

FORT WAYNE SENATE AGENDA
MONDAY
November 9, 2015
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of October 19, 2015
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Indiana University – J. Badia
 - b. Purdue University – M. Masters
5. Report of the Presiding Officer – A. Downs
6. Question Time
 - a. (Senate Reference No. 15-8) – L. Wright-Bower
 - b. (Senate Reference No. 15-9) – R. Hile
7. New business
8. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 15-12) – K. Pollock
 - b. Curriculum Review Subcommittee (Senate Reference No. 15-13) – K. Pollock
9. The general good and welfare of the University
10. Adjournment*

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

Approving
A. Downs
M. Masters
K. Pollock, Chair
A. Schwab
N. Younis

Non Voting
J. Malanson

Absent
J. Badia
J. Casazza

Attachments:

- “Question Time – re: Role of Baccalaureate Framework” (SR No. 15-8)
“Question Time – re: Reducing the appointments of Continuing Lecturers” (SR No. 15-9)
“Items under Consideration in Senate Committees and Subcommittees” (SR No. 15-12)
“Bachelor of Applied Science in the College of Arts and Sciences” (SR No. 15-13)

Question Time

The Fort Wayne Senate adopted the Baccalaureate Framework in 2005 (SD 05-8). In the last couple of years, IPFW has adopted a new strategic plan, created USAP, and had its designation changed to a Multi-system Metropolitan University. In light of these changes, what is the role of the Baccalaureate Framework?

Baccalaureate Framework SD 05-8 (<http://www.ipfw.edu/dotAsset/4fa85db8-2c61-4a42-8c6d-6781445745bd.pdf>)

Linda Wright-Bower
Department of Music

Question Time

Effective Fall 2015, the Division of Continuing Studies involuntarily reduced the appointments of some of their continuing lecturers from 1.0 to 0.75, based on a failure of those specific continuing lecturers to meet enrollment and financial targets. Significantly, these targets have been inconsistent over time, explanations for the targets do not fit the data as affected departments understand it, and the communication related to the targets and DCS's decision to cut the courses of CLs was both one-sided and tardy. The situation of these CLs and the courses that were canceled, courses that were part of the mission and curriculum for the affected departments, highlights the negative impacts of having some continuing lecturers' continuing employment dependent on an entirely different—and strictly profit-driven—set of concerns than those of continuing lecturers salaried out of IPFW's general fund.

1. Taking for granted that it is desirable that faculty members at the same rank should have similar employment circumstances across campus, we should therefore work to alter the current situation in which some CLs have an obligation to contribute to their departments' missions through teaching and service, and other CLs have this same obligation, plus the task of meeting the specific enrollment and financial targets dictated by DCS in order to keep their jobs. What is the administration's view of the best way to standardize the working situations of continuing lecturers across campus?
2. Taking for granted that transparency in budgeting is a key value and goal at IPFW, we should therefore work to move away from the current financial model in which millions of dollars of tuition revenue are diverted from the general fund into a separate account, part of which funds DCS (and therefore the continuing lecturers paid by DCS) and part of which becomes a reserve fund. This diverting of resources creates two transparency problems: (1) there is less oversight over how the money in the reserve fund is spent; and (2) diverting millions of tuition dollars away from the general fund artificially inflates the amount of the shortfall in the general fund. What is the administration's plan and timeline for creating a more transparent budgeting model for IPFW than the current model?

Hardin Aasand, Chair, Department of English & Linguistics

Anne Argast, Chair, Department of Geosciences

Janet Badia, Director, Women's Studies Program

Ana Benito, Chair, Department of International Language and Culture Studies

Bernd Buldt, Chair, Department of Philosophy

Peter Dragnev, Chair, Department of Mathematical Sciences

Ronald Friedman, Chair, Department of Chemistry

Rachel Hile, Interim Chair, Department of Communication

Carol Lawton, Chair, Department of Psychology

James Lutz, Chair, Department of Political Science

Mark Masters, Chair, Department of Physics

Frank Paladino, Chair, Department of Biology

Richard Sutter, Chair, Department of Anthropology

Richard Weiner, Chair, Department of History

Mieko Yamada, Interim Chair, Department of Sociology

TO: The Senate
FROM: Executive Committee
DATE: 29 October 2015
SUBJ: Items under Consideration by Senate Committees and Subcommittees

The Executive Committee has asked Senate committee and subcommittee chairs to report items under discussion in the various committees. The following is a compilation of what was submitted.

Educational Policy Committee

Jane Leatherman, Chair

1. Review of calculation of distinction and highest distinction. Currently it is GPA and percentage calculation within colleges. Should it be changed to only GPA?
2. Academic Honesty. The Student Code was updated several years ago; however, it appears the academic regulation was not updated at the same time. The documents need to be consistent.
3. New course approval and new program approval internal process reviewed.
4. Course grade replacement when a course is no longer offered.

Subcommittees of the Educational Policy Committee:

Calendar Subcommittee

Jody Ross, Chair

1. The Calendar Subcommittee approved the 2018-19 academic calendar.

Continuing Education Advisory Subcommittee

No chair elected at this time

1. No reports at this time.

Curriculum Review Subcommittee

David Liu, Chair

1. The subcommittee reviewed a proposal for a Business Sales Certificate and requested answers for several questions.
2. The subcommittee reviewed a proposal for a Bachelor of Applied Science proposal from Continuing Studies. The proposal was approved after several revisions.

General Education Subcommittee

Andrew Downs, Chair

1. The General Education Subcommittee (GES) met earlier this semester to affirm the due dates for this year. The GES also discussed feedback to departments and faculty regarding general education course assessments. Finally, the GES discussed data collection that will aid in an analysis of the effects of the new state-mandated general education program at IPFW.
2. Information regarding the general education program still can be found in the General Education Document and Information System (GEDIS) in vibe.

Graduate Subcommittee

David Cochran, Chair

1. No reports at this time.

Honors Program Council

Suzanne LaVere, Chair

1. The council continues to review honors scholarship applications, and is also working on determining learning outcomes for the program as well as a new assessment policy.

International Education Advisory Subcommittee

Jens Clegg, Chair

1. The issue of filling the one open ex officio position from CASA has yet to be resolved. We are still waiting for Vice Chancellor McClellan to assign someone to attend this meeting.
2. The subcommittee is still one member short since Ahmadrez Hedayat, who was elected to the committee, is no longer at IPFW. We need the Senate nominations and elections committee to assign a new member.
3. I would like to propose a revision to the academic regulations pertaining to English language placement testing for international students. We had a lengthy discussion about how best to edit the document for submission to the Senate Curriculum Subcommittee. Brian will work on it and then bring it back to us.
4. Office of International Education USAP year II.
5. International student recruitment and retention.

Faculty Affairs Committee

Cigdem Gurgur, Chair

1. Examining a plan (collaboratively with Budgetary Affairs Subcommittee) to include continuing lecturers currently funded by DCS in the general fund budget for the 2016-2017 academic year.

Professional Development Subcommittee

Andrew Downs, Chair

1. The Professional Development Subcommittee (PDS) has begun to review summer grant proposals. It is anticipated that the recommendations for funding will be forwarded to the Vice Chancellor for Academic Affairs (VCAA) through the Office of Research, Engagement, and Sponsored Programs (ORESP) immediately before the Thanksgiving break. After PDS has made its recommendations regarding summer grants, it will review the sabbatical requests. It is anticipated that PDS will make recommendations to the VCAA regarding sabbaticals before the end of the fall semester.
2. During the spring semester, the PDS will be providing feedback to those summer grant applicants who request it.
3. PDS is working with the Institute of Research, Scholarship, and Creative Endeavors (IRSC) on proposal procedures for the various opportunities IRSC will have to offer.

Indiana University Committee on Institutional Affairs

Janet Badia, Chair

1. The IU CIA currently has no items under consideration.

Nominations and Elections Committee

Lesa Vartanian, Chair

1. No reports at this time.

Purdue University Committee on Institutional Affairs

Mark Masters, Chair

1. The committee on institutional affairs has no documents under consideration.

Student Affairs Committee

No chair elected at this time

1. No reports at this time.

Subcommittee of the Student Affairs Committee

Athletics, Subcommittee on

Robert Vandell, Chair

1. No report received.

University Resources Policy Committee

Shannon Bischoff, Chair

1. The committee is working on an amendment to SD 14-27 which clarifies term limits.
2. The committee delegated the Division of Continuing Studies Resolution to the Budgetary Affairs Committee.

Subcommittees of the University Resources Policy Committee:

Academic Computing and Information Technology Advisory Subcommittee

Andres Montenegro, Chair

1. ACITAS has discussed and resolved to continue providing inputs to the LMS system performance, and be informed about possible future changes or migrations.
2. ACITAS resolved to provide thorough assessment to the university computing resources, and how those will serve for the missions of academics and professional development.
3. ACITAS will integrate and articulate with CELT, resources on campus to the production area of high quality instructional videos.
4. ACITAS has received from IT services the notice of inventory of computing resources. Also ACITAS will discuss the results of the inventory in terms of software satisfaction campus wide.

Budgetary Affairs Subcommittee

Jeffrey Malanson, Chair

1. Budgetary Affairs Subcommittee appointed three replacement members.
2. Compiling data for a report under the terms of SD 01-08
3. Looking into the DCS budgeting model.

Library Subcommittee

Suzanne LaVere, Chair

1. The subcommittee voted to make Zhongming (Wilson) Liang a replacement member; this was approved by Senate at the October meeting. In addition, the subcommittee is working with library staff to organize workshops on publishing which will include topics such as predatory journals and emerging trends; the workshop will be held Thursday, November 19 from 3-4 PM in Library 440A and repeated Friday, November 20 from 10-11AM in the same room.

MEMORANDUM

TO: Fort Wayne Senate
FROM: David Liu, Chair
Curriculum Review Subcommittee
DATE: October 9, 2015
SUBJ: Bachelor of Applied Science in the College of Arts and Sciences

The Curriculum Review Subcommittee met on August 31, 2015 and October 1, 2015 to review the attached proposal for the Bachelor of Applied Science in the College of Arts and Sciences. The committee approved the proposal tentatively and after further discussion on e-mail voted unanimously in favor of approving the proposal. We therefore find that the proposed degree requires no Senate review.

Approving:

Laurie Corbin
Rama Cousik
Ron Duchovic
Cheryl Duncan
David Liu
Andres Montenegro
Susan Skekloff
Mieko Yamada

Not Approving

NEW PROGRAM PROPOSAL

BACHELOR OF APPLIED SCIENCE
INDIANA UNIVERSITY - PURDUE UNIVERSITY FORT WAYNE
2015

Institution: Indiana University–Purdue University Fort Wayne

College: COAS

Department: General Studies

Degree Program Title: Bachelor of Applied Science

Suggested CIP Code: 52.0213

Location of Program/Campus Code: Fort Wayne, Indiana

Projected Date of Implementation: Spring 2016

Date Proposal was approved by Institutional Board of
Trustees:

Signature of Authorizing Institutional Officer

Date

_____ Date Received by
Commission for Higher Education

_____ Commission
Action (Date)

BACHELOR OF APPLIED SCIENCE

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Program Description

Bachelor of Applied Science To Be Offered by Indiana University – Purdue University Fort Wayne, IN

1. Characteristics of the Program

- a. Campus(es) Offering Program: **Indiana University-Purdue University Fort Wayne (IPFW)**
- b. Scope of Delivery (Specific Sites or Statewide):
- c. Mode of Delivery (Classroom, Blended, or Online): **All**
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):
- e. Academic Unit Offering Program: **COAS**

2. Rationale for Program

a. Institutional Rationale (e.g. Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program?

Indiana University-Purdue University Fort Wayne (IPFW) is proposing a Bachelor of Applied Science (BAS). This degree will enhance the educational and professional attainment of students in northeast Indiana who have completed an Associate of Applied Science (AAS) degree by providing them an advanced education, giving them a broad knowledge of skills needed to run an organization and in-depth knowledge in a specific academic track. The proposed baccalaureate program builds on the foundation of the associate degree program, and meets the new state and university general education and degree credit hour requirements.

- How is it consistent with the mission of the institution?

The mission of IPFW is to meet the higher education needs of those living in northeast Indiana through a broad range of undergraduate, graduate and continuing education programs that support regional needs and support excellence in teaching and learning. The Bachelor of Applied Science will fulfill the need for higher education for Associate of Applied Science graduates, leading to expanded career opportunities.

- How does this program fit in the institution's strategic and/or academic plan?

The Bachelor of Applied Science degree is in harmony with IPFW's Strategic Plan in a number of ways. As published in the document titled *IPFW Plan 2020: 2014 – 2020 Strategic Plan*, IPFW values:

- **Access to affordable and high-quality programs and services.**
- **The integrity, significance, and value of the Indiana University and Purdue University degrees.**
- **A multifaceted and mutually beneficial collaboration with Fort Wayne and the greater northeast Indiana region.**

The development of the Bachelor of Applied Science program matches the goals of the IPFW Strategic Plan, such as “Foster Student Success”, by developing interdisciplinary programs where there are sufficient university assets available and anticipated employment needs and developing signature programs that respond to regional needs.

- How does this program build upon the strengths of the institution?

The development of this program emerged from several sources. First, many of the degrees offered locally at Ivy Tech are those of the A.A.S. variety. Those A.A.S. degrees often do not articulate well to B.S. or B.A. degrees, leaving the graduates of these programs stranded when it comes to obtaining a baccalaureate degree. Second, there is a need in this area for a degree completion program, a 2+2 program of study that can move students to a baccalaureate degree. Third, many of the prerequisites, general education and specialty concentration core courses are currently offered evenings, online or at various times during the week to improve flexibility in scheduling and allow successful completion of degree requirements. Fourth, students who complete this program will be well paced if they desire additional courses or degrees to further advance in their career paths. Lastly, the academic home for this degree program has a strong reputation for academic advising and administration to help the program grow.

Appendix I: Institutional Rationale, Detail (This appendix should contain links to the institution’s strategic and/or academic plan or in the plans themselves.)

IPFW Baccalaureate Framework

<http://www.ipfw.edu/academics/programs/baccalaureate-framework.html>

IPFW Mission, Values, and Vision

<http://www.ipfw.edu/about/strategic-plan/mission-values-vision.html>

IPFW Strategic Plan

<http://www.ipfw.edu/dotAsset/d4a43e12-69e1-4101-bc43-3684c0af4324.pdf>

IPFW Goals and Metric Areas

<http://www.ipfw.edu/about/strategic-plan/goals-and-metric-areas.html>

b. State Rationale

- How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?

The BAS degree mirrors the state priorities reflected in *Reaching Higher, Achieving More* in a number of aspects. This degree will:

- increase the knowledge, skills and level of degree attainment needed for satisfactory lifetime employment in the graduate’s chosen field.
- create a rigorous competency-based degree with clearly defined learning outcomes and assessments.
- create an efficient pathway for associate degree graduates to complete a baccalaureate degree in a timely manner.

- offer a seamless transfer of associate degree credits toward completion of baccalaureate degree requirements.
- create an affordable completion degree that offers working students options for evening classes, flexible scheduling and online courses.

About 300 students graduate annually from the Ivy Tech Community College Northeast Region with an AAS degree. Many of these students may wish to be promoted to management or supervisory roles for which a bachelor's degree is required or preferred. The BAS provides a clear path for them to earn a bachelor's degree.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

In 2014, AAS graduates of the Ivy Tech Community College Northeast Region came from 27 different degree programs.

The BAS degree can be oriented toward several career fields, such as hospital administration, general supervision or entry-level management. Because of this degree's flexibility, it tracks into 34 occupations that can be grouped into three occupational clusters, a specialty business cluster, a supervisory cluster, and a management cluster. When Indiana University originally proposed this degree program they had a study performed by Deloitte Consulting in 2013. Deloitte Consulting found that at the national level the labor market conditions for these three clusters that would naturally be fed by the BAS program were generally positive. The occupations in those clusters showed mid-range unemployment rates, but above average job growth over that past year. Over the next five years, as a whole, occupations in the specialty business cluster are projected to grow faster than average. However, some individual occupations within all three clusters have above average growth projections over this period. Given the growth rates for these positions along with the long-run estimated supply of qualified workers, it is likely that demand will begin to outstrip supply for these skilled workers, resulting in occupational skills gaps that this degree can help fill. *

At the state level, Deloitte found that, over the past three years, the three occupational clusters associated with the BAS have grown by 1.8%, adding more than 15,500 jobs in the state. The specialty business cluster and the management cluster have grown the most quickly. The long-run growth prospects for the occupations in these clusters are about average in the state. Deloitte found that there is a potential long-run skills gap (due to retirements, etc.) in Indiana of approximately 1,800 jobs per year for the occupational clusters requiring BAS knowledge and skills. *

*Described in the BAS proposal from IU, 2013.

ii. Preparation for Graduate Programs or Other Benefits

- Does this program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

While not intended to prepare students for traditional graduate degree programs, students who do well in the Bachelor of Applied Science degree will acquire a broad range of knowledge and skills, as well as depth within an academic specialty, to be successful in post-baccalaureate professional programs.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

It is clear that Bachelor's degrees offer greater employment opportunities than do Associate's degrees, with higher potential earnings. According to the Bureau of Labor Statistics, in 2013, the median weekly earning for those with an Associate's degree was \$777 and for a bachelor's degree it was \$1108.

Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail (This appendix should contain the detailed tables, upon which the summary of the labor market demand is based.)

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

See 2.c.i.

Appendix 3: National, State, or Regional Studies, Detail (This appendix should contain links to the studies cited or the studies themselves.)

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses job postings relevant to the program.

Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail (This appendix should contain links to the surveys or analyses cited, or the documents themselves.)

vi. Letters of support

- Summarize, by source, the letters received in support of the program.

Ivy Tech Community College prefers to have a signed Memorandum of Understanding (MOU) to a letter of support. See Section 4.

Appendix 5: Letters of Support, Detail (This appendix should contain the letters of support for the program.)

3. Cost and Support for the Program

a. Costs

i. Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full-and part-time faculty and staff, as well as FTE faculty and staff)?

All of the required courses for this degree are already offered at IPFW. All courses are currently being taught on campus by current faculty. As there is no new course work offered, there is no need for new faculty positions. As the program grows, there would be one academic advising position and a half-time clerical support position needed.

Appendix 6: Faculty and Staff, Detail (This appendix should contain a list of faculty with appointments to teach in the program and a brief description of new faculty positions yet to be filled.)

Vicky L. Carwein, Chancellor, Ph.D.

Carl N. Drummond, Vice Chancellor for Academic Affairs, Ph.D.

Eric Carl Link, Dean, College of Arts and Sciences, Ph.D.

Julie Fellers Hook, Director, General Studies Degree Program, Ed.D.

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

No additional facilities or renovations will be required.

iii. Other Capital Costs (e.g. Equipment) *

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

Not applicable.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

- Summarize what reallocation of resources has taken place to support this program.

No reallocation of resources.

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

No programs have been eliminated or downsized.

ii. Special Fees above Baseline Tuition

- Summarize any special fees above baseline tuition that are needed to support this program.

No special fees.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*

- Institutions may want to supplement this data with supplementary contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

This degree program is in place at all the regional campuses of Indiana University and at Indiana State University. Spring 2015 is the first class of students at the IU regional campuses.

ii. **Related Programs at the Proposing Institution**

There are no similar programs in place at IPFW.

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on- campus or distance education) programs that are similar:

It is a nationally-known degree which is offered by high-quality public institutions in other states, including:

- **The University of Minnesota**
- **Arizona State University**
- **Missouri State University**
- **The University of Texas at San Antonio**
- **Southern Oregon University**

c. Articulation of Associate/Baccalaureate Programs

- For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

Incoming students must meet admission requirements to be admitted to IPFW and have completed an AAS degree at an accredited institution. 60 - 64 credits from an Ivy Tech AAS degree could be articulated to this degree; the exact number of credits depends on the Ivy Tech degree chosen by the student. Articulation agreements will be worked out for similar associate degrees at other two-year institutions.

A MOU with Ivy Tech Community College is in process and Ivy Tech is supportive.

Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail (This Appendix should contain the actual articulation agreements relevant to the proposed program.)

See Appendix 9 for the MOU with Ivy Tech Community College (in process)

d. Collaboration with Similar or Related Programs on Other Campuses

- Indicate any collaborative arrangements in place to support the program.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

- Credit hours required for the program and how long a full-time student will need to complete the program.

The BAS degree requires the completion of 120 credit hours and can be completed by a full-time student in two years.

Appendix 10: Credit Hours Required/Time To Completion, Detail (This appendix should contain the semester-by-semester, course-level detail on the program curriculum, including how long it will take to complete the program, assuming full-time study.)

Appendix 10 BAS Curriculum, pages 15-17.

b. Exceeding the Standard Expectation of Credit Hours

- If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.

Not applicable.

c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

The department has decided to adopt the Baccalaureate Framework as the learning outcomes for the degree program. It is a statement of expectations for student learning. This provides the framework for the bachelor’s degree so that students may apply their knowledge, regardless of the associate degree, to the needs of an increasingly diverse, complex, and dynamic world.

IPFW Baccalaureate Framework	Learning Outcomes for BAS Graduates
1. Acquisition of Knowledge	<p>The students will:</p> <p>explain breadth of knowledge across disciplines and depth of knowledge in their chosen discipline.</p> <p>demonstrate ability to know when there is a need for information, identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.</p>

2. Application of Knowledge	demonstrate the ability to integrate and apply that knowledge, and, in so doing, demonstrate the skills necessary for life-long learning.
3. Personal and Professional Values	exhibit the highest levels of personal integrity and professional ethics.
4. A Sense of Community	<p>discuss the knowledge and skills necessary to be productive and responsible citizens and leaders in local, regional, national, and international communities.</p> <p>display a commitment to free and open inquiry and mutual respect across multiple cultures and perspectives.</p>
5. Critical Thinking and Problem Solving	<p>show facility and adaptability in their approach to problem solving.</p> <p>display critical-thinking abilities and familiarity with quantitative and qualitative reasoning.</p>
6. Communication	demonstrate the written, oral, and multimedia skills necessary to communicate effectively in diverse settings.

A curriculum map of the core courses and the Baccalaureate Framework may be found in Appendix 10, IPFW Baccalaureate Framework and the Bachelor of Applied Science, Page 18.

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

Core courses and general education courses will use their embedded assessment procedures. Students will submit examples of artifacts, demonstrating achievement relative to the learning outcomes of the program. These portfolios will be evaluated annually using Association of American Colleges and Universities (AAC&U) VALUE Rubrics. The Collegiate Assessment of Academic Proficiency (CAPP) test will be given as an exit measure to a sample of the graduates. Assessment results will be used to evaluate the program and changes will be made accordingly.

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

- State License:
Not applicable.
- National Professional Certifications (including the bodies issuing the certification):
Not applicable.
- Third-Party Industry Certifications (including the bodies issuing the certification):
Not applicable.

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

The Office of Career Services will work with students to assist them with employment opportunities. We will also gather data on such employment so as to assess the effectiveness and success of the program over time. See above for assessment of labor market need.

- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Not applicable.

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

Not applicable.

- Reason for seeking accreditation.

Not applicable.

6. Projected Headcount and FTE Enrollment and Degrees Conferred

Institutional/Location: Indiana University-Purdue University Fort Wayne/Fort Wayne, IN
Program: Bachelor of Applied Science

Enrollment Projections (Headcount)	Year 1	Year 2	Year 3	Year 4	Year 5
	2015 -16	2016 -17	2017 -18	2018 -19	2019 -20
Full-time Students	5	10	10	10	10
Part-time Students	10	20	20	30	30
Total	15	30	30	40	40
Degree Completion Projections		5	10	20	20

CHE Code:

Campus Code:

County: Allen

Degree Level: Bachelor

CIP Code:

APPENDIX 9

**Memorandum of Understanding (MOU) for
Transfer of Associate of Applied Science degree from
Ivy Tech Community College of Indiana
to
Indiana University-Purdue University Fort Wayne**

An Associate of Applied Science (AAS) degree is the designed pathway for Ivy Tech Community College of Indiana (Ivy Tech) students planning to join the workforce after graduation. The pathway for Ivy Tech students with an initial transfer objective is the Associate of Science (AS) or Associate of Arts (AA) degree. However, students with an earned AAS degree may decide to pursue transfer into a four-year program after completing the AAS degree.

With that intention, this MOU is an agreement between Ivy Tech and Indiana University-Purdue University Fort Wayne for the transfer of any Associate of Applied Science (AAS) degree from Ivy Tech to the receiving institution Bachelor of Applied Science.

1. An AS/AA articulation agreement between Ivy Tech and the receiving institution for the program area(s) of this MOU is completed and current.
2. Students must meet the admission and graduation requirements for Ivy Tech and the receiving institution.
3. The receiving institution will apply 60 - 64 credits of the AAS degree directly toward the total required credits of 120 for Bachelor of Applied Science. A total of up to 60 credits are required to complete the receiving program degree after the transfer-in of the AAS degree.
4. This MOU is effective for AAS degrees earned on or before Enter Effective Date.
5. This MOU is effective for five years from the effective date (#3 above) or 90 days written notice of cancellation of the MOU received by either institution delivered to the applicable institution's Office of the Provost.

Ivy Tech Community College of Indiana

Indiana University-Purdue University Fort Wayne

Steven Tincher, Ph.D.
Interim Provost and Senior Vice President

Vicky L. Carwein, Ph.D.
Chancellor

Russell D. Baker, Ed.D.
Vice President of University Transfer
Division

Carl N. Drummond, Ph. D
Vice Chancellor for Academic Affairs

APPENDIX 10. a

Curriculum

The curriculum consists of a minimum of 120 credit hours composed of the following:

1. The IPFW campus General Education requirement of 33 credits (although some of this may be satisfied by transfer credit). These courses are spread across the arts and sciences providing students with a well-rounded education, enhancing critical thinking as well as problem solving abilities. This requirement includes:

Written Communication	3 Credit Hours
Speaking and Listening	3 Credit Hours
Quantitative Reasoning	3 Credit Hours
Scientific Ways of Knowing	3 Credit Hours
Social and Behavioral Ways of Knowing	3 Credit Hours
Humanistic and Artistic Ways of Knowing	3 Credit Hours
Interdisciplinary Ways of Knowing	3 Credit Hours
Choices from Approved Courses	9 Credit Hours
Capstone	<u>3 Credit Hours</u>
	33 Credit Hours

2. Up to 45 credit hours of Applied Science courses transferred in from an A.A.S. degree.

3. 27 credit hours of B.A.S classes – 3 options of a required academic core depending upon the A.A.S. degree (see 10.b). IPFW will also initially offer the following options:

- a. Certificate in Small Business Management
- b. Organizational Leadership and Supervision Minor
- c. Interdisciplinary Track
- d. A track offered by another IU campus (with permission)

4. 15 credit hours of additional electives, for a minimum of 120 total hours. A minimum of 30 credit hours must be taken at the 300-400 level.

APPENDIX 10. b

Proposed Curriculum

The curriculum for the degree includes the 33 credit hours of general education courses (some of these may be satisfied with transfer credit). These hours are spread across the arts and sciences. These courses provide students with a well-rounded education and enhance critical thinking as well as problem solving abilities. In total, the degree consists of a minimum 120 credits hours as outlined below:

Choose one of the following required core areas:

A. Required Core for A.A.S. in Business Graduates

Department	Course Number	Course Title	Status	Credit Hours
Organizational Leadership & Supervision (OLS)	25200*	Human Relations in Organizations	Existing	3
OLS	27400	Applied Leadership	Existing	3
OLS	37500	Training Methods	Existing	3
OLS	37600	Human Resources Issues	Existing	3
Choose 2: OLS	32000 and/or 33100 and/or 34200	Customer Service & Commitment Occupational Safety & Health Interviewing Strategies in Organizations	Existing	3 3
Choose 1: Communication (COM)	30300* or 32300 or 32400	Intercultural Communication or Business & Professional Speaking or Introduction to Organizational Communication	Existing	3
Choose 1: Philosophy (PHIL)	32600 or 32900	Business Ethics or Foundations of Professional Ethics	Existing	3
Choose 1: English (ENG)	W232* or W233*	Introduction to Business Writing or Intermediate Expository Writing	Existing	3
TOTAL				27

*Satisfies campus general education requirement if not completed as part of the A.A.S.

*Will substitute any course already completed if needed to achieve 120 credits total (i.e. if English is completed, could choose another course depending upon program).

OR

B. Required Core for all other A.A.S. Graduates

Department	Course Number	Course Title	Status	Credit Hours
Choose 1: Business (BUS)	A200 or A201	Foundations of Accounting or Principles of Financial Accounting	Existing	3
BUS	M201	Marketing for the Small Business	Existing	3
BUS	W100*	Principles of Business Administration	Existing	3
BUS	W201	Small Business Management Capstone	Existing	3
Choose 1: Communication (COM)	30300* or 32300 or 32400	Intercultural Communication or Business & Professional Speaking or Introduction to Organizational Communication	Existing	3
Choose 1: Economics (ECON)	E200* or E201*	Fundamentals of Economics or Introduction to Microeconomics	Existing	3
Choose 1: Philosophy (PHIL)	32600 or 32900	Business Ethics or Foundations of Professional Ethics	Existing	3
Organizational Leadership & Supervision (OLS)	25200*	Human Relations in Organizations	Existing	3
Choose 1: English (ENG)	W232* or W233*	Introduction to Business Writing or Intermediate Expository Writing	Existing	3
TOTAL				27

***Satisfies campus general education requirement if not completed as part of the A.A.S.**

***Will substitute any course already completed if needed to achieve 120 credits total (i.e. if English is completed, could choose another course depending upon program).**

OR

Interdisciplinary – 27 credit hours

With the assistance of an academic advisor, a student may identify a set of courses, including upper level, which will meet a specific career objective.

Appendix 10.c

IPFW Baccalaureate Framework and Core Courses in the Bachelor of Applied Science

Course Number	Acquisition of Knowledge	Application of Knowledge	Personal and Professional Values	A Sense of Community	Critical Thinking and Problem Solving	Communication
OLS 252	X	X	X	X	X	X
OLS 274	X	X	X	X	X	X
OLS 375	X	X		X		X
OLS 376	X	X	X	X	X	X
OLS 320	X	X			X	X
OLS 331	X	X			X	X
OLS 342	X	X	X		X	X
COM 303	X	X	X	X	X	X
COM 323	X	X			X	X
COM 324	X	X	X		X	X
PHIL 326	X	X	X	X		X
PHIL 329	X	X	X	X		X
ENG W232	X	X	X	X	X	X
ENG W233	X	X	X	X	X	X
BUS A200	X	X	X		X	
BUS A201	X	X	X		X	
BUS M201	X	X				X
BUS W100	X	X	X	X	X	X
BUS W201	X	X	X	X	X	X
ECON E200	X	X				
ECON E201	X	X			X	

Appendix 10.c

Library Questionnaire

When developing a new degree program, certificate, minor, or concentration, please review the questions below when developing your response to the library or additional resources sections. Please consult your liaison librarian for assistance.

All of the required courses for this degree are already offered at IPFW. All courses are currently taught by current faculty.

Library Resources

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

- Which databases/indexing sources will be used by the courses in this program?

Those currently used by the current courses.

- What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?

Those currently used by the current courses.

- Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?

Those currently used by the current courses.

- Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

No. Those currently used by the current courses.

- Will the new program use the Library's Document Delivery Services? Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS?

If the current courses are using it now. Those currently used by the current courses.

- Who is the liaison librarian for this program? The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program?

Susan Anderson has been identified as the liaison librarian for this degree program.

- Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

No, the degree program will fall under the university umbrella of North Central.