

FORT WAYNE SENATE AGENDA
MONDAY
APRIL 10, 2017
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of March 13, 2017
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Indiana University – A. Downs
 - b. Purdue University – M. Masters
5. Report of the Presiding Officer – J. Malanson
6. Special business of the day
 - a. Memorial Resolution (Senate Reference No. 16-28) – G. Hickey
 - b. Memorial Resolution (Senate Reference No. 16-29) – P. Bingi
7. Committee reports requiring action
 - a. Nominations and Elections Committee (Senate Reference No. 16-30) – L. Vartanian
 - b. Student Affairs Committee (Senate Document SD 16-28) – N. Reimer
 - c. Student Affairs Committee (Senate Document SD 16-29) – N. Reimer
 - d. Professional Development Subcommittee (Senate Document SD 16-30) – A. Downs
 - e. Faculty Affairs Committee (Senate Document SD 16-31) – L. Vartanian
 - f. Educational Policy Committee (Senate Document SD 16-32) – L. Wright-Bower
 - g. Educational Policy Committee (Senate Document SD 16-33) – L. Wright-Bower
 - h. Educational Policy Committee (Senate Document SD 16-34) – L. Wright-Bower
 - i. Senator Peter Iadicola (Senate Document SD 16-35) – P. Iadicola
 - j. Senator Peter Iadicola (Senate Document SD 16-36) – P. Iadicola
 - k. Senator Peter Iadicola (Senate Document SD 16-37) – P. Iadicola
8. New business
9. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 16-31) – K. Pollock
 - b. Executive Committee (Senate Reference No. 16-32) – K. Pollock
 - c. Presiding Officer (Senate Reference No. 16-33) – J. Malanson
 - d. Subcommittee on Athletics (Senate Reference No. 16-34) – Jens Clegg
 - e. Subcommittee on Athletics (Senate Reference No. 16-35) – Jens Clegg
 - f. Educational Policy Committee (Senate Reference No. 16-36) – L. Wright-Bower
 - g. Executive Committee (Senate Reference No. 16-5) – K. Pollock
10. The general good and welfare of the University
11. Adjournment*

*The meeting will adjourn or recess by 1:15 p.m.

Approving

Downs

J. Malanson

M. Masters

B. Valliere

Non Voting

M. Coussement

Absent

K. Pollock

A. Schwab

Attachments:

- “Memorial Resolution – Helen Gibbons” (SR No. 16-28)
- “Memorial Resolution – Richard E. Hill” (SR No. 16-29)
- “Slate for the election of Senate Committees and Subcommittees” (SR No. 16-30)
- “Amendment to the Bylaws of the Fort Wayne Senate: Committee Name” (SD 16-28)
- “Amendment to the Bylaws of the Fort Wayne Senate: Committee Structure” (SD 16-29)
- “Amendment to the Bylaws of the Fort Wayne Senate” (SD 16-30)
- “FAC Report on the Suspension of Voluntary Early Partial Retirement (VERP) Program” (SD 16-31)
- “Calendar Formula” (SD 16-32)
- “Changed 2018-19 Academic Calendar” (SD 16-33)
- “Amendment to the Academic Regulations” (SD 16-34)
- “Proposed Amendments to the IPFW Academic Regulations and Procedures: Approved of Faculty-Initiated Withdrawal Policy” (SD 16-35)
- “Proposal to Establish a more Comprehensive Analysis of Academic Program’s Contribution to Degree Programs in Consideration of Program Resource Allocation, Suspension, and Closure” (SD 16-36)
- “Executive Committee Annual Report on Administration Compliance with Senate Resolutions” (SD 16-37)
- “Senate Membership” (SR No. 16-31)
- “End-of-the Year Committee Reports” (SR No. 16-32)
- “University Budget Committee Report and Recommendations” (SR No. 16-33)
- “Annual Report of FAR Activities” (SR No. 16-34)
- “Annual Report on Student Athlete Academic Performance 2016-2017” (SR No. 16-35)
- “Purdue University West Lafayette – Academic Regulations” (SR No. 16-36)
- “Report on Designated Items” (SR No. 16-5)

In Memoriam
Helen E. Gibbons
June 29, 1929 – February 26, 2017

Dr. Helen Elizabeth Gibbons, aged 87, Associate Professor Emerita of Business Administration and Education at IPFW and Indiana University, passed away in Bloomington, Indiana on February 26, 2017 after a battle with Parkinson's disease. Born June 28, 1929 in New Castle, Pennsylvania, Helen was a daughter of John and Gertrude Gibbons.

Helen earned a B.S. in Business from Villa Maria College in 1951, and a Masters of Education from the University of Pittsburgh in 1954. In 1960, Helen earned her Doctorate of Education from Indiana University. She started her career at IPFW in July 1972 and, in November 1972, proposed the Business Education program and the Master of Science in Business Education. Helen was greatly disappointed when the IU Bloomington campus failed to approve IPFW's proposed Business Education degrees. In April 1973, IU Bloomington appointed her Interim Certification Officer on the IPFW campus. Dr. Gibbons taught Introduction to Teaching and Business, Secondary Schools Curriculum, and Business Communication at IPFW, and was actively involved in campus governance. For example, during the 1980-81 academic year, Helen chaired the Honors Program, served on the Senate, the Economic Education Advisory Committee, the Chancellor's Cabinet, and the Educational Policies Subcommittee. Between her hire in 1972 and her retirement, Helen also served on the Joint Library Committee, University Council delegate, Committee on University Administration, Faculty Board of Review, Promotion and Tenure Committee, Bulletin Committee, Professional Practices Programs Committee, Division of Education Waiver Committee, Academic Affairs Committee, Senate Agenda Committee, Nominating Committee, and the Administrative Structure Task Force. Dr. Gibbons left the IPFW Division of Education in 1981 and joined the IPFW Division of Business. She was a lifetime member of the Indiana University Alumni Association, the IU Foundation President's Circle, the IU 1820 Society, and the Women in Philanthropy Women's Colloquium Steering Committee.

The *IPFW Alumni* magazine featured Dr. Helen Gibbons in their June 2005 Faculty Flashback column. Helen said her favorite hobby was volunteering, especially for Habitat for Humanity, WonderLab Girls Inc., Bloomington Hospital's Community Health Access Program, the St. Paul Catholic Center where she was a founding member, and the Monroe County Public Library's weekly book sale. "If I could tell my former students one thing," she said, it would be "Get your education! Women need to be able to provide for themselves and their families. Broaden your horizons!"

In 1980, IPFW Chancellor Joseph Guisti appointed Dr. Gibbons Chairperson of the Joint Commencement Committee. After her retirement, Helen told a reporter for the *IPFW Alumni* magazine that her favorite IPFW memory was “successful ceremonies.”

IPFW Professor Emerita of Audiology & Speech Sciences Dr. Pauline Flynn recalls Dr. Helen Gibbons as someone who appreciated her colleagues and enjoyed spending both social and working hours with them. She also gave freely of her off-campus time to community organizations and projects in Fort Wayne and Bloomington. Dr. Flynn remembers during campus vacations Dr. Gibbons frequently enjoyed driving Route 80 to visit her hometown in Pennsylvania. In a recent email, Dr. Flynn wrote:

Dr. Helen Gibbons was a seriously professional woman on all accounts. She approached her teaching assignments with interest and expertise and cared deeply about the success of her students. Many students benefited from her mentorship and generous scholarships [and] gifts.... She was a committed, caring, laugh-out-loud person who enjoyed good conversation, good books and especially truly unusual travel experiences.... She actively served her church in varied and important roles [and] thanked God for her many blessings.

Dr. Gibbons retired in 1990 after teaching and serving the IU and IPFW campuses for 30 years. Her parents, her aunt “Honey” Mary Elizabeth Mitchell, and her sister Mary preceded her in death. Dr. Gibbons is survived by three nieces, a great-niece, a great-nephew, friends and caregivers.

Submitted by M. Gail Hickey

In Memorial
Dr. Richard E. Hill
February 6, 1930 – March 17, 2017

Dr. Richard E. Hill, 87, passed away on March 17, 2017 following a long struggle with Parkinson's Disease.

Dick was born on February 6, 1930, the only child of the late Emmett and Ruth (Bergman) Hill. Raised on a farm near Bargersville, Indiana, Dick won many 4-H awards, was president of the Junior Leaders, and was a 4-year starter and co-captain of the Union Township High School basketball championship team. His love for his parents, friends, and community of his youth held special meaning throughout Dick's life.

The U.S. Army ROTC program provided an opportunity for Dick to be the first in his family to attend college. He earned a B.A. from Indiana University in 1953, followed by his service as a 1st Lieutenant in Japan and Korea from 1953 – 1955. He was later a Captain in the U.S. Army Reserves, and the awardee of three service medals.

With help from the GI Bill, Dick earned an M.B.A. from I.U. in 1956. While in Bloomington, he met a young nursing student, Barbara Ann Snyder, who was to become the love of his life. Dick and Barbara were wed in Indianapolis in 1957. The two were inseparable, sharing all of their life experiences as partners.

Dick earned a Ph.D. at Purdue University in 1970, and joined the faculty of Western Kentucky University. In 1971, he moved his family to his wife's hometown of Fort Wayne, Indiana, where he was a Professor in the Business School of Indiana-Purdue University for 20 years, before retiring as Professor Emeritus in 1991. Dick saw tremendous value in higher education, and was admired by his students for encouraging them in their academics and careers. He believed that people should be treated fairly in the workplace, and used his Human Resources expertise to serve as Executive Director of the Personnel Accreditation Institute. He was appointed Commissioner on the Metropolitan Human Relations Board and served as an AARP National Trainer.

Having encouraged Barbara to earn a doctoral degree and to become a Professor herself, the two shared their passion for education as an IPFW couple, continuing their support and involvement as "Mastodons" even after retirement. Dick supported the Fort Wayne community he loved through many generous sponsorships. Founding a nursing scholarship and funding specialized training programs for rehab therapists were but a few of his causes.

Dick loved traveling all over the country with Barbara in their RV, and attending and hosting Hoosier Cruisers RV rallies. He was most proud of his parents, wife, children and grandchildren, and cherished his lasting friendships with childhood friends, IPFW colleagues, special neighbors, former students, and friends from Plymouth Church and the Parkinson's Support Group.

Respectfully submitted,

Department of Management and Marketing

MEMORANDUM

TO: The Senate

FROM: Nominations and Elections Committee

DATE: April 10, 2017

SUBJ: Slate for the election of Senate Committees and Subcommittees

Here is the slate for the committees and subcommittees of the Senate for which the Nominations and Elections Committee has responsibility. The elections will be held online starting at the Senate meeting in April. There will be a link sent to all Senators to vote, and senators will have until Thursday, April 13 by NOON to cast their vote. After the deadline is over the election is closed.

sm

NOTE: Questions concerning this document should be addressed to Lesa Rae Vartanian at Ext. 15786

COMMITTEE NOMINEES
April 2017 Senate Election

[] = unit has reached maximum number allowed

ATHLETICS SUBCOMMITTEE

Vacancies: 2

Elliott Blumenthal, BIOL
Jennifer Klepper, DAE
Kim McDonald, OLS
Michelle Parker, CEIT
Robert Vandell, MATH

BUDGETARY AFFAIRS SUBCOMMITTEE

Vacancies: 1

David Dunham, LIB

CAMPUS APPEALS BOARD

Vacancies: 5

Hosni Abu-Mulaweh, CME
Stacy Betz, CSD
David Dunham, LIB
Kerrie Fineran, PROFS
Donna Holland, SOC
Rachel Rayburn, PPOL

EDUCATIONAL POLICY COMMITTEE

Vacancies: 3

Stacy Betz, CSD
Shannon Bischoff, ENGL
Rachel Hile, ENGL
Jane Leatherman, PROFS

Andres Montenegro, VCD
Pam Reese, CSD
Suzanne Rumsey, ENGL

EXECUTIVE COMMITTEE

Vacancies: 4

Shannon Bischoff, ENGL
Steven Carr, COM
David Cochran, CS
Kathy Pollock, ACFN

Steven Stevenson, CHEM
Linda Wright-Bower, MUS
Nashwan Younis, CME

FACULTY AFFAIRS COMMITTEE

Vacancies: 3

Shannon Bischoff, ENGL
Talia Bugel, ILCS
Andres Montenegro, VCD
Becky Salmon, NURS

GENERAL EDUCATION
SUBCOMMITTEE

Vacancies: 3

Stacy Betz, CSD
Stephen Buttes, ILCS
Steven Cody, FINA
David Dunham, LIB

Raymond Gildner, PHYS
Ann Livschiz, HIST
Daniel Miller, PSY
Peter Ng, CS

GRADE APPEALS SUBCOMMITTEE

Vacancies: 6

Hosni Abu-Mulaweh, CME
David Dunham, LIB
Kerrie Fineran, PROFS
Donna Holland, SOC

Vaughn Roste, MUS
Sue Skekloff, LIB
Robert Vandell, MATH

HONORS PROGRAM COUNCIL

Vacancies: 2

Steven Cody, FINA
David Dunham, LIB

INDIANA UNIVERSITY COMMITTEE ON
INSTITUTIONAL AFFAIRS

Vacancies: 1

Shannon Bischoff, ENGL

INTERNATIONAL EDUCATION
ADVISORY SUBCOMMITTEE

Vacancies: 1

Stephen Buttes, ILCS
Adolfo Coronado, CS
David Dunham, LIB
Gail Hickey, ES
Donna Holland, SOC

Assem Nasr, COM
Peter Ng, CS
Robert Palevich, MGT/MKT
Rachel Rayburn, PPOL

LIBRARY SUBCOMMITTEE

Vacancies: 2

Hui Di, ACFN
Barry Dupen, MCET
Gail Hickey, ES
Gordon Schmidt, OLS

NOMINATIONS AND ELECTIONS
COMMITTEE

Vacancies: 0

PURDUE UNIVERSITY COMMITTEE ON
INSTITUTIONAL AFFAIRS

Vacancies: 0

REVENUE SUBCOMMITTEE

Vacancies: 2

David Dunham, LIB
Cigdem Gurgur, MGT.MKT

STUDENT AFFAIRS COMMITTEE

Vacancies: 2

Talia Bugel, ILCS
Bob Gillespie, BIOL
Pam Reese, CSD
Gordon Schmidt
Tanya Soule, BIOL

UNIVERSITY RESOURCES POLICY
COMMITTEE

Vacancies: 3

Stacy Betz, CSD
Shannon Bischoff, ENGL
Rachel Hile, ENGL
Andres Montenegro, VCD
Tanya Soule, BIOL

MEMORANDUM

TO: Fort Wayne Senate

FROM: Nila Reimer, Chair
Student Affairs Committee

DATE: February 27, 2017

SUBJ: Amendment to the Bylaws of the Fort Wayne Senate: Committee Name

WHEREAS, The Faculty Senate recently changed the name of the Athletics Advisory Subcommittee (AAS) in SD 16-5; and

WHEREAS, AAS was not asked for input into the change in name; and

WHEREAS, AAS does not like its new acronym.

BE IT RESOLVED, That the Athletics Advisory Subcommittee recommends that the Faculty Senate change its name in the Faculty Senate Bylaws in point 5.3.4.3 from "Athletics Advisory Subcommittee" to "Mastodon Athletics Advisory Subcommittee." And designate the subcommittee acronym as "MAAS."

5.3.4. Student Affairs Committee

5.3.4.1. Membership: The Student Affairs Committee shall consist of the Chief Student Affairs Officer, six Senators and Voting Faculty elected by the Senate in such manner that at least four of the major units shall be represented, and two students. The Presiding Officer of the Senate shall request the Student Government to select the student representatives. Student representatives shall serve for one year, with the term to commence one week before the beginning of regular fall classes.

5.3.4.2. Responsibilities: The Student Affairs Committee shall be concerned with the general social, cultural, and practical welfare of all IPFW students. Specific non-classroom matters of concern shall include but not be limited to intramural and intercollegiate athletics, counseling, orientation of new students, scholarships, loans, conduct and discipline, health, living conditions, student political activities and organizations, student government actions and recommendations, extracurricular activities, provision of equal rights and opportunities, recruiting and

placement policies, and other matters which would enhance the university environment of the student for learning and living. The Committee shall establish a Subcommittee on Athletics.

5.3.4.3. ~~Athletics Advisory Subcommittee~~ Mastodon Athletics Advisory Subcommittee

Approved
Suzanne LaVere
Dong Chen
Chao Chen
N. Reimer

Opposed
Kathy Pollock

Abstention

Absent
Audrey Ushenko
Eric Norman

MEMORANDUM

TO: Fort Wayne Senate

FROM: Nila Reimer, Chair
Student Affairs Committee

DATE: February 27, 2017

SUBJ: Amendment to the Bylaws of the Fort Wayne Senate: Committee Structure

WHEREAS, The Athletics Advisory Subcommittee and the Faculty Senate recently approved changes to the description of the duties of The Faculty Athletic Representative (FAR) adding the duty of serving as chair of the AAS; and

WHEREAS, The Faculty Senate Bylaws state in 5.3.4.3.1 that “The ex-officio members may not chair the subcommittee.”; and

WHEREAS, it is common practice in many universities and is also a recommended practice by the NCAA for the FAR to serve as the chair of faculty senate athletic committees and subcommittees; and

WHEREAS, the desire of the AAS is for continuity in the position of chair; and

WHEREAS, the difference between the FAR duties document and the Faculty Senate Bylaws must be resolved.

BE IT RESOLVED, That the Athletics Advisory Subcommittee asks the senate to change the last line of 5.3.4.3.1 of the Faculty Senate Bylaws from “The ex-officio members may not chair the subcommittee.” TO, “The Faculty Athletic Representative (FAR) shall serve as the chair of the committee.”

5.3.4.3.1.

Membership: The Athletics Advisory Subcommittee shall consist of eight Voting Faculty and continuing lecturers elected by the Senate in such manner that at least four of the major units shall be represented; two students selected by the Student Government; the Faculty Representative (ex officio); the NCAA Compliance Coordinator (ex officio, nonvoting); one IPFW alumnus/alumna appointed ex officio by the Chief Administrative Officer in consultation with the administrator of alumni relations; an administrative/professional staff member; the senior women’s athletic administrator; and the administrator of athletic programs (nonvoting). The Presiding Officer of the Senate shall

annually request the Student Government to select the student representatives and the Administrative Council to select the administrative/professional staff representative. Student representatives shall serve staggered two-year terms with the terms to commence one week before the beginning of regular fall classes. The administrative/professional staff representative shall serve for one year. ~~The ex officio members may not chair the Subcommittee.~~ **The Faculty Athletic Representative (FAR) shall serve as the chair of the committee.**

Approved
Suzanne LaVere
Dong Chen
Chao Chen
Kathy Pollock
N. Reimer

Opposed

Abstention

Absent
Audrey Ushenko
Eric Norman

MEMORANDUM

TO: Fort Wayne Senate Executive Committee

FROM: Andrew Downs
Professional Development Subcommittee

DATE: March 20, 2017

SUBJ: Amendment to the Bylaws of the Fort Wayne Senate

WHEREAS, The Bylaws of the Senate provide (5.3.2.2.1.2) that members of the Professional Development Subcommittee (PDS) “shall be ineligible to submit a summer research grant proposal or sabbatical leave request during their term on the Subcommittee.”; and

WHEREAS, The PDS now assists the Institute for Research Scholarship and Creative Endeavors (IRSC) by reviewing proposals for a variety of support opportunities; and

WHEREAS, IRSC is new to IPFW and the support it provides for research, scholarship, and creative endeavor is evolving; and

WHEREAS, 5.3.2.2.1.2 makes it possible for members of PDS to be eligible for some support opportunities and not others;

BE IT RESOLVED, That the PDS recommends that 5.3.2.2.1.2 be amended as follows.

5.3.2.2.1.2. Responsibilities: The Professional Development Subcommittee shall oversee and recommend policies and procedures relating to the professional development of the Faculty, including summer research grants and the like, teaching awards, international travel grants, and sabbatical leaves. Members of this Subcommittee shall be ~~ineligible to submit a summer research grant~~ proposals **and** ~~or~~ sabbatical leave requests **reviewed by the Subcommittee** during their term on the Subcommittee. **Members must recuse themselves from discussions and voting regarding their proposals and sabbatical leave requests.**

Approving

Z. Bi

A. Downs

P. Ng

J. Ross

S. Skekloff

Opposed

Nonvoting

C. Kracher (supported the amendment)

Note: Questions concerning this document should be addressed to Andrew Downs at 481-6691 or downsa@ipfw.edu.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Lesa Rae Vartanian, Chair
Faculty Affairs Committee

DATE: March 23, 2017

SUBJ: FAC Report on the Suspension on Voluntary Early Partial Retirement (VEPR) Program

WHEREAS, on February 2, 2017, the Executive Committee of the Fort Wayne Senate charged the Senate Faculty Affairs Committee (FAC) with gathering information regarding the suspension of the Voluntary Early Partial Retirement (VEPR) benefit program; and

WHEREAS, FAC was explicitly directed to address four questions regarding the timeframe of the administration's decision and the communication of that decision as related to the offering of an Early Retirement Incentive Package (ERIP) in early Fall 2016; and

WHEREAS, two members of FAC met with Vice Chancellor of Financial Affairs David Wesse, Director of Human Resources Tamarah Brownlee, and Associate Director, Compliance, Human Resources, and Office of Institutional Equity Christine Marcuccilli on February 24, 2017 to discuss the matter; and

WHEREAS, FAC met subsequently to create a written report (attached) to document due diligence; and

WHEREAS, the report makes clear that, based on the information gathered, FAC believes the decision to suspend VEPR and the communication of that decision—particularly the timing of it relative to the offering of the ERIP—were not well-thought out or executed with long-time IPFW faculty and staff members' best interests in mind;

BE IT RESOLVED that the Fort Wayne Senate recognize the attached report "Faculty Affairs Committee Report on ERIP/VEPR, Fall 2016" as a clear indication FAC has met its charge and completed its task; and

BE IT FURTHER RESOLVED that the administration undertake and provide an accounting of the number of faculty and staff who decided not to accept ERIP and whose 7-day reconsideration window expired before the announcement of the suspension of VEPR; and

BE IT FURTHER RESOLVED that the administration reconsider its suspension of the long-standing VEPR benefit in favor of some form of modified VEPR, such as exists at Purdue Northwest.

Approved**Opposed****Abstention****Absent****Non-Voting**

B. Dattilo
D. Kaiser
Z. Nazarov
B. Valliere
L. R. Vartanian

M. Dixson

Faculty Affairs Committee Report on ERIP/VEPR, Fall 2016

The Voluntary Early Partial Retirement (VEPR) program has existed as a benefit to IPFW faculty and staff for over 25 years. Individuals who are age 55 and older and have at least 15 years of service to the university (such that the sum of age plus years of service is equal to or greater than 70) are eligible. VEPR allows the faculty or staff member to reduce their employment over a period of five years, and thus transition into full-time retirement.

On September 2, 2016, Chancellor Carwein announced the offering of an Early Retirement Incentive Package (ERIP) via mass email to the campus. ERIP was offered to those faculty and staff who were 55 years of age or older, and who had at least 15 years of service in to the university. Terms of a “buy-out” plan for those faculty and staff already participating in VEPR were presented. On October 28, 2016, the immediate suspension of VEPR was announced, also via mass email.

On February 7, 2017, the Executive Committee (EC) of the Fort Wayne Senate charged the Senate Faculty Affairs Committee (FAC) with gathering information about the suspension of IPFW’s VEPR program. In particular, EC asked us to try to address four questions:

- 1) *How and when was the decision made regarding the discontinuation of VEPR?*
- 2) *How and when was that decision disseminated/communicated to the faculty?*
- 3) *How did the timing of that decision and communication correspond to the Early Retirement plan proposals last fall?*
- 4) *Would it not have been possible to incorporate some kind of a “phase out” or planned elimination of the VEPR?*

FAC members Daren Kaiser and Lesa Rae Vartanian (Chair) met with Vice Chancellor for Financial Affairs David Wesse, Director of Human Resources Tamarah Brownlee, and Associate Director, Compliance, Human Resources, and Office of Institutional Equity Christine Marcuccilli on Friday, February 24, 2017 from 3:30-5:00 PM. FAC then met on Monday, February 27, 2017 to discuss the information gained from that Friday meeting; a summary of that discussion follows.

According to VCFA Wesse, the decision to suspend VEPR was discussed and then made in late October, 2016. As noted, the announcement of the suspension was made to the campus on October 28, 2016. It seems then, that the timeframe of the administration’s consideration of the VEPR issue was relatively brief. VCFA Wesse did say that the intention had been to announce the suspension of VEPR when ERIP was announced, and that they did not want to announce the suspension after the timeframe for individuals considering ERIP had passed.

As noted above, the September 6, 2016 email announcing ERIP did provide terms for a buy-out for those faculty and staff already participating in VEPR. Otherwise, the administration’s communications regarding ERIP and VEPR were NOT coordinated or connected with one another. T. Brownlee and D. Wesse both indicated that it never occurred to them that faculty or staff would connect the two programs conceptually, and that because these are separate programs, they saw no need to connect them explicitly—not even that one of them would become unavailable about two months after the introduction of the other. Though the administration apparently discussed and decided to suspend VEPR during the month of October, they made a connection between the two programs earlier, in the development of the ERIP, as evidenced by the inclusion of the VEPR buy-out clause. Clearly the two

programs had been considered against one another in terms of cost to the university (with ERIP seen as less expensive).

When asked if a pool of faculty who were eligible for both ERIP and VEPR had been identified, the answer was “no.” When asked if the information packet distributed to individuals eligible for ERIP included any handout or survey to discern the recipients’ interest in VEPR, the answer was “no.” It was noted that because the VEPR process begins with the potential participant having a conversation with his or her supervisor or department chair, there was really “no way to know who might have been considering VEPR.” (However, it WAS possible to discern which faculty and staff were eligible for ERIP, and the eligibility criteria are the same.) A total of 274 individuals were eligible for ERIP; fifty-three staff members and seventeen faculty chose ERIP. There were nine individuals (eight faculty members and one staff member) on VEPR at the time ERIP was offered, and according to VCFA Wesse, all nine chose ERIP. It is most curious to us that the announcement of the suspension of VEPR wasn’t made at the same time ERIP was offered, as it seems that having done so might have led to more individuals choosing ERIP, which, if so, would have resulted in even greater savings to the university.

We understand that benefits are not guaranteed entitlements, and that employers may rescind them at any time. However, we find the fact to be a weak defense of what we believe was poor planning and execution of the decisions and communications regarding ERIP and VEPR. The administration recognized a relation between the two programs in terms of cost for the university, and should have recognized that the same sort of comparison between programs would be important—in some cases perhaps critical—to eligible faculty and staff.

According to Brownlee, ERIP packets were “placed in the hands” (literally, or vis-à-vis certified mail) of all eligible faculty and staff as soon as possible after the ERIP announcement was made. Brownlee indicated that there were some individuals who were clearly not interested, and wished to decline receipt of the packet. Individuals then had forty-five days to decide whether or not they wanted to take the ERIP offer. Once they had made a decision, they had seven days to change their mind. In our view, it is entirely reasonable to suspect individuals who were eligible for both programs but had been planning to take VEPR (even if they had not initiated an official conversation with their superior) would have declined the ERIP offer very early on, and that the seven days to change their decision would have expired well before the campus announcement regarding the suspension of VEPR was made. We do not know the extent to which this actually occurred, but we think it is something the administration should have considered and worked to prevent.

The question of whether it would have been possible to incorporate some kind of a “phase out” or planned elimination of the VEPR was not discussed. We did learn that PNW has modified its VEPR to be a three-year program; the official status of the program at West Lafayette was not known at the time of this report.

In sum, based on the information we have gathered, we believe that the decisions made regarding these two early retirement programs were not well-thought-out, and the communication of the decisions that were made were mishandled in a way that potentially disadvantaged faculty and staff who were eligible for both programs. Whereas the university is undoubtedly in compliance with the law in its actions, those actions do not reflect concern or respect for the people who have given much of their professional lives to IPFW. The lack of planning and the rush to implement ERIP created a situation in which people were pressed to make a major life decision fairly quickly.

Research on aging clearly demonstrates that the retirement decision is complex and includes many personal, demographic, and contextual factors. Most individuals consider and plan in advance the timing of their transition to full or partial retirement and the resulting economic conditions of retirement (cash benefits and in-kind benefits). Sudden, unexpected changes in retirement rules may have a tremendous negative impact not only on a retiree's economic self-sufficiency but also on psychosocial well-being after retirement.

Accordingly, we believe that the administration should have been more clear and transparent, and taken better care to make sure that faculty and staff eligible for both ERIP and VEPR understood that the long-standing VEPR program was to be suspended (or at least its suspension under consideration) and therefore "off the table" for them as an option as early as possible.

Respectfully Submitted,

Lesa Rae Vartanian, Chair (FAC)

March 22, 2017

TO: Fort Wayne Senate

From: Linda Wright-Bower, Chair
Educational Policy Committee

Subject: Change to the Academic Calendar Formula as defined in SD 11-18
and Change to the 2018-2019 academic calendar to reflect the
change in the academic calendar formula of adopted

Date: March 22, 2017

Disposition: To the Presiding Officer for Implementation

WHEREAS, the University formerly known as Indiana University - Purdue University will become two separate entities, and

WHEREAS, the majority of the IPFW units will be managed by Purdue University as of July 1, 2018, and

WHEREAS, degree programs previously supported as part of Indiana University will be realigned under the auspices of Purdue University as of July 1, 2018, and

WHEREAS, Academic Regulations for the newly created Purdue University Fort Wayne, or the forthcoming name determined by the Purdue Board of Trustees, will need to be in concert with those of Purdue University West Lafayette, and

WHEREAS, a slight change in the academic calendar formula for the Purdue University Fort Wayne campus will provide uniform academic calendars for students attending Purdue University Fort Wayne and IUPUI health sciences programs in Fort Wayne, and

WHEREAS, the IUPUI Registrar has agreed to coordinate the IUPUI Spring Break recess with the Purdue University Fort Wayne campus such that students attending IUPUI Fort Wayne classes will have the same recess, and

WHEREAS, the current IPFW Registrar has provided a table of academic year beginning and starting dates through the year 2030 as a reference document to support these resolutions,

RESOLVED, Senate Document SD 11-18 (Academic Calendar formula) be amended as enclosed, with italicized language inserted and strike-out language removed.

BE IT ALSO RESOLVED, that the 2018-2019 Academic Calendar be changed to reflect this change in formula.

For the Educational Policy Committee:

Approving

P. Bingi

D. Kaiser

G. Wang

D. Chen

L.Wright-Bower, Chair

Disapproving

Absent

J. Leatherman

Abstaining

Non-Voting

P. McLaughlin

M. Dixon

The academic calendar shall consist of two 16-week regular semesters (including a one-week final examination period), and one 15-week summer semester.

During the Fall and Spring semesters, the standard length of a three-credit-hour course shall be 150 minutes per week for fifteen weeks. The final examination period for courses shall be two hours.

FALL SEMESTER

1. The first day of classes of the fall semester shall be the Monday falling between August ~~19 20~~ and August ~~25 26~~, inclusive.
2. Labor Day shall be a holiday. Classes shall be suspended starting at 4:30 PM on the Friday preceding Labor Day and resume on the Tuesday following Labor Day.
3. There shall be a two-day suspension of regular classes consisting of the *Monday and Tuesday* after the mid-point between the beginning of the semester and Thanksgiving break.
4. Thanksgiving recess shall consist of Thanksgiving Day, *the preceding Wednesday*, and the following Friday and weekend.

SPRING SEMESTER

1. The first day of the spring semester may be the Monday following the end of the regular Fall Semester. Typically, weekday classes of the regular spring semester will begin the Monday falling between January ~~7 8~~ and January ~~13 14~~, inclusive.
2. The period of time between the regular fall and spring semesters will be called "Winter Intersession" for the purposes of communication to the public. All official university holidays during the intersession will be recognized and offices will be closed.
3. Martin Luther King, Jr. Day, the third Monday in January, shall be a holiday. Classes will not meet.
4. There shall be a one-week spring recess after the 8th week of regular weekday classes of the spring semester.
5. Weekend College shall be suspended Easter weekend.

SUMMER SEMESTER

1. The first day of classes of summer semester may be the Monday following the end of the spring semester. Typically, weekday classes will meet in two 6-week summer sessions which will begin following a one-week break at the end of spring semester.
2. Memorial Day (Observed) and Friday evening, Saturday, and Sunday of Memorial Day weekend, shall be a holiday. Classes will not meet.
3. July 4 shall be a holiday. Classes will not meet on July 4 when it falls on a weekday. Classes will not meet on Friday, July 3, when July 4 falls on a Saturday. Classes will not meet on Monday, July 5, when July 4 falls on a Sunday. The Friday evening, Saturday, and Sunday including, or closest to, July 4 shall also be holidays when classes do not meet.

ANALYSIS OF CALENDAR START & END DATES FROM FALL 2018 – SPRING 2037 – FOR INFORMATION ONLY

Analyses of Semester begin/end dates if calendar formula adjusted to first day of classes of the fall semester is the Monday falling between August 19th and August 25, and regular spring semester be the Monday falling between January 7 and January 13, inclusive (Fall 2017- Spring 2037):

Fall Term	Begin	End	#weeks of break	Spring Term	Begin	End	# weeks in Summer
Fall 2018	Aug 20	Dec 16	3 weeks	Spring 2019	Jan 7	May 5	15
Fall 2019	Aug 19	Dec 15	4 weeks	Spring 2020	Jan 13	May 10	15
Fall 2020	Aug 24	Dec 20	3 weeks	Spring 2021	Jan 11	May 9	15
Fall 2021	Aug 23	Dec 19	3 weeks	Spring 2022	Jan 10	May 8	15
Fall 2022	Aug 22	Dec 18	3 weeks	Spring 2023	Jan 9	May 7	15
Fall 2023	Aug 21	Dec 17	3 weeks	Spring 2024	Jan 8	May 5	15
Fall 2024	Aug 19	Dec 15	4 weeks	Spring 2025	Jan 13	May 11	15
Fall 2025	Aug 25	Dec 21	3 weeks	Spring 2026	Jan 12	May 10	15
Fall 2026	Aug 24	Dec 20	3 weeks	Spring 2027	Jan 11	May 9	15
Fall 2027	Aug 23	Dec 19	3 weeks	Spring 2028	Jan 10	May 7	15
Fall 2028	Aug 21	Dec 17	3 weeks	Spring 2029	Jan 8	May 6	15
Fall 2029	Aug 20	Dec 16	3 weeks	Spring 2030	Jan 7	May 5	15
Fall 2030	Aug 19	Dec 15	4 weeks	Spring 2031	Jan 13	May 11	15
Fall 2031	Aug 25	Dec 21	3 weeks	Spring 2032	Jan 12	May 9	15
Fall 2032	Aug 23	Dec 19	3 weeks	Spring 2033	Jan 10	May 8	15
Fall 2033	Aug 22	Dec 18	3 weeks	Spring 2034	Jan 9	May 7	15
Fall 2034	Aug 21	Dec 17	3 weeks	Spring 2035	Jan 8	May 6	15
Fall 2035	Aug 20	Dec 16	3 weeks	Spring 2036	Jan 7	May 4	15
Fall 2036	Aug 25	Dec 21	3 weeks	Spring 2037	Jan 12	May 10	15

Implications of change in formula:

1. When the fall semester begins on August 19th or 20th, the break between fall and spring will be 4 weeks in length periodically.
2. By moving the begin date of fall to August 19th, the policy should be changed to read **“the first day of classes of the fall semester shall be the Monday falling between August 19th and August 25th, inclusive”**, since August 26th is no longer an option by moving to August 19th.
3. By moving the begin date of spring to January 7, the policy should be changed to read, **“Typically, weekday classes of the regular spring semester will begin the Monday falling between January 7 and January 13, inclusive”**.
4. Fall semester will not end later than December 21 in any given year; therefore, no longer running too close to the winter holiday break.

TO: Fort Wayne Senate

From: Linda Wright-Bower, Chair
Educational Policy Committee

Subject: Change to the 2018-2019 Academic Calendar Formula to reflect the calendar formula revision if approved by the Senate (previous document).

Date: March 22, 2017

Disposition: To the Presiding Officer for Implementation

WHEREAS, the University formerly known as Indiana University - Purdue University will become two separate entities, and

WHEREAS, the majority of the IPFW units will be managed by Purdue University as of July 1, 2018, and

WHEREAS, degree programs previously supported as part of Indiana University will be realigned under the auspices of Purdue University as of July 1, 2018, and

WHEREAS, a slight change in the academic calendar formula for the Purdue University Fort Wayne campus will provide uniform academic calendars for students attending Purdue University Fort Wayne and IUPUI health sciences programs in Fort Wayne, and

WHEREAS, the IUPUI Registrar has agreed to coordinate the IUPUI Spring Break recess with the Purdue University Fort Wayne campus such that students attending IUPUI Fort Wayne classes will have the same recess, and

WHEREAS, the current IPFW Registrar has provided a table of academic year beginning and starting dates through the year 2030 as a reference document to support these resolutions,

RESOLVED, The change in the academic calendar formula, previously approved by this body, now requires an adjustment,

BE IT ALSO RESOLVED, that the 2018-2019 Academic Calendar be changed to reflect this change in formula.

For the Educational Policy Committee:

Approving

P. Bingi

D. Kaiser

G. Wang

D. Chen

L.Wright-Bower, Chair

Disapproving

Absent

J. Leatherman

Abstaining

Non-Voting

P. McLaughlin

M. Dixon

ACADEMIC CALENDAR FOR 2018-2019**Fall Semester, 2018**

Monday	20 August	Classes Begin
Friday	31 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	4 September	Classes Resume
Mon.-Tues.	8 – 9 October	Fall Recess
Wednesday	10 October	Classes Resume
Tuesday	20 November	Thanksgiving Recess Begins After Last Class
Monday	26 November	Classes Resume
Mon.-Sun.	10-16 December	Final Exam Week/Last Week of Classes

Winter Inter-session, 2018-2019

Monday	17 December	Classes Begin
Mon.-Tues.	24-25 December	Classes Suspended (Christmas Holiday)
Wednesday	26 December	Classes Resume
Monday	31 December	Classes Suspended (Presidents' Designated Holiday)
Wednesday	2 January	Classes Resume
Sunday	13 6 January	Last Day of Classes

Spring Semester, 2019

Monday	14 7 January	Classes Begin
Monday	21 January	Martin Luther King Jr. Holiday
Mon. - Sun.	11-17 March	Spring Recess
Monday	18 March	Classes Resume
Friday	19 April	Classes Suspended at 4:30 p.m. (Easter Recess)
Monday	22 April	Classes Resume
Mon.-Sun	29 April-5 6-12 May	Final Exam Week/ Last Week of Classes
Wednesday	15 8 May	Tentative Date of Commencement

Summer Semester, 2019

Monday	13 6 May	Summer Semester Begins
Monday	20 13 May	Summer Session I: Classes Begin
Friday	24 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	28 May	Classes Resume
Friday	28 21 June	Summer Session I: Classes End at 4:30 p.m.
Monday	1 July 24 June	Summer Session II: Classes Begin
Thursday	4 July	Independence Day Holiday Observed
Friday	5 July	Classes Suspended at 4:30 p.m. (Independence Day Weekend Recess).
Monday	8 July	Classes Resume
Friday	9 2 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	25 18 August	Summer Semester Ends

TO: Fort Wayne Senate

From: Linda Wright-Bower, Chair
Educational Policy Committee

Subject: Amendment of the Academic Regulations (SD 85-18)

Date: March 22, 2017

Disposition: To the Presiding Officer for Implementation

WHEREAS, the University formerly known as Indiana University - Purdue University will become two separate entities, and

WHEREAS, the majority of the IPFW units will be managed by Purdue University as of July 1, 2018, and

WHEREAS, degree programs previously supported as part of Indiana University will be realigned under the auspices of Purdue University as of July 1, 2018, and

WHEREAS, Academic Regulations for the newly created Purdue University Fort Wayne, or the forthcoming name determined by the Purdue Board of Trustees, will need to be in concert with those of Purdue University West Lafayette, and

WHEREAS, a slight change in the academic calendar formula for the Purdue University Fort Wayne campus will provide uniform academic calendars for students attending Purdue University Fort Wayne and IUPUI health sciences programs in Fort Wayne, and

WHEREAS, the IUPUI Registrar has agreed to coordinate the IUPUI Spring Break recess with the Purdue University Fort Wayne campus such that students attending IUPUI Fort Wayne classes will have the same recess, and

WHEREAS, changes to the IPFW regulations were made in previous academic years but not properly recorded and implemented, and

WHEREAS, the debate on campus with advisors and faculty whether or not to assign midterm grades to freshman has been previously proposed but tabled (Senate Document SD 98-18, Tabled on 3/15/1999); and

WHEREAS, early intervention has been shown to be an effective means of improving retention; and

WHEREAS, the assignment of midterms grades for first-years students is one means of identifying students who may benefit from an academic assistance program and/or other support; and

WHEREAS, the assignment of mid-term grades for general education courses and 10000-20000 level courses may provide another means for identification of students who may need academic assistance program and/or other support; and

WHEREAS, all students at-risk for failing (D or F) in 10000-20000 may benefit from official mid-term grade assignments;

RESOLVED, Senate Document SD 85-18 (Academic Regulations) be amended as enclosed, with italicized language inserted and strike-out language removed.

Approving

P. Bingi

D. Kaiser

G. Wang

D. Chen

L.Wright-Bower, Chair

Disapproving

Absent

J. Leatherman

Abstaining

Non-Voting

P. McLaughlin

M. Dixon

Summary of the Proposed Changes to the Purdue University Fort Wayne campus Academic Regulations effective July 1, 2018

Purdue University Fort Wayne – Academic Regulations, Effective July 1, 2018

NOTE: The sections and pages are hyper linked for easy navigation

No.	Topic	Page #
1	<u>Academic Calendar Formula</u> (SD11-18) – Adjustment in formula to align both Fort Wayne campuses.	2
2	<u>Definitions 1.0</u> : Revisions to regulations – 1.1 , 1.2.1 , 1.3 , and 1.10 . Removing reference to Indiana University.	3-4
3	<u>Admission 2.0</u> : Revision to regulation – 2.4 – Determines academic forgiveness after a student does not attend any campus of Indiana University or Purdue University after five years.	5-6
4	<u>Grades 6.0</u> : Revisions to regulations – 6.2 , 6.3 , and 6.4 – Removing reference to IU grades and how grades will post to an IU transcript and incorporating (SD-13-8) – Not Submitted Grade: NS	15-16
5	<u>Grades 6.7</u> : Addition of Midterm Grades to regulation.	17
6	<u>Grade Point Averages 8.0</u> : Addition of NS grade on table to indicate not included in calculation of GPA.	19
7	<u>Academic Standing 9.0</u> : Revision to regulation 9.4.3 which states a student dismissed from any campus of IU or Purdue may not enroll at IPFW until one fall or spring semester has passed.	21
8	<u>Degrees 10.0</u> : Revisions to regulations 10.3.1 and 10.3.2 – change to the definition of double major and double degree.	23
9	<u>Transcripts 12.0</u> : Addition of Academic Actions on Transcripts 12.1	25

Note: All references in the regulations to “IPFW” will be updated to the new institution name when finalized.

The link for the PWL academic regulations is:

http://www.purdue.edu/studentregulations/regulations_procedures/

Academic Calendar Formula (SD 11-18)

The academic calendar shall consist of two 16-week regular semesters (including a one-week final examination period), and one 15-week summer semester.

During the Fall and Spring semesters, the standard length of a three-credit-hour course shall be 150 minutes per week for fifteen weeks. The final examination period for courses shall be two hours.

FALL SEMESTER

1. The first day of classes of the fall semester shall be the Monday falling between August ~~19 20~~ and August ~~25 26~~, inclusive.
2. Labor Day shall be a holiday. Classes shall be suspended starting at 4:30 PM on the Friday preceding Labor Day and resume on the Tuesday following Labor Day.
3. There shall be a two-day suspension of regular classes consisting of the *Monday and Tuesday* after the mid-point between the beginning of the semester and Thanksgiving break.
4. Thanksgiving recess shall consist of Thanksgiving Day, *the preceding Wednesday*, and the following Friday and weekend.

SPRING SEMESTER

1. The first day of the spring semester may be the Monday following the end of the regular Fall Semester. Typically, weekday classes of the regular spring semester will begin the Monday falling between January ~~7 8~~ and January ~~13 14~~, inclusive.
2. The period of time between the regular fall and spring semesters will be called "Winter Intersession" for the purposes of communication to the public. All official university holidays during the intersession will be recognized and offices will be closed.
3. Martin Luther King, Jr. Day, the third Monday in January, shall be a holiday. Classes will not meet.
4. There shall be a one-week spring recess after the 8th week of regular weekday classes of the spring semester.
5. Weekend College shall be suspended Easter weekend.

SUMMER SEMESTER

1. The first day of classes of summer semester may be the Monday following the end of the spring semester. Typically, weekday classes will meet in two 6-week summer sessions which will begin following a one-week break at the end of spring semester.
2. Memorial Day (Observed) and Friday evening, Saturday, and Sunday of Memorial Day weekend, shall be a holiday. Classes will not meet.
3. July 4 shall be a holiday. Classes will not meet on July 4 when it falls on a weekday. Classes will not meet on Friday, July 3, when July 4 falls on a Saturday. Classes will not meet on Monday, July 5, when July 4 falls on a Sunday. The Friday evening, Saturday, and Sunday including, or closest to, July 4 shall also be holidays when classes do not meet.

[Go to Page 1](#)

Definitions

1.0 **Definitions:** As used herein, the terms below have the specified meanings.

1.1 **Academic record:** the IPFW cumulative record maintained by the Registrar in accordance with these academic regulations. The IPFW academic record is the sole basis upon which all questions relating to such matters as grades, graduation requirements, academic standing, and scholastic recognition are resolved. Official transcripts will continue to be produced using Indiana University and Purdue University procedures, and it is the responsibility of the IPFW Registrar to maintain consistency between the IPFW cumulative record and official transcripts.

1.2 **Credit:** the semester hour. Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.

1.2.1 **Resident credit:** credit earned at IPFW or at another campus of Indiana University or Purdue University, depending on which university the student is enrolled in at IPFW.

1.2.1.1 **Course credit:** resident credit awarded by IPFW on the basis of a student's enrollment in and satisfactory completion of courses.

1.2.1.2 **Special credit:** resident credit awarded by IPFW on bases other than a student's enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:

1.2.1.2.1 **Credit by examination:** credit awarded to a student on the basis of achievement on a departmental/divisional proficiency examination. (See Section 7.1)

1.2.1.2.2 **Departmental/divisional credit:** credit for a course offered by a department/division and awarded on the basis of substantially equivalent experience; may be granted only by the chair/director or designee of the department/division offering the course.

1.2.1.2.3 **Achievement credit:** credit awarded on the basis of demonstrated achievement in a nationally administered college-level examination. (See Section 7.2)

1.2.2 **Transfer credit:** nonresident credit. Transfer credits for a student entering IPFW from outside the student's university system shall be evaluated by the admissions office and accepted as transfer credit if completed at a regionally accredited institution with a grade of C or better. Designations of plus and minus that accompany these grades shall be disregarded in the evaluation of this credit.

Credit accepted as transfer credit shall be equated to IPFW course numbers (or included as an undistributed entry) and posted to the student's academic record at the time of matriculation or re-entry to IPFW. The academic-record entry shall include the name of the transfer institution, the years of attendance, and the individual courses accepted for transfer. The course-equation process is subject to adjustment upon request by the student's department chair/dean/division director, and the department/school/division determines the applicability to a student's plan of study of credit earned at other institutions and accepted by IPFW.

1.3 Student **classification**: a system for classifying students regularly admitted to IPFW:

Undergraduate Student Classification	Earned Credit Hours
Freshman	Fewer than 30
Sophomore	30-59
Junior	60-89
Senior	90 or more

The Registrar may establish additional classifications to serve IPFW's record-keeping needs. The Registrar will report classification codes to **Indiana University and Purdue University** in a manner consistent with their respective codes.

1.4 **Advanced placement**: the practice of admitting an entering student to courses beyond the first course or courses in a normal sequence without allowing credit for courses not taken.

1.5 **Substitution**: the practice of replacing a course required in a curriculum with another course identified by the unit specifying that requirement.

1.6 **Excusing**: the practice of replacing a course required in a specific curriculum by an equal number of credit hours in courses not specified, as approved by the unit specifying the course requirement.

1.7 **Work not scheduled for a regular fall or spring semester**: regular work offered in a summer session or off-calendar, equivalent in content, contact hours, and credit value to the work of a regular semester. As these regulations apply to academic work not scheduled for a regular fall or spring semester, all deadlines and time periods are to be prorated.

1.8 **Beginning student**: a student enrolling in college courses for the first time, or a student who has completed a small number of credits as a nondegree student, most often while still also a high-school student.

1.9 **Intensive course**: a course that meets for extended class times and fewer weeks than a similar course would meet in a regular summer session.

1.10 **P/NP option**: an enrollment option that generally limits course grades to P and NP. The option may be used to allow the student to take the class with minimal concern for the grade that will be earned. **Indiana University students who receive a grade of D or F will have this grade recorded on official transcripts. Purdue University s** Students who receive a grade of NP will have a grade of N recorded on official transcripts.

1.11 **Grade-point averages**: all reports and calculations of grade-point averages described in these regulations will be based on what is known as the "4-point" system, with grades of A equated to 4 points and other grades scaled accordingly. [Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6-point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]

[Go to Page 1](#)

Admissions

2.0: Admission. University requirements for admission are established by the trustees. Program-specific admission requirements in addition to those established by the trustees may be imposed by schools, divisions, and departments. Any such requirements shall become effective when published in the IPFW Bulletin or its supplement.

2.1: Regular admission of a nondegree student. Any student admitted in nondegree status may apply for regular admission. Nondegree admission is limited to a maximum of 24 credits; thereafter, a student may register only after applying for and being granted regular admission; exceptions are granted by the Registrar upon the recommendation of the student's advising unit. Any student who is denied regular admission shall be notified of the reasons for this decision; any student who is granted regular admission shall be notified of which courses taken in the nondegree status may be applied to satisfy degree requirements.

2.2: Admission of a student transferring between institutions or IPFW programs.

2.2.1: A transfer student or a re-entering student who has not enrolled at IPFW during the previous twelve months shall:

2.2.1.1: Designate the intended curriculum on the re-entry or transfer-admission form.

2.2.1.2: Submit the completed form to the admissions office for evaluation.

2.2.2: Any other student who wishes to transfer from one program to another at IPFW shall:

2.2.2.1: Prepare the prescribed transfer-request form.

2.2.2.2: Secure the approval of the school/division to which the transfer is proposed.

2.2.2.3: Submit the completed request form to the Registrar's office. The Registrar shall notify the admissions office whenever such a transfer will also change the student's university affiliation, and the admissions office shall then transfer all previous IPFW credits to the records system of the student's new university.

2.3: Credit transfer for a student transferring between IPFW programs. When a student transfers from one degree or certificate program to another, the school/division to which the student is transferring shall promptly report to the Registrar the status of every course previously taken. Each completed course, regardless of the grade received, shall be classified into one of the following two categories:

2.3.1: Courses which are required for, or applicable to, the student's new curriculum or which are substantially equivalent to, and are acceptable as, substitutes for such required courses.

2.3.2: Courses not applicable to the program to which the student is transferring. The grade in any course which can satisfy a degree requirement, other than a free elective, may not be removed from the cumulative GPA.

2.4: Application of credit for students who re-enter IPFW Purdue University Fort Wayne. At the time a student is accepted for campus transfer, re-entry, or readmission after not having attended IPFW or any other campus of Indiana University or Purdue University for five or more calendar years, the IPFW academic unit by which

the student is accepted may report to the Registrar each GPA- applicable course on the student's academic record in which the grade earned cannot be counted toward graduation or degree credits because it is considered to be of less than passing quality. As recommended by the student's academic unit, the Registrar will exclude grades earned in these courses from the calculation of the student's cumulative GPA. However, both these courses and the grades earned therein will remain on the student's academic record. This option can be employed only once per student, and an appropriate notation of this transaction shall be made on the student's academic record.

[Go to Page 1](#)

Registration and Course Assignment

3.0: Registration and course assignment

3.1: Procedures. Registration for courses shall be accomplished in accordance with procedures prescribed by the Registrar.

3.2: Placement procedures. Students should complete the following procedures as soon as possible after admission to IPFW. Students completing these procedures shall be notified of the test results and their implications in a timely fashion.

3.2.1: English. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at IPFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level English course.

3.2.2: Mathematics. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at IPFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level mathematics course.

Students who place into developmental mathematics must complete the appropriate developmental course(s) in their first twenty-four credits of IPFW course work, with the exception of developmental mathematics for those students enrolled in a certificate or associate degree program that does not require mathematics.

3.2.3: Reading. A regularly admitted beginning student is allowed to register for classes only after submitting one of the following:

- SAT test score above 450 on the verbal test
- ACT test score above 19 on the individual reading test;
- Scoring above the lowest 15 percentile (determined by national norms) on the IPFW placement test.

Students who do not meet at least one of these requirements will be required to complete a reading course as specified by the Department of English and Linguistics and approved by the College of Arts and Sciences during one of the student's first two enrollment periods.

3.2.4: Foreign language. A student who has studied a foreign language before entering IPFW should take a foreign- language placement examination before continuing study in that language.

3.2.5: English-as-a-Second-Language¹. Prior to admission, the Admissions Office shall determine which prospective undergraduate students have a native language other than English. All such students who do not have transfer credit for an English composition course that carries credit toward graduation shall be identified as ESL students and shall be required to submit scores on the TOEFL or an equivalent test approved by the Department of English and Linguistics.

ESL students shall be admitted with the condition that they achieve appropriate competency levels in English composition.

Based upon TOEFL or equivalent test scores, the Department of English and Linguistics shall determine which ESL students need ESL instruction. Students who are found to be exempt from ESL course requirements shall be subject to the regular English placement-testing and course-completion requirements described in these regulations. Other ESL students shall:

3.2.5.1: Be admitted only to the Mastodon Advising Center unless they score the equivalent of 550 or above on the TOEFL and meet the admission requirements of a degree-granting academic unit. Students admitted in this fashion to the Mastodon Advising Center shall not be eligible for admission to another academic unit until they have completed ESL-related requirements.

3.2.5.2: Enroll in the appropriate ESL course each semester until the requirement is satisfied.

3.2.5.3: Complete the prescribed series of ESL courses within their first 36 credits at IPFW.

The Mastodon Advising Center shall have authority to alter any student's registration if the provisions of Sections 3.2.5.2 and 3.2.5.3 are not being met.

This section applies to undergraduate students only. As noted in the Graduate Programs Bulletin, graduate applicants must follow university-specific requirements to demonstrate competency in English.

3.3: Academic load. The following maximums apply to student enrollment:

3.3.1: Absolute limit in any academic session or intensive course: A student may never enroll for more than 1.5 credits per week.

3.3.2: Limit with special permission: A student's academic load shall exceed 18 semester hours (8 semester hours in a summer session) only under unusual circumstances and with special permission of the academic advisor.

3.4: Assignment to intensive courses. No student will be permitted to register in two intensive courses at the same time.

3.5: Course prerequisites and co-requisites. When registering, a student must satisfy all course prerequisites and co-requisites or secure the permission of the instructor. On an instructor's request, the Registrar may remove any student who has not satisfied prerequisites or co-requisites.

3.6: Auditing. A student ineligible for readmission by reason of having been dropped from IPFW for scholastic or other reasons is ineligible to attend classes as an auditor; any other student may enroll as an auditor by completing regular registration and enrollment procedures, noting "Auditor" on the registration card. Determination of allowable load is in accordance with the credits assigned to the courses involved.

An auditor does not receive academic credit, but is assigned a grade of W or NC in the course. An auditor may later be allowed to take an examination for credit, under the usual rules, in courses audited. (see Section 7.1)

3.7: Initial registration. A student's initial registration shall occur according to the timetables for registration established for each academic term as published in the Schedule of Classes. An academic advisor's approval is required for all students who register at the Registrar's Office and for the following students: freshmen, first-term re-entry, transfer, or those in a new major, and those on academic probation. School/division policy determines whether an academic advisor's approval is required for other students. A completed registration form with appropriate signatures must be submitted to the Registrar's Office or the student's department.

3.8: Schedule Revisions. A student may make schedule revisions in accordance with the following policies. The student must submit the completed schedule revision form with appropriate signatures to the Registrar's Office or the student's department. All schedules and deadlines are prorated for courses not meeting for an entire fall or spring semester.

3.8.1: Course additions. A student may add a course after the initial registration on the schedule revision form. An academic advisor's approval is required for all students who add courses at the Registrar's Office and for the following students: freshmen, first-term re-entry, transfer, or those in a new major, and those on academic probation. Additional restrictions are described below:

Weeks	Restrictions
Up through the 1st week of classes	College/School/Division policy determines whether an academic advisor's approval is required.
2 through 4	College/School/Division policy determines whether an academic advisor's approval is required. The instructor must approve.
5 through 9	College/School/Division policy determines whether an academic advisor's approval is required. The instructor and the student's dean or division director must approve. Approval will normally be given only when extenuating circumstances are involved.
10 and following	Courses may not normally be added during this time.

3.8.2: Course drops (cancellations of registration). A student may drop a course, subject to the time limits below and the restrictions described in this section and in section 3.9 by presenting a request at the Registrar's Office, the student's department, or through self-service in the online registration system.

Weeks	Restrictions
First week of classes (or equivalent, based on course length. See chart below.)	College/School/Division policy determines whether an academic advisor's approval is required. Course is not recorded on the student record.
2 through 9	College/School/Division policy determines whether an academic advisor's approval is required. Course is recorded with grade of W on the student record.

10 through 16	Courses cannot normally be dropped during this period. If a drop is approved, the course is recorded with a grade of W on the student record.

The following table displays the point in time a withdraw grade will be recorded on the permanent record, based on course length.

Number of Weeks the course meets	Course Drop without Withdraw Grade	Withdraw Grade Recorded
9 or more	Days 1-7	Day 8 and thereafter
3 to 8	Days 1-3	Day 4 and thereafter
2	Days 1-2	Day 3 and thereafter
1 or Less	Day 1	Day 2 and thereafter

Day 1 of a course is the first day of the term or part of term. All calendar days are counted, including weekends.

The opportunity to drop a class is restricted as specified below:

3.8.2.1: Alleged academic dishonesty. Students will not be permitted to drop a class in which there is an allegation of academic dishonesty.

3.8.2.2: Late-term drops related to academic performance. After the ninth week (or equivalent), students will not be permitted to drop a class due to poor academic performance in the class.

3.8.2.3: Late-term drops unrelated to academic performance. After the ninth week (or equivalent), and with the approval of the student's academic advisor and the student's dean/division director, a student may drop a course when the reason for requesting the drop is unrelated to the student's academic performance in the course.

3.8.2.4: Post-term drops. After the end of the sixteenth week, a course may be dropped only by following the procedure for a change of grade (see Section 6.6).

3.8.3: Change of P/NP option. A student may change the P/NP option for a course prior to the end of the fourth week of an academic session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.

3.8.4: Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit or credit to audit may occur only during the first six weeks. The regular audit deadline is the Friday ending the first week of class. The late audit deadline is the Friday ending the sixth week of class. Approval of a regular change of auditing status in the first week of class requires a signature or written acknowledgment from the student's advisor and a representative from the Financial Aid Office (when applicable). Approval of a late change in auditing status during weeks two through six requires a signature or written acknowledgement from the course instructor, academic advisor and a representative from the Financial Aid Office (when applicable).

3.9: Withdrawal from the university. Withdrawal from the university is normally accomplished by withdrawing from each course in which the student was enrolled. Special circumstances which can affect the withdrawal are specified below.

3.9.1: Withdrawal for military service. Any student called to active military duty may present a copy of their military service orders and (a) withdraw from all courses and receive a 100% refund of tuition and fees at any time during the semester through the end of final examinations or (b) with the permission of each instructor, receive an Incomplete or final grade in the courses taken. Such requests and documentation may be presented by the student or other responsible party who has the student's permission to make the request. Refunds of fees will not be made if the student receives a grade and credit for the course, and all refunds will be adjusted as required by financial aid regulations. If a withdrawal is processed after the fourth week of classes, the grade of W will be assigned.

3.9.2: Withdrawal for personal circumstances. Students who seek to withdraw from IPFW after the ninth week of classes, based on personal circumstances, should contact the Dean of Students for guidance about the process.

3.10: Attendance. Every student is expected to attend every meeting of the classes for which the student is enrolled. Work missed during absences may be made up with the instructor's permission. At the beginning of the academic session, each instructor shall make a clear statement to all students regarding the instructor's policy for handling absences. Any student who discontinues class attendance and does not meet course requirements shall receive a grade of F for unauthorized withdrawal.

3.10.1: Students who must report their class attendance in order to satisfy requirements of financial-aid sponsors are obligated to present the sponsor's certification form to each instructor.

3.10.2: Each instructor will certify that student's attendance by completing the form.

3.10.3: Unless a prior agreement has been made by the instructor with the student, no instructor will be obligated to certify student attendance for more than the most recent class.

A student may not attend any class before completing official registration procedures, after withdrawing from the class or after the registration has been canceled. An instructor who discovers an unregistered student in a class should discuss the problem with the student and notify the Registrar's Office if the problem is not promptly resolved.

Academic Honesty

4.0: Academic Honesty

4.1: Definitions -Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of IPFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. IPFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference. IPFW may discipline a student for committing acts of academic or personal misconduct.

4.1.2: Academic Misconduct: This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At IPFW, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for cred or hours.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Submitting the work of someone else as if it were one's own by adopting or reproducing the ideas and opinions of others without acknowledgment. Such instances of plagiarism may be intentional or unintentional, and may involve isolated words, formulas, sentences, paragraphs, entire works, or other intellectual property; either copied from other published sources, or from unpublished work such as those of other students.
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

4.2: Policy

4.2.1: Student's responsibilities. Academic honesty is expected of all students. The student is responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating.

4.2.2: Instructor's responsibilities. The instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and should apply methods of teaching, examination, and assignments which discourage student dishonesty. If necessary, the instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course.

- The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and to ensure equity.

4.3: Procedures -In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at IPFW, academic departments should establish a written policy/statement, addressing the professional or ethical standards of their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement. (For additional information, see the Student Disciplinary Procedures section of the Code of Students Rights, Responsibilities and Conduct in the Bulletin).

4.3.1: Initial decision. An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within ten business days of discovering the alleged cheating, of charges and evidence, and allowing the student to present a defense. The instructor may assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.

4.3.2: Reporting. During the period in which the student is permitted to drop courses, the instructor shall inform the Registrar promptly of any allegation of cheating, so that an accused student will not be permitted to withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within seven business days, the instructor shall supply a written report to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.

4.3.3: Appeal. If a student's course grade is affected by the penalty, the student has the right to appeal the penalty imposed by an instructor through the IPFW grade appeals system. ([See Appendix B](#)).

Final Examinations and Instructors' Grade Reports

5.0: Final Examinations and Instructors' Grade Reports

5.1: Penultimate week. No instructor may schedule an examination--comprehensive or non-comprehensive, except for laboratory practicums--during the week preceding the last week of a fall or spring semester.

5.2: Final week. With the exception of those courses classified as individual instruction, clinic, studio, practice teaching, research, or distance courses and those offered for zero credits, each class is expected to meet for a two-hour session during the last week of each fall or spring semester. The two-hour session may be used for:

- a final examination
- a last, non-comprehensive examination
- submission of out-of-class examination or assignments, or
- a regular class meeting

5.3: Conflicts. A student who is scheduled to take on one day more than two final examinations, or who has a final-examination conflict, or who is scheduled to take a state, national, or professional licensing examination may contact the instructors involved, prior to the last week of regularly scheduled classes, to obtain appropriate rescheduling. If the student and the instructors cannot agree upon a rescheduling, the Vice Chancellor for Academic Affairs or a designee shall investigate and issue a binding schedule. Instructors shall not penalize a student who chooses to reschedule an examination under these options.

5.4: Absences. Any student who must miss a final examination because of an emergency must contact the instructor as soon as possible. A student who misses a final examination may receive a grade of F for the course.

5.5: Grade reports. Course grades are to be submitted to the Registrar's Office as completed, but not later than 12:00 p.m. on the Monday following the last scheduled examination.

Grades

6.0: Grades

6.1: Basis of grades. The instructor is responsible for explaining to students, preferably in writing at the beginning of an academic session, the course requirements and grading system to be used. Each student shall be assigned a grade in each course in which the student is enrolled at the close of the session.

The student is responsible for the completion of all required work in each course, by the time of the last scheduled meeting of the course or other deadline set by the instructor, unless the student has officially withdrawn from the course, or unless the student and the instructor have agreed that a grade of Incomplete will be assigned.

6.2: Semester grades. The following grades may be assigned

Grade	Meaning
A, A+, A-	Outstanding achievement
B, B+, B-	Above-average achievement
C, C+, C-	Average achievement
D, D+, D-	Below-average achievement, lowest passing grade
Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades	
F	Failure, or unauthorized discontinuance of class attendance; no credit
I	Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course
IF	Unremoved Incomplete, Failing. Recorded for failure to achieve a permanent grade by the deadline stated in these regulations. Indiana University students who receive this grade will have a grade of F recorded on official transcripts.
NC	Completion of the course as an auditor; carries no credit
NP	Not passing grade when enrolled under the P/NP enrollment option. Purdue students who receive this grade will have a grade of N recorded on official transcripts.
P	Passing grade; under the P/NP option, equivalent to a grade of A, B, or C
S	Satisfactory, credit; awarded by the Registrar upon satisfactory performance in a course offered only on an S/F basis, or on a departmental divisional examination, or another award of special credit, or completion of a zero-credit course. Purdue University student who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits
W	Withdrew; a record of the fact that the student officially withdrew from (dropped) a course or was administratively withdrawn from a course for nonpayment of fees after the end of the fourth week
NS	Not Submitted; assigned when a grade is not submitted by the instructor.

6.3: P/NP option. The P/NP option provides the student with the opportunity to take free electives with minimal concern for grades earned. The student who enrolls under this option must fulfill the same requirements as others enrolled in the course. The instructor will not be told which students have elected this option. The instructor's grades of A, B, and C for these students are changed to the grade of P by the Registrar. ~~The instructor's grades of D or F are recorded without change for Indiana University students.~~ The instructor's grades of D or F are changed by the Registrar to grades of NP for Purdue University students. Purdue University students who receive the grade of NP will have a grade of N recorded on official transcripts. Grades of P and NP are not used in computing the GPA.

Exercise of this option is subject to three limitations:

6.3.1: The student may elect the option only for courses which fulfill no graduation requirement except total number of credits (i.e. only for free-elective courses).

6.3.2: The student may not elect this option for any course in which the student has received a grade of A, B, C, D, or F.

6.3.3: The student may not elect this option for more than 20 percent of the credits required for graduation.

6.4: Incompletes. A grade of I is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. A student must have a majority of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign the grade of incomplete. The instructor who reports a grade of I shall file in the Registrar's Office a statement that includes the following information:

- The reason for the incomplete
- The requirements for completion of the course
- The grade for the course to date
- The time limit allowed for completion of the course, shall not exceed one calendar year. An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the specified period.
- Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.
- The Registrar's Office shall change the I to an IF unless the student graduates or removes the incomplete within the time allowed. ~~Indiana University students who receive this grade will have a grade of F recorded on official transcripts.~~
- If the student re-enrolls in the same course while the incomplete is still on the record, and the course is not repeatable for credit, the original incomplete shall remain on the record permanently.
- Students transferring resident credit for a course bearing an unremoved incomplete shall have the grade of I recorded for up to one calendar year from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.

6.5: Final grade report. Each student's complete record for the session and the student's cumulative GPA shall be reported to the student, to the student's major department, and to the student's school/division.

6.6: Changes of grade

6.6.1: An instructor who discovers, within 30 days of the grade-processing deadline, that a grade reported for a student was in error shall promptly submit to the Registrar a statement, on a form specified by the Registrar and countersigned by the instructor's department chair/division director, of the circumstances of the error and of the change to be incorporated in future GPA's. Correction of errors after this time shall also require the approval of the instructor's dean/division director.

6.6.2: The Registrar shall inform the student, the department chair/division director, and the dean of the change of grade.

6.6.3: A student may retake any course. Unless the course is described in the Bulletin or its supplement as repeatable for credit, credit will be given only once for a repeated course, and only the most recent grade earned will be incorporated in GPA calculations.

6.6.4: A student may seek to effect a change of grade through the grade-appeals procedure established by the Fort Wayne Senate.

6.7 Midterm Grades

6.5.1. Midterm grades shall be reported to the students and to her/his academic advisor for students enrolled in 10000-20000 level courses at risk for failure (D or F).

6.5.2. Reporting of mid-term grades is to be completed no earlier than the beginning of the fourth week of classes and no later than the last day of classes in the seventh week.

6.5.3. Midterm grades are not to be part of the permanent record.

[Go to Page 1](#)

Special Credit, Credit for Military Service, and Excess Undergraduate Credit

7.0: Special Credit, Credit for Military Service, and Excess Undergraduate Credit

7.1: Credit by departmental/divisional examination. Opportunities for earning undergraduate credit by departmental/divisional examination are encouraged in order to expedite the education of qualified students. Toward this end, each instructional department/division shall establish procedures to consider candidates, to administer, and to grade such examinations, and each department/division shall provide the Vice Chancellor for Academic Affairs or a designee with comprehensive information on the principal courses that are available for departmental/divisional credit by examination, and test schedules if known. This information shall be made available in the Bulletin or its supplement, and it should be adequate to enable the student to assess eligibility and qualifications to take tests for credit.

- The student may request an examination for credit in a course if the course is available for credit by examination and if no grade in the course other than a grade of W or NC has been awarded. The examination shall be at least as comprehensive as those given in the course and shall be graded S (performance comparable to that expected of a student who receives an A, B, or C in the course) or unsatisfactory. The Registrar shall establish forms and procedures to assure proper distribution of results and for satisfactory performance shall record credit for the course on the student's record. No record shall be made on the transcript for unsatisfactory performance.

7.2: Achievement credit. Except as provided herein for the International Baccalaureate Program, credit or transfer credit for nationally administered examinations shall be awarded only after approval by the IPFW division/department that offers courses in the subject area. For participants in the International Baccalaureate Program, an award of 3-8 credits shall be made for each High level examination passed with a score of 4 or above. The admissions office will award undistributed credit in the appropriate disciplines until specific credit equivalencies are established by IPFW departments. No credit will be awarded for performance on Subsidiary level examinations.

7.3: Credit for military service. Each school/division shall decide whether credit for participation in military service may be applied toward a degree.

7.4: Excess undergraduate credit. A senior with a GPA of 3.00 or better may, with written permission from both an authorized graduate advisor and the instructor(s) involved, enroll in up to nine credits in excess of the requirements for graduation, in courses intended for use in a graduate program. Permission, if given, shall be noted on forms supplied by the Registrar, who shall make a transcript notation of the special status of these credits. Instructors shall impose graduate-level standards on such a student.

Grade-Point Averages

8.0: Grade-Point Averages. A grade-point average (GPA) is a weighted average of credits for which a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or IF has been assigned. Grade points will be assigned to each completed course according to the following table:

Grade	Grade Points
A+, A	4.0 x semester hours
A-	3.7 x semester hours
B+	3.3 x semester hours
B	3.0 x semester hours
B-	2.7 x semester hours
C+	2.3 x semester hours
C	2.0 x semester hours
C-	1.7 x semester hours
D+	1.3 x semester hours
D	1.0 x semester hours
D-	0.7 x semester hours
F, IF	0.0 x semester hours
I, NC, NP, P, S, W, NS :	Not included

The GPA is the sum of the Grade Points for all included courses divided by the total number of hours for those courses. The GPA is rounded to two decimal places.

[Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6-point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]

8.1: Semester GPA. The student's semester GPA is the GPA computed for those credits for which the student was assigned a GPA-related grade for the specified semester.

8.2: Cumulative GPA. The student's cumulative GPA is the GPA computed for all credits for which the student has been assigned a GPA-related grade, with the exception of those courses which have been repeated and which are not repeatable for credit (See Section 6.6.3).

[Go to Page 1](#)

Academic Standing

9.0: Academic Standing

9.1: Good standing. For purposes of reports and communications to other institutions, and in the absence of any further qualifications of the term, a student is considered in "good standing" unless that student has been dismissed, suspended, or dropped from IPFW and not readmitted.

9.2: Academic recognition. At the conclusion of each fall or spring semester (but not any summer session) the Registrar shall indicate which undergraduate students are eligible for academic recognition.

9.2.1: On the Dean's List for having (a) at least 12 credit hours included in the graduation GPA, (b) at least 6 credit hours included in the semester GPA, (c) achieving at least a 3.5 graduation GPA, and (d) achieving at least a 3.0 semester GPA.

9.2.2: On the Semester Honors List for (a) having at least 6 credit hours included in the semester GPA, (b) achieving at least a 3.5 semester GPA, and (c) achieving at least a 2.0 graduation GPA.

Any student who achieves academic recognition for either of the two previous semesters is recognized at the annual Honors Convocation. An academic record entry will note the student's achievement of academic recognition.

9.3: Recognition of completion of honors program. When a student is certified by the Honors Program Council to have completed the requirements of the honors program, an appropriate academic record notation shall be made.

9.4: Academic probation, dismissal, and readmission. The following probation, dismissal, and readmission criteria are minimums for IPFW; academic units may set higher standards which shall become effective upon publication in the Bulletin or its supplement. A student dismissed from a program for failure to meet the higher standards imposed by an academic unit must be accepted in another program before registering for a subsequent academic session.

9.4.1: Academic Probation. A student shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0. A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPA's equal to or greater than 2.0.

- IF: Semester GPA or Cumulative GPA is <2.0= ACADEMIC PROBATION
- IF: On academic probation and Cumulative GPA is <2.0 but Semester GPA is \geq 2.0= CONTINUED PROBATION
- IF: On academic probation and Semester GPA is <2.0 but Cumulative GPA is \geq 2.0= CONTINUED PROBATION

- Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing.
- Academic standing will not be assessed in summer sessions.

A student who wishes to appeal an academic probation standing should contact the academic department of their major for guidance in the appeal process.

9.4.2: Academic Dismissal. A student on academic probation shall be dismissed at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.

- IF: On academic probation and both the Semester GPA and Cumulative GPA are <2.0=ACADEMIC DISMISSAL
- Any grade change due to a reporting error will result in a recalculation of the index and determination of the dismissal status.

A student who wishes to appeal an academic dismissal standing should contact the academic department of their major for guidance in the appeal process.

9.4.3: Readmission. A student who has been dismissed from IPFW or from another campus of **Indiana University or** Purdue University may not enroll at IPFW until one fall or spring semester has passed. All readmissions are into probationary status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically dismissed for a second time is not eligible to enroll for at least one year.

A student dismissed by this policy must apply to the appropriate office or readmission committee. A fee is assessed for processing the readmission application. Readmission is not guaranteed.

[Go to Page 1](#)

Degrees

10.0: Degrees.

Academic units may impose stricter requirements than those listed in this section but may not waive the following minimum standards. Provided these minimum standards are satisfied, adjustments to any degree requirement may be made by the unit establishing that requirement.

10.1: Degrees offered. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.

10.2: Requirements for degrees. Any student entering a degree, certificate, or pre-major program will be required to fulfill the requirements in the Bulletin current at the time of entry or re-entry to the university.

The primary reasons for a student to be required to meet the requirements of a subsequent bulletin include:

- Re-entry to IPFW (after a one year period of non-enrollment)
- By request with the written acknowledgment of the academic advisor
- When required by accreditation, a department may require students to complete the curriculum defined by the most current bulletin

Any student who remains continuously enrolled or admitted to the university will be required to meet the requirements of the Bulletin of the term of entry or re-entry to the university unless the student chooses to change to a subsequent Bulletin with the written acknowledgement of the academic advisor.

Any student who is not continuously enrolled due to a period of deployment to serve in a branch of the armed services may meet the requirements of the Bulletin of the most recent entry or re-entry to the university.

In addition:

- Any new requirement for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.
- The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

To gain any associate or bachelor's degree from IPFW, the student shall satisfy the following requirements:

10.2.1: The completion by resident credit or transfer credit (see Section 1.2) of the plan of study underlying the degree, including:

10.2.1.1: For an associate degree, the registration in and completion of at least 32 credits of resident course credit, including at least 15 credits in courses applicable to the major.

10.2.1.2: For a bachelor's degree, the registration in and completion of at least 32 credits of resident course credit at the 200 level or above, including at least 15 credits at the 300 level or above in courses applicable to the major.

10.2.2: Normally, completion of the entire final year in residence. However, with the approval of the student's school/division, a student who has satisfied the resident course credit requirement may complete the remaining requirements in another approved college or university.

10.2.3: Establishment of a cumulative GPA of 2.00 or better.

10.2.4: Registration, either in residence or in absentia, as a candidate for the desired degree during the academic session immediately preceding its conferral.

10.3: Double majors and double degrees. The academic units sponsoring programs shall certify completion by the student of each degree and any second major that may have been completed.

A student who will be completing the requirements for two or more degree programs simultaneously may be eligible to be registered as a candidate for more than one degree according to the following criteria:

10.3.1: Double major. A student who completes the requirements for more than one program will be awarded a degree with a double major if (1) the requirements are completed at the same time, (2) the programs are offered by the same school or division and the same university at IPFW, and (3) the programs lead to the same degree, where "the same degree" means a B.A. (IU or Purdue) or a B.F.A. or a B.S. (PU only) or a B.S.C., etc.

If the degree programs are in the same school and lead to the same degree, only one degree shall be awarded. The academic record shall reflect multiple fields of study, as appropriate.

10.3.2: Double degree. A student who completes all requirements for more than one program will be awarded two degrees if the above requirements for a double major are not satisfied, except that Purdue University students who complete requirements for a second Purdue University major leading to the same degree in the same school or division as originally earned shall have this major noted on their transcripts but shall not receive a second degree.

If the degree programs are in different schools, two (or more) degrees may be awarded upon special request approved by the deans of the schools concerned and filed with the registrar at the beginning of the semester or session in which the degrees are to be awarded.

If the degree programs are in the same school and lead to different degrees, the appropriate degrees shall be awarded.

[Go to Page 1](#)

Minors

11.0: Minors

11.1: Establishment. A minor-subject program may be established by any academic unit at IPFW subject to approval by the college/school/division containing the unit, to approval by the Curriculum Review Subcommittee, to acceptance by the Vice Chancellor for Academic Affairs, and to publication of requirements for completion of the program in the Bulletin or its supplement. Completion of any minor must require a minimum of 12 credits, including at least six resident credits at the 200-level or above.

11.2: Certification. A student may earn a minor by requesting acceptance into the minor from the academic unit offering the minor. If accepted, the unit offering the minor will submit the appropriate electronic Form 42 to the Office of the Registrar to add the minor to the student's current degree program. An academic unit may authorize a student's major advising unit to add the minor by submitted a Form 42 for the student. This authorization would be stated in the offering unit's minor requirements listed in the Bulletin.

- At the same time as degree certification is processed, the degree-granting unit shall certify the student's completion of all minor requirements. Certification shall be based on completion of the minor program requirements in effect for the bulletin of the student's current degree program.

11.3: Transcript entry. Concurrent with completion of degree requirements, the Registrar shall make an appropriate entry on the student's transcript to signal completion of the minor. No entry shall be made on the transcript if the minor is not completed by the time the student is certified for graduation.

Transcripts

12.0: TRANSCRIPTS. A student or former student whose record is not encumbered for any reasons described herein shall, upon application at IPFW to the Registrar and payment of any prescribed charge, be entitled to receive a transcript of the complete record, including any major(s) and minor(s).

12.1: Records of Actions on Transcripts

Disciplinary actions will not be recorded on transcripts unless disciplinary actions involve involuntary separation from the University (e.g., suspension and or expulsion), or degree revocation. In these instances, the following notations will be added to the transcript:

12.1.1 Suspension

The following statement will be added to the transcript while the suspension is in place. Once the suspension ends, regardless of whether or not the student returns to the University, the statement will no longer appear on the academic record.

“The student has been suspended until [insert date] due to violation of University regulations.”

12.1.2 Expulsion

The following statement will be added to the transcript and remain a permanent part of the transcript.

“The student was expelled due to violation of University regulations.”

12.1.3 Degree revocation

The following statement will be added to the transcript and remain a permanent part of the transcript.

“The individual’s degree has been revoked and this individual has been expelled due to violation of University regulations. “

[Go to Page 1](#)

Encumbrance

13.0: Encumbrance

13.1: Request for encumbrance. The request for the encumbrance of a student record shall be filed with the Registrar's office and shall indicate whether either or both the registration of the student and/or the issuance of a transcript or diploma is to be encumbered. Because the encumbrance shall remain in effect until the Registrar is notified by the officer responsible to disencumber the record, it is the responsibility of the officer lifting the encumbrance immediately to notify the Registrar.

13.2: Effect upon graduation. A student in arrears to IPFW shall not receive a diploma. The clearance of a student's financial obligation on or before the Friday before Commencement shall be essential for graduation. If a student so delinquent clears the obligation later, the diploma will be released.

Amendments

14.0: Amendments. Subject to the following restrictions, these IPFW Academic Regulations and Procedures may be amended in accordance with the Bylaws of the Senate.

14.1: Submission. Proposed amendments shall be submitted to the Senate under the title "Proposed Amendments to the IPFW Academic Regulations and Procedures."

14.2: Voting. A final vote on proposed amendments may not be taken at the meeting or convocation in which the proposals are introduced.

14.3: Dissemination. Copies of amendments shall be forwarded by the Presiding Officer of the Senate to the appropriate administrative personnel.

TO: Fort Wayne Senate

FROM: Peter Iadicola

DATE: March 21, 2017

SUBJ: Proposed Amendments to the IPFW Academic Regulations and Procedures: Approval of Faculty-Initiated Withdrawal Policy.

WHEREAS, Students who miss more than 50% of their class meetings of a given section during the first four weeks of the fall or spring semesters or have the potential to fail because of not meeting the course requirements (i.e. not completing course assignments, not taking tests or quizzes); and

WHEREAS, faculty currently have no means of initiating withdrawal of students in obvious danger of failing to make satisfactory progress;

WHEREAS, the Educational Policy Committee proposed to the senate in April, 2009 a Faculty Initiated Withdrawal Policy, giving faculty authority to withdraw students.

WHEREAS, concerns about retention and student success are now greater than at the time this proposal was initially considered.

THEREFORE, I propose what was previously proposed by EPC of 2009 as Academic Regulations and Procedures for A Faculty-Initiated Withdrawal Policy.

Senate Document SD 09-1 Retention Initiative Faculty-Initiated Withdrawal Policy

Students who miss more than 50% of their class meetings of a given section during the first four weeks of the fall or spring semesters or have the potential to fail because of not meeting the course requirements (i.e. not completing

course assignments, not taking tests or quizzes) may be withdrawn from that course. Undergraduate students may be withdrawn regardless of class level.

This Faculty-Initiated Withdrawal Policy may be implemented in all undergraduate-level courses subject to the following provisions: If a faculty member chooses to use Faculty-Initiated Withdrawal Policy, the policy must be included in the course syllabus with specific language as to the policy.

Students must be informed that withdrawal may have an impact on their Financial Aid awards and/or student visa status.

When adopting the Faculty-Initiated Withdrawal Policy for a course, it is the course instructor's responsibility to document attendance for the first four weeks or failure to make satisfactory progress to justify the withdrawal. The course instructor initiates the withdrawal process and has the right to stop the process at any time.

Prior to using the Faculty-Initiated Withdrawal Policy in a course, the instructor will notify the student at least one week before the withdrawal.

Faculty-Initiated withdrawal will take place after the fee refund period up to the last scheduled class prior to finals. Students who are withdrawn from the course will not be eligible for a tuition refund.

The Registrar's Office will report each semester on the number of faculty-initiated withdrawals for each course. Language to be included on the syllabus, Faculty-Initiated Withdrawal: "A basic requirement of this course is that you will participate in class and conscientiously complete all course requirements. If you miss more than half our class meetings within the first four weeks of the semester or are not making satisfactory progress in fulfilling the course requirements, you may be withdrawn from this section.

Withdrawal may have academic, financial, and financial aid implications. Withdrawal will take place after the refund period, and if you are withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the faculty-initiated withdrawal policy at any point during the semester, please contact me."

INDIANA UNIVERSITY-PURDUE
UNIVERSITY AT FORT WAYNE
DOCUMENTATION OF FACULTY INITIATED WITHDRAW GRADE
DRAFT – 4/24/09

Students who miss more than 50% of their class meetings of a given section during the first four weeks of the fall or spring semesters or fail to make satisfactory progress (i.e. not completing course assignments, not taking tests or quizzes) in meeting the course requirements may be withdrawn from that course. Undergraduate students may be withdrawn regardless of class level.

When adopting the Faculty-Initiated Withdrawal Policy for a course, it is the course instructor's responsibility to document attendance for the first four weeks or failure to make satisfactory progress to justify the withdrawal. The course instructor initiates the withdrawal process and has the right to stop the process at any time.

Faculty-Initiated withdrawal will take place after the fee refund period. Students who are withdrawn from the course will not be eligible for a tuition refund.

The white and yellow copies of this form must be sent to the Registrar's Office.

Reason for Faculty Initiated Withdraw (Documented by Instructor)

Absent from at least 50% of Class Meetings

Failure to make satisfactory progress

STUDENT NAME: _____ I.D. # _____ -
_____ - _____

ADDRESS _____ CITY
STATE _____
ZIP _____
STUDENT'S MAJOR _____ LAST DOCUMENTED
DATE OF
ATTENDANCE _____

TO: Fort Wayne Senate

FROM: Peter Iadicola and Rachel Hile

DATE: March 21, 2017

SUBJ: Proposal to Establish a more Comprehensive Analysis of Academic Program's Contribution to Degree Programs in Consideration of Program Resource Allocation, Suspension, and Closure

WHEREAS, all degrees are composed of courses in which the majority are taken outside of the major department.

WHEREAS, the university administration has focused principally on the number, retention, and graduation of majors with little or no consideration of how a program's courses are used to fulfill requirements and electives for degree programs outside of this major.

WHEREAS, cuts to programs based on these metrics alone has the potential to significantly negatively affect the quality of degree offerings outside of the major programs being eliminated,

AND WHEREAS, the new proposed template for department annual reports continues this same deficiency in solely using metrics of the major and not the program contribution to programs outside of the major,

BE IT RESOLVED, that for any evaluation of academic programs for decisions on resource allocation, suspension, and closure must consider that program's contributions to degrees and programs outside of its major.

TO: Fort Wayne Senate

FROM: Peter Iadicola and Rachel Hile

DATE: March 21, 2017

SUBJ: Executive Committee Annual Report on Administration Compliance with Senate Resolutions

WHEREAS, The IPFW Senate passes resolutions that require administrative action; and

WHEREAS, SD 16-26 requires that in “All matters that are decided by the Senate that require administrative action should be enacted by the administration, or in cases where the administration has determined that it shall not, the administration shall explain that decision by a date no later than the third Senate meeting after the passage of the resolution, preferably at a Senate meeting”; and

WHEREAS, Currently the IPFW Senate has no mechanism that reports whether there is administrative compliance with senate resolutions that have been passed previously to the enactment of SD16-26;

BE IT RESOLVED, That the Executive Committee of the Senate annually report no later than the second senate meeting of each academic year, whether the administration complied with all resolutions requiring administrative action passed by this body in previous academic years.

TO: The Faculty
FROM: Jacqueline Petersen
Secretary of the Faculty
DATE: March 8, 2017
SUBJ: Senate Membership, 2017-2018

Officers

Presiding Officer: Jeffrey Malanson
Parliamentarian: Martha Coussement
Sergeant-at-Arms: Gary Steffen

Senators

Ex-Officio Members

Vicky Carwein
Mitchell Daniels
Carl Drummond
Michael McRobbie
Eric Norman
David Wesse

Speakers

Andrew Downs, Speaker of the Indiana University Faculty, 2016-18
Abraham Schwab, Speaker of the Purdue University Faculty, 2017-19

Departmental and School Members

Tiffin Adkins, LIB, 2015-18
Andrea Bales, HS, 2016-19
Prasad Bingi, MGMT/MKT, 2016-19
Shannon Bischoff, ENGL, 2017-18
Andrew Boehm, MIRS, 2017-20
James Burg, CEPP Dean
Steven Carr, COM, 2015-18
Dong Chen, CME, 2016-19
David Cochran, ECE, 2017-20
Benjamin Dattilo, BIOL, 2017-20
Yihao Deng, MATH, 2016-19
Suining Ding, VCD, 2015-18
Adam Dirksen, CL, 2016-19
Brian Fife, PPOL, 2016-19
Melissa Gruys, DSB Dean
Qing Hao, MCET, 2015-18

James Hersberger, MATH, 2017-20
Rachel Hile, ENGL, 2016-19
Peter Iadicola, SOC, 2016-19
Mark Jordan, BIOL, 2017-20
Daren Kaiser, PSY, 2016-19
Larry Kuznar, ANTH, 2017-20
Suzanne LaVere, HIST, 2015-18
Jane Leatherman, PROFS, 2017-20
Eric Carl Link, A&S Dean
Hongli Luo, CEIT, 2015-18
Alexis Macklin, Helmke Library Dean
Jordan Marshall, BIOL, 2017-18
Daniel Miller, PSY, 2015-18
Zafar Nazarov, ECON, 2016-19
John Niser, HTM, 2016-19
Jeffrey Nowak, ES, 2016-19
Ann Obergfell, HHS Dean
John O'Connell, VPA Dean
Gyorgy Petruska, CS, 2017-20
Kathy Pollock, ACFN, 2017-20
Mohammad Qasim, CHEM, 2015-18
Beverly Redman, THTR, 2016-19
Pam Reese, CSD, 2017-20
Nila Reimer, NURS, 2016-19
Suzanne Rumsey, ENGL, 2017-20
Becky Salmon, NURS, 2017-20
Gordon Schmidt, OLS, 2015-18
Steven Stevenson, CHEM, 2017-20
Audrey Ushenko, FINA, 2015-18
Brenda Valliere, DAE, 2017-20
Robert Vandell, MATH, 2017-20
Nancy Virtue, ILCS, 2015-18
Gang Wang, PHYS, 2015-18
Michael Wolf, POLS, 2015-18
Manoochehr Zoghi, ETCS Dean

At-Large

Arts and Sciences

Anne Argast, 2015-18
Richard Sutter, 2017-20
Lesa Vartanian, 2016-19

Education & Public Policy

Gail Hickey, 2016-19

Engineering, Technology, and Computer Science

Beomjin Kim, 2017-20
Nashwan Younis, 2017-20



THE SENATE
260-481-4160 • FAX: 260-481-6880

MEMORANDUM

TO: The Faculty

FROM: Kathy Pollock, Chair
Senate Executive Committee

DATE: 28 March 2017

SUBJ: End-of-the-Year Committee Reports

Attached are brief reports from Senate committees and subcommittees of their activities and actions for the past year.

Chairs:

Academic Computing Information Technology Advisory Subcommittee (K. Van Gorder)
Subcommittee on Athletics (K. McDonald)
Budgetary Affairs Subcommittee (J. Malanson)
Curriculum Review Subcommittee (K. White)
Educational Policy Committee (L. Wright-Bower)
Faculty Affairs Committee (L. Vartanian)
General Education Subcommittee (A. Downs)
Graduate Subcommittee (D. Cochran)
Honors Program Council (S. LaVere)
Indiana University Committee on Institutional Affairs (A. Downs)
International Services Advisory Subcommittee (A. Rynearson)
Library Subcommittee (S. LaVere)
Nominations and Elections Committee (L. Vartanian)
Professional Development Subcommittee (A. Downs)
Purdue University Committee on Institutional Affairs (M. Masters)
Student Affairs Committee (N. Reimer)
University Advancement Advisory Subcommittee (S. Buttes)
University Resources Policy Committee (M. Jordan)
NCAA Faculty Representative (E. Blumenthal)

TO: The Senate

FROM: Karen Van Gorder, Chair
Academic Computing and Information Technology Advisory Subcommittee

DATE: March 29, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Committee has been in discussion mostly about how the IU/PU split will impact student and faculty computing and the system-wide committee formed on digital learning.

Mitch Davidson has kept the committee informed about several ongoing issues:

How the name change impacts the domain name which then impacts student and faculty email, websites etc.

How the separation from the IU system changes numerous contracts that were successfully negotiated through IU at a cost much lower that we can get through PU or on or own.

The amount of human and other resources required to make the changes in a time when they are not able to replace up to 12 positions.

He also discussed the opening of the 3-D printing lab and strengthening the backbone of the infrastructure because students are often bringing at least three devices to class (one wearable, one phone and a tablet or computer.)

Karen VanGorder kept the committee informed of discussions being held system-wide at the request of the Provost. Members of DCS, CELT, ITS and Jeff Malanson have attended three meetings. The January meeting was on the IPFW campus. The charge from the Provost is: 1) Look at Software Licensing to see if it makes sense to have one contract, 2) Student orientation to teaching online (digitally) and 3) Faculty orientation to teaching online (digitally).

These committees will continue to communicate but have these outcomes to date:

- 1) Options to negotiate licensing together on Kaltura, Echo and Adobe this year. Investigating LMS next year with input from faculty at all campuses.
- 2) Student orientation if being finalized on each campus. IPFW online faculty participated in a focus group which provided information.
- 3) Faculty orientation is being finalized on each campus based on input from focus group referenced above.

Discussion of change in LMS in the future and how we can be involved.

Discussion of Closed Captioning of all video and how that may impact policy.

Membership: Beth Boatright, Damien Flemming, Barton Price, Pat Eber, Daren Kaiser, Mitch Davidson, Jeff Nowak, Adam Dircksen, Gary Steffen, Alexis Macklin, Andres Montenegro, Karen Van Gorder

TO: The Senate

FROM: Kim McDonald, Chair
Subcommittee on Athletics

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Otto Chang, Jens Clegg (Faculty Rep), Adolfo Coronado, David Dunham, Kelly Hartley Hutton (ex officio, nonvoting), Kayla Klimaso, Christine Kuznar (ex officio, nonvoting), Kim McDonald, Becky Salmon, James Velez (Alumnus), Wendy Wilson (Compliance Coordinator, nonvoting), David Young, 1 Vacancy

TO: The Senate

FROM: Jeffrey Malanson, Chair
Budgetary Affairs Subcommittee

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

1. Proposed that the administration present a semiannual report on the university's budget to the Senate.
2. Prepare an annual Report on the Athletics budget

Membership:

Otto Chang, Jens Clegg, Adolfo Coronado, David Dunham, Kelly Hartley Hutton (ex officio, nonvoting), Kayla Klimaso, Christine Kuznar (ex officio, nonvoting), Kim McDonald, Becky Salmon, James Velez (Alumnus), Wendy Wilson (Compliance Coordinator, nonvoting), David Young, 1 vacancy

TO: The Senate

FROM: Kate White, Chair
Curriculum Review Subcommittee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

During the 2016-17 academic year, the Curriculum Review Subcommittee approved the following proposals:

- Bachelor of Science in Actuarial Science
- Bachelor of Science in Applied Statistics
- Proposal for Bio-Mechanical Engineering Certificate
- Proposal for Minor in Jazz Studies

We have another meeting scheduled on April 7, 2017 and we anticipate voting on the following proposals

- Program Request #62: Proposal for Criminal Justice Policy concentration (in the existing Criminal Justice major)
- Program Request #64: Proposal for Law and Public Policy concentration (in the existing Criminal Justice major)
- Program Request #63: Proposal for Healthcare Management concentration (in the existing Health Services Administration major)
- Program Request #65: Proposal for Nonprofit Management and Leadership concentration (in the existing Health Services Administration major)

Membership:

Swathi Baddam, Ron Duchovic, Cheryl Duncan, David Liu, Vincent Maloney, Andres Montenegro, Susan Skekloff, Julia Smith, Carol Sternberger (ex officio, voting), Kate White, Mieko Yamada

TO: The Senate

FROM: Linda Wright-Bower, Chair
Educational Policy Committee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Prasad Bingi, Dong Chen, Marcia Dixson (ex officio, nonvoting), Darek Kaiser, Jane Leaetherman, Patrick McLaughlin (ex officio, nonvoting), Gang Wang, Linda Wright-Bower

TO: The Senate

FROM: Lesa Rae Vartanian, Chair
Faculty Affairs Committee

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

1. Continued review and approval of college promotion and tenure criteria and procedures documents.
2. Continued review and provision of feedback on departmental promotion and tenure procedures documents
3. Provided feedback on resolution from WL regarding CL's/LTL's (in fall), and then feedback on a revision (in spring) as charged by the EC.
4. Reported on sections of "Action Plan 41" assigned to us by the EC.
5. Investigated the suspension of VEPR, provided a report (as charged by EC) and a resolution.

Membership:

Benjamin Dattilo, Marcia Dixson (ex officio, nonvoting), Daren Kaiser, Zafar Nazarov, Brenda Valliere, Lesa Vartanian, 1 vacancy

TO: The Senate

FROM: Andrew Downs, Chair
General Education Subcommittee

DATE: April 3, 2017

SUBJ: End of the Year Committee Reports, 2016-2017

No report received.

Membership: Hosni Abu-Mulaweh, Martha Coussement, Andrew Downs, Debrah Huffman,
Kent Johnson (ex officio, voting), Ann Livschiz, Peter Ng, Linda Wright-Bower

TO: The Senate

FROM: David Cochran
Graduate Subcommittee

DATE: March 27, 2017

SUBJ: End-of-the-Year Report, 2016-2017

The Graduate Subcommittee is planning to meet to review the MPM proposal the 5 year BS/MSE CS and 5 year BS EE CMPE MSE SE program.

Membership:

David Cochran (PU Liaison)
Kerrie Fineran
Cigdem Gurgur
Shannon Johnson

Mark Jordan
David Liu
Carol Sternberger
Vacancy (IU Liaison)

TO: The Faculty

FROM: Suzanne LaVere, Chair
IPFW Honors Program Council

DATE: April 1, 2017

SUBJ: End-of-the-Year Committee Reports, 2016-2017

For the Honors Program Council, we continue to review scholarship applications and have organized council liaisons for Honors projects. The Honors Showcases were held March 31 and April 7.

Membership:

Farah Combs (ex officio), Martha Coussement, Marcia Dixson (ex officio, voting), Cigdem Gurgur, *Timothy Grove, Suzanne LaVere, Kimberly O'Connor, *Jamie Toole, 1 vacancy

TO: The Senate

FROM: Andrew Downs, Chair
Indiana University Committee on Institutional Affairs

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Suining Ding, Andrew Downs, Audrey Ushenko, Brenda Valliere, Michael Wolf

TO: The Senate

FROM: Alison Rynearson, Chair
International Education Advisory Subcommittee

DATE: March 30, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Activities:

1. Several proposals created, including change to the makeup of the members on the committee, changes to ESL student English placement testing processes, and a resolution to accept a definition of an international student for admissions purposes.
2. Consulting on end of year student reporting data presentation for the Office of International Student Recruitment.
3. Discussion on international student recruitment.

Actions:

1. Submission of ESL proposal.
2. Submission of Committee Make-up proposal.

Membership:

Susan Anderson, Deborah Bauer, Jens Clegg, Cigdem Gurgur, Brian Mylrea (ex officio), John Niser, Alison Rynearson (ex officio)

TO: The Senate

FROM: Suzanne LaVere, Chair
Library Subcommittee

DATE: April 1, 2017

SUBJ: End-of-the-Year Report, 2016-2017

For the Library Subcommittee, we gathered faculty feedback on the transition of library systems from IU to Purdue in a Library Resources Survey.

Membership:

Zesheng Chen, Adam Coffman, Suining Ding, Suzanne LaVere, Cheu-jey Lee, Alexis Macklin (ex officio), Paresh Mishra, Nila Reimer, Karla Zepeda

TO: The Senate

FROM: Lesa Rae Vartanian, Chair
Nominations and Elections Committee

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

1. Conducted election for the Purdue University Speaker.
2. Conducted election for Presiding Officer.
3. In the process of collecting faculty nominations for various Senate committees and subcommittees.

Membership: Gail Hickey, Hongli Luo, Daniel Miller, Lesa Vartanian

TO: The Senate

FROM: Andrew Downs, Chair
Professional Development Subcommittee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Zhuming Bi, Chao Chen, Andrew Downs, Connie Kracher
(ex officio, nonvoting), Peter Ng, Jody Ross, 2 vacancies

TO: The Senate

FROM: Mark Masters, Chair
Purdue University Committee on Institutional Affairs

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Dong Chen, Daren Kaiser, Mark Masters, Daniel Miller, Beverly Redman

TO: The Senate

FROM: Myeong Hwan Kim, Chair
Revenue Subcommittee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Nothing to report.

Membership:

Stephen Buttes, Otto Chang, Todor Cooklev, Charlene Elsby, Myeong Hwan Kim, Craig Ortsey, Matthew Parker, Lane Westerfield, Staff vacancy, 1 faculty vacancy

TO: The Senate

FROM: Nila Reimer, Chair
Student Affairs Committee

DATE: March 27, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Inquires presented to the SAC for the end-of-year report include the following:

1. An inquiry about the process for hiring Graduate Assistants in the Athletics Department was reviewed in February 2017. An investigation by SAC revealed that GA's are hired on a fiscal year basis and they have to be degree-seeking or have been accepted into a program which is preferable. The athletics' department GA's follow all university rules same as other GA's and when hired as GA's, are considered Administrative GA's instead of Teaching TA's. Athletics use 8-10 GA's per academic year. A list of graduate program deadline dates is available on the website. The SAC members agreed that graduate students have to meet the standards of graduate admission for any degree that they seek at IPFW. The SAC members concurred that all Depts. Admitting degree seeking-students have a choice whether to admit students applying to their programs. No further recommendations were proposed by the SAC members.
2. In February 2017, two inquests were presented to SAC as a result of concerns expressed by the Athletics' Advisory Subcommittee (AAS).
 - a. The AAS title was designated without input from the AAS Subcommittee. A request was submitted by AAS to change the title from AAS to Mastodon Athletics Advisory Subcommittee (MAAS).
 - b. AAS members asks the Senate to change the last line of 5.3.4.3.1 of the Faculty Senate Bylaws from: "The ex-officio members may not chair the subcommittee" to "The Faculty Athletic Representative (FAR) shall serve as the chair of the committee."

SAC members supported the name change from AAS to MAAS and the change in Faculty Senate Bylaws 5.3.4.3.1 from "The ex-officio members may not chair the subcommittee" to "The Faculty Athletics Representative (FAR) shall serve as the chair of the committee." This change also supports Senate Document SD 16-19. SAC members suggested that the Faculty Senate Bylaws 5.3.4.3.1 include "Athletics" in the title where stated "...two students selected by the Student Government; the Faculty *Athletics* Representative (ex officio); the NCAA Compliance Coordinator.

Membership: Chao Chen, Dong Chen, Suzanne LaVere, Eric Norman, Kathy Pollock, Nila Reimer, Audrey Ushenko

TO: The Senate

FROM: Stephen Buttes, Chair
University Advancement Advisory Subcommittee

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

The University Advancement Advisory Subcommittee is comprised of 10 Faculty & 4 Administrators, which include the following:

Susan Anderson, 2016-19
Stephen Buttes, 2016-18, Chair
Todor Cooklev, 2016-19
Suining Ding, 2016-18
Colleen Dixon (ex officio)
Damian Fleming, 2016-19
Angie Fincannon (ex officio)
Cigdem Gurgur, 2016-18
~~Janet I. Kamdar~~ (ex officio) *
Connie Kracher, 2016-19
Lidan Lin, 2016-18
Sinyoung Park, 2016-19
~~Jack Patton~~ (ex officio) *
Robert Vandell, 2016-19
Kathryn Hopkins (ex officio) **

*These members moved on to different positions of IPFW during academic year 2016-17

**This member joined IPFW as Interim Marketing Director and has taken the place formerly occupied by Jack Patton.

During the 2016-2017 academic year, the Advancement Advisory Subcommittee met three times (minutes of each meeting follow). During the first meeting (August 30, 2016), we elected a chair and secretary and engaged in brief planning for what shape committee work should take during the year. In our second meeting (October 19, 2016), we met our Senate charge with providing advice on Action Plan 41 items involving the units within the Office of Advancement. Out of this meeting, the committee provided two major suggestions to the Office regarding Action Plan 41 items: pursue increased business and corporate donations and improve the Advancement website to focus on telling alumni and donor stories. The Office pursued both of these suggestions. At the final meeting of the year (March 23, 2017), Vice Chancellor Fincannon reported an update on Action Plan 41 (see below). Within this, she reported five new business/corporate donations of \$25,000 each (to be paid over five years), and the committee noted and commented on the Office's website redesign, which was suggested by one committee member (Susan Anderson) coordinated by another of the committee's members (Connie Kracher). In the context of realignment, branding and marketing will be major elements in securing new admissions. Vice Chancellor Fincannon reported the creation of an ad-hoc brand committee. A small group from the committee will meet with a marketing consultant who will be visiting campus during the week of March 27 (see document below for a description of the focus of his activities). The committee also discussed how to perform the work of the committee more efficiently given its large size. It was suggested that after a meeting of the whole at the beginning of the year that several small teams form around each of the very different areas in Advancement (Marketing, Development, Alumni Relations).

TO: The Senate

FROM: Mark Jordan, Chair
University Resources Policy Committee

DATE: April 3, 2017

SUBJ: End-of-the-Year Report, 2016-2017

No report received.

Membership: Anne Argast, Carl Drummond (ex officio, voting), Mark Jordan, Greg Justice (ex officio, nonvoting), Suzanne LaVere, Hongli Luo, Zafar Nazarov, Shawn Peterson, Kathy Pollock, Nila Reimer, Gordan Schmidt, Dunyale Tolliver, Audrey Ushenko, David Wesse (ex officio), Robert Wilkinson (ex officio, nonvoting), 1 vacancy

TO: The Senate

FROM: Elliot Blumenthal
NCAA Faculty Representative

DATE: March 28, 2017

SUBJ: End-of-the-Year Report, 2016-2017

Over the past calendar year I acted as the Chair of the Summit League FAR panel, and Chaired the Meeting at the NCAA Convention January, 2016 and the Fall Teleconference in October, 2016. I attended the FARA conference in Indianapolis this November, 2016. I was also the liaison for the FARA organization to the Faculty Athletic Representatives from the Summit League. I was involved in writing letters to Faculty for student-athletes who needed to miss classes due to either conference play and/or post-season tournaments. I helped determine and verify the overall student-athlete GPA for the winter, summer and fall semesters and helped to determine eligibility of Student-Athletes for season competition. I monitored the Coaches Certification exam for their eligibility to recruit in the summer and fall. I nominated students athletes for the Male and Female Scholar-Athlete Award for the Summit League, Summit League Student-Athlete Spotlight, and wrote letters of nomination for two student athletes who were applying for NCAA Post-Graduate Scholarships. I was an Ad Hoc, voting member of the SCOA committee. I also served on the search committee for the women's basketball team. I attended and participated in all the SAS (Student Athlete Services) committee meetings and was a member of the newly developed Vice Chancellors Committee for Compliance. I also attended as many athletic events as I could over the year.

I am attaching an Academic Support Evaluation that I updated in 2015 to this since that was not in a report last year.

**Evaluation of Academic Support Services
for Student-Athletes of
Indiana University-Purdue University Fort Wayne**

March 13, 2015

Evaluation of Academic Support Services for Student-Athletes of Indiana University-Purdue University Fort Wayne (IPFW)

The Summit League has requested that each member institution evaluate their academic support services for student-athletes. At IPFW a committee composed of 9 Faculty/Administrators was formed to perform this evaluation. The committee was composed of the following individuals: Elliott Blumenthal, Chair (FAR, Biology), George McClellan (Vice-Chancellor for Student Affairs), Carl Drummond (Vice Chancellor Academic Affairs), Wendy Wilson (Director of Athletic Compliance), Chris Kuznar (Associate Director of Athletics), Bob Brewer (Assistant Director- MAP Center), Tonishea Jackson (Director of Admissions) and Chip Vandell (Chair-Subcommittee on Athletics, Math). The committee also received input from Kelley Hartley Hutton (Director of Athletics).

-Introduction-

Indiana University-Purdue University Fort Wayne (IPFW) is the only D-I University in Northeast Indiana serving the Tri-State area of Indiana, Ohio and Michigan. It currently has a student body population of over 14,000 students. In Fall, 2013, the number of full-time degree seeking students was 6521. IPFW is currently in its 50th year, and its commitment to student success and excellence continues to grow and evolve. Despite some shortcomings, IPFW's academic support for student-athletes has been outstanding. Since 1998 IPFW student-athletes have maintained over a 3.0 GPA each and every semester.

IPFW has 16 men's and women's athletic teams. In 1983 IPFW became a member of the Division II Great Lakes Valley Conference (GLVC). In 2001 IPFW left the GLVC and became an official Independent Division I school September 2, 2002. In 2004-05 IPFW went through the NCAA Certification process. In 2004-05 the Men's Tennis team played in the D-I MAC conference. In 2005-06 and 2006-07 both the Men's Tennis and Soccer teams played in the MAC, and the Women's soccer team played in the United Soccer Conference. In 2007-08 IPFW entered the Summit League. IPFW currently has 16 men's and women's teams competing at the D-I level in the Summit League and the MIVA- Men's and Women's Basketball, Men's and Women's Soccer, Men's and Women's Golf, Men's and Women's Cross Country, Men's and Women's Tennis, Women's Indoor and Outdoor Track, Women's Softball, Women's Volleyball, Men's Cross, and Men's Baseball. The Men's Volleyball team plays in the MIVA Conference.

The current report covers eight areas as follows:

1. Academic Counseling and/or Advising Resources and Services
2. Tutoring
3. Academic Progress Monitoring and Reporting
4. Assistance for Student-Athletes with Special Academic Needs
5. Assistance for At-Risk Student-Athletes
6. Academic Support Services Facilities

7. Academic Evaluation of Prospective Student –Athletes
8. Student-Athlete Degree Selection

SUMMIT LEAGUE ACADEMIC AUDIT

SECTION IV A. ACADEMIC COUNSELING AND/OR ADVISING RESOURCES AND SERVICES

The academic support services provided to IPFW students can be divided into two categories- those for student athletes only and those for students in general. With regard to the former, the Mastodon Academic Performance Center (MAP) provides monitored study tables and intrusive advising for all incoming student-athletes (freshmen and transfer) and at-risk student-athletes (below 2.5 term GPA-though coaches have the discretion to set a higher standard for their team). All incoming freshmen student-athletes are also asked to enroll in the HPER Freshman Topics for Success course. Monitored study tables and tutoring assistance are available through MAP for all student-athletes.

With regard to all students, tutoring services (including support for writing skills) are available to all students through the Center for Academic Success and Achievement (CASA). All students can receive 2 hours of tutoring per week per subject at no cost.

Academic advising is also provided to all students. Those students with declared majors are advised by faculty (or, if majoring in business or engineering, by staff) in those specific academic units. Students who are in the process of deciding upon a major are advised through the Mastodon Advising Center (MAC). Student-athletes have the additional opportunity to utilize the two advisors in MAP to help with general advising issues, but they are strongly urged to see their specific unit academic advisor to make sure they are on the correct path towards graduation.

All international students: The English as a Second Language Program is available to all international students scoring at or slightly below the minimum admission requirement for English proficiency.

The university does not require that students see academic advisors on any particular schedule. While student-athletes can use the MAP advisors for many of their needs, they also have the ability to use all services open to the general student population.

Student-athletes are made aware of these services during the recruiting process. In addition, the university and MAP present several orientation programs throughout the year where this information is presented. Specifically, orientation is conducted throughout the summer for incoming freshmen and their parents. Prior to the start of the Fall semester, orientation for transfer student-athletes and late admitted freshmen is presented. At least once each semester, a mandatory meeting is held for all student-athletes. The information is also presented in the HPER Freshman Topics for Success

course that is required for all freshman and transfer student-athletes. The information is also presented by MAP in one-on-one meetings with student-athletes deemed to be academically at-risk.

Information on academic support services is also provided to all potential students (whether athletes or not) as part of the recruiting process and during the university's mandatory New Student Orientation program (NSO). Students may also be referred to the various academic support services through conversations with their advisors or members of the faculty or staff. The services are also prominently featured on the IPFW web site.

Progress Toward Degree (PTD) requirements for student-athletes is monitored by the MAP athletic advisors and is certified in conjunction with the Compliance Office. PTD is also performed in conjunction with the student-athlete's unit academic advisor. Academic course records for each student-athlete (and all students) are currently maintained within MyBluePrint (Degree Works), and during this transition to MyBluePrint current academic juniors and seniors are also tracked by the department on paper degree plans. Beginning in the Fall, 2014, all incoming Freshman are required to have a 4 year plan in place and this plan is part of their MyBluePrint. Grades are recorded on degree plans (either within MyBluePrint or on paper degree plans), and the athletic advisors compile Individual eligibility worksheets on each student-athlete where all classes, earned hours, and GPA are recorded. The athletic eligibility worksheets include any other NCAA academic requirements needed. Enrolled classes are also listed on the Individual eligibility worksheet, and double-checked against the student-athlete's department degree plan. At the conclusion of each semester, Major Certification forms are sent by the Registrar to all student-athlete's academic advisors for a tally of hours in degree, hours completed toward degree in that semester, and total number of hours completed towards degree. These numbers are checked against MyBluePrint or the degree plans on file with MAP and Individual Eligibility worksheets checked for discrepancies. In the case of discrepancies, the MAP advisor consults with the unit academic advisor to compare numbers and resolve the discrepancy, with confirmation reported to the Director of Compliance for documentation. Once final numbers are complete, the Director of Compliance works with either the Assistant Registrar or the FAR to complete squad lists and eligibility certification.

MAP academic support staff is responsible for supplemental advising of all student-athletes for progress-toward-degree completion as well as maintaining specific support services such as study tables, academic progress reports, monitoring NCAA academic eligibility of all student-athletes, and working with the compliance officer and FARs to certify student-athletes as eligible following each academic term. MAP staff is also responsible for overseeing any NCAA mandated and/or recommended programming,

including the Student-Athlete Affairs program (formerly Champs/Life Skills program) and the IPFW Student-Athlete Leadership Team (IPFW version of SAAC), meeting with potential student-athletes (PSAs), and participating in IPFW committees related to the academic welfare and general support of student-athletes and students generally (such as IPFW Advising Council).

The IPFW academic advisors provide comprehensive academic advising to all IPFW students with attention to the range of student needs that can be addressed by informing and mentoring students in their academic careers, to the diversity of the IPFW student body, and to the goals of higher education. Campus academic advisors assist students in learning about their majors and the requirements of the program. They help students make academic decisions throughout their college career. Additionally, they provide input to the MAP advisors regarding progress-toward-degree completion for student-athletes, and documentation for graduation certification.

To ensure that student-athletes are taking courses that fulfill progress-toward-requirements and that they do not inadvertently drop their registered hours below full-time equivalency (12 hours/term), the student-athletes have an athletic hold put on their accounts so that they must talk first with the MAP advisors prior to initiating any changes in their schedules. Prior to the course registration period, student-athletes receive registration forms from their MAP athletic advisor which they must use in their advising session with their academic advisor; the advisor helps students choose classes based on their major and signs the form. Registration holds are lifted once the signed form is returned to the MAP advisor. Enrolled classes are listed on the Individual Eligibility worksheet and double-checked against the student-athlete's department degree plan. In the case of discrepancies, the MAP advisor checks each student-athlete's MyBluePrint and/or consults with the academic advisor to compare numbers and determine the source of that discrepancy.

Regularly scheduled communication between academic services staff and campus academic advisors does occur. The Assistant Director of MAP sits on the IPFW Academic Advising Council and attends bi-monthly meetings of the Council. Additionally, contact is maintained through the major certification forms sent each semester, and through on-going consultation with academic advisors regarding their student-athletes.

Meetings between MAP staff and coaches are held on an as-needed basis which varies by sport, the preferences of particular coaches, and the knowledge of coaches regarding NCAA eligibility rules and MAP policies and procedures. In this academic year, the goal has been for a formal meeting to occur between coaching staff and MAP staff at least

once each semester to accurately advise for graduation and use of seasons, in addition to identifying athletes in need of intrusive advising.

At the beginning of the fall semester, and towards the end of spring semester there are a required all-athlete meetings. At these meetings the student-athletes are reminded of the policies regarding NCAA requirements as well as academic support services that are available. There are also individual Team meetings at the beginning of the school year at which the student-athletes fill out NCAA required forms and rules education is provided, including GPA and progress towards degree requirements. Additionally, all student-athletes receive a Student Athlete Handbook with information pertaining to the above items, and also if their sport is in season, the Missed Class Worksheet forms for their professors.

All incoming students are required to take part in the New Student Orientation (NSO) program. NSO provides a general overview of IPFW stressing the university as a learning community, the responsibility of students for their own success, the willingness of faculty and staff to offer support, and a focus on graduation as the goal. NSO also provides information on services and programs at IPFW, faculty expectations in the classroom, financial aid, general academic planning strategies, and specific information about academic planning for the major.

The number of full-time staff members in the academic support services area are as follows-- MAP has two staff members specifically for student-athlete advising. CASA has five staff members and makes use of a large number of student paraprofessionals to support the general student population. There are about 200 academic unit advisors at IPFW, depending upon the department/college, some are professional advisors and some are Faculty advisors.

The titles and job responsibilities of the full-time staff that help to support the academic services areas are as follows (The Director of MAP was also named Associate Athletic Director/Senior Woman Administrator in 2013, and now serves on the athletic department's executive staff) —

The Director and Assistant Director of MAP are responsible for:

- Advising of student-athletes for progress-toward-degree completion
- Maintaining academic records on student-athletes, recording grades on degree plans, and compiling Individual Eligibility worksheets where all classes, earned hours, and GPA are recorded
- Preparing academic progress reports for review at the end of each semester

- In conjunction with Compliance, monitoring NCAA academic eligibility of all student-athletes
- Working with the compliance officer to certify student-athletes as eligible following each academic term meeting with potential student-athletes
- Meeting with potential student-athletes
- Participating in IPFW committees relating to the academic welfare and general support of student-athletes
- Overseeing any NCAA mandated/recommended programming
- completing any other NCAA academic requirements
- Supervising the study table program, the academic progress reporting system, and the department staff
- The Director also serves as a member of the senior staff of the Student Affairs Division
- The Assistant Director coordinates the Student-Athlete Affairs (SAA) Programs & Grants (formerly CHAMPS Life Skills) program and serves as a member of the leadership team of the Student Affairs Division
- Teaching freshmen success course for student athletes

There are approximately 253 student-athletes at IPFW and with the two MAP student-athlete advisors, the ratio of advisors to student-athletes is about 1:126. The ratio of advisors to the general student population at IPFW is about 1:64. The ratios reflect the primary role of the Unit advisors in providing academic advising.

MAP utilizes staff to monitor the study tables. Their responsibilities include maintaining an atmosphere conducive to studying, keeping students on task, and compiling attendance reports as well as occasional clerical duties. Study table monitors also receive NCAA rules education regarding academic integrity and extra benefits every fall semester.

As noted earlier, CASA makes substantial use of student paraprofessionals as tutors and writing consultants.

MAP, MAC, and CASA staff attend monthly Student Affairs professional development presentations as well as webinars and other professional development programs made available on campus by Student Affairs or other divisions at IPFW.

MAP staff are members of the National Academic Advising Association (NACADA), the National Athletic Academic Advisors Association (N4A), and the Indiana Academic Advising Network. They are encouraged to attend the conferences of those associations and to take advantage of the professional development opportunities available through them.

MAC and CASA staff are members of a variety of professional associations. They are encouraged to attend the conferences of those associations and to take advantage of the professional development opportunities available through them.

All academic advisors at IPFW are encouraged to attend the annual advising workshop presented early in the Fall term.

MAP advisors work closely with staff from the Center for Academic Success and Achievement (CASA), Student Success on Transitions (NSO program), International Student Services, Office of Diversity and Multicultural Affairs, and Mastodon Advising Center.

SECTION IV B. TUTORING

Support services at IPFW can be divided into those for student-athletes specifically and those available to all IPFW students. The MAP Center has a tutoring program to provide academic support to all student-athletes having difficulties in courses for which CASA is not providing tutoring. MAP tutors are hired each semester. Requirements for the tutors include having recently completed and received an A in the specified course and a 3.0 or higher overall GPA.

Student-athletes are made aware of these services during the recruiting process. In addition, the University and MAP present several orientation programs throughout the year where this information is presented. Specifically, orientation is conducted throughout the summer for incoming freshmen and their parents. In the summer, 2015, one summer athlete orientation will be held for all incoming student-athletes. The first day of each semester, a meeting is held for all student-athletes and information regarding these services is reiterated. The information is also presented in the HPER Freshman Topics for Success course. The information is also presented by MAP in one-on-one meetings with student-athletes deemed to be academically at-risk. When needing tutors not provided by CASA, student-athletes must submit a request for tutoring form to the Director of MAP detailing their specific needs and time/day availability.

MAP Center tutors and study hall monitors receive NCAA rules education each fall. To be eligible to see a MAP tutor, the student-athlete must be attending class and fulfilling their study session requirements. If a student-athlete receives excessive unsatisfactory tutoring reports, indicating the athlete did not prepare for the tutoring session (i.e. did not complete readings, research, etc.), the student-athlete will not receive any more tutoring assistance for that particular class.

Names of qualified potential MAP tutors are requested from academic departments. Students being considered for tutoring position must provide recommendations from faculty verifying their knowledge of the material. The MAP staff selects student tutors who are then trained in NCAA regulations and appropriate behavior. Policy forms which clarify all of the NCAA, conference, and/or institutional compliance rules and regulations must be reviewed by tutors. They are required to sign a form indicating they have reviewed the information, understand it, and agree to act in accordance with it. To ensure that the tutors adhere to NCAA rules and regulations the MAP staff perform spot checks of tutoring sessions. There is no ongoing training for tutors since the tutors are hired on a semester basis only. CASA tutors receive ongoing training.

MAP tutoring may either be one-on-one or in small groups depending on student-athlete demand. The most important part of the evaluation process is the student-athlete's improved performance in the class for which they received tutoring. Other aspects include reports from student-athletes receiving tutoring as to the tutor's demeanor, patience, punctuality and ability to teach. To determine whether student-athletes are upholding their end of the tutoring agreement, MAP receives weekly attendance reports from CASA on all student-athletes who utilize CASA's tutoring or writing consultation services.

CASA offers all students tutoring and consultation for writing. While there is no limit on the amount of writing consultation available, tutoring services are limited to 2 hours per week per subject.

CASA uses a similar processes in hiring its tutors and writing consultants. CASA provides ongoing in-service training for its paraprofessional staff, and their performance is evaluated based on observation by the professional staff as well as on feedback from students utilizing their services.

Both MAP and CASA have tutor handbooks that are made available to the tutors.

Currently the MAP tutoring program is not certified. The University is pursuing certification for the CASA tutoring program through the College Learning and Reading Association.

SECTION IVC. ACADEMIC PROGRESS MONITORING

The IPFW Athletics Department and the MAP Center places high priority on encouraging students to balance their academic and athletic lives. To help students monitor their academic progress, there will be two grades checks made during each semester to make sure that the student athletes are keeping up with attendance and grades in each class. These will be performed at weeks 5 and 13 of each semester. The initial grade check requests are sent out electronically to all Instructors who have student-athletes in their classes. If there is no electronic response from the Instructor, Grade Check forms will be distributed to instructors who did not initially respond. Grade Check forms will be returned directly to the MAP Center Director who will record the grades, export the grade report, and send reports to the appropriate Coaches.

Coaches will be informed of any student athlete that has a C or below in any class, and the student-athlete will be called in by the MAP staff member responsible for that student-athlete. The MAP staff member may also consult with the student's faculty advisor and class professor.

Staff from the Admissions Office and Registrar's Office are not involved in monitoring academic progress throughout the semester. They are involved in matters of eligibility, including confirmation of GPA and full-time status if needed. Departmental unit advisors and MAP advisors do not have regular interactions unless it is deemed necessary by the MAP advisors and FAR.

Coaches have been directed not to be in direct contact with Faculty members. Coaches may discuss student issues with Faculty only if the contact is initiated by the instructor; otherwise the Faculty Athletic Representative (preferably) or the MAP staff serves as the liaison between coaches and faculty.

The MAP center utilizes Missed Class Worksheets to follow the number of class absences due to athletics competitions. The Missed Class Worksheets are designed to enable student-athletes to communicate clearly with their instructors about course work, class meetings, etc., that will be missed as a result of team travel and competition schedules. Worksheets must be completed including (1) course information, (2) missed days of class, (3) plan of action for missed work, (4) and instructor's signature approving the plan of action. Student-athletes will then leave a copy with the instructor, give one to their MAP advisor, and keep one for their own records. Returned Missed Class Worksheets are examined for frequency of absences, and steps are taken to try to replace the class with either a class section that meets at a better time or to drop the class and add another that meets at a more appropriate time. . Additionally, teams have been asked to track missed class time at a closer level for purposes such as APR improvement plans in order to better gauge the amount of class missed by a particular sport for team travel.

SECTION IVD. ADA SERVICES

In order for student-athletes to be identified as having special academic needs, they must self-report to Services for Students with Disabilities (SSD). No testing is provided on campus. Students in need of testing are referred to local service providers who offer testing at reduced rates. Once it is determined that student-athletes have special needs, accommodations for these students are determined by SSD on a case-by-case basis. There are a wide range of potential choices for accommodation based on the student's needs related to their disability. SSD provides one-on-one consultation with students regarding disability issues. SSD's general orientation is to encourage students to understand their disability and its potential impact on learning and to become their own advocate regarding issues related to their disability. Accommodations for student-athletes are no different than for the general student population. IPFW does not currently have a learning specialist on staff. MAP, MAC, CASA, ODMA, campus advisors, and faculty routinely communicate with SSD regarding working with students with disabilities. In addition, the Assistant Dean of Students and Director of SSD annually present to both new faculty and new deans and chairs on issues related to working with students with disabilities.

SECTION IVE. AT-RISK STUDENT-ATHLETES

While IPFW does not use the term, "at risk," IPFW will admit students on a conditional basis who may need additional support and academic preparedness. The Office of Admissions makes all final decisions regarding whether a student is admitted to IPFW and decisions are based on the individualized, review of information about each applicant that considers academic achievements, test scores, course rigor and his or her potential to succeed. We have an obligation to make sure that all students recruited including student athletes have a realistic opportunity to compete effectively in the classroom and our admission process achieves this.

IPFW Athletics defines student-athletes as "at risk" if they are first-term incoming freshmen, if they are transfer students, or if they fall below a 2.5 GPA (or higher based on coaches' standards, or as required by APR improvement plans. For instance, the sport of baseball, first generation college students are also considered at risk due to the nature of the sport and high amounts of travel during the spring semester). Entering students are identified by definition, and continuing students are identified through monitoring of monthly academic progress reports and end-of-term grade reports.

MAP's Promoting Academic Success for Student-Athletes (PASS) program is required of all first-term incoming freshmen and transfer student-athletes as well as of all student-athletes with GPAs less than 2.5 (or the standard set by their coach, or by APR improvement plans). Incoming students are enrolled in the HPER course, receive intrusive advising (mandatory monthly meetings with their MAP advisor), and participate in mandatory study table. Continuing students with a GPA below 2.5 (or the standard set by their coach) receive intrusive advising and take part in mandatory study table.

These services are highlighted during the recruiting process. Specifically, orientation is conducted throughout the summer for incoming freshmen and their parents (in summer 2015, Athletic Orientation will be held one time). At least once each semester, a mandatory meeting is held for all student-athletes. The information is also presented in the HPER Freshman Topics for Success course taken by student-athletes. The information is also presented by MAP in one-on-one meetings with student-athletes deemed to be academically at-risk.

Study skills are addressed in foundation courses for many majors. CASA also offers study skill training, as does ODMA. IPFW does not provide learning assistants or mentors to work specifically with at-risk students.

Student-athletes are required to put in time at the CASA learning center or at study tables. The requirements for study table must be met by:

All Freshmen and Transfer student-athletes (depending on transfer GPA) during their first semester at IPFW.

PASS participants (Term GPA below 2.5) based on the recommendation of their academic advisor.

All Student-athletes with a Cum GPA below 2.5 (except seniors) must meet with their advisor to determine required hours.

And the requirements include:

Freshmen, transfers, and 2.3-2.49 GPA--6 hours per week

2.0-2.29 GPA--8 hours per week

Below 2.0 GPA--10 hours per week

SECTION IVF. ACADEMIC SUPPORT SERVICES FACILITIES

Academic support facilities for student-athletes at IPFW include monitored study tables conducted in the Gates Athletic Center, tutoring facilities through the Center for Academic Support and Achievement (CASA), computer labs (labs which are available across campus for all students), Mastodon Academic Performance (MAP) Center offices, and a computer-checkout program. In addition, student-athletes are expected and encouraged to use the extensive array of support facilities provided to the general IPFW student body, including student computer labs, Helmke Library facilities, Academic Success Centers and academic advisor offices, Center for Academic Support and Advancement offices and laboratories (including the Math Testing Center-KT G18 and the Writing Center-KT G19), STEPS classes in computer labs, Supplemental Instruction facilities, the office and service areas of the Services for Students with Disabilities (SSD) program, personal counselor offices, and the Career Services office.

The Athletics Study Session Policy is described in the Student-Athlete Handbook, as well as in other parts of this Support Services Evaluation. The study session program is administered by advisors from the MAP Center, and these advisors provide on-site monitoring of the study sessions. Study sessions are conducted in the Gates Athletic Center building. A new MAP Center was built in 2011, and is comprised of two private advising offices, and a study center with dedicated computers for student-athletes. There is also a full-time secretary to support the Director and Assistant Director of MAP. Team study sessions can also be held in this facility.

The MAP Center offices in The Gates Athletic Center, provide dedicated facilities for student-athlete meetings with athletics advisors. MAP Center advisors also meet informally with student-athletes using athletics facilities on an as-needed, as-available basis.

Student-athletes are eligible to participate in the university's tutoring program, which is housed in Kettler Hall, Room KT G21. Two hours of free tutoring per class, per week can be arranged.

Student-athletes enrolled in foreign language courses have access to the language lab, which has been designed to help students practice their language skills. The lab is located in Liberal Arts 252, and room 258 has been established as a group study area. The lab is open whenever the building is open: Mon- Sat from 7:00 a.m. to 11:00 p.m. Sun 10 a.m. to 11:00 p.m. The lab offers computer-assisted instruction, videocassettes, DVD's, music cassettes and CD's, and games like Monopoly and Scrabble in several languages.

Six open-access student computer labs are available across the campus. The facilities are secured via username/password security, and all students have a computer account that is established at the time of admission to IPFW. Laboratories are located in KT 204A, KT 217, Neff B71, Helmke Library First Floor, Science Building G15, and Walb Union 221. A 24-hour lab is available in the Library Snack Lounge, and wireless access is available throughout the campus. Campus computer labs are also used for the STEPS computer orientation courses offered to all IPFW students.

Student-athletes also have access to laptop computers through an Athletics laptop checkout program. Four machines are available for use during trips to away games and a portable wi-fi hotspot is available for bus trips. The program includes a sign-out process, guidelines about appropriate use, and a requirement that the machines be returned within 24 hours of the end of the trip.

Helmke Library facilities are an important dimension of academic support facilities provided by IPFW for the use of all students. Library hours are Monday–Thursday, 8 a.m.–11 p.m., Friday 8 a.m.–6 p.m., Saturday, 8:30 a.m.–5:30 p.m., and Sunday, noon–11 p.m. The Helmke Library maintains an extensive collection of materials in support of the University’s mission. The collection is focused on support for academic programs, with research support provided primarily through interlibrary loan and online materials. Helmke Library is a member of the Indiana University library system. The online catalog lists books and other materials held in all of the IU libraries, and it also includes nearly 500,000 book and serial volumes owned by Helmke Library, as well as more than 200,000 government publications. The catalog is available electronically via the Internet. The library's Web site (www.lib.ipfw.edu) also provides access to a wide variety of full-text publications, databases, and indexes. Professional librarians and support staff in Helmke Library assist students, faculty, and area residents who are seeking information in or through the library. The ReservesEXpress system provides secure access to course materials via the Internet, and Document Delivery Services provide access to materials that the library does not own.

The Center for Academic Success and Achievement, professional advisor offices, and faculty advisor offices provide support facilities for student-athletes as they pursue completion of their academic degree programs. Academic advisors provide guidance about degree requirements, course sequencing, graduate school and career opportunities, and many other topics.

The Center for Academic Support and Advancement offices and laboratories provide the foundation of academic support for student-athletes and other students. These services include the Math Testing Center in Kettler G18 and the Writing Center in the Helmke Library.

The university’s nearly 100 general classrooms also provide facilities used for academic support services and for credit classes designed to support academic success. These classes include the IDIS-G104: Foundations for Success course, the Eng R190 reading enhancement course, and the Supplemental Instruction programs established to support many of the university’s general education courses.

The Office of Services for Students with Disabilities (SSD) in Walb Student Union 113 provides free and appropriate academic aids and services including the use of accessible computers and assistive equipment, reader and sign interpreter services, special test proctoring services, academic support and counseling assistance specific to disability issues, and more.

The Office of the Dean of Students oversees the Student Assistance Program in Walb Student Union 210. Personal counselors provide confidential, short-term personal counseling services to all students currently enrolled at IPFW, free of charge. This includes individual, group and couples counseling.

The Career Services office in Kettler 109 coordinates non-credit internships, monitors the operation of internships, and evaluates the success of the experiences. The Office maintains an internship and job database (IPFW JobZone), and provides a connection to the Indiana Chamber of Commerce Indiana InternNet program. Area employers are regular participants in Career Services programs, including job and internship fairs, networking events, educational panels, and mock interviews.

SECTION IVG. ACADEMIC EVALUATION OF PROSPECTIVE STUDENT-ATHLETES

The admission policies at IPFW are the same for all incoming students, regardless whether they are prospective student-athletes. There is a published appeal policy on the admissions website available to all students (<http://www.ipfw.edu/admissions/areas/applying/how-to-apply/application-status.html>). For student-athletes, evaluation of high school prospects and transfer prospects are completed for all Official Visits, National Letter of Intent (NLI) signees, Financial Aid Agreement signees, and Offer of Admission signees. An unofficial transcript is acceptable for such an evaluation. NLI documents are not created by the Compliance Office until an evaluation has been completed. An evaluation for high school or transfer prospects can also be requested by the coaches through the submission of a completed "Prospect Notification Form" with attached transcripts. Evaluations are encouraged to be completed early in the recruiting process.

The initial eligibility evaluations for high school prospects are completed by the Compliance Office. The attached spreadsheet (*Core Course Example Upd*) is used in addition to the core course list (as provided by the Eligibility Center) for the applicable high school(s). For international high school prospects, the Eligibility Center does not have a list of approved core courses. To complete these evaluations, the International Standards publication provided by the NCAA is used in conjunction with the personnel in the International Department at the NCAA Eligibility Center.

The eligibility evaluations for transfer prospects are completed by a total of three areas: 1. Compliance, 2. Admissions and 3. Mastodon Academic Performance (MAP) Center. The attached document (*Transfer Evaluation*) is used for the evaluation. The Compliance Office completes the top section and the "Compliance Office" section. It is then sent to the Admissions or the ISS office depending on whether the transfer is a domestic or international student. The Admissions/ISS Office completes the "Admissions/ISS Office" section, signs and dates it, and sends it to the athletic academic advisors in the MAP Center. The MAP Center completes the "Mastodon Academic Performance Center" section and sends the completed evaluation to the Compliance Office. A copy is then distributed to the coaching staff of the applicable team.

The *Transfer Evaluation* form is used to determine whether a PSA will meet applicable transfer legislation and progress towards degree requirements for prospects who are transferring. The MAP Center advisor completes the form indicating how many hours of transferrable credit will apply toward the General Studies Degree and any other degree that the prospect is interested in pursuing (if this interest is expressed). The MAP Center will have the General Studies Department, or other relevant department, evaluate how many hours will count toward their degree. Then a decision is reached about whether the prospect will need summer school in order to meet the transfer or progress toward degree requirements.

IPFW uses traditional indicators for evaluation of prospective students and student-athletes, including high school rank and test scores. Using these measures, Fall 2009 entering students (new beginners) had the following credentials:

	General Student Body	Student-Athletes
SAT Critical Reading	481	496
SAT Mathematics	494	518
ACT Composite	22	23
Average H.S. Percentile	60	71
Average H.S. GPA	3.01	3.30

Athletics academic advisors are frequently involved in the recruiting process when prospective student-athletes make both unofficial and official visits. The attached *Official Visit* document includes a question that asks "Have you arranged for an academic interview?" The attached *Unofficial Visit* document includes a similar question that asks "Will the prospect participate in an academic interview?" The purpose of these questions is to highlight for the coaches the importance of an academic interview with the MAP Center during both unofficial and official visits.

The success of the current process is reflected in graduation rates for student-athletes, compared to the student-body graduation rate. The comparison is shown below for both the most recent cohorts and for the most recent four-year averages:

	General Student Body	Student-Athletes
Most Recent Cohort (07-08)	25%	59%
Four-Year Average	25%	61%

SECTION IVH. STUDENT ATHLETE DEGREE SELECTION

The athletic academic advisors generally meet with prospective student-athletes when they make official or unofficial campus recruiting visits. If the prospect has not chosen a major, they discuss options for choosing a major area of study. Thus, prior to the prospective student-athlete even arriving on campus for orientation and registration, the athletic academic advisors have already identified student interest in a major, and have set up a suggested course list for registration based either on their chosen major or for a general studies degree (for those student-athletes who are undecided about their major). Transfer student credits are evaluated at this time, with the involvement of the major department, to make sure that prior credits will count towards the major degree program.

Some student-athletes come to IPFW asking for majors that are not offered by the university, such as physical therapy, kinesiology, or sports management. These student-athletes are advised of their options, including enrolling at another university and enrolling in a program that will prepare them for graduate study in the intended major. IPFW also has some pre-major programs in which program admission is restricted to those who meet published requirements, such as Business and Education. Student progress toward the degree in these areas is monitored in the same way to make sure that the student is on track for admission to these majors.

There are rare occasions where student athletes are not making acceptable progress towards the degree in their declared major. This is monitored and, if efforts to resolve the issues are not successful, the student-athlete is advised to consider changing to a General Studies degree major until such time as they are able to meet the eligibility requirements for their desired major. Letters are sent at the end of each semester, by the Director of Compliance, to student-athletes who are not making adequate progress, delineating what is required in order to remain in good standing, e.g. taking summer classes.

Of the 253 student athletes in the Fall 2014, 16% are Business majors, 16% are General Studies majors (most of whom are working toward eligibility in another major), 10% are Biology majors, 6% are Elementary Education majors, 8% are Psychology majors, and 5% are Organizational Leadership majors. The remaining student-athletes (37%) have enrolled in varied other majors. The individual majors listed above are also some of the most popular majors selected by the general student body, so there is no particular pattern of student-athletes selecting specific majors.

Conclusion-

The evaluation committee finds that overall IPFW is doing an excellent job in academic support for its student-athletes. For the past fifteen years IPFW student-athletes have maintained a greater than 3.0 GPA every semester. The University has been able to identify and work with at-risk student-athletes who have fallen below a 2.5 GPA and these students have performed much better with the support service areas to help bring up their GPA. The close interaction of support staff (Director of Compliance, MAP advisors, Faculty Athletic Representatives) with Faculty and Departments on campus has helped identify and correct potential problem areas. While this is an ongoing process, the committee feels that IPFW is doing all that is possible to help minimize problems. The ability of student-athletes to mix with the general student population in efforts to get tutoring and writing support through CASA, as well as to obtain specific tutoring help when not available otherwise, gives the program strength through adaptability.

As seen in the APR table below every team has single-year rates that are regularly above 930, such that in years where the single-year rate fall below 930, the multi-year rate remains stable. IPFW has been deemed a Limited Resource Institution (LRI), meaning that APR filters have applied. Beginning with the reporting year 2014-15 LRI filters will no longer be applicable. Two teams (Men’s Basketball and Baseball) in the last 4 years have been subject to APR improvement plans that have been successfully implemented and completed.

	2010- 11	2011- 12	2012- 13	2013- 14
<u>Men's Sports</u>				
Baseball	963	864	990	959
Basketball	880	1000	1000	964
Cross Country	964	1000	900	968
Golf	1000	969	844	1000
Soccer	952	922	953	961
Tennis	962	1000	1000	971
Volleyball	1000	905	1000	971
<u>Women's Sports</u>				
Basketball	911	1000	1000	964
Cross Country	1000	1000	925	981
Golf	1000	1000	1000	1000
Softball	986	1000	1000	948
Soccer	1000	978	989	956
Tennis	1000	929	1000	1000
Track, Indoor	1000	1000	929	990
Track, Outdoor	1000	1000	929	990
Volleyball	979	920	977	889

Student-athletes are relatively happy with their choice of major as based on their exit interviews. There are a few student-athletes who want to major in areas that IPFW does not have a major, and the University has been able to accommodate these students by making sure that they take all the pre-requisite courses for admission to post-graduate programs of their choice.

The graduation rate reported in the fall of 2014 for IPFW student-athletes is 59% compared to 25% for the general student population (note the Student-Athlete Graduation Success Rate is 82%). There are a number of reasons for this significant difference, among them the unique make-up of IPFW's student-body.

The establishment of an academic center facility for student-athletes is critical for the continued success of IPFW individual athletes as well as the overall athletics program. The Student Services complex and related remodeling that are currently under construction are expected to include space for both the study session program and the MAP office. The University has made a commitment to develop a space and we strongly recommend that the university fulfill that commitment. A dedicated facility that puts the student-athletes physically close to advisors, coaches, athletic administrators, and a place for study tables can only enhance their academic success. Currently, facilities and services are too scattered. The dedicated space will allow the student-athletes a quiet environment to study, will support an increase in the number of dedicated desk-top computers and more laptop computers, and will promote efficient use of time by the student-athletes. The facility will also improve monitoring of student-athlete usage by advisors and coaches through programs such as TutorTrac.

IPFW is currently utilizing the MAP-Works student survey software to gain additional information about student academic performance and likelihood of success by looking at personal characteristics such as motivation to succeed in college. IPFW student-athletes should be expected to participate in this program, and the results of the MAP-Works assessments should be used on a regular basis in the intrusive advising efforts that are made with student-athletes who are not doing well in their classes. This effort should be an enhancement of current efforts to identify student-athletes who show signs of being at risk in their classes and to employ mentoring and tutoring tactics to help them improve their academic performance. The graduation rate of IPFW student-athletes reflects these efforts, with student-athlete graduation rates substantially exceeding those of the general student body.

The student-athletes are well advised in choosing a major and setting out a plan of study. The choice of majors primarily comes from the student, with advice from the athletic academic advisors and discussions with departmental advisors. The student-athlete exit interview now contains a question pertaining to choice of major.

IPFW Athletics and University Staff look forward to continued enhancements in programs that will allow student-athletes to thrive in this environment and to succeed in combining athletics with academics. The funding for the athletic program is well below the average in the Summit League Conference, but despite this the University is doing well academically by its athletes.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Jeffrey Malanson, Presiding Officer
Fort Wayne Senate

DATE: March 24, 2017

SUBJ: University Budget Committee Report and Recommendations

WHEREAS, The University Budget Committee (UBC) is annually charged by the Chancellor to make recommendations to the administration on budgeting priorities for the next fiscal year; and

WHEREAS, UBC is composed of representatives of each of the major academic units, each of the major administrative areas, the Indiana-Purdue Student Government Association (IPSGA), the Clerical & Service Staff Advisory Committee (CSSAC), the Administrative & Professional Staff Advisory Committee (APSAC), the Fort Wayne Senate, and the Senate's Budgetary Affairs Subcommittee (BAS); and

WHEREAS, The Presiding Officer of the Fort Wayne Senate represents the Senate as an ex officio member of UBC; and

WHEREAS, The members of UBC prepared a Report and Recommendations for Fiscal Year 2018 and endorsed that document by a vote of 14 in favor to 0 opposed; and

WHEREAS, UBC exists as a shared governance process at IPFW; and

WHEREAS, Senate Document SD 16-26 defines shared governance processes "focused on producing a discrete product" such as the UBC Report and Recommendations as being "limited-term [shared governance] processes"; and

WHEREAS, SD 16-26 states that "Whenever faculty participate in a limited-term shared governance process, the results of that process shall be submitted to the Senate for review";

BE IT RESOLVED, That the UBC Report and Recommendations is being submitted to the Senate by the Presiding Officer for review under the terms of SD 16-26.

University Budget Committee Report and Recommendations for FY 2018 Budget

UBC Membership, 2016-17

Member	Representing
Walter Soptelean	Budget and Planning – Chair, Ex Officio (non-voting)
Steven Carr	College of Arts and Sciences
Patricia Eber	College of Health and Human Services
Craig Humphrey	College of Visual and Performing Arts
James (Wylie) Sirk	College of Education and Public Policy
Sue Skekloff	Helmke Library
Michael Slaubaugh	Richard T. Doermer School of Business
Jin Soung Yoo	College of Engineering, Technology, & Computer Science
Steve George	Financial and Administrative Affairs
Diana Jackson	Advancement
David Reynolds	Student Affairs
James Hoppes	Indiana-Purdue Student Government Association
Josh Bacon	Clerical & Service Staff Advisory Committee
Cassandra Bracht	Administrative & Professional Staff Advisory Committee
Cigdem Z. Gurgur	Budgetary Affairs Subcommittee
Jeffrey Malanson	Fort Wayne Senate – Ex Officio (non-voting)

The members of UBC voted to endorse this Report and Recommendations by a vote of 14 in favor to 0 opposed.

Introductory Note

In Fall 2016, the central administration established parameters for the FY 2018 budget process, the most important of which was projecting a 3% decline in student enrollment for academic year 2017-18. While the Early Retirement Incentive Program (ERIP) and other initiatives carried out in Fall 2016 have resulted in significant cost savings in both current and future fiscal years, the members of UBC greatly appreciate receiving FY 2018 budget proposals from the administration that call for further reductions in spending.¹

Beyond budgeting to a projected 3% decline in enrollment for 2017-18, the budget process parameters established by the administration also provide guidance if enrollments decline by less than 3%. Specifically, the parameters call for revenues in excess of current projections to be invested in reserves. Beyond the recommendations included below, and in light of current uncertainties surrounding future IPFW budgets and transition costs associated with Realignment, the members of UBC fully support efforts to both budget conservatively and put money into reserves to safeguard the university against unknown future expenses.

The budget presentations made by Senior Administration on Monday, March 20, 2017, did not include any requests for new funding for FY 2018. Financial and Administrative Affairs,

¹ The one exception to this is the budget proposal for Financial and Administrative Affairs, which calls for an increase of \$1,075,013. This increase can be entirely attributed to an increase of \$1,462,864 in the ITS budget, which was significantly underreported for FY 2017 due to a budget accounting error.

Academic Affairs, and Student Affairs put forward requests for new funding in the event that IPFW exceeds budgeted revenue, and Academic Affairs recommended a reallocation of resources within its area. Financial and Administrative Affairs and Academic Affairs also put forward potential policy changes for UBC to evaluate.

The first section of this report discusses and prioritizes the requests for new funding in the event that IPFW exceeds currently budgeted revenues. The second section discusses other issues in the budget presentations. A final section proposes some long-term budgeting priorities for the administration to consider.

Recommendations on Administrative Budget Requests

This section is presented by area, with UBC's prioritized recommendations appearing at the end.

Chancellor

The Chancellor's area presented a budget for FY 2018 that calls for a 3.61% (\$41,676) reduction.

Financial and Administrative Affairs

Financial and Administrative Affairs presented a budget for FY 2018 that does not request new funding, but does restore funding that was not allocated to ITS in FY 2017 due to a budget accounting error.

In the event that IPFW exceeds currently budgeted revenues for FY 2018, Financial and Administrative Affairs has recommended "a modest pay increase campus wide" or a one-time payment to all eligible employees.

1. UBC endorses a one-time payment to eligible employees in the event that IPFW exceeds currently budgeted revenues for FY 2018. While UBC would certainly like to see a modest raise, given current long-term uncertainties surrounding IPFW's budget UBC believes that a one-time payment is more responsible than a recurring commitment. The current academic year (2016-17) has been one of the most difficult in IPFW's history due to the convergence of enrollment declines, budgetary shortfalls, academic restructuring and program closures, the ERIP, and the Realignment process. A one-time payment to all eligible employees—in the event that IPFW has sufficient surplus revenues, or identifies sufficient non-recurring funds—is an appropriate investment by the university in its workforce and the retention of that workforce.

Academic Affairs

Academic Affairs presented a budget for FY 2018 that calls for a minimum reduction of 1.53% (\$611,815). Academic Affairs identified reductions totaling 2.05% (\$820,379), but is requesting that the variance between a 2.05% reduction and a 1.53% reduction (\$208,564) be moved to the Academic Affairs Unfilled Position Reserve (UPR).

2. UBC endorses moving the \$208,564 identified by the VCAA to the Academic Affairs UPR, but only if current budget projections for IPFW's state allocation for FY 2018 do

not decrease and this money is not needed to make up the difference (Purdue guidance budgets for a projected increase of \$1.3 million to our state allocation).

Academic Affairs has also requested that in the event that IPFW exceeds currently budgeted revenues for FY 2018, a portion of that budget surplus be invested in the Academic Affairs UPR.

3. UBC endorses investing additional monies in the Academic Affairs UPR, but only in the event that revenues for FY 2018 greatly exceed currently budgeted revenues, and significant resources are able to first be invested in building up IPFW's reserves.

Enrollment Management

Enrollment Management presented a budget for FY 2018 that calls for a 1.53% (\$55,586) reduction.

Advancement

Advancement presented a budget for FY 2018 that calls for a 1.53% (\$26,615) reduction.

Student Affairs

Student Affairs presented a budget for FY 2018 that calls for a 10.85% (\$204,890) reduction.

Student Affairs, due to how thinly its resources are already stretched, has been hit especially hard by the ERIP and hiring freeze. As a result, Student Affairs has submitted a prioritized list of investments in the event that IPFW exceeds currently budgeted revenues for FY 2018:

4. Career Diversity Counselor in Career Services (\$60,000, including benefits)
5. Bridges Peer Mentors (\$20,000)
6. ODMA Coordinator for Male Programming and Bystander Training (\$49,000, including benefits)
7. Converting LBGTQ Resource Center position from a part-time undergraduate student to full-time staff (\$30,000 in new funding, including benefits)
8. ATOD (Alcohol, Tobacco, and Other Drugs) Educator (\$48,000, including benefits)

UBC endorses all of these position requests in the event that IPFW exceeds currently budgeted revenues for FY 2018.

UBC Prioritization

In the event that IPFW exceeds currently budgeted revenues for FY 2018, UBC endorses the primary importance of building back up the university's reserves. These reserves act as a bulwark against future economic uncertainties, and are especially important in light of significant Realignment transition expenses that are not currently being funded.

Despite the need to build up reserves, UBC also believes that the previously discussed requests for new investments should be funded in the following prioritized order as resources allow:

1. VCAA Unfilled Position Reserve reallocation, if the funds are not needed to make up for a decrease in the currently projected state allocation

2. Career Diversity Counselor in Career Services—This position seems especially critical in light of how hard Career Services has been hit by the hiring freeze; UBC advocates that this position be funded if at all possible, even if the administration determines that it is not possible to fund the rest
3. Bridges Peer Mentors
4. ODMA Coordinator for Male Programming and Bystander Training
5. Converting LBGTQ Resource Center position from a part-time undergraduate student to full-time staff
6. ATOD Educator
7. Additional investments in the Academic Affairs Unfilled Position Reserve

In weighing all of these future needs, UBC also sees real value in providing a one-time payment to all eligible faculty and staff. This payment could come from budget surpluses or from non-recurring funds, but would have a positive impact on employee morale at a very critical time. UBC decided not to include this item in the list of prioritized investments due to both the significant financial resources it would take, and the possibility that at least part of this one-time payment could be made using non-recurring funds.

Recommendations on Policy Changes

Financial and Administrative Affairs

UBC encourages the administration to investigate the possibility of assessing a usage fee on credit card transactions as a means of recovering a portion of the Bank Charges S&E expense within the Financial and Administrative Affairs budget.

Academic Affairs

The VCAA proposed two policy changes related to the Unfilled Position Reserve (UPR). First, the UPR should be transformed from a “parking lot” into a budgeted General Fund account to reflect its true nature as a short-term repository of General Fund Salaries and Wages dollars rather than a “reserve” account. Second, the UPR should be divided into two distinct accounts: the recurring General Fund account discussed above, and a VCAA reserve account for non-recurring dollars that accrue over time in the UPR. Such a separation would allow for clearer accounting practices, but would also allow for more efficient use of the university’s economic resources. For example, non-recurring faculty positions (such as one-year or short-term visiting faculty positions) could be funded using non-recurring dollars from this VCAA reserve account rather than using recurring dollars from the UPR.

UBC endorses both of these policy changes.

Long-Term Considerations

While non-recurring expenses associated with Realignment can be handled through expenditures from reserve accounts if needed, in establishing long-term budgeting priorities for the university it is essential that the administration identify appropriate ways of addressing recurring expenses resulting from recent and ongoing events, including Realignment, the ERIP, the hiring freeze, and changes in national and state budgets. These efforts should strive to protect the interests of

university faculty, staff, and students and be consistent with the core academic mission of the university.

These priorities should include:

- Addressing issues of faculty and staff pay compression and equity
- Strategic replacement of staff lost to the ERIP and hiring freeze, with a special emphasis on essential custodial services for maintaining the appearance and cleanliness of the university
- Maintaining and replacing library services and resources lost as a result of Realignment
- Making additional resources available for staff professional development that might not be fundable through existing department or unit budgets; these resources could potentially be most equitably distributed through the auspices of APSAC and CSSAC in a similar manner to how the faculty Senate's Professional Development Subcommittee evaluates faculty applications for research grants and sabbaticals
- Creating a pool of money to help replace grants the university currently receives from national and state funding agencies that might be lost due to changes in national and state budgets; such a pool should primarily focus on replacing grants that impact students
- Continued support for the needs of faculty and staff displaced as a result of academic restructuring and program closures

All of these are points of significant concern that impact the retention of faculty and staff, as well as the recruitment, retention, and support of our student population.

Annual Report of FAR Activities

As set forth in the “Indiana University-Purdue University Fort Wayne Faculty Athletics Representative Position Description” this is the annual report of the activities of the Faculty Athletic Representative (FAR) for the Academic year 2016-2017. During 2016 the FAR was Elliot Blumenthal. The present report contains only the activities of the new FAR Jens Clegg who was appointed FAR in January of 2017.

Conferences Attended:

Faculty Athletics Representative Association (FARA) Annual Conference. November 3-5, 2016. Indianapolis, Indiana. This conference is an annual meeting of all Faculty Athletic Representatives. The meeting includes training, education, and information for FAR’s.

National Collegiate Athletic Association (NCAA) Annual Convention. January 18-21, 2017. Nashville, Tennessee. This meeting is for all FAR’s as well as Athletic Directors, University Presidents, and other administrators connected to athletics. There is training and education as well as meetings and legislative sessions.

Athletic Travel:

Summit League Basketball Championships 2017. March 4-7. Sioux Falls, South Dakota. This is the annual basketball tournament for our league. As part of the event there are administrative meetings that the FAR attends.

Committee Work:

The following are committees that I belong to or advise and attend the regular meetings of:

Student-Athlete Leadership Team (SALT). This meeting is held monthly. SALT has student-athlete representatives from each of the athletics teams. In the meeting they coordinate athletic and service events as well as matters of importance to student-athletes. They also discuss and seek advice on academic matters from the FAR.

Student Athlete Services (S-AS). This committee holds bi-weekly meetings to coordinate student-athlete issues and includes representatives from the Mastodon Academic Performance Center, The Registrar’s Office, Financial Aid, and the Compliance office.

Compliance Committee. This committee is intended to meet monthly but has only met once so far this academic year and I did attend that meeting. The committee is composed of representatives from different areas of campus that affect student athletes (registrar, bursar, compliance, athletics, student affairs, financial aid, etc). The group coordinates to make sure there are no compliance issues with student athletes.

Faculty Senate Athletics Advisory Sub-Committee. This committee is a sub-committee of the Faculty Senate Student Affairs Sub-Committee and meets monthly. Its purpose can be found in the Senate Bylaws section 5.3.4.3.2.

Work with Student Athletes:

There are several situations where I work directly with student-athletes. To protect their anonymity I will use generalities and avoid names.

Student-Athlete Missed Class Worksheets. These worksheets are given to student-athletes at the beginning of each semester. The worksheets have the days of class that the student will have to miss for athletic events that are officially sanctioned by the university. I send an email to professors with student athletes in their classes explaining how the worksheets work, encouraging the faculty to work with the student athletes, and inviting faculty to contact me with questions. The student-athletes then work with the faculty member to come to an agreement and the faculty member signs the form. On occasion there is a conflict between a faculty member and a student-athlete regarding what can and cannot be missed as well as how it can be made-up. When these conflicts occur I am asked to intervene and come up with a solution that is acceptable for both parties. In the Spring Semester there were 5 such instances. In two of those instances the faculty member felt that too much time was being missed for athletic competitions. I agreed with the faculty member and the team held the student-athlete out of the event or altered the travel schedule so the student could be in class. In both cases the respective coaches were very accommodating and showed that they understood the importance of academics. There was one case where it appeared a faculty member was being too accommodating to the student-athlete. I investigated and found that the class had a very flexible structure and allowed the same flexibility to all students. I determined that there was no favoritism and no academic misconduct. The final two cases were cases in which the faculty member refused to work with the student-athlete and stated that there would be no make-up exam. One of the student-athletes asked me not to intervene for fear of reprisal and decided to take the loss of points and compete. The second asked me to intervene and I did. I attempted to meet with the faculty member in question but they would only email with me. After a few polite exchanges asking for an explanation of their unwillingness to accommodate the student the faculty member demanded that I cease contact and explained that they would not work with the student. The student had to miss the athletic competition to take the exam. Overall the majority of faculty work with the student athletes and are willing to help them compete and do well academically.

Advising. The student athletes have academic advisors in athletics as well as in their major areas so I do not directly advise them for their majors and coursework. As the FAR they occasionally come to me for advice on interacting with faculty and for career advice. I am new to the position and just getting to know the student-athletes so there have not been a lot of these conversations. There have been a few, and I expect as I get to know them there will be more.

Appeals. If a student-athlete has a conflict with a coach or someone in the athletic department and wishes to appeal a decision that has been made, a committee is formed with members from the Athletics Advisory Sub-committee. One of those is usually the FAR. I served on one appeal this semester for a student-athlete.

Work with the Compliance Department:

The compliance department serves to ensure that all NCAA and legal rules are followed by the athletics department and that student-athletes stay within the rules to stay academically eligible. If there are violations the compliance department reports them and works through any consequences. I work with compliance to review and comment on any legislative changes and to monitor athletic department processes and practices. In this capacity I meet regularly with the compliance director Wendy Wilson. We review the academic eligibility of student athletes and make sure that there are no violations, or that if there are violations they are properly reported. To my knowledge there have been no violations this semester.

Work with the Athletics Department:

I meet regularly (at least 2 times per month) with the Athletic Director, Kelley Hartley Hutton, to consult on academic issues and ensure that there is a faculty voice in athletics decisions. The Athletic Director is very open to input and actively seeks ways to improve communication between athletics and academics.

The Athletics Department also asked me to participate on the **Faculty Senate Athletics Working Group** on their behalf. In this capacity I have attended all of the Working Group meetings, prepared reports, and read numerous reports.

I also have the opportunity to work with the coaches of the different teams. I have attended the Coaches Meetings and I have met privately with a number of the coaches. In these meetings we have discussed practice schedules, game schedules, and missed class worksheets. All of the coaches that I have met with actively promote academic excellence on their teams.

As part of my duties I am made aware of any concussions. I am notified by the coach as well as the Mastodon Academic Performance Center. I ensure that faculty in the classes of the affected student – athlete are aware of the injury and of the status of the student. There have been 2 concussions that I have been notified of this semester. In both cases all proper protocols were followed. The student was not allowed to compete until completely cleared by the proper medical professional.

I also work closely with the Mastodon Academic Performance Center (MAP). I am notified of any academic problems or challenges with student-athletes. We also meet regularly to review student eligibility and discuss future plans for students. As part of the process of monitoring eligibility, each day I (as well as the employees of the MAP) receive a report of the enrollment and status of student-athletes. Individually we review the report and compare it to the team rosters to make sure that all student-athletes remain eligible. As FAR I make sure that university academic policies are being followed and that advising policies are in the best academic interests of the students. The employees of the MAP are very open to my comments and actively seek my input for policies and procedures as well as day to day issues.

I was also asked to participate in the hiring of a new academic advisor in athletics to replace one who retired. I participated in the interview process and gave feedback on the candidates.

Athletics Events:

As the FAR I am required to attend a few athletics events each semester to make sure that the student-athlete experience is a positive one. I have attended numerous athletics events this Spring semester.

Men's Basketball: November 26th, December 29th, December 31st, January 7th, January 25th, February 11th, February 15th, March 5th, and March 15th.

Women's Basketball: November 26th, December 31st, January 25th, and February 11th.

Men's Volleyball: January 27th, January 28th, February 4th, and February 10th.

I also attended the Hall of Fame Banquet and induction ceremony on February 10th.

Chancellor:

I meet with the Chancellor regularly to keep her informed of academic progress and issues with student-athletes. We have met twice this semester. My contract stipulates that we meet at least 4 times per year and we are on track to meet that requirement.

Because of my role with athletics the Chancellor appointed me to the Legal and Governance Working Group in the Realignment process.

Annual Report on Student Athlete Academic Performance 2016-2017

As set forth in the “Indiana University-Purdue University Fort Wayne Faculty Athletics Representative Position Description” this is the annual report on student athlete academic performance for 2016-2017 by the Faculty Athletic Representative (FAR) for the Academic year 2016-2017.

The NCAA mandates that each institution report specific academic data each year. The two key factors it measures are Retention and Eligibility/Graduation. These two figures are averaged to create an Academic Progress Rate (APR). The NCAA reports the gathered data using an academic year. Below you will find the most recently available data for IPFW for 2015-2016. The 2016-2017 academic year is not yet over so that information will not be available until this time next year. The metrics are designed such that 1,000 is a perfect score. A score of 1,000 means that all students are retained, eligible to compete, and on track for timely graduation. In the table below we can see that the lowest rate of any team is Men’s Soccer with a 974. A 974 is still a very high rate. From the multiyear rate in the first column we can see that nearly all of our athletic teams have improved their academic performance. Our school average is 988, which is up 5 points over last year. To put this in perspective, we are few points above the Summit League average and the NCAA Division I average.

NCAA Division I 2015 - 2016 Academic Progress Rate Institutional Report

Institution: Indiana University-Purdue University, Fort Wayne

Date of Report: 02/18/2017

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2012-13, 2013-14, 2014-15 and 2015-2016 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2015 - 2016 (N)	Multiyear Rate	2015 - 2016	Multiyear Rate	2015 - 2016
Baseball	987 (101)	N/A	1,000 (26)	980	1,000	980	980
Men's Basketball	990 (53)	N/A	981 (13)	981	962	990	1,000
Men's Cross Country	959 (34)	N/A	1,000 (8)	937	1,000	967	1,000
Men's Golf	975 (42)	N/A	1,000 (12)	951	1,000	975	1,000
Men's Soccer	966 (83)	N/A	974 (20)	950	974	956	974
Men's Volleyball	1,000 (40)	N/A	1,000 (10)	987	1,000	1,000	1,000
Women's Basketball	985 (52)	N/A	980 (13)	971	1,000	970	920
Women's Cross Country	964 (43)	N/A	1,000 (8)	976	1,000	951	1,000
Women's Golf	1,000 (29)	1,000	1,000 (8)	1,000	1,000	1,000	1,000
Women's Softball	978 (62)	N/A	985 (17)	991	1,000	963	969
Women's Soccer	982 (87)	N/A	1,000 (19)	982	1,000	969	1,000
Women's Track	970 (87)	N/A	1,000 (18)	977	1,000	957	1,000
Women's Volleyball	961 (49)	N/A	1,000 (13)	967	1,000	955	1,000

Because student-athlete GPA information takes longer to gather and report, the most current data available is from 2015. As of 2015 IPFW student athletes had a cumulative GPA of 3.11. This is at the average for NCAA Division I. As an institution IPFW had a 26% graduation rate in 2016. Student-Athletes had a graduation rate of 83% in that same year. Looking at the numbers it is clear that student-athletes are performing well academically in GPA, Retention, and Graduation. This can be seen across all teams and sports.

I believe that the excellent academic success of our student-athletes can be attributed to several factors; the culture of “academics first” in athletics, the efforts of the Department of Compliance and

the Mastodon Academic Performance Center (MAP), the academic eligibility rules of the NCAA, and the caliber of our student-athletes.

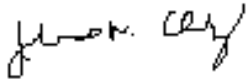
I will start with the culture of “academics first” in the Department of Athletics. In most meetings I have attended and in many of our conversations on academic issues it is clear that athletics employees at every level are aware of the importance of academics, mention it regularly, and prioritize it above athletic competition. This is especially true of the coaches. These coaches are extremely competitive people and they want to win. Each time I have put them in a situation where they have to choose between academics and athletics they don’t even blink or argue they acknowledge that the student-athletes academics must come first. I have watched these coaches bend over backwards to make sure that the students can play and take care of academics. The coaches put an emphasis on doing well in school and when traveling make sure that the student athletes take the time to study and do their work. I know that this is not true at every academic institution and it is representative of how hard the Athletics Department has worked to create this culture of academics first. The policies and procedures that they have in place to monitor and promote academics are excellent and fall well within academic and NCAA standards.

The employees in the Compliance Department and the MAP work very hard to make sure that the student athletes are eligible and that they are progressing academically. The Compliance Department employees spend hours with each coach and student-athlete making sure that they know the rules and that they know how to follow them. I have seen that the coaches know and trust the Compliance Department and actively seek them out to make sure they are following the rules. They don’t try to get out of the rules or avoid them but within those rules they do their absolute best to help the student-athletes have the tools they need to excel. The MAP employees work equally hard. They meet with student-athletes at all hours and have an attitude of concern and care for the wellbeing of each student athlete. There are 2 advisors for 248 student-athletes. To help the students, they perform regular grade checks with faculty and address any concerns with the students. They have regular study tables with the students and keep detailed records of their academic status. The MAP employees are happy to work with faculty and ensure that students are having the best possible experience. Even though these employees are dedicated to the success of their student athletes I have observed that there are no violations of NCAA or academic ethical rules. All help given to the student-athletes is within expected academic standards. I have been in numerous meetings with these employees and I can attest to their desire to maintain the highest of academic standards.

I feel it is also important to mention the academic eligibility requirements of the NCAA. Student-athletes are very competitive and passionate about their sports. They want to play and they want to win. The NCAA knows this and uses it as a way to encourage academic excellence. In order to stay eligible student-athletes are closely monitored for GPA, Progress towards Degree, Retention, and Graduation Rates. These measures push the students to achieve academically because they want to compete. Without the strict NCAA requirements student athletes would not perform as well academically.

Lastly, it is important to recognize the high caliber of our student-athletes. They are amongst our best students and are known to be hard workers. Part of this is attributable to the coaches. Several of them have mentioned to me that they know that the best way to win is to have student-athletes that are academically excellent. It helps maintain eligibility and set a good example for the other players. Their advanced academic skills also mean that they have to spend less time worrying about academics because they know they will do well. This allows them to focus more on athletics.

When taken all together the work of the athletics department and our student-athletes have created an excellent athletics program that excels academically. I can attest that all parties are working hard to maintain academic excellence.

A handwritten signature in black ink, appearing to read "Jens H. Clegg". The signature is written in a cursive style with some loops and flourishes.

Jens H. Clegg
Faculty Athletic Representative
Associate Professor of Spanish
ILCS
IPFW

Purdue University West Lafayette – Academic Regulations

http://www.purdue.edu/studentregulations/regulations_procedures/

Academic Year and Calendar

Academic Calendar (University Senate Document 90-30, April 22, 1991, University Senate Document 12-1, November 19, 2012)

1. Courses are scheduled during the academic year and summer session. The academic year shall consist of two 16-week semesters. Summer session(s) may be one 4-week and one 8-week or two 6-week or other configurations as approved by the Provost's Office. In each semester/session, classes shall begin with the first instructional period of the first day.
2. In each semester/session, classes shall begin with the first instructional period of the first day.
 - a. The calendar for students enrolled in the fourth year of veterinary medicine will comprise 12 blocks of approximately one month duration. The starting dates for the blocks will be chosen so that the end of the 12th block coincides with the end of the second semester (University Senate Document 73-15, March 18, 1977).
 - b. The second semester for fifth-year pharmacy students will begin on the first Monday in January and end the 18th following Saturday. During this semester, each of these students will be scheduled for two six-week externships and one three-week clerkship.
3. The first semester shall begin on either the third or fourth Monday of August, be in recess Monday and Tuesday of the eighth week, and Wednesday, Thursday, Friday, and Saturday of Thanksgiving week, and classes will end on the 17th following Saturday, which shall not occur after the 20th day of December. The second semester shall begin on either the first or second Monday of January, which shall not occur prior to the seventh day of January, be in recess during the tenth week, and end on the 17th following Saturday (University Senate Document 96-4, February 17, 1997).
4. The summer session shall begin on the next Monday following the spring commencement and will be comprised of one 4-week and one 8-week, or two 6-week module(s) or other configurations as approved by the Provost Office. Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day, the last Monday in May, or on July 4, nor on the nearest class day when July 4 is not a regular class day.(University Senate Document 96-4, February 17, 1997).
5. Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after the end of the respective academic semester/session.
6. Commencement will be held as follows: First Semester: first Sunday following the end of the first semester; Second Semester: next subsequent weekend after the end of the second semester; Summer Session: first Saturday following the end of the last summer module.

7. The faculties at regional campuses shall be free to establish their own calendar dates.

Academic Programs

A. Unit of credit

The semester hour shall be the unit of University academic credit that shall represent approximately three hours of work per week by an average student throughout a normal semester, or its equivalent in total work for short courses and summer sessions. Any reference to credit hours, course credits, etc., shall be understood as referring to semester hours.

B. Definitions Relating to Academic Requirements

1. Transfer Credit is credit earned at another accredited college or university and accepted by Purdue. The University will accept transfer credit only for work done at those institutions fully approved by a regional accrediting association of secondary schools and colleges or those whose regional accreditation designation is Associate/Vocational-Technical (A/V) when agreements with academic departments exist that specify courses or blocks of credit that will transfer into specific Purdue University degree programs. In addition to regional association approval, certain programs may require accreditation by professional organizations and/or societies before credit will be considered for transfer.

Students participating in college credit courses that are taught concurrently for high school and college credit during the regular school day by local secondary teachers must validate the credit through the subject department.

The determination of use of transfer credit in part or in full to satisfy graduation requirements is the responsibility of the school head or his/her designated representative, in accordance with the regulations of the University faculty (University Senate Document 87-11, March 28, 1988).

2. Dual Credit is credit earned for a college course that is used as a part of a high school's curriculum and is taught concurrently for high school credit and college credit by a secondary school employee.

If a Purdue course is to be taught for dual credit, it must be approved by the sponsoring department at the University in the same manner it approves new courses - including approval by the school if the school requires it - and it must be offered in collaboration with an accredited high school. In addition, departmentally designated Purdue faculty must endorse and supervise the teacher as well as approve the syllabus, grading standards, and examinations.

For students to be granted credit at Purdue for dual-credit courses offered by other postsecondary institutions, faculty must validate the credit earned elsewhere through the Purdue department responsible for the subject matter via one of the following means:

- a. Faculty must verify that the student has earned a grade of at least C in a higher-level course taken at Purdue that has as a prerequisite the course for which credit is being sought; or

- b. Faculty must certify that the student has performed satisfactorily either on an appropriate standardized achievement examination or Purdue departmental advanced-credit examination or has earned a grade of at least C on a current comprehensive final examination for the Purdue course in which the student wishes to gain credit; or
 - c. Faculty must affirm that a dual-credit course offered at a specific high school by another postsecondary institution is essentially the same as a specific Purdue course by approving at least the syllabus and the examinations. In addition, faculty must confirm that the student earned a grade of at least C in the course (University Senate Document 95-8, April 22, 1996).
3. Directed Credit is academic credit awarded by the University on bases other than a student's enrollment in and satisfactory completion of a course.

A student eligible to receive directed credit shall be a student newly admitted or currently enrolled in the University who has not received a grade or directed grade in the course, other than a grade of W.

Directed credit may be established by any of the following methods:

- a. Credit by Examination. Credit awarded to a student on the basis of achievement in a Purdue departmental proficiency examination.
 - b. Departmental Credit. Credit for a course offered by a department and awarded to a student on the basis of substantially equivalent experience. May be granted only by the head of that department or his/her designated representative.
 - c. Achievement Credit. Credit awarded to a student on the basis of demonstrated achievement in a nationally administered college-level examination (University Senate Document 79-5, October 15, 1979).
4. To Substitute is to replace a course required in a specific curriculum by another course specified by the head of the school in charge of that curriculum or his/her designated representative.
5. To Excuse is to replace a course required in a specific curriculum by an equal number of credit hours in courses not specified.
6. To Exempt is to waive a course required for graduation together with its equivalent hours.
- a. Undergraduate students, without respect to the school in which they are enrolled, may be exempted by the University faculty from any general requirement that has been established by the University faculty.
 - b. An undergraduate student in a specific school may be exempted by the faculty of that school from any requirement established by that school faculty.
7. Advanced Placement is the assignment of entering students to courses beyond the first course or courses in a normal sequence without allowing credit for courses not taken.
8. Advanced Standing means that an entering student has credit for or exemption from one or more courses.

C. Academic Classification of Undergraduate Students

1. A student at Purdue University is any person who has been admitted to the University and who is currently enrolled in one or more courses for which there will be a permanent academic record.
2. Each student shall be admitted and identified as one of the following:
 - a. Degree. A student who has been admitted and registered for the purpose of earning a degree.
 - b. Nondegree (University Senate Document 88-17, April 24, 1989). A student who is not in a program of study leading to a degree. A nondegree student has a limited purpose for his/her registration. A nondegree student is enrolled for personal or professional enrichment or to strengthen his/her academic background to gain degree-seeking status. Such a student must provide evidence that he/she is qualified to enroll in the course(s) he/she desires. An applicant currently enrolled in high school will be admitted as a non-degree student only when all of the following conditions are met:
 - i. The student ranks in at least the top half of the high school class and maintains an above-average grade(s) in subjects related to the course(s) in which he/she wishes to enroll, and
 - ii. The high school guidance counselor or principal has signed a recommendation for the student and has included a current copy of the high school transcript for review by members of the admissions committee. A nondegree student is generally limited to enrolling in a maximum of seven hours per semester during the fall and spring semesters, and is generally limited to enrolling in no more than four hours during the summer session; however, a nondegree student who has earned a bachelor's degree is eligible to enroll on a full-time basis. In order to continue to register as a nondegree student, he/she must meet the same minimum grade index required of degree students. A student may apply no more than 18 semester hours of work completed as a nondegree student toward an undergraduate degree at Purdue University. The dean of the school to which the student applies may determine which credits will be accepted toward a degree in that school. A department may limit the number of nondegree students acceptable in any course (University Senate Document 87-13, April 25, 1988, revised by University Senate Document 02-6, February 17, 2003).
3. A student's academic classification for an associate or bachelor's degree shall be classified by numerals 1, 2, 3, etc., corresponding to the total number of credit hours of college work earned.

Total Credits Earned	Semester Classification	Status
14.0 or less	1	First-year Student
15 to 29	2	
30 to 44	3	Sophomore
45 to 59	4	
60 to 74	5	Junior
75 to 89	6	

90 to 104	7	Senior
105 or more	8	

4. The starting date for degree requirements for an approved curriculum is the Fall semester of the academic year. When a new or revised curriculum or degree requirement is approved by a college or school, the new requirements shall not apply to the students currently enrolled in the University. This limitation will expire 6 academic years after the new/revised curriculum is adopted. Current students may elect to use the new/revised curriculum or degree requirements for graduation on written request to the school or college. Curriculum or degree requirement changes made to satisfy requirements for professional accreditation may have a starting date in the semester in which the changes are made (University Senate Document 09-6, April 19, 2010).
- D. Transfer of Students between Curricula (University Senate Document 71-11, January 17, 1972; University Senate Document 09-6, April 19, 2010) A student who wishes to transfer from one curriculum to another within the University shall:
1. Prepare the prescribed request form.
 2. Secure the approval of the deans or their designee of both colleges/schools concerned.
 3. Submit the completed form at the Office of the Registrar before the end of the second week of the effective term. Forms received after the second week will be effective for the next term. The request form may be honored after the second week if it is accompanied by a special petition setting forth the extenuating circumstances. Any student who has been inactive for three consecutive semesters may request a change of curricula as part of his/her application for reentry.
- E. Transfer of Credits between Curricula (University Senate Document 09-6, April 19, 2010)

When a student transfers from one curriculum to another leading to a different associate or baccalaureate degree, the courses that have been completed and are acceptable in satisfying the degree requirements of the new curriculum shall be determined by an authorized representative of the dean of the school into which the student wishes to transfer. The starting date limitations on changes of degree requirements and curricula stated in section C 4 apply to transfer of credits between curricula.

- F. Credit in Courses by Examination (University Senate Document 74-15 [amended], April 21, 1975)

The establishment of credit by examination is encouraged in order to expedite the education of qualified students. Toward this end, each instructional department shall determine which of its courses are available for credit by examination and shall establish procedures to determine the eligibility of candidates, to administer, and to grade such examinations. The examinations shall be as comprehensive as those given in the course and shall be graded as satisfactory (performance comparable to that expected of students who receive A, B, or C in the course) or unsatisfactory. The registrar shall establish forms and procedures to assure proper distribution of results, and for satisfactory performance, shall record credit for the course on the student's record. The testing coordinator in the Office of the Dean of Students shall schedule and administer written examinations if requested by the instructional department.

The registrar shall collect from each department a list of courses that are available for credit by examination. The registrar shall also make this information available to current students, prospective students, and academic advisors. In addition, each department shall make available information about courses appropriate for credit by examination and shall identify faculty members responsible for administering these examinations.

A student eligible to request examination for credit in a course shall be a newly admitted student or a currently enrolled student who has not received a grade or directed grade in the course, other than a grade of W.

Requests to take an examination for credit normally shall originate with the eligible student who must obtain the consent of his/her advisor and the approval of the instructional department; however, newly admitted students whose previous records indicate high degrees of competence in particular areas may be invited and authorized to take specific examinations at the discretion of the instructional department and the academic advisor. Any student receiving such invitation or approval must meet the examination schedule of the instructional department. In consenting to requests from currently enrolled students, the advisor and the instructional department shall be guided by their assessment of the student's need and ability as demonstrated by performance in conventional coursework at Purdue.

G. Courses Taken in Post baccalaureate or Teacher License Status (Graduate Council, April 16, 1992)

Although there is no limit to the number of course credit hours that an individual may accumulate while registered in either of these classifications, no more than 12 total hours of credit earned in postbaccalaureate or teacher license status may be used on a graduate plan of study. However, if an application to a graduate degree program is approved during the session in which a person is enrolled for the 12th credit hour as a postbaccalaureate or teacher license student, all credits taken prior to and during that session will be eligible for inclusion on a plan of study for a graduate degree program, providing the courses are appropriate to the degree program and the courses and grades are acceptable first to the department and then to the Graduate School.

H. Excess Undergraduate Credits (University Senate Document 10-9, April 25, 2011)

Graduate course credits earned while an undergraduate at Purdue University or other accredited institutions of higher learning may be applied toward an advanced degree if these credits are in excess of any requirements for the baccalaureate degree. Such credits must be certified as available for graduate credit by the institution from which the student received his/her baccalaureate degree, but will be accepted only if:

- a. The student had junior or senior standing when taking the course,
- b. The student received a grade of B or better (work taken under the pass/not-pass option is not acceptable),
- c. The course was designated as a graduate course, and
- d. If the work is completed satisfactorily on this basis, the academic advisor (or candidate coordinator, or other designee) shall then complete the Academic Record Change Form 350, which indicates that the course may be used for graduate credit, and submit the form to the registrar, along with the grade reported, at the close of the student's final semester. The academic advisor's (or candidate coordinator's, or designee's) signature will attest to

the fact that the credit is in excess of that required for the baccalaureate degree so that the registrar can then enter the notation available for graduate credit on the student's record.

The sum of credits earned as undergraduate excess and the credit earned in post baccalaureate and teacher license status that can be used on a plan of study is limited to 12 credit hours except as stated in Section II-G above. Any additional conditions under which excess undergraduate credit may be used for graduate credit are determined by the various departments (Graduate Council, April 16, 1992).

- I. Correspondence Courses (University Senate Document 90-29, April 22, 1991)
 1. All Purdue courses that are proposed for correspondence credit, including existing courses, must be approved through a school's normal approval process before being offered. Correspondence courses are defined as those courses that are characterized by instructor-student interaction that occurs primarily outside the traditional classroom setting.
 2. Courses offered for credit will be taught by instructors approved by the department offering such courses. Whether a correspondence course is to be considered a normal teaching responsibility or an overload will be at the department's discretion.
 3. Courses offered as correspondence courses will count toward degree requirements the same as any other approved course within the curriculum. Limitations on correspondence courses applicable toward a degree will be determined through a school's normal course and degree approval process.
 4. Correspondence courses taken for credit will require the individual to be admitted to the University and officially registered for the course. Fees will be assessed separately from any other fees in accordance with the current standard per-credit-hour fee structure for the University or, if warranted, a special fee structure for the course will be requested through the Office of the Executive Vice President and Treasurer. The grade in the correspondence course will be incorporated in the computation of the scholastic index for the student, and a permanent academic record will be maintained.
 5. The beginning date and time period allotted, up to one calendar year, for a correspondence course will be established by the department and recorded by the registrar. A student withdrawing during the first half of the time period established may be assigned a grade of W, WF, or WN by the instructor. Within one calendar year of enrollment a final grade will be reported to the registrar by the instructor for each enrolled student. If, due to extenuating circumstances, an incomplete grade is issued, the established regulations for removal or assignment of a permanent grade will apply.
 6. Departments may wish to offer non-credit correspondence courses under an alternate course number that does not require the individual to be admitted to Purdue. No permanent academic record will be maintained, and fees will be established in accordance with the policies administered by the Office of the Executive Vice President and Treasurer.

Degrees and Requirements

Conferring of Degrees

Appropriate degrees may be granted at the conclusion of each regular semester and summer session of the academic year (University Senate Document 89-5, November 13, 1989). In addition, degrees may be granted on other dates, providing the students are members of a group working on a common degree program. The degrees awarded during each academic year at various campuses and on the various dates will be presented to the Board of Trustees for approval in accordance with lists of recipients that shall be provided by the registrar for entry into the permanent record of the board (Board of Trustees minutes: October 27, 1924; January 16, 1925; March 15, 1974).

Requirements for Degrees

A. Associate Degree

To gain an associate degree from Purdue University, a student shall satisfy the following requirements:

1. The completion, either by resident coursework, as directed credit, or by credit accepted from another institution, of the plan of study underlying the degree. Deans of schools may refuse to accept as credit toward graduation any course that was completed 10 or more years previously. Former students shall be notified immediately of all such decisions upon reentering. Substitutions of courses required for graduation may be made by the dean of the school conferring the degree.
2. Resident study at Purdue University for at least two semesters and the enrollment in and completion of at least 32 semester hours of coursework required and approved for the completion of the degree. Students normally are expected to complete the entire second year in residence; however, with the approval of the dean of the school concerned, students who have at least three semesters of resident study may complete not to exceed 16 semester

hours of the second year in another approved college or university. For the purpose of this rule, two summer sessions may be considered as equivalent to one semester.

3. Registration, either in residence or in absentia, as a candidate for the desired degree during the semester (or summer session) immediately preceding its conferment.
4. A minimum cumulative GPA of 2.00 shall be required for graduation (University Senate Document 93-2, November 29, 1993). (See Academic Regulations and Procedures: Grades and Grade Reports, sections A and J.) A student who has completed all other requirements for an associate degree, but has failed to meet the quality requirements may register for additional courses with the approval of an authorized representative of the dean of his/her school after a review of his/her record. The additional courses that the student may take after meeting all quantity requirements shall not exceed 10 credit hours. Credit in these additional courses must be established within three years of the date on which all degree requirements except the minimum cumulative GPA were met. The student will be considered as having met the quality requirement for graduation if his/her graduation index, including the above extra courses, meets the quality standard in effect at the time when all other graduation requirements were satisfied.

B. Baccalaureate Degree

To gain a baccalaureate degree from Purdue University, a student shall satisfy the following requirements:

1. The completion, either by resident course work, as directed credit, or by credit accepted from another institution, of the plan of study underlying the degree. Deans of schools may refuse to accept as credit toward graduation any course that was completed 10 or more years previously. Former students shall be notified immediately of all such decisions upon reentering. Substitutions of courses required for graduation may be made by the dean of the school conferring the degree.
2. Resident study at Purdue University for at least two semesters and the enrollment in and completion of at least 32 semester hours of coursework required and approved for the completion of the degree. These courses are expected to be at least junior-level courses. Students normally are expected to complete the senior year in residence; however, with the approval of the dean of the school concerned, a student who has had four semesters of resident study may complete the last year or a portion of it at another college or university, provided that the number of semester hours of credit to be taken does not exceed 25 percent of the total hours required for the degree. The foregoing stipulations do not apply to students who earn credit elsewhere through a contract or arrangement entered into by the University or one of its academic units.
3. Registration, either in residence or absentia, as a candidate for the desired degree during the semester (or summer session) immediately preceding its conferment.
4. A minimum cumulative GPA of 2.00 shall be required for graduation. (See Sections VII-J and VII-A.) A student who has completed all other requirements for a bachelor's degree but has failed to meet the quality requirements may register for additional courses with the approval of an authorized representative of the dean of his/her school after a review of his/her record. The additional courses that the student may take after meeting all

quantity requirements shall not exceed 20 credit hours. Such a student may take in another approved college or university not more than 9 of the 20 credit hours permitted, provided such courses are approved in advance in writing by an authorized representative of the dean of his/her school. A copy of such approval must be filed in the Office of the Registrar. Credit in these additional courses must be established within five years of the date on which all degree requirements except the minimum cumulative GPA were met. The student will be considered as having met the quality requirements for graduation if his/her cumulative GPA, including the above extra courses, meets the quality standards in effect at the time when all other graduation requirements were satisfied.

5. The demonstration of satisfactory knowledge of the English language, with particular reference to composition and spelling. Junior and senior students who are determined by the Office of Writing Review to be markedly deficient in English shall be assigned to a noncredit English course, which they will be required to pass before graduation.

C. Advanced Degrees

Requirements for the several master's degrees, for the Educational Specialist, and for Doctor of Philosophy degrees are established by the Graduate Council and are stated in the Graduate School Bulletin and the Policies and Procedures Manual for Administering Graduate Student Programs.

D. Professional Degree – Doctor of Pharmacy

To gain the degree Doctor of Pharmacy, a student shall complete the required professional curriculum.

E. Professional Degree – Doctor of Veterinary Medicine

To gain the degree Doctor of Veterinary Medicine, a student shall satisfy the following requirements:

1. The satisfactory completion of the prescribed preprofessional curriculum of two or more years prior to admission to the School of Veterinary Medicine.
2. The satisfactory completion of the four-year professional curriculum in veterinary medicine.

F. Multiple Degree Programs

A student who will be completing the requirements for two or more degree programs simultaneously may be eligible to be registered as a candidate for more than one degree according to the following criteria:

1. If the degree programs are in different schools, two (or more) degrees may be awarded upon special request approved by the deans of the schools concerned and filed with the registrar at the beginning of the semester or session in which the degrees are to be awarded.
2. If the degree programs are in the same school and lead to different degrees, the appropriate degrees shall be awarded.

3. If the degree programs are in the same school and lead to the same degree, only one degree shall be awarded. The academic record shall reflect multiple fields of study, as appropriate.

G. Diplomas

A diploma is a document listing the school awarding the degree, the type of degree being awarded, the campus awarding the degree, and the date the degree was conferred.

An official transcript or a complete academic record of degree posting will include the type of degree; cooperative education or honors curriculum; any fields of study, minors, or specializations; campus where the degree was awarded; and the date the degree was conferred.

H. Meeting Degree Requirements

Specific deadlines for the various requirements for graduate degrees are outlined in the Graduate School Web site (see <http://www.gradschool.purdue.edu/gradrequirements/index.cfm>) and must be met as specified. All degree requirements for undergraduate and professional degrees are to be met as of the end of the academic session in which the degree is to be conferred. In the event that academic requirements for an undergraduate or professional degree have not been met as of the end of the session, the candidate's school may grant an extension of time, not to exceed 30 calendar days following the end of the session, for these requirements to be completed in order for the degree to be conferred for that session. Academic requirements that have not been completed, as of the end of the 30-day period, shall disqualify the student from receiving the degree in the intended session and shall delay the conferring of the degree until the end of the next session in which the student is duly registered and all degree requirements have been completed.

Graduation rates for the West Lafayette Campus are available from the Office of the Registrar, Purdue University, 1095 Hovde Hall, West Lafayette, IN 47907-1095, (765) 494-8581. These rates are calculated and made available as required by the Student Right-to-Know and Campus Security Act.

Registration and Course Assignment

A. Registration

Students shall register during a prescribed period prior to the beginning of each semester or session. Registration for courses shall be accomplished in accordance with the procedures prescribed by the registrar. Late registrations will be accepted for one week after the beginning of classes in a regular semester and three days after the beginning of classes in a summer session. After the beginning of any session a late registrant shall be assessed an additional late registration fee (University Senate Document 73-6, January 28, 1974).

B. Immunization Requirements

Effective August 1995, Indiana state law requires all newly enrolled, full-time students attending residential campuses of Indiana public universities to be immunized against rubeola (10-day measles), rubella (German measles), mumps, diphtheria, and tetanus. This law requires the University to block the enrollment of any student who does not comply with immunization requirements.

1. Evidence of immunization or immunity may be documented by completion of the Purdue Health History Form and signed by a healthcare provider. Other immunization records acceptable to the

Indiana State Department of Health also may be used to document compliance with the immunization requirements. These include (1) a physician's certificate, (2) immunization records forwarded by another school, (3) a record maintained by the student or parent showing the month and year during which each dose of vaccine was administered.

2. Requests for exemption to these requirements based on medical or religious grounds must be accompanied by written documentation. Medically based requests must be signed by a healthcare provider; requests based on religious convictions must be signed by the student and submitted to the Purdue Student Health Center.
3. Exemptions for medical reasons may be granted upon receipt of a written statement from a healthcare provider:
 - a. Indicating the nature and duration of a medical condition that contraindicates an immunization, along with the specific vaccine identified as detrimental to the student's health.
 - b. Certifying pregnancy or suspected pregnancy.
 - c. Verifying that the student is currently completing the course of all required immunizations.
4. In the event of an outbreak of any of the vaccine preventable diseases covered by this law on or near campus, students holding exemptions will be excluded from all campus activities for their protection until the outbreak is declared to be over.
5. Medical exemptions expire when the medical condition(s) contraindicating immunization change in a manner that permits immunization.

C. Allowable Academic Load

A student's academic load shall be arranged, so far as possible, in accordance with the following policy:

1. Credit hours in excess of 18 hours during a regular session shall be carefully monitored by the academic advisor, who may wish to consult with appropriate University personnel concerning the student's prognosis for success. Unless the student's curriculum requirement for that session is specified as greater than 18 credit hours, approval by the dean of his/her school or the dean's designee must be obtained before the student may be assigned more than 18 credit hours.
2. In summer session, a student may not be assigned to more than nine credit hours without approval by the dean of his/her school or the dean's designee (University Senate Document 83-5, as amended and approved January 23, 1984).

D. Assignment to Intensive Courses

No person shall be permitted to register in two intensive courses in the summer session at the same time. In general, no one who is taking an intensive course shall be permitted to take another non-intensive course at the same time except, in special cases, with the approval of the instructor in the intensive course, the head of the department administering the intensive course, and, for graduate students, the dean of the Graduate School.

E. Assignment to a Dependent Course

(University Senate Document 83-7, March 26, 1984) A student who received a grade of F, N, or U in any course shall not be admitted to any dependent course (one requiring the failed course as a prerequisite as set forth in the catalog), and any assignment to or enrollment in such dependent course shall be cancelled. Enrollment in a dependent course also may be cancelled if the student has not taken the prerequisite course or otherwise satisfied the stated requirements for enrolling in the course.

A student who received a grade of E, I, PI, or SI in any course may be admitted to a dependent course on trial with the approval of the head of the department administering the course. A transfer student deficient in prerequisite courses also may be admitted to a dependent course on trial with the approval of the department head. If any student on trial is reported delinquent, the student's assignment to the course may be cancelled upon the recommendation of the instructor and with the concurrence of the department head.

If a student on trial in a dependent course completes the course with a passing grade, his/her achievement may, by prior agreement, be construed as satisfying the requirements for changing an E grade in any prerequisite course in the same department, provided the department head approves and reports the change of grade properly to the registrar. However, satisfactory work in a dependent course shall not relieve the student of the requirement to complete required work in any prerequisite course in which a grade of I, PI, or SI (incomplete) was received. None of these provisions shall deprive a student of the opportunity to resolve a grade of E, I, PI, or SI in the normal manner. (See Academic Regulations and Procedures: Grades and Grade Reports, sections E and F.)

F. Schedule Revisions

(Applies to West Lafayette and North Central campuses only. University Senate Document 81-10, February 15, 1982, and University Senate Documents 83-7, March 26, 1984, and 83-8, March 26, 1984)

Schedule revisions may occur following the beginning of a semester or session and are governed by policies intended to be uniformly administered across the various schools of the University. Students may revise their schedule in accordance with the following policy:

1. Course Additions, Change of Level, or Change of Pass/Not-Pass Option. A student may add a course, change course level, or change the pass/not-pass option during the first four weeks of a semester or the first two weeks of a summer session by obtaining on the schedule revision form the signatures of the academic advisor and the instructor of the course to be added or changed, if in their judgments the student could satisfactorily fulfill the course objectives. In the case of extenuating circumstances, course changes may be made during weeks five through nine of a semester or during weeks three through four and one-half of a summer session, upon recommendation of the student's academic advisor, instructor, and head of the department in which the course is listed. Such course changes shall not be made during the last seven weeks of a semester or three and one-half weeks of a summer session.

Week	Restrictions
1	No approval required
2-4	Approval of academic advisor and instructor
5-9	Extenuating circumstances only. Approval of academic advisor, instructor, and head of department in which the course is listed.
10-16	Not permitted

2. Cancellation of Assignment.

Students shall receive a grade for every course in which they are assigned unless the course assignment has been properly cancelled at the registrar's office upon presentation by the student of a request approved by the academic advisor. If there are extenuating circumstances, these must be stated on the request. When a course assignment is cancelled prior to the end of two weeks of a semester or one week of a summer session, the course will not be recorded on the student's record. When a course assignment is cancelled after two weeks and prior to the end of four weeks of a semester or after one week and prior to the end of two weeks of a summer session, a grade of W shall be recorded.

After four weeks and prior to the end of nine weeks of a semester or after two weeks and prior to the end of four and one-half weeks of a summer session, a course assignment may be cancelled upon the request of the student with the approval of the academic advisor. The instructor shall indicate whether the student is passing or failing (see Academic Procedures and Regulations: Grades and Grade Reports, section D). If the student is not passing, the case may be referred by either the student or the instructor to the dean of students, who, after consultations with the dean or the designee of the student's school and other appropriate University agencies, shall determine whether there are sufficient extenuating circumstances beyond the student's reasonable control to justify the cancellation of the course assignment without a failing grade.

No course assignment shall be cancelled within the last seven weeks of any semester or three and one-half weeks of a summer session. The cancellation of all course assignments constitutes withdrawal from the University. Cancellation of all course assignments as a result of withdrawal shall be treated and recorded in the same manner as the cancellation of a single course assignment with the additional provision that the dean of students shall determine and assign the appropriate effective date to the withdrawal.

Week	Restrictions
1-2	No approval required, course will not be recorded.
3-4	Approval of academic advisor, course will be recorded with grade of W.
5-9	Approval of academic advisor. The instructor shall indicate whether the student is passing or failing (University SD 91-5, 2/24/1992). A grade of W, WF, WN, WU will be recorded. In case of a W, WF, WN, or WU, exceptions shall be determined by the dean of students. This restriction includes weeks 5-12 at the North Central Campus

	(University SD 93-14, 9/26/1994). Undergraduate students with a semester classification of) and fewer than 31 hours of college credit, or with a semester classification of 1 or 2, need not have the instructor's signature. Grades recorded for these students will be W (University SD 91-5, 2/24/92).
10-16	Course assignments cannot be cancelled during this period

3. Exceptions. Exceptions to the preceding regulations for registration, schedule revision, and cancellation of assignment may be made for courses that do not span the regular semester of summer session.

G. Withdrawal from the University

A student who withdraws from the University during any semester or summer session shall secure a written authorization from the head of the school in which he/she is registered and from the dean of students and shall present it to the registrar of the University for proper entry upon the record. Each assignment on the student's schedule will be cancelled by the registrar in accordance with regulations governing cancellation of assignments. In cases of emergency, when a personal interview is impossible the student should present to the head of the school a proper written statement containing the reasons for his/her withdrawal.

When a student withdraws from the University, the registrar will issue authorization for refunds in accordance with the existing policy regarding such refunds.

H. Refunding of Fees and Tuition (Board of Trustees minutes, 12/7/50, and 10/23/63)

Registered students who find it necessary to cancel their registration prior to the beginning of classes, upon the recommendation of the registrar, will receive a 100 percent refund of all fees and tuition.

Students who withdraw during the first six weeks of a semester, with the recommendation of the registrar, will receive a partial refund of the general service fee and tuition. More specifically, the percentage of refund is determined as follows:

1. Fall or spring semester
 - a. Withdrawal during the first or second week – 80 percent refund
 - b. Withdrawal during the third or fourth week – 60 percent refund
 - c. Withdrawal during the fifth or sixth week – 40 percent refund
2. Summer modules
Refunds for summer modules are proportionate on the same basis as semester refunds.

No portion of the health, student activity, recreation facilities, or academic building facilities fees will be refunded on or after the beginning of classes.

For first-time students to Purdue University with Title IV Aid, and once classes begin, refunds are prorated based on the date of withdrawal from class(es). Refunds are calculated on all fees and tuition based on diminishing scale. The refund period is through week 10 of the fall and spring semesters and through week five for an eight-week summer module. And administrative fee of \$100 or five percent of tuition, fees, room, board, and other charges, whichever is less, will be deducted. Questions should be addressed to the Bursar's Office.

- I. Granting Academic Credit to Students Who Withdrawn from the University upon Order of Induction into Military Service.
1. Seniors who are candidates for degrees during any semester will receive full credit after the completion of eight or more weeks provided the grades are passing at the time of withdrawal. There will be no refund of fees in such cases.
 2. No credit will be granted to a student who withdraws during the first five weeks of any semester. After the end of the fifth week, academic credit will be granted according to the following plan, with the understanding that the student concerned has a passing grade or better in those courses in which academic credit is desired. When the grade is not passing, a W will be entered in his/her record. Fractions of credit other than those specified below will be adjusted to the nearest specified fraction. In no case will credit for less than one-third of an hour be recorded.

Semester	Summer Session	Proportion of Total Credits in Each Course
6 th and 7 th weeks	4 th week	1/3
8 th and 9 th weeks	5 th week	1/2
10 th , 11 th , and 12 th weeks	6 th and 7 th weeks	2/3
After 12 th week	8 th week	Full Credit

Classes

- A. Attendance (University Senate Document 6-5, March 19, 2007)

The resources of Purdue University are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable environment for learning, as well as to provide assurance of a registered student's right to access the course. Scheduled courses allow students to avoid conflicts and reflect the University's expectation that students should be present for every meeting of a class/laboratory for which they are registered. Faculty are responsible for organizing and

delivering a course of instruction and for certifying student accomplishment on the basis of performance.

The University recognizes that the learning mission can be enhanced significantly by extracurricular experiences. Students participating in University-sponsored activities should be permitted to make up class work missed as a result of this participation. Ultimately students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absence.

1. General Attendance Issues (University Senate Document 10-8, March 21, 2011)

Instructors are expected to establish and clearly communicate in the course syllabus attendance policies relevant to individual courses. Course attendance policies must be consistent with University policy.

It is recognized that occasionally it may be necessary for a student to be absent from a scheduled course activity for personal reasons beyond his/her control (e.g., illness, family emergency, bereavement, etc.). The University expects each student to be responsible for class-related work missed as a result of an unavoidable absence; this work may be made up at the discretion of the instructor.

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student. Individual course policies may state expected notification periods. For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students. A member of the Dean of Students staff will notify the student's instructor(s) of the circumstances. The student should be aware that this intervention does not change in any way the outcome of the instructor's decision regarding the students' academic work and performance in any given course.

Regardless of whether these absences are anticipated or unanticipated, instructors are to allow for absences in accordance with the Student Bereavement Policy and in all other cases, are encouraged to accommodate the student. In certain laboratory-based or intensive short-term courses, a student can jeopardize his/her academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. The student should always consult with the instructor to determine the potential impact of any absence.

Students holding the opinion that they have been wrongly denied an excused absence or the opportunity to make up missed work should contact the head of the department offering the course or the Office of the Dean of Students to attempt to resolve the conflict.

2. Conflicts with Religious Observances

The University values a community with diverse backgrounds and traditions and recognizes that conflicts between regularly scheduled curricular activities and religious observances of some members of our community can arise. Instructors are encouraged to cooperate with students in dealing with work missed due to absences resulting from participation in religious observances.

Students requesting special consideration in scheduling are encouraged to make this known to instructors well in advance, minimize the length of the absence, and be flexible in arranging alternative times to complete any assignments they might miss. Students holding the opinion that they have wrongly been denied an excused absence or the opportunity to make up missed work due to an absence for a religious observance should contact the head of the department offering the course to attempt to resolve the conflict.

3. Grief Absence Policy for Students (University Senate Document 10-6, March 21, 2011)

Policy Statement: Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS).

GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family.

Scope: This policy applies to all full-time and part-time students currently enrolled in the Purdue University System.

Immediate Family: Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.

Relative living in the student's home: Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of an uncle, aunt, niece, nephew or first cousin living in the student's home.

Relative: Students are eligible for one (1) day of excused absence for the death of an uncle, aunt, niece, nephew or first cousin.

In the event of the death of another family member or friend not explicitly included within this policy, a bereaved student should petition for grief absence through the Office of the Dean of Students (ODOS) by meeting individually with an ODOS staff member for case evaluation.

In addition, students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified funeral services from West Lafayette, IN, as follows:

Within 150 mile radius of West Lafayette - no additional excused absence days;
between 150-300 mile radius of West Lafayette - one additional excused absence days; beyond 300 mile radius of West Lafayette - two additional excused absence days; outside the 48 contiguous United States - four additional excused absence days.

A student should contact the ODOS to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, the ODOS, for further review of his or her case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

4. Military Absence Policy for Students (University Senate Document 13-4, March 24, 2014)

Purdue University recognizes that those who are actively serving in the Reserves or National Guard of the United States are required by their military contract to attend mandatory training through the Military Absence Policy for Students (MAPS).

Students will not be penalized for mandatory military training and will be given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of a schedule or class conflict due to mandatory military training. It is the responsibility of the student to inform the instructor at the beginning of the semester of the potential for mandatory military training conflicts. Students should expect that absences from heavier course loads will be more difficult to recover from than absences from lighter course loads.

Students are eligible for up to fifteen (15) days for military-required absences per academic year with no more than ten (10) academic calendar days taken consecutively, for their mandatory military training. Total absences, including travel, may not exceed 1/3 of the course meetings for any course.

Students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified military training from the Purdue campus, as follows:

Within 150 mile radius of the Purdue campus, no additional excused absence days.

Between 150 - 300 mile radius of the Purdue campus, one additional excused absence days.

Beyond 300 mile radius of the Purdue campus, two additional excused absence days.
Outside the 48 contiguous United States, four additional excused absence days.

A student should contact the Office of the Dean of Students (ODOS) to request that a notice of the leave be sent to instructors as soon as he or she is informed of the dates of mandatory military training. The student will provide documentation of the mandatory military training in the form of orders or equivalent documents as proof of legitimate absence to the ODOS as soon as these documents are available. If necessary, the ODOS may consult with the Veterans Success Center about the nature of the documentation. When documentation is presented to the Office of the Dean of Students, a verified absence notification will be sent to the student's instructors.

The student may provide verbal information about the leave to the ODOS and an unverified preliminary (non-MAPS) notice will be sent to instructors for planning purposes only. MAPS will be applicable only when the student has returned to the ODOS with substantiating documentation and ODOS has sent a verified absence notification to the instructors.

With a verified absence notification from the ODOS, the instructor will not penalize the student for missing class and will provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student begins to make up the work and is not satisfied with the implementation of this policy, he or she shall provide, within 10 days, a written statement to the professor clearly explaining their objection and suggesting an alternative accommodation. If the professor and student cannot expediently resolve this written objection, then the student may appeal for further review or consultation of his or her case to the Department Head, whereupon ODOS or the Veterans Success Center may become involved. In a case where grades are negatively affected, the student may follow the established grade appeals process.

Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, ODOS, or the Veterans Success Center to review and consult on his or her situation. In certain laboratory-based or intensive short-term courses, a student can jeopardize his/her academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. In courses with extensive laboratory exercises, group projects, group performances, or participation requirements, equivalent exercises or assessments may not be possible as determined by the instructor and subject to review by the Dean of the school offering the course, or their designee. In such a case the student may be eligible for retroactive withdrawal. The student should always consult with the instructor to determine the potential impact of any absence.

5. Conclusion

The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student

either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.

B. Auditor (University Senate Document 10-5, February 21, 2011)

A person who is already enrolled as a student in the University and who wishes to attend a course in the University without credit shall obtain from the Office of the Registrar an Audit Permission form stating his/her name, their PUID, the subject, course, and CRN number, the number of credits, and the term. This form needs to be signed by the instructor of record for the course. A person who is not already enrolled as a student must apply for admission as a non-degree student with the Office of Admissions. Once accepted, he/she may follow the steps outlined above.

A person who has status in the University by reason of admission to, and registration in, a definite classification may enroll in a course as an auditor. The assignment and enrollment must be completed by the regular procedure for registration. The assessment of fees and determination of allowable load shall be in accordance with the credit value or equivalent of the course(s) involved.

For a staff member, the registrar will also require the approval of the staff member's immediate supervisor. The fee for auditing shall be waived for persons who are eligible for fee remission.

Members of the staff who, as part of the regular duties for which they are paid, are required to attend course(s) in their own department without credit shall be exempt from the above provisions requiring a special permit for registration and approval of the dean of the Graduate School acting for the president.

An auditor in a course shall be entitled to hear lectures, recitations, and oral quizzes. He/She shall not participate in classroom exercises except as invited by the instructor. He/She shall neither submit papers, when tests or examinations are given, nor take part in laboratory work. An auditor shall receive no credit for the course.

Financial Obligations and Responsibilities

Students should make every effort to keep their credit good in the community for their own benefit and that of all students.

A student's failure to pay the University amounts owed by established due dates may result in default interest charges and late fees and imposition of holds preventing access to student services such as registration, delivery of transcripts or diplomas (See Scholastic Records, Encumbrance, in Section D). The University may charge interest on any amounts that are not paid in full by the due date. Said interest will begin no earlier than the day after the due date and continue until the amount owed is paid in full. Unless a different interest rate is agreed upon in writing for a specific transaction, interest after the due date shall be at the rate of eight percent (8.00%) per annum. In collection of any indebtedness owed the University, the University shall also be entitled to all additional costs referenced in Indiana Code 21-14-2-11, as from time to time amended or recodified. Expenses associated with collection of indebtedness by means of the Indiana state tax set off program shall be added to the indebtedness. Any judgment entered shall be without relief from valuation and appraisal laws. As to all disputes or collections relating to indebtedness owed the University, student consents to exclusive jurisdiction and venue in any competent court within the Indiana county in which the University campus enrolling the student is located, except as pre-empted by or prohibited by 15 USC 1692i, as hereinafter amended from time to time, other federal statutes, or state laws and regulations, including consumer protection laws but excluding general preferred venue rules and laws. All returned checks, drafts, or orders are subject to a service charge not exceeding the maximum allowed by Indiana law.

Students with past due financial obligations to the University may have their official university records placed on hold, including placement of a hold on registration eligibility for any future academic terms. (See Scholastic Records, Encumbrance, in Section D.) Degree candidates with delinquent financial obligations to the University must pay or satisfy such debts at least one week before the close of any term. If any such debts have not been paid or satisfied upon terms acceptable to the University before the close of any term, a candidate's diploma may be withheld from graduation ceremonies, or if the degree is granted without knowledge of such delinquency, the diploma and transcript will be held until the financial obligation has been satisfied.

Grades and Grade Reports

A. Basis of Grades

Each student shall be responsible for the completion of all required work, in each course for which he/she has enrolled, by the time of the last scheduled meeting of the class, unless his/her assignment to the course has been properly withdrawn. Each student shall receive from his/her instructors a grade in each course for which he/she is enrolled at the close of the session. This grade shall indicate the student's achievement with respect to the objectives of the course.

B. Semester Grades (University Senate Document 76-7, as amended and approved, February 21, 1977, and University Senate Document 96-8, April 28, 1997.)

The following grades shall be available to be assigned by the instructors and reported when they are called for by the registrar:

1. For Credit Courses

A+, A: Highest passing grade.

A-

B+

B

B-

C+

C

C-

D+

D

D-: Lowest passing grade; marginally passing minimal objectives of the course.

E: Conditional failure; failure to achieve minimum objectives, but only to such limited extent that credit can be obtained by examination or otherwise without repeating the entire course. This grade represents failure in the course unless and until the record is duly changed within one semester. It cannot be improved to a grade higher than D. (See section E.) When an instructor reports a grade of E, he/she shall file in the departmental office a statement of what is required of the student to receive the passing grade.

F: Failure; failure to achieve minimal objectives of the course. The student must repeat the course satisfactorily in order to establish credit in it.

2. For Credit Courses Taken under Pass/Not-Pass Option P: Passing grade; equivalent to grade A+, A, A-, B+, B, B-, C+, C or C-. N: Not passing.

3. For Zero Credit Courses (including thesis research but not including laboratory portions of courses in which, for purposes of scheduling, separate course designations are used for the laboratory section).

S: Satisfactory; meets course objectives.

U: Unsatisfactory; does not meet course objectives.

AU: Audit Grade; does not meet degree objectives.

NS: Not Submitted; assigned when a grade is not submitted by the instructor.

4. For Incomplete Work, (University Senate Document 83-8, March 26, 1984; revised by University Senate Document 97-7, April 27, 1998, and University Senate Document 00-5, March 19, 2001)

A grade of incomplete is a record of work that was interrupted by unavoidable absence or other causes beyond a student's control, which work was passing at the time it was interrupted and the completion of which does not require the student to repeat the course in order to obtain credit. The incomplete grade is not to be used as a substitute for a failing grade. The incomplete may also be used to delay the awarding of a grade in courses (e.g., self-paced courses, mastery courses, and practicums) the completion of which normally requires one semester, but the structure of which allows specified additional time. An instructor may consult with the dean of students to determine whether the circumstances may warrant a grade of incomplete. When an instructor reports a grade of incomplete, he/she shall file in the departmental office registrar's form 60 stating the reasons for the grade and what is required of the student to achieve a permanent grade. The instructor shall also indicate the grade the student has earned on the work completed, and the weight to be given to the remainder of the work in computing a final, permanent grade. The student must achieve a permanent grade in the course no later than one year after the incomplete is given, or the incomplete grade will revert to a failing grade. (See section F.) A student will not be permitted to enroll in a course in a future semester for a course in which they have a current I, PI, or SI grade.

Appropriate incomplete grades for courses are as follows: I: Incomplete; no grade; the student was enrolled in a credit course under the regular grade option. PI: Incomplete; no grade; same as I except that the student was enrolled in a credit course under the pass/not-pass option. (See Section C.) SI: Incomplete; no grade; same as I except that the student was enrolled in a zero credit course.

C. Pass/Not-Pass Option

In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established. Students will register for the pass/not-pass option in accordance with "Academic Regulations and Procedures: Registration and Course Assignment," section A (University Senate Document 73-6, January 28, 1974).

1. The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that department or school are available only on the pass/not-pass option (University Senate Document 75-10, as amended and approved, April 19, 1976).

2. Subject to the regulations of his/her school, a student may elect this option in any course that does not already appear on his/her academic record and in which he/she is otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20 percent of the total credit hours required for graduation.
 3. The registrar's class roster will indicate which students have elected this option.
 4. A student who is enrolled in a course under this option has the same obligations as those who are enrolled in the course for credit with letter grade. When the instructor reports final grades in the course, he/she will report that any such student who would have earned a grade of A+, A, A-, B+, B, B-, C+, C, or C- has passed the course, and that any other such student has not passed. The registrar will make an appropriate notation on the student's academic record in place of a letter grade, but will not use the course in computing GPA.
- D. Directed Grades (University Senate Document 83-8, March 26, 1984; amended by University Senate Document 01-3, November 19, 2001)

The registrar is directed to record the following grades and symbols under special circumstances in lieu of semester grades. The registrar may request from the faculty such information as he/she needs and on such forms as the registrar shall prescribe.

W: Withdrew; a record of the fact that a student was enrolled in a credit course and withdrew from the course after the withdrawal date per campus time-frame.

WF: Withdrew Failing; a record of the fact that a student with a classification of 3 or higher, was enrolled in a credit course and withdrew from the course after the fourth week at which time, according to a statement from the instructor, the student was not passing in his/her work. This grade does not affect GPA computations. A grade of WF may be directed by the Committee on Scholastic Delinquencies and Readmissions.

WN: Withdrew Not Passing; the same as WF for a credit course taken under the pass/not-pass option.

WU: Withdrew Unsatisfactory; the same as WF for a zero credit course.

IF: Unremoved Incomplete-Failing; for a credit course in which a student received an I grade, a directed record of the student's failure to achieve a permanent grade before the end of one year after the Incomplete was given. This grade counts in all respects as a failing grade.

IN: Unremoved Incomplete-Not Passing; for a credit course taken under the pass/not-pass option and in which the student received a PI grade. The same as an IF grade except that it does not affect GPA computations.

IU: Unremoved Incomplete-Unsatisfactory; for a zero credit course in which a student received an SI grade. The same as an IF grade except that it does not affect GPA computations.

- E. Improvement of E Grade (University Senate Document 76-7, as amended and approved, February 21, 1977)

A student who receives a grade of E may request the opportunity to improve the grade provided that he/she can complete special requirements by the time he/she completes another semester enrollment. A student who successfully achieves all minimal objectives in the course will receive a grade of D. The value of the D grade shall replace the E grade in the computation of future GPAs. If the student fails to achieve within the specified time a D grade in any course for which he/she received a grade of E, it shall become the permanent grade and the registrar shall not thereafter honor a request to change that grade. However, on the recommendation of the head of the student's school and the approval of the department head, the time for accomplishing this improvement may be extended. Certification of the improvement of an E grade to a D grade shall be reported on such forms as the registrar shall prescribe. The D grade shall be added to the permanent academic record and reported to the student no later than his/her next grade report.

F. Completion Grades (University Senate Document 83-8, March 26, 1984, April 15, 2013)

A student who receives a grade of I, PI, or SI in a course and who successfully completes his/her work in the time interval specified by the instructor, but no later than one calendar year after the I grade was given, will receive from the instructor whatever permanent grade his/her work would have deserved if it had been completed on time regardless of the student's enrollment status. The value of the final grade resulting from the late completion of the course requirements shall be incorporated in future cumulative GPAs. If the student fails to achieve within the specified time a permanent grade in any course for which he/she received a grade of I, PI, or SI, the registrar shall record a permanent grade of IF, IN, or IU for the grade of I, PI, or SI, respectively. The value of an IF grade shall be incorporated in future cumulative GPAs.

The registrar shall not honor a request to extend the time for completing the course requirements except when such a request is prompted by causes beyond the student's control, and a documented explanation of the circumstances is submitted to the registrar along with the recommendation of the head of the student's school and the approval of the department head.

Requests for the addition of a permanent grade to the record shall be submitted on such forms as the registrar shall prescribe regardless of the student's enrollment status. Any addition of grade as provided in this section shall be entered on the student's permanent academic record and be reported to the student. (With myPurdue no reporting is needed as it's automatically available to the student.)

G. Grade Corrections

An instructor who discovers that an erroneous grade was reported for a student shall immediately submit to the registrar a statement, countersigned by the department head, of what retroactive correction is to be made. A correction of grade should be reported to the registrar within 30 days after the start of the fall, spring or summer semester following the semester in which the erroneous grade was reported. Any correction reported after this time must be accompanied by the instructor's explanation for the delay in reporting in addition to the approval of the department head, unless the grade change is the result of a grade appeal. When a grade correction is recorded, the appropriate semester and overall GPA will be corrected (University Senate Document 79-4, November 19, 1979).

H. Mid-Term Grades

Between the beginning of the fifth week and the end of the seventh week, all students enrolled in 10000-29999 level and those approved for foundational courses shall be provided graded feedback by their faculty. These grades will not become part of the permanent record.

I. Final Grade Report

A final report will be made by the instructor for each student enrolled in a given class in accordance with the conditions of the registration and following instructions issued by the registrar. The complete record will then be reported to the student, to the head of the school, and to such other designated parties as may be entitled to the report.

- J. Scholastic Indexes (University Senate Document 76-7, as amended and approved, February 21, 1977; University Senate Document 84-10, March 25, 1985; University Senate Document 94-2, December 12, 1994; University Senate Document 7-5, April 21, 2008; and University Senate Document 12-6, April 15, 2013)

The scholastic standing of all undergraduate students enrolled in programs leading to a degree shall be determined by three scholastic grade point averages (GPAs). The semester GPA, the cumulative GPA, and the program GPA.

1. The semester GPA is an average determined by weighting each grade received during a given academic semester by the number of semester hours of credit in the course.
2. The cumulative GPA for an undergraduate student is a weighted average of all grades received as an undergraduate student. With the guidance of his/her academic advisor, a student may enroll in a non-repeatable course up to three times. In such cases, the same course* is to be used, the same grade mode and only the most recent grade received shall be included in the cumulative GPA. In the case of a course in which a conditional grade has been improved by examination, the most recent grade received shall be used.

* An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations.

3. The program GPA is derived from a degree audit and will be used as a criterion to accept a student to a program during the process of Change of Degree Objective (CODO). The degree audit relevant to the program to which a student transfers is used to determine the program grade point average. In a case

where no courses of the initial program apply to the new program, the same criteria for acceptance to a program may be used as for a student applying out of high school.

4. The cumulative GPA for a student enrolled in the professional curriculum in pharmacy is a weighted average of all grades received by the student while in the professional curriculum plus all grades included in the student's undergraduate graduation GPA, as defined in section J-2 above, prior to entering the professional curriculum. With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations up to two attempts. In the case of such a repeated course* is to be used, the same grade mode and only the most recent grade received shall be included in the graduation GPA.

* An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations.

5. The cumulative GPA for a graduate student is a weighted average of all grades received by the student in graduate-level courses (those numbered 500 or higher) since entering a graduate program, plus all grades received in undergraduate-level courses, taken while in the graduate program as part of the graduate plan of study. With the consent of his/her major professor, a student may repeat a course not intended for repeated registrations up to two attempts. In the case of such a repeated course, the same course* is to be used, the same grade mode and only the most recent grade received shall be included in the graduation GPA. Grades received in foreign language courses to establish reading knowledge as specified by the Graduate Council are not used in computing graduation indexes.

For the purpose of averaging, each grade shall be weighted in the following manner (University Senate Document 96-8, April 28, 1997).

Grade	Weight
A+, A	4 x sem hrs = index pts
A-	3.7 x sem hrs = index pts
B+	3.3 x sem hrs = index pts
B	3 x sem hrs = index pt
B-	2.7 x sem hrs = index pts
C+	2.3 x sem hrs = index pts
C	2 x sem hrs = index pts
C-	1.7 x sem hrs = index pts
D+	1.3 x sem hrs = index pts
D	1.0 x sem hrs = index pts
D-	0.7 x sem hrs = index pts
E, F, IF	0.0 x sem hrs = index pts
P, N, I, PI, SI, W, WF, WN, WU, IN, IU, AU, NS: Not included	

6. The semester GPA is the sum of all index points for one semester for grades A+/A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, IF, and F divided by the sum of all corresponding semester hours. This index is represented by the following formula:

$$S = \frac{NA^+ + NA + NA^- + NB^+ + NB + NB^- + NF}{4NA^+ + 4NA + 3.7NA^- + 3.3NB^+ + 3NB + 3NB^- + 0NF}$$

$$4NA^+ + 4NA + 3.7NA^- + 3.3NB^+ + 3NB + 3NB^- + 0NF$$

7. In the formula, NA⁺, NA, NA⁻, NB⁺, etc., are, respectively, the number of credit hours of A⁺, A, A⁻, B⁺, etc.
8. The cumulative and program GPAs are computed similarly using the grades specified in sections J-2 and J-3 above. (University Senate Document 7-5, April 21, 2008)
9. The registrar shall compile and report semester and cumulative GPAs after the close of each academic session.

- K. Academic Renewal (University Senate Document 10-7, March 21, 2011)

Academic renewal is a recalculation of the Scholastic Indices.

1. All Purdue University System graded courses that comprise the Academic Record prior to Re-entry or Readmission will receive zero credit, are not included in the credit hour total, and make zero contribution to the calculation of the Program GPA or the Cumulative GPA.
2. The original course grade record will remain unchanged on the transcript.
3. The Academic Renewal Policy shall be a Purdue University policy and be independent of the student's School or College.
4. Academic Renewal applies to students who have been admitted to the University under the current University Standards and Policies for Re-Entry or Readmission and have not been enrolled at Purdue University in the preceding five years.
5. Students must petition the faculty Committee on Scholastic Delinquencies and Readmission (CSDR) to have their Scholastic Indices recalculated using the Academic Renewal Policy. This recalculation will not be implemented unless the student is in good standing according to University policy, and has completed at least 12 credit hours after Re-Entry or Readmission. The petition for recalculation of the Scholastic Indices must be made by students within one full year from the start of the semester in which they are readmitted or granted Re-Entry.
6. Academic Renewal may only be granted once for a student.
7. The faculty CSDR will administer the Academic Renewal Policy.

Academic Probation and Deficiency (University Senate Document 13-11, April 21, 2014)

A. Academic Probation

A student at Purdue University shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0.

A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPAs equal to or greater than 2.0.

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing.

Academic standing will not be assessed in summer sessions.

B. Dropping of Students for Academic Deficiency

A student on academic probation shall be dropped from the University at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of drop status.

C. Readmission

A student who is academically dropped from the University for the first time is not eligible to enroll for at least one fall or spring semester. A student who is academically dropped for the second time is not eligible to enroll for at least one year.

A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application (Board of Trustees Minutes, June 5-6, 1970). Readmission is not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission. (For more detailed information about readmission, visit the following web site: <http://www.admissions.purdue.edu/readmission/>)

Scholastic Recognition

A. Dean's List (University Senate Document, March 25, 1991)

At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible to be included on the Dean's List. To be cited on the Dean's List for any semester, one must:

1. Have at least 12 hours included in the overall GPA.
2. Have at least 6 hours included in the semester GPA.
3. Attain at least a 3.5 overall GPA.
4. Have at least a 3.0 current semester GPA.

B. Semester Honors

At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible for Semester Honors. To be cited one must:

1. Have at least six credit hours included in the semester GPA.
2. Attain at least a 3.5 semester GPA.
3. Have at least a 2.0 overall GPA.

C. Graduation with Distinction (University Senate Document 79-21, December 15, 1980)

1. A candidate for the baccalaureate degree with distinction must have a minimum of 65 hours of credit earned at Purdue University included in the computation of the overall GPA. A candidate for an associate degree with distinction must have a minimum of 35 hours of credit earned at Purdue University included in the computation of the overall GPA.
2. The minimum overall GPA for graduation with distinction in each school shall be no less than the 90th percentile of the graduation indexes of the graduates in each school, for the spring semester, provided that the index is at least 3.30. The minimum overall GPA so determined in the spring for each school shall be applied for graduation with distinction for the subsequent summer session and fall semester. In administering this rule, all baccalaureate engineering graduates will be considered as one school.
3. Of those graduates who qualify for distinction under these rules for the spring semester, the three-tenths of the baccalaureate graduates having the highest overall GPA shall be designated as graduating with highest distinction, irrespective of the schools from which they graduate. The three-tenths of the spring associate degree graduates having the highest overall GPA will be designated as graduating with highest distinction. The minimum overall GPAs so determined for graduation with highest distinction shall be applied for graduation with highest distinction for the subsequent summer session and fall semester.

D. Professional Degree Programs

Students enrolled in professional degree programs also shall be eligible for the Dean's List, Semester Honors, and Graduation with Distinction (Administrative Approval, April 27, 1998).

E. Achievement Credits

Students who fail to meet the criteria of scholastic distinction but who, in the judgment of one or more faculty members, merit citation for distinguished achievement, shall have their names presented through the heads of instructional departments or directly to the Committee on Superior Students, together with such evidence of achievement as is available. The criteria for selecting students in this group are:

1. Original thinking of consistently good quality.
2. Achievement of other than classwork; publication of literary, artistic, or scientific work.
3. Work that requires great ingenuity or industry, but that may not lead to definite publication.
4. Independent projects of reasonable magnitude carried out by the student on his/her own initiative. Projects carried out by such students may receive special achievement credit. Such achievement credits may be substituted for elective courses of instruction as determined in each case upon the recommendation of the dean of the school concerned.

F. Distinguished Military Graduates

Distinguished Military graduates of the Army and Air Force Reserve Officers' Training Corps units will be designated by the appropriate department and the president each year upon graduation.

Scholastic Records

A. Good Standing

For purposes of reports and communications to other institutions or agencies, and in the absence of any further qualifications of the term, a student shall be considered in good standing unless he/she has been dismissed, suspended, or dropped from the University and not readmitted.

B. Transcripts

Any student or former student of the University whose record is not encumbered for any reasons described hereafter shall, upon written application to the registrar, be entitled to receive (1) a transcript of his/her complete record and/or (2) a certificate of completion. The registrar is authorized to issue such records upon the written request of the student or former student. The transcript shall consist of a full and complete copy of the student's academic record.

C. The Certificate of Completion

The certificate of completion shall contain:

- (1) the dates of attendance; (2) a summary of the courses successfully completed; and (3) a statement, "This is a summary of the courses successfully completed. An official transcript showing all courses taken may be obtained from the registrar, upon authorization by the student."

The certificate of completion shall be issued only to students who have completed at least two semesters of resident work in the University. A certificate fee shall be charged for each copy of this certificate.

D. Encumbrance

A student's official record may be encumbered:

1. By the comptroller for nonpayment of fees, deposits, residence hall charges, or any other sums owed to the University.
2. By the Business Office Student Organizations, countersigned by the dean of students, in the case of a responsible officer or officers of any student organization that has a delinquent account due to the University.
3. By the dean of students for disciplinary reasons.
4. By the director of the Student Health Center countersigned by the dean of students, for medical reasons. A degree candidate who is in arrears to the University may be denied his/her diploma until his/her financial record is cleared. The request for the encumbrance of a student's record shall be filed with the Office of the Registrar and shall indicate whether either or both the registration of the student and/or the issuance of a transcript, certificate of completion, or diploma is to be encumbered. When the record is thus encumbered, no transcript or certificate of completion shall be issued. Such encumbrances shall remain until the registrar is notified to disencumber the record by the officer responsible. It is the responsibility of the officer lifting the encumbrance to immediately notify the registrar so as to clear the record of the student.

Students in arrears to the University shall not be recommended for degrees. The clearance of a student's financial obligation on or before the Friday before commencement, or by a corresponding date in the first semester or in the summer session, shall be essential for graduation. If a student so delinquent clears his/her obligation later, his/her diploma may be released.

E. Records of Actions on Transcripts (University Senate Document 15-8, March 21, 2016)

Disciplinary actions will not be recorded on transcripts unless disciplinary actions involve involuntary separation from the University (e.g., suspension and or expulsion), or degree revocation. In these instances, the following notations will be added to the transcript:

1. Suspension

The following statement will be added to the transcript while the suspension is in place. Once the suspension ends, regardless of whether or not the student returns to the University, the statement will no longer appear on the academic record.

“The student has been suspended until [insert date] due to violation of University regulations.”

2. Expulsion

The following statement will be added to the transcript and remain a permanent part of the transcript.

“The student was expelled due to violation of University regulations.”

3. Degree revocation

The following statement will be added to the transcript and remain a permanent part of the transcript.

“The individual’s degree has been revoked and this individual has been expelled due to violation of University regulations. “

F. Replacement of Diplomas (Board of Trustees minutes, July 10, 1975)

A replacement diploma shall be issued to the original holder, upon his/her affidavit, certifying to the loss or damage of the original diploma and upon payment of the cost of reproducing the diploma in its original format.

G. Duplicate Diplomas (University Senate Document 12-3, February 18, 2013)

A duplicate diploma shall be issued to the original holder of the diploma upon payment of the cost of reproducing the duplicate diploma. The duplicate diploma will be marked as "Duplicate," in plain sight.

Scheduling Examinations

Evening Examinations

(University Senate Document 77-27, approved September 25, 1978, and University Senate Document 82-5, approved February 21, 1983; revised by University Senate Document 00-4, March 19, 2001; and University Senate Document 7-6, February 18, 2008, and University Senate Document 14-2, February 16, 2015)

- A. The Office of the Registrar will schedule examinations as requested under the provisions of this policy. Such scheduling will be subject to limitations on available facilities and will be based on the concept of minimizing the number of students scheduled for more than one examination at the same time.
- B. Evening examinations will be scheduled when requested for multidivisional courses whose daytime classrooms and schedule prohibit effective common examinations during regular class periods.

- C. Single-division course evening exams are not encouraged and may be requested only under the most unusual circumstances (e.g., space limitations preclude the establishment of valid examining environment) and after the personal review of the department heads.
- D. Graduate-level courses (60000 level) are exempted from this policy.
- E. Evening examinations may be scheduled during either of the following periods:

6:30 to 7:30 p.m.

8:00 to 9:00 p.m.

Start times in these locations will change to 6:00 p.m. and 8:00 p.m. respectively on those occasions when they are scheduled for a 60-minute exam and an exam which exceeds 60 minutes. Requests for more than 60 minutes will be scheduled to start at the later hour.

In all cases, the testing period should be restricted to 60 minutes, unless a multiple-period evening examination has been requested. Requests for more than 60 minutes will be scheduled to start at the later hour.

- F. Multiple-period evening examinations may be requested only when the unique nature of the course as testified by the department head precludes effective testing within the regular 60-minute evening examination period.
- G. Examinations will be held on Monday, Tuesday, Wednesday, and Thursday, with the exception that no examinations will be held on the day preceding an official University holiday.
- H. For all examination periods scheduled, roughly equivalent regular class periods are to be omitted. Omitted meetings are to be selected by the instructor according to the principle that meetings for each course should be distributed uniformly over its assigned term of instruction.
- I. Requests for the scheduling of evening examinations shall conform to the following procedures:
 1. Requests shall be forwarded to the Office of the Registrar by and with the approval of the departmental schedule deputy. The request should include a preferred date and two alternative dates (one of which should be in another week) for each evening exam requested.
 - a. Multidivisional courses at the 10000 and 20000 level must submit requests at the time departments submit their schedule of classes. A statement that these courses require evening examinations will be printed in the Schedule of Classes.
 - b. If possible, all other courses requesting evening examinations should submit requests at the same time departments submit their schedule of classes. These courses will also be identified in the Schedule of Classes.
 - c. If after the beginning of classes it becomes necessary to submit a request for an evening examination not previously scheduled, this request should be submitted at least four weeks prior to the proposed examination date. These requests will be honored only as space and the principle of conflict minimization permit.
 - d. Scheduled times for evening examinations may be changed after the beginning of the semester providing a request for the change is submitted at least four weeks in advance of the earlier of the two scheduled dates. These requests will be honored only as space and the

principle of conflict minimization permit. Changes in scheduled examinations should be avoided as much as possible. In particular, requests for changes in scheduled examinations in 10000- and 20000-level courses should be requested only under the most unusual circumstances.

2. Examinations coincident with convocations, intercollegiate athletic events, and student activities will be avoided if possible; but if necessary, such examinations may be scheduled on the premise that the examination process takes priority over any of these events. In this case, the Office of the Registrar has the authority to start the first period of evening exams as early as 6:00 p.m.
3. Conflicts shall be resolved as follows (University Senate Document 81-4, April 19, 1982; revised by University Senate Document 14-2, February 16, 2015):
 - a. In case of examination conflicts (exams scheduled for the same student at the same time), similar to final examinations, students faced with a direct exam conflict are entitled to reschedule either examination. It is the responsibility of the student to make the request for the necessary arrangements at least one week before the scheduled exam. Course instructors shall not penalize a student who chooses to reschedule an examination under these options. In the event the student is unable to reach an agreement with the course instructors to reschedule one of the exams, the student will contact the Office of the Registrar; the Registrar will make the final decision as to which exam is to be rescheduled and offered at an alternate time; the Registrar will communicate this decision to the course instructor and relevant department head.
 - b. In case of examination conflicts with a scheduled evening course, the conflict should be resolved by the course instructors, provided that the student informs them of the conflict at least a week before the exam. If the instructors cannot resolve the conflict, the scheduled evening course takes priority. The examination instructor must offer an alternative time for their exam.
 - c. Other conflicts should be resolved between the instructor and the student. Reasons for conflict should be taken under careful and reasonable consideration by the instructor and student. If conflict resolution is not possible, the examination shall take precedence, subject to appeal through the head of the department in which the course is offered.
 - d. The Office of the Dean of Students will be available for assistance in conflict resolution.

The Office of the Provost shall implement a procedure to inform faculty and students of the academic regulations governing the scheduling and conducting of evening examinations.

TO: The Senate

FROM: Executive Committee
Fort Wayne Senate

DATE: August 24, 2016

SUBJ: Report on Designated Items

Listed below is a list of designated items that Executive Committee has charged other committee/subcommittees with. Executive Committee is distributing this for information only.

1. EPC – Tip sheet on childcare arrangements
2. SAC – Review policy on Graduate Assistantships in Athletics
3. Portions of Action Plan 41 to various committees and subcommittees (numbers in parentheses are individual bullet points for the Action Plan item):
 - EC—2.8
 - EPC—1.4 (1), 2.5, 3.2, 3.6
 - GES—4.7
 - HPC—3.6 (4)
 - FAC—2.4, 4.3
 - PDS—1.4 (2), 1.6 (1)
 - SAC—1.1 (2), 2.6, 2.12 (1), 4.4, 4.8, 4.9
 - SCOA—2.11
 - URPC—1.6 (2), 2.1a, 2.10, 2.11 (1), 2.12, 3.4, 3.10, 3.11, 3.12
 - ACITAS—1.2, 2.9, 3.8
 - LS—3.9
 - UAAS—2.9, 3.7, 3.8
4. URPC – Proposal submitted by faculty members as part of Action Plan 41 feedback to move from NCAA D1 Athletics to NAIA
5. PDS – Proposal submitted by Lidian Lin that Featured Faculty Awards and Excellence in Research Award be consistently reviewed, and also Featured Faculty Award be increased from \$1000 to \$2000.