [to participate in Division I athletics] and attracting students with it, then, in view of the heavy demands on time and energy that are placed upon these student-athletes, we are obligated to take reasonable steps to minimize class scheduling problems that inhibit these students' ability to achieve both their educational and athletic goals.

The IUPUI Athletic Affairs Committee agrees with this view and wholly supports advanced registration. Under this system, student-athletes would enroll prior to other undergraduate student and not just the head of their respective class.

High expectations are imposed on student-athletes and the University should do its best to help student-athletes meet these expectations. Student-athletes have complex and crowded schedules that makes it imperative that they get the class they need at the time they need it. Otherwise, the University is putting them in an untenable position, where student-athletes have obligations that are imposed upon them but are not given the means to meet them. The allowance of advanced registration should not be viewed as preferential treatment for student-athletes but merely an increased opportunity to succeed academically and athletically. The purpose of priority scheduling is that student-athletes will be able to go to class and they will be able to practice as a team. It is a question, in short, not of privilege but of necessity. It is the University's responsibility to make it possible for those upon whom it has imposed different commitments to meet them.

Indiana University Bloomington Proposal for Priority Registration

Three-Year Interim Priority Registration Arrangement for Student-athletes

(Approved by Action of the Bloomington Faculty Council: December 7, 2004)

Context

 For more than a century Indiana University Bloomington has offered its students the opportunity to participate in intercollegiate athletics in the Big Ten Athletic Conference, the nation's premier athletic conference. This opportunity has attracted students including, especially, Indiana students who came and continue to come both with and without offers of athletic scholarships to avail themselves of the opportunity we offered. The students who represent our campus in intercollegiate athletics enrich the culture of our campus for students, faculty, and staff by demonstrating publicly and thereby reminding us of our membership in the group of Big Ten Universities, the nation's leading group, both historically and presently, of public, research and teaching universities.

 If we are to be sincere in offering this opportunity and attracting students with it, then, in view of the heavy demands on time and energy that are placed upon these student-athletes, we are obligated to take reasonable steps to minimize class scheduling problems that inhibit these students' ability to achieve both their educational and athletic goals. We want our students, all of our students, to learn, to grow, to graduate.

 In seeking to minimize such class scheduling problems, we must at the same time strive to be fair to all students, both athletes and non-athletes. Our first priority is to enable all of our students to pursue the educational opportunities that we offer and they want.

 In seeking to minimize such class scheduling problems, we must also seek to minimize the administrative burdens placed on school and departmental administrators and staff, academic advisors, and Registrar's staff.

 In seeking to minimize such class scheduling problems, we must bear in mind that resentment about the need for the recently instituted Student Athletic Fee and about the manner in which that matter was handled should be directed towards the responsible administrators and not toward student-athletes.

 The Educational Policies Committee and the Student Affairs Committee of the Bloomington Faculty Council have considered several alternatives for addressing class scheduling problems. *The fairest alternatives, which would focus on critical needs of individual students for specific classes and which could be expanded to help all students, both athletes and non-athletes, are not feasible at this point in time* , in large measure because of inadequacies of the new PeopleSoft Student Information System in both its registration module and its academic advising module. We have lost features and functionalities of the tools in our legacy systems, such as the waitlist/rain check features, that helped solve these scheduling problems in the past and that could have been readily expanded to address more problems (e.g., problems attendant to the stricter NCAA academic eligibility requirements that will begin impacting students in the fall of 2005 and the prospective, even stricter requirements of the Big Ten Athletic Conference). Designing and implementing new, adequate tools for the PeopleSoft SIS system will, from an optimistic perspective, probably take three years.

With this in mind, the committees have prepared an interim arrangement that would expire after three years.

For an interim arrangement, it is especially important to choose an option that is as fair as possible to all students while still maximizing benefits and minimizing costs. On the basis of information about existing practices at other Big Ten Universities, data provided by the Athletics Department, suggestions and information from the Athletics Committee, discussions with the Registrar, discussions with some school and departmental administrators and academic advisors, discussions including representatives of IUSA, and consideration of normal administrative procedures, the best alternative appears to be the one set forth below.

Resolution for a Three-Year Interim Priority Registration System for Student-athletes

Be it resolved

1. **that for registration for all terms beginning with the summer terms of 2005 and ending with the spring term of 2007-08, matriculated students who are certified by the Athletics Department to be athletes in its programs (including both those who are NCAA and Big Ten eligible and those who are working to become NCAA and Big Ten eligible) shall be given registration appointments in a time block immediately after that for graduate and professional students;**
2. **that the Registrar should collect data on the registration patterns of student-athletes under this program and the Vice Chancellor for Academic Affairs and the Bloomington Faculty Council's Educational Policies Committee shall monitor this data and promptly address any patterns with significant adverse consequences for students who are not athletes;**
3. **that during this three-year period the University shall, as a top priority, design and implement enhancements to its new Student Information System that would include tools for the Registration module that would support a class reservation and rain check system integrated with an improved waitlist system and tools for the Academic Advising module that would identify critically needed courses, i.e., courses the postponement of which would necessarily delay a student's graduation;**
4. **that, commensurate with the implementation of said tools, the Bloomington Faculty Council should replace the arrangement described in the first clause above with a priority reservation policy that both more narrowly targets the critical course and class needs of student-athletes and expands the scope to include, over time, all matriculated undergraduates;**
5. **and that the arrangement described in the first clause above shall not continue beyond the specified ending date unless explicitly authorized by the Bloomington Faculty Council.**

Rationale

The fairest approach to meeting the registration needs of all matriculated students for courses and classes that are historically oversubscribed would be to determine, for each semester, which students would, be necessarily delayed in graduating if they were not enrolled that

semester in particular courses and classes that are specifically required by their degree programs. The identification of such time-critically needed courses and classes should be a part an integrated academic advising/class registration system, because students and academic advisors must identify such courses and classes in order to plan future schedules of courses that permit students to graduate on schedule. (Some of this information was embedded in the "degree maps" that were developed as part of the GradPact program.) The PeopleSoft Academic Advising module does not include such tools.

In order to implement a course reservation system that could address both the issue of critically-needed course and classes and the issue of rain checks for courses that are requested but not obtained in a given semester, a registration system needs appropriate options (e.g., a "Reserved" registration status) and tools. The PeopleSoft Student Records and Registration modules do not include such tools.

To meet these and other needs of students, staff, and faculty, the University must undertake enhancements and modifications of the PeopleSoft Student Information System. A top priority in the design and implementation of these enhancements and modifications should be the development of tools for identifying critically needed courses and classes and reserving seats in them.

In the absence of such tools, the current practice for addressing class registrations problems consists of informal requests from athletics advising staff and student-athletes to school and departmental administrators for direct administrative intervention in the registration process to resolve the problems. Most academic units bend over backwards to respond to requests from the Athletics Department. Some, perhaps most, take pride in their history of solving class registration problems for both athletes and non-athletes alike. But these interventions exact a significant toll on the time and energy of staff in Athletics, the schools and departments, and the Office of the Registrar. For example, if a student athlete needs a particular class section for a course that has multiple class sections only some of which are compatible with practice schedules and which typically close, then the student's athletics advisor may contact the department offering the course and ask that for assistance in getting the student into a particular class section. To achieve this,

1. the department's scheduling officer would contact the Registrar's office and ask that the maximal enrollment limit be decreased by 1,
2. the Registrar's staff would process the request, but it would not take effect until the next day (because of the new PeopleSoft SIS and the Ad-Astra class scheduling software),
3. the scheduling officer would the next day enter into PeopleSoft a permission for the student to enroll in the class even if that would exceed the maximum enrollment limit,
4. the scheduling officer would track when the student registered,
5. the scheduling officer would, after the student had registered, remove the permission if the student had not used it, and
6. the scheduling officer would contact the Registrar's office and ask that the maximal enrollment limit be increased by 1 (back to it's original value), and
7. the Registrar's staff would process the request, which request would again not take effect until the next day.

Furthermore, between the time when the student athlete registered and the time when the reinstatement of the original enrollment took effect, if the class closed, then another student who

requested the class before the reinstatement took effect would be denied access to the class even though there was, in fact, still space for that student.

(This absurd waste of staff time would be significantly lessened if it were possible to give a student a class reservation with an expiration time.)

Given the demands of such informal processes, it is remarkable that most class registration problems for student-athletes that admit solutions are in fact solved. The alternative to such informal processes, given the limitations of our current software systems, is to schedule student-athletes for earlier registration times than would ordinarily be the case. All other Big Ten Universities presently use some such practice, except for Purdue, which uses a demand-based registration system that automatically handles such situations (in contrast to the supply-based systems used by us and all other Big Ten Universities. Except for Michigan, the other Big Ten Universities - Illinois, Iowa, Minnesota, Michigan State, Northwestern, Ohio State, Penn State, Wisconsin - use either a "First-In-Line" system or, in the case of Wisconsin, a "non-seniors Second-In-Line" system. In a First-In-Line system for student-athletes, student-athletes are scheduled to register at the very beginning of undergraduate registration. (At most of these Universities, some groups other than student-athletes also are scheduled to register First-In-Line. Here in Bloomington, undergraduate students with physical disabilities are permitted to register at any time during the registration process, including before undergraduate registration begins.)

Michigan uses a "Head-Of-Group" system, in which undergraduate students are divided into groups according to how many credit hours they have earned, e.g., 95-100, and then student-athletes are permitted to register at the head of their respective groups.

According to information provided by the other Big Ten Athletics Departments, all of those that use a First-In-Line system are satisfied with the results. In contrast, Michigan reported that there are pitfalls with their Head-Of-Group system, because student-athletes tend to take fewer credit hours per semester and so progressively fall into lower priority groups in comparison to non-athletes.

Last Spring Semester, the Athletics Committee proposed that we adopt an arrangement similar to that at Michigan, except that the groups would be the customary academic year classes - freshman, sophomore, junior, and senior. Under this Head-Of-Class plan, athletes who were currently freshmen would register after all current sophomores but before all other current freshman; athletes who currently were sophomores would register after all current juniors but before all other current sophomores; and so forth.

But this alternative in this form is inconsistent with how registration appointments are assigned in the PeopleSoft SIS environment. A student's registration appointment is based on the student's projected degree credit hours at the end of the current term. The technical definition of this is somewhat complicated: a student's projected end of term degree credit hours equals the number of transfer credit hours plus the number of IU credit hours already earned plus the number of credit hours currently enrolled in minus any credit hours that cannot count toward a degree (e.g., M014) minus any credit hours for courses that cannot count toward a degree because they violate repetition and overlap rules (e.g., one cannot count both Calculus M119 and Calculus M211 toward a degree).

To be compatible with PeopleSoft, the recommendation from the Athletics Committee would have been restated as a Head-Of-Projected-Degree-Class system, i.e., a student athlete would register at the head of the student's projected degree class. So, for instance, a student athlete whose projected degree class was freshman would register immediately after all students

whose projected degree class was sophomore but before any other students whose projected degree class was freshman.

The change from current class to projected end of term degree class **vitiates** a Head-Of-Group approach for solving registration problems for student-athletes. Many athletes, including some who are excellent students, earn twelve hours per semester during the academic year and then six credit hours during the summer in order to stay on a normal four-year graduation plan. But this means that during every spring semester registration for the following fall semester, these students' projected end of term degree class is less than that of their peers. For example, suppose a freshman athlete earns 12 credit hours during the fall semester and enrolls in 15 credit hours for the spring semester but then drops 3 credit hours. Then, that student's projected end of term degree credit hours is $12 + 12 = 24$. So that student's projected degree class is freshman, because sophomore status requires 25 or more credit hours. So under a Head-Of-Group approach, the student would register at the head of the projected freshmen but after all projected sophomores. But almost all freshmen in a spring semester have projected end of term degree credits of 25 or more, so almost all freshmen in a spring semester have a projected degree class of sophomore. So the student athlete, even with Head-Of-Group priority, would register for the next fall semester after almost all other freshmen. Consequently, the student athlete would almost certainly have difficulty getting needed courses and arranging a schedule that did not conflict with the student's practice schedule.

A comparable situation would occur for the student during every spring semester registration for the following fall semester.

After taking account of the credit hour cutoffs for class standings of sophomore, junior, and senior, one sees that a Head-Of-Group arrangement only solves registration problems during spring registrations for fall semesters for student-athletes who have successfully taken a normal student course load of approximately 15 credit hours per semester. For student-athletes who follow the common 12-12-6 (i.e., twelve credit hours during each academic year semester and six credit hours during the summer, a Head-Of-Group plan is of no benefit for spring registrations for fall semesters.

For student-athletes who take five years to graduate, i.e., take only approximately 24 credit hours per calendar year, which is more or less the NCAA and Big Ten eligibility standard, a Head-Of-Group arrangement can also fail during fall semester registration periods for spring semesters.

But one must bear in mind that, *in almost all cases in which the registration appointment scheduling process fails to make it possible for a student athlete to get the classes that are critical, i.e., essential, for that student to make satisfactory progress, departmental administrators will be asked to help, and will help, solve the problems administratively.*

In contrast, a First-In-Line approach will solve, without any special intervention on the part of departmental administrators, all registration problems that can be solved using the given Schedule of Classes. Moreover, because most problems concerning critically needed classes would be solved by administrative means under both our current system and a Head-Of-Class system, a First-In-Line approach would have little new impact on non-athletes.

The one area where a First-In-Line approach might have new impact on non-athletes would be in the availability of electives. However, according to information on the majors of all current sophomore, junior, and senior student-athletes, it appears that most of them are in highly structured programs in which electives are limited and are most commonly taken towards the end of the student's undergraduate career, when the student would have junior or senior priority

anyway. The exception to this are the student-athletes in the Bachelor of General Studies program. But, according to the Athletics Department, there are only thirty-three such student-athletes at this time. Consequently, a First-In-Line approach should not have a significant impact on the availability of elective courses.

The following table summarizes the benefits and costs of a First-In-Line (FIL) approach and Head-Of-Projected-Degree-Class (HOPDC) approach:

Benefit/Cost Comparison of FIL and HOPDC Approaches

APPROACH	BENEFITS	COSTS		
		New Impacts on Non-Athl.	Acad. Adv., Dept. Adm.	Reg. Staff
FIL	High: Solves all ordinary class scheduling problems	Low	0	Low
HOPDC	Moderate: Primarily only solves class scheduling problems for student-athletes who maintain a normal 15 cr. hrs. per semester; solves spring semester class scheduling problems for student-athletes who maintain a 12-12-6 cr. hrs. pattern. Little help for students who follow NCAA eligibility guideline of 20% of degree requirements per calendar year.	Low	Med. High	Medium

On the basis of these considerations, we recommend the above Resolution to the Bloomington Faculty Council for its adoption.

Addendum A: Types of Problems Encountered by Student-athletes

1. Conflicts between class schedules and practice schedules.
2. Conflicts between class schedules and travel schedules.
3. Difficulty getting classes needed to maintain eligibility after a change of major
4. Difficulty getting classes needed to meet the new, stricter NCAA eligibility rules.
5. Need to switch to a less structured major because of inability to get needed courses.

CONGRESS RESOLUTION NO. <u>04-03-08</u>

Sponsor(s): <u>Cox (SBP),</u>

Co-Sponsor (s): _____

Filed on **<u>02/12/04</u>** and assigned to the **<u>Academic Affairs</u>** Committee(s). Considered on **<u>03/03/04,</u>** with a final disposition of_.

<mark>STUDENT</mark> RESOLUTION TO ENDORSE PRIORITY REGISTRATION AT IUB

WHEREAS,   Indiana University requires a substantial time commitment from student-athletes

WHEREAS,   Student-athletes are the only students required to miss class due to their participation in athletics

WHEREAS,   It is sometimes difficult for student-athletes to complete their required courses due to this time commitment

WHEREAS,   Priority registration is similar to other benefits athletes receive including tutoring, academic advising, and counseling

WHEREAS,   A majority of Big Ten Universities have priority registration

WHEREAS,   Not having priority registration puts IU at a disadvantage for recruiting student-athletes and assisting them in progressing their degree

WHEREAS,   Priority registration is defined in this resolution as *"Student-athletes, other than senior registration, will register at the head of their respective class"*

THEREFORE LET IT BE RESOLVED,   The Student Body Congress endorse the idea of priority registration for student-athletes at Indiana University Bloomington

COVER PAGE

INSTITUTION: Indiana University Purdue University Indianapolis (IUPUI)

COLLEGE: School of Liberal Arts

DEPARTMENT: International Studies Program

DEGREE PROGRAM TITLE: International Studies

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: Bachelor of Arts

SUGGESTED CIP CODE: 450901

LOCATION OF PROGRAM/CAMPUS CODE: Indianapolis/ IUINA

PROJECTED DATE OF IMPLEMENTATION: Fall 2006

DATE PROPOSAL WAS APPROVED BY
INSTITUTIONAL BOARD OF TRUSTEES: _____

_____
SIGNATURE OF AUTHORIZING
INSTITUTIONAL OFFICER

_____DATE

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DATE RECEIVED BY COMMISSION FOR
HIGHER EDUCATION

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COMMISSION ACTION (DATE)

ABSTRACT

B.A. in International Studies/INTL

To be offered on-campus by
Indiana University Purdue University Indianapolis (IUPUI)

Objectives:

The proposed International Studies major is a 33 credit interdisciplinary major which requires students to take courses from at least four different departments or schools. The interdisciplinary character of International Studies distinguishes it from International Relations (a specific sub-field of Political Science) with which it is often confused. The International Studies major aims to help prepare students for graduate work in such disciplines as Anthropology, Economics, Geography, History, Political Science or World Languages and Cultures and for a variety of careers in an increasingly globalized world. Such careers could include work in commercial exporting; diplomatic, foreign or government service; international banking, finance and insurance; international education; international law; journalism; military service; missionary work; non-governmental organizations and the non-profit sector; translation and interpreting; and the tourism and travel industry.

The International Studies major prepares students for international careers or graduate work in a number of ways. First, it requires students to complete additional foreign language competency beyond that required by the School of Liberal Arts. Second, recognizing the importance of cross-cultural understanding and regional specialization, it requires students to focus their studies on a specific geographical area (Latin America and the Caribbean; Europe; Asia; Africa; the Middle East). Third, to promote functional competencies, it additionally requires students to focus their coursework on a thematic concentration (development; international business and economics; global civil society; comparative systems; global and cross-cultural interactions; international relations; global environment). Finally, recognizing the importance and the educational and experiential value of learning abroad, the major requires students to complete a three credit International Experience requirement. To ensure coherence within the overall major, students must also complete two introductory courses and one senior seminar capstone course.

Clientele to be Served:

The International Studies major will serve the IUPUI School of Liberal Arts' diverse student body and it will attract new students to the School. It will provide a new interdisciplinary channel for students whose interests extend beyond those of any single disciplinary major. The major will likely appeal to IUPUI's growing international student body and serve as a potential recruiting tool for attracting future international students to our campus in the first place. It will also prove to be an attractive possibility for double majors from all of the School's existing departments. The inclusion of courses from other schools such as the Herron School of Art and Design, the Kelley School of Business and the School of Environmental and Public Affairs (SPEA) should also make the prospect of double majors or double degrees more attractive to students from those

schools. Given that the major draws upon existing courses already offered in all Liberal Arts departments and a number of other schools on campus, students will have great flexibility in terms of fulfilling the major's requirements. This should appeal to part-time students, non-traditional students and any other students with schedule constraints that limit the times or days of the week they can spend on campus.

Curriculum:

The International Studies major is a 33 credit interdisciplinary undergraduate major housed in the School of Liberal Arts (SLA). Students seeking to earn a Bachelors of Arts with an International Studies major must complete all of the existing SLA requirements for graduation.

The International Studies major draws courses from all SLA Departments as well as from SPEA, the Kelley School of Business and the Herron School of Art and Design. In order to complete the major, students must take courses from at least 4 different departments or schools.

There are seven required components to the International Studies major. First, students must complete the 3 credit I100 Introduction to International Studies interdisciplinary required introductory course. Second, students must complete a 3 credit "Windows on the World" requirement from one of the following four courses: Anthropology A104/A304 Introduction to Cultural Anthropology; Geography G110 Introduction to Human Geography; History H109 Perspectives on the World Since 1800; or Political Science Y219 Introduction to International Relations. Third, the foreign language requirement is completion of the 200-level course cycle in a modern foreign language (1 year beyond the existing SLA requirement of completion of the 100-level course cycle) with at least one class taken at IUPUI. 3-4 credits from the foreign language coursework count toward the 33 credit requirement for the International Studies major. Fourth, students must complete a 9 credit area concentration requirement in one of the following geographical regions: Latin America and the Caribbean; Europe; Asia; Africa; the Middle East. The area concentration must include courses from at least 2 different departments or schools and at least 2 courses at the 300 or higher level. Fifth, students must complete a 9 credit thematic concentration requirement from one of the following thematic concentrations: development; international business and economics; global civil society; comparative systems; global and cross-cultural interactions; international relations; global environment. The thematic concentration must include courses from at least 2 different departments or schools and at least 2 courses at the 300 or higher level. Sixth, students must complete a 3 credit International Experience requirement. This can be 3 credits of academic work earned abroad in a study abroad program or it can be 3 credits of I415 independent study credit relating to an international experience or research project conducted outside the United States of America. Finally, students must complete a 3 credit I400 senior seminar capstone course requirement or, with approval from the program director, a 3 credit departmental capstone course or a 3 credit I415 independent study capstone project. There are no specific internship requirements, although students can potentially pursue internship opportunities for I415 independent study credit or as part of their International Experience requirement.

There is no double counting of courses within the major. Courses which can potentially count in two or more areas can only fulfill one requirement within the major. Students cannot take more than 6 hours of I415 independent study credit.

A bullet-point listing of the major's requirements can be found in Appendix I. Appendix II lists acceptable courses for each of the major's specific area and thematic concentrations.

In terms of unique or innovative features, the International Studies major is fundamentally premised upon interdisciplinary coursework. Students have to take courses from at least four different departments or schools and they have to take courses from at least two different departments or schools for both their area and thematic concentration requirements. The I100 Introduction to International Studies course and the I400 International Studies Capstone seminar course are both interdisciplinary courses as well.

Perhaps the most innovative feature of the major is the way that students can tailor their combination of different area and thematic concentrations to meet their individual academic interests and career goals. A student interested in pursuing a career in development as part of the burgeoning non-governmental organization sector could combine a thematic concentration on development or global civil society with an area concentration on Africa or Latin America and the Caribbean. Another student interested in working for a transnational corporation could combine a thematic concentration on international business and economics with an area concentration on Europe and study German as his or her foreign language. Alternatively, a student could combine that same thematic concentration with an area concentration on Asia and study Japanese as his or her foreign language. A student wishing to pursue graduate work in Political Science could combine a thematic concentration on international relations with an area concentration on the Middle East and study Arabic as his or her foreign language. In short, students can tailor their area and thematic coursework in a variety of ways to meet a number of different interests and needs.

The International Experience requirement is also innovative in that it requires our students to go abroad in order to complete this major. This requirement can again be met in a variety of different ways that correspond to individual student interests. Students can fulfill this requirement by studying abroad for a semester or year. They can fulfill it by taking one of the many IUPUI courses that include an international component. Planned or recent IUPUI course offerings along these lines have taken our students to Australia, Cuba, Greece, Jamaica, Jordan, Mexico and Poland. Students will also be able to embed, for example, a service learning trip with the Timmy Foundation to Ecuador or a church mission trip to Kenya into an I415 Independent Readings in International Studies course to fulfill this requirement. Such international experiences are already funded and eligible for funding through the Margaret A. Cook Foreign Study Award and the IUPUI Undergraduate Research Opportunities Program. The new IUPUI International Experience Scholarship and the planned P. M. G. Harris and Marianne S. Wokeck Study

Abroad Scholarship will further enhance student funding opportunities in this area. US citizens who receive federal Pell Grant funding are also eligible for up to $5,000 of support for study abroad through the Benjamin A. Gilman International Scholarship Program administered by the Institute of International Education.

Employment Possibilities:

As a recent editorial in *The Christian Science Monitor* noted, "Improving science and math education is only part of the 'basic training' our young people need to compete successfully in a global marketplace. They also need international knowledge, language abilities, and intercultural communications skills."[1] The career opportunities for International Studies graduates with foreign language skills and practical international experience are potentially vast. According to the United Nations' *World Investment Report*, an estimated 54,170,000 employees worked globally for the foreign affiliates of transnational corporations in 2003, up from 19,232,000 in 1982 and 24,197,000 in 1990.[2] Statistics from the Bureau of Economic Analysis indicate that US companies with global operations employed 30.6 million workers worldwide in 2002, of which over 73 percent (22.4 million) were employed in the United States. Majority-owned US affiliates of foreign companies with operations in the United States employed 5.4 million US workers in 2002, accounting for approximately five percent of total US private sector employment.[3] Locally, the State of Indiana participates actively in this globalized economy. Indiana exported $16.4 billion worth of products in 2003, an increase of $1.5 billion or 9.9% from the previous year. Indiana was the 12th largest export state in 2003 and its ten largest export markets were Canada, Mexico, France, the United Kingdom, Japan, Germany, the Netherlands, South Korea, Brazil and China.[4]

B.   Program Description

1.   Describe the proposed program and state its objectives.

The proposed International Studies major is a 33 credit interdisciplinary major which requires students to take courses from at least four different departments or schools. The interdisciplinary character of International Studies distinguishes it from International Relations (a specific sub-field of Political Science) with which it is often confused. The International Studies major prepares students for international careers or graduate work in a number of ways. First, it requires students to complete additional foreign language competency beyond that required by the School of Liberal Arts. Second, recognizing the importance of cross-cultural understanding and regional specialization, it requires students to focus their studies on a specific geographical area (Latin America and the Caribbean; Europe; Asia; Africa; the Middle East). Third, to

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[1] Henry Kaufman and Thomas S. Johnson, "Send Future US Business Leaders Abroad," *The Christian Science Monitor*, December 8, 2005.
[2] *The World Investment Report 2004: The Shift Toward Services*. Geneva: United Nations Center on Transnational Corporations. Available at http://www.unctad.org/wir.
[3] The Emergency Committee on American Trade's 2004 Summary of Key Investment Issues. Available via http://www.ecattrade.com.
[4] Indiana export data is available at http://www.indianacommerce.com/IndianaStatistics/index.asp.

promote functional competencies, it additionally requires students to focus their coursework on a thematic concentration (development; international business and economics; global civil society; comparative systems; global and cross-cultural interactions; international relations; global environment). Finally, recognizing the importance and the educational and experiential value of learning abroad, the major requires students to complete a three credit International Experience requirement.

Students completing the International Studies major will:

- Possess core communicative competence in a modern foreign language

- Develop sensitivity and respect for other cultures and the ability to operate with civility in a complex, diverse and globalized world

- Have intellectual depth and substantial knowledge of one particular region of the world

- Demonstrate expertise in a specific functional thematic competency

- Gain confidence in their own ability to interact, travel and live abroad

- Cultivate their intellectual capacity for critical, reflective and integrative thinking about the world around them

- Specialize their coursework to position themselves successfully for a given career or graduate school interest of their own choosing

2. Describe admission requirements, anticipated student clientele, and student financial support.

Admissions requirements for the International Studies major will be the same as they are for other majors in the School of Liberal Arts. Enrollment in the major will not be limited or restricted in any way outside of standard admissions policies to the School of Liberal Arts. There is no specific prerequisite coursework or degree required for the major, other than the requirement to complete the 200-level course cycle in a modern foreign language requires students to first complete the 100-level course cycle in that language.

The International Studies major will serve the IUPUI School of Liberal Arts' diverse student body. It will provide a new interdisciplinary channel for students whose interests extend beyond those of any single disciplinary major. The major will likely appeal to IUPUI's growing international student body and serve as a potential recruiting tool for attracting future international students to our campus in the first place. It will also prove to be an attractive possibility for double majors from all of the School's existing departments. Given that the major draws upon existing courses already offered in all

Liberal Arts departments and a number of other schools on campus, students will have great flexibility in terms of fulfilling the major's requirements. This should appeal to part-time students, non-traditional students and any other students with schedule constraints that limit the times or days of the week they can spend on campus.

Students in the International Studies major will be eligible for the same kinds and types of financial aid available to other students in the School of Liberal Arts. In addition, there are a number of specific funding opportunities such as the Margaret A. Cook Foreign Study Award and the new IUPUI International Experience Scholarship that International Studies majors can benefit from. All International Studies majors who are US citizens receiving federal Pell Grant funding are also eligible for up to $5,000 of support for study abroad through the Benjamin A. Gilman International Scholarship Program administered by the Institute of International Education.

3.   **Describe the proposed curriculum.**

The International Studies major is a 33 credit interdisciplinary undergraduate major housed in the School of Liberal Arts (SLA). Students seeking to earn a Bachelors of Arts with an International Studies major must complete all of the existing SLA requirements for graduation.

The International Studies major draws courses from all SLA Departments as well as from the School of Public and Environmental Affairs (SPEA), the Kelley School of Business and the Herron School of Art and Design. In order to complete the major, students must take courses from at least 4 different departments or schools.

There are seven required components to the International Studies major. First, students must complete the 3 credit I100 Introduction to International Studies interdisciplinary required introductory course. Second, students must complete a 3 credit "Windows on the World" requirement from one of the following four courses: Anthropology A104/A304 Introduction to Cultural Anthropology; Geography G110 Introduction to Human Geography; History H109 Perspectives on the World Since 1800; or Political Science Y219 Introduction to International Relations. Third, the foreign language requirement is completion of the 200-level course cycle in a modern foreign language (1 year beyond the existing SLA requirement of completion of the 100-level course cycle) with at least one class taken at IUPUI. 3-4 credits from the foreign language coursework count toward the 33 credit requirement for the International Studies major. Fourth, students must complete a 9 credit area concentration requirement in one of the following geographical regions: Latin America and the Caribbean; Europe; Asia; Africa; the Middle East. The area concentration must include courses from at least 2 different departments or schools and at least 2 courses at the 300 or higher level. Fifth, students must complete a 9 credit thematic concentration requirement from one of the following thematic concentrations: development; international business and economics; global civil society; comparative systems; global and cross-cultural interactions; international relations; global environment. The thematic concentration must include courses from at least 2 different departments or schools and at least 2 courses at the 300 or higher level. Sixth, students

must complete a 3 credit International Experience requirement. This can be 3 credits of academic work earned abroad in a study abroad program or it can be 3 credits of I415 independent study credit relating to an international experience or research project conducted outside the United States of America. Finally, students must complete a 3 credit I400 senior seminar capstone course requirement or, with approval from the program director, a 3 credit departmental capstone course or a 3 credit I415 independent study capstone project. There are no specific internship requirements, although students can potentially pursue internship opportunities for I415 independent study credit or as part of their International Experience requirement.

Sample Curriculum

Fall 2006
ENGL W131 (3) (Area I)
HIST H113 (3) (Area II Hist.)
MATH M118 (3) (Area II Analytic)
WLAC F200 (3) (Area II A&H)
SOC R100 (3) (Area II Soc. Sci.)
UC 110 (1) (First year experience)
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16 semester and total credits

Spring 2007
ENGL W132 (3) (Area I)
HIST H114 (3) (Area II Hist.)
PHIL P162 (3) (Area II Analytic)
RELS R111 (3) (Area II A&H)
POLS Y103 (Area II Soc. Sci.)

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15 semester credits, 31 total credits

Fall 2007
COMM R110 (3) (Area I)
WLAC A117 (3) (Area I For. Lang.)
BIOL N212 (3) (Area II Science)
BIOL N213 (1) (Area II Science, Lab)
INTL I100 (3) (IS Major)
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13 semester credits, 44 total credits

Spring 2008
POLS Y217 (3) (Area II Comp. WC)
WLAC A118 (3) (Area I For. Lang.)
GEOL G110 (3) (Area II Science)
ANTH A104 (3) (IS Major)
SOC R 305 (3) (Area 3)
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15 semester credits, 59 total credits

Fall 2008
WLAC A119 (4) (Area I For. Lang.)
CHEM C100 (3) (Area II Science)
SPEA V365 (3) (Area III)
ANTH E300 (3) (IS Major)

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13 semester credits, 72 total credits

Spring 2009
WLAC A200 (3) (IS Major)
ANTH E380 (3) (Area 3)
POLS Y219 (3) (IS Major)
POLS Y339 (3) (IS Major)
ENGL L382 (3) (Area 3)

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15 semester credits, 87 total credits

Summer I 2009

RELS R304 (3) (Area 3)
RELS R305 (3) (IS Major)
Note: both courses are taught abroad in Jordan

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6 semester credits, 93 total credits

Fall 2009	Spring 2010
WLAC A250 (3) (IS Major)	**INTL I400 (3) (IS Major)**
WLAC F400 (3) (IS Major)	ENGL L 205 (3)
POLS Y377 (3) (IS Major)	**GEOG G355 (3) (IS Major)**
GEOG G130 (3)	SOC R476 (3)
INTG I300 (3) (Integrator)	POLS Y360 (3)

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15 semester credits, 108 total credits   15 semester credits, 123 total credits

Note: The number of credits is listed in parentheses after each course. Courses used to satisfy the requirements of the International Studies major are listed in **bold**.

This sample curriculum is devised for an International Studies major who selects the Middle East as his or her area concentration and International Relations as his or her thematic concentration. The International Studies major requirements are satisfied in the following way:

INTL I100 Introduction to International Studies is required introductory course. 3 credits count toward the major.

ANTH A104 Introduction to Cultural Anthropology satisfies the "Windows on the World" course requirement. 3 credits count toward the major.

WLAC A200 and A250 Intermediate Arabic satisfy the foreign language requirement with 3 credits counting toward the International Studies major requirement.

ANTH E300 Cultures of the Middle East; POLS Y339 Middle Eastern Politics; and WLAC F400 Islam, Gender and Conflicts collectively satisfy the Middle East area concentration requirement including at least 2 courses at the 300 or higher level and courses from at least 2 different departments or schools. 9 credits count toward the major.

POLS Y219 Introduction to International Relations; POLS Y377 Globalization; and GEOG G355 Political Geography collectively satisfy the International Relations thematic concentration requirement including at least 2 courses at the 300 or higher level and courses from at least 2 different departments or schools. 9 credits count toward the major.

RELS R305 Islam and Modernity which is taught abroad at the University of Jordan satisfies the International Experience requirement. 3 credits count toward the major.

INTL I400 International Studies Capstone Seminar satisfies the capstone requirement. 3 credits count toward the major.

The International Studies major intentionally makes extensive use of existing courses that are already offered on our campus in order to minimize its demand for new resources. We believe that the International Studies major not only minimizes its demand for resources by utilizing existing course offerings but that it actually contributes positively toward a better utilization of these existing resources within the School of Liberal Arts. There are only two new regular courses that will be created for this major: I100 Introduction to International Studies and I400 International Studies Capstone Seminar. In addition to I100 and I400, we will also create I415 Individual Readings in International Studies but this course will be offered as an individual independent study course and will not require additional resources. All three of these courses (I100, I400 and I415) have already been taught on the Indiana University Bloomington campus and they have already been approved for teaching on the IUPUI campus. All of the other courses featured in the program are already existing courses taught on the IUPUI campus. There are no courses required for the major that need to be delivered by another institution.

4. **Describe form of recognition.**

The degree awarded to those who complete the program will be a Bachelor of Arts. The student's diploma will indicate that they have received a Bachelor of Arts from Indiana University. Students earning this degree will have to complete all the requirements for the International Studies major and also for graduation from the School of Liberal Arts. This is the appropriate form of recognition as it follows existing practice for all other majors in the School of Liberal Arts.

The institution's suggested CIP code for the program is 450901.

5. **List program faculty and administrators.**

The International Studies program director is Dr. Scott Pegg, an Assistant Professor in the Department of Political Science. Dr. Pegg is supported by a 6-8 member International Studies Advisory Committee (ISAC). The majority of ISAC members are full-time IUPUI faculty, but the committee can also include an undergraduate student and a community member. The current members of the ISAC are: Dr. Gabrielle Bersier (Professor, World Languages and Cultures); Dr. Jon Eller (Professor, English and American Studies); Dr. David Ford (Professor, Sociology and School of Liberal Arts Dean's office); Dr. Hilary Kahn (Assistant Professor, Anthropology and IUPUI Office of International Affairs); Dr. Michael Snodgrass (Associate Professor, History); and Mr. Steve Tuchman (lawyer and community representative). Dr. Susan Sutton (Professor, Anthropology and IUPUI Office of International Affairs) previously served one year on the ISAC, as did Jacob Shively, a former IUPUI undergraduate student. The International Studies program will hire 1.5 FTE faculty – one full-time faculty member and one half-time faculty equivalent to serve as lead advisor to the program.

6.   Describe needed learning resources.

Because the International Studies major is an interdisciplinary program that draws heavily upon existing disciplines like Anthropology, Economics, Geography, History, Political Science, Sociology and World Languages and Cultures, existing library resources and facilities are adequate to support this major. There is no need to purchase any new holdings, materials or collections to support this major.

7.   Describe other program strengths.

In terms of unique or innovative features, the International Studies major is fundamentally premised upon interdisciplinary coursework. Students have to take courses from at least four different departments or schools and they have to take courses from at least two different departments or schools for both their area and thematic concentration requirements. The I100 Introduction to International Studies course and the I400 International Studies Capstone seminar course are both interdisciplinary courses as well. The major also incorporates courses from other schools such as the Herron School of Art and Design, the Kelley School of Business and SPEA into its curriculum.

Perhaps the most innovative feature of the major is the way that students can tailor their combination of different area and thematic concentrations to meet their individual academic interests and career goals. A student interested in pursuing a career in development as part of the burgeoning non-governmental organization sector could combine a thematic concentration on development or civil society with an area concentration on Africa or Latin America and the Caribbean. Another student interested in working for a transnational corporation could combine a thematic concentration on international business and economics with an area concentration on Europe and study German as his or her foreign language. Alternatively, they could combine that same thematic concentration with an area concentration on Asia and study Japanese as his or her foreign language. A student wishing to pursue graduate work in Political Science could combine a thematic concentration on international relations with an area concentration on the Middle East and study Arabic as his or her foreign language. In short, students can tailor their area and thematic coursework in a variety of ways to meet a number of different interests and needs.

The International Experience requirement is also innovative in that it requires our students to go abroad in order to complete this major. This requirement can again be met in a variety of different ways that correspond to individual student interests. Students can fulfill this requirement by studying abroad for a semester or year. They can fulfill it by taking one of the many IUPUI courses that include an international component. Planned or recent IUPUI course offerings along these lines have taken our students to Australia, Cuba, Greece, Jamaica, Jordan, Mexico and Poland. Students will also be able to embed, for example, a service learning trip with the Timmy Foundation to Ecuador or a church mission trip to Kenya into an I415 Independent Readings in International Studies course to fulfill this requirement. Such international experiences are already funded and eligible

for funding through the Margaret A. Cook Foreign Study Award and the IUPUI Undergraduate Research Opportunities Program. The new IUPUI International Experience Scholarship and the planned P. M. G. Harris and Marianne S. Wokeck Study Abroad Scholarship will further enhance student funding opportunities in this area. US citizens who receive federal Pell Grant funding are also eligible for up to $5,000 of support for study abroad through the Benjamin A. Gilman International Scholarship Program administered by the Institute of International Education.

C.   Program Rationale

1.   Institutional Factors

The International Studies major clearly supports the School of Liberal Arts mission to "Develop international programs and relationships for faculty and students and foster greater international awareness in university and community." The major also supports all of the teaching goals identified in the 1999 Strategic Plan for International Program Development which are to "Develop International Curriculum"; "Recruit and Retain International Students"; and "Develop Study Abroad Opportunities."[5] The major also supports a number of goals within IUPUI's "Vision, Mission, and Values" statement. Amongst others, these include goals II E) "Encourage and support initiatives that promote interdisciplinary teaching, curricular and co-curricular integration of the Principles of Undergraduate Learning, and community-based academic learning (service learning)"; III F) "Provide curricular experiences that increase student understanding of other cultures"; and III H) "Increase opportunities for international experiences." Finally, the International Studies major also contributes to the broader internationalization goals of the campus. The IUPUI International Affairs Program Committee's 2002-2003 report[6] noted that despite recent growth, IUPUI still lags behind peer institutions both in the enrollment of international students and in the number of students pursuing study abroad opportunities. Their report further argued that "International program initiatives are more likely to succeed if, due to economies of scale, they build upon already existing courses, offerings, faculty and resources." This is exactly what the proposed International Studies major does.

In terms of its historical development, the position of International Studies program director was first advertised during the Spring 2004 semester. Dr. Scott Pegg was hired as program director in June 2004. The International Studies Advisory Committee began meeting in August 2004. The International Studies major was approved by the IUPUI School of Liberal Arts Faculty Assembly in September 2005.

The International Studies major intentionally makes extensive use of existing courses that are already offered on our campus in order to minimize its demand for new resources. We believe that the International Studies major not only minimizes its demand for resources by utilizing existing course offerings but that it actually contributes positively

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[5] Proposed Strategic Plan for International Program Development, p. 4. Available at
http://www.iupui.edu/~oia/SP/Strategic_Plan_for_Internationalization.pdf.
[6] Available at http://www.iupui.edu/~oia/SP/IAPC-Strategies-ExecSummary.pdf.

toward a better utilization of these existing resources within the School of Liberal Arts. Having a specific International Studies major will increase student demand for the various internationally-focused courses that are already offered on our campus by a variety of different departments and schools. There are only two new courses that will be created for this major: I100 Introduction to International Studies and I400 International Studies Capstone Seminar. In addition to I100 and I400, we will also create I415 Individual Readings in International Studies but this course will be offered as an individual independent study course and will not require additional resources.

As noted above, the International Studies program currently has a program director and an advisory committee in place. The revenues associated with the projected new student enrollment in the new program will be used for 1.5 FTE faculty – one full-time faculty member and one half-time faculty equivalent to serve as lead advisor to the program; a secretary; and travel, equipment, and supplies and expense. Table 2B displays these uses in numeric form.

2. **Student Demand** (See Table 1: Enrollment and Completion Data.)

International Studies is an increasingly popular option at college and university campuses throughout the United States. It is arguably one of the most important majors not offered on the IUPUI campus. One recently published survey of 66 liberal arts colleges and universities in the three Midwestern states of Illinois, Iowa and Missouri found 24 of those institutions (36.3 percent) offering an interdisciplinary International Studies major.[7] The largest institution surveyed in this study had an undergraduate student population of 9,500. There is every reason to believe that IUPUI's 30,000 student population can support such a major. The rapid growth of the International Studies major in Bloomington where it now has 156 majors in just three years also demonstrates the viability of its prospects at IUPUI. If we were to attain a similar number of majors on our campus, International Studies would become the fourth largest major in the

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[7] John Ishiyama and Marijke Breuning, "A Survey of International Studies Programs at Liberal Arts Colleges and Universities in the Midwest: Characteristics and Correlates," *International Studies Perspectives*, Vol. 5 # 2 (May 2004): 134-146.

School of Liberal Arts. Even if we only obtained half that number, International
Studies would still rank as the eighth largest major in the School of Liberal Arts at
approximately the same number of majors as the Department of Anthropology.
Our own preparatory survey (see Appendix III) identified 107 existing
International Studies programs at leading research institutions, including many
Big 10 Universities (Illinois, Indiana, Iowa, Ohio State, Wisconsin), and a number
of comparable urban research universities (Alabama-Birmingham, Cincinnati,
Portland State, Virginia Commonwealth, Wayne State, Wisconsin-Milwaukee).
International Studies majors can be found in the State of Indiana on the campuses
of Butler University, Earlham College, the University of Evansville, Hanover
College, Indiana University (Bloomington) and Taylor University.

The specific enrollment projections shown in table 1 have been derived from the program which is already well established at IU Bloomington, making adjustments for the start-up of a new program on an urban campus. They also reflect the experience of the IUPUI School of Liberal Arts's newest major, the Individualized Major Program. The Individualized Major Program has only been in existence for two years and is a relevant comparison for the proposed new International Studies major.

3. **Transferability**

The arrangements for the transferability of program credits for the International Studies program will follow existing standard practices throughout the School of Liberal Arts. No special or unique arrangements are needed. As indicated in the tables included with this proposal, both new and transfer students will be attracted to the International Studies major.

4. **Access to graduate and professional programs**

The International Studies major aims to help prepare students for graduate work in such disciplines as Anthropology, Economics, Geography, History, Political Science and World Languages and Cultures.

5. **Demand and employment factors**

Although preparing students for specific employment opportunities is not a key program objective, we believe that the employment prospects for International Studies major graduates with foreign language skills and practical international experience are potentially vast. According to the United Nations' *World Investment Report*, an estimated 54,170,000 employees worked globally for the foreign affiliates of transnational corporations in 2003, up from 19,232,000 in 1982 and 24,197,000 in 1990.[8] Statistics from the Bureau of Economic Analysis indicate that US companies with global operations employed 30.6 million workers worldwide in 2002, of which over 73 percent (22.4 million) were employed in the United States. Majority-owned US affiliates of foreign companies with operations in the United States employed 5.4 million US workers in 2002, accounting for approximately five percent of total US private sector employment.[9] Locally, the State of Indiana participates actively in this globalized economy. Indiana exported $16.4 billion worth of products in 2003, an increase of $1.5 billion or 9.9% from the previous year. Indiana was the 12th largest export state in 2003 and its ten largest export markets were Canada, Mexico, France, the United Kingdom, Japan, Germany, the Netherlands, South Korea, Brazil and China.[10]

6. Regional, state, and national factors

In order to prepare for the development of this major, a preparatory survey was done of 107 colleges and universities with existing International Studies majors.

Following past practice in the literature, these majors were evaluated in terms of six potential programmatic components: introductory course(s); research methods; foreign language requirements; study abroad; area and/or thematic concentration requirements; and capstone requirements. The findings of this study are summarized in Appendix III. It is our firm belief that the proposed International Studies major at IUPUI either falls broadly within the mainstream of these programs or, in some cases, like study abroad, it is on the leading or cutting edge of existing International Studies programs.

Six of the colleges and universities covered in our preparatory survey are located in the State of Indiana. These institutions are Butler University, Earlham College, the University of Evansville, Hanover College, Indiana University (Bloomington) and Taylor University. A table summarizing and comparing these six institutions with the proposed

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[8] *The World Investment Report 2004: The Shift Toward Services*. Geneva: United Nations Center on Transnational Corporations. Available at http://www.unctad.org/wir.
[9] The Emergency Committee on American Trade's 2004 Summary of Key Investment Issues. Available via http://www.ecattrade.com.
[10] Indiana export data is available at http://www.indianacommerce.com/IndianaStatistics/index.asp.

IUPUI program along the six programmatic components identified above is included as Appendix IV.

No external agencies or associations were involved in the design of this program. We did, however, have one external community representative, Steve Tuchman (a local attorney and honorary Danish consular official) participate as a member of the International Studies Advisory Committee. Mr. Tuchman regularly attended our committee meetings and actively offered input and suggestions on all aspects of the proposed major.

D. Program Implementation and Evaluation

Enrollment and progression throughout the major will be tracked in a variety of ways. We will monitor the number of majors, credit hours, graduates and retention statistics. We can also monitor the extent of participation in service learning and study abroad programs.

Student learning outcomes will be assessed both quantitatively and qualitatively. Specific learning outcomes will be evaluated in individual courses through in-class discussions, quizzes, exams, written assignments and reflective projects. The International Studies program will maintain quantitative data on student enrollment, graduation rates and retention. Graduating seniors will also complete exit interviews or surveys of program satisfaction as part of their I400 International Studies Capstone Seminar. The program will also maintain data on the post-graduate placement of its students by career track or graduate school. From its inception, the International Studies program will also employ IUPUI's forthcoming e-portfolio system to assess outcomes and facilitate student reflection.

The International Studies major will also benefit from oversight and monitoring from the School of Liberal Arts Dean's office. The Dean's office already has in place many proven and viable forms of administrative oversight which this major will benefit from.

As is the practice with many other majors, we will also monitor graduating senior surveys, alumni surveys and continuing student satisfaction surveys. As with other majors, we will also do program reviews on a regular basis.

E. Tabular Information

	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09	Year 4 2009-10	Year 5 2010-11
A. Program Credit Hours Generated					
1. Existing Courses	253	467	708	993	1029
2. New Courses	9	30	30	51	60
Total	262	497	738	1044	1089
B. Full-time Equivalents (FTEs)					
1. Generated by Full-time Students	7	14	20	29	29
2. Generated by Part-time Students	2	3	4	6	8
Total	9	17	25	35	36
3. On-Campus Transfers	4	7	10	14	15
4. New-to-Campus	5	10	14	20	21
C. Program Majors (Headcounts)					
1. Full-time Students	7	14	21	28	28
2. Part-time Students	3	6	9	12	15
Total	10	20	30	40	43
3. On-Campus Transfers	4	8	12	16	17
4. New-to-Campus	6	12	18	24	26
5. In-State	8	16	24	32	35
6. Out-of-State	2	4	6	8	8
D. Program Completions				7	10

TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUE

44

| | | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 |
	FTE	2006-07	FTE	2007-08	FTE	2008-09	FTE	2009-10	FTE	2010-11
A. Total Direct Program Costs										
1. Existing Departmental Faculty Resources	0.3	$26,000	0.7	$60,000	1	$85,000	1.4	$119,000	1.4	$119,000
2. Other Existing Resources		$5,000		$12,000		$17,000		$24,000		$24,000
3. Incremental Resources (Table 2B)		$49,400		$93,700		$139,100		$196,800		$205,100
TOTAL		$80,400		$165,700		$241,100		$339,800		$348,100
B. Sources of Program Revenue										
1. Reallocation		$31,000		$72,000		$102,000		$143,000		$143,000
2. New-to-Campus Student Fees		$35,000		$66,500		$98,600		$139,500		$144,300
3. Other (Non-State)										
4. New State Appropriations										
a. Enrollment Change Funding		$14,400		$27,200		$40,500		$57,300		$60,800
b. Other State Funds		0		0		0		0		0
TOTAL		$80,400		$165,700		$241,100		$339,800		$348,100

TABLE 2B:
DETAIL ON INCREMENTAL OR
OUT-OF-POCKET DIRECT PROGRAM COSTS

		Year 1		Year 2		Year 3		Year 4		Year 5
	FTE	2006-07	FTE	2007-08	FTE	2008-09	FTE	2009-10	FTE	2010-11
1. Personnel Services										
a. Faculty	0.5	40,000	0.5	40,000	1.0	80,000	1.0	120,000	1.5	120,000
b. Support Staff	0.0	0	1.0	35,000	1.0	35,000	1.0	35,000	1.0	35,000
c. Graduate Teaching Assistants	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Total Personnel Services		40,000		75,000		115,000		155,000		155,000
2. Supplies and Expense										
a. General Supplies and Expense		9,400		13,700		17,100		34,800		43,100
b. Recruiting		0		0		0		0		0
c. Travel		0		0		2,000		2,000		2,000
d. Library Acquisitions		0		0		0		0		0
Total Supplies and Expense		9,400		13,700		19,100		36,800		45,100
3. Equipment										
a. New Equipment Necessary for Program				5,000		5,000		5,000		
b. Routine Replacement										5,000
Total Equipment		0		5,000		5,000		5,000		5,000
4. Facilities		0		0		0		0		0
5. Student Assistance										
a. Graduate Fee Scholarships		0		0		0		0		0
b. Fellowships		0		0		0		0		0
Total Student Assistance		0		0		0		0		0
Total Incremental Direct Costs		49,400		93,700		139,100		196,800		205,100

TABLE 3:
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

I. Prepared by Institution

Institution/Location: Indiana University-Purdue University Indianapolis
Program: Bachelor of Arts in International Studies
Proposed CIP Code: 450901
Base Budget Year: 2005-06

	Year 1 2006-07	Year 2 2007-08	Year 3 2008-09	Year 4 2009-10	Year 5 2010-11
Enrollment Projections (Headcount)	10	20	30	40	43
Enrollment Projections (FTE)	9	17	25	35	36
Degree Completion Projection	0	0	0	7	10
New State Funds Requested (Actual)	$ 0	$ 0	$ 0	$ 0	$ 0
New State Funds Requested (Increases)	$ 0	$ 0	$ 0	$ 0	$ 0

II. Prepared by Commission for Higher Education

New State Funds to be Considered for Recommendation (Actual)	$ _____	$ _____	$ _____	$ _____	$ _____
New State Funds to be Considered for Recommendation (Increases)	$ _____	$ _____	$ _____	$ _____	$ _____

CHE Code: Comment:
Campus Code:
County Code:
Degree Level:
CIP Code:

Requirements for the International Studies Major

- 33 Credit interdisciplinary major which draws courses from all School of Liberal Arts Departments as well as from SPEA, Kelley School of Business, Herron School of Art and Design and others.

- Students must take courses from at least 4 different departments or schools.

- 3 credit I100 Introduction to International Studies interdisciplinary required introductory course.

- 3 credit "Windows on the World" requirement from one of the following four courses: ANTH A104/A304 Introduction to Cultural Anthropology; GEOG G110 Introduction to Human Geography; HIST H109 Perspectives on the World Since 1800; POLS Y219 Introduction to International Relations.

- Foreign Language requirement is completion of the 200-level course cycle in a modern foreign language (existing School of Liberal Arts requirement is completion of the 100-level course cycle) with at least one class taken at IUPUI. 3-4 credits here count toward the International Studies major.

- 9 credit area concentration requirement in one of the following geographical regions: Latin America and the Caribbean; Europe; Asia; Africa; the Middle East. The area concentration must include courses from at least 2 different departments or schools and at least 2 courses at the 300 or higher level.

- 9 credit thematic concentration requirement from one of the following thematic concentrations: development; international business and economics; global civil society; comparative systems; global and cross-cultural interactions; international relations; global environment. The thematic concentration must include courses from at least 2 different departments or schools and at least 2 courses at the 300 or higher level.

- 3 credit International Experience requirement – 3 credits of academic work earned abroad or relating to an international experience or research project conducted outside of the United States of America.

- 3 credit I400 senior seminar capstone course requirement or, with approval from the director, a 3 credit departmental capstone course or a 3 credit I415 independent study capstone project.

- There is no double counting within the major. Courses which can potentially count in two or more areas can only fulfill one requirement within the major. Students cannot take more than 6 hours of I415 independent study credit.

Appendix II

International Studies Major Area and Thematic Concentrations Course List

This list was last revised on April 20, 2005.

Students may take up to 6 hours of I415 independent study credit, but no more than 3 credits in any specific area or thematic concentration.

International Studies Major Area Concentrations

<u>**Latin America and the Caribbean**</u>

ANTH E340	Indians of Mexico and Central America
GEOG G323	Geography of Latin America
GEOG G324	Geography of the Caribbean
HIST F341	Latin America: Conquest and Empire
HIST F342	Latin America: Evolution and Revolution Since Independence
HIST F346	Modern Mexico
HIST H421	US-Latin American Relations
HIST H425	Comparative Native American History
HIST A352	History of Latinos in the USA
ENGL L406	Caribbean Women Writers
ENGL L406	Anglophone Caribbean Writers
ENGL L245	Introduction to Caribbean Literature
POLS Y337	Latin American Politics
SPAN S315	Spanish in the Business World
SPAN S363	Introduction to Hispanic Culture [taught in Spanish]
SPAN S412	Latin American Culture and Civilization
SPAN S477	Twentieth-Century Spanish-American Prose Fiction
MUSIC Z375	Introduction to Latin American Music
ART H301	Africa, Oceania and the Americas
ART H355	Arts of the American Indian

60 possible credits from 6 different departments + the Herron School of Art and Design and the School of Music on this list

Africa

HIST H227	African Civilizations
HIST H421	Peoples and Cultures of Africa
HIST H421	Modern Africa
ENGL L411	South African Literature and Society
ENGL L382	Fiction of the Non-Western World: 20th Century African Literature
POLS Y338	African Politics
AFRO A202	The West and the African Diaspora
AFRO A303	Topics in African American and African Diaspora Studies

ANTH E384	The African Diaspora
ART H301	Africa, Oceania and the Americas
ART H351	African Art I
ART H352	African Art II

36 possible credits from 5 different departments and programs + the Herron School of Art and Design on this list

Europe

ART H326	Romanesque and Gothic Art
ART H323	History of Printmaking I
ART H333	Renaissance Art
ART H334	Baroque Art
ART H341	Nineteenth-Century Art
HIST B309	Britain I
HIST B310	Britain II
HIST B351	Barbarian Europe 200-1000
HIST B352	The Age of Chivalry 1000-1500
HIST B353	The Renaissance
HIST B354	The Reformation
HIST B355	Europe: Louis XIV to French Revolution
HIST B356	French Revolution and Napoleon
HIST B357	Modern France
HIST B359	Europe—Napoleon to First World War I
HIST B360	Europe—Napoleon to First World War II
HIST B361	Europe in the Twentieth Century I
HIST B362	Europe in the Twentieth Century II
HIST B383	European Intellectual History I
HIST B384	European Intellectual History II
HIST B393	German History: From Bismarck to Hitler
HIST D313	Russian Social and Cultural History, 1801-1917
HIST D314	Soviet Social and Cultural History
HIST D428	Eastern Europe: 1914 to Present
CLAS A301	Classical Archaeology
CLAS C412	Art and Archaeology of the Aegean
CLAS C413	The Art and Archaeology of Greece
CLAS C414	The Art and Archaeology of Rome
CLAS C396	Classical Studies Abroad
ENGL L301	Critical and Historical Survey of English Literature I
ENGL L302	Critical and Historical Survey of English Literature II
ENGL L365	Modern Drama Continental
INTG I300	Tradition and Change in Ireland
FREN F326	French in the Business World
FREN F360	Introduction socio-culturelle à la France

FREN F451	Le Francais des affaires
FREN F452	La civilization et littérature québécoises
FREN F460	French Fiction in Film
FREN F461	La France contemporaine
GER G331	Business German I
GER G365	Deutsche Kultur Heute
GER G370/371	German Cinema/Der deutsche Film
GER G410	20. Jahrhundert: Kultur und Literatur
GER G431	Advanced Business German
SPAN S315	Spanish in the Business World
SPAN S411	Spanish Culture and Civilization
SPAN S495	Hispanic Colloquium
GEOG G321	Geography of Europe
GEOG G322	Geography of Russia and Adjacent Lands
PHIL P314	Modern Philosophy
PHIL P307	Classical Philosophy
ANTH E326	Modern Greek Society
POLS Y332	Russian Politics
POLS Y335	West European Politics
POLS Y381	History of Political Theory I
POLS Y382	History of Political Theory II
RELS R344	Reformations of the Sixteenth Century

171 possible credits from 8 different departments + INTG + the Herron School of Art and Design on this list

The Middle East

RELS R257	Introduction to Islam
ANTH E300	Cultures of the Middle East
POLS Y339	Middle Eastern Politics
WLAC F400	Islam, Gender and Conflicts
ART H400	Topics: Islamic Art
HIST H425	Topics: Middle Eastern History

18 possible credits from 5 different departments + the Herron School of Art and Design

Asia

POLS Y336	Southeast Asian Political Systems
RELS R352	Religion and Literature in Asia
RELS R361	Hinduism and Buddhism
PHIL P383	Topic: Philosophies of China
PHIL P383	Topic: Indian Philosophy

ANTH E365	Cultures of the Pacific
ANTH A485	Topics in Applied Anthropology: Aboriginal Australia
HIST G451	Traditional Asia
HIST G452	Modern Asia
HIST G485	Modern China
ART H361	Asian Art I
ART H362	Asian Art II
EALC E231	Japan: The Living Tradition
EALC J330	Business Japanese
EALC E351	Studies in East Asian Culture
EALC E472	Modern Japanese Fiction

48 possible credits from 6 different departments + the Herron School of Art and Design

International Studies Major Thematic Concentrations

Development

ECON E337	Economic Development
ANTH E391	Women in Developing Countries
ANTH E411	Wealth, Exchange and Power in Anthropological Perspective
SOC R463	Inequality and Society
GEOG G421	Environments of Tropical Lands
POLS Y346	Comparative Politics in Developing Countries
ENGL L373	Literature and Colonialism

21 possible credits from 6 different departments

Note: ECON E337 has the required prerequisites of Intro to Micro and Intro to Macroeconomics.

Global and Cross-Cultural Interactions

COMM C482	Intercultural Communications
ANTH A104/A304	Introduction to Cultural Anthropology
ANTH E402	Gender in Cross-Cultural Perspective
ANTH E457	Ethnic Identity
ANTH L300	Language and Culture
ANTH L401	Language, Power and Gender
AFRO A369	The African-American Experience
INTG I300	The African-American Experience
INTG I300	Global Dialogues
GEOG G110	Introduction to Human Geography
MUSIC Z105	Traditions in World Music

WLAC F200   Cross-Cultural Perspectives

36 possible credits from 4 different departments + AFRO + INTG + the School of Music

Comparative Systems

ECON E325   Comparative Economic Systems
SOC R338   Comparative Social Systems
SOC R305   Population
RELS R393   Comparative Religious Ethics
POLS Y217   Introduction to Comparative Politics
POLS Y346   Comparative Politics in Developing Countries
ANTH E402   Gender in Cross-Cultural Perspective
ANTH E421   Anthropology of Aging
ANTH E380   Urban Anthropology

27 possible credits from 5 different departments

Note: ECON E325 has the required prerequisites of Intro to Micro and Intro to Macroeconomics.

International Business and Economics

ECON E303   Survey of International Economics
ANTH E411   Wealth, Exchange and Power in Anthropological Perspective
POLS Y377   Globalization
GEOG G331   Economic Geography
COMM C223   Business and Professional Communications
BUS D301   International Business Environment
BUS D302   Operation of International Enterprises
BUS F494   International Financial Management
BUS M401   International Marketing

27 possible credits from 5 different departments + the Kelley School of Business

Note: ECON E303 has the required prerequisites of Intro to Micro and Intro to Macroeconomics.

International Relations

POLS Y219   Introduction to International Relations
POLS Y311   Democracy and National Security
POLS Y360   US Foreign Policy
POLS Y375   War and International Conflict
POLS Y377   Globalization
GEOG G355   Political Geography
GEOG G110   Introduction to Human Geography

COMM C482	Intercultural Communications
ANTH L300	Language and Culture
ANTH E457	Ethnic Identity
ANTH E411	Wealth, Exchange and Power in Anthropological Perspective
SPEA V272	Terrorism and Public Policy
PHIL P323	Society and State in the Modern World
HIST H109	Perspectives on the World Since 1800
HIST A345	American Diplomatic History I
HIST A346	American Diplomatic History II
HIST H421	US-Latin American Relations

51 possible credits from 6 departments + SPEA

Global Civil Society

HIST H415	Philanthropy in the West
ECON E414	Economics of Nonprofit Organizations
SOC R476	Social Movements
POLS Y301	Political Parties and Interest Groups
POLS Y378	Civil Society and Public Policy
ENG L431	Topics in Literary Study: Philanthropy and Literature
RELS R366	Religion and Civil Society
AMST A302	The Question of American Community
SPEA V221	Nonprofit and Voluntary Sector
SPEA V382	Political Action and Civic Engagement
SPEA V362	Nonprofit Management and Leadership
SPEA V436	Communications for Government and Nonprofit Organizations
SPEA V412	Leadership and Ethics
SPEA V458	Fund Development for Nonprofits

42 possible credits from 6 departments + SPEA and American Studies

Note: ECON E414 has Intro to Microeconomics as a prerequisite.

Global Environment

GEOG G310	Human Impact on the Environment
GEOG G315	Environmental Conservation
GEOG G421	Environments of Tropical Lands
GEOG G446	Cultural Biogeography
ECON E363	Environmental and Natural Resource Economics
HIST A410	American Environmental History
POLS Y314	Global Environmental Policy
SPEA E162	Environment and People
SPEA H416	Environmental Health Policy
SPEA H316	Environmental Health

SPEA H459	Environmental Science and Health Data Analysis
SPEA E410	Introduction to Environmental Toxicology
SPEA E431	Water Supply and Wastewater Treatment
SPEA E451	Air Pollution and Control
SPEA E452	Solid and Hazardous Waste Management
SPEA E272	Introduction to Environmental Science

48 possible credits from 4 departments + SPEA

Note: ECON E363 has the required prerequisites of Intro to Micro and Intro to Macroeconomics.

Appendix III

Summary Findings from Survey of 107 U.S. International Studies Majors

- 102 of 107 (95%) require some form of introductory course. Of these 102, 42 (41%) require one or more general introductory courses in the specific interdisciplinary field of International Studies. 60 (59%) require one or more specific introductory courses in some of the various constitutive sub-disciplines of International Studies – most often anthropology, economics, geography, history, and political science.

- Only 29 of 107 (27%) require some form of methods course. Of these 29, 17 (58%) require only a discipline specific methods course, 6 (20.5%) only a general mathematical methods course, and 6 (20.5%) both a discipline specific course and a general mathematical course. To the best of our knowledge, there are no interdisciplinary International Studies research methods courses taught anywhere.

- 74 of 107 (69%) require some form of capstone experience. Of these 74, 50 (67%) require a senior seminar, 11 (15%) a thesis or independent research project, and 14 (18%) a choice between either a seminar or a thesis.

- 99 of 107 (92.5%) require some form of concentration or specialization in at least one thematic topic or geographical area. Examples of common thematic topics include "International Politics," "International Economics," "Global Environmental Politics," "International Development," "Comparative Politics," and "World Health." Of these 99, 30 (30%) require concentrations in both a thematic topic and a geographical area; 36 (36%) either a thematic topic or a geographical area; 16 (16%) only a thematic topic; and 17 (18%) only a geographical area.

- 97 of 107 (90.6%) offer some form of study abroad or international experience, though only 40 (41%) actually required it. Of these 40, 13 (32.5%) require one or more full semesters/quarters of study at a foreign university, 14 (35%) either one or more summer semesters of study at a foreign university or one or more shorter-term international experiences not directly involving "study abroad," and 13 (32.5%) a choice between study at a foreign university, another international experience, or a domestic/local internship with an internationally active group/business.

- 100 of 107 (93%) require a foreign language component. In particular, every program with language requirements demands at least an intermediate competence level, which essentially involves completion of first year language courses plus a second year course. A number of programs go further to require third-year level work. Concerning credit hours, 12 programs require language credits in addition to those necessary for completion of the major, while a handful demand a full minor in a particular language to obtain an IS degree.

Appendix IV

<u>Summary Comparison of Indiana Colleges and Universities with International Studies Majors</u>

College/University	Intro.	Meth.	Cap.	Lang.	Abroad	Concent.
Butler University	Yes*	Yes	Yes*	None	Optional	Area
Earlham College	Yes	No	No	Adv.	Required	Both
Evansville, University of	Yes	No	Yes*	Adv.	Required	Area
Hanover College	Yes	No	Yes	None	Optional	Choice
Indiana University	Yes*	No	Yes*	Inter.	Required	Both
IUPUI	**Yes***	**No**	**Yes***	**Inter.**	**Required**	**Both**
Taylor University	Yes*	No	No	None	Optional	Choice

Intro = A required introductory course. An * denotes a specific interdisciplinary Introduction to International Studies course.

Meth. = A required research methods course.

Cap. = A required capstone course. An * denotes a specific interdisciplinary International Studies capstone course.

Lang. = Foreign language requirement. Inter = intermediate; Adv. = advanced.

Abroad = Study abroad course or international experience requirement.

Concent. = Area and/or thematic concentration requirements. Both means an area and a thematic concentration are required. Choice means either an area or a thematic concentration are required. Area means an area concentration is