AMENDED AGENDA

1. Call to order
   Professor David A. Sanders

2. Approval of Minutes of 20 March 2017

3. Acceptance of Agenda

4. Remarks of the Senate Chair
   Professor David A. Sanders

5. Remarks of the President
   President Mitchell E. Daniels, Jr.

6. Question Time

7. Résumé of Items Under Consideration by Various Standing Committees
   For Information
   Professor Gerald E. Shively

8. Senate Document 16-09 Absence from Campus Resolution
   For Action
   Professor Russell Jones

9. Senate Document 16-16 Resolution on Mental Health Awareness
   For Action
   Professor Russell Jones

10. Senate Document 16-11 Resolution of Reaffirmation & Support of Faculty Responsibility for Dual Credit
    For Action
    Professor Ralph Kaufmann

11. Senate Document 16-10 Nominating and Steering Committee Nominees
    For Action
    Professor Natalie Carroll

12. Senate Document 16-17 Senate Faculty Affairs Committee Nominees
    For Action
    Professor Natalie Carroll

    For Discussion
    Professor Alan Friedman

    For Discussion
    Professor Levon Esters

15. Senate Document 16-12 Updated Language to Student Regulations
    For Discussion
    Professor Ralph Kaufmann

16. Annual Athletic Affairs Committee Report
    For Information
    Associate Athletic Director Ed Howat and Athletic Affairs Committee Chair Peter Hirst
17. New Business

18. Memorial Resolutions

19. Adjournment
The meeting was called to order at 2:35 p.m. by Vice-Chairperson Alberto Rodriguez.

The minutes of the 20 March 2017 Senate meeting were approved as distributed.

The Agenda was amended to move item 13 to item 15, moving the following items up in the agenda, accordingly.

Professor Rodriguez presented the remarks of the Chairperson (see Appendix A).

President Daniels was not in attendance and no remarks from the President had been received.

Question Time- No written questions had been received and no Senators asked questions from the Senate floor.

Professor Gerald Shively, Chair of the Steering Committee, presented the Résumé of Items under Consideration (ROI) by various standing committees (see Appendix B). The Chairs or designees of the Senate standing committees briefly described the current activities of their respective committees.
8. Professor Russell Jones, Chair of the Senate Student Affairs Committee, introduced Senate Document 16-09, Absence from Campus Resolution, for Action. A motion was made and seconded to approve the document. No discussion occurred and the vote was taken. Senate Document 16-09 was approved with 47 votes in favor, 4 in opposition with 1 abstention.

9. Professor Russell Jones, Chair of the Senate Student Affairs Committee, introduced Senate Document 16-16, Resolution on Mental Health Awareness, for Action. A motion was made and seconded to approve the document. A brief discussion occurred about the meaning of the phrase “subjective well-being”. Professor Michael Hill then asked: “How many colleges have their own counseling services?” He noted that the College of Veterinary Medicine has such a service and it is widely advertised and used. Professor Jones was uncertain if other colleges had equivalent services. The Counseling and Psychological Services (CAPS) office personnel will recommend other options for students for counseling besides CAPS. The intent in preparing the document was not to provide too many details. A Senator made the suggestion to hyphenate “well-being” throughout the document. Following the discussion, Senate Document 16-16 was approved with 49 votes in favor and 4 in opposition.

10. Professor Ralph Kaufmann, Chair of the Educational Policy Committee, introduced, for Action, Senate Document 16-11, Resolution of Reaffirmation & Support of Faculty Responsibility for Dual Credit. Professor Kaufmann was accompanied to the podium by Professor Feng-Song Wang, the Senator from PNW. A motion was made and seconded to approve the document. Professors Kaufmann and Wang explained the rationale for the resolution. It was crafted to emphasize that the Faculties of the Purdue campuses should maintain control of dual credit courses. Currently, there is inconsistency in the handling of dual-credit courses throughout the Purdue system. Professor Wang spoke to the matter in his roles as Senator from PNW and Intercampus Faculty Council (IFC) Co-Coordinator. The current resolution is based on an IFC resolution to the same effect (IFC 16.03, See Appendix C). Recent Higher Learning Commission (HLC) actions have defined stricter requirements for qualifications for dual-credit instructors, many of whom are high school teachers. The deadline to meet the stricter requirements was originally September 2017. However, the HLC and the Indiana Commission for Higher Education (ICHE) extended the deadline for 5-years until 2022. The IPFW Faculty Senate passed a resolution in support of the ICHE mandate. The PNW Faculty Senate favored a two-year extension. Professor Chris Clifton asked: “What is happening that would not have happened with the new rules?” Currently, only 30% of the dual-credit course instructors meet the new, stricter requirements. This raises the question: “Should we continue to offer courses taught by instructors who are not qualified?” High school principals in the areas served by the regional campuses have pushed back against the two-year time frame. Although there are relatively few dual-credit courses and students at the West Lafayette campus, PNW and IPFW have several thousand students taking dual-credit courses. The discussion ended and the vote was taken. The motion to approve Senate Document 16-11 passed with 49 votes in favor, 3 in opposition with 1 abstention.

11. Professor Natalie Carroll, Chair of the Senate Nominating Committee, introduced Senate Document 16-10, Nominating and Steering Committee Nominees, for Action. A motion to approve the document was made and seconded. A secret vote was held with paper ballots distributed, collected and the votes tallied by members of the Senate Nominating Committee. Elected to the Senate Nominating Committee were Professors Frederick
Berry, Alexandra Boltasseva, Ellen Kossek and Jeremy Reynolds. Elected to the Senate Steering Committee were Professors Alan Friedman and Jane Yatcilla.

12. **Senate Document 16-17**, *Senate Faculty Affairs Committee Nominees*, was presented, for Action, by Professor Carroll. A motion to approve the document was made and seconded. A secret vote was held with paper ballots distributed, collected and the votes tallied by members of the Senate Nominating Committee. Elected to the Senate Faculty Affairs Committee were Professors Christian Butzke, Cheryl Cooky, Alexander Francis, Deborah Nichols, Linda Prokopy, Audrey Ruple and Steven Wereley.

13. **Senate Document 16-15**, *Tobacco Education and Cessation Resolution*, was presented, for Discussion, by Professor Alan Friedman, Chair of the University Resources Policy Committee. Professor Friedman explained that these types of programs have been successful at other institutions. The resolution calls for supporting efforts to get students to stop smoking, not just staff and faculty. The vote on the document will occur at the September 2017 Senate meeting.

14. Professor Levon Esters, Chair of the Faculty Affairs Committee (FAC), introduced **Senate Document 16-18**, *Promotion and Tenure External Review Resolution*, for Discussion. Professor Esters explained the context of the resolution. The proposed University Policy will require that external letters of support come from faculty members of AAU institutions. It is already being treated as a promulgated policy by some administrators rather than as an operational definition. The FAC is asking for Senate support of this resolution that recommends Deans and Department heads rely on the judgment of the members of the Primary Committees to determine the acceptability of external reviewers for promotion and tenure cases. Professor Linda Prokopy said she had received a letter from Professor Dorsey Armstrong calling into question the proposed policy change (see Appendix D). Many faculty members on campus are concerned that the operational definition is being treated as a policy. This is a critical issue and a motion was made and seconded to suspend the rules to allow voting on the document during the current Senate meeting. The motion to suspend the rules passed with 47 votes in favor, 4 in opposition with 1 abstention. A motion to approve Senate Document 16-18 was made and seconded. Professor Cheryl Cooky emphasized the importance of the issue for promotion and tenure cases. She expressed concern that Primary Committees are already following this recommendation. Professor Paul Wenthold from Science noted that the pushback was from Deans rather than Primary Committees. Professor Chris Clifton suggested the interpretation of the proposed policy is based on how it is read. It seems reasonable, as written, but if Deans are interpreting it differently, that is an issue of contention. Professor Steve Landry said that a primary concern is that the responsibility for choosing external reviewers was moved from Primary Committee to the Provost and the Deans. Decisions will no longer be made by the Primary Committees. This is part of a larger pattern with lower-level decisions being taken on by higher-level administrators. Hence, the wording of the resolution is intended to ensure the responsibility for choosing external reviewers remains with the Primary Committees. Professor Kristina Bross said that the Provost memorandum can especially influence the cases of assistant professors going up for promotion and tenure. She supports the resolution. Professor Bharat Bhargava stated that Deans and the Provost should educate themselves and know the people who are writing the letters of support. This is especially true for split votes. Professor Ralph Kaufmann has looked at the AAU web site and said that the University of Minnesota is not on the web site, even though it has excellent mathematics professors. Some of the universities listed on the AAU web site have worse Mathematics departments. He finds
this fact worrying. Professor Rick Cosier noted that this issue came up a few years ago with promotion and tenure cases that had letters of support from individuals at state universities that the Panel A members had not heard of. It was stated that letters from places that the primary committee accepts will still go to Deans and the Provost. Professor Cooky said that there are phenomenal scholars at other institutions. She supports the resolution and would like to see it modified in the future, as needed. Professor Alberto Rodriguez said that it will be modified over time, when appropriate to do so. The discussion ended and the document was approved with 44 votes in favor and 8 in opposition.

15. Professor Kauffman presented Senate Document 16-12, Updated Language to Student Regulations, for Discussion. Professor Kaufmann was accompanied to the podium by Professor Ryan Cabot (Immediate Past Chair of the EPC) and Registrar Jerry Ross. Currently, no University document has all the student regulations in one place. In addition, the language in many of the regulations, policies and procedures needed to be updated and tidied up as many things mentioned in regulations are no longer done and, in some case, may never have been done. This review process has been going on for several years. The language used to write policies has changed. For example, 1960s documents use “he” in throughout the text. Some regulations were intended to be temporary and have not been made permanent. University Academic Advisors helped update the language in the regulations. Some issues have not been resolved, such as what does “in residence” mean? This will have to be worked on in the future. Registrar Ross stated that the updates will make it easier for anyone who needs to use the regulations and policies to find the needed information. Professor Kaufmann noted that there have been enough updates to allow moving forward while remaining issues will be corrected in the future. Vice Provost Peter Hollenbeck suggested that in the case of University Policies, it would be useful to have this on the campus web site in searchable format. It will be on the Academic Catalog. Professor Shively asked: “To whom will the policies apply, entering students or other students?” Registrar Ross said that the University will not hold students to new rules if they came in under older rules. Finally, Professor Bross pointed out a needed deletion in the text. Senate Document 16-12 will be voted on at the September 2017 Senate meeting.

16. Professor Peter Hirst, Chair of the Athletic Affairs Committee (AAC) presented the AAC Annual Report, for Information (see Appendices E F). After his presentation, Professor Hirst and Senior Associate Athletic Director, Professor Ed Howat answered questions.

- Professor Steve Beaudoin asked about the placement success for student athletes in other professions following college graduation. Is that tracked and how does it compare with non-athlete student placement success? Associate AD Howat said that a report is run annually. Recent (2015) placement success for student-athletes was 92% and that was typical for the last five years. It is usually between 92% and 94%. This compares favorably with student placement, in general (see Appendix G). Professor Hirst stated that only about 2% of student-athletes end up in professional sports. Professor Friedman noted that there was a notable difference between academic success of athletes from big money sports vs. athletes in other sports in the classes he teaches. He asked: “What is the reason?” Associate AD Howat said that time commitment is an issue across the board in all sports. If there are differences with the high-profile sports, the Intercollegiate Athletics Department (ICA) does the best it can as an academic services department. He can address individuals
if their Professor Friedman has concerns about specific students. Professor Friedman said that it is more personal experience and he does not have data to support his anecdote. Professor Hirst mentioned that he now has a better understanding of the time commitments for athletics and academics experienced by the student-athletes. Professor Beaudoin commented that exactly a year ago we had the first special-needs prom in the area and about 20 student-athletes showed up and danced all night with the special-needs students. He commended the student-athletes for their efforts in this endeavor. Professor Hirst said that outside involvement of student-athletes in community activities is detailed in the report. Vice Provost for Teaching and Learning Frank Dooley stated that for the last three years his office has been going through student-athlete enrollments course-by-course to ensure the student-athletes are not “hiding” within courses as has happened at other universities. There is no evidence of any problem at Purdue and there is no evidence that athletics are taking over academics at Purdue. Professor Cooky noted that there have been sexual assault cases associated with players from various collegiate football programs. Is this discussed in the Athletic Affairs Committee? Professor Hirst said that often issues of athletes’ behavior arise around the country, and the committee addresses these issues. Professor Cooky asked: “What steps are we taking to ensure those things do not happen here?” We ensure that procedures are in place. If something negative happens to a student-athlete it is much more likely to hit the media than for other students. We can do a better job of spreading the word about positive behaviors for the athletes. Professor Jeff Bolin, a Faculty Athletic Representative (FAR) to the NCAA, mentioned that several university men’s teams at other institutions had athletes accused of sexual harassment and these teams were suspended. He said that with Professor Chris Sahley, the other FAR, they talked with the Purdue student-athletes and explained what sexual harassment is and what are the consequences for sexual harassment. Vice President for Ethics and Compliance Alysa Rollock commented that she serves as the System-wide Title IX coordinator and is responsible for ensuring that Purdue University adheres to the Title IX guidelines. If something happens involving student-athletes, they are treated as are other students. In other words, the ICA does not have oversight over hearings concerning allegations of student-athlete misconduct. She noted that there is a Deputy Title IX coordinator in the ICA department.

17. There was no New Business.

18. No Memorial Resolutions had been received this month.

19. Having no additional business, the meeting adjourned at 4:15 p.m.
To: The University Senate  
From: Student Affairs Committee  
Subject: Student Absences for University Sanctioned Activities  
Disposition: University Senate for Discussion

WHEREAS: University Regulations outline guidelines and responsibilities concerning student absence from class and accommodations for these absences (see attachment), and

WHEREAS: Members of the Athletic Affairs Committee as well as other student and faculty groups have requested that the Student Affairs Committee consider bringing this to the attention of the University Senate and the faculty, and

WHEREAS: Students on the Student Affairs Committee have also indicated issues with absences for University sanctioned, required duties that are sometimes not considered as “excused”, and

THEREFORE, BE IT RESOLVED THAT: The Purdue University Senate fully supports the regulations as stated and encourages the Provost's office to reaffirm this policy to all faculty each semester.

Respectfully submitted,
Russell Jones, chair
Student Affairs Committee

Approved by:
Pam Aaltonen
Heather Beasley
Chris Clifton
Ed Fox
Jacob Goedde
Russell Jones
Chuck Krousgrill
Kenji Matsuki
Jon Story
Dina Verdin
Academic Regulations regarding Attendance (http://www.purdue.edu/studentregulations/regulations_procedures/classes.html):

A. Attendance (University Senate Document 6-5, March 19, 2007)
The resources of Purdue University are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable environment for learning, as well as to provide assurance of a registered student's right to access the course. Scheduled courses allow students to avoid conflicts and reflect the University's expectation that students should be present for every meeting of a class/laboratory for which they are registered. Faculty are responsible for organizing and delivering a course of instruction and for certifying student accomplishment on the basis of performance.

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


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

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

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

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

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

2. Conflicts with Religious Observances

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

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

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

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

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

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

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

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

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

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

In addition, students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified funeral services from West Lafayette, IN, as follows:
Within 150 mile radius of West Lafayette - no additional excused absence days; between 150-300 mile radius of West Lafayette - one additional excused absence days; beyond 300 mile radius of West Lafayette - two additional excused absence days; outside the 48 contiguous United States - four additional excused absence days.

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

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

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

Students are eligible for up to fifteen (15) days for military-required absences per academic year with no more than ten (10) academic calendar days taken consecutively, for their mandatory military training. Total absences, including travel, may not exceed 1/3 of the course meetings for any course. Students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified military training from the Purdue campus, as follows:

- Within 150 mile radius of the Purdue campus, no additional excused absence days.
- Between 150 - 300 mile radius of the Purdue campus, one additional excused absence days.
- Beyond 300 mile radius of the Purdue campus, two additional excused absence days.
- Outside the 48 contiguous United States, four additional excused absence days.

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

The student may provide verbal information about the leave to the ODOS and an unverified preliminary (non–MAPS) notice will be sent to instructors for planning purposes only. MAPS will be applicable only when the student has returned to the ODOS with substantiating documentation and ODOS has sent a verified absence notification to the instructors.
With a verified absence notification from the ODOS, the instructor will not penalize the student for missing class and will provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student begins to make up the work and is not satisfied with the implementation of this policy, he or she shall provide, within 10 days, a written statement to the professor clearly explaining their objection and suggesting an alternative accommodation. If the professor and student cannot expediently resolve this written objection, then the student may appeal for further review or consultation of his or her case to the Department Head, whereupon ODOS or the Veterans Success Center may become involved. In a case where grades are negatively affected, the student may follow the established grade appeals process.

Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, ODOS, or the Veterans Success Center to review and consult on his or her situation.

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

5. Conclusion

The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.
The University Senate Nominating Committee proposes the following nominees for service on the University Senate Nominating and Steering committees. The persons elected are to serve the period of years shown following each name. Brief biographies of the nominees are included below (when submitted).

A. For the 4 vacancies on the **Nominating Committee**, the following 8 faculty members are proposed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Berry</td>
<td>3</td>
<td>Engineering Technology</td>
</tr>
<tr>
<td>Alexandra Boltasseva</td>
<td>3</td>
<td>Electrical and Computer Engineering</td>
</tr>
<tr>
<td>Guang Cheng</td>
<td>1</td>
<td>Statistics</td>
</tr>
<tr>
<td>Martin Corless</td>
<td>2</td>
<td>Aeronautics &amp; Astronautics</td>
</tr>
<tr>
<td>Daniel Elliott</td>
<td>2</td>
<td>Electrical &amp; Computer Engineering</td>
</tr>
<tr>
<td>Ellen Kossek</td>
<td>3</td>
<td>Management</td>
</tr>
<tr>
<td>Rodolfo Pinal</td>
<td>2</td>
<td>Industrial &amp; Physical Pharmacy</td>
</tr>
<tr>
<td>Jeremy Reynolds</td>
<td>3</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

B. For the 2 vacancies on the **Steering Committee**, the following 5 faculty members are proposed:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Friedman</td>
<td>1</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Neil Knobloch</td>
<td>3</td>
<td>Youth Development &amp; Agricultural Education</td>
</tr>
<tr>
<td>Stephen Martin</td>
<td>3</td>
<td>Economics</td>
</tr>
<tr>
<td>Dharmendra Saraswat</td>
<td>3</td>
<td>Agricultural &amp; Biological Engineering</td>
</tr>
<tr>
<td>Jane Yatcilla</td>
<td>2</td>
<td>Libraries</td>
</tr>
</tbody>
</table>

**Approving by e-mail**

Natalie Carroll
Richard Cosier
Michael Hill
Julie Mariga
Sulma Mohammed
Loring Nies
Robert Nowack
J. Mark Thom
**Nominating Committee** – Nominates elective members for all Senate committees. Solicit information from the faculty concerning faculty preferences and qualifications for committee assignments annually.

**Frederick Berry**  
**Engineering Technology**

Fred Berry is a Professor in the School of Engineering Technology (SoET). He has been working on 1) using writing and communication assignments to improve the teaching of engineering design and 2) developing a flexible mobile studio pedagogy using mobile instrumentation. At present, he is teaching the capstone courses in SoET.

Fred is new to Purdue University and is looking forward to serving in any capacity. At present, Fred is a member of the Faculty Affairs Committee for SoET.

**Alexandra Boltasseva**  
**Electrical and Computer Engineering**

Alexandra Boltasseva is a Professor at the School of Electrical & Computer Engineering and Birck Nanotechnology Center, Purdue University. She received her PhD in electrical engineering at Technical University of Denmark (DTU) in 2004. Boltasseva specializes in nanophotonics, nanofabrication, optical materials, plasmonics and metamaterials. She received the 2013 IEEE Photonics Society Young Investigator Award, 2013 Materials Research Society (MRS) Outstanding Young Investigator Award, the MIT Technology Review Top Young Innovator (TR35) award that "honors 35 innovators under 35 each year whose work promises to change the world", the Purdue College of Engineering Early Career Research Award, the Young Researcher Award in Advanced Optical Technologies from the University of Erlangen-Nuremberg, Germany, and the Young Elite-Researcher Award from the Danish Council for Independent Research. She is a Fellow of the Optical Society of America (OSA) and SPIE – The International Society for Optical Engineering. Alexandra authored more than 117 journal articles (h-index 47, Google Scholar) with a total number of citations above 9500. She is served on MRS Board of Directors (2014-2016) and is presently Editor-in-Chief for OSA’s Optical Materials Express.

**Guang Cheng**  
**Statistics**

Guang Cheng is currently Professor of Statistics, and held visiting positions at Duke University and Princeton University. He is leading Big Data Theory (BaT) research group ([http://science.purdue.edu/bigdata/](http://science.purdue.edu/bigdata/)). BaT group aims to address three fundamental challenges of big data analysis: computational bottleneck, statistical guarantee and theoretical foundation. BaT group has been continuously supported by NSF, Office of Naval Research, Simons Foundation and Clinical and Translational Science Institute with over $2 million. He has won prestigious awards among other external recognitions such as CAREER award from NSF, Simons Fellowship in Mathematics and Noether Young Scholar Award from the American Statistical Association.

**Martin Corless**  
**Aeronautics and Astronautics**

Martin Corless is currently a Professor in the School of Aeronautics & Astronautics at Purdue University. He is also Visiting Professor at University College Dublin and an Adjunct Honorary Professor at The National University of Ireland, Maynooth. He received a B.E. from University
College Dublin and a Ph.D. from the University of California at Berkeley; both degrees are in mechanical engineering. He is the recipient of a National Science Foundation Presidential Young Investigator Award. His research is concerned with obtaining tools which are useful in the robust analysis and control of systems containing significant uncertainty and in applying these results to aerospace and mechanical systems and to sensor and communication networks.

**Daniel Elliott**  
**Electrical and Computer Engineering**

Dan Elliott has been on the faculty of Purdue University since 1984. His current appointment is a joint appointment, as Professor of Electrical and Computer Engineering and Professor of Physics and Astronomy. His recent teaching assignments have been in the area of electromagnetic fields and waves, and in algebra-based introductory physics. He carries out an active laboratory-based research program, currently mentoring four students, in which they study extremely weak laser interactions in atoms, and the generation of ultra-cold diatomic molecules using highly-stable, tunable lasers. He has served on various committees at the departmental, college, and university level, including three-year terms on the Graduate Council and the University Senate. He also served as the Graduate Coordinator for Electrical and Computer Engineering (1998-2004).

**Ellen Kossek**  
**Management**

Ellen Ernst Kossek is the Basil S. Turner Professor at Purdue University’s Krannert School of Management and Research Director of the Susan Bulkeley Butler Center for Leadership Excellence with a courtesy appointment in Psychological Sciences. She holds educational degrees from Yale University (Ph.D in organizational behavior), the University of Michigan (MBA in human resources); and Mount Holyoke College (with honors in psychology.) She is currently a Fellow from Purdue University in the Big Ten Alliance Academic Leadership Program. Her research has won awards including the Rosabeth Moss Kanter award for research excellence, the Families and Work Institutes’ Work-Life Legacy award for helping to build or advance the work-life movement and the Academy of Management’s Gender and Diversity Division’s Sage Scholarly achievement award for advancing understanding of gender and diversity in organizations. She was the first elected president of the Work-Family Researchers Network, a founding member of the Work Family Health Network and elected a Fellow in the American Psychological Association and the Society for Industrial and Organizational Psychology. She was elected to serve on the Academy of Management's board of governors, and Chair, of the Gender & Diversity in Organizations Division. She has won grants from the Alfred P. Sloan Foundation, the U. S. National Institutes of Health, and the Russell Sage Foundations. She has won distinguished faculty teaching awards for multiple years at Purdue. She has been invited to give keynote speeches to managers, scholars, students and policymakers in over a dozen countries. Prior to becoming a chaired professor at Purdue, she was awarded the rank of University Distinguished Professor at Michigan State University. She has been a visiting scholar at Kings' College London, Harvard Business School, the University of Adelaide, Australia, and the University of Michigan's Institute of Social Research, and Center for Education of Women (awarded a Jean Campbell Fellowship). She has work experience in international and strategic human resource management working in Asia, Europe and the U.S. for Hitachi, IBM & GTE. She works globally to advance knowledge on gender and diversity, employment practices to support work and family, and the development of leader and positive workplace cultures to support well-being and productivity. Dr. Kossek and her research has been featured in national and
international media such as the Financial Times, National Public Radio, the Wall Street Journal, Forbes magazine, Time magazine, and the Washington Post.

Jeremy Reynolds
Sociology

Jeremy Reynolds is a Professor in the Department of Sociology. He was previously a faculty member at the University of Georgia and moved to Purdue in August 2016.

Much of his research examines two questions: What do workers want from their jobs? And To what extent do workers get what they want? He is particularly interested in people’s efforts to arrange their work schedules to accommodate their lives outside of work. His research has been published in top sociology and social science journals including American Sociological Review, Social Forces, Social Currents, Journal of Marriage and Family, Journal of Family Issues, Work & Occupations, and Industrial & Labor Relations Review. He is a previous winner the Rosabeth Moss Kanter Award for Excellence in Work-Family Research.

While at the University of Georgia, he served on a variety of departmental, college, and university committees. A selection of his service activities is provided below.

University Service
UGA, Office of Student Conduct, Hearing Administrator, 2014-2016
UGA, Program Review and Assessment Committee (PRAC), 2013-2015
UGA, Board of Regents Subcommittee (RAC-Sociology, Anthropology, & Social Work), 2009-2016

College Service
UGA Franklin College, Information Technology Committee, 2006-2010
UGA Franklin College, Faculty Senate, 2014-2016
UGA Franklin College, Faculty Senate Curriculum Committee 2014-2016

Departmental Service
UGA Sociology, Undergraduate Coordinator, 2007-2014
UGA Sociology, Faculty Advisor for AKD (sociology honor society), 2007-2014
UGA Sociology, Executive Committee, 2007-2016
UGA Sociology, Undergraduate Program Committee, 2005-2014
UGA Sociology, Social Psychology faculty recruitment committee, 2013
UGA Sociology, Griffin lecturer recruitment committee, 2013
UGA Sociology, Post-tenure Review Committee, 2010-2011
UGA Sociology, Colloquium Committee, 2010-2011
UGA Sociology, Post-tenure Review Committee, 2009-2010
UGA Sociology, Graduate Program Committee, 2005-2006
UGA Sociology, Academic Program Committee, 2004-2005
UGA Sociology, Colloquium Committee, 2003-2004
Steering Committee – Shall propose the agenda for every session of the Senate; ensure the distribution of the agenda to each member of the Senate at least five days before each regularly scheduled meeting. The Steering Committee may schedule an annual report of each of the Senate committees to the senate. The various councils will be requested by the Steering Committee to inform the senate of their activities, studies, and recommendations at fixed intervals to be established by the Steering Committee. The Steering Committee shall receive communications from any faculty member or group of members who wish to present any proposal before any meeting of the Senate.

Alan M. Friedman  
Biological Sciences

Alan Friedman is an Associate Professor of Biological Sciences in the College of Science, a member of the Purdue Senate for four years, and currently chair of the University Resources Policy Committee.

Alan grew up in Kansas City, and graduated from Harvard College with a B.A. in Biochemical Sciences. He completed a senior thesis on the molecular genetics of nitrogen fixation, helping to turn a cold topic decidedly hot and publishing what is still his most cited work developing a DNA cloning vector suitable for a wide range of bacterial species.

After college and a year spent pretending to do microbiology at a small biotech company, he entered a combined M.D./Ph.D. program at Yale Medical School. After completing the first two years of medical school and his Ph.D. in cellular tumor immunology (learning a new field, and working on a hot topic that became decidedly cold after he touched it), he decided that medicine was a great career (for other people), but not for him.

He then began an extended postdoc in the laboratory of structural biologist (and now Nobel Laureate) Tom Steitz where he learned (yet another) new field and solved a long-standing problem in molecular biology by using x-ray crystallography to determine the structure of the paradigmatic protein for gene regulation, the lac repressor of E. coli. Along the way he became a pioneer in several developments in x-ray crystallography, assisting in the determination of several other structures in the Steitz lab.

He joined Purdue University in 1995 as a member of Biological Sciences and the Markey Center for Structural Biology. As an Assistant Professor he was awarded an NSF Early CAREER award. Along with trying to incorporate the structures of viruses and their components into his work, he built a lab around the determination of proteins from thermophilic organisms involved in aging and repair and protein-nucleic acid interactions.

Alan became Associate Professor in 2001 and began a long-term research program to incorporate the insights from structural biology into a more comprehensive view of the structure and function of proteins, bringing together sequence, structure, dynamics, evolution and cooperation and interaction among components.

Throughout he has maintained a substantial interest in teaching and education technology, having taught everything from large freshman-level service courses for non-majors to small Honors College Seminars to graduate seminars. He estimates that he has taught over 6,000 students while at Purdue.
As a Senator he was asked to serve as a member of the Advisory Committee on Equity, and has participated in the University Resources Policy Committee as a member, vice-chair, and currently chair.

He is married with one son, the joy of his parents, an eight-year old in West Lafayette schools. His wife Gosia, is an account executive for Microsoft Corporation, arranging for the software needs of major corporations in West Lafayette and across Indiana.

Neil Knobloch
Youth Development and Agricultural Education

Dr. Knobloch is an Associate Professor in the Department of Youth Development and Agricultural Education with a courtesy appointment in the Department of Curriculum and Instruction. His primary focus is motivating, engaging and retaining K-12, undergraduate and graduate students in the agricultural sciences to support and advance the STEM career pipeline. He serves as Chair of the Purdue Agriculture PK-12 Engagement and Outreach Initiative and Co-Chair of the Mentoring @ Purdue Program.

Knobloch has authored and co-authored more than 300 refereed journal articles, books, book chapters, conference papers and presentations, abstracts, technical reports, best practices articles, and online educational resources. Dr. Knobloch provides leadership to enhance K-12, undergraduate and graduate education through innovative and integrated STEM learning experiences at Purdue, nationally and internationally. As such, he has directed and co-directed 57 grant-funded projects for a cumulative total of $10.3 million (he was directly responsible for $2.8 million), and has trained more than 3,300 professionals through invited seminars and workshops.

Knobloch has served on a variety of roles on departmental, college, and university initiatives and committees as highlighted below:

- Chair of Purdue Agriculture PK-12 Engagement Council, 2009-present
- Purdue COACHE Workgroup on Work-life Issues for Associate Professors, Female Faculty, and Faculty of Color, 2016
- College of Agriculture Awards Committee, 2016-present
- Member, Presidential Taskforce for Assessing Student Growth, 2013
- Purdue College of Agriculture Grade Appeals Committee, 2013-present
- Purdue University Integrated STEM Education Leadership Council, 2012-2015
- Purdue College of Agriculture, Agenda and Policy Committee, 2011-14, 2015
- Purdue College of Agriculture, Promotion Guidelines for Discovery, 2012
- Purdue Graduate Council in Agriculture, 2010-2013
- Chair of Departmental Graduate Committee, 2010-2015
- Agricultural Research Data Handling and Retention Committee, 2010
- Member, Purdue University P-12 Engagement Council, 2010-2012

Stephen Martin
Economics

Stephen Martin is a Professor in the Department of Economics, Krannert School of Management. His research interests include all areas of industrial organization and antitrust policy. Particular
interests are the economics of innovation, and comparisons of U.S., EU, and Chinese antitrust policy.

Recent publications discuss exclusionary behavior on platform markets, regulation and innovation in the pharmaceutical sector, (both co-authored with Purdue Ph.Ds.), and a study of a cartel formed by the Pope and the King of Naples in Renaissance Italy. These papers contribute to understanding of various aspects of strategic business behavior.

He is the author of graduate and undergraduate textbooks on industrial organization.

Martin was Chairman of the Department of Economics at the European University Institute, Florence, Italy (September 1990-August 1993), Director of the Center for Industrial Economics, Copenhagen, Denmark (September 1995-December 1999), and Chair of the Department of Finance and Organization, University of Amsterdam (September 2000-December 2001). He organized the 25th Annual Meetings of the European Association for Research in Industrial Economics (Copenhagen, 1998), and was President of the Industrial Organization Society in 2000-2001. He was co-managing editor of the International Journal of Industrial Organization from 1996 to 2004.

He has held numerous academic-administrative positions at Purdue, including but not limited to
- Director, Technology Transfer Initiative, 2002-2006;
- Chairman, Economics Policy Committee, 2005-2008;

Dharmendra Saraswat
Agricultural and Biological Engineering

Dharmendra Saraswat is an Associate Professor in the Department of Agricultural and Biological Engineering. Prior to coming to Purdue, Dharmendra was a faculty member at the University of Arkansas, a scientist at the Indian Council of Agricultural Research, New Delhi, India and an assistant professor at Chandra Shekhar Azad University of Agriculture & Technology, Kanpur, India. His current research focus is on information and communication technologies (ICTs) for plant production (field and nursery crops) and natural resources management, spatial and temporal modeling, and sensor data management.

Dharmendra has authored or co-authored more than 250 refereed journal articles, book chapters, conference proceedings & presentations, technical reports, mobile apps & web tools and trained more than 600 professionals and volunteers in his professional career. He is internationally recognized for his research and extension contributions to agricultural engineering profession.

Dharmendra has actively served on various in-state and out-of-state committees as listed below:

In-State
1) Member, University Senate, Purdue University (2017-2019)
2) Member, Graduate Committee, ABE Department, Purdue University (2015-continue)
3) Member, University of Arkansas Division of Agriculture Cooperative Extension Service-Awards Committee (2014-2015).
4) Chair, University of Arkansas Division of Agriculture Cooperative Extension Service-Mobile Computing Committee (2010-2011).
5) Chair, Arkansas Chapter of ASABE (2010-11), Vice-Chair (Professional Development) (2008-10).
8) Facilitator, Collaboration between the Ohio State University and the University of Agricultural Sciences, Dharwad, India, December 2005.

Out-of-State

9) Co-Chair, Farm Machinery and Power, Session I: 2017 ISAE Annual Convention.
10) Co-Chair, Development Committee: 2018 ASABE-ISAE Global Water Security Conference.
11) Co-Chair, Theme Session-1: Enhancement of Food Availability Through Mechanization and Precision Agriculture, Engineering and Technology Innovation for Global Food Security Conference, ASABE (2016).
12) Panelist, Group-5: Capacity Building for Mitigation of Climate Change by Use of Precision Agriculture in Developing Countries, Engineering and Technology Innovation for Global Food Security Conference, ASABE (2016).
13) Vice-Chair, E-2050/2-International Membership Community Support Committee, ASABE.
14) International Director, Indian Society of Agricultural Engineers (2015-2018).
19) Chair, ED-208 (Extension of ASABE) (2012-13), Vice Chair (2011-12) and Secretary (2010-11).
20) Member, PM-54 (Site specific farming of ASABE) and SW-21 (Hydrology group of ASABE).
21) Chair, Technical sessions - 9th International Precision Agriculture Conference (2008), Annual International ASABE meeting (2010, 2011), and SWAT International Conference (2012).
22) Member, Executive Board of Association of Agricultural, Biological, and Food Engineers of Indian Origin (AABFEIO). 2009-2012.
24) Co-Chair, Southern Region Watershed Assessment and Modeling (SRWAM) Project (2008-2010).

Jane Yatcilla
Libraries

Jane Yatcilla is an Associate Professor of Library Science at Purdue University Libraries. Her primary liaison responsibilities are with the College of Veterinary Medicine and the School of
Health Sciences. Yatcilla provides additional instructional support to the departments in colleges of agriculture and health and human sciences, and is an active support team member in Instruction Matters: Purdue Academic Course Transformation (IMPACT), Purdue’s renowned initiative to train and support faculty who want to redesign their classes to be more student-centered and to rely on more active learning techniques. Her current research interests include exploring the use of text analytics as tool for library science research, and mapping the development of research disciplines such as the human-animal bond and animal-assisted therapy through analysis of the research literature.

Yatcilla has served on a variety of Libraries and university committees, including
- Libraries Scholar Grant Committee, 2015-
- Sustainability subcommittee of URPC, chair 2013-2016
- Healthy Boiler Initiative (ongoing)
- Diversity Transformation Award panels, 2015
- College of Veterinary Medicine Teaching and Learning Advisory Board, 2015-
TO: University Senate
FROM: Ralph Kaufmann, Chair, Educational Policy Committee
SUBJECT: Resolution of reaffirmation and support of faculty responsibility for dual credit courses.
DISPOSITION: Discussion and Approval by the University Senate

WHEREAS, the Higher Learning Commission (HLC) has set forth a new stricter policy of Assumed Practices (CRRT.B.10.020) which will become effective September 1, 2017.

WHEREAS, an extension until September 1, 2022 has been granted by the HLC to Indiana University Purdue University Fort Wayne, Purdue University Northwest and Purdue University West Lafayette by petition of the Indiana Commission for Higher education (ICHE).

WHEREAS, the Inter Campus Faculty Council (IFC) resolution 16.03 has called for an immediate adoption of the new policy.

WHEREAS, Purdue University Northwest Faculty Senate Document (FSD 16.16) has called for a stricter timeline and stipulates, that “high school instructor qualifications, selection of textbooks, course materials, and the assessment of content mastery in Dual Credit/Concurrent Enrollment coursework must be approved and monitored by Purdue University Northwest Faculty”.

WHEREAS, current student regulations at Purdue University West Lafayette already has a regulation in place for dual credits, which states that, “departmentally designated Purdue faculty must endorse and supervise the teacher as well as approve the syllabus, grading standards, and examinations”.

THEREFORE, BE IT RESOLVED that the Purdue University Senate reaffirms that the practices for dual credit is an area of faculty responsibility at Purdue University West Lafayette and supports similar policies asserting faculty responsibility across the Purdue System.

Respectfully Submitted,

Ralph Kaufmann, Educational Policy Committee

Voted “Yes”
Feng-Song Wang
Valentina Concu
Elliott Slamovich
Victoria Lowell
Donna Ferullo
Christine Hrycyna
Ryan Cabot
Helen McNally
Katherine Sermersheim
Sean Rotar
Peter Dunn
Ralph Kaufmann

Voted “No”

Did not vote/abstained
Bonnie Blankenship
Kristina Bross
Frank Dooley
Daryl Ragland
Jerry Ross
Hannah Calvert
Donnie Spencer
TO: The University Senate
FROM: Educational Policy Committee
SUBJECT: Updated Language to Student Regulations
DISPOSITION: University Senate for Discussion
CAMPUSES: System-wide

RATIONALE: The Office of the Registrar has been leading an effort to publish updated University catalogs for each academic year. Part of this initiative involved a holistic review of all current student regulations. The following document presents a series of modifications to our current student regulations. These proposed modifications have been developed with input from academic advisors, the Office of the Registrar, members of the Educational Policy Committee of the University Senate, and the Office of the Vice Provost for Teaching and Learning. Broadly speaking, the following proposed changes were developed to provide great clarity in our regulations, not change the intent of the existing regulations. In most cases, proposed changes clarify outdated language (as many of our regulations are decades old) and separate policies and procedures, where appropriate. The Educational Policy Committee recommends approval of the proposed changes.

CURRENT

01. Academic Year and Calendar

Academic Year and Calendar

<table>
<thead>
<tr>
<th>Responsible Executive:</th>
<th>Executive Vice President for Academic Affairs and Provost</th>
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</thead>
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<td>Responsible Office:</td>
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2. 2 Exclusions
3. 3 Statement of Regulation
   a. 3.1 A. Academic Calendar

PROPOSED

01. Academic Year and Calendar

Academic Year and Calendar

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<tr>
<th>Responsible Executive:</th>
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CONTENTS
1. 1 Academic Year and Calendar
2. 2 Exclusions
3. 3 Statement of Regulation
   a. 3.1 A. Academic Calendar
Exclusions
The faculties at regional campuses shall be free to establish their own calendar dates.

Statement of Regulation

Courses are scheduled during the academic year and summer session. The academic year shall consist of two 16-week semesters. Summer session(s) may be one 4-week and one 8-week or two 6-week or other configurations as approved by the Provost's Office.

A. Academic Calendar

1. In each semester/session, classes shall begin with the first instructional period of the first day.
   a. The calendar for students enrolled in the fourth year of veterinary medicine will comprise 12 blocks of approximately one month duration. The starting dates for the blocks will be chosen so that the end of the 12th block coincides with the end of the second semester.
   b. The second semester for fifth-year pharmacy students will begin on the first Monday in January and end the 18th following Saturday. During this semester, each
of these students will be scheduled for two six-week externships and one three-week clerkship.

2. The first semester shall begin on either the third or fourth Monday of August, be in recess Monday and Tuesday of the eighth week, and Wednesday, Thursday, Friday, and Saturday of Thanksgiving week, and classes will end on the 17th following Saturday, which shall not occur after the 20th day of December.

3. The second semester shall begin on either the first or second Monday of January, which shall not occur prior to the seventh day of January, be in recess during the tenth week, and end on the 17th following Saturday.

4. The summer session shall begin on the next Monday following the spring commencement and will be comprised of one 4-week and one 8-week, or two 6-week module(s) or other configurations as approved by the Provost Office. Courses may be scheduled during any one or any combination of modules throughout the 12-week period. There shall be no classes on Memorial Day (the last Monday in May), or on July 4, nor on the nearest class day when July 4 is not a regular class day.

5. Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after the end of the respective academic semester/session.

6. Commencement will be held as follows: First Semester: first Sunday following the end of the first semester; Second Semester: next subsequent weekend after the end of the second semester; Summer Session: first Saturday following the end of the last summer module.

B. Summer Sessions Work

Regular work offered in the summer sessions shall be equivalent in method, content, and credit value to the work of the academic year, regular class and laboratory periods being increased proportionately.

B. Summer Sessions Work

Regular work offered in the summer sessions shall be equivalent in method, content, and credit value to the work of the academic year, regular class and laboratory periods being increased proportionately.
Procedures
N/A

Related Documents, Forms and Tools

7. Academic Calendar

Contacts

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Definitions
N/A

History and Updates


Procedures
N/A

Related Documents, Forms and Tools

7. Academic Calendar

Contacts

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Definitions
N/A

History and Updates

02. Academic Programs

Academic Programs

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<td>Office of the Registrar</td>
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2 Exclusions

3 Statement of Regulation

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3.1.2 Dual Credit move to the end of this Academic credit

3.1.3 Directed Credit
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<td>Exempt</td>
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</tr>
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</table>
**Statement of Regulation**

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

Any reference to credit hours, course credits, etc., shall be understood as referring to semester hours.

**A. Unit of Credit**

**Transfer Credit**

1. The University will accept transfer credit only for work done at those institutions fully approved by a regional accrediting association of secondary schools and colleges or those whose regional accreditation designation is Associate/Vocational-Technical (A/V) when agreements with academic departments exist that specify courses or blocks of credit that will transfer into specific Purdue University degree programs. In addition to regional association approval, certain programs may require accreditation by professional organizations and/or societies before credit will be considered for transfer.
2. Students participating in college credit courses that are taught concurrently for high school and college credit during the regular school day by local secondary teachers must validate the credit through the subject department.
3. The determination of use of transfer credit in part or in full to satisfy graduation requirements is the responsibility of the
school head or his/her designated representative, in accordance with the regulations of the University faculty.

Dual Credit

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

Directed Credit

1. A student eligible to receive directed credit shall be a student newly admitted or currently enrolled in the University who has not received a grade or directed grade in the course, other than a grade of W.
2. Directed credit may be established by any of the following methods:
   1. Credit by Examination. Credit awarded to a student on the basis of achievement in a Purdue departmental proficiency examination.
   2. Departmental Credit. Credit for a course offered by a department and awarded to a student on the basis of substantially equivalent experience. May be granted only by the head of that department or his/her designated representative.
   3. Achievement Credit. Credit awarded to a student on the basis of demonstrated achievement in a nationally administered college-level examination.

The University will accept transfer credit.

Transfer credit is a credit represented on a transcript from a regionally accredited institution.

3. The Purdue cognate department determines equivalency to Purdue courses based on virtually equivalent learning outcomes.
4. For transfer courses determined to have equivalency, the application toward meeting degree requirements will be identical as the Purdue course for all programs.

Dual Credit

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

Directed Credit

1. A student eligible to receive directed credit shall be a student newly admitted or currently enrolled in the University who has not received a grade or directed grade in the course, other than a grade of W.
2. Directed credit may be established by any of the following methods:
   1. Credit by Examination. Credit awarded to a student on the basis of achievement in a Purdue departmental proficiency examination.
Exempt

1. Undergraduate students, without respect to the school in which they are enrolled, may be exempted by the University faculty from any general requirement that has been established by the University faculty.

2. An undergraduate student in a specific school may be exempted by the faculty of that school from any requirement established by that school faculty.

B. Academic Classification of Undergraduate Students

1. Each student shall be admitted and identified as one of the following:
   1. Degree. A student who has been admitted and registered for the purpose of earning a degree.
   2. Nondegree. A student who is not in a program of study leading to a degree. A nondegree student has a limited purpose for his/her registration. A nondegree student is enrolled for personal or professional enrichment or to strengthen his/her academic background to gain degree-seeking status. Such a student must provide evidence that he/she is qualified to enroll in the course(s) he/she desires. An applicant currently enrolled in high school will be admitted as a non-degree student only when all of the following conditions are met:
      1. The student ranks in at least the top half of the high school class and maintains an above-average grade(s) in subjects related to the course(s) in which he/she wishes to enroll, and
      2. The high school guidance counselor or principal has signed a recommendation for the student and has included a current copy of the high school transcript.

2. Departmental Credit. Credit for a course offered by a department and awarded to a student on the basis of substantially equivalent experience. May be granted only by the head of that department or his/her designated representative.

3. Achievement Credit by External exam (eg. CLEP, IB, AP). Credit awarded to a student on the basis of demonstrated achievement in a nationally/internationally administered college-level examination.

Exempt

1. Undergraduate students, without respect to the school in which they are enrolled, may be exempted by the University faculty from any general requirement that has been established by the University faculty.

DUAL CREDIT

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

B. Academic Classification of Undergraduate Students

1. Each student shall be admitted and identified as one of the following:
transcript for review by members of the admissions committee. A nondegree student is generally limited to enrolling in a maximum of seven hours per semester during the fall and spring semesters, and is generally limited to enrolling in no more than four hours during the summer session; however, a nondegree student who has earned a bachelor's degree is eligible to enroll on a full-time basis. In order to continue to register as a nondegree student, he/she must meet the same minimum grade index required of degree students. A student may apply no more than 18 semester hours of work completed as a nondegree student toward an undergraduate degree at Purdue University. The dean of the school to which the student applies may determine which credits will be accepted toward a degree in that school. A department may limit the number of nondegree students acceptable in any course.

2. A student's academic classification for an associate or bachelor's degree shall be classified by numerals 1, 2, 3, etc., corresponding to the total number of credit hours of college work earned.

<table>
<thead>
<tr>
<th>Total Credits Earned</th>
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<td>14.0 or less</td>
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<td>7</td>
<td>Senior</td>
</tr>
</tbody>
</table>

1. **Degree.** A student who has been admitted and registered for the purpose of earning a degree.

2. **Nondegree.** A student who is not in a program of study leading to a degree. A nondegree student has a limited purpose for his/her registration. A nondegree student is enrolled for personal or professional enrichment or to strengthen his/her academic background to gain degree-seeking status. Such a student must provide evidence that he/she is qualified to enroll in the course(s) he/she desires. An applicant currently enrolled in high school will be admitted as a non-degree student only when all of the following conditions are met:

1. The student ranks in at least the top half of the high school class and maintains an above-average grade(s) in subjects related to the course(s) in which he/she wishes to enroll, and

2. The high school guidance counselor or principal has signed a recommendation for the student and has included a current copy of the high school transcript for review by members of the admissions committee. A nondegree student is generally limited to enrolling in a maximum of seven hours per semester during the fall and spring semesters, and is generally limited to enrolling in no more than four hours during the summer session; however, a nondegree student who has earned a bachelor's degree is eligible to enroll on a full-time basis. In order to continue to register as a nondegree student, he/she must meet the same minimum grade index required of degree students. A student may apply no more than 18 semester hours of work completed as a nondegree student toward an undergraduate degree at Purdue University. The dean of the school to which the student applies may determine which credits will be accepted toward
C. Degree Requirements

1. The starting date for degree requirements for an approved curriculum is the Fall semester of the academic year.
2. When a new or revised curriculum or degree requirement is approved by a college or school, the new requirements shall not apply to the students currently enrolled in the University.
3. This limitation will expire 6 academic years after the new/revised curriculum is adopted. Current students may elect to use the new/revised curriculum or degree requirements for graduation on written request to the school or college.
4. Curriculum or degree requirement changes made to satisfy requirements for professional accreditation may have a starting date in the semester in which the changes are made.

D. Credit in Courses by Examination

1. The establishment of credit by examination is encouraged in order to expedite the education of qualified students. Toward this end, each instructional department shall determine which of its courses are available for credit by examination and shall establish procedures to determine the eligibility of candidates, to administer, and to grade such examinations.
   1. The examinations shall be as comprehensive as those given in the course and shall be graded as satisfactory (performance comparable to that expected of students who receive A, B, or C in the course) or unsatisfactory.

<table>
<thead>
<tr>
<th>Total Credits Earned</th>
<th>Semester Classification</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.0 or less</td>
<td>1</td>
<td>First year Student</td>
</tr>
<tr>
<td>15 – 29</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>30 – 44</td>
<td>3</td>
<td>Sophomore</td>
</tr>
<tr>
<td>45 – 59</td>
<td>4</td>
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</tr>
<tr>
<td>60 – 74</td>
<td>5</td>
<td>Junior</td>
</tr>
<tr>
<td>75 – 89</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>90 – 104</td>
<td>7</td>
<td>Senior</td>
</tr>
<tr>
<td>105 or more</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

C. Degree Requirements.

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3. This limitation will expire 6 academic years after the new/revised curriculum is adopted. Current students may elect to use the new/revised curriculum or degree requirements for graduation on written request to the school or college.
2. The registrar shall establish forms and procedures to assure proper distribution of results, and for satisfactory performance, shall record credit for the course on the student's record.

3. The testing coordinator in the Office of the Dean of Students shall schedule and administer written examinations if requested by the instructional department.

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

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

1. Requests to take an examination for credit normally shall originate with the eligible student who must obtain the consent of his/her advisor and the approval of the instructional department; however, newly admitted students whose previous records indicate high degrees of competence in particular areas may be invited and authorized to take specific examinations at the discretion of the instructional department and the academic advisor.

2. Any student receiving such invitation or approval must meet the examination schedule of the instructional department. In consenting to requests from currently enrolled students, the advisor and the instructional department shall be guided by their assessment of the student's academic record.

4. Curriculum or degree requirement changes made to satisfy requirements for professional accreditation may have a starting date in the semester in which the changes are made.

D. Credit in Courses by Examination

1. The establishment of credit by examination is encouraged in order to expedite the education of qualified students. Toward this end, each instructional department shall determine which of its courses are available for credit by examination and shall establish procedures to determine the eligibility of candidates, to administer, and to grade such examinations.

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2. A student eligible to request examination for credit in a course shall be a newly admitted student or a currently enrolled student...
student's need and ability as demonstrated by performance in conventional coursework at Purdue.

E. Courses Taken in Postbaccalaureate or Teacher License Status

1. Although there is no limit to the number of course credit hours that an individual may accumulate while registered in either of these classifications, no more than 12 total hours of credit earned in postbaccalaureate or teacher license status may be used on a graduate plan of study.

2. However, if an application to a graduate degree program is approved during the session in which a person is enrolled for the 12th credit hour as a postbaccalaureate or teacher license student, all credits taken prior to and during that session will be eligible for inclusion on a plan of study for a graduate degree program, providing the courses are appropriate to the degree program and the courses and grades are acceptable first to the department and then to the Graduate School.

F. Excess Undergraduate Credits

1. Graduate course credits earned while an undergraduate at Purdue University or other accredited institutions of higher learning may be applied toward an advanced degree if these credits are in excess of any requirements for the baccalaureate degree. Such credits must be certified as available for graduate credit by the institution from which the student received his/her baccalaureate degree, but will be accepted only if:
   1. The student had junior or senior standing when taking the course,
   2. The student received a grade of B or better (work taken under the pass/not-pass option is not acceptable),
   3. The course was designated as a graduate course, and who has not received a grade or directed grade in the course, other than a grade of W.

1. Requests to take an examination for credit normally shall originate with the eligible student who must obtain the consent of his/her advisor and the approval of the instructional department; however, newly admitted students whose previous records indicate high degrees of competence in particular areas may be invited and authorized to take specific examinations at the discretion of the instructional department and the academic advisor.

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4. If the work is completed satisfactorily on this basis, the academic advisor (or candidate coordinator, or other designee) shall then complete the Academic Record Change Form 350, which indicates that the course may be used for graduate credit, and submit the form to the registrar, along with the grade reported, at the close of the student's final semester. The academic advisor's (or candidate coordinator's, or designee's) signature will attest to the fact that the credit is in excess of that required for the baccalaureate degree so that the registrar can then enter the notation available for graduate credit on the student's record.

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

G. Correspondence Courses

1. All Purdue courses that are proposed for correspondence credit, including existing courses, must be approved through a school's normal approval process before being offered. Correspondence courses are defined as those courses that are characterized by instructor-student interaction that occurs primarily outside the traditional classroom setting.

2. Courses offered for credit will be taught by instructors approved by the department offering such courses. Whether a correspondence course is to be considered a normal teaching responsibility or an overload will be at the department's discretion.

3. Courses offered as correspondence courses will count toward degree requirements the same as any other approved course within the curriculum. Limitations on correspondence courses

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1. Graduate course credits earned while an undergraduate at Purdue University or other accredited institutions of higher learning may be applied toward an advanced degree if these credits are in excess of any requirements for the baccalaureate degree. Such credits must be certified as available for graduate credit by the institution from which the student received his/her baccalaureate degree, but will be accepted only if:
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   3. The course was designated as a graduate course, and
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2. The sum of credits earned as undergraduate excess and the credit earned in post baccalaureate and teacher license status that can be used on a graduate plan of study as is limited to 12 credit hours except as stated in the Graduate School policy manual Section II-G-E above. Any additional conditions under
applicable toward a degree will be determined through a school's normal course and degree approval process.

4. Correspondence courses taken for credit will require the individual to be admitted to the University and officially registered for the course. Fees will be assessed separately from any other fees in accordance with the current standard per-credit-hour fee structure for the University or, if warranted, a special fee structure for the course will be requested through the Office of the Executive Vice President and Treasurer. The grade in the correspondence course will be incorporated in the computation of the scholastic index for the student, and a permanent academic record will be maintained.

5. The beginning date and time period allotted, up to one calendar year, for a correspondence course will be established by the department and recorded by the registrar. A student withdrawing during the first half of the time period established may be assigned a grade of W, WF, or WN by the instructor. Within one calendar year of enrollment a final grade will be reported to the registrar by the instructor for each enrolled student. If, due to extenuating circumstances, an incomplete grade is issued, the established regulations for removal or assignment of a permanent grade will apply.

6. Departments may wish to offer non-credit correspondence courses under an alternate course number that does not require the individual to be admitted to Purdue.

7. No permanent academic record will be maintained, and fees will be established in accordance with the policies administered by the Office of the Executive Vice President and Treasurer.

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**Procedures**

- Academic Procedure: Dual Credit

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3. Courses offered as correspondence courses will count toward degree requirements the same as any other approved course within the curriculum. Limitations on correspondence courses applicable toward a degree will be determined through a school's normal course and degree approval process.

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**Definitions**

**Advanced Placement:** The assignment of entering students to courses beyond the first course or courses in a normal sequence without allowing credit for courses not taken.

**Advanced Standing:** Means that an entering student has credit for or exemption from one or more courses.
**Directed Credit**: Directed Credit is academic credit awarded by the University on bases other than a student's enrollment in and satisfactory completion of a course.

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

**Excuse**: To Excuse is to replace a course required in a specific curriculum by an equal number of credit hours in courses not specified.

**Exempt**: To Exempt is to waive a course required for graduation together with its equivalent hours.

**Semester Hour**: The semester hour shall be the unit of University academic credit that shall represent approximately three hours of work per week by an average student throughout a normal semester, or its equivalent in total work for short courses and summer sessions.

**Student**: A student at Purdue University is any person who has been admitted to the University and who is currently enrolled in one or more courses for which there will be a permanent academic record.

**Substitute**: To Substitute is to replace a course required in a specific curriculum by another course specified by the head of the school in charge of that curriculum or his/her designated representative.

**Transfer Credit**: Transfer Credit is credit earned at another accredited college or university and accepted by Purdue.

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Exclusions

N/A

Statement of Regulation

Appropriate degrees may be granted at the conclusion of each regular semester and summer session of the academic year. In addition, degrees may be granted on other dates, providing the students are members of a group working on a common degree program. The degrees awarded during each academic year at various campuses and on the various dates will be presented to the Board of Trustees for approval in accordance with lists of recipients that shall be provided by the registrar for entry into the permanent record of the board.
A. Requirements for Degrees

Associate Degree

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

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

Statement of Regulation

Appropriate degrees may be granted at the conclusion of each regular fall or spring semester and summer session of the academic year. In addition, degrees may be granted on other dates, providing the students are members of a group working on a common degree program. The degrees awarded during each academic year at various campuses and on the various dates will be presented to the Board of Trustees for approval in accordance with lists of recipients that shall be provided by the registrar for entry into the permanent record of the board.
3. Registration, either in residence or in absentia, as a candidate for the desired degree during the semester (or summer session) immediately preceding its conferment.
4. A minimum cumulative GPA of 2.00 shall be required for graduation.
   1. A student who has completed all other requirements for an associate degree, but has failed to meet the quality requirements may register for additional courses with the approval of an authorized representative of the dean of his/her school after a review of his/her record.
   2. The additional courses that the student may take after meeting all quantity requirements shall not exceed 10 credit hours.
   3. Credit in these additional courses must be established within three years of the date on which all degree requirements except the minimum cumulative GPA were met. The student will be considered as having met the quality requirement for graduation if his/her graduation index including the above extra courses, meets the quality standard in effect at the time when all other graduation requirements were satisfied.

**Baccalaureate Degree**

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

1. The completion, either by resident course work, as directed credit, or by credit accepted from another institution, of the plan of study underlying the degree.
   1. Deans of schools may refuse to accept as credit toward graduation any course that was completed 10 or more years previously.
   2. Former students shall be notified immediately of all such decisions upon reentering. Substitutions of courses

1. Students normally are expected to complete the entire second year in residence; however, with the approval of the dean of the school concerned, students who have at least three semesters of resident study may complete not to exceed 16 semester hours of the second year in another approved college or university.
2. For the purpose of this rule, two summer sessions may be considered as equivalent to one semester.
3. Registration, either in residence or in absentia, as a candidate for the desired degree during the semester (or summer session) immediately preceding its conferment.
4. A minimum cumulative GPA of 2.00 shall be required for graduation.
   1. A student who has completed all other requirements for an associate degree, but has failed to meet the quality GPA requirements may register for additional courses with the approval of an authorized representative of the dean of his/her school after a review of his/her record.
   2. The additional courses that the student may take after meeting all quantity requirements shall not exceed 10 credit hours.
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To gain a baccalaureate degree from Purdue University, a student shall satisfy the following requirements:
required for graduation may be made by the dean of the school conferring the degree.
2. Resident study at Purdue University for at least two semesters and the enrollment in and completion of at least 32 semester hours of coursework required and approved for the completion of the degree.
   1. These courses are expected to be at least junior-level courses.
   2. Students normally are expected to complete the senior year in residence; however, with the approval of the dean of the school concerned, a student who has had four semesters of resident study may complete the last year or a portion of it at another college or university, provided that the number of semester hours of credit to be taken does not exceed 25 percent of the total hours required for the degree.
3. The foregoing stipulations do not apply to students who earn credit elsewhere through a contract or arrangement entered into by the University or one of its academic units.
4. Registration, either in residence or absentia, as a candidate for the desired degree during the semester (or summer session) immediately preceding its conferment.
5. A minimum cumulative GPA of 2.00 shall be required for graduation.
   1. A student who has completed all other requirements for a bachelor's degree but has failed to meet the quality requirements may register for additional courses with the approval of an authorized representative of the dean of his/her school after a review of his/her record.
1. The completion, either by resident course work, as directed credit, or by credit accepted from another institution, of the plan of study underlying the degree.
   1. Deans of schools may refuse to accept as credit toward graduation any course that was completed 10 or more years previously.
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   2. Students normally are expected to complete the senior year in residence; however, with the approval of the dean of the school concerned, a student who has had four semesters of resident study may complete the last year or a portion of it at another college or university, provided that the number of semester hours of credit to be taken does not exceed 25 percent of the total hours required for the degree.
3. The foregoing stipulations do not apply to students who earn credit elsewhere through a contract or arrangement entered into by the University or one of its academic units.
4. Registration, either in residence or absentia, as a candidate for the desired degree during the semester (or summer session) immediately preceding its conferment.
5. A minimum cumulative GPA of 2.00 shall be required for graduation.
   1. A student who has completed all other requirements for a bachelor's degree but has failed to meet the quality-cumulative GPA of 2.00 shall be required for graduation.
2. The additional courses that the student may take after meeting all quantity requirements shall not exceed 20 credit hours.

3. Such a student may take in another approved college or university not more than 9 of the 20 credit hours permitted, provided such courses are approved in advance in writing by an authorized representative of the dean of his/her school. A copy of such approval must be filed in the Office of the Registrar.

4. Credit in these additional courses must be established within five years of the date on which all degree requirements except the minimum cumulative GPA were met.

5. The student will be considered as having met the quality requirements for graduation if his/her cumulative GPA, including the above extra courses, meets the quality standards in effect at the time when all other graduation requirements were satisfied.

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

Advanced Degrees

Requirements for the several master's degrees, for the Educational Specialist, and for Doctor of Philosophy degrees are established by the Graduate Council and are stated in the Graduate School Bulletin and GPA requirements may register for additional courses with the approval of an authorized representative of the dean of his/her school after a review of his/her record.

2. The additional courses that the student may take after meeting all quantity requirements shall not exceed 20 credit hours.

3. Such a student may take in another approved college or university not more than 9 of the 20 credit hours permitted, provided such courses are approved in advance in writing by an authorized representative of the dean of his/her school. A copy of such approval must be filed in the Office of the Registrar.

4. Credit in these additional courses must be established within five years of the date on which all degree requirements except the minimum cumulative GPA were met.

5. The student will be considered as having met the quality requirements for graduation if his/her their cumulative GPA, including the above extra courses, meets the quality standards required GPA for their catalog term in effect at the time when all other graduation requirements were satisfied.

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

**Professional Degree - Doctor of Pharmacy**

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

**Professional Degree - Doctor of Veterinary Medicine**

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

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

**Multiple Degree Programs**

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

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

**B. Meeting Degree Requirements**

**Advanced Degrees**

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

**Professional Degree - Doctor of Pharmacy**

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

**Professional Degree - Doctor of Veterinary Medicine**

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

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

**Multiple Degree Programs**

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

1. If the degree programs are in different schools, two (or more) degrees may be awarded upon special request approved signed by the deans or their designee of the schools concerned and filed with the registrar at the beginning of the semester or session in which the degrees are to be awarded.
Specific deadlines for the various requirements for graduate degrees are outlined in the Graduate School Web site and must be met as specified.

1. All degree requirements for undergraduate and professional degrees are to be met as of the end of the academic session in which the degree is to be conferred.
2. In the event that academic requirements for an undergraduate or professional degree have not been met as of the end of the session, the candidate's school may grant an extension of time, not to exceed 30 calendar days following the end of the session, for these requirements to be completed in order for the degree to be conferred for that session.
3. Academic requirements that have not been completed, as of the end of the 30-day period, shall disqualify the student from receiving the degree in the intended session and shall delay the conferring of the degree until the end of the next session in which the student is duly registered and all degree requirements have been completed.
4. Requirements for graduate degrees are outlined in the Graduate School Web site and must be met as specified *

**Procedures**

N/A

**Related Documents, Forms and Tools**

- Grades and Grade Reports
- Graduate Program Requirements

**C. Degree Requirements**

1. The starting date for degree requirements for an approved curriculum is the Fall semester of the academic year.

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

B. Meeting Degree Requirements

Specific deadlines for the various requirements for graduate degrees are outlined in the Graduate School Web site and must be met as specified.

1. All degree requirements for undergraduate and professional degrees are to be met as of the end of the academic session in which the degree is to be conferred.
2. In the event that academic requirements for an undergraduate or professional degree have not been met as of the end of the session, the candidate's school may grant an extension of time, not to exceed 30 calendar days following the end of the session, for these requirements to be completed in order for the degree to be conferred for that session.
3. Academic requirements as stated in the plan of study published in the university catalog that have not been completed, as of the end of the 30-day period, shall disqualify the student from receiving the degree in the intended session and shall delay the conferring of the degree until the end of the next session in which the student is duly registered and all degree requirements have been completed.
4. Requirements for graduate degrees are outlined in the Graduate School Web site http://www.purdue.edu/gradschool/ and must be met as specified *
04. Registration and Course Assignment

Registration and Course Assignment

2. When a new or revised curriculum or degree requirement is approved by a college or school, the new requirements shall not apply to the students currently enrolled in the University.

3. This limitation will expire 6 academic years after the new/revised curriculum is adopted. Current students may elect to use the new/revised curriculum or degree requirements for graduation on written request to the school or college.

4. Curricular or degree requirement changes made to satisfy requirements for professional accreditation may have a starting date in the semester in which the changes are made.

Related Documents, Forms and Tools

- Grades and Grade Reports
- Graduate Program Requirements

Contacts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
</table>

Responsible Executive:
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2. Exclusions
3. Statement of Regulation
   1. A. Registration
   2. B. Immunization Requirements** Needs revisited by PUSH
   3. C. Auditor
   4. D. Allowable Academic Load
   5. E. Assignment to Intensive Courses** Is this regulation even necessary now? No way to enforce systematically
   6. F. Assignment to a Dependent Course Courses with Prerequisites
   7. G. Schedule Revisions
      1. Course Additions, Change of Level, or Change of Pass/No-Pass Option
      2. Cancellation Drop or Withdraw from a Course/s of Assignment
      3. Courses meeting for nonstandard duration will be prorated accordingly.
   8. H. Withdrawal from the University
   9. J. Granting Academic Credit to Students Who Withdraw from the University upon Order of Induction into Military Service
4. Procedures
5. Related Documents, Forms and Tools
Exclusions

- Schedule Revisions: Applies to West Lafayette and North Central campuses only

Statement of Regulation

A. Registration

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

B. Immunization Requirements

Effective August 1995, Indiana state law requires all newly enrolled, full-time students attending residential campuses of Indiana public universities to be immunized against rubeola (10-day measles), rubella (German measles), mumps, diphtheria, and tetanus. This law requires

Exclusions

3. 3.3 C. Auditor
4. 3.4 D. Allowable Academic Load
5. 3.5 E. Assignment to Intensive Courses**Is this regulation even necessary now? No way to enforce systematically
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9. 3.9 J. Granting Academic Credit to Students Who Withdraw from the University upon Order of Induction into Military Service
the University to block the enrollment of any student who does not comply with immunization requirements.

C. Auditor

An auditor in a course shall be entitled to hear lectures, recitations, and oral quizzes.

1. He/She shall not participate in classroom exercises except as invited by the instructor.
2. He/She shall neither submit papers, when tests or examinations are given, nor take part in laboratory work.
3. An auditor shall receive no credit for the course.

A person who has status in the University by reason of admission to, and registration in, a definite classification may enroll in a course as an auditor.

1. The assignment and enrollment must be completed by the regular procedure for registration.
2. The assessment of fees and determination of allowable load shall be in accordance with the credit value or equivalent of the course(s) involved.
3. For a staff member, the registrar will also require the approval of the staff member's immediate supervisor. The fee for auditing shall be waived for persons who are eligible for fee remission.
4. Members of the staff who, as part of the regular duties for which they are paid, are required to attend course(s) in their own department without credit shall be exempt from the above provisions requiring a special permit for registration and approval of the dean of the Graduate School acting for the president.

• Schedule Revisions: Applies to West Lafayette and North Central campuses only

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

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1. He/She They shall not participate in classroom exercises except as invited by the instructor.
2. He/She They shall neither submit papers, when tests or examinations are given, nor take part in laboratory work.
D. Allowable Academic Load

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

1. Credit hours in excess of 18 hours during a regular session shall be carefully monitored by the academic advisor, who may wish to consult with appropriate University personnel concerning the student's prognosis for success. Unless the student's curriculum requirement for that session is specified as greater than 18 credit hours, approval by the dean of his/her school or the dean's designee must be obtained before the student may be assigned more than 18 credit hours.

2. In summer session, a student may not be assigned to more than nine credit hours without approval by the dean of his/her school or the dean's designee.

E. Assignment to Intensive Courses

1. No person shall be permitted to register in two intensive courses in the summer session at the same time.

2. In general, no one who is taking an intensive course shall be permitted to take another nonintensive course at the same time except, in special cases, with the approval of the instructor in the intensive course, the head of the department administering the intensive course, and, for graduate students, the dean of the Graduate School.

F. Assignment to a Dependent Course

A student who received a grade of F, N, or U in any course shall not be admitted to any dependent course (one requiring the failed course as a prerequisite as set forth in the catalog), and any assignment to or enrollment in such dependent course shall be cancelled. Enrollment in a dependent course also may be cancelled if the student has not taken the prerequisite course. An auditor shall receive no credit for the course.

A person who has an active student status in the University by reason of admission to, and registration in, a definite classification may enroll in a course as an auditor.

1. The assignment and enrollment must be completed by the regular procedure for registration.

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prerequisite course or otherwise satisfied the stated requirements for enrolling in the course.

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

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

G. Schedule Revisions

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

Course Additions, Change of Level, or Change of Pass/No-Pass Option

A student may add a course, change course level, or change the pass/no-pass option during the first four weeks of a semester or the first two weeks of a summer session by obtaining on the schedule revision form the signatures of the academic advisor and the instructor of the

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F. Assignment to a Dependent Course Courses with Prerequisites

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

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

In the case of extenuating circumstances, Course changes may be made during weeks five through nine of a semester or during weeks three through four and one-half of a summer session, upon recommendation of the student's academic advisor, instructor, and head of the department in which the course is listed. Such course changes shall not be made during the last seven weeks of a semester or three and one-half weeks of a summer session.

<table>
<thead>
<tr>
<th>Week</th>
<th>Restrictions</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>No approval required</td>
</tr>
<tr>
<td>2-4</td>
<td>Approval of academic advisor and instructor</td>
</tr>
<tr>
<td>5-9</td>
<td>Extenuating circumstances only. Approval of academic advisor, instructor, and head of the department in which the course is listed</td>
</tr>
<tr>
<td>10-16</td>
<td>Not permitted</td>
</tr>
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</table>

Cancellation of Assignment

Students shall receive a grade for every course in which they are assigned unless the course assignment has been properly cancelled at the registrar's office upon presentation by the student of a request approved by the academic advisor. If there are extenuating circumstances, these must be stated on the request.

When a course assignment is cancelled prior to the end of two weeks of a semester or one week of a summer session, the course will not be recorded on the student's record. When a course assignment is cancelled after two weeks and prior to the end of four weeks of a semester or after one week and prior to the end of two weeks of a summer session, a grade of W shall be recorded.

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

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Course Additions, Change of Level, or Change of Pass/No-Pass Option

A student may add a course, change course level, or change the pass/no-pass option during the first four weeks of a semester or the first two weeks of a summer session by obtaining on the schedule revision form the signatures of the academic advisor and the instructor of the course to be added or changed, if in their judgments the student could satisfactorily fulfill the course objectives.

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

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

### Cancellation Drop or Withdraw from a Course/s of Assignment

Students shall receive a grade for every course in which they are assigned unless the course assignment has been properly cancelled dropped or withdrawn by obtaining a schedule revision form and securing the appropriate signatures to then present at the registrar's office upon presentation by the student of a request approved by the academic advisor. If there are extenuating circumstances, these must be stated on the request.

When a course assignment is cancelled dropped prior to the end of two weeks of a semester or one week of a summer session, the course will not be recorded on the student's record. When a course assignment is cancelled withdrawn after two weeks and prior to the end of four weeks of a semester or after one week and prior to the end of two weeks of a summer session, a grade of W shall be recorded.

After four weeks and prior to the end of nine weeks of a semester or after two weeks and prior to the end of four and one-half weeks of a summer session, a course assignment may be cancelled withdrawn upon the request of the student with the approval of the academic advisor. The instructor shall indicate whether the student is passing or failing (see Academic Procedures and Regulations: Grades and Grade Reports, section D). If the student is not passing, the case may be referred by either the student or the instructor to the dean of students, who, after consultations with the dean or the

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<tbody>
<tr>
<td>1-2</td>
<td>No approval required, course will not be recorded</td>
</tr>
<tr>
<td>3-4</td>
<td>Approval of academic advisor; course will be recorded with grade of W</td>
</tr>
<tr>
<td>5-9</td>
<td>Approval of academic advisor. The instructor shall indicate whether the student is passing or failing. A</td>
</tr>
</tbody>
</table>
grade of W, WF, WN, or WU will be recorded. In case of a W, WF, WN, or WU, exceptions shall be determined by the dean of students. This restriction includes weeks 5-12 at the North Central Campus. Undergraduate students with a semester classification of 0 and fewer than 31 hours of college credit, or with a semester classification of 1 or 2 need not have the instructor's signature. Grades recorded for these students will be W.

| 10-16 | Course assignments cannot be cancelled during this period |

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

H. Withdrawal from the University

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

When a student withdraws from the University, the registrar will issue authorization for refunds in accordance with the existing policy regarding such refunds, designee of the student's school and other appropriate University agencies, shall determine whether there are sufficient extenuating circumstances beyond the student's reasonable control to justify the cancellation withdrawal of the course assignment without a failing grade.

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

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</tr>
</tbody>
</table>
I. Refunding of Fees and Tuition

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

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

1. Fall or spring semester
   1. Withdrawal during the first or second week - 80 percent refund
   2. Withdrawal during the third or fourth week - 60 percent refund
   3. Withdrawal during the fifth or sixth week - 40 percent refund
2. Summer modules
   1. Refunds for summer modules are proportionate on the same basis as semester refunds.
   2. No portion of the health, student activity, recreation facilities, or academic building facilities fees will be refunded on or after the beginning of classes.
   3. For first-time students to Purdue University with Title IV Aid, and once classes begin, refunds are prorated based on the date of withdrawal from class(es). Refunds are calculated on all fees and tuition based on a diminishing scale. The refund period is through week 10 of the fall and spring semesters and through week five for an eight-week summer module. An administrative fee of $100 or five percent of tuition, fees, room, board, and other charges, whichever is less,

<table>
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<tr>
<th>10-16</th>
<th>Courses assignments cannot be cancelled withdrawn during this period</th>
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</table>

Courses meeting for nonstandard duration will be prorated accordingly.

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

H. Withdrawal from the University

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

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

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will be deducted. Questions should be addressed to the Bursar's Office.

J. Granting Academic Credit to Students Who Withdraw from the University upon Order of Induction into Military Service

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

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<th>Term</th>
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<td>10 - 12</td>
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<td>After 12</td>
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<tr>
<td>Summer Session</td>
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<td>Summer Session</td>
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<td>Full</td>
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</tbody>
</table>
History and Updates

- University Senate Document 10-5, February 21, 2011
- University Senate Document 93-14, September 26, 1994
- University Senate Document 91-5, February 24, 1992
- University Senate Document 83-8, March 26, 1984
- University Senate Document 83-7, March 26, 1984
- University Senate Document 83-5, as amended and approved January 23, 1984
- University Senate Document 81-10, February 15, 1982
- University Senate Document 73-6, January 28, 1974
- Board of Trustees minutes, December 7, 1950, and October 23, 1963

05. Classes

Classes

<table>
<thead>
<tr>
<th>Responsible Executive:</th>
<th>Office of the Registrar</th>
</tr>
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2. **Exclusions**

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- Form 60 (not available online)
- Medical History Form

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<table>
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<tr>
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Definitions

N/A

History and Updates

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05. Classes

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<tr>
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</tbody>
</table>

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2. **2 Exclusions**
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   2. **3.2 B. General Attendance Issues**
   3. **3.3 C. Conflicts with Religious Observances**
   4. **3.4 D. Grief Absence Policy for Students**
      1. **3.4.1 Students**

A. Attendance

The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.

The resources of Purdue University are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable environment for learning, as well as to provide assurance of a registered student's right to access the course. Scheduled courses allow students to avoid conflicts and reflect the University's expectation that students should be present for every meeting of a class/laboratory for which they are registered. Faculty are responsible for organizing and delivering a course of instruction and for certifying student accomplishment on the basis of performance. The University recognizes that the learning mission can be enhanced significantly by extracurricular experiences. Students participating in University-sponsored activities should be permitted to make up class work missed as a result of this participation. Ultimately, students are responsible for all required coursework and bear full responsibility for any academic consequences that may result due to absence.

B. General Attendance Issues

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

2. 3.4.2 Immediate Family
3. 3.4.3 Relative
4. 3.4.4 Travel Considerations
5. 3.5 Military Absence Policy for Students
   1. 3.5.1 Travel Considerations
4. 4 Procedures
5. 5 Related Documents, Forms and Tools
6. 6 Contacts
7. 7 Definitions
8. 8 History and Updates
9. 9 Appendix

Exclusions

N/A

Statement of Regulation

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

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

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

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C. Conflicts with Religious Observances

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

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

D. Grief Absence Policy for Students

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

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

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C. Conflicts with Religious Observances
Students

Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family. Scope: This policy applies to all full-time and part-time students currently enrolled in the Purdue University System.

Immediate Family

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

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

Relative

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

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

Travel Considerations

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

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

Military Absence Policy for Students

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

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

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

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

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

- Within 150 mile radius of the Purdue campus, no additional excused absence days.
- Between 150 - 300 mile radius of the Purdue campus, one additional excused absence days.
- Beyond 300 mile radius of the Purdue campus, two additional excused absence days.
- Outside the 48 contiguous United States, four additional excused absence days.

Procedures

- Academic Procedure: Grief Absence
- Academic Procedure: Military Absence

Related Documents, Forms and Tools

N/A

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06. Financial Obligations and Responsibilities

Financial Obligations and Responsibilities

Responsible Executive: 
Responsible Office: Office of the Registrar

Procedures

- Academic Procedure: Grief Absence
- Academic Procedure: Military Absence

Related Documents, Forms and Tools

N/A

Contacts

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Definitions

N/A
06. Financial Obligations and Responsibilities

Financial Obligations and Responsibilities

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8. History and Updates
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Exclusions

N/A

Statement of Regulation

History and Updates

- University Senate Document 13-4, March 24, 2014
- University Senate Document 10-8, March 21, 2011
- University Senate Document 10-6, March 21, 2011
- University Senate Document 6-5, March 19, 2007
Students should make every effort to keep their credit good in the community for their own benefit and that of all students.

**Interest Charges**

A student's failure to pay the University amounts owed by established due dates may result in default interest charges and late fees and imposition of holds preventing access to student services such as registration, delivery of transcripts or diplomas (See Scholastic Records, Encumbrance, in Section D).

The University may charge interest on any amounts that are not paid in full by the due date. Said interest will begin no earlier than the day after the due date and continue until the amount owed is paid in full. Unless a different interest rate is agreed upon in writing for a specific transaction, interest after the due date shall be at the rate of eight percent (8.00%) per annum.

**Collection of Debt**

In collection of any indebtedness owed the University, the University shall also be entitled to all additional costs referenced in Indiana Code 21-14-2-11, as from time to time amended or recodified. Expenses associated with collection of indebtedness by means of the Indiana state tax set off program shall be added to the indebtedness. Any judgment entered shall be without relief from valuation and appraisement laws. As to all disputes or collections relating to indebtedness owed the University, student consents to exclusive jurisdiction and venue in any competent court within the Indiana county in which the University campus enrolling the student is located, except as pre-empted by or prohibited by 15 USC 1692i, as hereinafter amended from time to time, other federal statutes, or state laws and regulations, including consumer protection laws but excluding general preferred venue rules and laws. All returned checks, drafts, or orders

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### Exclusions

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are subject to a service charge not exceeding the maximum allowed by Indiana law.

**Past Due Financial Obligations**

Students with past due financial obligations to the University may have their official university records placed on hold, including placement of a hold on registration eligibility for any future academic terms. (See Scholastic Records, Encumbrance, in Section D.)

Degree candidates with delinquent financial obligations to the University must pay or satisfy such debts at least one week before the close of any term. If any such debts have not been paid or satisfied upon terms acceptable to the University before the close of any term, a candidate's diploma may be withheld from graduation ceremonies, or if the degree is granted without knowledge of such delinquency, the diploma and transcript will be held until the financial obligation has been satisfied.

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**Procedures**

N/A

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**Related Documents, Forms and Tools**

- Academic Regulation: Scholastic Records

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07. Grade and Grade Reports

Grades and Grade Reports

Responsible Executive:

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07. Grade and Grade Reports

Grades and Grade Reports

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8. 8 History and Updates

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Exclusions

N/A

Statement of Regulation

A. Basis of Grades

1. Each student shall be responsible for the completion of all required work, in each course for which he/she has enrolled, by the time of the last scheduled meeting of the class, unless he/she assignment to the course has been properly withdrawn.

2. Each student shall receive from he/she instructors a grade in each course for which he/she is enrolled at the close of the
session. This grade shall indicate the student’s achievement with respect to the objectives of the course.

B. Semester Grades

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

For Credit Courses

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

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- E: Conditional failure; failure to achieve minimum objectives, but only to such limited extent that credit can be obtained by
For Credit Courses Taken under Pass/Not-Pass Option

- P: Passing grade; equivalent to grade A+, A, A-, B+, B, B-, C+, C or C-
- N: Not passing.

For Zero Credit Courses

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

- S: Satisfactory; meets course objectives
- U: Unsatisfactory; does not meet course objectives
- AU: Audit Grade; does not meet degree objectives
- NS: Not Submitted; assigned when a grade is not submitted by the instructor.

For Incomplete Work

A grade of incomplete is a record of work that was interrupted by unavoidable absence or other causes beyond a student’s control, which work was passing at the time it was interrupted and the completion of which does not require the student to repeat the course in order to obtain credit.

1. The incomplete grade is not to be used as a substitute for a failing grade.
2. The incomplete may also be used to delay the awarding of a grade in courses (e.g., self-paced courses, mastery courses, and practicums) the completion of which normally requires one semester, but the structure of which allows specified additional time.

An instructor may consult with the dean of students to determine whether the circumstances may warrant a grade of incomplete. When examination or otherwise without repeating the entire course. This grade represents failure in the course unless and until the record is duly changed within one semester. It cannot be improved to a grade higher than D. (See section E.) When an instructor reports a grade of E, he/she shall file in the departmental office a statement of what is required of the student to receive the passing grade.

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an instructor reports a grade of incomplete, he/she shall file in the departmental office registrar’s form 60 stating the reasons for the grade and what is required of the student to achieve a permanent grade.

1. The instructor shall also indicate the grade the student has earned on the work completed, and the weight to be given to the remainder of the work in computing a final, permanent grade.
2. The student must achieve a permanent grade in the course no later than one year after the incomplete is given, or the incomplete grade will revert to a failing grade.
3. A student will not be permitted to enroll in a course in a future semester for a course in which they have a current I, PI, or SI grade.

Appropriate incomplete grades for courses are as follows:

- I: Incomplete; no grade; the student was enrolled in a credit course under the regular grade option.
- PI: Incomplete; no grade; same as I except that the student was enrolled in a credit course under the pass/not-pass option.
- SI: Incomplete; no grade; same as I except that the student was enrolled in a zero credit course.

C. Pass/Not-Pass Option

In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established.

1. The option is open to all students in the University subject to the regulations of the school in which the student is enrolled. In particular, the school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. A department or school may specify that certain courses intended only for students in that which does not require the student to repeat the course in order to obtain credit.

3. The incomplete grade is not to be used as a substitute for a failing grade.
4. The incomplete may also be used to delay the awarding of a grade in courses (e.g., self-paced courses, mastery courses, and practicums) the completion of which normally requires one semester, but the structure of which allows specified additional time.

An instructor may consult with the dean of students to determine whether the circumstances may warrant a grade of incomplete. When an instructor reports a grade of incomplete, he/she shall file in the departmental office registrar’s form 60 stating the reasons for the grade and what is required of the student to achieve a permanent grade.

4. The instructor shall also indicate the grade the student has earned on the work completed, and the weight to be given to the remainder of the work in computing a final, permanent grade.
5. The student must achieve a permanent grade in the course no later than one year after the incomplete is given, or the incomplete grade will revert to a failing grade.
6. A student will not be permitted to enroll in a course in a future semester for a course in which they have a current I, PI, or SI grade.

Appropriate incomplete grades for courses are as follows:

- I: Incomplete; no grade; the student was enrolled in a credit course under the regular grade option.
- PI: Incomplete; no grade; same as I except that the student was enrolled in a credit course under the pass/not-pass option.
In order to provide students with the opportunity to broaden their educational foundations with minimum concern for grades, an alternative grading system, the pass/not-pass option, is established.

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

2. Subject to the regulations of the school, a student may elect this option in any course that does not already appear on the student’s academic record and in which the student is otherwise eligible to enroll for credit with letter grade. A student may not elect this option for more than 20 percent of the total credit hours required for graduation.

3. The registrar’s class roster will indicate which students have elected this option.

4. A student who is enrolled in a course under this option has the same obligations as those who are enrolled in the course for credit with letter grade. When the instructor reports final grades in the course, the student will report that any such student who would have earned a grade of A+, A, A-, B+, B, B-, C+, C, or C- has passed the course, and that any other such student has not passed. The registrar will make an appropriate notation on the student’s academic record in place of a letter grade, but will not use the course in computing GPA.

D. Directed Grades

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

- SI: Incomplete; no grade; same as I except that the student was enrolled in a zero credit course.

C. Pass/Not-Pass Option

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

| WN | Withdraw Not Passing; the same as WF for a credit course
taken under the pass/not-pass option. |
| WU | Withdrew Unsatisfactory; the same as WF for a zero
credit course. |
| IF | Unremoved Incomplete-Failing; for a credit course in
which a student received an I grade, a directed record of
the student’s failure to achieve a permanent grade before
the end of one year after the Incomplete was given. This
grade counts in all respects as a failing grade. |
| IN | Unremoved Incomplete-Not Passing; for a credit course
taken under the pass/not-pass option and in which the
student received a PI grade. The same as an IF grade
except that it does not affect GPA computations. |
| IU | Unremoved Incomplete-Unsatisfactory; for a zero credit
course in which a student received an SI grade. The same
as an IF grade except that it does not affect GPA
computations. |

E. Improvement of E Grade

1. A student who receives a grade of E may request the
opportunity to improve the grade provided that he/she can
complete special requirements by the
time he/she completes another semester enrollment.
2. A student who successfully achieves all minimal objectives in
the course will receive a grade of D. The value of the D grade
shall replace the E grade in the computation of future GPAs.
   1. If the student fails to achieve within the specified time a
      D grade in any course for which he/she received a grade
      of E, it shall become the permanent grade and the

D. Directed Grades

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

| W | Withdrew; a record of the fact that a student was enrolled
   in a credit course and withdrew from the course after the
   withdrawal date per campus time-frame. |
| WF | Withdrew Failing; a record of the fact that a student with a
classification of 3 or higher, was enrolled in a credit course
and withdrew from the course after the fourth week at
which time, according to a statement from the instructor,
the student was not passing in their work. This
grade does not affect GPA computations. A grade of WF
may be directed by the Committee on Scholastic
Delinquencies and Readmissions. |
| WN | Withdrew Not Passing; the same as WF for a credit course
taken under the pass/not-pass option. |
| WU | Withdrew Unsatisfactory; the same as WF for a zero
credit course. |
| IF | Unremoved Incomplete-Failing; for a credit course in
which a student received an “I” grade, a directed record of
the student’s failure to achieve a permanent grade before
the end of one year after the Incomplete was given. This
grade counts in all respects as a failing grade. |
| IN | Unremoved Incomplete-Not Passing; for a credit course
taken under the pass/not-pass option and in which the
student received a PI grade. The same as an IF grade
except that it does not affect GPA computations. |
| IU | Unremoved Incomplete-Unsatisfactory; for a zero credit
course in which a student received an SI grade. The same
as an IF grade except that it does not affect GPA
computations. |
registrar shall not thereafter honor a request to change that grade.

2. However, on the recommendation of the head of the student’s school and the approval of the department head, the time for accomplishing this improvement may be extended.

3. Certification of the improvement of an E grade to a D grade shall be reported on such forms as the registrar shall prescribe.

4. The D grade shall be added to the permanent academic record and reported to the student no later than he/she next grade report.

E. Improvement of E Grade

1. A student who receives a grade of E may request the opportunity to improve the grade provided that he/she can complete special requirements by the time he/she completes another semester enrollment.

2. A student who successfully achieves all minimal objectives in the course will receive a grade of D. The value of the D grade shall replace the E grade in the computation of future GPAs.

3. If the student fails to achieve within the specified time a D grade in any course for which he/she received a grade of E, it shall become the permanent grade and the registrar shall not thereafter honor a request to change that grade.

4. However, on the recommendation of the head of the student’s school and the approval of the department head, the time for accomplishing this improvement may be extended.

3. Certification of the improvement of an E grade to a D grade shall be reported on such forms as the registrar shall prescribe.

4. The D grade shall be added to the permanent academic record and reported to the student no later than he/she next grade report.

F. Completion Grades

1. A student who receives a grade of I, PI, or SI in a course and who successfully completes he/she work in the time interval specified by the instructor, but no later than one calendar year after the I grade was given, will receive from the instructor whatever permanent grade he/she work would have deserved if it had been completed on time regardless of the student’s enrollment status.

2. The value of the final grade resulting from the late completion of the course requirements shall be incorporated in future cumulative GPAs.

3. If the student fails to achieve within the specified time a permanent grade in any course for which he/she received a grade of I, PI, or SI, the registrar shall record a permanent grade of IF, IN, or IU for the grade of I, PI, or SI, respectively.

4. The value of an IF grade shall be incorporated in future cumulative GPAs.

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

1. A student who receives a grade of I, PI, or SI in a course and who successfully completes he/she their work in the time interval specified by the instructor, but no later than one calendar year after the I grade was given, will receive from the instructor whatever permanent grade he/she their work would have deserved if it had been completed on time regardless of the student’s enrollment status.
1. Requests for the addition of a permanent grade to the record shall be submitted on such forms as the registrar shall prescribe regardless of the student’s enrollment status. Any addition of grade as provided in this section shall be entered on the student’s permanent academic record and be reported to the student.

G. Grade Corrections

1. An instructor who discovers that an erroneous grade was reported for a student shall immediately submit to the registrar a statement, countersigned by the department head, of what retroactive correction is to be made.

2. A correction of grade should be reported to the registrar within 30 days after the start of the fall, spring or summer semester following the semester in which the erroneous grade was reported. Any correction reported after this time must be accompanied by the instructor’s explanation for the delay in reporting in addition to the approval of the department head, unless the grade change is the result of a grade appeal.

3. When a grade correction is recorded, the appropriate semester and overall GPA will be corrected.

H. Mid-Term Grades

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

I. Final Grade Report

Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after the end of the respective academic semester/session.

2. The value of the final grade resulting from the late completion of the course requirements shall be incorporated in future cumulative GPAs.

3. If the student fails to achieve within the specified time a permanent grade in any course for which he/she received a grade of I, PI, or SI, the registrar shall record a permanent grade of IF, IN, or IU for the grade of I, PI, or SI, respectively.

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

G. Grade Corrections

1. The value of an IF grade shall be incorporated in future cumulative GPAs.

2. Requests for the addition of a permanent grade to the record shall be submitted on such forms as the registrar shall prescribe regardless of the student’s enrollment status. Any addition of grade as provided in this section shall be entered on the student’s permanent academic record and be reported to the student.
A final report will be made by the instructor for each student enrolled in a given class in accordance with the conditions of the registration and following instructions issued by the registrar. The complete record will then be reported to the student, to the head of the school, and to such other designated parties as may be entitled to the report.

**J. Scholastic Indexes**

The scholastic standing of all undergraduate students enrolled in programs leading to a degree shall be determined by three scholastic grade point averages (GPAs). The semester GPA, the cumulative GPA, and the program GPA.

*Semester GPA*

The semester GPA is an average determined by weighting each grade received during a given academic semester by the number of semester hours of credit in the course.

*Cumulative GPA*

The cumulative GPA for an undergraduate student is a weighted average of all grades received as an undergraduate student. With the guidance of he/she academic advisor, a student may enroll in a non-repeatable course up to three times. In such cases, the same course* is to be used, the same grade mode and only the most recent grade received shall be included in the cumulative GPA. In the case of a course in which a conditional grade has been improved by examination, the most recent grade received shall be used.

* An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations.

3. When a grade correction is recorded, the appropriate semester and overall GPA will be corrected

**H. Mid-Term Grades**

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

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Faculty shall enter grades as completed, but no later than 5 p.m. on the second working day after the end of the respective academic semester/session.

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

**J. Scholastic Indexes GPA calculations**

The scholastic academic standing of all undergraduate students enrolled in programs leading to a degree shall be determined by three scholastic grade point averages (GPAs). The semester GPA, the cumulative GPA, and the program GPA.

*Semester GPA*

The semester GPA is an average determined by weighting each grade received during a given academic semester by the number of semester hours of credit in the course.
**Program GPA**
The program GPA is derived from a degree audit and will be used as a criterion to accept a student to a program during the process of Change of Degree Objective (CODO). The degree audit relevant to the program to which a student transfers is used to determine the program grade point average. In a case where no courses of the initial program apply to the new program, the same criteria for acceptance to a program may be used as for a student applying out of high school.

**Cumulative GPA: Pharmacy**
The cumulative GPA for a student enrolled in the professional curriculum in pharmacy is a weighted average of all grades received by the student while in the professional curriculum plus all grades included in the student's undergraduate graduation GPA, as defined in section J above, prior to entering the professional curriculum.

With the consent of he/she academic advisor, a student may repeat a course not intended for repeated registrations up to two attempts. In the case of such a repeated course* is to be used, the same grade mode and only the most recent grade received shall be included in the graduation GPA.

*An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations.

**Cumulative GPA: Graduate**
The cumulative GPA for a graduate student is a weighted average of all grades received by the student in graduate-level courses (those numbered 500 or higher) since entering a graduate program, plus all grades received in undergraduate-level courses, taken while in the graduate program as part of the graduate plan of study. With the consent of he/she major professor, a student may repeat a course not intended for repeated registrations up to two attempts. In the case of such a repeated course, the same course* is to be used, the same grade mode and only the most recent grade received shall be included in the graduation GPA.

*An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations.

**Program GPA**
The program GPA is derived from a degree audit and will be used as a criterion to accept a student to a program during the process of Change of Degree Objective (CODO). The degree audit relevant to the program to which a student transfers is used to determine the program grade point average. In a case where no courses of the initial program apply to the new program, the same criteria for acceptance to a program may be used as for a student applying out of high school.

**Cumulative GPA: Pharmacy**
The cumulative GPA for a student enrolled in the professional curriculum in pharmacy is a weighted average of all grades received by the student while in the professional curriculum plus all grades included in the student's undergraduate graduation GPA, as defined in section J above, prior to entering the professional curriculum.

With the consent of he/she academic advisor, a student may repeat a course not intended for repeated registrations up to two attempts. In the case of such a repeated course* is to be used, the same grade mode and only the most recent grade received shall be included in the graduation GPA.

*An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations.
mode and only the most recent grade received shall be included in the graduation GPA. Grades received in foreign language courses to establish reading knowledge as specified by the Graduate Council are not used in computing graduation indexes.

Grade Weights
For the purpose of averaging, each grade shall be weighted in the following manner:

<table>
<thead>
<tr>
<th>Grade Weight</th>
<th>Grade Weight Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A</td>
<td>4 x sem hrs = index pts</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 x sem hrs = index pts</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 x sem hrs = index pts</td>
</tr>
<tr>
<td>B</td>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>C</td>
<td>2 x sem hrs = index pts</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 x sem hrs = index pts</td>
</tr>
<tr>
<td>D+</td>
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</tr>
<tr>
<td>D</td>
<td>1.0 x sem hrs = index pts</td>
</tr>
<tr>
<td>D-</td>
<td>0.7 x sem hrs = index pts</td>
</tr>
<tr>
<td>E,F,IF</td>
<td>0.0 x sem hrs = index pts</td>
</tr>
</tbody>
</table>

P, N, I, PI, SI, W, WF, WN, WU, IN, IU, AU, NS Not included

Calculating GPA
The semester GPA is the sum of all index points for one semester for grades A+/A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, IF, and F divided by the sum of all corresponding semester hours. This index is represented by the following formula:

\[ S = \frac{\text{NA} + \text{NA} + \text{NA} - + \text{NB} + \text{NB} \ldots \text{NF}}{\text{Semester Hours}} \]

*An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations. Cumulative GPA: Graduate
The cumulative GPA for a graduate student is a weighted average of all grades received by the student in graduate-level courses (those numbered 500 or higher) since entering a graduate program, plus all grades received in undergraduate-level courses, taken while in the graduate program as part of the graduate plan of study. With the consent of he/she their major professor, a student may repeat a course not intended for repeated registrations up to two attempts. In the case of such a repeated course, the same course* is to be used, the same grade mode and only the most recent grade received shall be included in the graduation GPA.

Grade Weights
For the purpose of averaging, each grade shall be weighted in the following manner:

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<tr>
<td>C-</td>
<td>1.7 x sem hrs = index pts</td>
</tr>
</tbody>
</table>
• 4NA+4NA+3.7NA-+3.3NB+3NB ... +0NF

In the formula, NA+, NA, NA-, NB+, etc., are, respectively, the number of credit hours of A+, A, A-, B+, etc.

The cumulative and program GPAs are computed similarly using the grades specified in sections J.

The registrar shall compile and report semester and cumulative GPAs after the close of each academic session.

K. Academic Renewal

1. All Purdue University System graded courses that comprise the Academic Record prior to Re-entry or Readmission will receive zero credit, are not included in the credit hour total, and make zero contribution to the calculation of the Program GPA or the Cumulative GPA.

2. The original course grade record will remain unchanged on the transcript.

3. The Academic Renewal Policy shall be a Purdue University policy and be independent of the student's School or College.

4. Academic Renewal applies to students who have been admitted to the University under the current University Standards and Policies for Re-Entry or Readmission and have not been enrolled at Purdue University in the preceding five years.

5. Students must petition the faculty Committee on Scholastic Delinquencies and Readmission (CSDR) to have their Scholastic Indices recalculated using the Academic Renewal Policy. This recalculation will not be implemented unless the student is in good standing according to University policy, and has completed at least 12 credit hours after Re-Entry or Readmission. The petition for recalculation of the Scholastic Indices must be made by students within one full year from the start of the semester in which they are readmitted or granted Re-Entry.

Calculating GPA

The semester GPA is the sum of all index points for one semester for grades A+/A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, IF, and F divided by the sum of all corresponding semester hours. This index is represented by the following formula:

- \( S = NA+ + NA + NA- + NB + NB ... NF \)
- \( 4NA+ + 4NA + 3.7NA- + 3.3NB + 3NB ... + 0NF \)

In the formula, NA+, NA, NA-, NB+, etc., are, respectively, the number of credit hours of A+, A, A-, B+, etc.

The cumulative and program GPAs are computed similarly using the grades specified in sections J.

The registrar shall compile and report semester and cumulative GPAs after the close of each academic session.

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2. The original course grade record will remain unchanged on the transcript.
6. Academic Renewal may only be granted once for a student.
7. The faculty CSDR will administer the Academic Renewal Policy.

3. The Academic Renewal Policy shall be a Purdue University policy and be independent of the student's School or College.
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6. Academic Renewal may only be granted once for a student.
7. The faculty CSDR will administer the Academic Renewal Policy.

Related Documents, Forms and Tools

Form 60: Record of Incomplete
Form 350: Academic Record Change
Form 390: Report of Directed Credit

Contacts

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Definitions

- Academic renewal: a recalculation of the Scholastic Indices
08. Scholastic Deficiency

Scholastic Deficiency

| Responsible Executive: | |
| Responsible Office:    | Office of the Registrar |

History and Updates

- University Senate Document 12-6, April 15, 2013
- University Senate Document 10-7, March 21, 2011
- University Senate Document 7-5, April 21, 2008
- University Senate Document 01-3, November 19, 2001
- University Senate Document 00-5, March 19, 2001
- University Senate Document 97-7, April 27, 1998
- University Senate Document 96-8, April 28, 1997
- University Senate Document 94-2, December 12, 1994
- University Senate Document 84-10, March 25, 1985
- University Senate Document 83-8, March 26, 1984
- University Senate Document 79-4, November 19, 1979
- University Senate Document 76-7, as amended and approved, February 21, 1977
- University Senate Document 75-10, as amended and approved, April 19, 1976
- University Senate Document 73-6, January 28, 1974

Definitions

- Academic renewal: a recalculation of the Scholastic Indices
08. Scholastic Deficiency

Scholastic Deficiency

Responsible Executive:

Responsible Office: Office of the Registrar

Exclusions
N/A

Statement of Regulation

A. Scholastic Probation

A candidate for an associate or baccalaureate degree shall be placed on probation if his/her semester or graduation index at the end of any
A regular semester is less than that required for a student with his/her classification.

A student on probation shall be removed from that status at the end of the first subsequent semester in which he/she achieves semester and cumulative GPAs equal to or greater than those required for a student with his/her classification as shown in Table A.

Any grade change due to a reporting error will result in a recalculation of the index and determination of probation status.

### Index Levels for Probation

<table>
<thead>
<tr>
<th>Classification</th>
<th>Semester GPA Less Than</th>
<th>Cumulative GPA Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 and 1</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>2</td>
<td>1.5</td>
<td>1.6</td>
</tr>
<tr>
<td>3</td>
<td>1.6</td>
<td>1.7</td>
</tr>
<tr>
<td>4</td>
<td>1.6</td>
<td>1.8</td>
</tr>
<tr>
<td>5</td>
<td>1.7</td>
<td>1.9</td>
</tr>
<tr>
<td>6</td>
<td>1.7</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1.7</td>
<td>2</td>
</tr>
<tr>
<td>8 and up</td>
<td>1.7</td>
<td>2</td>
</tr>
</tbody>
</table>

### B. Dropping of Students for Scholastic Deficiency

A student on scholastic probation shall be dropped from the University if, at the close of any regular semester, his/her graduation index is less than that required of a student or he/she receives failing (F) grades in six credit hours or more for the semester.

### Exclusions

N/A

### Statement of Regulation

#### A. Scholastic Probation

A candidate for an associate or baccalaureate degree shall be placed on probation if his/her semester or graduation index at the end of any regular semester is less than that required for a student with his/her classification.

A student on probation shall be removed from that status at the end of the first subsequent semester in which he/she achieves semester and cumulative GPAs equal to or greater than those required for a student with his/her classification as shown in Table A.

Any grade change due to a reporting error will result in a recalculation of the index and determination of probation status.

### Index Levels for Probation

<table>
<thead>
<tr>
<th>Classification</th>
<th>Semester GPA Less Than</th>
<th>Cumulative GPA Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 and 1</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>-2</td>
<td>1.5</td>
<td>1.6</td>
</tr>
<tr>
<td>-3</td>
<td>1.6</td>
<td>1.7</td>
</tr>
<tr>
<td>-4</td>
<td>1.6</td>
<td>1.8</td>
</tr>
</tbody>
</table>
This rule shall not apply for the semester in which the student completes all requirements for his/her degree. However, records of a degree recipient who does not meet the minimum index requirement shall be reviewed by the appropriate campus readmissions committee before he/she is allowed to pursue another undergraduate degree.

Any grade change due to a reporting error will result in a recalculation of the index and determination of drop status.

### Index Levels for Dropping

<table>
<thead>
<tr>
<th>Classification</th>
<th>Cumulative GPA Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 and 1</td>
<td>1.3</td>
</tr>
<tr>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>4</td>
<td>1.6</td>
</tr>
<tr>
<td>5</td>
<td>1.7</td>
</tr>
<tr>
<td>6</td>
<td>1.8</td>
</tr>
<tr>
<td>7</td>
<td>1.9</td>
</tr>
<tr>
<td>8 and up</td>
<td>2</td>
</tr>
</tbody>
</table>

A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application. Readmission is not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission.

### B. Dropping of Students for Scholastic Deficiency

A student on scholastic probation shall be dropped from the University if, at the close of any regular semester, his/her graduation index is less than that required of a student or he/she receives failing (F) grades in six credit hours or more for the semester.

This rule shall not apply for the semester in which the student completes all requirements for his/her degree. However, records of a degree recipient who does not meet the minimum index requirement shall be reviewed by the appropriate campus readmissions committee before he/she is allowed to pursue another undergraduate degree.

Any grade change due to a reporting error will result in a recalculation of the index and determination of drop status.

### Index Levels for Dropping

<table>
<thead>
<tr>
<th>Classification</th>
<th>Cumulative GPA Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 and 1</td>
<td>1.3</td>
</tr>
<tr>
<td>-1</td>
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<td>1.7</td>
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<td>-5</td>
<td>1.8</td>
</tr>
<tr>
<td>-6</td>
<td>1.9</td>
</tr>
</tbody>
</table>
A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application. Readmission is not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission.

1. Academic Probation

A student at Purdue University shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0.

A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPAs equal to or greater than 2.0.

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing.

Academic standing will not be assessed in summer sessions.

2. Dropping of Students for Academic Deficiency

A student on academic probation shall be dropped from the University at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.

Any grade change due to a reporting error will result in a recalculation of the GPA and determination of drop status.

3. Readmission
A student who is academically dropped from the University for the first time is not eligible to enroll for at least one fall or spring semester. A student who is academically dropped for the second time is not eligible to enroll for at least one year.

A student dropped by this rule must apply to the appropriate office or readmission committee for the Purdue campus of choice. A fee is assessed for processing the readmission application (Board of Trustees Minutes, June 5-6, 1970). Readmission is not guaranteed, but any student who gains readmission is readmitted on probation and is subject to stipulations in effect as a condition of readmission. (For more detailed information about readmission, visit the following website: http://www.purdue.edu/odos/services/readmission.)

### 09. Scholastic Recognition

- **Board of Trustees Minutes, June 5-6, 1970**
The document titled "Scholastic Recognition" contains the following headings and sections:

**CONTENTS**

1. 1 Scholastic Recognition
2. 2 Exclusions
3. 3 Statement of Regulation
   1. 3.1 A. Dean's List
   2. 3.2 B. Semester Honors
   3. 3.3 C. Graduation with Distinction
4. 3.4 D. Professional Degree Programs
5. 3.5 E. Achievement Credits
6. 3.6 F. Distinguished Military Graduates
7. 4 Procedures
8. 5 Related Documents, Forms and Tools
9. 6 Contacts
10. 7 Definitions
11. 8 History and Updates
12. 9 Appendix

**Definitions**

N/A

**History and Updates**

- Board of Trustees Minutes, June 5-6, 1970

**09. Scholastic Recognition**

**Scholastic Recognition**

<table>
<thead>
<tr>
<th>Responsible Executive:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Office:</td>
<td>Office of the Registrar</td>
</tr>
</tbody>
</table>
A. Dean's List

At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible to be included on the Dean's List. To be cited on the Dean's List for any semester, one must:

1. Have at least 12 hours included in the cumulative GPA.
2. Have at least 6 hours included in the semester GPA.
3. Attain at least a 3.5 cumulative GPA.
4. Have at least a 3.0 current semester GPA.

B. Semester Honors

At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible for Semester Honors. To be cited one must:

1. Have at least six credit hours included in the semester GPA.
2. Attain at least a 3.5 semester GPA.
3. Have at least a 2.0 cumulative GPA.

C. Graduation with Distinction

1. A candidate for the baccalaureate degree with distinction must have a minimum of 65 hours of credit earned at Purdue University included in the computation of the cumulative GPA. A candidate for an associate degree with distinction must have a
minimum of 35 hours of credit earned at Purdue University included in the computation of the cumulative GPA.

2. The minimum cumulative GPA for graduation with distinction in each school shall be no less than the 90th percentile of the graduation indexes of the graduates in each school, for the spring semester, provided that the index is at least 3.30. The minimum cumulative GPA so determined in the spring for each school shall be applied for graduation with distinction for the subsequent summer session and fall semester. In administering this rule, all baccalaureate engineering graduates will be considered as one school.

3. Of those graduates who qualify for distinction under these rules for the spring semester, the three-tenths of the baccalaureate graduates having the highest graduation indexes shall be designated as graduating with highest distinction, irrespective of the schools from which they graduate. The three-tenths of the spring associate degree graduates having the highest graduation indexes will be designated as graduating with highest distinction. The minimum cumulative GPAs so determined for graduation with highest distinction shall be applied for graduation with highest distinction for the subsequent summer session and fall semester.

D. Professional Degree Programs

Students enrolled in professional degree programs also shall be eligible for the Dean's List, Semester Honors, and Graduation with Distinction.

E. Achievement Credits

Students who fail to meet the criteria of scholastic distinction but who, in the judgment of one or more faculty members, merit citation for distinguished achievement, shall have their names presented through the heads of instructional departments or directly to the Committee on

B. Semester Honors

At the conclusion of each semester, the registrar shall indicate which undergraduate students are scholastically eligible for Semester Honors. To be cited one must:

1. Have at least six credit hours included in the semester GPA.
2. Attain at least a 3.5 semester GPA.
3. Have at least a 2.0 cumulative GPA.

C. Graduation with Distinction

1. A candidate for the baccalaureate degree with distinction must have a minimum of 65 hours of credit earned at Purdue University included in the computation of the cumulative GPA. A candidate for an associate degree with distinction must have a minimum of 35 hours of credit earned at Purdue University included in the computation of the cumulative GPA.
2. The minimum cumulative GPA for graduation with distinction in each school shall be no less than the 90th percentile of the graduation indexes of the graduates in each school, for the spring semester, provided that the index is at least 3.30. The minimum cumulative GPA so determined in the spring for each school shall be applied for graduation with distinction for the subsequent summer session and fall semester. In administering this rule, all baccalaureate engineering graduates will be considered as one school.
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Superior Students, together with such evidence of achievement as is available. The criteria for selecting students in this group are:

1. Original thinking of consistently good quality.
2. Achievement of other than classwork; publication of literary, artistic, or scientific work.
3. Work that requires great ingenuity or industry, but that may not lead to definite publication.
4. Independent projects of reasonable magnitude carried out by the student on his/her own initiative. Projects carried out by such students may receive special achievement credit. Such achievement credits may be substituted for elective courses of instruction as determined in each case upon the recommendation of the dean of the school concerned.

F. Distinguished Military Graduates

Distinguished Military graduates of the Army and Air Force Reserve Officers' Training Corps units will be designated by the appropriate department and the president each year upon graduation.

Related Documents, Forms and Tools

N/A

Procedures

N/A

D. Professional Degree Programs

Students enrolled in professional degree programs also shall be eligible for the Dean's List, Semester Honors, and Graduation with Distinction.

E. Achievement Credits

Students who fail to meet the criteria of scholastic distinction but who, in the judgment of one or more faculty members, merit citation for distinguished achievement, shall have their names presented through the heads of instructional departments or directly to the Committee on Superior Students, together with such evidence of achievement as is available. The criteria for selecting students in this group are:

1. Original thinking of consistently good quality.
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F. Distinguished Military Graduates

Distinguished Military graduates of the Army and Air Force Reserve Officers' Training Corps units will be designated by the appropriate department and the president each year upon graduation.
10. Scholastic Records

Scholastic Records

Responsible Executive: [Name]
Responsible Office: Office of the Registrar

Definitions

N/A

History and Updates

- Administrative Approval, April 27, 1998
- University Senate Document, March 25, 1991
- University Senate Document 79-21, December 15, 1980

Related Documents, Forms and Tools

N/A

Contacts

<table>
<thead>
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<th>Subject</th>
<th>Contact</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
</table>

Procedures

N/A
10. Scholastic Records

Scholastic Academic Records

Responsible Executive:

Responsible Office: Office of the Registrar

CONTENTS

1. Scholastic Academic Records
2. Exclusions
3. Statement of Regulation
   1. A. Good Standing
   2. B. Transcripts
   3. C. The Certificate of Completion
   4. D. Encumbrance
   5. E. Record of Actions on Transcripts
3.6 F. Diplomas
   1. Replacement of Diplomas
   2. Duplicate Diplomas
4. Procedures
5. Related Documents, Forms and Tools
6. Contacts
7. Definitions
8. History and Updates
9. Appendix
Exclusions
N/A

Statement of Regulation

A. Good Standing

For purposes of reports and communications to other institutions or agencies, and in the absence of any further qualifications of the term, a student shall be considered in good standing unless he/she has been dismissed, suspended, or dropped from the University and not readmitted.

B. Transcripts

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

Any student or former student of the University whose record is not encumbered for any reasons described hereafter shall, upon written application to the registrar, be entitled to receive:

1. a transcript of his/her complete record and/or
2. a certificate of completion.

The registrar is authorized to issue such records upon the written request of the student or former student. The transcript shall consist of a full and complete copy of the student's academic record.

7. 7 Definitions
8. 8 History and Updates
9. 9 Appendix
C. The Certificate of Completion

The certificate of completion shall contain:

1. the dates of attendance
2. a summary of the courses successfully completed
3. a statement, "This is a summary of the courses successfully completed. An official transcript showing all courses taken may be obtained from the registrar, upon authorization by the student."

The certificate of completion shall be issued only to students who have completed at least two semesters of resident work in the University. A certificate fee shall be charged for each copy of this certificate.

D. Encumbrance

A student's official record may be encumbered:

1. By the comptroller for nonpayment of fees, deposits, residence hall charges, or any other sums owed to the University.
2. By the Business Office Student Organizations, countersigned by the dean of students, in the case of a responsible officer or officers of any student organization that has a delinquent account due to the University.
3. By the dean of students for disciplinary reasons.
4. By the director of the Student Health Center countersigned by the dean of students, for medical reasons.

A degree candidate who is in arrears to the University may be denied his/her diploma until his/her financial record is cleared.

The request for the encumbrance of a student's record shall be filed with the Office of the Registrar and shall indicate whether either or both the registration of the student and/or the issuance of a transcript, any student or former student of the University whose record is not encumbered for any reasons described hereafter shall, upon written application to the registrar, be entitled to receive:

1. a transcript of his/her complete record and/or
2. a certificate of completion.

The registrar is authorized to issue such records upon the written request of the student or former student. The transcript shall consist of a full and complete copy of the student's academic record.

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A student's official record may be encumbered:

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2. By the Business Office Student Organizations, countersigned by the dean of students, in the case of a responsible officer or officers of any student organization that has a delinquent account due to the University.
certificate of completion, or diploma is to be encumbered. When the record is thus encumbered, no transcript or certificate of completion shall be issued. Such encumbrances shall remain until the registrar is notified to disencumber the record by the officer responsible. It is the responsibility of the officer lifting the encumbrance to immediately notify the registrar so as to clear the record of the student.

Students in arrears to the University shall not be recommended for degrees. The clearance of a student's financial obligation on or before the Friday before commencement, or by a corresponding date in the first semester or in the summer session, shall be essential for graduation. If a student so delinquent clears his obligation later, he/she diploma may be released.

E. Record of Actions on Transcripts

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

1. Suspension

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

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

2. Expulsion

3. By the dean of students for disciplinary reasons.
4. By the director of the Student Health Center countersigned by the dean of students, for medical reasons.

A degree candidate who is in arrears to the University may be denied his/her diploma until his/her financial record is cleared.

The request for the encumbrance of a student's record shall be filed with the Office of the Registrar and shall indicate whether either or both the registration of the student and/or the issuance of a transcript, certificate of completion, or diploma is to be encumbered. When the record is thus encumbered, no transcript or certificate of completion shall be issued. Such encumbrances shall remain until the registrar is notified to disencumber the record by the officer responsible. It is the responsibility of the officer lifting the encumbrance to immediately notify the registrar so as to clear the record of the student.

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E. Record of Actions on Transcripts

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

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

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

3. Degree revocation

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

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

F. Diplomas

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

Replacement of Diplomas

A replacement diploma shall be issued to the original holder, upon his/her affidavit, certifying to the loss or damage of the original diploma and upon payment of the cost of reproducing the diploma in its original format.

Duplicate Diplomas

A duplicate diploma shall be issued to the original holder of the diploma upon payment of the cost of reproducing the duplicate diploma. The duplicate diploma will be marked as "Duplicate," in plain sight.

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

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

2. Expulsion

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

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

3. Degree revocation

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Procedures

N/A

11. Schedule of Examinations

Schedule of Examinations

<table>
<thead>
<tr>
<th>Responsible Executive:</th>
<th>Office of the Registrar</th>
</tr>
</thead>
</table>

Replacement of Diplomas

A replacement diploma shall be issued to the original holder, upon his/her affidavit, certifying to the loss or damage of the original diploma and upon payment of the cost of reproducing the diploma in its original format.

Duplicate Diplomas

A duplicate diploma shall be issued to the original holder of the diploma upon payment of the cost of reproducing the duplicate diploma. The duplicate diploma will be marked as "Duplicate," in plain sight.

G. Academic Classification of Undergraduate Students

1. Each student shall be admitted and identified as one of the following:
   1. Degree. A student who has been admitted and registered for the purpose of earning a degree.
   2. Nondegree. A student who is not in a program of study leading to a degree. A nondegree student has a limited purpose for his/her registration. A nondegree student is enrolled for personal or professional enrichment or to strengthen his/her academic background to gain degree-seeking status. Such a student must provide evidence that he/she is qualified to enroll in the course(s) he/she desires. An applicant currently enrolled in high school will be admitted as a non-degree student only when all of the following conditions are met:
      1. The student ranks in at least the top half of the high school class and maintains an above-average grade(s) in subjects related to the course(s) in which he/she wishes to enroll, and
      2. The high school guidance counselor or principal has signed a recommendation for the student and
Exclusions

- Graduate-level courses (60000 level) are exempted from this policy
- Regional campuses may modify these provisions to meet local differences through established procedures of the local faculty governing bodies or, lacking these, the regional campus chancellor or designee.

Statement of Regulation

A. Evening Examinations

1. The Office of the Registrar will schedule examinations as requested under the provisions of this policy. Such scheduling will be subject to limitations on available facilities and will be based on the concept of minimizing the number of students scheduled for more than one examination at the same time.
2. Evening examinations will be scheduled when requested for multi-division courses whose daytime classrooms and schedule prohibit effective common examinations during regular class periods.
3. Single-division course evening exams are not encouraged and may be requested only under the most unusual circumstances

<table>
<thead>
<tr>
<th>Total Credits Earned</th>
<th>Semester Classification</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.0 or less</td>
<td>1</td>
<td>First-year Student</td>
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<td>15 - 29</td>
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<td>45 - 59</td>
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<td>60 - 74</td>
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<td>Junior</td>
</tr>
<tr>
<td>75 - 89</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
(e.g., space limitations preclude the establishment of valid examining environment) and after the personal review of the department heads.

4. Evening examinations may be scheduled during either of the following periods:
   1. 6:30 to 7:30 p.m.
   2. 8:00 to 9:00 p.m.
   3. As an exception, when the Hall of Music, Loeb Playhouse, or Fowler Hall is used for two 60-minute examinations in a single evening, the examinations are to be scheduled for the following periods:
      1. 6:30 to 7:30 p.m.
      2. 8:30 to 9:30 p.m.
   4. Start times in these locations will change to 6:00 p.m. and 8:00 p.m. respectively on those occasions when they are scheduled for a 60-minute exam and an exam which exceeds 60 minutes. Requests for more than 60 minutes will be scheduled to start at the later hour.
   5. In all cases, the testing period should be restricted to 60 minutes, unless a multiple-period evening examination has been requested. Requests for more than 60 minutes will be scheduled to start at the later hour.
   6. Multiple-period evening examinations may be requested only when the unique nature of the course as testified by the department head precludes effective testing within the regular 60-minute evening examination period.
   7. Examinations will be held on Monday, Tuesday, Wednesday, and Thursday, with the exception that no examinations will be held on the day preceding an official University holiday.
   8. For all examination periods scheduled, roughly equivalent regular class periods are to be omitted. Omitted meetings are to be selected by the instructor according to the principle that meetings for each course should be distributed uniformly over its assigned term of instruction.
   9. The Office of the Provost shall implement a procedure to inform faculty and students of the academic regulations.

<table>
<thead>
<tr>
<th>90 - 104</th>
<th>7</th>
<th>Senior</th>
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</thead>
<tbody>
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<td>105 or more</td>
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Procedures

N/A

History and Updates

University Senate Document 15-8, March 21, 2016

11. Schedule of Examinations

Schedule of Examinations

Responsible Executive: 
Responsible Office: Office of the Registrar

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  4. 4 Statement of Regulation
governing the scheduling and conducting of evening examinations.

B. Final Examinations

1. In regular semesters, the final examination period shall consist of six scheduled days comprising the 16th week of the semester. The two-hour class meetings during the six days of the final examination period will be scheduled at the discretion of the Educational Policy Committee on the advice of the Office of the Registrar as, at most, 30 two-hour periods (five periods per day, including evenings). Upon request, a single course-wide examination will be scheduled for any course. In the summer session, the final examination schedule shall be appropriately scaled to meet the demand. It shall be scheduled at the discretion of the Educational Policy Committee on the advice of the Office of the Registrar in, at most, 12 two-hour periods on the last three days of the session (four periods per day, excluding evenings).

2. Each class will be scheduled for a two-hour meeting during the final examination period. Excepted are those courses classified as individual study, clinic, student teaching, industrial experience (co-op), or research and those offered for zero credit. However, any such course will be included in the schedule upon the specific request of the appropriate schedule deputy. If no educational purpose will be served by any type of meeting during the 16th week because the educational objectives of the course have been achieved, a department may dismiss this class meeting during the 16th week.

3. Two weeks after the beginning of any regular semester and one week after the beginning of the summer session, schedule deputies shall inform the Office of the Registrar of the courses requiring course-wide examinations. It will be the responsibility of the department head or, where appropriate, the school head to inform the Office of the Registrar which courses within the department or school will not need a meeting. A schedule

Exclusions

- Graduate-level courses (60000 level) are exempted from this policy
- Regional campuses may modify these provisions to meet local differences through established procedures of the local faculty governing bodies or, lacking these, the regional campus chancellor or designee.

Statement of Regulation

A. Evening Examinations

1. The Office of the Registrar will schedule examinations as requested under the provisions of this policy. Such scheduling will be subject to limitations on available facilities and will be
implementing Section B will then be developed by the Office of the Registrar in consultation with the Educational Policy Committee. Guiding principles include:

1. Minimize the number of direct student examination conflicts.
2. Minimize the number of students who have more than two examinations on the same day.
3. Minimize the number of students who have consecutive (back-to-back) examinations.
4. No student shall be required to take more than two examinations on one day.
5. The Office of the Provost shall implement a procedure to inform faculty and students of the academic regulations governing end-of-semester exams and activities each semester to coincide with the release of the final examination class schedule.
6. Students scheduled for more than two examinations in one calendar day are entitled to reschedule any examinations in excess of two. Similarly, students faced with a direct exam conflict are entitled to reschedule either examination. It is the responsibility of the student to make the necessary arrangements before the last week of regularly scheduled classes. Course instructors shall not penalize a student who chooses to reschedule an examination under these options.
7. The final examination period is intended for the end-of-semester examination. No examination or quiz may be given during the week (three days in summer session) preceding the final examination period of the semester (examinations for laboratory, intensive, or mini-courses excluded). It will be the responsibility of the department head or, where appropriate, the school head to ensure that none of the departmental or school faculty use the week (three days in summer session) preceding the final examination period to administer an examination.
8. Comprehensive final examinations (examinations for laboratory, intensive or mini-courses excluded) are prohibited based on the concept of minimizing the number of students scheduled for more than one examination at the same time.

2. Evening examinations will be scheduled when requested for multi-division courses whose daytime classrooms and schedule prohibit effective common examinations during regular class periods.
3. Single-division course evening exams are not encouraged and may be requested only under the most unusual circumstances (e.g., space limitations preclude the establishment of valid examining environment) and after the personal review of the department heads.
4. Evening examinations may be scheduled during either of the following periods:
   1. 6:30 to 7:30 p.m.
   2. 8:00 to 9:00 p.m.
   3. As an exception, when the Hall of Music, Loeb Playhouse, or Fowler Hall is used for two 60-minute examinations in a single evening, the examinations are to be scheduled for the following periods:
      1. 6:30 to 7:30 p.m.
      2. 8:30 to 9:30 p.m.
   4. Start times in these locations will change to 6:00 p.m. and 8:00 p.m. respectively on those occasions when they are scheduled for a 60-minute exam and an exam which exceeds 60 minutes. Requests for more than 60 minutes will be scheduled to start at the later hour.
5. In all cases, the testing period should be restricted to 60 minutes, unless a multiple-period evening examination has been requested. Requests for more than 60 minutes will be scheduled to start at the later hour.
5. Multiple-period evening examinations may be requested only when the unique nature of the course as testified by the department head precludes effective testing within the regular 60-minute evening examination period.
6. Examinations will be held on Monday, Tuesday, Wednesday, and Thursday, with the exception that no examinations will be held on the day preceding an official University holiday.

7. For all examination periods scheduled, roughly equivalent regular class periods are to be omitted. Omitted meetings are to be selected by the instructor according to the principle that meetings for each course should be distributed uniformly over its assigned term of instruction.

8. The Office of the Provost shall implement a procedure to inform faculty and students of the academic regulations governing the scheduling and conducting of evening examinations.

B. Final Examinations

1. In regular semesters, the final examination period shall consist of six scheduled days comprising the 16th week of the semester. The two-hour class meetings during the six days of the final examination period will be scheduled at the discretion of the Educational Policy Committee on the advice of the Office of the Registrar as, at most, 30 two-hour periods (five periods per day, including evenings). Upon request, a single course-wide examination will be scheduled for any course. In the summer session, the final examination schedule shall be appropriately scaled to meet the demand. It shall be scheduled at the discretion of the Educational Policy Committee on the advice of the Office of the Registrar in, at most, 12 two-hour periods on the last three days of the session (four periods per day, excluding evenings).

2. Each class will be scheduled for a two-hour meeting during the final examination period. Excepted are those courses classified as individual study, clinic, student teaching, industrial experience (co-op), or research and those offered for zero credit. However, any such course will be included in the schedule upon the specific request of the appropriate schedule deputy. If no educational purpose will be served by any type of
History and Updates

- University Senate Document 14-2, February 16, 2015
- University Senate Document 7-6, February 18, 2008
- University Senate Document 00-4, March 19, 2001
- University Senate Document 90-22, March 25, 1991
- University Senate Document 84-12, March 25, 1985
- University Senate Document 82-5, approved February 21, 1983
- University Senate Document 77-27, approved September 25, 1978

Missing Regs
Guidelines for Establishing and Cataloging Courses

CONTENTS
NO HEADINGS.

University Senate Report 02-3,21, April 2003

The following procedures are hereby established in order to facilitate the intercampus transfer of students, to enable all students to establish their own unique course and programs, and to provide for the maintenance of records including the auditing of repeatable and non-repeatable courses for the entire University system.

1. The registrar's office shall be responsible for:

meeting during the 16th week because the educational objectives of the course have been achieved, a department may dismiss this class meeting during the 16th week.

3. Two weeks after the beginning of any regular semester and one week after the beginning of the summer session, schedule deputies shall inform the Office of the Registrar of the courses requiring course-wide examinations. It will be the responsibility of the department head or, where appropriate, the school head to inform the Office of the Registrar which courses within the department or school will not need a meeting. A schedule implementing Section B will then be developed by the Office of the Registrar in consultation with the Educational Policy Committee. Guiding principles include:

1. Minimize the number of direct student examination conflicts.
2. Minimize the number of students who have more than two examinations on the same day.
3. Minimize the number of students who have consecutive (back-to-back) examinations.

4. No student shall be required to take more than two examinations on one day.

5. The Office of the Provost shall implement a procedure to inform faculty and students of the academic regulations governing end-of-semester exams and activities each semester to coincide with the release of the final examination class schedule.

6. Students scheduled for more than two examinations in one calendar day are entitled to reschedule any examinations in excess of two. Similarly, students faced with a direct exam conflict are entitled to reschedule either examination. It is the responsibility of the student to make the necessary arrangements before the last week of regularly scheduled classes. Course instructors shall not penalize a student who chooses to reschedule an examination under these options.

7. The final examination period is intended for the end-of-semester examination. No examination or quiz may be given
1. Maintaining a system for the cataloging of all courses for all campuses
2. Coordination of the establishment and use of acceptable subject-matter abbreviations and course numbers, and
3. Distribution of catalog information to appropriate administrative officers, schools, and departments at each of the various campuses.

2. A single University-wide course master-file will be maintained for all courses to facilitate coordination, inquiry, and update procedures. Each course will be coded in the course master-file to designate those campuses at which it is offered. Each campus may create its own course master-file as a subset of the course master-file to generate bulletins and scheduling of classes.

3. Subject matter abbreviations shall be the same for all campuses for courses offered in the same subject. If a new subject area is originated at any campus, the new abbreviation will be made known to the other campuses by the registrar's office.

4. The course level of a newly established course (e.g., 100 level, 200 level, etc.) will be specified by the department and/or school, and the department and/or school shall propose a course number, subject to clearance by the registrar's office in order to avoid duplication and confusion.

1. A department or school on a specific campus may create a course which is similar to an existing course offered on one or more campuses. However, the level and number for an existing course being offered on more than one campus shall remain the same unless the responsible department heads on all campuses which offer the course mutually agree to a change.

5. While allowing for unique identifiers for unique courses on a given campus, a course covering the same general area of essentially equivalent content will carry a uniform subject abbreviation, course number, and title across campuses. However, basically equivalent courses may be offered with variable patterns (i.e., lectures, recitations, laboratories) and variable credits with the approval of the responsible department during the week (three days in summer session) preceding the final examination period of the semester (examinations for laboratory, intensive, or mini-courses excluded). It will be the responsibility of the department head or, where appropriate, the school head to ensure that none of the departmental or school faculty use the week (three days in summer session) preceding the final examination period to administer an examination.

8. Comprehensive final examinations (examinations for laboratory, intensive or mini-courses excluded) are prohibited except during the regular final examination periods of the last week of the semester.

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**Procedures**

- Academic Procedure: Scheduling of Examinations

**Related Documents, Forms and Tools**

N/A

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**Contacts**

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Posthumous Degrees

CONTENTS
1. Requirements for Awarding Posthumous Degrees
2. Process for Approval
   1. Baccalaureate, Associate and Professional Degrees
   2. Graduate Degrees
3. Fees

*Board of Trustees Minutes, 27 March 1998

Requirements for Awarding Posthumous Degrees

The awarding of a posthumous degree by Purdue University requires that the deceased student will have completed:

- At least 85% of credit hour requirements
- Most of the requirements of the major

For awarding of a posthumous degree requiring a thesis, the following provisions will apply:

Definitions

N/A

History and Updates

- University Senate Document 14-2, February 16, 2015
- University Senate Document 7-6, February 18, 2008
- University Senate Document 00-4, March 19, 2001
- University Senate Document 90-22, March 25, 1991
- University Senate Document 84-12, March 25, 1985
- University Senate Document 82-5, approved February 21, 1983
- University Senate Document 77-27, approved September 25, 1978

Missing Regs

Guidelines for Establishing and Cataloging Courses

CONTENTS
NO HEADINGS.

University Senate Report 02-321, April 2003
• The student must have completed the research to the extent that a thesis or one or more articles in lieu of a thesis can be prepared.
• The advisory committee must approve research and results, including a thesis or article(s), and recommend the granting of the degree.

Process for Approval

Baccalaureate, Associate and Professional Degrees

• A recommendation from the school faculty must be endorsed by the dean of the school or college.
• The dean of the school and/or chancellor of the campus, as appropriate, must submit the recommendation to the Executive Vice President for Academic Affairs for transmittal to the President. The names of the candidates approved by the President will be submitted to the Board of Trustees for final action.

Graduate Degrees

• A recommendation must be submitted only after fulfillment of the requirements specified above to the head of the department (school) by the major professor.
• The head of the department (school) must submit a request to the Vice President and Dean of the Graduate School. The head of the department may choose to recommend awarding a nonthesis instead of a thesis degree.
• The Graduate Council must endorse a recommendation from the Vice President and Dean of the Graduate School.

The following procedures are hereby established in order to facilitate the intercampus transfer of students, to enable all students to establish their own unique course and programs, and to provide for the maintenance of records including the auditing of repeatable and non-repeatable courses for the entire University system.

1. The registrar's office shall be responsible for:
   1. Maintaining a system for the cataloging of all courses for all campuses
   2. Coordination of the establishment and use of acceptable subject-matter abbreviations and course numbers =, and
   3. Distribution of catalog information to appropriate administrative officers, schools, and departments at each of the various campuses.

2. A single University-wide course master-file will be maintained for all courses to facilitate coordination, inquiry, and update procedures. Each course will be coded in the course master-file to designate those campuses at which it is offered. Each campus may create its own course master-file as a subset of the course master-file to generate bulletins and scheduling of classes.

3. Subject matter abbreviations shall be the same for all campuses for courses offered in the same subject. If a new subject area is originated at any campus, the new abbreviation will be made known to the other campuses by the registrar's office.

4. The course level of a newly established course (e.g., 100 level, 200 level, etc.) will be specified by the department and/or school, and the department and/or school shall propose a course number, subject to clearance by the registrar's office in order to avoid duplication and confusion.

   1. A department or school on a specific campus may create a course which is similar to an existing course offered on one or more campuses. However, the level and number for an existing course being offered on more than one campus shall remain the same unless the responsible department heads on all campuses which offer the course mutually agree to a change.
• The endorsement must be submitted to the Executive Vice President for Academic Affairs for transmittal to the President.
• The names of candidates approved by the President will be submitted to the Board of Trustees for final action.

Fees

No additional fee will be assessed for the awarding of posthumous degrees.

5. While allowing for unique identifiers for unique courses on a given campus, a course covering the same general area of essentially equivalent content will carry a uniform subject abbreviation, course number, and title across campuses. However, basically equivalent courses may be offered with variable patterns (i.e., lectures, recitations, laboratories) and variable credits with the approval of the responsible department heads. These variations will also be indicated on the course master-file.
6. The format for course identifiers shall be uniform. Four characters for a subject identifier and three to eight characters for a course number. All courses will have a three or four character numeric identifier. Prefixes and suffixes may be added to further identify a course offering and its purpose.

Posthumous Degrees

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2. Process for Approval
   1. Baccalaureate, Associate and Professional Degrees
   2. Graduate Degrees
   3. Fees

*Board of Trustees Minutes, 27 March 1998

Requirements for Awarding Posthumous Degrees

The awarding of a posthumous degree by Purdue University requires that the deceased student will have completed:
• At least 85% of credit hour requirements
• Most of the requirements of the major

For awarding of a posthumous degree requiring a thesis, the following provisions will apply:

• The student must have completed the research to the extent that a thesis or one or more articles in lieu of a thesis can be prepared.
• The advisory committee must approve research and results, including a thesis or article(s), and recommend the granting of the degree.

Process for Approval

Baccalaureate, Associate and Professional Degrees

• A recommendation from the school faculty must be endorsed by the dean of the school or college.
• The dean of the school and/or chancellor of the campus, as appropriate, must submit the recommendation to the Executive Vice President for Academic Affairs for transmittal to the President. The names of the candidates approved by the President will be submitted to the Board of Trustees for final action.

Graduate Degrees

• A recommendation must be submitted only after fulfillment of the requirements specified above to the head of the department (school) by the major professor.
• The head of the department (school) must submit a request to the Vice President and Dean of the Graduate School. The head of the department may choose to recommend awarding a non-thesis instead of a thesis degree.
• The Graduate Council must endorse a recommendation from the Vice President and Dean of the Graduate School.
• The endorsement must be submitted to the Executive Vice President for Academic Affairs for transmittal to the President.
• The names of candidates approved by the President will be submitted to the Board of Trustees for final action.

Fees

No additional fee will be assessed for the awarding of posthumous degrees.

Submitted by Educational Policy Committee

Voted for:     Voted Against:     Did Not Vote/Abstained

Feng-Song Wang    Bonnie Blankenship
Elliott Slamovich  Frank Dooley
Donna Ferullo      Christine Hrycyna
Valentina Concu    Darryl Ragland
Kristina Bross    Hannah Calvert
Ryan Cabot        Victoria Lowell
Helen McNally     Donnie Spencer
Katherine Sermersheim
Peter Dunn
Jerry Ross
Sean Rotar
Ralph Kaufmann
To: Purdue University Senate  
From: University Resources Policy Committee  
Subject: Tobacco Cessation Programs  
Disposition: University Senate for Discussion & Approval

A Resolution Promoting Tobacco Cessation Programs

Whereas, tobacco consumption is the leading cause of preventable death,

Whereas, Purdue University wishes to promote the health of its students, faculty and staff,

Whereas, the administration of Purdue University has considered the adoption of a tobacco-free campus policy,

Whereas, the University Resources Policy Committee of the Purdue University Senate has heard presentations, deliberated, discussed and voted on the issue, yielding a mixed response,

Whereas, multiple other groups on campus have also expressed mixed support for such a policy so that the final form of the implementation is uncertain,

Whereas, the exposure of the nonsmoking community to harmful second-hand smoke is determined by the number and location of the allowed smoking areas and the number of smokers using them,

Whereas, education in tobacco use and programs for cessation are proven effective mechanisms for reducing the negative health consequences of tobacco use,

Be it resolved that, regardless of the status of smoking and tobacco usage on campus, the Purdue University Senate declares its strong
support for maintaining and expanding tobacco education and cessation programs for students, faculty and staff. Particular attention in developing these programs should be paid to groups underserved in this area, which we identify as including International Students and Graduate Students.

**Be it further resolved that** the mechanism of offering such programs and mechanisms for funding should be decided in collaboration between members of the Purdue administration, the leadership of the University Senate, and the leadership of Purdue Student Government and Purdue Graduate Student Government, and the leadership of the staff organizations (APSAC and CSSAC).

Passed, University Resources Policy Committee, February 13, 2017

**Supporting:**

Christian E. Butzke  
Elena Coda  
Clifford Fisher  
Alan Friedman  
Monika Ivantysynova  
Norbert Neumeister  
Charles S. Ross  
Joseph Sinfield  
Christopher Kulesza

**Opposed:**

None

Amended, University Resources Policy Committee, February 27, 2017
TO: Purdue University Senate  
FROM: Russell Jones, Chair, Student Affairs Committee  
SUBJECT: Mental Health Awareness  
DISPOSITION: For Discussion

WHEREAS, mental health awareness has been a major initiative within Purdue Student Government over the past two years; and

WHEREAS, the University of Michigan’s student government passed and then successfully implemented a resolution encouraging professors to include CAPS information, such as where CAPS is located and the CAPS phone number; and

WHEREAS, this concept has been endorsed by the Student Body President of the University of Michigan, David Schafer; and

WHEREAS, this concept has also been endorsed by the University of Michigan CAPS Director, Dr. Todd Sevig; and

WHEREAS, faculty concerns about students’ mental health can be alleviated as students are more efficiently made aware of resources available to them, subsequently increasing student performance and contributions in the classroom by improving mental wellbeing; and

WHEREAS, providing information about CAPS is significant in encouraging the utilization of expanded and improved mental health services; and

WHEREAS, when implemented this resolution would increase the student body’s awareness of Purdue’s Counseling and Psychological Services and improve the subjective well-being of the Purdue community overall;

Therefore, be it RESOLVED,

that Purdue University Senate encourages faculty to include information about CAPS on their syllabi; and

that this information is recommended to appear as such:

“Student Mental Health and Wellbeing

Purdue University is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individual should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.”
Sincerely,
Russell Jones, Chair
Student Affairs Committee

Approved by:
Chris Clifton
Donna Fekete
Ed Fox
Jacob Goedde
Russell Jones
Chuck Krousgrill
Linda Mason
Jon Story
Dina Verdin

Voting Against:
Caren Archer
TO: The University Senate  
FROM: University Senate Nominating Committee  
SUBJECT: Nominees for University Senate Faculty Affairs Committee  
REFERENCE: Bylaws of the University Senate  
DISPOSITION: Election by the University Senate

The Nominating Committee proposes the following slates of nominees for service on the University Senate Faculty Affairs Committee. The faculty members elected are to serve the period of years shown following each name.

A. Faculty Affairs Committee

For the 7 vacancies, the proposed slate of nominees includes Professors:

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolapo Ajuwon</td>
<td>3</td>
<td>Animal Sciences</td>
</tr>
<tr>
<td>Christian Butzke</td>
<td>2</td>
<td>Food Science</td>
</tr>
<tr>
<td>Cheryl Cooky</td>
<td>1</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>Alexander Francis</td>
<td>3</td>
<td>Speech, Language &amp; Hearing Sciences</td>
</tr>
<tr>
<td>Ayhan Irfanoglu</td>
<td>3</td>
<td>Civil Engineering</td>
</tr>
<tr>
<td>Deborah Nichols</td>
<td>3</td>
<td>Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>Linda Prokopy</td>
<td>3</td>
<td>Forestry &amp; Natural Resources</td>
</tr>
<tr>
<td>Audrey Ruple</td>
<td>3</td>
<td>Comparative Pathobiology</td>
</tr>
<tr>
<td>Jeffrey Watt</td>
<td>1</td>
<td>Mathematics Education</td>
</tr>
<tr>
<td>Steve Wereley</td>
<td>3</td>
<td>Mechanical Engineering</td>
</tr>
</tbody>
</table>

Approving via email:  
Natalie Carroll  
Michael Hill  
Julie Mariga  
Sulma Mohammed  
Robert Nowack  
J. Mark Thom  

Not Voting  
Ji-xin Cheng  
Richard Cosier  
Loring Nies
To: The University Senate  
From: University Senate Faculty Affairs Committee  
Subject: Selection of External Reviewers for Promotion and Tenure Cases  
Disposition: University Senate for Discussion  

WHEREAS: The process of Promotion and Tenure review is underway for 2017/18 academic year; and  

WHEREAS: Members of each department/school’s Primary Committee are the most knowledgeable concerning experts within their various fields; and  

WHEREAS: According to the Procedures for Granting Academic Tenure and Promotion (section IV, B, 2; effective January 1, 2016), “Each campus must determine and clearly disseminate in writing expectations for letters of assessment that are to be included in a candidate’s documentation for Tenure and promotion. The campus may allow each college/school to set these expectations. Minimally, the expectations must include the number of letters, internal versus external referees and the acceptability of the nature of referees’ relationships with the candidate (e.g., collaborators, co-authors, former mentors). The Candidate has the opportunity to suggest letter writers and to identify those letter writers who should not be asked”; and  

WHEREAS: According to the Provost’s Memo dated April 6, 2016, “External letters should be collected for all tenure and/or promotions. External letters should be sought from peer or aspirational peer universities. Examples of the peer and aspirational peers include members of the Association of American Universities (AAU) and leading international institutions. Letters may also be sought from faculty members at top academic programs from other institutions, and from preeminent experts at other institutions, although justification in the form of expertise credentials is expected in the latter case. A minimum of 5 letters is expected for tenure and/or promotion cases and documentation should be included stating whether a letter writer was suggested by the candidate or by the department/school. Finally, when requesting a letter, it should be made clear that the letter writer should focus on the domain(s) of expertise of the candidate be that they the scholarship of Discovery, Learning and/or Engagement”;  

THEREFORE, BE IT RESOLVED THAT:  
The University Senate urges the Provost and Deans to rely on the judgment of the Primary Committee regarding the acceptability of external reviewers for cases of Promotion and Tenure.  

Respectfully submitted by  
Levon T. Esters  

Voted For:  
Dorsey Armstrong  
Stuart Bolton  
Ming-Ming Chiu
Peter Dunn
Steven Landry
Bob Lucht
Linda S. Prokopy
Krishnamurthy Sriramesh
Elizabeth A. Strickland
Paul Wenthold

**Voted Against:**

**Did Not Vote/Abstained:**
Evelyn Blackwood
Greg Blaisdell
Peter Hollenbeck
Vanessa Quinn
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| 15-13          | Senate Document 15-13  
Student Affairs Committee English Language Support Resolution | Student Affairs Committee  
Professor Russell Jones | *Approved  
19 October 2016 |
| 15-19          | Senate Document 15-19  
Resolution on Enhancing Faculty Recruitment and Retention | Professors Alberto Rodriguez | *Approved  
19 October 2016 |
| 16-01          | Senate Document 16-01  
Resolution on Immigrants, International Students & Scholars and Visitors to Purdue University | Equity and Diversity Committee  
Professor Linda Prokopy and  
Professor Feng-Song Wang | *Approved  
12 September 2016 |
| 16-02          | Senate Document 16-01  
Bylaws Revision Section 5.30 | Equity and Diversity Committee  
Professor Heather Servaty-Seib | *Approved  
21 November 2016 |
| 16-03          | Senate Document 16-03  
Reapportionment of the Senate | Steering Committee  
Professor Gerald Shively | *Approved  
21 November 2016 |
| 16-04          | Senate Document 16-04  
University Senate Resolution on IPFW Program Restructuring | Senate Chair – Professor David Sanders | *Approved  
21 November 2016 |
| 16-05          | Senate Document 16-05  
Course Evaluation Resolution | Professor Levon Esters  
Faculty Affairs Committee | * Approved  
20 February 2017 |
| 16-06          | Senate Document 16-06  
Nominees for Senate Vice-Chair | Professor Michael A. Hill  
Nominating Committee | * Approved  
20 March 2017 |
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<td>Senate Document 16-07</td>
<td>Resolution in Support of the Student-led Honor Pledge</td>
<td>Professor Russell Jones</td>
<td>Student Affairs Committee</td>
<td>* Approved 20 March 2017</td>
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<td>16-08</td>
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<td>Changes to the Senate Bylaws for Term Limits and Eligibility</td>
<td>Professor Natalie Carroll</td>
<td>Nominating Committee</td>
<td>* Approved 20 March 2017</td>
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<td>16-09</td>
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<td>Absence from Campus Resolution</td>
<td>Professor Russell Jones</td>
<td>Student Affairs Committee</td>
<td>* Approved 17 April 2017</td>
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<td>16-10</td>
<td>Senate Document 16-10</td>
<td>Nominating and Steering Committee Nominees</td>
<td>Professor Natalie Carroll</td>
<td>Nominating Committee</td>
<td>* Approved 17 April 2017</td>
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<td>16-11</td>
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<td>Resolution of Reaffirmation &amp; Support of Faculty Responsibility for Dual Credit</td>
<td>Professor Ralph Kaufmann</td>
<td>Educational Policy Committee</td>
<td>* Approved 17 April 2017</td>
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<td>16-12</td>
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<td>Updated Language to Student Regulations</td>
<td>Professor Ralph Kaufmann</td>
<td>Educational Policy Committee</td>
<td>* For Action 11 September 2017</td>
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<td>Professor Natalie Carroll</td>
<td>Nominating Committee</td>
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<td>Senate Document 16-15</td>
<td>Tobacco Education and Cessation Resolution</td>
<td>Professor Alan Friedman</td>
<td>University Resources Policy Committee</td>
<td>* For Action 11 September 2017</td>
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<td>Resolution on Mental Health Awareness</td>
<td>Professor Russell Jones</td>
<td>Student Affairs Committee</td>
<td>* Approved 17 April 2017</td>
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| 16-17 | Senate Document 16-17  
Senate Faculty Affairs Committee  
Nominees | Professor Natalie Carroll  
Nominating Committee | * Approved  
17 April 2017 |
|-------|-------------------------------------------------|---------------------------------|
| 16-18 | Senate Document 16-18  
Promotion & Tenure External Review | Professor Levon Esters  
Faculty Affairs Committee | * Approved  
17 April 2017 |
Colleagues,

Welcome to the last meeting of the Purdue University Senate of for academic year 2016-2017! I am sorry that I could not be here myself, but I thought that moving the date of one meeting in the year was sufficient. On the other hand, I am glad that Vice-Chair Rodriguez will have the opportunity to Chair a meeting before he moves into the leadership of the Senate June 1.

I would like to remind the members of the Standing Committees that they must elect new Chairs by June 1. It is the incoming Committee—New Members and Continuing Members--that elects the Chair. A Standing Committee Chair may be reelected, but there is no necessity for that outcome to occur.

Fellow Senators, I wish to thank you for your efforts in making this a very successful year for the University Senate. The leadership has endeavored to make the Senate a more robust and effective organization. We have a more active Committee structure, and I have instituted regular meetings of the Chairs of the Standing Committees. I have met with each of the Deans of the Colleges and have had regular and highly cordial discussions with the Provost and the President to discuss the concerns of the Senate and the faculty. I believe that there is an enhanced appreciation of the value of shared governance. Important evidence for this conclusion is that the Provost and the President are now working through Senate committees when they are considering initiatives and seeking authentic faculty input.
In this context, I wish to congratulate Provost Dutta on his new position and welcome Interim Provost Akridge.

One example of our strength is our effective stand in solidarity with the faculty of IPFW. There is more widespread appreciation for the requirement for consultation of the Senate Academic Organization Committee when decisions on changes to academic organization are being made. We have also taken action to ensure that the University Senate is more highly visible in the Colleges and in presentations to new Faculty members.

We have passed legislation on the teaching effectiveness evaluation process; studied and sponsored a forum on academic integrity; investigated academic rigor; and presciently reaffirmed our commitment to support diversity, immigrants, and international scholars and students. We have also begun the process of increasing budgetary transparency and improving shared governance in all of the units. This is a common goal of Professor Rodriguez and me, and I feel confident that it will continue to be pursued.

We do not regard any of these tasks as completed. All of the efforts of the Senate are part of an ongoing and continual process to enhance student learning and faculty scholarship.
In case any one had any concerns (or hopes!) that I would not continue to be active in Senate affairs, I can assure you that it is not case. I will continue to be active in Senate matters as your Chair until the end of my term. I also will be a visible Past Chair. In addition, I have been elected the Co-coordinator of the Intercampus Faculty Council.

I conclude with this message. We must redouble our efforts to advocate for our values including insisting on the importance of education and research as positive goods--independent of their economic benefits. Thank you for your support.
TO: University Senate  
FROM: Gerald Shively, Chairperson of the Steering Committee  
SUBJECT: Résumé of Items under Consideration by the Various Standing Committees

STEEERING COMMITTEE  
Gerald Shively shivelyg@purdue.edu

ADVISORY COMMITTEE  
David Sanders senatechair17@purdue.edu

NOMINATING COMMITTEE  
Natalie Carroll ncarroll@purdue.edu

EDUCATIONAL POLICY COMMITTEE  
Ralph Kaufmann rkaufman@purdue.edu

EQUITY AND DIVERSITY COMMITTEE  
Linda Prokopy lprokopy@purdue.edu

1. Plus one benefits for same sex partners and domestic partners  
2. Enhancing faculty recruitment and retention  
3. Sexual assault  
4. Opportunity hires  
5. Freedom of Expression  
6. Diversity initiatives at Purdue during this time of administrative transition

FACULTY AFFAIRS COMMITTEE  
Levon Esters, Chairperson lesters@purdue.edu

1. Procedures for Reducing Teaching Duties in Cases of Child Birth, Adoption and Foster Placement  
2. Gallup-Purdue Index Experiences Survey  
3. External P&T Letters

STUDENT AFFAIRS COMMITTEE  
Russell Jones, Chairperson russjones@purdue.edu

1. Resolution in support for the PSG document: Including CAPS Information on Syllabi  
2. Resolution on Absence Approval for Students on University Sanctioned Activities  
3. Student-required 6-question Gallup survey in Blackboard

UNIVERSITY RESOURCES POLICY COMMITTEE  
Alan Friedman afried@purdue.edu

1. Reconsidering a request from the library committee to support periodical database purchases and any alternatives to the ever-increasing costs  
2. Continuing to follow the progress of the Sustainability Strategic Plan, and encouraging the completion of a suitably forward-looking plan  
3. Finalizing two resolutions (one university-wide, one based on individual units) for improved openness and communication about budgets.
Intercampus Faculty Council

IFC RESOLUTION 16.03
Passed November 21, 2016

From: The Purdue University Intercampus Faculty Council
To: The University Senate of Purdue University, Purdue University Northwest Faculty Senate, the IPFW Faculty Senate, the Faculty Senate of Purdue school of Engineering and Technology at Indianapolis, and Faculty Council of the Purdue School of Science at Indianapolis
CC: Debasish Dutta, Provost and Executive Vice President for Academic Affairs and Diversity of Purdue University; Kathy Johnson, Executive Vice Chancellor and Chief Academic Officer of IUPUI; Carl N. Drummond, Vice Chancellor for Academic Affairs and Enrollment Management of IPFW; Ralph O. Mueller, Vice Chancellor for Academic Affairs and Provost of PNW

Subject: Concurrent Enrollment Program (CEP)/Dual Credit Program: Compliance with Higher Learning Commission Guidelines

The Intercampus Faculty Council urges all Purdue Senates/Council to discuss and adopt the following resolution.

Whereas, faculty maintain and monitor all curriculum policy at all campuses of Purdue University; and
Whereas, faculty oversight of curriculum policy is a critical element in providing competent instruction and quality programs at all campuses of Purdue University; and
Whereas, faculty monitoring of curriculum policy applies to all concurrent enrollment/dual-credit course sections offered in local public schools and is a critical element to providing competent instruction and quality programs at all campuses of Purdue University.

Therefore, be it further resolved:
• That all decision-making regarding the screening of high school instructors assigned concurrent enrollment/dual-credit courses be in accordance with the Higher Learning Commission guidelines effective September 1, 2017.
• That all decision-making regarding the selection of textbooks, course materials, and the assessment of content mastery in concurrent enrollment/dual-credit coursework be monitored by faculty in accordance with the Higher Learning Commission guidelines effective September 1, 2017.
• That concurrent enrollment/dual-credit coursework represents the same quality and rigor of equivalent coursework offered on campus for degree credit as determined by the faculty of Purdue University.

Respectfully submitted by:
Intercampus Faculty Council of Purdue University
One thing I think that will carry a great deal of weight—if we are refusing to accept letters from external reviewers at non-AAU institutions unless said reviewers can be shown to be "qualified," we need to be clear about what "qualified" means. Some deans are insisting on measurements like number of awards and honors and named professorships, etc. The fact that someone is regarded as "top in the field" by that person's peers is not enough. (I mean, are we going to have to get external reviews of the people we want to propose as external reviewers to prove that said people are "qualified"? It potentially never ends.)

Study after study has demonstrated that the people in academia most likely to have such awards and honors and named professorships are white males. Emerging fields of study—and let's recall, that the Provost's "New Horizons" initiative is intended to be ALL about emerging fields of study—are quite often dominated by women and people of color. The way this policy is being interpreted by SOME of the Deans means that we will have a preponderance of letters that come from white men at a very few select institutions. I am already anticipating a lawsuit somewhere down the line from someone who is denied tenure or promotion.

What's happening now is that there are essentially two files being compiled—one includes letters from the people best qualified to comment on a candidate's dossier; the other will end up being a mishmash of reviewers who tick the box of being at an AAU institution (even if that person is not as familiar or prestigious a scholar as one of the non-AAU reviewers). So now files have something like ten letters—the "real" ones and the "required" ones. Sometimes they will overlap. Sometimes not.

Fight the good fight! Feel free to read any of this out loud if you would like!

Dorsey Armstrong  
Professor of Medieval Literature  
Editor-in-Chief, Arthuriana  
English Department, Purdue University  
500 Oval Drive  
West Lafayette, IN 47907
The Athletic Affairs Committee (AAC)

• One facet of institutional control of athletics

• Ties to the beginnings (1895) of what is now known as the Big Ten Conference and the role of the faculty
  – The Presidents of the original member institutions delegated oversight of athletics to the faculty

• Intended to represent the interests of the entire University community
  – Faculty, students, alumni, community representatives, and senior administrators from Intercollegiate Athletics
The Athletic Affairs Committee

- **University Senate**
- **University President**

**Athletic Affairs Committee**

- 8 Faculty Members
  - Committee Chairperson
  - 2 Faculty Athletic Reps.
  - Senate Student Affairs Liaison
- 2 Student Members
- 3 Alumni & Community Representatives

**President’s Liaison**

**4 Athletics Representatives**

- Director of Athletics
- AAD*, Sr. Woman Administrator
- AAD*: Student Services
- AADs*, Sports Administration
- AAD*, Compliance & Business

**Student-Athletes**

- Boilermaker
- Athletic Council

**Coaches**

**Big Ten Conference**

**NCAA**
The Athletic Affairs Committee

• Faculty members serving on the AAC
  – Chair: Peter Hirst (Agriculture)
  – Student Affairs Liaison: Jon Storey (HHS)
  – Senate Appointees:
    Natalie Carroll (Agriculture)  Joe Camp (Vet)
    Nathan Hartman (PTI)  Jessica Huber (HHS)
  – Faculty Athletic Representatives
    Chris Sahley (Science)  Jeff Bolin (Science)

• Connections to the Senate
  – Committee members; minutes of all meeting; annual report
Typical Agenda for AAC Meetings

• Introduction of guests and approval of minutes
• Presentations by guests (often head coaches)
• Report: team schedule approvals & related Issues (Chair)
• Remarks from the Athletic Director
  – Status of the department, facilities issues, Purdue sports, national and Big Ten issues
• Reports & information from other athletics staff
  – Sports Administration, Student Services, Compliance
• Report from the Student Affairs liaison
• Report from the Student Members
• Report from the Faculty Athletic Representatives
  – Student & academic Issues, Big Ten and NCAA matters, etc.
Topics Discussed at 2017 AAC Meetings

- Reports from coaches
  - team profiles, academic metrics, distribution of aid, practice & competition schedules, community service, etc.
- University and NCAA academic metrics
- Personal & professional development programs for students
- Sport schedules & missed class time
  - Volleyball schedule, influence of televised events, Rutgers & Maryland
- Capital projects; R&R and other facilities issues
- Big Ten and NCAA legislation and reports on meetings
  - 2015 NCAA proposal addressing academic misconduct
- Topics related to rules compliance
- Concussion management and preventative measures
- Big Ten & NCAA discussions/actions related to student welfare issues
  - Time demands of participation dominates 2016-17
Content in the 2017 AAC Report

• Student athlete majors by college
• CGPA: student-athletes and all students
• CGPA: by team
• Other academic metrics: NCAA APR and GSR
• Top 20 courses: student-athletes & all students
• Courses with >15% or higher participation by student-athletes
## Student athlete majors by college

### Spring 2016-17

<table>
<thead>
<tr>
<th>College or School</th>
<th>Number of student-athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Agriculture</td>
<td>28</td>
</tr>
<tr>
<td>Education</td>
<td>11</td>
</tr>
<tr>
<td>First Year Engineering</td>
<td>21</td>
</tr>
<tr>
<td>Engineering</td>
<td>56</td>
</tr>
<tr>
<td>Health and Human Sciences</td>
<td>123</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>115</td>
</tr>
<tr>
<td>Management</td>
<td>67</td>
</tr>
<tr>
<td>Pre-Pharmacy</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>28</td>
</tr>
<tr>
<td>Polytechnic Institute</td>
<td>77</td>
</tr>
<tr>
<td>Graduate School</td>
<td>7</td>
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<tr>
<td>Exploratory Studies</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>567</td>
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</table>
# CGPA: student athletes and students

<table>
<thead>
<tr>
<th>Academic Performance Measures:</th>
<th>Spring 15-'16</th>
<th>Fall 16-'17</th>
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</thead>
<tbody>
<tr>
<td><strong>Cumulative GPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-athletes</td>
<td>3.10</td>
<td>3.06</td>
</tr>
<tr>
<td>All-campus</td>
<td>3.10</td>
<td>3.12</td>
</tr>
</tbody>
</table>

**Student-Athlete Academic Profile Contrasted to Student Body**
CGPA: by team

<table>
<thead>
<tr>
<th>Spring 2016 - Team</th>
<th>CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>3.02</td>
</tr>
<tr>
<td>Football</td>
<td>2.89</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>2.97</td>
</tr>
<tr>
<td>Men's Cross Country</td>
<td>3.17</td>
</tr>
<tr>
<td>Men's Golf</td>
<td>3.36</td>
</tr>
<tr>
<td>Men's Swimming</td>
<td>3.22</td>
</tr>
<tr>
<td>Men's Tennis</td>
<td>3.31</td>
</tr>
<tr>
<td>Men's Track</td>
<td>2.98</td>
</tr>
<tr>
<td>Soccer</td>
<td>3.22</td>
</tr>
<tr>
<td>Softball</td>
<td>3.33</td>
</tr>
<tr>
<td>Volleyball</td>
<td>3.12</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>3.16</td>
</tr>
<tr>
<td>Women's Cross Country</td>
<td>3.52</td>
</tr>
<tr>
<td>Women's Golf</td>
<td>3.42</td>
</tr>
<tr>
<td>Women's Swimming</td>
<td>3.42</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>3.14</td>
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<tr>
<td>Women's Track</td>
<td>3.17</td>
</tr>
<tr>
<td>Wrestling</td>
<td>2.94</td>
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<tr>
<td><strong>Student-Athlete Totals</strong></td>
<td><strong>3.10</strong></td>
</tr>
<tr>
<td><strong>Student Body Totals</strong></td>
<td><strong>3.10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2016 - Team</th>
<th>CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>2.98</td>
</tr>
<tr>
<td>Football</td>
<td>2.79</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>2.90</td>
</tr>
<tr>
<td>Men's Cross Country</td>
<td>3.08</td>
</tr>
<tr>
<td>Men's Golf</td>
<td>3.35</td>
</tr>
<tr>
<td>Men's Swimming</td>
<td>3.19</td>
</tr>
<tr>
<td>Men's Tennis</td>
<td>3.27</td>
</tr>
<tr>
<td>Men's Track</td>
<td>3.02</td>
</tr>
<tr>
<td>Soccer</td>
<td>3.28</td>
</tr>
<tr>
<td>Softball</td>
<td>3.11</td>
</tr>
<tr>
<td>Volleyball</td>
<td>3.23</td>
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<tr>
<td>Women's Basketball</td>
<td>3.10</td>
</tr>
<tr>
<td>Women's Cross Country</td>
<td>3.42</td>
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<tr>
<td>Women's Golf</td>
<td>3.36</td>
</tr>
<tr>
<td>Women's Swimming</td>
<td>3.40</td>
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<td>Women's Tennis</td>
<td>3.05</td>
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<td>Women's Track</td>
<td>3.13</td>
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<tr>
<td>Wrestling</td>
<td>2.81</td>
</tr>
<tr>
<td><strong>Student-Athlete Totals</strong></td>
<td><strong>3.06</strong></td>
</tr>
<tr>
<td><strong>Student Body Totals</strong></td>
<td><strong>3.12</strong></td>
</tr>
</tbody>
</table>
Top 20 courses: student-athletes & all students

### Credit Comparison

<table>
<thead>
<tr>
<th>Course</th>
<th>Athlete</th>
<th>Non-Athlete</th>
</tr>
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<tbody>
<tr>
<td>COM11400</td>
<td>2,068</td>
<td></td>
</tr>
<tr>
<td>ENGL10600</td>
<td>2,015</td>
<td></td>
</tr>
<tr>
<td>PHYS17200</td>
<td>1,701</td>
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<tr>
<td>ENGR13200</td>
<td>1,616</td>
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<tr>
<td>ECON25100</td>
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<td>PSY12000</td>
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<tr>
<td>CS13900</td>
<td>1,250</td>
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<tr>
<td>MA26100</td>
<td>1,183</td>
<td></td>
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<tr>
<td>MA16200</td>
<td>1,151</td>
<td></td>
</tr>
<tr>
<td>SOC10000</td>
<td>1,087</td>
<td></td>
</tr>
<tr>
<td>CHM11600</td>
<td>1,050</td>
<td></td>
</tr>
<tr>
<td>MA16020</td>
<td>1,010</td>
<td></td>
</tr>
<tr>
<td>STAT30100</td>
<td>967</td>
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<td>MA26500</td>
<td>947</td>
<td></td>
</tr>
<tr>
<td>ECON25200</td>
<td>641</td>
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</table>

### Schedule Type Comparison

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Athlete</th>
<th>Non-Athlete</th>
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</thead>
<tbody>
<tr>
<td>DIS</td>
<td>12.40%</td>
<td>4.12%</td>
</tr>
<tr>
<td>IND</td>
<td>1.10%</td>
<td>2.36%</td>
</tr>
<tr>
<td>Other</td>
<td>86.50%</td>
<td>93.52%</td>
</tr>
</tbody>
</table>
Top 15 courses: student-athletes & all students
Question:
Two years ago, I asked about Purdue student-athletes, concussions, and chronic traumatic encephalopathy. The answer was that there is no scientific link between concussions and CTE, but that we do all that is required to monitor our athletes. Purdue is one of the best schools in the world in studying the link between brain trauma and CTE, and there is in fact overwhelming evidence that there is a link between concussions, sub-concussive events, and CTE. So, do we acknowledge these links, and are we doing anything more than what is legally required to assist, support, or monitor our student-athletes? For example, do we track collisions during practices and take any actions to minimize them? Do we partner with anyone in the research community to consider ways to minimize impacts? Do we take any other steps?
Requests and Questions from the Senate

Response from Dr. Greg Rowden:

• While there has been an established link to CTE and head trauma, what exactly this link means and what are cofactors in the development of CTE in some players and not in others is still being investigated. More importantly, methods to modify these risks are still largely unknown and research is ongoing to try and give us some direction. To this end however we have taken steps to attempt to minimize risks.

• All sports have a certified athletic trainer with concussion expertise at all practices and events and have access to team physicians with specific concussion training if needed. A team physician is present at all contact football practices.

• All contact student athletes are evaluated and treated under an NCAA Approved Concussion Protocol that is specific to Purdue University. No student athlete is allowed a return to play unless they have passed in a step wise fashion the requirements of this protocol which involves both academic and physical considerations.

• In the sport of football, proper tackling education has taken place (“Heads Up” program) and total contact time has been limited during practices.

• Multiple research attempts have been undertaken with groups on campus (Neurotrauma Group) to try and determine ways to monitor and track collisions during practices to collect data to help us determine risk and how this risk should be modified (sensors in headbands in soccer, sensors placed in mouthguards in football, sensors placed on the scalp in football).
Requests and Questions from the Senate

Question:
What do we do to emphasize the academic aspect of being a student-athlete? For example, what would be the big "headline" about the academic achievement of our student-athletes? What do we do to trumpet their success and thus demonstrate the importance of academics to prospective student-athletes?
(Hint: There is a March 22 press release that can be found on the PurdueSports website noting that Purdue had 59 named to the Academic All-Big10 list. Not easy to find - and that list of press releases appears to have nothing on academics between July 2016 and March 2017.)
Requests and Questions from the Senate

Response from ICA:

• We emphasize the academic aspect of being a Purdue student-athlete during the recruiting process. Prospects meet with our academic support services staff during campus visits. Prospects will also meet with staff/faculty from the college/school based upon their academic interests. The message we deliver to prospects during the recruiting process is that they can come to Purdue and compete at the highest level while achieving a world-class education. We recognize the President’s Cup and Provost’s Award winners with plaques inside the Brees Academic Performance Center. We also recognize those student-athletes that achieve the AD Honor Roll and the Coachers Honor Roll on plaques located within the Brees Academic Performance Center.

• We prepare a press release for the fall, winter and spring Academic All-Big Ten honorees when each is announced by the Big Ten Conference. The Purdue Alumnus Magazine publishes the Academic All-Big Ten honorees once names are announced. We also release the names of our student-athletes that earn the Big Ten Distinguished Scholar Athlete award each summer. We highlight the academic success of our student-athletes in our athletics student services annual report and in our Plan 2020 updates. Both are published on our athletics department website. Student-athletes that earn academic All-American status are recognized individually with press releases on our athletics department website. Prairie Farms sponsors our Student-Athlete of the Week throughout the academic year. These award winners are highlighted on the video boards at football and men’s and women’s basketball games, as well as on our website.
Purdue University’s commitment to the academic and social well-being of its student-athletes is focused through the activities of the Athletic Affairs Committee (AAC) and Intercollegiate Athletics (ICA). This report covers the two regular semesters in the year that has passed since the last report from the AAC: the Spring Semester of 2015-16 and the Fall Semester of 2016-17.

**FACULTY OVERSIGHT OF ATHLETICS**

Faculty oversight of ICA continues to be exercised through the AAC. The membership of the AAC, listed in Appendix 1 of this report, includes representation from faculty, an appointed liaison from the Student Affairs Committee of the University Senate, a liaison to the President, alumni, citizens from the local community, Purdue University students, and ICA senior staff. The AAC monitors the academic progress of the student-athletes and the efforts of ICA to provide outstanding opportunities to learn, compete, and develop personally. The AAC was briefed on the academic status of each sport program and received updates on the primary NCAA academic metrics, the Graduation Success Rate and the Academic Progress Rate.

At monthly meetings of the AAC the members hear reports and participate in discussions pertinent to their mandate. All minutes and supporting documents are filed with the University Senate, and thus are readily available for review. The AAC may be asked to study, review and approve changes in Purdue rules and regulations affecting intercollegiate athletics programs, and to formulate positions with regard to legislation pending before the NCAA. The AAC also discusses diverse topics related to Big Ten or NCAA matters, or national news/trends that may affect the status of both university sports programs and the eligibility of student-athletes. A characteristic agenda and a partial list of topics discussed during the current academic year are provided in Appendix 2.

The Vice President and Director of Athletics provides additional information related to the strategic plans of the department, including current goals, key progress measures, facilities projects, etc. Elements of the current plan, especially those that pertain to the development and welfare of the students are presented in brief below.

In addition to the AAC meetings, the senior associate athletics director for student services conducts two academic planning meetings each year at which plans and outcomes over a three-year period are discussed. The two faculty athletic representatives (FAR) participate in each meeting, along with members of the senior athletics administrative staff and the athletics student services staff. The purpose of the meetings is to update the FARs on the plans for the academic areas for the next three years. Academic information for the athletics department and for each sports program is reviewed during each meeting. Information from these meetings is conveyed to the AAC as appropriate.
OVERVIEW OF STUDENT - ATHLETE ACADEMIC DATA

Each semester the pattern of student-athlete choice of major, course selection and academic performance is assessed through data reported by the Office of Institutional Effectiveness and compared to comparable data for the remainder of the student body. This report is/will be sent to the President, Provost, Vice-Provost for Learning and Teaching, the Athletic Affairs Committee, FARs and Athletics Director for review. Data for the fall 2016 and spring 2017 is included in Appendix 3.

OVERVIEW OF THE STRATEGIC PLAN FOR INTERCOLLEGIATE ATHLETICS

The Director of Athletics and others from the department often share goals and metrics from the department's strategic plan with the AAC. Some elements of the plan, especially those related to the academic success of the students are reported for the Senate's review. Words in brackets replace personal pronouns that might be misunderstood in the context of this report.


The plan is included in Appendix 4.
Appendix 1: Members of the Athletic Affairs Committee for 2016-17

Peter Hirst – CHAIR (*University Senate Appointment, Professor of Horticulture*)

Mike Bobinski (*Vice President and Director of Intercollegiate Athletics*)

Jeffrey T. Bolin (*Faculty Athletic Representative, Professor of Biological Sciences and Associate Vice President for Research*)

Joe Camp (*University Senate Appointment, Secretary of Faculties/Professor of Veterinary Parasitology*)

Brian Carter (*Student Representative*)

Nancy L. Cross (*Senior Woman Administrator, Senior Associate A.D. for Development – Sports*)

Bob Falk (*Alumni Representative*)

Kaylah Hampton (*Student Representative – Softball Student-Athlete*)

Nathan Hartman (*University Senate Appointment, Professor of Computer Graphics & Technology*)

Gary Henriott (*Alumni Representative*)

Sue Holder (*Community Liaison*)

Edward G. Howat (*Senior Associate Athletics Director for Student Services – Sports*)

Jessica E. Huber (*University Senate Appointment, Interim Associate Vice Provost for Faculty Affairs/Professor of Speech, Language & Hearing Science*)

Barbara J. Kapp (*Senior Associate Athletics Director for Business*)

Beth McCuskey (*Presidential Liaison, Vice Provost for Student Life*)

Tom Mitchell (*ex-officio, Associate Athletics Director – Compliance*)

Christie L. Sahley (*Faculty Athletic Representative, Professor of Biological Sciences and Director, Purdue Center for Faculty Success Special Advisor to the Provost, Gender Equity*)

Jon Story (*Student Affairs Liaison, Professor of Nutritional Physiology*)

Peyton Truitt (*Student Representative – Football Student-Athlete*)

Calvin Williams (*Associate Athletics Director – Sports*)

Stephanie Zywicki (*University Senate Appointment, Assistant Professor of Curriculum & Instruction*)
Appendix 2: A typical agenda for a meeting and representative topics of discussion

<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Call to Order and Introduction of Members</td>
<td>P. Hirst</td>
</tr>
<tr>
<td>2</td>
<td>Approval of August 2016 Minutes</td>
<td>Committee</td>
</tr>
<tr>
<td>3</td>
<td>Guest – Purdue University President</td>
<td>M. Daniels</td>
</tr>
<tr>
<td>4</td>
<td>Waiver Petitions, Schedule, Approvals</td>
<td>P. Hirst</td>
</tr>
<tr>
<td>5</td>
<td>Remarks from the Director</td>
<td>M. Bobinski</td>
</tr>
<tr>
<td>6</td>
<td>Remarks from the Sr. Associate AD-Sports</td>
<td>N. Cross</td>
</tr>
<tr>
<td></td>
<td>Associate AD-Sports</td>
<td>C. Williams</td>
</tr>
<tr>
<td></td>
<td>Sr. Associate AD-Academics/Sports</td>
<td>E. Howat</td>
</tr>
<tr>
<td>7</td>
<td>Compliance Issue of the Month</td>
<td>T. Mitchell</td>
</tr>
<tr>
<td>8</td>
<td>Report from the Student Affairs Liaison</td>
<td>J. Story</td>
</tr>
<tr>
<td>9</td>
<td>Report from the Student Members</td>
<td>K. Hampton and B. Carter</td>
</tr>
<tr>
<td>10</td>
<td>Report from the Faculty Representatives</td>
<td>J. Bolin and C. Sahley</td>
</tr>
<tr>
<td>11</td>
<td>Other Business</td>
<td>Committee</td>
</tr>
<tr>
<td>12</td>
<td>Adjournment</td>
<td>P. Hirst</td>
</tr>
</tbody>
</table>

Examples of Topics Discussed at 2017 AAC Meetings

- Presentations and Q&A with coaches
- Team profiles, academic metrics, distribution of aid, practice & competition schedules
- NCAA academic metrics/ICA job placement data/ FERPA student-athlete education
- Personal & professional development programs for students
- Involvement of teams and students in community service (see Appendix 5 for examples)
- Capital Projects; R&R and other facilities issues
- Sport schedules & missed class time (influence of televised events)
- Big Ten and NCAA legislation and reports on meetings
- Topics related to rules compliance
- Big Ten & NCAA discussions/actions related to student welfare issues
- Time demands of participation dominates 2016-17
- Concussion management and preventative measures employed by ICA
- Academic support services overview, introduction of all staff members, tour of Brees Academic Performance Center
### Appendix 3: Academic Metrics and Enrollment Data by College and Course

<table>
<thead>
<tr>
<th>Student-Athlete Academic Profile Contrasted to Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance Measures:</td>
</tr>
<tr>
<td><strong>Cumulative GPA</strong></td>
</tr>
<tr>
<td>Student-athletes</td>
</tr>
<tr>
<td>All-campus</td>
</tr>
<tr>
<td><strong>Semester GPA</strong></td>
</tr>
<tr>
<td>Student-athletes</td>
</tr>
<tr>
<td>All-campus</td>
</tr>
<tr>
<td><strong>Achievement of Semester GPA of 3.0 or higher</strong></td>
</tr>
<tr>
<td>Student-athletes</td>
</tr>
<tr>
<td>All-campus</td>
</tr>
<tr>
<td><strong>Achievement of Academic Honors</strong></td>
</tr>
<tr>
<td>Student-athletes</td>
</tr>
<tr>
<td>Dean’s List and Semester Honors</td>
</tr>
<tr>
<td>Semester Honors only</td>
</tr>
<tr>
<td>Dean’s List only</td>
</tr>
<tr>
<td>All-campus</td>
</tr>
<tr>
<td><strong>Achievement of perfect 4.0 Semester GPA</strong></td>
</tr>
<tr>
<td>Student-athletes</td>
</tr>
<tr>
<td>All-campus</td>
</tr>
<tr>
<td><strong>Placement on probation</strong></td>
</tr>
<tr>
<td>Student-athletes</td>
</tr>
<tr>
<td>All-campus</td>
</tr>
<tr>
<td><strong>Dropped from the University</strong></td>
</tr>
<tr>
<td>Student-athletes</td>
</tr>
<tr>
<td>All-campus</td>
</tr>
</tbody>
</table>

During the subject semesters, undergraduate enrollment at Purdue University totaled:

<table>
<thead>
<tr>
<th></th>
<th>Spring 15-'16</th>
<th>Fall 16-'17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>15,741</td>
<td>17,260</td>
</tr>
<tr>
<td>Women:</td>
<td>11,915</td>
<td>12,692</td>
</tr>
<tr>
<td>Total:</td>
<td>27,656</td>
<td>29,952</td>
</tr>
</tbody>
</table>

For academic reporting purposes, student-athlete enrollment totaled:

<table>
<thead>
<tr>
<th></th>
<th>Spring 15-'16</th>
<th>Fall 16-'17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men:</td>
<td>296</td>
<td>306</td>
</tr>
<tr>
<td>Women:</td>
<td>184</td>
<td>196</td>
</tr>
<tr>
<td>Total:</td>
<td>480</td>
<td>502</td>
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</table>
## Cumulative Grade Point Average by Team

<table>
<thead>
<tr>
<th></th>
<th>CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2016</strong></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>3.02</td>
</tr>
<tr>
<td>Football</td>
<td>2.89</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>2.97</td>
</tr>
<tr>
<td>Men's Cross Country</td>
<td>3.17</td>
</tr>
<tr>
<td>Men's Golf</td>
<td>3.36</td>
</tr>
<tr>
<td>Men's Swimming</td>
<td>3.22</td>
</tr>
<tr>
<td>Men's Tennis</td>
<td>3.31</td>
</tr>
<tr>
<td>Men's Track</td>
<td>2.98</td>
</tr>
<tr>
<td>Soccer</td>
<td>3.22</td>
</tr>
<tr>
<td>Softball</td>
<td>3.33</td>
</tr>
<tr>
<td>Volleyball</td>
<td>3.12</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>3.16</td>
</tr>
<tr>
<td>Women's Cross Country</td>
<td>3.52</td>
</tr>
<tr>
<td>Women's Golf</td>
<td>3.42</td>
</tr>
<tr>
<td>Women's Swimming</td>
<td>3.42</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>3.14</td>
</tr>
<tr>
<td>Women's Track</td>
<td>3.17</td>
</tr>
<tr>
<td>Wrestling</td>
<td>2.94</td>
</tr>
<tr>
<td><strong>Student-Athlete Totals</strong></td>
<td><strong>3.10</strong></td>
</tr>
<tr>
<td><strong>Student Body Totals</strong></td>
<td><strong>3.10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2016</strong></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>2.98</td>
</tr>
<tr>
<td>Football</td>
<td>2.79</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>2.90</td>
</tr>
<tr>
<td>Men's Cross Country</td>
<td>3.08</td>
</tr>
<tr>
<td>Men's Golf</td>
<td>3.35</td>
</tr>
<tr>
<td>Men's Swimming</td>
<td>3.19</td>
</tr>
<tr>
<td>Men's Tennis</td>
<td>3.27</td>
</tr>
<tr>
<td>Men's Track</td>
<td>3.02</td>
</tr>
<tr>
<td>Soccer</td>
<td>3.28</td>
</tr>
<tr>
<td>Softball</td>
<td>3.11</td>
</tr>
<tr>
<td>Volleyball</td>
<td>3.23</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>3.10</td>
</tr>
<tr>
<td>Women's Cross Country</td>
<td>3.42</td>
</tr>
<tr>
<td>Women's Golf</td>
<td>3.36</td>
</tr>
<tr>
<td>Women's Swimming</td>
<td>3.40</td>
</tr>
<tr>
<td>Women's Tennis</td>
<td>3.05</td>
</tr>
<tr>
<td>Women's Track</td>
<td>3.13</td>
</tr>
<tr>
<td>Wrestling</td>
<td>2.81</td>
</tr>
<tr>
<td><strong>Student-Athlete Totals</strong></td>
<td><strong>3.06</strong></td>
</tr>
<tr>
<td><strong>Student Body Totals</strong></td>
<td><strong>3.12</strong></td>
</tr>
</tbody>
</table>
Longitudinal Cumulative Grade Point Average Data
NCAA Graduation Success Rate (GSR) Data

The Graduation Success Rate (GSR) serves a purpose similar to the Federal Graduation rate. Both measure graduation within six years for annual cohorts of students. The federal rate does not account for students who transfer from one institution to another and graduate. The GSR does account for these, which provides a more inclusive calculation of academic success.

**STUDENT-ATHLETE GRADUATION SUCCESS RATES (GSR)**
Graduation Rates for 2006-2009 Cohorts

<table>
<thead>
<tr>
<th></th>
<th>Purdue</th>
<th>NCAA Division I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>84 (84)</td>
<td>86 (86)</td>
</tr>
<tr>
<td><strong>Baseball</strong></td>
<td>76 (74)</td>
<td>79</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>92 (85)</td>
<td>76</td>
</tr>
<tr>
<td>Football (FBS)</td>
<td>81 (76)</td>
<td>74</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>78 (75)</td>
<td>86</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>79 (89)</td>
<td>87</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>91 (91)</td>
<td>89</td>
</tr>
<tr>
<td>Men’s Track/CC</td>
<td>80 (80)</td>
<td>80</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>60 (70)</td>
<td>75</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>92 (100)</td>
<td>87</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>63** (57)</td>
<td>93</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>100 (95)</td>
<td>91</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>89 (93)</td>
<td>89</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>95 (91)</td>
<td>93</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>89 (89)</td>
<td>93</td>
</tr>
<tr>
<td>Women’s Track/CC</td>
<td>96 (96)</td>
<td>88</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>100 (100)</td>
<td>92</td>
</tr>
</tbody>
</table>

* The GSR permits institutions to subtract student-athletes who leave their institutions prior to graduation as long as the student-athlete would have been academically eligible to compete at Purdue University had he or she remained.

** Women’s golf has a below normal GSR due to transfer activity during the 4-year time period. Due to the small cohort sizes, the transfer activity impacted the team’s overall GSR.
The Academic Progress Rate (APR)

The APR is an NCAA semester-by-semester assessment of academic progress. It is calculated by allocating one point per student for eligibility and one for retention—the two factors that research identifies as the best predictors of graduation. The data are presented on the basis of four-year rolling averages for each team. Teams must achieve an APR score of 930 to avoid NCAA penalties. Teams below 930 are ineligible for NCAA post-season competition and are required to develop and execute an academic improvement plan.

Each player on a roster earns a maximum of two points per term, one for being academically eligible and one returning to the institution. A team’s APR is the total points of a team’s roster at a given time divided by the total points possible. The number is then multiplied by 1,000. Thus, a raw APR score of 0.930 is reported as 930 and reflects an approximate 50 percent Graduation Success Rate (NCAA website).

<table>
<thead>
<tr>
<th>SPORT</th>
<th>Multiyear APR Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>984</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>960</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>948</td>
</tr>
<tr>
<td>Football</td>
<td>971</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>987</td>
</tr>
<tr>
<td>Men’s Swimming</td>
<td>984</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>1000</td>
</tr>
<tr>
<td>Men’s Track</td>
<td>957</td>
</tr>
<tr>
<td>Men’s Wrestling</td>
<td>975</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>985</td>
</tr>
<tr>
<td>Women’s Cross Country</td>
<td>992</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>989</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>989</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>993</td>
</tr>
<tr>
<td>Women’s Swimming</td>
<td>991</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>1000</td>
</tr>
<tr>
<td>Women’s Track</td>
<td>979</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>1000</td>
</tr>
</tbody>
</table>
## Enrollment Data

### NUMBER OF STUDENT-ATHLETES BY COLLEGE OR SCHOOL

<table>
<thead>
<tr>
<th>College or School</th>
<th>Number of student-athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Agriculture</td>
<td>28</td>
</tr>
<tr>
<td>Education</td>
<td>11</td>
</tr>
<tr>
<td>First Year Engineering</td>
<td>21</td>
</tr>
<tr>
<td>Engineering</td>
<td>56</td>
</tr>
<tr>
<td>Health and Human Sciences</td>
<td>123</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>115</td>
</tr>
<tr>
<td>Management</td>
<td>67</td>
</tr>
<tr>
<td>Pre-Pharmacy</td>
<td>3</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>28</td>
</tr>
<tr>
<td>Polytechnic Institute</td>
<td>77</td>
</tr>
<tr>
<td>Graduate School</td>
<td>7</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>567</strong></td>
</tr>
</tbody>
</table>
Independent Studies:

2.36% of undergraduate students enrolled in independent study courses in the Spring 2017 term. In comparison, 1.1% of student-athletes enrolled in independent study courses. Student athletes made up approximately 1.8% of the undergraduate student body in the Spring 2017 term.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Non-Athlete</th>
<th>Athlete</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPS49000</td>
<td>3.70</td>
<td>96.30</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>78</td>
</tr>
<tr>
<td>TECH10000</td>
<td>68.75</td>
<td>31.25</td>
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<tr>
<td></td>
<td>11</td>
<td>5</td>
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<tr>
<td>AAS27700</td>
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<td>30.00</td>
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<tr>
<td>SOC32600</td>
<td>78.57</td>
<td>21.43</td>
</tr>
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<td>33</td>
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<td>78.57</td>
<td>21.43</td>
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<td>3</td>
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<tr>
<td>AAS27100</td>
<td>78.72</td>
<td>21.28</td>
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<tr>
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<td>37</td>
<td>10</td>
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<tr>
<td>OLS46700</td>
<td>82.05</td>
<td>17.95</td>
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<tr>
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<td>7</td>
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<tr>
<td>HK47200</td>
<td>82.35</td>
<td>17.65</td>
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<tr>
<td>ASL20200</td>
<td>82.61</td>
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<tr>
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<td>ECON32500</td>
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<td>17.14</td>
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<td>6</td>
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<tr>
<td>CSR20900</td>
<td>83.02</td>
<td>16.98</td>
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<tr>
<td></td>
<td>44</td>
<td>9</td>
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<tr>
<td>OLS48400</td>
<td>83.72</td>
<td>16.28</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>7</td>
</tr>
<tr>
<td>CSR10000</td>
<td>83.75</td>
<td>16.25</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>13</td>
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<tr>
<td>OLS37600</td>
<td>84.09</td>
<td>15.91</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>HK44400</td>
<td>84.62</td>
<td>15.38</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix 4: Vision, Mission and Goals of the athletics department.

Vision: A championship-caliber athletics organization that is excellent in all respects and is a consistent member of the “25/85 Club.”

The "25/85 Club" refers to a very small number of elite NCAA Division I institutions that consistently have their teams ranked in the top 25 while graduating their student-athletes at an 85 percent rate as measured by the NCAA Graduation Success Rate (GSR). The GSR is similar to the Federal Graduation Rate, but the yearly cohorts are adjusted as students transfer in or out of the university.

Mission: Developing Champions / Scholars / Citizens

[The department] will engage and inspire all constituencies to support the broader university pursuit of preeminence by attracting and retaining the very best student-athletes, coaches and staff while engaging former student-athletes in an effort to maintain their identity as part of the Purdue athletics family.

The very best [student-athletes] will execute this mission sharing a common set of values – integrity, mutual respect, a belief in hard work and team work, a commitment to inclusiveness – and the courage to lead. They will be the Purdue Athletics’ brand and continue to enhance our reputation while being pleased with every aspect of their experience at the university.

It is expected that [the department] will be a financially self-supporting enterprise that provides the resources for coaches and staff to develop championship programs.

Goals in support of the Departmental Vision and Mission

Athletic

All sports will place in the top 25 nationally. Consistent performance at this level will see us competing for Big Ten and NCAA championships.

[The department] will deliver exceptional support services throughout the athletics department to all student-athletes to ensure they are mentally and physically prepared to absorb the skill development necessary to maximize their potential as students, leaders, and athletes.

Student Athlete Development and Welfare

Student-athletes will maintain a cumulative grade-point average of 3.0 or above each semester while competing to perform at or above the all-campus cumulative grade-point average; all Purdue teams will have a graduation success rate (GSR) equal to or better than sport specific Division I-A GSR while striving to achieve a department-wide GSR of 85 percent or higher.

The athletics academic support services unit operates with a rolling three-year plan. Each year, the athletics academic support services staff reviews and updates the plan to ensure it is meeting the academic needs of the student-athletes and that it helps create the atmosphere and expectation for academic success. The three-year plan provides the opportunity for the staff to modify and update current practices in an organized manner. The three-year plan objectives are reviewed
twice a year with both faculty athletic representatives (FARs) and the athletics senior staff to ensure progress is being made. These meetings provide the opportunity for input by the FARs and sport administrators.

**Fiscal**

All financial resources will be allocated in pursuit of the vision and managed to ensure that [the department recognizes] the expectation to remain self-supporting while providing scholarships, quality academic support services, competitive operating budgets, and comprehensive facilities. Marketing and development plans will be designed and executed to generate revenue.

**Equity and Integrity**

To promote an atmosphere that upholds and embraces inclusiveness among all constituencies, [the department] will provide champion-caliber participation opportunities that recognize and reinforce gender and ethnic equality for all coaches, staff and student-athletes.

**Image**

The student-athletes, coaches, and staff will live their shared values as the role models that they are, so that people “experience” Purdue Athletics with respect, admiration, and pride. All decisions will be communicated in a manner to create, project and enhance this strong intercollegiate athletic brand.
Appendix 5: Examples of Student Involvement in Community Service during 2016-17

Multiple Teams
- The Purdue Cancer Challenge - 5K Walk/Run
- IMPACT (Influencing/Mentoring by Purdue Athletes w/Cardinal Tradition)
- BoilerMaker Wish (Purdue Athletes making a wish come true for physically challenged children in the community)
- Shoes for Haiti
- John Purdue Thank-a-Thon
- Dr. Seuss Day at Miami Elementary

Baseball
- Read to local elementary school children
- Visited Riley Children’s Hospital and talked to kids with severe illnesses
- Walk to School Day
- Mortar Board’s “Reading is Leading”
- Easter Egg Hunt for Kids
- Kids Day - autographs for all kids at the game
- Boy Scout Day at the ball park
- Participated in Sunnyside Middle School “Purdue Day”

Basketball-Men’s
- Participated in Purdue Cancer Challenge
- Read to kids at the Patty Jischke Child Center
- Helped with Back-pack Program
- Holiday shopping spree with Lafayette Family Services
- PU Dance Marathon
- Dinner and mentoring with the Cary Home of Lafayette
- Mentoring sessions with College Mentors Program
- Mortar Board “Reading is Leading”
- Read to kids at Burnett Creek Elementary School

Basketball-Women’s
- Special Olympics - Pull the Plane at Indianapolis Airport
- Special Olympics - Polar Plunge
- Special Olympics - 3 on 3 Basketball Tournament
- Cancer Community Network events - to help local cancer patients
- Reading to elementary school children
- Hunger Hike
- Feast of the Hunter’s Moon
- 5K Run for the Cure
- Relay for Life Cancer Walk
- Adopt a Family for Christmas - Provided toys and clothes for a families in Domestic Abuse Shelters
• Provided free WBB clinics
• Think Pink Initiative
• Participate in Purdue Cancer Challenge
• Community Service Boys/Girls Club
• BoilerMaker Wish with special needs children
• IMPACT - 1 on 1 mentoring to underprivileged school aged children
• Volunteering at Hanna Community Center
• YWCA - moved furniture into new domestic violence shelter
• Natalie’s Second Chance Animal Shelter
• Championing Equality Event: Rainbow Call-out

Golf
• PU Dance Marathon
• IMPACT - 1 on 1 mentoring to underprivileged school aged children
• Participate in Purdue Cancer Challenge
• National Walk to School Day

Football
• Mentored Kids at Happy Hallow
• “Reading Super Bowl” at Hershey Elementary
• Natalie's Dog Shelter - Walked the dogs
• Worked with kids at Bauer Community Center
• Read to kids at Klondike Elementary
• YMCA - worked with kids’ groups
• Participated in College Mentors for Kids
• Read books at Burnett Creek Elementary
• Volunteered at Almost Home Humane Society
• Habitat for Humanity - Built part of a house
• Lafayette Veterans Home - visited the elderly
• Volunteered at St. Elizabeth Hospital
• Boys and Girls Club - Played games with kids and talked about school
• Volunteered at Local Day Care Program
• IU Health Hospital - Visited patients
• Read to Kids at Delphi Community Schools
• Hosted the Purdue Football Blood Drive
• Abundant Outreach Church - Volunteered
• TC Harris Academy - Visited with Students
• PALS Camp - Worked the summer camp
• Volunteered at Church Event
• Best Buddies - Teamed up with middle school kid’s
• GreenTree Assisted Living - Visited the elderly
• Volunteer at Pharmacy Department
• Spoke to kids about exercise at Sunnyside Middle School
• Mission Trip to South Africa
• National Walk to School Day
• College Go Week

Soccer
• Free Soccer Clinic for Community-Hispanics
• Participated in Women in Sports Day
• Participate in Purdue Cancer Challenge
• Volunteered for PU clean-up day - helping elderly with their yards
• Mortar Board’s “Reading is Leading”
• “One Love” Fountain Ran one million steps towards awareness of Relationship Violence
• YWCA-Autistic Dance - chaperoned and volunteered
• IMPACT - 1 on 1 mentoring underprivileged students
• Participated in Purdue Dance Marathon

Softball
• Light the Night - Walk for Leukemia
• Purdue University Dance Marathon for Riley Children’s Hospital
• Girl Scout Day
• IMPACT - 1 on 1 mentoring to underprivileged school aged children
• BoilerMaker Wish for special needs children
• Riley Hospital visit and game day activity
• Mortar Board’s “Reading is Leading”
• Clear River Church volunteers
• Read books to kids at Klondike Elementary School
• National Walk to School Day
• Young Life Leadership

Swimming/Diving-Men’s
• Worked at the Purdue Cancer Challenge (100% participation)
• PU Dance Marathon
• Be the Match Bone Marrow Registry Drive

Swimming/Diving-Women’s
• Participated in the Purdue Cancer Challenge
• Stand 4 Freedom & assembled Christmas packages and sent to military personnel
• BoilerMaker Wish with special needs children
• Participated in Sunnyside Jr High’s Purdue Day
• PU Dance Marathon
• Be the Match Bone Marrow Registry Drive
• IMPACT - 1 on 1 mentoring to underprivileged school aged children
• National Girls and Women Monthly Meetings
• Mortar Board’s “Reading is Leading”
Tennis-Men’s
- Tennis Clinics - Free for Community
- USTA Kid’s Day – Tennis Clinic
- Wheelchair Clinic
- Dr. Seuss Day - Read to Kids at Miami Elementary School
- Be the Match Registry - in Honor of Tom Reiter: Bone Marrow Donation
- BoilerMaker Wish for special needs children
- Purdue Dance Marathon

Tennis-Women’s
- Participate in Purdue Cancer Challenge
- Participated in Westminster Retirement Home’s Purdue Day (3rd year)
- Special Needs Tennis Camp
- Mortar Board’s “Reading is Leading”
- Dr. Seuss Day - Read to Kids at Miami Elementary School
- National Walk to School Day
- Purdue Dance Marathon
- Pete's Pals Camp
- Volunteered at the Hearing Impaired Clinic
- Natalie’s Dog Shelter

Track
- Assisted with children’s swim lessons at YMCA
- IMPACT - 1 on 1 mentoring to underprivileged elementary students at Happy Hollow
- Mortar Board’s “Reading is Leading”
- Read to Camden Elementary Children
- Participated in the Cancer Walk, Cancer Network of Lafayette
- Adopt a Family Project Christmas Blessing
- Purdue Dance Marathon
- West Lafayette Jr. High School- Goal setting and talked with kids about importance of having goals and how to obtain them
- Volunteered in the Purdue Cancer Challenge
- Dr. Seuss Day - Read to kids at Miami Elementary School
- Participated in Sunnyside Middle School’s “Purdue Day”
- Boilermaker Wish
- Shoes for Haiti - Donated used shoes for orphanage
- College Go Week

Volleyball
- Participated in Women in Sports Day
- Kids Clinic (free Volleyball Clinic)
- Adopt a Family for Christmas
- Participated in Sunnyside Jr High’s Purdue Day
- Family Fun Fitness night at Glen Acres School
- Decorated Christmas trees for ASPS (Animal Shelter)
- Arthritis Walk
- Dr. Seuss Day – Read to Kids at Miami Elementary School
- Mortar Board’s “Reading is Leading”
- Spell Day - Competed in a Spelling Bee for Adult Reading Academy
- Hunger Hike
- Mission Trip

**Wrestling**
- Reading to elementary children
- Wal-Mart bell ringing for Salvation Army
- Jubilee Christmas Faith Presbyterian Church
- Jischke Day Care Center Volunteers
- Boiler Elite Wrestling Club Volunteers
- Purdue University Dance Marathon Fundraiser
- Participate in Purdue Cancer Challenge
- Military Appreciation Night
- Box Topps collection for Klondike Elementary School
- College Mentor for Kids
- Mortar Board’s “Reading is Leading”
Overall Placement by Group

Each year the Center for Career Opportunities collects career outcome information from the May graduating class of the West Lafayette campus for students receiving baccalaureate degrees. Data is gathered during the first six months after graduation primarily through an online survey and phone calling by CCO and academic departmental staff.

Results show that Purdue student-athletes continue their success after graduation.

Percent of Graduates Placed Overall

<table>
<thead>
<tr>
<th>Student Group</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Student-Athletes</td>
<td>8</td>
<td>22%</td>
<td>21</td>
<td>58%</td>
<td>4</td>
<td>11%</td>
<td>1</td>
<td>3%</td>
<td>2</td>
<td>6%</td>
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<td>International</td>
<td>260</td>
<td>48%</td>
<td>211</td>
<td>39%</td>
<td>19</td>
<td>4%</td>
<td>21</td>
<td>4%</td>
<td>28</td>
<td>5%</td>
<td>539</td>
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<tr>
<td>Underrepresented Minority (URM)</td>
<td>57</td>
<td>17%</td>
<td>229</td>
<td>69%</td>
<td>17</td>
<td>5%</td>
<td>10</td>
<td>3%</td>
<td>18</td>
<td>5%</td>
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<tr>
<td>Women</td>
<td>433</td>
<td>25%</td>
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<td>61%</td>
<td>81</td>
<td>5%</td>
<td>64</td>
<td>4%</td>
<td>89</td>
<td>5%</td>
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<tr>
<td>Total Responding</td>
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<td>22%</td>
<td>2,568</td>
<td>66%</td>
<td>129</td>
<td>3%</td>
<td>93</td>
<td>2%</td>
<td>204</td>
<td>5%</td>
<td>3,863</td>
</tr>
</tbody>
</table>

1Percent of Graduates Placed Overall includes Continuing Education, Employed, and Other Confirmed Plans.

2Other Confirmed Plans includes graduates that are pursuing post-graduate internships, or working in service to others in programs such as the Peace Corps, AmeriCorps or Teach for America.

3Underrepresented Minority (URM) includes any indication of American Indian or Alaska Native, Black or African American, Hispanic or Latino, or Native Hawaiian/Other Pacific Islander, and those from the Two or More Races category.

4A total of 690 students did not respond to the survey and are not included in this report.

Source: Post Graduation Survey May 2015, Center for Career Opportunities