FOE Transfer Credit Action Team (TCAT)
2015-16 Final Report

Pamela Brown, Associate Director of Admissions for Operations
Kristy Sheeler, Professor of Communication Studies, Interim Associate Dean for Academic Programs, School of Liberal Arts
Maureen Kinney, Director of Undergraduate Programs, Kelley School of Business

During the 2015-2016 academic year, the FOE Transfer Credit Action Team (TCAT) has taken a three pronged approach to the most critical IUPUI transfer credit issues: transfer credit evaluation processing, course guidelines to evaluate transfer credit, and the undistributed courses from Ivy Tech. Much progress has been made in all three of these areas that will positively impact the articulation of transfer credit at IUPUI. The following discusses actions taken, what will be completed soon, and anticipated changes in the future for these three initiatives:

**Transfer Credit Evaluation Process**

- **Actions Taken**
  - Transfer credit evaluation done at time application is reviewed for admissibility in order to ensure admitted students have evaluation done prior to Orientation.
  - Documentation of transfer credit evaluation process for following areas:
    - Transfer credit process for applicant
    - Current evaluation process once transcript received by Undergraduate Admissions-Operations
      - Gaps/issues identified in technology area as SIS process for rules creation and maintenance is cumbersome; no current feed of rules in TES to SIS
      - Current process once re-review submitted to an academic department (9 academic departments targeted)
        - Gaps/issues identified in resources and who has authority to approve rules. Those academic units in which Transfer Credit Shepherd has some decision making authority are the units in which the re-review process takes at most 1-2 weeks. Units where a Transfer Credit Shepherd has to forward courses to a faculty member for approval can take several months before a final decision is made.
    - Submitted proposal to University Information Technology Services (UITS), University Student Services and Systems (USSS) and the University Transfer Office (UTO) for the following:
      - PeopleSoft Consultation Services to review transfer credit systems and processes; provide us with best practices and documentation for moving forward
• Development and implementation of Excel to Component Interface utility (would provide way to batch upload TES rules into SIS
  o Transfer Evaluation System (TES) publicized and access granted to academic advisors across campus (210 non-Admissions users)
  o 6,475 new rules created in TES between 8/1/2015 and 2/19/2016.
  o Refinement of transfer credit audit reports to determine credit that has been awarded that conflicts with newly created TES rules as well as determine credit that needs to be reviewed by academic departments.

• Completed Soon

• Future Initiatives
  o Provide training and best practices to individual departments regarding use of TES.
  o Identify more realistic turnaround for re-review based on feedback from academic departments.
  o Undergraduate Admissions will begin manual load of TES rules into SIS as outcome of proposal is uncertain.
  o Work with Registrar Office to determine how transfer credit evaluation can be available for review by the academic advisors on the advising side, prior to matriculation occurring.
  o Work with Registrar Office to determine best way to approach idea of having different categories of undistributed credit to distinguish between undistributed credit that has been reviewed and approved as “undistributed” versus courses that have not yet been reviewed by the department.

• Recommendations
  o Provide Transfer Credit Shepherds with authority to approve 100/200 level courses. Those departments in which TCS has authority to make decisions at the 100/200 level are the ones that have the most expeditious turnaround for department reviews.
  o Identify more realistic turnaround time for department review.

**Course Guidelines to Evaluate Transfer Credit**

• Actions Taken
  o Similar to other sub-teams, made recommendation to IUPUI Admissions to have different coding for courses that have been evaluated by schools and remain undistributed versus those that have not been evaluated by a school. (i.e. UN 150 vs. UN 100)
  o Solicited information from IUPUI Admissions and from each school on the courses most often sent out for re-review. We determined a list of approximately 40 courses:
    ▪ Chem C 101 and Chem C 105
    ▪ PSY B 110
    ▪ Math 11000
    ▪ Math 11100
    ▪ Anat & Phys 1
    ▪ Anat & Phys 2
    ▪ ENG W131
• We composed a template email that each sub-team member used to contact department reps for the purpose of gathering information about key topics/words/phrases/competencies that they look for when articulating courses. The email also asked for the things they often see that disqualify a course from being articulated. This information will come back in early March. Here is the template:

Email Template Draft
Dear ____________________

I am working with one of the Foundations of Excellence committees for the purpose of improving the efficiency of our transfer course articulation process. I know you receive many requests to evaluate transfer credit (thank you for your work). I hope that with some additional information from you, the transfer credit process will become much more efficient and your job easier.

One of the courses that has a large number of transfer review requests is ________. Here is the current bulletin course description for _____: [insert description]

When you receive review requests, what do you look for? In other words, what are the most important topics, words, phrases, and/or competencies that you want to see in a course description to know that the course under review is an equivalent course to _____? Similarly, are there words or phrases that you often see in transfer course requests that would disqualify a course from being articulated to _____. Please be as specific as possible.
Here is an example.

COMM R110 Fundamentals of Speech Communication

Bulletin description: Theory and practice of public speaking; training in thought processes necessary to organize speech content for informative and persuasive situations; application of language and delivery skills to specific audiences. A minimum of six speaking situations.

Key elements for articulation: Course must be a minimum of 3 credit hour freshman-level speech class in which students prepare and deliver a minimum of 4 informative and persuasive speeches (not impromptu) for an audience and watch/listen to classmate speeches, OR be a more advanced speech course taught by the Communication Studies department that lists the introductory speech course as a prerequisite. Course emphasizes public speaking theory, practice, organization, language and delivery. Courses will generally have “Speech” or “Public Speaking” or “Public Communication” in the title. However, classes with other contexts of communication in the title (i.e. Personal Communication, Technical Communication, Business Communication) will not articulate. Classes which cover a range of communication contexts (i.e. public speaking, interpersonal, group, theory) will not articulate.

Please provide your response by Monday March 7, 2016 and don’t hesitate to ask if you have questions. Thank you for your help in making the transfer articulation process more efficient.

- Completed Soon
  - By the week of March 7 we will have information from each department on courses most often sent out for re-review (the process described above).

- Future Initiatives
  - We will compile the information about the 40 most often re-reviewed courses and share it with our committee, especially Admissions and Advising personnel, for feedback before distributing broadly.
  - We hope to distribute detailed information about the 40 courses above to advising and Admissions so that re-reviews are minimized.

**Undistributed Credit from Ivy Tech Community College (ITCC)**

- Actions Taken
  - Started researching other university processes and rules for articulating “undistributed” credit.
Made recommendation to IUPUI Admissions to have different coding for courses that have been evaluated by schools and remain undistributed versus those that have not been evaluated by a school. (i.e. BUS UN 150 vs. BUS UN 100)

Collaborated with IUPUI Passport Office (Julie Landaw), IUPUI Admissions (Pamela Brown), and IUPUI Institutional Research & Decision Support (Stephen Hancock) to develop comprehensive list of courses that transfer from ITCC to IUPUI as undistributed credit in addition to ITCC courses that have mismatched rules in TES and SIS.

- Narrowed this list to focus on BUS UN and SWK UN courses in order to figure out issues with the mismatched rules and how to correct these rules. Maureen Kinney and Julie Landaw will be working on this initiative.

- **Completed Soon**
  - Research on university processes and rules for articulating “undistributed” credit.
  - Correct all transfer credit rules for BUS and SWK courses that are mismatched (ITCC to IUPUI only).
  - Determine if there are BUS UN and SWK UN courses that could be articulated to match IUPUI courses (Kelley, OLS, SWK, PETM, SLA, etc.).

- **Future Initiatives**
  - Work with schools to match BUS UN and SWK UN courses.
  - Develop next highest priority list of courses to correct mismatched rules (i.e. ENG, COMM, etc.)
  - Develop next highest priority list of UN courses that could be articulated to match IUPUI courses.

**Future Team Meetings**
- **March 30th**, 9 – 10 am, BS 2010
- **April 18th**, 9 – 10 am, BS 2010
Appendix

Transcript Receipt/Processing Workflow

E-transcript Received

Is person in system

Applicant?

Yes

Courses loaded to Education Panel by USSS

Yes

Trx Removed from USSS workflow

No

Current/former student?

Prospect

Create person/prospect record (courses not loaded)

Removed from USSS Workflow

No

Courses loaded to Education Panel by USSS

Transcript e-form sent to Credit Transfer Queue

No

Credit Evaluation Done/Posted to SIS

Yes

Application made complete and student admissible

Yes

Application made complete and student admissible

No

Prospect

Create person/prospect record (courses not loaded)

Removed from USSS Workflow

Blue-represents work done by University Student Services and Systems

Yellow-represents work done by IUPUI Office of Undergraduate Admissions-Operations
Department submits request for review using re-review form

Request reviewed by Undergraduate Admissions (1-3 business days after receipt)

Has the course been previously reviewed?

Yes → Request sent back with email to sender indicating the course was previously reviewed and no changes would be made

No →

Is request aligned with transfer credit policy?

Yes → Can admissions make decision on request

No → Email sent to sender/asking for revised request

Does request include completed form and syllabus?

Yes → Can department make decision based on submitted materials?

Yes → Department reviews request and sends decision back to Admissions (can have taken anywhere from 9 mos to 1 week)

No → Request (form and syllabus) sent to appropriate academic department through SharePoint workflow

Admissions updates student transfer credit record and sends email back to original initiator indicating request is closed (Within 1-2 business day from receipt of completed review)

Rule created in TES if necessary by Department or Admissions

Rule created in SIS (not happening yet)
Department Specific Workflow

Undergraduate submits request through SharePoint for review

Request reviewed by TC Shepherd

Is there enough information to consider course for different credit?

Can TC Shepherd make decision

No

TC Shepherd routes via email to faculty who teach the most likely equivalent within 72 hours

Can decision be made within 1-2 weeks

Faculty member makes decision and sends back to TC Shepherd

Yes

TC Shepherd sends information back to Admissions

Yes

No
Undergraduate submits request through SharePoint for review

Request reviewed by TC Shepherd

Is review for freshman engineering courses?

Yes → Is there enough information to consider course for different credit?

Yes → Can TC Shepherd make decision

No → Is review for non-freshman courses?

Yes → TC Shepherd routes via email to specific individuals (7) in each of the department's content areas within 48-72 hours.

No → Can decision be made within 1-2 weeks?

Yes → Faculty member makes decision and sends back to TC Shepherd

No → Reasons: Additional information is needed (this is rare as in most cases, the course descriptions in TES are sufficient)

Reminders sent by email and/or phone as needed to facilitate review

TC Shepherd sends information back to Admissions
Undergraduate submits request through SharePoint for review (this assumes syllabus and form submitted)

Request reviewed by TC Shepherd

Is there enough information to consider course for different credit?

Can TC Shepherd make decision

No

TC Shepherd routes via TES and emails (primarily TES) to specific individuals (35) in each of the department’s content areas as time permits, generally within a week’s time.

Can decision be made within 3-4 weeks

Yes

Faculty member makes decision and sends back to TC Shepherd

TC Shepherd updates TES and sends information back to Admissions

Reminders sent by email (when possible) as needed to facilitate review.

No

Reasons: Time of year is big impact. Most faculty are not available from May 10-August 20.

Staff/faculty across campus submit requests via TES or emails

Liberal Arts noted TC Shepherd piece is not their only job, and should really be a full time job for someone in the department. Routing of courses for review is done as time permits, or whether they have a student who can help, in which case this is done on a weekly basis. They also indicated having a TES email account gives them the flexibility to have the people that work for the TC Shepherd all help with managing the reviews and routing process.
Undergraduate submits request through SharePoint for review (this assumes syllabus and form submitted).

Request reviewed by TC Shepherd.

Is there enough information to consider course for different credit?

Can TC Shepherd make decision?

No

TC Shepherd routes via email to specific individuals (8) in each of the department’s content areas within 48-72 hours.

No

Can decision be made within 3-4 weeks?

Yes

Faculty member makes decision and sends back to TC Shepherd.

TC Shepherd updates TES and sends information back to Admissions.

No

Reasons: time of year as reviewer may be teaching, conducting research, etc.; another expert has to be consulted.

Reminders sent by email (when possible) as needed to facilitate review.
Undergraduate submits request through SharePoint for review

Request reviewed by TC Shepherd

Is there enough information to consider course for different credit?

Can TC Shepherd make decision

Transfer Credit, shepherd routes to BSW Director via email or hard copy within 24-48 hours of the request

BSW Director reviews request and makes decision based on accreditation standards created by the Council of Social Work Education (CSWE) and sends back to shepherd.

TC Shepherd sends information back to Admissions

Reminders sent by email and/or phone as needed to facilitate review

Student sends request directly to Social Work asking for course to be considered for different credit (occasionally requests come from other staff/faculty, but more typically, from students directly)

Is review for 100/200 level courses

No

Can decision be made within 1-2 weeks

Yes

Reasons: Faculty member on sabbatical; Director traveling/out of office; Student sent course description and not syllabus; Student submitted wrong information; Instructor did not follow up

No

Is review for 300/400 level courses

Review is more rigorous and includes individual evaluation and assessment of syllabus

Is there enough information to consider course for different credit?

Can TC Shepherd make decision

Transfer Credit, shepherd routes to BSW Director via email or hard copy within 24-48 hours of the request

BSW Director reviews request and makes decision based on accreditation standards created by the Council of Social Work Education (CSWE) and sends back to shepherd.

TC Shepherd sends information back to Admissions

Reminders sent by email and/or phone as needed to facilitate review

No

Can decision be made within 1-2 weeks

Yes

Reasons: Faculty member on sabbatical; Director traveling/out of office; Student sent course description and not syllabus; Student submitted wrong information; Instructor did not follow up

No

No

Yes

Reasons: Faculty member on sabbatical; Director traveling/out of office; Student sent course description and not syllabus; Student submitted wrong information; Instructor did not follow up

No

Yes

Reasons: Faculty member on sabbatical; Director traveling/out of office; Student sent course description and not syllabus; Student submitted wrong information; Instructor did not follow up

No

Yes

Reasons: Faculty member on sabbatical; Director traveling/out of office; Student sent course description and not syllabus; Student submitted wrong information; Instructor did not follow up

No

Yes

Reasons: Faculty member on sabbatical; Director traveling/out of office; Student sent course description and not syllabus; Student submitted wrong information; Instructor did not follow up
Undergraduate submits request through SharePoint for review

Request reviewed by TC Shepherd

Is there enough information to consider course for different credit?

Can TC Shepherd make decision?

Can decision be made within 1-2 weeks?

TC Shepherd reviews request and makes decision. There are rare occasions where they consult with associate dean, but consultation and decision still within 1-2 week timeframe.

Shepherd sends information back to Admissions

Other departments may route courses for review through TES
Undergraduate submits request through SharePoint for review (this assumes syllabus and form submitted) → Request reviewed by TC Shepherd → Is there enough information to consider course for different credit?

Can TC Shepherd make decision

No

Transfer Credit shepherd routes to faculty in topic area via email within 24-48 hours of the request → Can decision be made within 1-2 weeks

Yes → Faculty member makes decision and sends back to TC Shepherd → Shepherd sends information back to Admissions

No → Reasons: Faculty member on sabbatical; Director traveling/out of office → Reminders sent by email and/or phone as needed to facilitate review
Undergraduate submits request through SharePoint for review (this assumes syllabus and form submitted)

Request reviewed by TC Shepherd

Is there enough information to consider course for different credit?

Can TC Shepherd make decision

No

Transfer Credit shepherd routes to faculty in topic area via email within 48-72 hours of the request

Can decision be made within 1-2 weeks

Yes

Faculty member makes decision and sends back to TC Shepherd

TC Shepherd updates TES and sends information back to Admissions

Reminders sent by email as needed to facilitate review

No

Reasons: Faculty member on sabbatical; Director traveling/out of office; time of year; summer

Requests submitted by advisors within business
Philanthropy-they have not yet had any requests for reviews

Undergraduate submits request through SharePoint for review → Request reviewed by department → Is there enough information to consider course for different credit? → Can transfer credit shepherd make decision? → No → Transfer Credit shepherd routes to Director of Undergraduate Programs via email.

Need to explain SharePoint/TESS with Philanthropy.
Undistributed Credit and General Education Competencies at IUPUI

In AY 2013-2014, several task forces have been charged with reviewing, clarifying and recommending improvements to the procedures by which transfer credit is evaluated at IUPUI. All transfer credit initially is evaluated by the Office of Admissions. If a transfer course has been determined to articulate with an existing IUPUI course, the articulated course will appear on the student’s transcript. If a transfer course has not been articulated with an IUPUI course, it is listed as ‘undistributed transfer credit’ at the end of the student’s transcript. The General Education Faculty Task Force has requested the creation of a mechanism to determine equivalencies between undistributed transfer credit and general education core competencies in order to expedite advising procedures and help reduce the likelihood that transfer students enroll in coursework that is not needed for their intended degree programs.

The following document outlines the processes and criteria to be followed in the course of identifying how courses which are left undistributed may or may not be applied to fulfill the competencies of IUPUI’s General Education Core. They are meant to comply with the guidelines established by the faculty, provide consistent and timely responses to students, and build a system of articulation rules within SIS which can be used for future transfer credit articulation as well as displayed to prospective students via websites and other documentation for their decisions regarding enrollment.

When a student is admitted to IUPUI, any post-secondary coursework reported on a transcript from a regionally accredited institution is evaluated for transfer credit. Courses which are determined not to have a direct equivalent at IUPUI are noted as undistributed (UNDI). It has been decided that each 100- or 200-level UNDI course may be used to fulfill one general education core competency. The Office of Undergraduate Admissions, upon determining that a course is to be left as UNDI will also conduct a review to determine if the course meets the requirement to be articulated as the appropriate competency UNDI articulation rule. If it does not meet these criteria, but is in an eligible department, Admissions will route the course with a suggestion to the department with a request for it to be evaluated for competency equivalencies. Departments will have 1 week to respond to Admissions before the suggested equivalent goes into effect.

If the department review outcomes are negative, students will have the option of providing evidence of their competency attainment through construction of a portfolio, which may be reviewed by faculty for the possible awarding of evidence-based credit.

- The Office of Undergraduate Admissions has been granted the authority to make decisions about equivalencies between undistributed transfer credit and general education competencies, according to the rules stipulated below.

- The student’s major department can continue to determine if undistributed credit fulfills a baccalaureate degree requirement, and no further reporting is needed.

- Only the department that is the same as the department label for the undistributed credit can determine if the course should be articulated to an IUPUI course. The outcome of this decision must be communicated to the Office of Undergraduate Admissions so that the articulation rule is created.
DRAFT - March 12, 2014

• When the Office of Undergraduate Admissions is not able to make a determination of general education competency equivalency because additional information (e.g., syllabus, textbook) is needed, procedures should be developed so that such information is collected electronically from the student and then sent by the Office of Undergraduate Admissions to the degree program that would have offered the course at IUPUI (see list of program contacts and back-ups on p. 4-5). Decisions regarding general education competency equivalency will be archived so that this process will only be required once for a particular course.

• Decisions of the assignment of an undistributed credit course to a general education competency will remain in place for 5 years (unless the department wishes to articulate the course to a specific IUPUI course) after which time, the articulation may be reviewed by the department for reconsideration

Draft Guidelines for Decision Making

Guidelines for Establishing Equivalencies Across ALL Competency Domains:

• Transferred course must be a minimum of 3 credits awarded by a regionally-accredited institution (note: if this criterion is not met, students may still possibly be able to demonstrate their learning through a portfolio subject to evidence-based credit review)

• Student must have received a grade of C or higher to ensure that competency has been attained

• Course should be listed at the 100 or 200 level and should generally not have prerequisites (except where noted below)

• Learning outcomes should deepen, extend or be distinct from high school Core 40 competencies

Guidelines for CORE COMMUNICATION (WRITTEN COMMUNICATION) Competency Domain:
Department Authorized for Competency: English
• Course must be specific to freshman composition OR be a more advanced writing class taught by the English department that lists freshman composition as a prerequisite. Courses which are listed as writing across the curriculum will not fulfill this competency.

Guidelines for CORE COMMUNICATION (SPEAKING AND LISTENING) Competency Domain
Department Authorized for Competency: Communication Studies
• Course must be a freshman-level speech class in which the student must deliver speeches, OR be a more advanced speech course taught by the Communications department that lists an introductory speech course as a prerequisite. Courses will generally have “Speech” or “Public Speaking” in the title.

Guidelines for ANALYTIC REASONING Competency Domain:
Department Authorized for ‘List A’ Competency: Mathematical Sciences
Department/Schools Authorized for ‘List B’ Competency – Science, Informatics, Engineering & Technology
Because of the complexity associated with establishing whether courses in mathematics extend beyond Core 40 competencies, we recommend that Admissions NOT make determinations of equivalency with Analytical Reasoning - List A – College Level Math courses.

The Office of Undergraduate Admissions can review UNDI courses for equivalence with ‘List B’ courses in Analytical Reasoning. Such List Be courses can include Introductory survey courses in:
- Computer Science
  - Programming
  - Symbolic Logic
  - Statistics (may include 300-level courses in Introductory Statistics)

Guidelines for CULTURAL UNDERSTANDING Competency Domain:
Schools Authorized for Competency: School of Liberal Arts, School of Social Work
- Survey courses in African American Studies and Latino Studies
- World Language courses at the 100 and 200 levels that do not directly articulate to an IUPUI course
- Survey courses with the word “Culture,” “Civilization,” “World,” or “Race” in the title and a course description clearly aligned with world cultures (e.g., World Music and Culture, Introduction to Ukrainian Culture, History of Race in the Americas, Introductory World Archeology, Traditional East Asian Civilizations)

Guidelines for ARTS & HUMANITIES Competency Domain:
Schools Authorized for Competency: School of Liberal Arts, Herron School of Art & Design, Lilly Family School of Philanthropy
- Courses that have the word “Literature” in the title and that clearly require students to analyze and evaluate texts and to apply disciplinary traditions of the humanities, including the ability to distinguish primary and secondary sources
- Courses that analyze the concepts and principles of types of humanistic or artistic expression
- Introductory Survey courses related to:
  - Architecture
  - Art Appreciation
  - Art History
  - Drawing
  - Ethics
  - Literature
  - Music
  - Philosophy
  - Photography
  - Religion
  - Theater
This document describes campus-wide policies intended to guide the successful implementation of the 30-credit IUPUI General Education Core, which is framed by the IUPUI Principles of Undergraduate Learning and shared across all academic programs conferring associate and baccalaureate degrees. This document is intended to complement the state-wide policy associated with the Indiana Statewide Transferable General Education Core that is posted on the Indiana Commission for Higher Education website (IN STGEC Implementation Guidelines). While baccalaureate (schoollevel) and program (or major) requirements are governed by schools, the IUPUI General Education Core demands consistent policies and procedures across all academic units to facilitate the advising of new students and to minimize the negative impact of students changing majors across schools. Schools do not have the ability to modify the 30-credit core or determine that courses within it may not be taken on the basis of their not being sufficiently rigorous. Given that courses have been approved to the IUPUI General Education Core based on the alignment of learning outcomes with the Indiana Statewide Transferable General Education Core (IN STGEC), it is not appropriate for degree programs to deem certain courses to be unacceptable. On the other hand, a degree program could indicate that particular courses are required or strongly recommended (particularly in the domains of math and science) because the learning outcomes for those courses are foundational prerequisites to success in later coursework within the program or major. Degree programs should not be overly prescriptive, as this could jeopardize students’ successful degree completion, particularly when students change majors across schools. Such rigidity also could undermine students’ ability to develop the competency of intellectual breadth (PUL 4).

Terminology:

1. It is recommended that terminology consistent with the Framework for the IUPUI General Education Core document endorsed by the IUPUI Faculty Council in April, 2012, be used on degree planning sheets created within schools. For example, degree requirements for baccalaureate degree programs should be considered to include 30 hours in the IUPUI Transferable General Education Core competency domains, additional Baccalaureate Degree Requirements (specific to a particular school), and, typically, Program (or Major) Requirements.

Issues Pertaining to the Listing and Distribution of Courses:

1. Once a course has been reviewed by a faculty panel and assigned to a particular competency domain, courses cannot be moved to different lists unless the course is fundamentally redesigned and a faculty panel determines that the revised course aligns sufficiently closely with the IN STGEC learning outcomes associated with the new competency domain. Such changes in
listings should occur extremely rarely, if at all, given the challenges it will pose for academic advising and degree auditing.

2. Academic units will be invited to submit course proposals to the IUPUI General Education Core once annually, on or before November 30th. Course proposals will be reviewed by the Faculty General Education Task Force to ensure their alignment with the IN STGEC learning outcomes. If new courses are approved, they will be added to the list of approved courses and will be retroactively applied as fulfilling general education competencies even for students who took those courses prior to the review and approval process. This policy benefits the greatest number of students, and it seems unlikely that courses would change all that substantively between the ‘preapproval’ period and the ‘post-approval’ period. It would also be much simpler to allow for these courses to be directed to satisfy the General Education Core in the Academic Advisement Report (AAR).1

3. Courses can be listed on only one course list corresponding to a particular competency domain. While it is recognized that interdisciplinary courses are excellent means of supporting integrative learning, it is not currently possible to code a particular course as counting toward ‘list A or list B’, and such flexibility can pose advising challenges. At IUPUI, Themed Learning Communities provide a mechanism for promoting integrated learning through linked assignments across general education courses. It would be ideal if additional opportunities for interdisciplinary experiences are embedded within majors.

4. The way that a course is categorized for the IUPUI General Education Core should align with the way that same course is categorized within a school if it can be applied toward both IUPUI General Education Core and Baccalaureate requirements. For example, if course X is categorized as Cultural Understanding within the IUPUI General Education Core, it should not be categorized as Arts & Humanities on a school-specific list of requirements.

5. ‘Equivalent class lists’ should continue to be used indefinitely, as equivalencies with courses offered at other institutions – particularly those included in the Core Transfer Library - have been based on review of course content and alignment of learning outcomes. As the IUPUI General Education core now includes additional courses from some professional schools (e.g., Herron School of Art & Design), equivalent class lists may be expanded in the future to reflect these changes. It is important to broadly communicate equivalent courses listed in the Core to alleviate confusion among academic advising staff and admissions counselors that work with transfer students.

6. Faculty should develop ‘overlapping course’ lists based on the IUPUI General Education Core, reflecting sets of courses for which there is at least 80% overlap in content, or sets of courses for which content in a lower-level (and possible remedial) level is subsumed by content in a higher-level course. Students will not be permitted to count both courses toward General Education

---

1 Since the AARs will have effective dates for the courses, prior courses would require that the academic unit advisor or recorder “direct” the old course to satisfy one of the current General Education competency domains AARs cannot be CODED to accept new and old courses but the advisor will have the ability to direct them appropriately based on the policy.
requirements, and information about overlapping courses must be coded into SIS so that advisors are able to access it. Students required to take both courses in a remedial sequence (e.g., CHEM-C 101 and CHEM-C 105) must be aware that only the second course in the sequence will count toward General Education.

7. All schools must embed IUPUI General Education Core requirements into degree planning sheets and degree maps beginning in Fall, 2013.

8. In certain schools (e.g., Engineering and Technology) it is essential that a single course count both toward the IUPUI General Education Core and toward program-specific (i.e., major) requirements. In the Schools of Science and Liberal Arts, such ‘double-counting’ of courses could jeopardize students’ development of ‘intellectual breadth’ (e.g., for a Sociology major, SOC-R 100 – Introduction to Sociology – should not count as a Social Science for the IUPUI General Education Core). It may be useful to impose a campus-wide limit of the number of courses within a degree program that can double-count toward the IUPUI General Education Core – we currently recommend 3 courses (9 credit hours) within a particular major as a reasonable cap. However, it should be left up to degree programs to determine how best to ensure that PUL 4 (Intellectual Depth, Breadth, and Adaptiveness) is attained. We also recommend that this policy limitation be waived in cases for which the student is pursuing a double-major, minor, or certificate. It is important to note that while a course could occasionally be applied to both general education and program requirements, a single 3-credit course cannot count as 6 credits on the transcript. Rather the student should be expected to enroll in an additional 3 credits of program or elective credit in order to reach the total number of credits required for graduation (typically 60 credits for an associate degree and 120 credits for a baccalaureate degree).

General Implications for Dual Credit, AP Credit and Transfer Credit:

1. In Fall, 2013, the IUPUI General Education Core applies only to beginning students. AP Credit and Dual Credit will be counted toward the IUPUI General Education Core. Incoming transfer students should continue to follow the requirements of the current (2012-2014) Bulletin and do not need to complete the new 30 hour core – unless the academic advisor recommends that moving to the new requirements is in the best interest of the student (many schools stipulate that students have the prerogative to move to a more recent Bulletin/set of requirements). Beginning in Fall, 2014, the IUPUI General Education Core will apply to all students (including transfer students that fail to complete the 30-hour core at their prior institution), except in certain cases described below.

2. In Fall, 2013, some transfer students will have entered Ivy Tech under the premises of our current 2+2 agreements. It seems unfair to say that they will need to meet the new requirements as of Fall 2014. Unfortunately, our agreements don’t have language on how long a student has to finish the two year degree in order to enter IUPUI under the terms of the agreement. In the absence of a policy or practice we suggest that the student should have 4 years to complete the courses specified in the agreement in place at the time the student entered the 2 year institution. In 2018, all entering transfer students from Ivy Tech will be expected to have completed either the
Ivy Tech General Education Core prior to admission to IUPUI, or the IUPUI General Education Core if the Ivy Tech Core is not complete. Students who enter Ivy Tech prior to Fall 2013 are grandfathered into the old 2+2 through 2018, but students entering at any campus fall 2013 and beyond are held to new requirements. In general, we recommend that students who entered Ivy Tech under the older articulations be allowed to follow that older plan of study or the new one, whichever is in the student’s best interest.

3. In the case of some 2+2 agreements, particular courses no longer are offered at IUPUI. It is recommended that we create crosswalks between the ‘old’ articulation agreement courses and the new IUPUI General Education Core courses to help students navigate their degree programs. We further recommend that students who entered Ivy Tech under the older articulations be allowed to follow that older plan of study or the new one, whichever is in the student’s best interest.

4. Students transferring internally from an Indiana University campus to IUPUI (or from a Purdue campus into at Purdue school at IUPUI) should be permitted to complete the general education requirements begun at their prior institution in order to facilitate ease of transfer and to accelerate progress toward degree completion.

5. Schools should submit a ‘request for exception’ to the Chief Academic Officer in relation to any existing 2 + 2 agreements with international partners that cannot accommodate the IUPUI General Education core. The exception request should specify the timeframe for which the current degree requirements should continue to be used – up to a maximum of 5 years. As agreements are renewed – and as new agreements are developed – the IUPUI general education core requirements should be incorporated into degree plans. Beginning in Fall, 2018, all international students transferring to IUPUI are expected to have completed the IUPUI general education core requirements.

6. Students enrolled in the Engineering Dual Degree Program (EDDP) through Butler University or Marian University take general education coursework that is highly interdisciplinary and currently articulate as COAS-UN courses when the courses transfer to IUPUI. Sets of general education courses taken by students at Butler University and Marian University must be reviewed by the Faculty General Education Task Force and approved as aligning sufficiently well with IN Statewide Transferable General Education Core competencies to be considered equivalent to the IUPUI core.

7. For transfer students that do NOT complete the IUPUI General Education Core at their prior institution – and for high school students that have earned dual credit, courses will transfer into the IUPUI General Education Core using course-to-course articulation (as is current practice).
8. Undistributed Advanced Placement (AP) credit should NEVER be applied toward the IUPUI General Education Core. When possible, AP scores should be articulated to specific courses offered at IUPUI.

9. If an upper-level course transfers into a degree program that depends on a prerequisite that is included in the IUPUI General Education Core, students should not be granted credit for the prerequisite unless that prerequisite also appears on the student’s transcript. For example, if a student transfers credit for PSY-B 380 (Abnormal Psychology) without having taken Introductory Psychology (PSY-B 110), they should not be granted credit for PSY-B 110 as it is possible that a student mastered depth of content related to a more specialized course without mastering the breadth of content that characterizes a foundational course.

10. As stipulated in the IN STGEC Implementation Guidelines, if a transfer student earned a D in a course that counted toward the prior institution’s General Education Core, the course must be retaken at IUPUI only if the course is required for the student’s degree program or if it serves as a fundamental prerequisite to the degree program.

Special Procedures for the Review of 100-level and 200-level Undistributed Transfer Credit

Currently undistributed transfer credit (i.e., transfer credit for which there is no existing course-to-course articulation available) is processed by the academic program from which the student plans to graduate. This practice provides academic programs with considerable autonomy in terms of the handling of undistributed credit. However there are at least two drawbacks to this approach. First, transfer students in University College may experience delays in knowing how such coursework will count because University College advisors refer students to their intended degree programs to make such determinations (some of these students may ultimately enter a different degree program). Second, student support staff (typically, lead advisors) apply undistributed credit to degree plans by processing exceptions. Decisions that support these exceptions are made independently within schools, either based on review of course descriptions or by sending information about the course to the program or department at IUPUI that is closest to that offering the course at the prior institution. The outcomes of these decisions are typically not shared across schools or with the Division of Enrollment Services, and may not be upheld by other schools if the student changes his or her major.

To address these concerns, it is recommended that a new process for creating Course-to-General Education Competency equivalencies be developed and piloted in 2014. The process for determining course-to-competency equivalencies will be developed by the Faculty General Education Task force and implemented through the Office of Admissions. We strongly believe that course-to-competency equivalencies are generally in the best interest of the student in that they are inherently more flexible, they align well with national conversations regarding the advantages of competency-based curricula, and they should enhance on-time degree completion. Admissions staff will be trained to make equivalency decisions for undistributed transfer credit at the 100- and 200-levels that align with IUPUI general education competency domains. When equivalency is unclear or ambiguous, Admissions staff
will direct the student to gather information about the course (syllabus, textbook used) and provide it to the department at IUPUI that would have offered the course in question (brief informational videos have been developed by the Office of Transfer Student Services to support students during this process, see http://transfer.iupui.edu). It is particularly important that departments share the outcome of these decisions with Office of Admissions staff so that the same course is not reviewed repeatedly.

Chief benefits of creating this new business process include, a) more timely feedback on how undistributed transfer credit might apply to general education requirements, b) decisions of equivalency being stored in a central repository to ensure consistency of decisions across units with respect to the IUPUI general education core, c) equivalency determinations will be preserved as the student navigates across degree programs, and d) degree programs would still retain flexibility to count the credit toward a degree program requirement – as long as the course does not ‘count twice’ (i.e., a 3 credit course cannot ‘count’ as 6 credits on a transcript).

The following additional points were articulated in discussions of this new procedure:

- Records of course-to-competency equivalency should be maintained by Enrollment Services, and ideally should be accessible to potential transfer students prior to their admission to IUPUI.
- According to the Registrar, the undistributed course will be counted toward the general education competency and it will also be available in the “unused courses” portion of the Academic Advisement Report where it should generally not be used again. On the transcript, such courses would articulate to a general education competency designation (e.g., Cultural Understanding Competency). This enables degree programs to retain sufficient flexibility (through exceptions) to count a course considered equivalent to a general education competency domain as fulfilling a specific degree requirement – which should be encouraged in cases where the student doesn’t actually need more general education credit aligned with a particular competency domain.
- Advisors and directors of student services should be very aware that a single 3 credit undistributed course cannot count toward 6 credits on the transcript. The undistributed transfer credit may be applied either to general education requirements or to program requirements, but not both.
- Admissions staff should keep careful records of when and how such equivalency decisions are made, and an annual report should be provided to the General Education Faculty Task Force (or to whatever standing committee it evolves to be) so that faculty can review a summary of how such equivalency decisions were made by Admissions staff during the prior academic year.
- Course-to-competency equivalencies should ultimately drive the creation of additional course-to-course articulation agreements so that processing of transfer credit can be further automated and eventually shared with prospective transfer students to help support their decision to apply to IUPUI.
• If a specific general education course is required in a particular degree program, a course-to-competency equivalence determination should not be sufficient – the student must take the specific course that is required.

Returning Students

1. Currently many school bulletin policies state that students who stop out for more than two or three years move to current program requirements, but could be moved to their old requirements upon special permission of the program director. We recommend that returning students should generally be provided with the option to complete the degree requirements that were in place at the time they left IUPUI, provided that the prior plan code has not been retired or key courses have not been changed or eliminated from the catalog.

Alignment Between IUPUC and IUPUI

1. Course lists on both campuses should be identical (or as similar as possible) to facilitate transfer between IUPUI and IUPUC. Specific courses should be categorized within the same competency domain at both institutions. When a student transfers to IUPUI after taking a course at IUPUC that is not offered at IUPUI (e.g., PSY-B 104), the course should count toward the same competency domain as at the original campus (i.e., PSY-B 104 should transfer to IUPUI as 3 social science credits).

2. Students who started at IUPUC prior to Fall 2013 should continue to follow current degree requirements for the next 4 years (in the same manner that we honor the 2+2 articulation agreements in place for current Ivy Tech students, as described above).

3. If a course is listed on the IUPUI General Education Core list, it should automatically be listed on the IUPUC list, as long as IUPUC has received approval to offer the course.

4. IUPUI and IUPUC students should be able to take either an IUPUI or an IUPUC course to complete the General Education Core. It is important to note that if a specific course is required for a major, it is recommended that the course be taken at the campus from which the degree is granted (e.g., PSY-B110 should be taken at IUPUI if a student plans to graduate with a degree in psychology from IUPUI).

World Language Courses

1. All world language courses at the first and second levels should count toward competency in Cultural Understanding.

2. The Cultural Understanding requirement may be fulfilled based on AP examination scores (see below), but should not be waived based on placement test scores only. WLAC will award special credit for lower-level world language courses only after a student earns at least a C grade in the
more advanced course that he or she places into (see http://www.iupui.edu/~bulletin/iupui/2012-2014/undergraduate/special-opp/waivers-credit.shtml).

WLAC AP Credit Equivalencies:

French, German, Spanish AP Score of 3 = 131&132 (8 credits)
French, German, Spanish AP Score of 4=
131&132&203 (11 cr) French, German, Spanish AP
score of 5= 131&132&203&204 (14cr)

3. Undistributed world language credit should not count towards the IUPUI General Education Core.

4. If a school requires a world language as a baccalaureate (i.e., school level) requirement and a student has received AP or special credit in a world language, the school could determine that the AP or special credit satisfies the baccalaureate requirement. However, the student would still need to complete 3 credits aligned with the Cultural Understanding competency domain from the IUPUI General Education Core.

Courses in Mathematics

1. Students should never be granted exceptions to a college math requirement based only on placement test scores. Students who wish to gain credit for a course in mathematics without taking the course must take the departmental examination offered by the Mathematical Sciences department for this purpose – see http://math.iupui.edu/undergraduate/resources/proficiency-credit. In addition to credit-by-exam, the department offers credit-by-credential opportunities.