At-a-glance deadlines:
There are no upcoming deadlines.

Upcoming Events:
September 7 – Student Information Session and Resource Fair
September 11 – PFFP orientation
September 13 – Graduate Expo at IUPUI
September 18 & 20 – IUPUI Graduate Personnel Workshops
September 25 – Nuts and Bolts of the Thesis/Dissertation Workshop

Associate Dean’s Report
Resources for campus and system student enrollment can be found at IRDS for IUPUI/IUPUC and UIRR for Indiana University. For retention data, we developed a dashboard for graduate and professional students at IRDS under datalink (Graduate Student Retention and Graduation). You will need to login with IU Duo to gain access to this data set. Data on graduate and professional student degree attainment should also be updated in September/October in IRDS datalink.

https://irds.iupui.edu/
https://uirr.iu.edu/

Information on the requirements/steps for new or changes to existing degrees/certificates/minors can be found at: https://graduate.iupui.edu/faculty-staff/curriculum-programs/propose/index.html

The matrix outlining the steps in proposal review from the campus to Indiana Commission on Higher Education can be found at https://graduate.iupui.edu/doc/faculty-staff/approval-matrix.pdf

Assistant Dean’s Report
On Sept 4th UPnGO launched their “Getting you through Graduate and Professional School” series. The 1st seminar will be on Time Management and dealing with Stress. They will host monthly sessions on different topics throughout the year. (See attached Getting You Through Graduate School)

Our Information session and resource fair is the afternoon of September 7th, 1-4pm Campus Center Theater and TV lounge (basement level). We will have representatives from a number of campus offices and services to help familiarize our students to the resources we have on campus. Please help us advertise this event by passing it along especially to our new students who may not be familiar with campus resources. (see attached Navigating Graduate and Professional Schools)
The PFFP orientation will be **September 11, 4-5pm UL 1126**. Also, the date for the PFFP Pathways conference and 3 Minute Thesis competition is Nov. 30th 2018. So, we are planning a 3MT info session and a practice round associated with that event.

**Sept 24th** 12-1 As a part of career week we are hosting a panel discussion on *How Graduate School Jumpstarted My Career* with graduate students and alumni.

**Sept 25th** UPnGO will host *Nuts and Bolts of the Thesis/Dissertation Workshop* with our graduate recorders. It will be in the Library Auditorium. For Purdue schools it will be from 4-5pm and for IU schools it will be from 5-6pm

Recruitment:
Please contact me if you are interested in planning a Faculty Exchange at a Minority Serving Institution.

**National Fall Recruitment Activities:**
1. Florida A&M University, Tallahassee, FL – September 5-6
2. SACNAS (Advancing Chicanos/Hispanics & Native Americans in Science), San Antonio – October 11-13
3. Southern Regional Education Board Compact for Faculty Diversity, Atlanta – October 25-28
4. Annual Biomedical Research Conference for Minority Students, Indianapolis– November 14-17

**Graduate Office Report**

The IUPUI Graduate Office website has transitioned to the IU framework. Please update your bookmarks and your website links to our pages – See [https://graduate.iupui.edu/](https://graduate.iupui.edu/).

**For IU Graduate School Students**

A new template for thesis / dissertation has been created. See [https://graduate.iupui.edu/theses-dissertations/formatting.html](https://graduate.iupui.edu/theses-dissertations/formatting.html).

**A Formatting Workshop will be held October 9th** 2 – 4 PM in UL – Lilly Auditorium – Invite coming soon. We strongly encourage (IU) UGS graduate advisors / mentors to attend as formatting is a shared responsibility with our office.

**Other IUPUI Graduate Office Events / Workshops**

The **Personnel Workshops for UGS and PUGS Graduate Personnel are this month**. For IU personnel, the workshops will be Tuesday, September 18, 10 a.m. – 12 p.m. and Thursday, September 20, 2-4 p.m. For PUGS, the workshop is Thursday, September 20, 10 a.m. – 12 p.m.

**Rev Up Your Writing** is a half day workshop focusing on writing resources for grad / professional students. It will be held **Thursday, September 27th** – 9 a.m.– **12:15 p.m.** Registration is required: [https://survey.graduate.iu.edu/machform/view.php?id=17245](https://survey.graduate.iu.edu/machform/view.php?id=17245).

The **Accelerated Degree Workshop** was held August 10th. Codes and proposals are coming soon. If you would like access to the Box.IU folder, email mlhenry@iupui.edu. (See the attached Best Practices for Managing Accelerated Programs and IUPUI Office of the Registrar Best Practices for Managing Accelerated Programs)
IUPUI is still using MyStudentBody for all incoming graduate and professional students

- Only need to complete “Sexual Violence Annual Course”
- Students launch MyStudentBody from One.IU.
  - The system-wide home for requirement language and deadlines is https://kb.iu.edu/d/avui
- Deadlines - Part I December 1, Part 2 January 7

English for Academic Purposes (EAP test) for Non-Native English Speakers

POLICY REMINDER (See the attached Testing and Training of International Teaching Assistants (ITAs))

Programs are responsible for tracking students’ placement scores and ensuring they enroll in any English courses if they place into them (they start the third week of classes).

The Graduate Office places hold on student accounts if they place into English courses

Students who have not completed their EAP requirements will not be able to graduate.

- Any approved retakes MUST happen within the first two weeks of class
- Only 1 retake is allowed – no exceptions
- The student must email Kent Stoelting kstoelti@iupui.edu at least one day prior to schedule retake
- Students will report to SL070 for retesting Wednesday or Thursday the week of 8/27/2018 ONLY

SPEAK Policy Reminder - Graduate students who are being considered for a teaching role (tutor, lab assistant, teaching assistant, course instructor) are also required by university policy to take the SPEAK test and complete any required supplemental EAP courses recommended based on that test. Details can be found: https://liberalarts.iupui.edu/english/pages/eap-program-folder/speak-test.php

To register for the SPEAK Test, the department representative (secretary, advisor, etc.) should contact the EAP Program Secretary, Ms. Melanie Mundy (Curfman) (mjcurfma@iupui.edu, 317-274-2188), and we will work with you or your students to arrange alternate test times.

Committee Reports

Fellowship

The first meeting will be October 2nd after which the committee will release a new University Fellow Rubric and detailed communication.

Graduate Recruitment Council

Our 2018-2019 Recruitment Calendar has been finalized. We’ll be going to several national conferences such as Florida A&M University, SACNAS, National Society of Black Engineers and the Annual Biomedical Research Conference for Minority Students here in Indianapolis. Regional travel includes Hanover, IU, DePauw, Earlham College, Butler and University of Illinois at Chicago.

We have a couple of events for prospective students coming up. Graduate Expo at IUPUI will be held Thursday, September 13 from 10 a.m. to 2 p.m. in the Campus Center. We have over 60
graduate programs/universities registered. Students may walk-in or register here: http://go.iu.edu/24s1

Graduate School Admissions Boot Camp, which focuses on writing personal statements, will be held Friday, October 19 from 8:30 a.m. to 2:15 p.m. in University Library. Students may register here: http://go.iu.edu/24Hc

The following are attachments to the August 28, 2018 Highlights:

Getting you Through Graduate School
Navigating Graduate and Professional Schools
Best Practices for Managing Accelerated Programs
IUPUI Office of the Registrar Best Practices for Managing Accelerated Programs
Testing and Training of International Teaching Assistants (ITAs)
GETTING You THROUGH Graduate School

A professional development series from UPnGO
in partnership with
Office of Health & Wellness Promotion and
Counseling and Psychological Services (CAPS)

Time & Stress management
Tuesday, September 4, 2018
4:00 - 5:00 P.M.
Campus Center CE309

Recognizing Signs of Anxiety & Depression
Tuesday, October 22, 2018
4:00 - 5:00 P.M.
Campus Center CE309

Stigma Around Cultural Bias
Tuesday, November 20, 2018
4:00 - 5:00 P.M.
Campus Center CE409

Register:
http://go.iu.edu/24yX
GETTING You THROUGH Graduate School

A professional development series from UPnGO in partnership with Office of Health & Wellness Promotion and Counseling and Psychological Services (CAPS)

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4:00 - 5:00 P.M.
Campus Center CE409

Register:
http://go.iu.edu/24yX
Navigating Graduate and Professional School: Information Session & Resource Fair

Friday Sept. 7th
1 - 4 P.M.
RSVP @ http://go.iu.edu/24r6
Or scan the QR Code to RSVP:

Short Talks 1-2:30 PM
in Campus Center Theater:
Room 002
Resource Fair 2:30-4PM
in Campus Center TV Lounge
*Refreshments Provided

Hear from: Financial Aid and Insurance, New Fitness Center, Office of International Affairs, University Writing Center, Multicultural Center, Student Advocacy & Support, UITS, UPnGO, GPSG, PFFP, and more!
Best Practices for Managing Accelerated Programs

IUPUI currently offers a number of accelerated programs where a student completes requirements for two degrees in a shortened amount of time. Some programs are designed so the student receives a bachelor’s degree in less than four years; others are set up for students to initially aspire to complete both an undergraduate and graduate degree in a shortened period. Often referred to as ‘3 + 2’ or ‘4 + 1’ programs, these bachelors + masters programs result in the student earning both degrees in less time (and at a reduced cost) which makes them attractive options.

The development of accelerated programs is consistent with the IUPUI Strategic Plan objectives of promoting undergraduate student learning and success and increasing the capacity for graduate education. With our focus on students, the 4 + 1 design is the preferred model as it maximizes the students’ ability to receive financial aid benefits and minimizes the overall cost of the degree.

This document provides an outline on how IUPUI accelerated programs should be administered throughout campus with regards to admission, registration, financial aid impacts, and billing for students. NOTE: This document & discussion only addresses INTERNAL IUPUI accelerated programs and not any ‘external’ program where a student is earning two degrees concurrently at another institution like Butler, UIndy, Franklin, etc.)

Definitions

**Accelerated Programs**: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term. ([http://nces.ed.gov/ipeds/glossary/?charindex=A](http://nces.ed.gov/ipeds/glossary/?charindex=A))

**Accelerated Bachelors/Masters Programs**: At IUPUI, these are defined as those programs in which academically qualified students earn both a bachelor’s degree AND a master’s degree in a shorter timeframe than if pursued independently. A set number of credits apply to both undergraduate and graduate requirements.

Approval Process

Any new accelerated program must submit a proposal through the appropriate IU or PU curricular bodies.

- For IU programs, the approval matrix can be found here: [https://uaa.iu.edu/academic-affairs/approval-process/Academic_Approval_Matrix.pdf](https://uaa.iu.edu/academic-affairs/approval-process/Academic_Approval_Matrix.pdf). Accelerated programs most often follow the ‘Degrees: Dual Degrees (Both Existing)’ steps but this may vary if one of the degrees is new to the campus.
- For PU programs, Undergraduate Affairs Committee (UAC) and Graduate Affairs Committee (GAC) approval is required. Once approved, the proposal would then be sent to Purdue West Lafayette for final approval.
Application Process

There are various points at which a student can apply to an accelerated program.

**UNDERGRADUATE E-APP**

A student can indicate initial interest in an accelerated program as early as the first application to the university (incoming freshman). **Academic units offering accelerated programs will determine if they want this option to appear on the undergraduate eApp or not.** If a program would like this to be available as a recruiting tool, the undergraduate eApplication can distinguish between the traditional bachelors programs vs. the accelerated bachelors/masters programs using unique program plan codes in SIS. This also allows the unit the ability to better track and report on the traditional vs. accelerated degree cohorts early in the UGRD career. Admission by the academic unit to any accelerated program will always be dependent upon the student’s subsequent performance in the undergraduate portion of the program and will further dictate whether the student will ultimately be admitted to the graduate portion of the accelerated program.

**SCHOOL APPLICATION/VERIFICATION/DECLARATION**

Each accelerated program will have process by which continued eligibility will be reviewed/verified within the academic unit for those already in the accelerated program plan codes. Similarly, there will be a clear process (application or declaration step) for students who are not already in the SIS accelerated codes but who are now interested and/or admitted. For most programs, this occurs via an internal accelerated program application initiated by the student during the third year of study. Waiting until the final year of an undergraduate program to have students apply does not usually allow for enough advanced planning to meet the intention of an accelerated program. Note: Academic units may set application eligibility that is tied to minimum credit hours earned towards program, minimum GPA, and/or student classification (i.e. junior). This allows for units to accommodate traditional students as well as those who may be nontraditional and/or have transfer credit on their record.

It is critical that a student is placed into the correct accelerated program plan code (bachelors/masters) as soon as the unit has internally ‘admitted’ them for clear tracking and reporting purposes. This is important to being able to carefully monitor this population for continued eligibility as it would be difficult to otherwise allow the students to take graduate level courses without confirmation that they are prepared or academically ready.

**Use of AdRx (Advising Records) notes is strongly encouraged so that advisors at both the undergraduate and graduate levels can see the student/advisor/faculty advisor interactions that have occurred specific to the accelerated program degree progression.**

**GRADUATE E-APP**

Programs with accelerated degrees must be sure the accelerated option is available on the graduate App.
During the fourth year of undergraduate study in an accelerated degree program, the student will need to submit the Graduate School e-App online to officially apply to the graduate degree portion of the program and to the Graduate career in the SIS system. The graduate eApplication will also have a unique program plan code in SIS to ensure separate between the traditional graduate programs vs those under which a student is being admitted as a result of an accelerated program admission.

Students will be evaluated by the Graduate Program/UGS (where applicable) for entrance into the graduate portion of the accelerated program. While different graduate departments or programs may establish unique criteria for admittance into and continuation in an accelerated program, a minimum 3.0 GPA is required for entrance into IU and PU Graduate School programs at IUPUI.

While students in accelerated programs may be enrolling in graduate level courses as an undergraduate student, they should submit the graduate eApp NO earlier than one calendar year from when they will be officially moving from the undergraduate to the graduate career. This ensures that admission term selected is accurate in terms of true career movement.

Example: Student should not submit graduate eApp as a junior simply because they plan to take GRAD courses during their senior year as a UGRD student. True transition to GRAD career typically occurs the term after UGRD career is conferred/completed and this is the admit term that should be indicated on the e-Application. If an earlier admit term is chosen, student runs risk of being run through WADM/NOSH when they do not enroll for that term under the GRAD career. In summary:

- Student declares accelerated intention third year as UGRD and completes the program-based internal application.
- Enrolls in both UGRD/GRAD courses during fourth year after being admitted and placed in the accelerated plan codes in SIS (UGRD career).
- Fall fourth year – earliest point at which GRAD eApp should be submitted for summer/fall entry.

Academic units will be responsible for auditing fourth year status + accelerated UGRD program code and communicating necessity to submit graduate e-Application.

If a student in an accelerated program plan code does not meet the requirements of the graduate school or the student decides they no longer wish to pursue the graduate portion of the accelerated program, the undergraduate recorder or appropriate program staff must move the student into the traditional baccalaureate-only degree code.

SIS Coding

Separate and distinct SIS plan codes are necessary for tracking and reporting purposes. Programs must verify minimum GPA and credit hour values to graduate with bachelor’s degree which will be enforced at point of admission to graduate career and used for SAP purposes by Financial Aid.

Each accelerated program will have THREE unique academic plans that will assist in tracking and reporting on cohorts.

1) Undergraduate pre-plan within UCOL division (UCxx)
2) Undergraduate school-based plan which results in degree/credential from the degree granting school
3) Graduate school-based plan which results in degree/credential from UGS or degree granting school
**Academic Plan Attribute:** All program plan codes will be tagged with an accelerated program attribute (value = ACEL) on the SIS Academic Plan table. This will allow for an easier way to report on these programs both within a particular unit as well as use in institutional reporting.

Undergraduate and graduate program recorders will be responsible for ensuring accelerated program students are in the correct accelerated program plan code on the student record. Internal application deadlines may vary based on unit (with recommendation of third year of program), but changes to the program plan should be made as soon as possible to ensure appropriate advising is available.

In cases where the accelerated program declaration is made AFTER undergraduate admission to the university, a manual intervention/touch will be required by the academic unit. (There is no automated process that would move students to the accelerated program plan codes during the second, third, or fourth years).

At the graduate level, the student should be assigned to the correct GRAD level accelerated program plan code at the point of admission through the eApp. Any subsequent update (in possible case where a student selected incorrect grad intention) would also be manual by the graduate recorder.

**Grandfathered Programs:** Multiple combo accelerated programs will need to utilize additional options/PPS maintenance steps to avoid duplicate/excessive diplomas, clear understanding of program requirements specific to a major within a shared degree, etc. The following historical programs are impacted:

- a) Biology BA/MPH and Biology BS/MPH
- b) BS in SPEA/ Master of Public Affairs and BS in SPEA/ MS in in Criminal Justice and Public Safety

**Registration & Enrollment**

Students in approved accelerated programs should be term activated under only ONE CAREER per term. There should be no term under which an accelerated program student would have a term activation in both an undergraduate and graduate program at the same time (no overlap). Registration during the first 4 years of the program should fall under the undergraduate career while registration during the 5th year of the program will appear under the graduate career.

Academic units will have autonomy to allow a student to remain in an accelerated program in cases of students who might fall off track or stop out. This may include encouraging summer enrollment to stay on track or the decision to no longer allow the student to complete accelerated option.

**AARs/degree maps**

Presently there are no programmed academic advisement reports or degree maps for accelerated programs.

Academic units can work with the Office of the Registrar to explore iGPS degree maps (as functionality becomes available) to provide students with one sample path to degree completion. Creation of a working academic advisement report (AAR) will also be part of this process to ensure that students are able to monitor progress towards graduation requirements. Use of AdRx notes will facilitate this clear communication between the UGRD and GRAD advisors throughout the program.

In the absence of existing maps or AARs, the academic unit must be sure to provide students with a clear plan of study to ensure appropriate registration occurs.
Class Permissions

The Student Information System is designed to prohibit undergraduate students from enrolling in graduate level coursework without class permission being granted. Permission to enroll in graduate level coursework for accelerated program students should be granted only internal school application submission and approval by the unit.

Coordinated academic advising will also ensure the student is registering in coursework necessary for degree progression at both the undergraduate and graduate levels. Graduate coursework taken at the undergraduate level must apply towards graduate program requirements.

Academic advising transitions should be clear and coordinated between the undergraduate and graduate career advisors.

Academic Statistics & Overlap of Credit Hours

Transcript statistics (GPA, total credits, etc.) on the IU transcript are separated by career. Therefore, GRAD courses taken by an undergraduate accelerated program student (with class permission) will appear on the undergraduate section of the official transcript and will be factored into UGRD statistics.

Each accelerated program must CLEARLY define the maximum amount of credit hours that can ‘double count’/apply towards both undergraduate and graduate level requirements. Typical overlap allowable is 9 – 12 credit hours with all exceptions requiring written Dean’s authorization.

Before the graduate credentials can be conferred, academic programs must validate/verify that all degree requirements have been met. This may involve manual review of the course enrollment, confirming minimum grades are met, and ensuring total credit hours earned is accurate when statistics are split between careers.

When requesting an official transcript, students should be advised to always order a record that includes ALL CAREERS to ensure that both the undergraduate and graduate level coursework would be displayed.

Financial Aid Impact & Tuition/Fees

Keeping students in the undergraduate career during the first four years of an accelerated program allows for maximum gift aid eligibility. This is because many state and federal financial aid options (i.e. 21st Century Scholars, Pell Grant, O’Bannon aware) are available only to UGRD students. This model maximizes the availability of gift aid for those eligible for the longest time. This further discourages higher borrowing totals as graduate loan limits will not be offered until the 5th or final year of the accelerated program when the student is officially a graduate career student.

Undergraduate accelerated program students who are given permission to enroll in graduate level courses will pay undergraduate tuition and fees and will be subject to the banded tuition rates as applicable. While this structure means that there may be decreased revenue to units (as opposed to students who pursue a separate 4-year degree followed by an independent 1-2 year master’s degree), this model was endorsed by all academic and support units as a way to encourage graduate level program participation and successful degree completion at both the undergraduate and graduate level.
Students enrolled in accelerated programs should be conferred the undergraduate credential upon completion of the undergraduate program requirements (typically spring of year 4). Four year graduation rates will be positively affected as these students will be conferred their Bachelor’s degree in year 4 while being on their way to the master’s credential. Increased on-time graduation rates also have a direct impact on institutional funding by the State of Indiana.

Similarly, degree conferral of the master’s credential should occur at the point of program requirement completion (typically end of year 5).

Timely degree conferral at the point of degree requirement completion will require close monitoring of students in the accelerated program plan codes throughout both the undergraduate and graduate career by the academic units.

The accelerated program plan codes now in SIS ensure that recorders will not need to update/change the student program plan stack to traditional academic plan codes when awarding the degree. The accelerated options will result in the awarding of the appropriate credential based on the career and should be left on the student record.
Best Practices for Managing Accelerated Programs

August 10, 2018
Overview

- Definitions
- Approval Process
- Application Options & Timelines
- SIS Coding
- Timeline Summary
- Registration & Enrollment
- Academic Statistics
- Financial Aid/Tuition & Fees
- Degree conferral
- Next Steps
What is an accelerated program?

Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term. (IPEDS)

At IUPUI, these are defined as those programs in which academically qualified students earn both a bachelor’s degree AND a master’s degree in a shorter timeframe (4+1) than if pursued independently. A set number of credits apply to both undergraduate and graduate requirements.
Approval Process

IU programs

- UAC & GAC
- Approval Matrix: https://uaa.iu.edu/academic-affairs/approval-process/Academic_Approval_Matrix.pdf
- Steps may vary if introducing new credential

PU programs

- UAC & GAC
- Purdue West Lafayette (Associate Provost – UGRD, Graduate School – GRAD)
Application Process

Undergraduate Career

UNDERGRADUATE eApp
- Programs can choose to add accelerated programs as option
- Continued participation/admission dependent up subsequent performance in undergraduate portion of program

SCHOOL APPLICATION (INTERNAL)
- Units should have process to review those already in accelerated plans
- Must have clear application or declaration documentation to validate eligibility (third year of study)
- Units must move accepted students into correct program plan codes ASAP (especially if not on eApp)
- Use of AdRx notes is strongly encouraged for advising purposes at both UGRD and GRAD levels
Application Process

Graduate Career

**GRADUATE eApp**

- Accelerated plans should be listed on Graduate eApp
- eApp submitted no earlier than during fourth year of undergraduate study
- Minimum eligibility requirements apply for IU and PU Graduate School programs (3.0 GPA). School-based conferred program eligibility requirements may vary
- Academic units should audit for fourth year status & communicate necessity to submit graduate eApp
### SIS Coding

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<td>INFO5</td>
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</table>

- Students should be placed into correct program/plan codes as soon as possible for tracking and reporting purposes.

- Academic plan table attribute = ACEL
Timeline Summary

Year 3 (UGRD)
- Student *(already in accelerated code)* submits internal school declaration to confirm continued eligibility OR
- Student declares ‘new’ accelerated intention by submitting internal school application to program

Year 4 (UGRD)
- Student enrolls in both UGRD & GRAD courses after being (re-)admitted and placed into accelerated SIS plan codes (UGRD career)
- Fall Yr 4 = Earliest point student should submit Graduate eApp for next academic year entry into GRAD portion of program
Registration/Enrollment

☑ Term activated (eligible to enroll) under only one career/term
☑ First 4 years = UGRD
☑ 5\textsuperscript{th} year (+) = GRAD
☑ AARs & Degree Maps/Plan of Study
☑ Class permissions
Academic Statistics

- Statistics (GPA, credit hours) separated by career
- Courses and statistics taken while UGRD cannot be moved to GRAD career
- Programs must define allowable amount of overlap (double counting courses)
- Transcripts = all careers
Financial Aid & Tuition/Fees

- 4+1 model allows for maximum gift aid eligibility (Pell Grant, 21st Century Scholars, etc.)
- Will pay undergrad tuition/fees for enrollment in GRAD courses in UGRD career
- Endorsed by academic authorities and support units
Degree Conferral

- Undergraduate credential conferral should occur once all bachelor’s degree requirements are fulfilled (ideally end of 4th year)
- Impacts institutional funding/degree completion rates
- Do not switch student to traditional SIS codes at point of awarding degree
- Master’s degree conferral at point of program requirement completion
Next Steps

- Distribute SIS codes; BP document
- Evaluate/learn your unit policies
- Update currently enrolled students structure
- Explore recruitment opportunities
- Share internal application templates
- Work with Anita Sale (aasale@iupui.edu) to add SIS accelerated degrees to the Grad eApp
Questions?
April 11, 2018

To: Academic Deans/Department Chairs/Directors of Graduate Studies

From: Estela Ene, Ph.D.
English for Academic Purposes (EAP) Program
Department of English, IUPUI

Re: Testing and Training of International Teaching Assistants (ITAs)

CC: Janice, Blum, Associate Dean, Graduate School
Sara K. Allaei, Executive Director, International Affairs, IUPUI
Assistant Vice President for International Services
Kristina Sheeler, Associate Dean, School of Liberal Arts
Robert Rebein, Chair, Department of English

This is to remind you of the IUPUI policy for the “Oral English Proficiency Examination” (aka SPEAK Test) mandatory of all student academic appointees whose first language is not English. All graduate students at IUPUI whose first language is not English must be tested for oral English language competency before they are given any appointments having direct student contact, including positions such as teaching assistants and laboratory assistants, as well as some graders and tutors. This policy, passed by the IUPUI Graduate Affairs Committee was put into place to protect students, departments, and the university; it is important that all programs who hire non-native speakers of English to work with IUPUI students and clients be aware of and follow this policy.

Students’ oral language proficiency will be assessed using the SPEAK Test, which is published by ETS (publishers of the TOEFL). Information about the SPEAK Test, including a description and a sample test, can be found at: https://liberalarts.iupui.edu/english/pages/eap-program-folder/speak-test.php. This test is in addition to the EAP Placement test, which is required of all international students upon entering IUPUI. The SPEAK Test must be taken and passed before the student is given an academic appointment. The cost for the test is $30.00 and is billed to the department/program.

Students who do not meet the required scores will need to take a course, ENG G520, Communication Skills for Graduate Students and International Teaching Assistants (three credit hours). If the student is not ready for G520, he or she may need to enroll in other oral/aural language skills courses offered by the English for Academic Purposes Program.
For graduate students who need to take the SPEAK test, the test will be offered on the following dates:

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<tr>
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Departments or students may register by calling the EAP office at 317-274-2188, or students may come to the EAP Office in CA 344 to register for the test. Please report to CA319 on the day of the test.

If the above test dates/times do not work for your students, please contact the EAP Program Secretary, Ms. Melanie Mundy (Curfman) (mjcurfma@iupui.edu, 317-274-2188), and we will work with you or your students to arrange alternate test times.

I am including another copy of the IUPUI Statement on Oral English Competency for ITAs for your reference.

If you have any questions, please don’t hesitate to call or email.

Sincerely,

Estela Ene, Ph.D.

Director, English for Academic Purposes Program
Associate Professor, English Department

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I. INTRODUCTION AND POLICY

IUPUI benefits from the knowledge and talents of non-native English speaking graduate assistants/instructors in many aspects of its instructional program. These persons, typically the most accomplished graduates of their home countries, bring an essential diversity of culture to the campus and thus enrich our total academic environment. These benefits cannot be realized, however, if there is a language barrier between instructors and students.

Beginning in the 1970s and early 1980s, concern about the language abilities of International Teaching Assistants (ITAs) began to be raised by students at universities across the U.S, including in Indiana. These complaints have led some parents to pressure legislators and university administrators to take action to "do something" about the "international TA problem." Since 1992, 18 states either have passed laws or implemented system-wide mandates to assess the language skills of ITAs.

Although Indiana currently has no state law mandating ITA language assessment, concerns about ITAs have been raised several times at the legislative level. There is an expectation that Indiana’s public universities will have and enforce a policy for ensuring that ITAs have the language proficiency needed to teach in an American classroom.

Consequently, IUPUI has established the policy that all graduate students whose first language is not English and who are being considered for graduate assistantships must demonstrate adequate oral English proficiency before assignment to duties involving direct interaction with students. These duties may include classroom and laboratory instruction, tutoring, and in many cases grading. By definition, these graduate students are considered ITAs (International Teaching Assistants).

II. LANGUAGE SKILLS FOR NON-NATIVE ENGLISH SPEAKING GRADUATE TEACHING ASSISTANTS/INSTRUCTORS AND THE ASSESSMENT OF THOSE SKILLS

The skills a non-native English speaking graduate assistant (ITA) must demonstrate prior to being assigned instructional responsibility are varied. First, he or she must have mastery of the subject matter to be taught -- assessment of which must be made by the student’s academic department. However, the ability to
present the subject matter depends upon certain language skills and their application in an American university setting.

The language skills necessary for effective instruction include:

1. intelligible pronunciation, stress and intonation patterns
2. listening comprehension skills
3. vocabulary beyond that of the subject matter
4. paraphrasing skills
5. coherent organization of information at sentence and discourse levels

Effective instruction in the academic setting also requires an awareness of and sensitivity to:

6. the values inherent in the American educational system (e.g., student-centered, critical thinking, blind to social status)
7. American students’ expectations of instructors
8. verbal and non-verbal behavior appropriate for students and instructors
9. differences in styles and organization of classroom activities

The evaluation of these skills requires a battery of instruments. In order to evaluate items 1-5 above, the Program in EAP uses two sets of scores:

a. the EAP Placement test, which all EAP students admitted to IUPUI are required to take before their first semester, and
b. the SPEAK Test††, which all potential ITAs are required to take before their appointment.

As there is currently no standardized measure available to evaluate competency in items 6 – 9, judgments of competency in these areas are the responsibility of the individual academic departments. Ideally, this information/evaluation will be incorporated in pre-term instructional workshops that provide an orientation to teaching IUPUI students in general and course content in particular. The importance of competency in these areas of academic “cultural awareness” should not be underestimated or belittled. In some respects, cultural competency is as important as mastery of the subject matter that is being taught.

III. ORAL ENGLISH PROFICIENCY CERTIFICATION POLICY

AS A CONDITION FOR APPOINTMENT, the academic department seeking to employ a graduate student who is a non-native speaker of English in a position with direct student contact (as an ITA) is responsible for insuring that oral language competency, as outlined in this statement, is evaluated before the appointment is made. The Office of Academic and Faculty Records must receive documentation that ITAs have been evaluated and certified. Failure to comply with this policy, either by the department or the ITA, will result in the termination of the ITA appointment.

As do all non-native speakers of English, all potential ITA appointees must take the general ESL placement test as a condition of receiving the ITA appointment.

†† The SPEAK Test is an institutional version of the Test of Spoken English (TSE), which is published by ETS, and evaluates the speaking abilities of non-native speakers of English.
appointment. Additionally, all potential ITA appointees who will have direct contact of any form with students in undergraduate or dual-level (graduate and undergraduate) courses are required to have their oral proficiency certified with a SPEAK test as a condition of receiving their ITA appointment. ITAs with primary responsibility for teaching a class or laboratory section are required to have a SPEAK score of ≥ 50; ITAs with direct student contact other than as a class or laboratory instructor are required to achieve a score of ≥ 40. (A copy of the SPEAK Test scoring rubric is provided on page 5 of this document.) International students employed as research assistants with no direct student contact do not need to have their oral English proficiency evaluated unless their status changes.

IV. Certification Procedure

Before the beginning of each semester, departments must ask all graduate non-native speakers of English who will be assigned duties requiring direct student contact to come to the Program in English as a Second Language to have their oral English proficiency evaluated. Prospective ITAs will be administered the SPEAK Test. The results of the SPEAK Test will be sent to the department and to the Office of Academic and Faculty Records, with an indication for which level of student contact the ITA has been certified (i.e., classroom instructor or laboratory instructor/tutor-grader).

Students who have inadequate English communication skills will be required to take an ITA training course (G520, formerly G020) before being given a position that requires direct student contact. Students will be re-administered the SPEAK test at the end of this class, at no additional cost, and will need to achieve an appropriate score to be cleared to teach.

So that appropriate hiring decisions can be made in a timely manner, departments should refer as soon as possible all international graduate students they anticipate will have positions that will require direct student contact to the EAP Program Office to be evaluated. Any international student may take the test.

V. Appeals Process

Students who fail the SPEAK test may make a 10 - 15 minute presentation, including a question-answer period, before a three-person panel. The panel will include the Chair of the Department (or faculty representative) and two members of the EAP Program. The presentation should be for a beginning-level course in their field. A simple majority approval is required to permit the ITA to teach without further language instruction. A department may appeal any decision to the Dean of Faculties.

VI. Verification of Language Competency

At the beginning of each semester, departments will be required to verify the English language proficiency certification of non-native English speaking students employed in their department/program. Deans/Directors responsible for graduate programs will be provided with the names, student identification number and declared major for every non-U.S. citizen enrolled in their unit. Deans/Directors must then use the designator list (see page 4 of this document) to provide an employment/language screening designator for each of these students. This list should then be returned to the EAP Program which will check and forward it to the Office of Academic and Faculty Records so that appointments can be formally approved.
Appointments for international graduate students will not be formally approved until their oral language proficiency has been certified. Failure by the department to ensure appropriate language certification of ITAs may create problems with the ITA appointment, including termination of the appointment.
## INTERNATIONAL TEACHING ASSISTANT DESIGNATOR LIST

<table>
<thead>
<tr>
<th>Category</th>
<th>Designator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A citizen of an English speaking country other than the United States and a native speaker of English.</td>
<td>A</td>
</tr>
<tr>
<td>2. A non-native English speaking student who was</td>
<td></td>
</tr>
<tr>
<td>a. certified by the EAP Program and approved for direct student contact as</td>
<td>B</td>
</tr>
<tr>
<td>- an instructor (primary instructional responsibility for a class or lab) SPEAK ( \geq 50 )</td>
<td>C</td>
</tr>
<tr>
<td>- a tutor (e.g., lab, small group, grader [with direct student contact]) SPEAK ( \geq 40 )</td>
<td></td>
</tr>
<tr>
<td>b. evaluated by the EAP Program and restricted to duties not involving direct student contact (e.g., research assistant) SPEAK &lt; 40</td>
<td>D</td>
</tr>
<tr>
<td>c. not screened or not certified by the EAP Program with no duties or duties other than direct student contact</td>
<td>E</td>
</tr>
<tr>
<td>d. not screened or not certified by the EAP Program with direct student contact</td>
<td>F</td>
</tr>
</tbody>
</table>

*Students with an “F” designator may have their appointment as an ITA terminated by the Office of Academic and Faculty Records.

†Individuals from the following countries are considered native English speakers by the Office of International Affairs and therefore receive Designator A:

- Anguilla
- Antigua
- Australia
- Bahamas
- Barbados
- Barbuda
- Belize
- Bermuda
- British Virgin Islands
- Canada (except Quebec)
- Dominica
- Grand Cayman Islands
- Grenada
- Guyana
- Irish Republic
- Jamaica
- Montserrat
- New Zealand
- St. Kitts & Nevis
- St. Lucia
- St. Vincent & the Grenadines
- Tobago
- Trinidad
- Turks and Caicos Islands
- United Kingdom
- (England, Northern Wales)

**NOTE:** Departments should also require citizens of the U.S. who are non-native speakers of English to take the ITA test before assigning them an appointment with direct student contact. Any questions or perceived “exceptions” should be forwarded to the Director of ESL.
SPEAK TEST RATING SCALE

60 Communication almost always effective: task performed very competently

- Functions performed clearly and effectively
- Appropriate response to audience/situation
- Coherent, with effective use of cohesive devices
- Use of linguistic features almost always effective; communication not affected by minor errors

50 Communication generally effective: task performed competently

- Functions generally performed clearly and effectively
- Generally appropriate response to audience/situation
- Coherent, with some effective use of cohesive devices
- Use of linguistic features generally effective; communication generally not affected by errors

40 Communication somewhat effective: task performed somewhat competently

- Functions performed somewhat clearly and effectively
- Somewhat appropriate response to audience/situation
- Somewhat coherent, with some use of cohesive devices
- Use of linguistic features somewhat effective; communication sometimes affected by errors

30 Communication generally not effective: task performed poorly

- Functions generally performed unclearly and ineffectively
- Generally inappropriate response to audience/situation
- Generally incoherent, with little use of cohesive devices
- Use of linguistic features generally poor; communication often impeded by major errors

20 No effective communication: no evidence of ability to perform task

- No evidence that functions were performed
- No evidence of ability to respond appropriately to audience/situation
- Incoherent, with no use of cohesive devices
- Use of linguistic features poor; communication ineffective due to major errors