

**Minutes of the  
Seventh Regular Meeting of the Eighth Senate  
Purdue University Fort Wayne  
March 16, 2026  
KT G46**

Agenda

1. Call to order
2. Approval of the minutes of February 9
3. Acceptance of the agenda – E. Ohlander
4. Reports of the Faculty Chairs
  - a. Past Chair (UPC Representative) – C. Gurgur
  - b. Chair (Presiding Officer, IFC Representative) – J. Nowak
  - c. Chair-Elect – Vacant
5. Special business of the day
6. Unfinished business
7. Committee reports requiring action
  - a. Bylaws Amendment – Request to Reinstate the Professional Development Subcommittee, SD 25-26 – FAC, M. Jordan
  - b. Amendment – Guiding Principles of Promotion for Clinical Faculty and Professors of Practice at PFW, SD 25-27 – FAC, M. Jordan
  - c. Revised Academic Regulations – Section 1.0, SD 25-28 – EPC, S. Buttes
  - d. Revised Academic Regulations – Section 2.0, SD 25-29 – EPC, S. Buttes
  - e. Revised Academic Regulations – Section 3.0, SD 25-30 – EPC, S. Buttes
  - f. Revised Academic Regulations – Section 4.0, SD 25-31 – EPC, S. Buttes
  - g. Revised Academic Regulations – Section 5.0, SD 25-32 – EPC, S. Buttes
  - h. Revised Academic Regulations – Section 6.0, SD 25-33 – EPC, S. Buttes
  - i. Revised Academic Regulations – Section 7.0, SD 25-34 – EPC, S. Buttes
  - j. Revised Academic Regulations – Section 8.0, SD 25-35 – EPC, S. Buttes
  - k. Revised Academic Regulations – Section 9.0, SD 25-36 – EPC, S. Buttes
  - l. Revised Academic Regulations – Section 10.0, SD 25-37 – EPC, S. Buttes
  - m. Revised Academic Regulations – Section 11.0, SD 25-38 – EPC, S. Buttes
  - n. Revised Academic Regulations – Section 12.0, SD 25-39 – EPC, S. Buttes
  - o. Revised Academic Regulations – Section 13.0, SD 25-40 – EPC, S. Buttes

8. New business
9. Question time
  - a. RE: CFI Rating, SR 25-18 – S. Buttes and M. Wolf
  - b. Administration Response to SR 25-18, SR 25-25 – R. Elsenbaumer
10. Committee reports “for information only”
  - a. Certificate in Entrepreneurship and Enterprise Engineering, SR 25-21 – CS, C. Gurgur
  - b. Concentrations within the Music Industry Major, SR 25-22 – CS, C. Gurgur
  - c. Organizational Leadership BS/MS 4+1 Program, SR 25-23 – CS, C. Gurgur
  - d. Sports Management/Business Administration 4+1 Program, SR 25-24 – CS, C. Gurgur
11. The general good and welfare of the University
12. Adjournment\*

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

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Presiding Officer: J. Nowak  
Parliamentarian: C. Ortsey  
Sergeant-at-arms: B. Slomski  
Clerk: J. Bacon

Attachments:

- “Bylaws Amendment – Request to Reinstate the Professional Development Subcommittee” (SD 25-26)  
“Amendment – Guiding Principles of Promotion for Clinical Faculty and Professors of Practice at PFW” (SD 25-27)  
“Revised Academic Regulations – Section 1.0” (SD 25-28)  
“Revised Academic Regulations – Section 2.0” (SD 25-29)  
“Revised Academic Regulations – Section 3.0” (SD 25-30)  
“Revised Academic Regulations – Section 4.0” (SD 25-31)  
“Revised Academic Regulations – Section 5.0” (SD 25-32)  
“Revised Academic Regulations – Section 6.0” (SD 25-33)  
“Revised Academic Regulations – Section 7.0” (SD 25-34)  
“Revised Academic Regulations – Section 8.0” (SD 25-35)  
“Revised Academic Regulations – Section 9.0” (SD 25-36)  
“Revised Academic Regulations – Section 10.0” (SD 25-37)  
“Revised Academic Regulations – Section 11.0” (SD 25-38)  
“Revised Academic Regulations – Section 12.0” (SD 25-39)  
“Revised Academic Regulations – Section 13.0” (SD 25-40)  
“Question Time – re: CFI Rating” (SR No. 25-18)  
“Administration Response to SR 25-18” (SR No. 25-25)  
“Certificate in Entrepreneurship and Enterprise Engineering” (SR No. 25-21)

“Concentrations within the Music Industry major” (SR No. 25-22)

“Organizational Leadership BS/MS 4+1 Program” (SR No. 25-23)

“Sports Management/Business Administration 4+1 Program” (SR No. 25-24)

Senate Members Present:

H. Alasti, J. Barber, A. Blackmon, S. Buttes, D. Chen, S. Cody, B. Dattilo, Y. Deng, C. Drummond, J. Egger, R. Elsenbaumer, M. Encabo-Bischoff, R. Friedman, L. Frolova, A. Gehlhausen, J. Givens, C. Gurgur, D. Kaiser, A. Khalifa, J. Lawton, T. Lewis, J. Li, L. Lydy, E. Mann, J. Mbuba, A. Mills, P. Mishra, A. Nasr, I. Nunez, J. O’Connell, H. Odden, E. Ohlander, D. Ohlinger, H. Park, J. Rouleau, R. Shoquist, S. Sun, D. Tahmassebi, G. Wang, M. Wang, Y. Zhang

Senate Members Absent:

N. Adilov, J. Badia, B. Berry, S. Elfayoumy, C. Freitas, S. Johnson, M. Jordan, J. Lewis, H. Luo, J. McHann, D. Momoh, M. Perkins Coppola, L. Roberts, S. Roberts, S. Schory, K. Surface, M. Wolf

Guests Present:

S. Carr, G. Casaburo, A. Dirksen, T. Grady, J. Johns, C. Marcuccilli, K. Tierney-Louch

Acta

1. Call to order: J. Nowak called the meeting to order at 12:00 p.m.
2. Approval of the minutes of February 9: The minutes were approved as distributed.
3. Acceptance of the agenda:

E. Ohlander moved to accept the agenda.

Agenda passed on a voice vote.

4. Reports of the Faculty Chairs:
  - a. Past Chair (UPC Representative):

C. Gurgur: 8<sup>th</sup> of March was International Women’s Day in 2026 with the theme “*Give to Gain*.” This theme conveys a powerful message: when society gives women equal opportunities, respect, education, and support, the entire world gains from their progress and leadership. It has been marked by a significant range of celebratory events and multiple messages on platforms like LinkedIn.

It is great to see the global women’s community being celebrated like this, and there is no doubt that the achievements built on the struggles of previous generations under

conditions that seem almost unthinkable today, are worthy of recognition and celebration. And yet the question remains, why is a Women's Day needed in 2026? And the reason is, that under the surface (in fact, so close to the surface that the slightest scratch can reveal what is hidden underneath), that struggle for genuine recognition and equality goes on.

It does not take much for misogyny, discrimination or even hatred to appear. It was only in 2021 that the 'Sofagate' incident in Türkiye led to accusations that Ursula von der Leyen, the European Commission president, had been snubbed in the seating arrangements in a meeting with Turkish President Recep Tayyip Erdogan.

The number of women in top positions (Fortune 500 CEOs) has doubled from 12 in 2015 to 55 in 2025, but worldwide, the number of senior female executives is around 10%. According to the Institute of Strategic Risk Management, in terms of working conditions, women still are the majority in low-skilled, low-paid, low-status jobs consisting of part-time work, temporary positions and informal employment. Interestingly, when those positions become part of the main-stream economy (like food delivery and drop-off drivers), they become dominated by men.

At the other end of the scale, professional environments are becoming increasingly welcoming to women, and we are seeing numbers of senior executives increase significantly, as women rise through the ranks on a generational basis. However, women are still overwhelmingly responsible for all activities in the home, including housework, childcare and care for the elderly. We must also recognize and remember all the women throughout the world who still do not have access to education and opportunities. Many live in abject poverty and still have little chance to seek emancipation.

I am proud to serve as the Faculty Chair of our Purdue campus; one of the very few tenured woman faculty who had the privilege to serve at this position; mostly we have seen male faculty taking the reins. Likewise, I am the only woman faculty serving in the Executive Committee currently. And quite frankly there have been moments in the committee and the Faculty Leadership meetings where the exact respect shown to me compared to our male counterparts was very questionable.

Nevertheless, I will finish my Faculty Chair remarks on a **vibrant tone** quoting one of my beloved authors, the Pulitzer Prize winner, the great Barbara Kingsolver:

**"The very least you can do in your life is figure out what you hope for. And the most you can do is live inside that hope. Not admire it from a distance but live right in it, under its roof."**

~ Barbara Kingsolver  
#InternationalWomensDay2026

b. Chair (Presiding Officer, IFC Representative):

J. Nowak: Welcome back! I hope your semester is going well. Today, I would like to highlight one of the many great achievements being accomplished at our university.

As shared with me by our colleague, John M. Buteyn, Clinical Assistant Professor of Music Director, Commercial Music, Music Industry, Music Technology Programs and Director, Gold Top Music Group

The Surack-Sweetwater Music Industry Building at Purdue University Fort Wayne is transforming the university into a regional hub for music technology, production, and music business education. The facility, scheduled to open for the Fall 2026 semester, significantly expands hands-on learning opportunities for students in the Music Technology, Commercial Music, and Music Industry programs by providing state-of-the-art studios, production spaces, and direct connections to industry partners such as Sweetwater. These resources strengthen PFW's ability to attract students nationally while preparing graduates for high-demand careers across the music and digital media industries. Beyond the university, the building supports the continued growth of Fort Wayne's music economy by developing skilled talent, strengthening industry partnerships, and increasing the region's visibility as a center for music innovation and entrepreneurship.

This is just one of the many examples I know we collectively could highlight as reasons to be proud to be a part of Purdue University Fort Wayne.

c. Chair-Elect: Vacant.

5. Special business of the day: There was no special business of the day.

6. Unfinished business: There was no unfinished business.

7. Committee reports requiring action:

a. Faculty Affairs Committee (Senate Document SD 25-26) – M. Jordan

E. Ohlander moved to approve Senate Document SD 25-26 (Bylaws Amendment – Request to Reinstate the Professional Development Subcommittee).

Resolution passed on a voice vote.

b. Faculty Affairs Committee (Senate Document SD 25-27) – M. Jordan

E. Ohlander moved to approve Senate Document SD 25-27 (Amendment – Guiding Principles of Promotion for Clinical Faculty and Professors of Practice at PFW).

I. Nunez moved to amend by changing “target” to “minimum.”

Motion to amend passed on a voice vote.

Resolution passed on a voice vote.

c. Educational Policy Committee (Senate Document SD 25-28) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-28 (Revised Academic Regulations – Section 1.0).

J. Nowak moved to approve Senate Document SD 25-28 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

d. Educational Policy Committee (Senate Document SD 25-29) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-29 (Revised Academic Regulations – Section 2.0).

Resolution passed on a voice vote.

e. Educational Policy Committee (Senate Document SD 25-30) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-30 (Revised Academic Regulations – Section 3.0).

Resolution passed on a voice vote.

f. Educational Policy Committee (Senate Document SD 25-31) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-31 (Revised Academic Regulations – Section 4.0).

S. Cody moved to approve Senate Document SD 25-31 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

g. Educational Policy Committee (Senate Document SD 25-32) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-32 (Revised Academic Regulations – Section 5.0).

Resolution passed on a voice vote.

h. Educational Policy Committee (Senate Document SD 25-33) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-33 (Revised Academic Regulations – Section 6.0).

S. Cody moved to approve Senate Document SD 25-33 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

i. Educational Policy Committee (Senate Document SD 25-34) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-34 (Revised Academic Regulations – Section 7.0).

S. Cody moved to approve Senate Document SD 25-34 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

j. Educational Policy Committee (Senate Document SD 25-35) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-35 (Revised Academic Regulations – Section 8.0).

S. Cody moved to approve Senate Document SD 25-35 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- k. Educational Policy Committee (Senate Document SD 25-36) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-36 (Revised Academic Regulations – Section 9.0).

S. Cody moved to approve Senate Document SD 25-36 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- l. Educational Policy Committee (Senate Document SD 25-37) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-37 (Revised Academic Regulations – Section 10.0).

S. Cody moved to approve Senate Document SD 25-37 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- m. Educational Policy Committee (Senate Document SD 25-38) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-38 (Revised Academic Regulations – Section 11.0).

S. Cody moved to approve Senate Document SD 25-38 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- n. Educational Policy Committee (Senate Document SD 25-39) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-39 (Revised Academic Regulations – Section 12.0).

S. Cody moved to approve Senate Document SD 25-39 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

- o. Educational Policy Committee (Senate Document SD 25-40) – S. Buttes

S. Buttes moved to approve Senate Document SD 25-40 (Revised Academic Regulations – Section 13.0).

S. Cody moved to approve Senate Document SD 25-40 by unanimous consent.

No objections to vote of unanimous consent.

Resolution passed.

8. New business: There was no new business.

9. Question time:

- a. (Senate Reference No. 25-18) – S. Buttes and M. Wolf

During the presentation of the university budget at the January Fort Wayne Senate meeting, the university showed a much healthier CFI rating despite the budget cuts from the state and decreased enrollment (particularly from international students). What will the benefits of a healthy CFI rating be for faculty and staff moving forward? In particular:

- Has the sale of the TLC property remained with the Purdue Fort Wayne Foundation or been directed toward programs for the university? The Foundation's website does not list programs it funds anymore.
- Given that the purchaser of the TLC property has resold the property, do the agreements for benefits for PFW faculty, staff, and students remain in place?
- Can URAC, the Purdue Fort Wayne Foundation, and the proposed Childcare Advisory Council look into expanding funds from the TLC property sale to augment Purdue University Human Resources' Childcare Assistance Program for faculty and staff?
- Will the positive change in CFI lead to the restoration of travel funding and research funding in the coming academic year?

R. Elsenbaumer: (Answer delivered via email).

Composite Financial Index, or CFI, is a critical metric used to assess the overall financial health of an institution. The CFI is a standardized score that combines four core financial ratios to give a holistic picture of a university's fiscal stability. These core measures are Primary Reserve Ratio, Viability Ratio, Return on Net Assets Ratio, and Net Operating Revenues Ratio. A score

of 3 is generally considered the threshold for “minimal” financial health. Accrediting bodies, like the Higher Learning Commission, use this index to monitor institutional risk.

The benefits of a healthy CFI to faculty and staff are not necessarily those that can be enumerated. Rather, a healthy CFI is an overall indicator of sound fiscal management and appropriate stewardship of financial resources that benefit the entire university.

The sale of The Learning Center (TLC) by the Purdue Fort Wayne Foundation last year is not directly related to the university’s CFI rating. Likewise, the CFI rating has no direct impact on university travel funding or research funding.

The funds from the PFW Foundation’s sale of The Learning Center (TLC) to Milestone last year are still being held within the PFW Foundation, as that property was owned by the Foundation, not the university. Those funds represent a portion of the Foundation’s unrestricted funds.

With regard to a listing of programs the Foundation supports, the Foundation is currently supporting the university through an annual operating distribution and reviews and funds other requests on an as-received basis. The Foundation’s most significant support for the university has been through the ownership and management of property around the PFW campus that have allowed projects like The Trace student housing complex to come to fruition.

The Foundation makes its investment decisions based on projects and opportunities that will have the greatest impact on the greatest number of students and employees.

Our understanding is that the former TLC property was not resold, but that Milestone was bought out by another company and that the local operation has not changed. Regardless, this would have no bearing on Purdue Fort Wayne or the PFW Foundation, as neither has a role in the operations, funding, or policies of the facility.

There are a number of childcare resources that are available for students and employees. As a result of robust conversations and invaluable input and assistance of the URAC subcommittee last year, numerous childcare resources were identified and coalesced to better serve our students and employees.

The Office of Human Resources maintains a comprehensive inventory of childcare resources, including grant opportunities, that are available to support our students and employees. (See attached listing of those resources.)

(Attached resource list below).

**Purdue Fort Wayne Childcare Resource List**

### Childcare Assistance Program

To help make quality childcare more affordable for faculty and staff, the Patty Jischke Child Care Endowment and Purdue University offer the Child Care Tuition Assistance Program. If funds are available, the application window opens in August annually.

In order to apply, employees must be in a benefits eligible position within Purdue's faculty and staff, have at least one child enrolled in a level 3 or 4 Paths to Quality facility or West Lafayette's Purdue Childcare Center and meet financial criteria, spending or anticipated spending of at least 12 percent of the family's combined salary on childcare. Those not meeting financial criteria but presenting a financial need can still complete an application to be considered. If awarded, the scholarship is a one time payment and can be used for childcare expenses in the year in which the scholarship is paid.

More information regarding the childcare assistance scholarship, including application details and FAQs, can be found on the [program's website](#).

### Early Learning Marketplace

The Early Learning Marketplace, <https://theearlylearningmarketplace.org/families/>, helps families find child care and child care resources. Families can search for programs nearby and use filters to narrow results based on their needs. A quick search shows almost 100 results near the Purdue Fort Wayne campus and over 300 in the Fort Wayne area.

### Indiana Office of Early Childhood and Out of School Learning

The Office of Early Childhood and Out of School Learning oversees all childcare licensing, the Paths to Quality rating system and the state's pre-K programs, On My Way Pre-K and The Early Education Matching Grant. More information on these programs can be found at: <https://www.in.gov/fssa/carefinder/index.html>.

### Paths to QUALITY

Paths to QUALITY™ is Indiana's voluntary quality rating and improvement system for early care and education. The system provides a simple system to help you identify the level of care a program offers, from basic health and safety standards at Level 1 to the highest standards for early care and education with National Accreditation at Level 4. All programs participating in Paths to QUALITY™ have made a voluntary commitment to improve the quality of childcare and early

education they provided, meet standards designed to support children’s healthy growth and development, are visited annually and receive coaching and incentives as they advance and maintain their level.

<https://www.in.gov/fssa/pathstoquality/index.html>

Level 3 or 4 Paths to Quality Providers nearby campus (updated list 2/2/26):

MOO MOO'S TOO

46805 (.09 mi)

260-515-4097

PTQ Level: 3

BABYSISTER'S CHILDCARE

46805 (1.2 mi)

260-203-9330

PTQ Level: 4

EARLY CHILDHOOD ALLIANCE

2125 BEACON ST

FT WAYNE, IN 46805 (1.3 mi)

260-399-2331

PTQ Level: 3

NORTHCREST ELEMENTARY PRESCHOOL

5301 ARCHWOOD LANE (A)

FORT WAYNE, IN 46825 (1.3 mi)

260-467-5450

PTQ Level: 4

KIMBROUGH EARLY LEARNING CENTER

3320 N. CLINTON STREET

FT. WAYNE, IN 46805 (1.3 mi)

260-483-2100

PTQ Level: 3

BRENTWOOD ELEMENTARY PRESCHOOL

3710 STAFFORD DR. (A)

FORT WAYNE, IN 46805 (1.4 mi)

260-467-6755

PTQ Level: 4

FOREST PARK ELEMENTARY PRESCHOOL

2004 ALABAMA AVE

FORT WAYNE, IN 46805 (1.4 mi)

260-467-6850

PTQ Level: 4

SAFIYA CHILD CARE

46815 (1.5 mi)

646-833-9308

PTQ Level: 3

HARRIS TITLE I PRE-K

4501 THORNGATE DRIVE (B)

FORT WAYNE, IN 46835 (1.6 mi)

260-467-6357

PTQ Level: 4

GOOD SHEPHERD PRESCHOOL

4700 VANCE AVENUE

FORT WAYNE, IN 46815 (1.7 mi)

260-483-6454

PTQ Level: 3

CRESCENT AVENUE WEEKDAY SCHOOL

1232 CRESCENT AVENUE

FORT WAYNE, IN 46805 (1.8 mi)

260-423-4718

PTQ Level: 4

LITTLE THINKERS SCHOOL OF EARLY LEARNING

2306 NORTH CLINTON STREET

FORT WAYNE, IN 46805 (1.9 mi)

260-298-9625

PTQ Level: 3

HOLLAND ELEMENTARY PRE-K  
7000 RED HAW DRIVE  
FORT WAYNE, IN 46825 (2 mi)  
260-467-6357  
PTQ Level: 4

THE LEARNING CENTER ACADEMY LLC  
2041 REED ROAD  
FORT WAYNE, IN 46815 (2 mi)  
337-254-8838  
PTQ Level: 3

TERRI BRATTON  
46815 (2.2 mi)  
260-486-7180  
PTQ Level: 3

KING'S KIDZ LEARNING PLACE  
46815 (2.3 mi)  
260-418-7153  
PTQ Level: 3

FRANKE PARK ELEMENTARY PRESCHOOL  
828 MILDRED AVE (A)  
FORT WAYNE, IN 46808 (2.3 mi)  
260-467-6925  
PTQ Level: 4

BRIGHTPOINT HEAD START AT EAST WAYNE  
825 E FRANCIS ST  
FORT WAYNE, IN 46803 (2.5 mi)  
260-422-6503  
PTQ Level: 4

SUMMER'S CHILDCARE  
46808 (2.6 mi)

260-418-1292

PTQ Level: 4

FIRST ASSEMBLY OF GOD/CORNERSTONE DAYCARE LEARNING CENTER

1400 WEST WASHINGTON CENTER ROAD

FORT WAYNE, IN 46825 (2.6 mi)

260-489-3737

PTQ Level: 3

ALL GODS CHILDREN DAYCARE CENTER

6227 LANDMARK DR

FORT WAYNE, IN 46815 (2.6 mi)

260-426-0204

PTQ Level: 3

IN HIS HANDS CHILD CARE

46819 (2.8 mi)

260-387-5611

PTQ Level: 3

HALEY TITLE I PRE-K

2201 MAPLECREST ROAD (B)

FORT WAYNE, IN 46815 (2.8 mi)

260-467-6357

PTQ Level: 4

MICHELE COLLINS-THOMAS

46803 (2.8 mi)

260-267-9475

PTQ Level: 3

MELISSA'S HOUSE

46815 (2.9 mi)

260-267-1322

PTQ Level: 3

ST. JOSEPH CENTRAL PRE-K

6341 ST. JOE CENTER ROAD

FORT WAYNE, IN 46835 (3 mi)

260-467-6357

PTQ Level: 4

SOUTHERN COMFORT DAYCARE

46825 (3.2 mi)

260-409-0972

PTQ Level: 3

FORT WAYNE EARLY CHILDHOOD EDUCATORS LLC

8766 COLDWATER ROAD

FORT WAYNE, IN 46825 (3.4 mi)

260-207-4044

PTQ Level: 4

WASHINGTON ELEMENTARY PRESCHOOL

1015 W WASHINGTON BLVD (A)

FORT WAYNE, IN 46802 (3.4 mi)

260-467-8150

PTQ Level: 4

GRANDMA LUE'S LIL' ANGELS

46815 (3.4 mi)

260-749-8256

PTQ Level: 3

BRIGHT MINDS EARLY LEARNING CENTER

46818 (3.7 mi)

260-888-4514

PTQ Level: 3

JENNIFER KUHNLE

46835 (3.9 mi)

260-804-3330

PTQ Level: 3

ARLINGTON PRE-K

8118 ST. JOE CENTER ROAD (C)

FORT WAYNE, IN 46835 (4.1 mi)  
260-467-6357  
PTQ Level: 4

KIDDIE PREP SCHOOL  
8611 MAYHEW ROAD  
FORT WAYNE, IN 46835 (4.1 mi)  
260-485-7951  
PTQ Level: 4

KINDER CARE LEARNING CENTER  
2008 E DUPONT RD  
FORT WAYNE, IN 46825 (4.4 mi)  
260-755-2905  
PTQ Level: 4

WASHINGTON CENTER TITLE I PRE-K  
1936 W. WALLEN ROAD (B)  
FORT WAYNE, IN 46818 (4.5 mi)  
260-467-6357  
PTQ Level: 4

### Childcare Referrals

Purdue University employees can call a designated employee-only childcare referral phone line. A referral specialist with **Indiana Association for Child Care Resource and Referral** (<https://www.thechildcareresourcenetwork.org/>) will provide at least three options for your family to choose from based on your criteria. Employees will then receive referral profiles and consumer education information via email or mail.

Enhanced referrals by the Indiana Association for Child Care Resource and Referral are recommended for families needing special need care or infant/toddler care but are available to any family. These more in-depth referrals include a personal interview to assist in identifying needs and preferences of the family. Once the specialist understands the family's needs, they will screen childcare options for the family, narrowing the options, including determining if there are enrollment openings. The family will then receive the options as well as consumer education

information to make the final decision. Continued follow-up consultations by the referral specialist are also included. This enhanced referral process costs the employee \$150.

To get started with a referral or enhanced referral, call **800-299-1627, ext. 275**.

10. Committee reports “for information only”;

a. Curriculum Subcommittee (Senate Reference No. 25-21) – C. Gurgur

Senate Reference No. 25-21 (Certificate in Entrepreneurship and Enterprise Engineering) was presented for information only.

b. Curriculum Subcommittee (Senate Reference No. 25-22) – C. Gurgur

Senate Reference No. 25-22 (Concentrations within the Music Industry major) was presented for information only.

c. Curriculum Subcommittee (Senate Reference No. 25-23) – C. Gurgur

Senate Reference No. 25-23 (Organizational Leadership BS/MS 4+1 Program) was presented for information only.

d. Curriculum Subcommittee (Senate Reference No. 25-24) – C. Gurgur

Senate Reference No. 25-24 (Sports Management/Business Administration 4+1 Program) was presented for information only.

11. The general good and welfare of the University:

D. Tahmassebi: Josh sent out an email asking for nominations for Senate committees and subcommittees. We are still looking for nominations. Josh will send another email. Some committees and subcommittees don't have anyone. You can nominate yourself or other faculty.

J. Johns: Since the Faculty Senate approved the subcommittee earlier, can we officially ask to have that on the ballot for next year? Otherwise, we would have to manually add people. Does that make sense? Right now, there is a new committee and it is not on the ballot to select. Is that something that we can add?

S. Buttes: Yes, we can add that.

12. Adjournment: The meeting adjourned at 1:01 p.m.

Joshua S. Bacon  
Senate Clerk

MEMORANDUM

TO Jeffrey Nowak, Chair  
Senate EC

FROM: Jay Johns, Chair  
Campus FAC

DATE: 02/20/2026

SUBJ: Request to Reinstate the Professional Development Subcommittee

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WHEREAS, in [SR25-7](#), Campus FAC was charged with improving the efficiency and efficacy of the sabbatical applications review process; and

WHEREAS, our proposal is to reinstate the Professional Development Subcommittee; and

WHEREAS, in the Fall semester of the 2025-2026 Academic Year, an ad-hoc subcommittee was approved to review and provide recommendations on Sabbatical Reviews, and

WHEREAS, it is the opinion of the Campus FAC that the execution of the Sabbatical Review subcommittee was a great success, and the reinstatement of the Professional Development Subcommittee would replicate this success along with the bandwidth to review grant applications;

BE IT RESOLVED, that the Senate approve the reinstatement of the Professional Development subcommittee.

## Executive Summary:

Campus FAC is tasked with providing a recommendation for improving the Sabbatical Review process. The Senate Executive Committee provided a few suggestions within [SR25-7](#), regarding improving the efficiency and efficacy of the sabbatical application review process.

FAC reviewed the proposed options, including:

- Increase FAC committee membership
- Redistribution of sabbatical review responsibilities through another committee or subcommittee structure
- Reinstatement of a Professional Development Subcommittee
- Other potential process improvements.

The official proposal from FAC is to reinstate the Professional Development subcommittee.

## History of Sabbatical Reviews:

Historically, Sabbatical Reviews (among other tasks) were handled through the Professional Development Subcommittee. In 2024, the PFW Faculty Senate Constitution and Bylaws were overhauled, and several committees and subcommittees were merged or removed. The Professional Development Subcommittee was merged with the FAC.

During the 2024–2025 academic year, it became apparent that the new FAC workload was not sustainable for the long term. Due to tasks such as, (but is not limited to), Promotion and Tenure (P&T) procedure reviews, evaluation of Summer Research Grants for junior and senior faculty, Collaborative Research Grants, and Sabbatical leave requests the FAC were meeting nearly every week to stay on top of the workload.

## Present Date - The 2025-2026 Academic Year:

This academic year, understanding the FAC workload from the 2024-2025 Academic Year, and FAC being short two members (one seat was not filled, the other had a Sabbatical during the Fall 2025 semester) an ad-hoc committee was formed consisting of members with prior experience conducting sabbatical reviews. After the ad-hoc committee submitted its recommendations to Campus FAC, it disbanded in accordance with its charge.

## Proposed Bylaw Changes:

### B. THE FACULTY AFFAIRS COMMITTEE (FAC)

1. Membership. The Faculty Affairs Committee shall consist of nine (9) members, namely,

III.B.1.1. two (2) ex-officio members:

III.B.1.1.1. the Chief Academic Officer;

III.B.1.1.2. the Director of the Center for the Enhancement of Learning and Teaching; and

III.B.1.2. seven (7) members of the Teaching Faculty, elected in such manner that at least five of the major units shall be represented.

2. Special regulations

III.B.2.1. Unless the Director of the Center for the Enhancement of Learning and Teaching is a member of the Teaching Faculty, they shall participate only in matters concerning teaching (grants, awards, training) as per Section 3.2 below.

III.B.2.2. During their term on the committee, its Faculty members shall be eligible to submit grant proposals and sabbatical leave requests but must recuse themselves from discussions and voting regarding grant types for which they have submitted a proposal and resign in case they submit a sabbatical application (see Section I.B.4.2.2).

III.B.2.3. Only members of the Voting Faculty are permitted to debate and vote on sabbatical leave application recommendations.

3. Responsibilities

III.B.3.1. Constitutional Charges. The Faculty Affairs Committee shall exercise powers and responsibilities as specified in the Constitution, Subsection VI.B.3.e, and

III.B.3.1.1. *set policies through joint effort concerning:*

III.B.3.1.1.1. *the conduct, welfare, privileges, tenure, appointment, retention, and promotion of the Faculty; and*

III.B.3.1.2. *make formal recommendations through established processes of consultation before the University reaches decisions concerning:*

III.B.3.1.2.1. *the screening and selecting of academic and chief academic or administrative officers.*

III.B.3.2. Additional Responsibilities. In carrying out its responsibilities, the Faculty Affairs Committee shall also be concerned with, but not limited to,

III.B.3.2.1. setting policies through joint effort and overseeing procedures relating to the professional development of the Faculty, including:

III.B.3.2.1.1. research and teaching grants;

III.B.3.2.1.2. research and teaching awards;

III.B.3.2.1.3. applications for sabbatical leaves;

III.B.3.2.1.4. general research policies; and

III.B.3.2.1.5. helping to provide opportunities for all persons who hold academic appointment at PFW for their professional growth in teaching, research, and/or creative endeavor;

III.B.3.2.2. setting policy through joint effort and in consultation with the Information Subcommittee concerning academic priorities, policies, and procedures for Helmke Library, its collections, facilities, operations, and other educational and research support facilities and aids;

III.B.3.2.3. making formal recommendations before, and exercising the right to review after, the University reaches decisions concerning

accreditation activities or other matters that pertain to the Faculty, its powers and responsibilities; and

III.B.3.2.4. the morale of the Faculty and its associate members, both as defined in Constitution, collectively and as individuals.

III.B.3.3. Subcommittees. In order to exercise more effectively its rights and responsibilities, the Faculty Affairs Committee shall establish ~~one subcommittee~~ two subcommittees:

III.B.3.3.1. the Promotion and Tenure Subcommittee.

III.B.3.3.2. the Professional Development Subcommittee

4. The Promotion and Tenure Subcommittee (also known as the “Campus Committee”)

III.B.4.1. Membership. The Promotion and Tenure Subcommittee shall have the membership established in Senate Documents SD 14-36 and SD 19-13, subsections 2.5.2 and 2.6.2, respectively.

III.B.4.2. Responsibilities. The Promotion and Tenure Subcommittee shall have the responsibilities and follow the procedures established in Senate Documents SD 14- 36 and SD 19-13.

5. The Professional Development Subcommittee

III.B.5.1. **Membership:** The Professional Development Subcommittee shall consist of the Chief Academic Officer or their designee. (Nonvoting), who may send, when unable to attend committee meetings, a designee to serve as a nonvoting member, and

III.B.5.1.1. seven members of the Voting Faculty and lecturers elected at large by the Voting Faculty subject to the restriction that no more than three shall come from the same Major Unit.

III.B.5.2. **Responsibilities:** The Professional Development Subcommittee shall oversee and recommend policies and procedures relating to the professional development of the Faculty, including grants (for example: summer research grants, international travel grants, etc.), and sabbatical leaves, and other awards as needed.

III.B.5.2.1. Upon review of grant/sabbatical submissions, this committee will make formal recommendations to the Chief Academic Officer of PFW.

III.B.5.2.2. When reviewing Sabbatical submissions, the Professional Development Subcommittee shall have the responsibilities and follow the procedures established in Senate Documents SD 23-6 and SD 22-7.

III.B.5.3. **Special regulations:** During their term on the committee, its Faculty members shall be eligible to submit grant proposals and sabbatical leave requests but must recuse themselves from discussions and voting regarding grant types for which they have submitted a proposal and resign in case they submit a sabbatical application (see Section I.B.4.2.2)

III.B.5.3.1. Only members of the Voting Faculty are permitted to debate and vote on sabbatical leave application recommendations

Senate Document SD 25-27  
Amended and Approved,  
3/16/2026

Senate Document SD 18-15  
(Supersedes SD 17-11)  
Approved, 4/8/2019  
Amended and Approved, 1/9/2023

MEMORANDUM

TO: Jeffrey Nowak, Chair  
Senate EC

FROM: Jay Johns, Chair  
Faculty Affairs Committee (FAC)

DATE: February 20, 2026

SUBJ: Guiding principles of promotion for Clinical Faculty and  
Professors of Practice at PFW

WHEREAS, the Purdue Fort Wayne Senate approved guiding principles and procedures for promotion of clinical faculty (SD 18-15) at PFW in the spring of 2019; and

WHEREAS, the Faculty Affairs Committee was notified that the current policy document (SD 18-15) does not accurately reflect the responsibilities of this rank; and

WHEREAS, the Faculty Affairs Committee determined that the previous guiding principles and procedures require revision; and

WHEREAS, to resolve these issues with PFW's guiding principles and procedures for promotion of clinical faculty, the Faculty Affairs Committee, reviewed and recommended updates to the current policy document (SD 18-15); and

BE IT RESOLVED, the Faculty Affairs Committee is requesting the Purdue Fort Wayne Senate to adopt the revised version of SD 18-15 as the guiding principles for promotion of Clinical Faculty and Professors of Practice at PFW.

Attn: Jay Johns  
Chair, Faculty Affairs Committee

Dear FAC,

I am writing to outline the proposed revisions to SD 18-15 for FAC's review and consideration. These changes are intended to ensure alignment with current campus definitions and practices and to provide greater clarity regarding expectations for Clinical Faculty and Professors of Practice.

The proposed revisions include the following:

- **Addition of Professors of Practice** to the document to ensure their inclusion alongside Clinical Faculty where appropriate.
- **Incorporation of Purdue West Lafayette's definition of Clinical Faculty and Professors of Practice**, ensuring consistency with campus-level terminology and policy.
- **Clarification of evaluation expectations**, specifying that Clinical Faculty and Professors of Practice must demonstrate **excellence in one category and competence in one category**, with **Teaching required to be either the category of excellence or the category of competence**. This change is intended to remove ambiguity and reinforce the central importance of teaching in these roles.
- **Revision of the minimum number of external review letters**, reducing the number from six to three. This adjustment reflects current practice and has already received approval from the Provosts at PFW and PWL.
- **Clarification that Clinical Faculty and Professors of Practice** likely focus on teaching and professional practice in their job duties as faculty and may not have traditional research expectations.

These revisions are intended to improve clarity, ensure consistency with campus standards, and appropriately reflect the roles and expectations of Clinical Faculty and Professors of Practice.

Thank you for your time and for FAC's careful review of these proposed changes. I would be happy to provide any additional information or clarification as needed.

Sincerely,

Kimberly O'Connor  
Associate Vice Chancellor For Teaching and Learning

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**GUIDING PRINCIPLES FOR PROMOTION OF CLINICAL FACULTY AND  
PROFESSORS OF PRACTICE**

(Information regarding promotion and tenure guiding principles for tenure track and tenured faculty can be found in SD 14-35)

PFW is a comprehensive university that is committed to maintaining a standard of excellence for teaching, scholarship and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. Maintaining this standard can be accomplished only by employing and promoting clinical faculty and professors of practice who share this mission.

Clinical Faculty and Professors of Practice are promotable, but non-tenure track, faculty classifications. These individuals provide education and/or supervision of students engaged in clinical and professional practice. Each college or school may choose the appropriate title for their faculty in these classifications.

Clinical Faculty and Professors of Practice focus principally on excellence in instruction and engagement. In addition to their instructional responsibilities on campus, Clinical Faculty and Professors of Practice also may be professionals in a practice site and provide clinical supervision of students; collaborate and develop professional relationships with industry and governmental agencies; and/or supervise internships, co-ops, service learning and other student activities outside the classroom.

The most important decisions in the academic profession, for clinical faculty, for professors of practice and for the institution, regard the awarding of promotion. Because clinical faculty and professors of practice do not typically receive releases that provide them time for other pursuits, the expectations for their primary job responsibilities and accomplishments should be more focused on practice rather than on scholarship and/or creative endeavor. Therefore, clinical faculty and professors of practice should be considered for promotion differently than tenure-track faculty, whereby promotion is recognition of their ongoing contributions, consistency, and longevity, in addition to past achievement.

Clinical Faculty and Professors of Practice provide invaluable contributions to the University community, its students, and the community at-large. These faculty members are essential to fulfilling the University's educational mission by teaching students how to apply what they learn in professional settings. It is through promotion that the University rewards such contributions.

Significant diversity exists with respect to the needs and goals of programs, and the ways in which Clinical Faculty and Professors of Practice contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the

same time, pursuit of the university's mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document lays out guiding principles that are reflective of the university's mission, vision, goals, and values.

The awarding of promotion is the university's recognition that individual clinical faculty members and professors of practice have successfully met their department's criteria, and in so doing, have worked to advance the university's mission and goals. Promotion criteria are the standards for summative judgment, and as such, there must be guidelines for clinical faculty and professors of practice development. Departments must develop their own promotion policies, defining criteria for excellence and competence in teaching, scholarship and/or creative endeavor, and service at all levels. Within these policies and within each rank, the standard for excellence should exceed the standard for competence and should be appropriate for their respective disciplines. Furthermore, while departments may choose to set standards that increase when considering promotion from one rank to the next, it is not required. Demonstrating competence and/or excellence must include input from outside the department which might be on or beyond the campus. A department's policy should define what the department means by "teaching," "scholarship and/or creative endeavor," and "service," and list activities and achievements properly associated with those terms, along with qualitative standards by which they may be evaluated and how the activities and achievements should be documented. The evaluation of the candidate's work should primarily be qualitative and not be reduced to quantitative formulae. In general, the widely accepted evaluation practices within the discipline should determine what evidence a candidate includes in a promotion case.

The promotion policies developed by each department must be clear and meaningful. They must be consistent in content with the guiding principles laid out in this document and must be used uniformly as the only standards by which to evaluate cases for promotion from that department.

Candidates in the Clinical Faculty and Professor of Practice tracks must demonstrate excellence in one—and only one—of the following categories: teaching, scholarship and/or creative endeavor, or service. Unlike Non-Clinical Faculty, Clinical Faculty and Professors of Practice may select service as their area of excellence for promotion to any rank. Each candidate must also demonstrate competence in one additional category. Teaching must be either the category of excellence or the category of competence.

Accordingly:

- Although the document recognizes three categories (teaching, scholarship/creative endeavor, and service), candidates are not required to demonstrate excellence in all three.

- Each candidate must show:
  - Excellence in exactly one category, and
  - Competence in exactly one other category,
  - Teaching must be included in at least one of the above two categories.

The minimum number of external letters for Clinical Faculty and Professors of Practice is three for the category of excellence, regardless of which category is selected.

Clinical Instructors, Assistant Clinical Faculty and Associate Clinical Faculty, Instructors of Practice, Assistant Professors of Practice and Associate Professors of Practice may seek promotion after five years in-rank at each level.

## TEACHING

PFW faculty are expected to demonstrate a significant and ongoing commitment to advancing student learning and fostering student success. Such a commitment is reflected, in part, by remaining current in the content and pedagogy appropriate to one's discipline but is also reflected in the continual consideration of one's own teaching effectiveness. This expectation extends to all faculty who teach, regardless of rank.

Teaching by Clinical Faculty and Professors of Practice occurs in a variety of contexts including, but not limited to, credit courses, non-credit programs and workshops, seminars, and continuing education programs, and the supervision of the clinical work of students / interns / practicum students. A range of activities that affect student learning – directly and indirectly – should be considered when documenting and evaluating one's teaching effectiveness. Documentation and formative evaluation should take place over time and be informed by multiple measures that represent multiple perspectives (e.g., students, professional peers, self-evaluation).

## PROFESSIONAL PRODUCTIVITY OR SCHOLARSHIP AND/OR CREATIVE ENDEAVOR

PFW Clinical Faculty and Professors of Practice are expected to maintain currency in their discipline. One way to do so is to engage in professional productivity or scholarship and/or creative endeavor. The specific forms of this work and its reach must be defined by department criteria.

While assessing the professional productivity or scholarly and/or creative contributions of a candidate, some of the factors which may be important in establishing excellence are consistency, originality, significance, depth of consideration, contribution to the discipline, and relevance to the candidate's teaching. The evaluation of professional productivity or scholarly and/or creative contributions by authorities in the field is accomplished by a variety of means.

Documentation concerning the frequency of opportunities for such work within the discipline, the stature of the publication, conference / meeting, the selection process (e.g., refereed), as well as sources of funding may also be important in establishing excellence. Depending upon the discipline and area of endeavor, some combination of several or all of these aspects may be involved in building a case. The quantity of professional productivity or scholarship and/or creative endeavor is evidence of productivity; however, its quality is more important.

## SERVICE

PFW faculty at all ranks are expected to take an active role in the campus beyond teaching and scholarship and/or creative endeavor; they are encouraged to contribute their expertise on a department, college, university, community, regional, national, and/or international level and/or to participate in professional organizations. For Clinical Faculty and Professors of Practice, this can be a significant, and maybe even primary, part of their appointment.

Department criteria should distinguish between professional activities (those related to the faculty member's discipline or assigned university duties, or to the mission of the university) and non-professional activities (those not so related). If a candidate wishes to introduce evidence of service beyond the scope of the department criteria, it is the responsibility of the candidate to demonstrate the relevance of such service to their profession, disciplinary area, and/or role as a faculty member at PFW.

The specific standards of competence and excellence, as well as how they are to be determined and evaluated within each category of teaching, scholarship or creative endeavor, and service shall be established by the department and articulated clearly in their promotion and tenure criteria.

MEMORANDUM

TO: Jeff Nowak, Presiding Officer  
FROM: Stephen Buttes, Chair  
Educational Policy Committee  
DATE: 02/11/2026  
SUBJ: Revised Academic Regulations – Section 1.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 1.0 of the Academic Regulations listed below.

<a href="#">PFW Academic Regulations - AY 2025-2026 - PFW Catalog</a>	
	<b>Proposed changes highlighted in yellow; bolded text in the body of the Regulation shows language change</b>
Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Academic Regulations	no proposed change
Definitions	no proposed change
<b>1.0 Definitions:</b> As used herein, the terms below have the specified meanings.	no proposed change
<b>1.1 Academic record:</b> the Purdue Fort Wayne (PFW) cumulative record maintained by the Registrar in accordance with these academic regulations. The PFW academic record is the sole basis upon which all questions relating to such matters as grades, graduation requirements, academic standing, and scholastic recognition are resolved. Official transcripts will continue to be produced using Purdue University procedures, and it is the responsibility of the PFW Registrar to maintain consistency between the PFW cumulative record and official transcripts.	no proposed change
<b>1.2 Credit:</b> the semester hour. Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.	<b>1.2 Credit:</b> the semester hour. <b>The semester hour shall be the unit of University academic credit as outlined in the Semester Credit Hours Guidelines. The semester hour 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.</b> Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.
<b>1.2.1 Resident credit:</b> credit earned at Purdue University Fort Wayne.	no proposed change
<b>1.2.1.1: Course credit:</b> resident credit awarded by PFW on the basis of a student’s enrollment in and satisfactory completion of courses.	no proposed change
<b>1.2.1.2 Special credit:</b> resident credit awarded by Purdue University Fort Wayne and based on bases other than a student’s enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:	<b>1.2.1.2 Special credit:</b> resident credit awarded by Purdue University Fort Wayne and based on criteria other than a student’s enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:

<p><b>1.2.1.2.1 Credit by examination:</b> credit awarded to a student on the basis of achievement on a departmental/divisional proficiency examination. (See Section 7.1)</p>	<p><b>1.2.1.2.1 Credit by examination:</b> credit awarded to a student on the basis of achievement on a <b>departmental</b> proficiency examination. (See Section 7.1)</p>						
<p><b>1.2.1.2.2 Departmental/divisional credit:</b> credit for a course offered by a department/division and awarded on the basis of substantially equivalent experience; may be granted only by the chair/director or designee of the department/division offering the course.</p>	<p><b>1.2.1.2.2 Departmental/divisional credit:</b> credit for a course offered by a <b>department</b> and awarded on the basis of substantially equivalent experience; may be granted only by the chair/director or designee of the <b>department</b> offering the course.</p>						
<p><b>1.2.1.2.3 Achievement credit:</b> credit awarded on the basis of demonstrated achievement in a nationally administered college-level examination. (See Section 7.2)</p>	<p>no proposed change</p>						
<p><b>1.2.2 Transfer credit:</b> nonresident credit. Transfer credits for a student entering Purdue University Fort Wayne from outside the student’s university system shall be evaluated by the Registrar’s Office and accepted as transfer credit if completed at a regionally accredited institution with a grade of C or better. Designations of plus and minus that accompany these grades shall be disregarded in the evaluation of this credit.</p>	<p><b>1.2.2 Transfer credit:</b> nonresident credit. Transfer credit for a student entering <b>PFW</b> from outside the student’s university system <b>is processed and recorded</b> by the Registrar’s Office <b>in accordance with academic department recommendations. Credit will be accepted if the coursework was</b> completed at a regionally accredited institution with a grade of C or better. Designations of plus and minus that accompany these grades shall be disregarded in the evaluation of this credit.</p>						
<p>Credit accepted as transfer credit shall be equated to Purdue University Fort Wayne course numbers (or included as an undistributed entry) and posted to the student’s academic record at the time of matriculation or re-entry to PFW. The academic-record entry shall include the name of the transfer institution, the years of attendance, and the individual courses accepted for transfer. The course-equation process is subject to adjustment upon request by the student’s department chair/dean/division director, and the department/school/division determines the applicability to a student’s plan of study of credit earned at other institutions and accepted by PFW.</p>	<p>Credit accepted as transfer credit shall be equated to <b>PFW</b> course numbers (or included as an undistributed entry) and posted to the student’s academic record at the time of matriculation or re-entry to PFW. The academic-record entry shall include the name of the transfer institution, the years of attendance, and the individual courses accepted for transfer. The course-equation process is subject to adjustment upon request by the student’s <b>department chair</b>, and the <b>department</b> determines the applicability to a student’s plan of study of credit earned at other institutions and accepted by PFW.</p>						
<p><b>1.3 Student classification:</b> a system for classifying students regularly admitted to Purdue University Fort Wayne:</p>	<p>no proposed change</p>						
<table border="1"> <thead> <tr> <th data-bbox="97 1730 472 1808">Undergraduate Student Classification</th> <th data-bbox="472 1730 846 1808">Earned Credit Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="97 1808 472 1850">Freshman</td> <td data-bbox="472 1808 846 1850">Fewer than 30</td> </tr> <tr> <td data-bbox="97 1850 472 1879">Sophomore</td> <td data-bbox="472 1850 846 1879">30-59</td> </tr> </tbody> </table>	Undergraduate Student Classification	Earned Credit Hours	Freshman	Fewer than 30	Sophomore	30-59	<p>no proposed change</p>
Undergraduate Student Classification	Earned Credit Hours						
Freshman	Fewer than 30						
Sophomore	30-59						

Junior	60-89	
Senior	90 or more	
The Registrar may establish additional classifications to serve Purdue University Fort Wayne’s record-keeping needs. The Registrar will report classification codes to Purdue University in a manner consistent with their respective codes.		no proposed change
<b>1.4 Advanced placement:</b> the practice of admitting an entering student to courses beyond the first course or courses in a normal sequence without allowing credit for courses not taken.		no proposed change
<b>1.5 Substitution:</b> the practice of replacing a course required in a curriculum with another course identified by the unit specifying that requirement.		no proposed change
<b>1.6 Excusing:</b> the practice of replacing a course required in a specific curriculum by an equal number of credit hours in courses not specified, as approved by the unit specifying the course requirement.		<b>1.6 Exceptions:</b> replacing a course required in a specific curriculum with an equal number of credit hours as approved by the academic unit specifying the course requirement.
<b>1.7 Work not scheduled for a regular fall or spring semester:</b> regular work offered in a summer session or off-calendar, equivalent in content, contact hours, and credit value to the work of a regular semester. As these regulations apply to academic work not scheduled for a regular fall or spring semester, all deadlines and time periods are to be prorated.		no proposed change
<b>1.8 Beginning student:</b> a student enrolling in college courses for the first time, or a student who has completed a small number of credits as a nondegree student, most often while still also a high-school student.		<b>1.8 Beginning student:</b> a student enrolling in college courses for the first time, or a student who has <b>completed credits as a nondegree student</b> , most often while still also a high-school student.
		<b>1.9 Nondegree Student: A student who is not in a program of study leading to a degree. A nondegree student has a limited purpose for their registration. (See Section 2.1 )</b>
<b>1.9 Intensive course:</b> a course that meets for extended class times and fewer weeks than a similar course would meet in a regular summer session.		<b>*1.10 [no proposed language change]</b>

<p><b>1.10 Pass/Not-Pass option:</b> an enrollment option that generally limits course grades to P and NP. The option may be used to allow the student to take the class with minimal concern for the grade that will be earned. Students who receive a grade of NP will have a grade of N recorded on official transcripts.</p>	<p><b>*1.11</b> [no proposed language change]</p>
<p><b>1.11 Grade-point averages:</b> all reports and calculations of grade-point averages described in these regulations will be based on what is known as the “4-point” system, with grades of A equated to 4 points and other grades scaled accordingly. [Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a “6-point” system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]</p>	<p><b>*1.12</b> [no proposed language change]</p>
<p><b>1.12 International student:</b> For admission purposes, an international student is defined as: an individual who resides outside of the U.S. and will be applying for a temporary (e.g. F-1, J-1) visa to study at Purdue University Fort Wayne, or an individual who resides in the U.S. on a temporary visa, and who is not an immigrant (W.S. legal permanent resident), or an undocumented immigrant, or a refugee.</p>	<p><b>*1.13</b> [no proposed language change]</p>

**NOTE:** the only change to Regulations \*1.10 - \*1.13 is the numbering, which will change with the adoption of the NEW Academic Regulation “1.9 Nondegree Student” listed above.

MEMORANDUM

TO: Jeff Nowak, Presiding Officer  
FROM: Stephen Buttes, Chair  
Educational Policy Committee  
DATE: 02/11/2026  
SUBJ: Revised Academic Regulations – Section 2.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 2.0 of the Academic Regulations listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Admission	Admission
<p><b>2.0: Admission.</b> University requirements for admission are established by the trustees. Program-specific admission requirements in addition to those established by the trustees may be imposed by schools, divisions, and departments. Any such requirements shall become effective when published in the catalog or its supplement.</p>	<p><b>2.0: Admission.</b> University requirements for admission are established by the trustees. Program-specific admission requirements in addition to those established by the trustees may be imposed by <b>departments</b>. Any such requirements shall become effective when published in the catalog or its supplement.</p>
	<p><b>2.1: Nondegree Students.</b> A student who is not in a program of study leading to a degree. A nondegree student has a limited purpose for their registration.</p>
<p><b>2.1: Regular admission of a nondegree student.</b> Any student admitted in nondegree status may apply for regular admission. Nondegree admission is limited to a maximum of 24 credits; thereafter, a student may register only after applying for and being granted regular admission; exceptions are granted by the Registrar upon the recommendation of the student’s advising unit. Any student who is denied regular admission shall be notified of the reasons for this decision; any student who is granted regular admission shall be notified of which courses taken in the nondegree status may be applied to satisfy degree requirements.</p>	<p><b>2.1.1 (number change only; no proposed change to the language)</b></p>
<p><b>2.2:</b> Admission of a student transferring between institutions or Purdue University Fort Wayne (PFW) programs.</p>	no proposed change
<p><b>2.2.1:</b> A transfer student or a re-entering student who has not enrolled at PFW during the previous twelve months shall:</p>	no proposed change
<p><b>2.2.1.1:</b> Designate the intended curriculum on the re-entry or transfer-admission form.</p>	no proposed change
<p><b>2.2.1.2:</b> Submit the completed form to the admissions office for evaluation.</p>	no proposed change

<p><b>2.2.2:</b> Any other student who wishes to transfer from one program to another at Purdue University Fort Wayne (PFW) shall:</p>	<p>no proposed change</p>
<p><b>2.2.2.1:</b> Prepare the prescribed transfer-request form.</p>	<p>no proposed change</p>
<p><b>2.2.2.2:</b> Secure the approval of the school/division to which the transfer is proposed.</p>	<p><b>2.2.2.2:</b> Secure the approval of the <b>department</b> to which the transfer is proposed.</p>
<p><b>2.2.2.3:</b> Submit the completed request form to the Registrar’s office. The Registrar shall notify the admissions office whenever such a transfer will also change the student’s university affiliation, and the admissions office shall then transfer all previous PFW credits to the records system of the student’s new university.</p>	<p><b>2.2.2.3:</b> Submit the completed request form to the Registrar's office.</p>
<p><b>2.3: Credit transfer for a student transferring between Purdue University Fort Wayne (PFW) programs.</b> When a student transfers from one degree or certificate program to another, the school/division to which the student is transferring shall promptly report to the Registrar the status of every course previously taken. Each completed course, regardless of the grade received, shall be classified into one of the following two categories:</p>	<p><b>2.3: Credit transfer for a student transferring between PFW programs.</b> When a student transfers from one degree or certificate program to another, the <b>department</b> to which the student is transferring shall promptly report to the Registrar the status of every course previously taken. Each completed course, regardless of the grade received, shall be classified into one of the following two categories:</p>
<p><b>2.3.1:</b> Courses which are required for, or applicable to, the student’s new curriculum or which are substantially equivalent to, and are acceptable as, substitutes for such required courses.</p>	<p>no proposed change</p>
<p><b>2.3.2:</b> Courses not applicable to the program to which the student is transferring. The grade in any course which can satisfy a degree requirement, other than a free elective, may not be removed from the cumulative GPA.</p>	<p>no proposed change</p>

**2.4: Application of credit for students who re-enter Purdue University Fort Wayne (PFW).** At the time a student is accepted for campus transfer, re-entry, or readmission after not having attended any other campus of Purdue University for five or more calendar years, the academic unit by which the student is accepted may report to the Registrar each GPA- applicable course on the student’s academic record in which the grade earned cannot be counted toward graduation or degree credits because it is considered to be of less than passing quality. As recommended by the student’s academic unit, the Registrar will exclude grades earned in these courses from the calculation of the student’s cumulative GPA. However, both these courses and the grades earned therein will remain on the student’s academic record. This option can be employed only once per student, and an appropriate notation of this transaction shall be made on the student’s academic record. Go to the Policies section for more information regarding Academic Renewal.

2.4: Application of credit for students who re-enter Purdue University Fort Wayne. At the time a student is accepted for campus transfer, re-entry, or readmission after not having attended any other campus of Purdue University for five or more calendar years, the academic unit by which the student is accepted **shall report** to the Registrar each GPA- applicable course on the student's academic record in which the grade earned cannot be counted toward graduation or degree credits because it is considered to be of less than passing quality. As recommended by the student's academic unit, the Registrar will exclude grades earned in these courses from the calculation of the student's cumulative GPA. However, both these courses and the grades earned therein will remain on the student's academic record. This option can be employed only once per student, and an appropriate notation of this transaction shall be made on the student's academic record.

For information about Admissions policies, please check out [Policies](#) section of the catalog.

no proposed change

MEMORANDUM

TO: Jeff Nowak, Presiding Officer  
FROM: Stephen Buttes, Chair  
Educational Policy Committee  
DATE: 02/11/2026  
SUBJ: Revised Academic Regulations – Section 3.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 3.0 of the Academic Regulations listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Registration and Course Assignment	no proposed change
3.0: Registration and course assignment	no proposed change
3.1: Procedures. Registration for courses shall be accomplished in accordance with procedures prescribed by the Registrar.	<b>3.1 Procedures. 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>
3.2: Placement procedures. Students should complete the following procedures as soon as possible after admission to Purdue University Fort Wayne (PFW). Students completing these procedures shall be notified of the test results and their implications in a timely fashion.	no proposed change
3.2.1: English. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at Purdue University Fort Wayne (PFW) only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level English course.	<b>3.2.1: English. A regularly admitted beginning student must complete the appropriate placement procedures prior to registering for classes. Any other student who has completed 12 or more credit hours at PFW is allowed to register for classes if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level English course.</b>
3.2.2: Mathematics. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at PFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level mathematics course.	<b>3.2.2: Mathematics. A regularly admitted beginning student must complete the appropriate placement procedures prior to registering for classes. Any other student who has completed 12 or more credit hours at PFW is allowed to register for classes if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level mathematics course.</b>

<p>Students who place into developmental mathematics must complete the appropriate developmental course(s) in their first twenty-four credits of Purdue University Fort Wayne (PFW) course work, with the exception of developmental mathematics for those students enrolled in a certificate or associate degree program that does not require mathematics.</p>	<p>Students who place into developmental mathematics must complete the appropriate developmental course(s) in their first twenty-four credit hours. <b>Students enrolled in a certificate or associate degree program that does not require mathematics are exempt from developmental mathematics courses.</b></p>
<p>3.2.3: Reading. A regularly admitted beginning student is allowed to register for classes only after submitting one of the following:</p>	<p><b>3.2.3: Reading. A regularly admitted beginning student must submit one of the following below prior to registering for classes.</b></p>
<p>SAT test score above 450 on the verbal test</p>	<p>no proposed change</p>
<p>ACT test score above 19 on the individual reading test;</p>	<p>no proposed change</p>
<p>Scoring above the lowest 15 percentile (determined by national norms) on the PFW placement test.</p>	<p>no proposed change</p>
<p>Students who do not meet at least one of these requirements will be required to complete a reading course as specified by the Department of English and Linguistics and approved by the College of Liberal Arts during one of the student’s first two enrollment periods.</p>	<p>Students who do not meet at least one of these requirements will be required to complete a reading course as specified by the <b>Department of English</b> and approved by the College of Liberal Arts during one of the student’s first two enrollment periods.</p>
<p>3.2.4: Foreign language. A student who has studied a foreign language before entering PFW and does not have transfer credit should take a foreign-language placement examination or complete the departmental placement process before continuing study in that language.</p>	<p>no proposed change</p>
<p>3.2.5: English-as-a-Second-Language<sup>1</sup>. Prior to admission, the Admissions Office shall determine which prospective undergraduate students have a native language other than English. All such students who do not have transfer credit for an English composition course that carries credit toward graduation shall be identified as ESL students and shall be required to submit scores on the TOEFL or an equivalent test approved by the Department of English and Linguistics.</p>	<p><b>3.2.5: English-as-a-Second-Language: The Admissions office will help to identify students who are proficient in languages other than English. Those prospective undergraduate students should also demonstrate proficiency in English. That can be accomplished by transferring credit for an English composition course that carries credit toward graduation or submit scores on the TOEFL or an equivalent test approved by the Department of English.</b></p>

<p>ESL students shall be admitted with the condition that they achieve appropriate competency levels in English composition.</p>	<p>no proposed change</p>
<p>Based upon TOEFL or equivalent test scores, the Department of English and Linguistics shall determine which ESL students need ESL instruction. Students who are found to be exempt from ESL course requirements shall be subject to the regular English placement-testing and course-completion requirements described in these regulations. Other ESL students shall:</p>	<p>Based upon TOEFL or equivalent test scores, the <b>Department of English</b> shall determine which ESL students need ESL instruction. Students who are found to be exempt from ESL course requirements shall be subject to the regular English placement-testing and course-completion requirements described in these regulations. Other ESL students shall:</p>
<p>3.2.5.1: Be admitted only to the Mastodon Advising Center unless they score the equivalent of 550 or above on the TOEFL and meet the admission requirements of a degree-granting academic unit. Students admitted in this fashion to the Mastodon Advising Center shall not be eligible for admission to another academic unit until they have completed ESL-related requirements.</p>	<p>no proposed change</p>
<p>3.2.5.2: Enroll in the appropriate ESL course each semester until the requirement is satisfied.</p>	<p>no proposed change</p>
<p>3.2.5.3: Complete the prescribed series of ESL courses within their first 36 credits at PFW.</p>	<p>no proposed change</p>
<p>The Mastodon Advising Center shall have authority to alter any student's registration if the provisions of Sections 3.2.5.2 and 3.2.5.3 are not being met.</p>	<p>no proposed change</p>
<p>This section applies to undergraduate students only. As noted in the Graduate Programs Catalog, graduate applicants must follow university-specific requirements to demonstrate competency in English.</p>	<p>no proposed change</p>
<p>3.3: Academic load. The following maximums apply to student enrollment:</p>	<p>no proposed change</p>
<p>3.3.1: Absolute limit in any academic session or intensive course: A student may never enroll for more than 1.5 credits per week.</p>	<p><b>3.3.1: Credit hours in excess of 18 during a regular semester 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 semester is specified as greater than 18 credit hours, approval by the Chair of the Department must be obtained before the student may be assigned more than 18 credit hours.</b></p>

<p>3.3.2: Limit with special permission: A student’s academic load shall exceed 18 semester hours (8 semester hours in a summer session) only under unusual circumstances and with special permission of the academic advisor.</p>	<p><b>3.3.2: In summer semester, a student may not be assigned to more than 12 credit hours. Approval by the Chair of the Department must be obtained before the student may be assigned more than 12 credit hours.</b></p>
<p>3.4: Assignment to intensive courses. No student will be permitted to register in two intensive courses at the same time.</p>	<p><b>3.4: Assignment to intensive courses. Students are encouraged to take no more than two intensive courses at the same time.</b></p>
<p>3.5: Course prerequisites and corequisites. When registering, a student must satisfy all course prerequisites and corequisites or secure the permission of the instructor. On an instructor’s request, the Registrar may remove any student who has not satisfied prerequisites or corequisites.</p>	<p>3.5: Course prerequisites and corequisites. When registering, a student must satisfy all course prerequisites and corequisites or secure the permission of the instructor. <b>The offering department</b> may remove any student who has not satisfied prerequisites or corequisites.</p>
<p>3.6: Auditing. A student ineligible for readmission by reason of having been dropped from PFW for scholastic or other reasons is ineligible to attend classes as an auditor; any other student may enroll as an auditor by completing regular registration and enrollment procedures, noting “Auditor” on the registration card. Determination of allowable load is in accordance with the credits assigned to the courses involved.</p>	<p>3.6: Auditing: <b>A student may enroll as an auditor by completing regular registration and enrollment procedures, and then noting “Auditor” on the registration form available on the portal. Determination of allowable load is in accordance with the credits assigned to the courses involved. A student ineligible for readmission by reason of academic separation is ineligible to attend classes as an auditor.</b></p>
	<p><b>For a staff member, the fee for auditing shall be waived for persons who are eligible for fee remission. Appropriate documentation must be submitted to the bursar's office.</b></p>
<p>An auditor does not receive academic credit but is assigned a grade of W or NC in the course. An auditor may later be allowed to take an examination for credit, under the usual rules, in courses audited. (see Section 7.1)</p>	<p><b>An auditor in a course shall be entitled to hear lectures, recitations, and oral quizzes. They shall not participate in classroom exercises except as invited by the instructor. An auditor shall not submit papers or exams, nor take part in laboratory work. An auditor shall receive no credit for the course. An auditor does not receive academic credit but is assigned a grade of NC or W in the course. An auditor may later be allowed to take an examination for credit, under the usual rules, in courses audited (see Section 7.1).</b></p>

<p>3.7: Initial registration. A student’s initial registration shall occur according to the timetables for registration established for each academic term as published in the Schedule of Classes. An academic advisor’s approval is required for all students who register at the Registrar’s Office and for the following students: freshmen, first-term re-entry, transfer, or those in a new major, and those on academic probation. School/division policy determines whether an academic advisor’s approval is required for other students. A completed registration form with appropriate signatures must be submitted to the Registrar’s Office or the student’s department.</p>	<p>no proposed change</p>
<p>3.8: Schedule Revisions. A student may make schedule revisions in accordance with the following policies. The student must submit the completed schedule revision form with appropriate signatures to the Registrar Office or the department of the student’s major. All schedules and deadlines are prorated for courses not meeting for an entire fall or spring semester.</p>	<p><b>3.8: Schedule Revisions. As described below, all schedules and deadlines are prorated for class sections not meeting for a 16-week semester. A student may make schedule revisions in accordance with the following policies. Prior to the end of the 100% refund period of a class section, the student may add or drop classes without advisor or instructor approval.</b></p>
	<p><b>3.8.1: Changing Levels of a Subject Area. Placement in a mathematics, international language or English course may not align appropriately with a student's preparedness. Changing levels of a subject area requires the student to submit a request to the registrar with instructor and advisor approval.</b></p>
	<p><b>3.8.2: Students placed in their first international language or English course at the institution have through the end of the 60% refund period of the class section to exchange course levels in the same subject area of international language or English. Students registered in a 100- or 200-level mathematics course at the institution have through the end of the 20% refund period to exchange mathematics course levels. Request must be submitted by the student to the registrar and include instructor and advisor approval.</b></p>

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

**3.8.3 Course additions. Following the end of the 100% re-fund period of a class section, the student may add a class by submitting an electronic request to the registrar for advisor and instructor approval.**

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

Weeks	Restrictions
Up through the 1st week of classes	<b>No approval required</b>
<b>2 through 8</b>	<b>Advisor and instructor approvals are required for addition of class sections. Dean approval is only required when changing class sections after the first one quarter of the course.</b>
<b>9 through 16</b>	<b>Courses may not be added during this timeframe.</b>

<p>3.8.2: Course drops and withdrawals (cancellations of registration). A student may drop or withdraw from one or more courses, subject to the time limits below and the restrictions described in Sections 3.8 and 3.9 by presenting a request to the Registrar’s Office, the department of the student’s major, and/or through Self-service in the online registration system.</p>	<p><b>3.8.4: [number change only; no language change proposed]</b></p>								
<p>The following table outlines course drop, withdrawal, and exception deadlines for 16-week courses. The proportional dates for shorter sessions can be found on the Academic Calendar.</p>	<p>no proposed change</p>								
<table border="1"> <thead> <tr> <th data-bbox="97 732 435 772">Weeks</th> <th data-bbox="435 732 773 772">Restrictions</th> </tr> </thead> <tbody> <tr> <td data-bbox="97 772 435 1058"> <p>Course Drop: First week of classes (or equivalent, based on course length. See chart below.)</p> </td> <td data-bbox="435 772 773 1058"> <p>Students are able to drop one or more courses through the online registration system. Any dropped courses are not recorded on the student’s record.</p> </td> </tr> <tr> <td data-bbox="97 1058 435 1272"> <p>Course Withdrawal: Weeks 2 through 13</p> </td> <td data-bbox="435 1058 773 1272"> <p>Students must submit a request through the Registrar’s Office. Courses are recorded with a grade of W on the student’s record.</p> </td> </tr> <tr> <td data-bbox="97 1272 435 1808"> <p>Request for an Exception to the Withdrawal Deadline: Weeks 14 through 16</p> </td> <td data-bbox="435 1272 773 1808"> <p>Courses cannot normally be withdrawn during this period except in serious, non-academic, extenuating circumstances. Students should contact the Office of Student Conduct &amp; CARE for this request. If a request for an exception to the withdrawal deadline is approved, the course is recorded with a grade of W on the student record</p> </td> </tr> </tbody> </table>	Weeks	Restrictions	<p>Course Drop: First week of classes (or equivalent, based on course length. See chart below.)</p>	<p>Students are able to drop one or more courses through the online registration system. Any dropped courses are not recorded on the student’s record.</p>	<p>Course Withdrawal: Weeks 2 through 13</p>	<p>Students must submit a request through the Registrar’s Office. Courses are recorded with a grade of W on the student’s record.</p>	<p>Request for an Exception to the Withdrawal Deadline: Weeks 14 through 16</p>	<p>Courses cannot normally be withdrawn during this period except in serious, non-academic, extenuating circumstances. Students should contact the Office of Student Conduct &amp; CARE for this request. If a request for an exception to the withdrawal deadline is approved, the course is recorded with a grade of W on the student record</p>	<p>no proposed change</p>
Weeks	Restrictions								
<p>Course Drop: First week of classes (or equivalent, based on course length. See chart below.)</p>	<p>Students are able to drop one or more courses through the online registration system. Any dropped courses are not recorded on the student’s record.</p>								
<p>Course Withdrawal: Weeks 2 through 13</p>	<p>Students must submit a request through the Registrar’s Office. Courses are recorded with a grade of W on the student’s record.</p>								
<p>Request for an Exception to the Withdrawal Deadline: Weeks 14 through 16</p>	<p>Courses cannot normally be withdrawn during this period except in serious, non-academic, extenuating circumstances. Students should contact the Office of Student Conduct &amp; CARE for this request. If a request for an exception to the withdrawal deadline is approved, the course is recorded with a grade of W on the student record</p>								

<p>The following table displays the point in time a withdrawn grade will be recorded on the student’s permanent record, based on course length.</p>			no proposed change															
<table border="1"> <thead> <tr> <th>Number of Weeks the course meets</th> <th>Course Drop without Withdrawal Grade</th> <th>Withdrawal Grade Recorded</th> </tr> </thead> <tbody> <tr> <td>9 or more</td> <td>Days 1-7</td> <td>Day 8 and thereafter</td> </tr> <tr> <td>3 to 8</td> <td>Days 1-3</td> <td>Day 4 and thereafter</td> </tr> <tr> <td>2</td> <td>Days 1-2</td> <td>Day 3 and thereafter</td> </tr> <tr> <td>1 or less</td> <td>Day 1</td> <td>Day 2 and thereafter</td> </tr> </tbody> </table>	Number of Weeks the course meets	Course Drop without Withdrawal Grade	Withdrawal Grade Recorded	9 or more	Days 1-7	Day 8 and thereafter	3 to 8	Days 1-3	Day 4 and thereafter	2	Days 1-2	Day 3 and thereafter	1 or less	Day 1	Day 2 and thereafter			no proposed change
Number of Weeks the course meets	Course Drop without Withdrawal Grade	Withdrawal Grade Recorded																
9 or more	Days 1-7	Day 8 and thereafter																
3 to 8	Days 1-3	Day 4 and thereafter																
2	Days 1-2	Day 3 and thereafter																
1 or less	Day 1	Day 2 and thereafter																
<p>Day 1 of a course is the first day of the term or part of the term. All calendar days are counted, including weekends.</p>			no proposed change															
<p>The following restrictions may apply when a student is seeking to drop or withdraw from one or more courses:</p>			no proposed change															
<p>3.8.2.1: Alleged academic dishonesty. Students will not be permitted to drop or withdraw from a class in which there is a pending allegation or finding of a violation of the academic dishonesty policy.</p>			<b>3.8.4.1: [number change only; no language change proposed]</b>															
<p>3.8.2.2: Withdrawals related to academic performance. If a student decides to drop or withdraw from a class due to academic performance, this must be completed prior to Week 13 of the semester or equivalent dates for shorter sessions. After the thirteenth week (or equivalent), students will not be permitted to withdraw from a class due to poor academic performance in the class.</p>			<b>3.8.4.2: [number change only; no language change proposed]</b>															

<p>3.8.2.3: Withdrawals unrelated to academic performance. After the thirteenth week (or equivalent), students must submit a request for an exception to the withdrawal deadline. This request must be a non-academic, extenuating circumstance beyond the student's control that prevented them from withdrawing by the deadline and is supported by appropriate documentation.</p>	<p><b>3.8.4.3: [number change only; no language change proposed]</b></p>
<p>3.8.2.4: Post-term withdrawals or issues. After the end of the sixteenth week, students must submit a request for an exception to the withdrawal deadline. If there is an error in the grading of a course, the student should work with the instructor by following the procedure for a change of grade (see Section 6.6).</p>	<p><b>3.8.4.4: [number change only; no language change proposed]</b></p>
<p>3.8.3: Change of Pass/Not-Pass option. A student may change the Pass/Not-Pass option for a course during the first four weeks of a regular semester or the first two weeks of a summer session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.</p>	<p><b>3.8.5: [number change only; no language change proposed]</b></p>
<p>3.8.4: Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit or credit to audit may occur only during the first six weeks. The regular audit deadline is the Friday ending the first week of class. The late audit deadline is the Friday ending the sixth week of class. Approval of a regular change of auditing status in the first week of class requires a signature or written acknowledgment from the student's advisor and a representative from the Financial Aid Office (when applicable). Approval of a late change in auditing status during weeks two through six requires a signature or written acknowledgment from the course instructor, academic advisor, and a representative from the Financial Aid Office (when applicable).</p>	<p><b>3.8.6: [number change only; no language change proposed]</b></p>

<p>3.9: Withdrawal from the university. Withdrawal from the university is normally accomplished by withdrawing from each course in which the student was enrolled. Special circumstances which can affect the withdrawal are specified below.</p>	<p>no proposed change</p>
<p>3.9.1: Withdrawal for military service. Any student called to active military duty may present a copy of their military service orders and (a) withdraw from all courses and receive a 100% refund of tuition and fees at any time during the semester through the end of final examinations or (b) with the permission of each instructor, receive an Incomplete or final grade in the courses taken. Such requests and documentation may be presented by the student or other responsible party who has the student's permission to make the request. Refunds of fees will not be made if the student receives a grade and credit for the course, and all refunds will be adjusted as required by financial aid regulations. If a withdrawal is processed after the fourth week of classes, the grade of W will be assigned.</p>	<p>no proposed change</p>
<p>3.9.2: Withdrawal for personal circumstances. Students who seek to withdraw from PFW after the thirteenth week of classes, based on personal circumstances, should contact the Office of Student Conduct &amp; CARE for guidance about the process.</p>	<p>no proposed change</p>

<p>3.10: The resources of Purdue University Fort Wayne are provided for the intellectual development of its students. Courses with defined schedules are provided to facilitate an orderly and predictable learning environment and 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. Coursework is defined as the assessment(s) used by the instructor to determine the student's grade, as outlined in the course syllabus.</p>	<p>no proposed change</p>
	<p><b>The University recognizes that the learning mission can be enhanced significantly by co-curricular 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></p>
<p>Additionally, the University recognizes that in some circumstances, absence from class is unavoidable or is necessary for personal reasons beyond students' control. As such, the University has established the following as reasons to be granted an excused absence from class:</p>	<p>no proposed change</p>
<ul style="list-style-type: none"> <li>• Grief/Bereavement</li> <li>• Military Service</li> <li>• Jury Duty</li> <li>• Parenting Leave</li> <li>• Medical Excuse</li> </ul>	<p>no proposed change</p>

<p>Procedures and remedies for granting these absences are specified in the sections below. The student is responsible for informing the instructor in a timely fashion, if possible. The instructor is responsible for accommodating the student either by excusing the student or allowing the student to make up work.</p>	<p>no proposed change</p>
<p>Departments or colleges may have supplemental policies for absences outside this policy. If a department or college has such a policy, the course syllabus must include the relevant policy. If a student wishes to request an excused absence for a reason outside of University Excused Absences or Department/College policy, they must communicate directly with their instructor. It is each instructor's right to decide whether to approve the request.</p>	<p>no proposed change</p>
<p>The grade appeals policy applies to all students enrolled at Purdue University Fort Wayne. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned, or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error.</p>	<p>no proposed change</p>

3.10.1: General Attendance Issues.	no proposed change
<p>Instructor Responsibility. Instructors are expected to establish and clearly communicate attendance policies relevant to individual courses in the course syllabus. Course attendance policies must be consistent with University policy. Individual course policies may state expected notification periods. Additionally, in their course syllabus, instructors must clearly and explicitly state procedures in which assignments and assessments can be made up. Only the instructor can excuse a student from a course requirement or responsibility.</p>	<p>Instructor Responsibility. Instructors are expected to establish and clearly communicate attendance policies relevant to individual courses in the course syllabus. Course attendance policies must be consistent with University policy. Individual course policies may state expected notification periods <b>regarding absences</b>. Additionally, in their course syllabus, instructors must clearly and explicitly state procedures in which assignments and assessments can be made up. Only the instructor can excuse a student from a course requirement or responsibility.</p>
<p>Student Responsibility. The University expects each student to be responsible for class-related work missed due to an unavoidable absence; this work may be made up at the instructor's discretion. For unanticipated or emergency absences where advance notification to an instructor is not possible, the student or the student's representative should contact the Office of Student Conduct &amp; CARE. A staff member in the Office of Student Conduct &amp; CARE will notify the student's instructor(s) of the circumstances. The student should be aware that this intervention does not change the outcome of the instructor's decision regarding the student's academic work and performance in any given course.</p>	no proposed change
<p>When conflicts or absences can be anticipated, such as for many University sponsored activities or 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.</p>	no proposed change

<p>Specific Course Types. In certain laboratory-based, intensive short-term courses, or field-experiences, a student can jeopardize their 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 or college 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.</p>	<p>no proposed change</p>
<p>Licensing &amp; Standard Considerations. When making a decision about the length of a given absence, variables such as state licensing requirements or national professional standards for a program will be considered. At times, absences may be approved, but hours/experiences in the field, practicum, internships, etc., must be completed before the course is completed. An incomplete grade may be awarded by the instructor.</p>	<p>no proposed change</p>
<p>3.10.2: 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.</p>	<p>no proposed change</p>
<p>Instructors are urged to be sensitive to the fact that scheduling of examinations, class assignments, meetings, and other significant events on certain holidays or days of religious observance may place some members of the Purdue Fort Wayne community in a very difficult situation. Instructors' cooperation with students in rescheduling coursework missed due to absences resulting from participation in religious observances is appreciated.</p>	<p>no proposed change</p>

<p>Students requesting an absence for a religious observation are encouraged to make this known to instructors well in advance, in order to arrange alternative times to complete any assignments they might miss.</p>	<p>no proposed change</p>
<p>3.10.3: University Excused Absences. The University Faculty Senate recognizes the following as types of absences that must be excused:</p>	<p>no proposed change</p>
<ul style="list-style-type: none"> <li>• Absences related to those covered under the Grief Absence Policy for Students (GAPS)</li> <li>• Absences related to those covered under the Military Absence Policy for Students (MAPS)</li> <li>• Absences related to those covered under Jury Duty Policy for Students</li> <li>• Absences related to those covered under the Parenting Leave Policy for Students</li> <li>• Absences related to those covered under the Medical Excused Absence Policy for Students (MEAPS)</li> </ul>	<p>no proposed change</p>
<p>3.10.4: Grief Absence Policy for Students (GAPS). Students will be excused with no penalty to their attendance and will be given the opportunity to make up coursework as defined in the course syllabus for bereavement leave. This also includes being granted leave even in incidences where a student does not travel from campus.</p>	<p>no proposed change</p>
<p>The following parameters are established related to the relationship to the student of the deceased loved one.</p>	<p>no proposed change</p>

<ul style="list-style-type: none"> <li>• Immediate Family: Students are eligible for up to five (5) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.</li> <li>• Other Relationships: Students are eligible for up to three (3) days of excused absence, over a two-week period, of the semester in which the death occurs, for the death of relatives or friends falling outside of the category of immediate family.</li> </ul>	<p>no proposed change</p>
<p>In unique circumstances, a bereaved student should petition for extended grief absence through the Office of Student Conduct &amp; CARE (OSCC) by meeting individually with an OSCC 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 bereavement services from Fort Wayne, IN, as follows:</p>	<p>no proposed change</p>
<ul style="list-style-type: none"> <li>• Within 150 mile radius of Fort Wayne - no additional excused absence days</li> <li>• Between 150-300 mile radius of Fort Wayne - one additional excused absence days</li> <li>• Beyond a 300-mile radius of Fort Wayne - two additional excused absence days</li> <li>• Outside the 48 contiguous United States - four additional excused absence days</li> </ul>	<p>no proposed change</p>

<p>A student should contact the OSCC to request that a notice of their leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the OSCC. 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.</p>	<p>no proposed change</p>
<p>In cases of impending death, students 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, the student or the student's representative should contact the Office of Student Conduct &amp; CARE. A staff member in the Office of Student Conduct &amp; CARE will notify the student's instructor(s) of the circumstances. Instructors should work to reasonably accommodate students in these unique circumstances.</p>	<p>no proposed change</p>
<p>3.10.5: Military Absence Policy for Students (MAPS). Students will be excused, and no penalty will be applied to a student's absence for mandatory military training and be given the opportunity to make up coursework as defined in the course syllabus.</p>	<p>no proposed change</p>
<p>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.</p>	<p>no proposed change</p>

<p>Students are eligible for up to fifteen (15) days for military-required absences per academic year with no more than ten (10) academic calendar (during the fall and spring semesters) days taken consecutively for their mandatory military training. Total absences, including travel, may not exceed 1/4 of the course meetings for any course.</p>	<p>no proposed change</p>
<p>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 Fort Wayne campus, as follows:</p>	<p>no proposed change</p>
<ul style="list-style-type: none"> <li>• Within 150-mile radius of Fort Wayne - no additional excused absence days</li> <li>• Between 150-300 mile radius of Fort Wayne - one additional excused absence days</li> <li>• Beyond 300-mile radius of Fort Wayne- two additional excused absence days</li> <li>• Outside the 48 contiguous United States - four additional excused absence days</li> </ul>	<p>no proposed change</p>
<p>A student should contact the Office of Student Conduct &amp; CARE (OSCC) to request that a notice of the leave be sent to instructors when 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 OSCC as soon as these documents are available. If necessary, the OSCC may consult with Military Student Services about the nature of the documentation. When documentation is presented to the Office of Student Conduct &amp; CARE, a verified absence notification will be sent to the student's instructors.</p>	<p>no proposed change</p>

<p>The student may provide verbal information about the leave to the OSCC, 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 OSCC with substantiating documentation and OSCC has sent a verified absence notification to the instructors. With a verified absence notification from the OSCC, no penalty will be applied to a student's absence for mandatory military training, and the student will be given the opportunity to make up coursework as defined in the course syllabus.</p>	<p>no proposed change</p>
<p>Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, Dean of the school or college, OSCC, or Military Student Services to review and consult on their situation.</p>	<p>no proposed change</p>
<p>3.10.6: Jury Duty Absence Policy For Students. Students will be excused, and no penalty will be applied to a student's absence for Jury Duty and given the opportunity to make up course work as defined in the syllabus in the event that a student is summoned to serve as a potential juror and/or who have been empaneled as a juror in a criminal and/or civil trial. It is the responsibility of the student to inform the instructor at the earliest possible opportunity of the potential for jury duty conflicts.</p>	<p>no proposed change</p>
<p>Students should expect that absences from heavier course loads will be more difficult to recover from than absences from lighter course loads.</p>	<p>no proposed change</p>

<p>Students are eligible for up to ten (10) days for jury duty required absences per academic semester. Total absences, including travel, may not exceed 1/4 of the total course meetings for any course. Students may be granted additional absences to account for travel considerations, to be determined by the distance of the jury duty from the Purdue University Fort Wayne campus as follows:</p>	<p>no proposed change</p>
<ul style="list-style-type: none"> <li>• Within 150-mile radius of Fort Wayne - no additional excused absence days</li> <li>• Between 150-300 mile radius of Fort Wayne - one additional excused absence days</li> <li>• Beyond 300-mile radius of Fort Wayne - two additional excused absence days</li> <li>• Outside the 48 contiguous United States - four additional excused absence days</li> </ul>	<p>no proposed change</p>
<p>A student should contact the Office of Student Conduct &amp; CARE (OSCC) to request that a notice of the leave be sent to instructors as soon as the student is aware of the dates of the summoned jury duty. The student will provide documentation of the jury duty in the form of a court summons.</p>	<p>no proposed change</p>
<p>With a verified absence notification from the OSCC, the instructor will not penalize the student for missing class and will provide the opportunity to earn equivalent credit and demonstrate evidence of meeting the learning outcomes for missed assignments or assessments.</p>	<p>no proposed change</p>
<p>Unique jury duty situations (sequestered, empaneled as a Grand Jury member, etc.) should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, Dean of the school or college, or OSCC, to review and consult on the student's situation.</p>	<p>no proposed change</p>

<p>3.10.7: Parenting Leave Policy for Students. Students who are pregnant, have recently given birth, have experienced loss of pregnancy, or need a leave of absence to care for a newborn, adopted, legal guardian, or foster care, may petition for a leave of absence through the Title IX Coordinator or Deputy Title IX Coordinator. The student will be expected to provide documentation related to the petition for leave. If approved, the student will be excused, and no penalty will be applied to a student's absence and given the opportunity to make up course work as defined in the syllabus. The student will be excused from classes.</p>	<p>no proposed change</p>
<p>The University will approve all absences due to pregnancy or childbirth for as long as a student's medical provider states that it is medically necessary and may approve other absences as appropriate. The University will provide services for pregnancy, pregnancy-related, and post-partum conditions with the same special services it provides to students with temporary medical conditions.</p>	<p>no proposed change</p>
<p>The instructor will not penalize the student for missing class during an approved absence and will provide opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments and assessments.</p>	<p>no proposed change</p>

<p>3.10.8: Medically Excused Absence Policy for Students (MEAPS). Students will be excused, and no penalty will be applied to a student's absence for situations involving hospitalization, emergency department, or urgent care visit, and be given the opportunity to make up coursework as defined in the course syllabus. Students experiencing hospitalization, emergency department, or urgent care visits can provide documentation to OSCC who will then assess the student's request for a Medical Excused Absence and issue notification of the start and end of the absence to the student's instructors. The student should follow up with the instructor to seek arrangements per the policy.</p>	<p>no proposed change</p>
<p>Students are eligible for up to fifteen (15) days for medically excused absences per academic year with no more than ten (10) academic calendar (during the fall and spring semesters) days taken consecutively for the Medical Excused Absence Policy. Total absences, including travel, may not exceed 1/4 of the course meetings for any course. A student can contact the Office of Student Conduct &amp; CARE (OSCC) to request that a notice of the leave be sent to instructors when a situation involving hospitalization, emergency department, or urgent care visit emerges. The student can then provide documentation of hospitalization, emergency department, or urgent care visit as proof of legitimate absence to the OSCC as soon as these documents are available.</p>	<p>no proposed change</p>

<p>When documentation is presented to the Office of Student Conduct &amp; CARE, a verified absence notification will be sent to the student's instructors. With a verified absence notification from the OSCC, no penalty will be applied to a student's absence for reasons of hospitalization, emergency department, or urgent care visit, and the student will be given the opportunity to make up course work as defined in the course syllabus. Unique or variant exceptions should be dealt with in a negotiated manner between the student and professor, which may include involving the Department Head, Dean of the school or college, or OSCC to review and consult on their situation</p>	<p>no proposed change</p>
<p>Extended Medical Absences. A student who has or acquires a disability-related medical condition requiring extended absences from class must contact the Disability Access Center (DAC) to request an official University accommodation. The student will be expected to provide medical documentation related to the request for an absence-related accommodation. If approved by the DAC, instructors are required to work with students to implement the accommodation and provide reasonable alternatives to meeting course requirements.</p>	<p>no proposed change</p>

<p>In certain laboratory-based, intensive short-term courses, or field-experience courses, an unreasonable number of absences can fundamentally alter the course objectives and a student can jeopardize their academic status, 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 DAC, in collaboration with the instructor, and subject to review by the Dean of the school or college 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 DAC and their instructor to determine the potential impact of any absence.</p>	<p>no proposed change</p>
<p>When making a decision about the length of a given absence the DAC, in collaboration with the instructor, will consider variables such as state licensing requirements or national professional standards for a program. At times, absences may be approved, but hours/experiences in the field, practicum, internships, etc., must be completed before the course is completed. The instructor may award an incomplete grade.</p>	<p>no proposed change</p>
<p>3.10.9: Other Considerations.</p>	<p>no proposed change</p>
<p>Student Status. Students who have received an approved leave of absence will be permitted to return to the same academic and extracurricular status as before the absences began. Additionally, students who have had an approved leave of absence will maintain their fellowship and scholarship status for all Purdue University Fort Wayne-administered fellowships and scholarships.</p>	<p>no proposed change</p>

Appeal Procedures. Students who believe that they have not been provided an excused absence(s) or the opportunity to complete make-up work are encouraged to attempt to resolve the matter informally with the instructor, chair, and Dean of the College or School that the course is offered. Additionally, the OSCC, or the OIE, in cases involving the Parenting Leave policy, may be consulted by the student for further review of their case. In a case where grades are negatively affected, the student may follow the established grade appeals process

Appeal Procedures. Students who believe that they have not been provided an excused absence(s) or the opportunity to complete make-up work are encouraged to attempt to resolve the matter informally with the instructor, chair, and Dean of the College or School that the course is offered. Additionally, the OSCC, or the **Office of Civil Rights Compliance**, in cases involving the Parenting Leave policy, may be consulted by the student for further review of their case. In a case where grades are negatively affected, the student may follow the established grade appeals process

MEMORANDUM

TO: Jeff Nowak, Presiding Officer  
FROM: Stephen Buttes, Chair  
Educational Policy Committee  
DATE: 02/11/2026  
SUBJ: Revised Academic Regulations – Section 4.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations; and,

WHEREAS, EPC proposes removing section 4.1.2 and replacing it with a link in section 4.1 that cross-references identical language in the “Code of Student Rights, Responsibilities, and Conduct” (“Student Code”), so as to avoid having the “Student Code” and the Academic Regulations stating differing language as each is revised over the long term;

BE IT RESOLVED, that the Senate approve the specific revisions to section 4.0 of the Academic Regulations listed below.

<a href="#">PFW Academic Regulations - AY 2025-2026 - PFW Catalog</a>	
Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Academic Honesty	no proposed change
4.0: Academic Honesty	no proposed change
4.1: Definitions -Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of PFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. PFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference. Purdue University Fort Wayne (FW) may discipline a student for committing acts of academic or personal misconduct.	4.1: Definitions -Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of PFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. PFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference. Purdue University Fort Wayne (PFW) may discipline a student for committing acts of academic or personal misconduct. <a href="#">For more information on Academic Misconduct go to Code of Students Rights, Responsibilities and Conduct.</a>
4.1.2: Academic Misconduct: This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At PFW, specific forms of academic misconduct are defined as follows:	4.1.2: Academic Misconduct: This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At PFW, specific forms of academic misconduct are defined as follows:
1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours. The term "unauthorized materials" includes those identified by the instructor	1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit or hours. The term "unauthorized materials" includes those identified by the instructor
2. Falsifying or fabricating any information or citation in an academic exercise.	2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.	3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Submitting the work of someone else as if it were one's own by adopting or reproducing the ideas and opinions of others without acknowledgment. Such instances of plagiarism may be intentional or unintentional, and may involve isolated words, formulas, sentences, paragraphs, entire works, or other intellectual property; either copied from other published sources, or from unpublished work such as those of other students.	4. Submitting the work of someone else as if it were one's own by adopting or reproducing the ideas and opinions of others without acknowledgment. Such instances of plagiarism may be intentional or unintentional, and may involve isolated words, formulas, sentences, paragraphs, entire works, or other intellectual property; either copied from other published sources, or from unpublished work such as those of other students.

5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.	<del>5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.</del>
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.	<del>6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.</del>
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.	<del>7. Altering of answers or grades on a graded assignment without authorization of the faculty member.</del>
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.	<del>8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.</del>
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program. The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and to ensure equity.	<del>9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program. The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and to ensure equity.</del>
4.2: Policy	no proposed change
4.2.1: Student's responsibilities. Academic honesty is expected of all students. The student is responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating.	no proposed change
4.2.2: Instructor's responsibilities. The instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and should apply methods of teaching, examination, and assignments which discourage student dishonesty. The instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course. The instructor is responsible for providing students with a written course-level policy regarding the authorized/unauthorized usage of Artificial Intelligence (AI).	no proposed change

<p>The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly per procedures described in Part III. A Procedures for Academic Misconduct in the Code of Student Rights, Responsibilities and Conduct in the Catalog to prevent repeated offenses and to ensure equity.</p>	<p>no proposed change</p>
<p>4.3: Procedures: For all procedures related to Academic Misconduct, see Part III.A Procedures for Academic Misconduct in the Code of Student Rights, Responsibilities and Conduct in the Catalog. In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at Purdue University Fort Wayne (FW), academic departments should establish a written policy/statement, addressing the professional or ethical standards of their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement. (For additional information, see the Student Disciplinary Procedures section of the Code of Students Rights, Responsibilities and Conduct in the Catalog).</p>	<p>4.3: Procedures: For all procedures related to Academic Misconduct, see Part III.A Procedures for Academic Misconduct in the Code of Student Rights, Responsibilities and Conduct in the Catalog. In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at <b>PFW</b>, academic departments should establish a written policy/statement, addressing the professional or ethical standards of their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement. (For additional information, see the Student Disciplinary Procedures section of the Code of Students Rights, Responsibilities and Conduct in the Catalog).</p>

Senate Document SD 25-32  
Approved, 3/16/2026

MEMORANDUM

TO: Jeff Nowak, Presiding Officer  
FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 02/11/2026

SUBJ: Revised Academic Regulations – Section 5.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 5.0 of the Academic Regulations listed below.

<a href="#">PFW Academic Regulations - AY 2025-2026 - PFW Catalog</a>	
Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Final Examinations and Instructors' Grade Reports	no proposed change
5.0: Final Examinations and Instructors' Grade Reports	<b>5.0 Scheduling Final Examinations. The Registrar's Office is responsible for maintaining the final exam schedule. Revisions or modifications were made in consultation with academic departments. Such scheduling will be subject to limitations on available facilities and will be based on the concept of minimizing the number of students scheduled for more than one examination at the same time.</b>
5.1: Penultimate week. No instructor may schedule an examination--comprehensive or non-comprehensive, except for laboratory practicums--during the week preceding the last week of a fall or spring semester.	no proposed change
5.2: Final week. With the exception of those courses classified as individual instruction, clinic, studio, practice teaching, research, or distance courses and those offered for zero credits, each class is expected to meet for a two-hour session during the last week of each fall or spring semester. The two-hour session may be used for:	no proposed change
<ul style="list-style-type: none"> <li>• a final examination</li> <li>• last, non-comprehensive examination</li> <li>• submission of out-of-class examination or assignments, or</li> <li>• a regular class meeting.</li> </ul>	no proposed change

<p>5.3: Conflicts. A student who is scheduled to take on one day more than two final examinations, or who has a final-examination conflict, or who is scheduled to take a state, national, or professional licensing examination may contact the instructors involved, prior to the last week of regularly scheduled classes, to obtain appropriate rescheduling. If the student and the instructors cannot agree upon a rescheduling, the Vice Chancellor for Academic Affairs or a designee shall investigate and issue a binding schedule. Instructors shall not penalize a student who chooses to reschedule an examination under these options.</p>	<p><b>5.3: Numerous or Conflicting Final Exams. No student shall be required to take more than two final examinations on one day. It is the responsibility of the student who is scheduled to take on one day more than two final examinations, or who has a final-examination conflict, or who is scheduled to take a state, national, or professional licensing examination to contact the instructors involved, prior to the last week of regularly scheduled classes, to obtain appropriate rescheduling. If the student and instructor cannot agree on rescheduling, the department chair or designee shall investigate and issue a binding schedule.</b></p>
<p>5.4: Absences. Any student who must miss a final examination because of an emergency must contact the instructor as soon as possible. A student who misses a final examination may receive a grade of F for the course.</p>	<p>no proposed change</p>
<p>5.5: Grade reports. Course grades are to be submitted to the Registrar's Office as completed, but not later than 12:00 p.m. on the Monday following the last scheduled examination.</p>	<p>no proposed change</p>

MEMORANDUM

TO: Jeff Nowak, Presiding Officer

FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 02/18/2026

SUBJ: Revised Academic Regulations – Section 6.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 6.0 of the Academic Regulations listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)		Proposed Language (PFW Catalog AY 2026-2027)
Grades		no proposed change
6.0: Grades		no proposed change
6.1: Basis of grades. The instructor is responsible for explaining to students, preferably in writing at the beginning of an academic session, the course requirements and grading system to be used. Each student shall be assigned a grade in each course in which the student is enrolled at the close of the session.		no proposed change
The student is responsible for the completion of all required work in each course, by the time of the last scheduled meeting of the course or other deadline set by the instructor, unless the student has officially withdrawn from the course, or unless the student and the instructor have agreed that a grade of Incomplete will be assigned.		no proposed change
6.2: Semester grades. The following grades may be assigned:		no proposed change
Grade	Meaning	no proposed change
A, A+, A-	Outstanding achievement	
B, B+, B-	Above-average achievement	
C, C+, C-	Average achievement	
D, D+, D-	Below-average achievement; lowest passing grade	
Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades		
F	Failure, or unauthorized discontinuance of class attendance; no credit	
I	Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. This grade	

	does not affect GPA computations.	no proposed change
IF	Unremoved Incomplete, Failing; Recorded for failure to achieve a permanent regular grade by the deadline stated in these regulations. This directed grade counts in all respects as a failing grade, affecting GPA computations.	
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. This directed grade counts 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. This directed grade counts the same as an IF grade except that it does not affect GPA computations.	
NC	Completion of the course as an auditor; carries no credit.	
NP	Not passing grade when enrolled under the P/NP enrollment option. Purdue University students who receive this grade will have a grade of N recorded on official transcripts. This grade does not affect GPA computations.	
NS	Not Submitted; assigned when a grade is not submitted by the instructor.	
P	Passing Grade; under the P/NP option, equivalent to a grade of A, B, or C. This grade does not affect GPA computations.	

<p><b>Grade of PI</b> Meaning: Incomplete - Pass; no grade; same as I except that the student was enrolled in a credit course under the pass/not pass option. It is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress. This grade does not affect GPA computations.</p> <p><b>Grade of S</b> Meaning: Satisfactory, credit; awarded by the Registrar upon satisfactory performance in a course offered only on an S/U basis, or on a departmental/divisional examination, or another award of special credit, or completion of a zero-credit course. This grade does not affect GPA computations.</p> <p><b>Grade of SI</b> Meaning: Incomplete - Satisfactory; no grade; same as I except that the student was enrolled in a satisfactory/unsatisfactory graded course. It is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress. This grade does not affect GPA computations.</p> <p><b>Grade of W</b> Meaning: Withdrew; a record of the fact that the student officially withdrew from a course or was administratively withdrawn from a course for nonpayment of fees.</p>	<p>no proposed change</p>
<p>6.3: Pass/Not-pass option. In order to provide students with the opportunity to broaden their educational foundations with minimal concern for grades earned, this alternative grading system, the pass/not-pass option is established. A student who is enrolled in a letter-graded course under this option has the same obligations as those who are enrolled in the course for credit with letter grade. In such cases, the instructor will not be informed which students have elected this option. The instructor's final grades of A+, A, A-, B+, B, B-, C+, C, or C- for these students are changed to the grade of P by the Registrar, as indication of passing the course. The instructor's final grades of D+, D, D-, or F are changed by the Registrar to grades of NP, as indication of not passing the course. The registrar's class roster will indicate which students in a letter-graded course have elected this option. Grades of P and NP are not used in computing the GPA. Students who receive a grade of NP will have a grade of N recorded on official transcripts.</p>	<p><b>6.3: Pass/Not Pass option. The P/NP option provides the student with the opportunity to broaden their educational foundations with minimal concern for grades earned. A student who is enrolled in a letter graded course under this option has the same obligations as those who are enrolled in enrolled in the course for credit with letter grade. In such cases, the instructor will not be informed which students have elected this option. The instructor's final grades of A+, A, A-, B+, B, B-, C+, C, and C- for these students are changed to the grade of P by the Registrar, as indication of passing the course. The instructor's grades of D+, D, D- or F are changed by the Registrar to grades of NP, as indication of not passing the course. The Registrar's class roster will indicate which students in a letter graded course have elected this option. Grades of P and NP are not used in computing the GPA. Students who receive the grade of NP will have a grade of N recorded on official transcripts.</b></p>

Exercise of this option is subject to three limitations:	no proposed change
6.3.1: The option is open to all students in the University subject to the regulations of the college/school in which the student is enrolled. In particular, the college/school will specify under what conditions a course that is passed under this option may be used to satisfy its graduation requirements. Additionally, a department or college/school may specify that certain courses intended only for students in that department or college/school are available only on the pass/not-pass grading basis.	no proposed change
6.3.2: Subject to the regulations of the student's college/school, a student may elect this option in any course that does not already appear on the student's academic record as completed with letter grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F and in which the student is otherwise eligible to enroll for credit with letter grade.	no proposed change
6.3.3: The student may not elect this option for more than 20 percent of the total credit hours required for graduation.	no proposed change
6.4: Incompletes. A grade of I, PI or SI is a temporary record of passing work for a course graded as regular, pass/no pass or satisfactory/unsatisfactory, respectively, which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. A student must have a majority of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign a grade of I incomplete. The instructor who reports an incomplete grade shall file in the Registrar's Office a statement that includes the following information:	no proposed change

<p>The reason for the incomplete The requirements for completion of the course The grade for the course to date The time limit allowed for completion of the course, shall not exceed one calendar year. An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the specified period.</p>	<p>no proposed change</p>
<p>Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.</p>	<p>no proposed change</p>
<p>The Registrar's Office shall change the incomplete grade to a grade of IF, IN or IU for regular, pass/no pass, or satisfactory/unsatisfactory grade modes, respectively, unless the student graduates or removes the incomplete within the time allowed.</p>	<p><b>◦The Registrar's Office shall change the Incomplete (I) to an IF, IN or IU for regular, pass/no pass/ or satisfactory/unsatisfactory grade modes, respectively unless the student graduates or removes the incomplete within the time allowed.</b></p>
	<p><b>If the student re-enrolls in the same course while the incomplete is still on the record, and the course is not repeatable for credit, the original incomplete shall remain on the record permanently.</b></p>

<p>6.5: Final grade report. Each student's complete record for the session and the student's cumulative GPA shall be reported to the student, to the student's major department, and to the student's school/division.</p>	<p>6.5: Final grade report. Each student's complete record for the academic term and the student's cumulative GPA shall be <b>made available</b> to the student, to the student's major department, and to the student's <b>college/school</b>.</p>
<p>6.6: Changes of grade</p>	<p>no proposed change</p>
<p>6.6.1: An instructor who discovers, within 30 days of the grade-processing deadline, that a grade reported for a student was in error shall promptly submit to the Registrar a statement, on a form specified by the Registrar and countersigned by the instructor's department chair/division director, of the circumstances of the error and of the change to be incorporated in future GPA's. Correction of errors after this time shall also require the approval of the instructor's dean/division director.</p>	<p>6.6.1: An instructor who discovers, within 30 days of the grade-processing deadline, that a grade reported for a student was in error shall promptly submit to the Registrar a statement, on a form specified by the Registrar and countersigned by the instructor's <b>department chair</b> of the circumstances of the error and of the change to be incorporated in future GPAs.</p>
<p>6.6.2: The Registrar shall inform the student, the department chair/division director, and the dean of the change of grade.</p>	<p>6.6.2: <b>Correction of errors after this time shall also require the approval of the instructor's dean.</b> The Registrar shall inform the student, the department chair, and the dean of the change of grade.</p>

<p>6.6.3: A student may retake any course. Unless the course is described in the catalog or its supplement as repeatable for credit, credit will be given only once for a repeated course, and only the most recent grade earned will be incorporated in GPA calculations.</p>	<p>no proposed change</p>
<p>6.6.4: A student may seek to effect a change of grade through the grade-appeals procedure established by the Fort Wayne Senate.</p>	<p>no proposed change</p>

MEMORANDUM

TO: Jeff Nowak, Presiding Officer  
FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 02/18/2026

SUBJ: Revised Academic Regulations – Section 7.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 7.0 of the Academic Regulations listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Special Credit, Credit for Military Service, and Excess Undergraduate Credit	no proposed change
7.0: Special Credit, Credit for Military Service, and Excess Undergraduate Credit	no proposed change
<p>7.1: Advanced Credit. Credit by departmental/divisional examination. Opportunities for earning undergraduate credit by departmental/divisional examination are encouraged in order to expedite the education of qualified students. Toward this end, each instructional department/division shall establish procedures to consider candidates, to administer, and to grade such examinations, and each department/division shall provide the Vice Chancellor for Academic Affairs or a designee with comprehensive information on the principal courses that are available for departmental/divisional credit by examination, and test schedules if known. This information shall be made available in the Catalog or its supplement, and it should be adequate to enable the student to assess eligibility and qualifications to take tests for credit.</p>	<p><b>7.1: Credit by departmental examination.</b> Opportunities for earning undergraduate credit by <b>departmental</b> examination are encouraged in order to expedite the education of qualified students. Toward this end, each instructional <b>department</b> shall establish procedures to consider candidates, to administer, and to grade such examinations, and each <b>department</b> shall provide <b>the chief academic officer</b> or a designee with comprehensive information on the principal courses that are available for <b>departmental</b> credit by examination, and test schedules if known. This information shall be made available <b>online</b>, and it should be adequate to enable the student to assess eligibility and qualifications to take tests for credit.</p>
<p>The student may request an examination for credit in a course if the course is available for credit by examination and if no grade in the course other than a grade of W or NC has been awarded. The examination shall be at least as comprehensive as those given in the course and shall be graded S (performance comparable to that expected of a student who receives an A, B, or C in the course) or unsatisfactory. The Registrar shall establish forms and procedures to assure proper distribution of results, and for satisfactory performance shall record credit for the course on the student's record. No record shall be made on the transcript for unsatisfactory performance.</p>	no proposed change

<p>7.2: Achievement credit. Except as provided herein for the International Baccalaureate Program, credit or transfer credit for nationally administered examinations shall be awarded only after approval by the PFW division/department that offers courses in the subject area. For participants in the International Baccalaureate Program, credits will be awarded based on Department approval for select Subsidiary and Higher Level subjects with a score of 5 or above. Purdue University Fort Wayne Office of International Education will work with departments to determine the appropriate number of credits to award in each specific discipline. Undistributed credits will be awarded for subjects where the respective department has declined specific course credits. Participants who complete Advanced Subsidiary ("AS") or Advanced ("A") levels will be awarded credits based on Department approval for select AS and A level subjects with a score of C or above. Purdue University Fort Wayne Office of International Education will work with departments to determine the appropriate number of credits to award in each discipline. Undistributed credits will be awarded for subjects where the respective department has declined specific course credits.</p>	<p>no proposed change</p>
<p>7.3: Credit for military service. Distributed or undistributed credit will be awarded, based on evaluation by appropriate PFW disciplinary faculty, to optimize student academic progress and paths to degree completion while meeting expectations of professional accreditation and associations, for all Joint Service Transcript (JST) ACE academic credit recommendations at the undergraduate level. For military students, the maximum number of transferrable credits through the JST, CLEP, DANTES and Excelsior Exams may not exceed 70% of an individual's degree requirements for online programs or 75% for in person programs. Transfer for military personnel include:</p>	<p>no proposed change</p>

<p>Distributed or undistributed credit, based on evaluation by appropriate PFW disciplinary faculty, for all JST ACE undergraduate level academic credit recommendations.</p> <p>Distributed or undistributed credit for transfer of courses from other institutions in accordance with established PFW transfer credit policies.</p> <p>Distributed or undistributed credit as established by the appropriate PFW disciplinary faculty for CLEP scores of 50 or higher.</p> <p>Distributed or undistributed credit as established by the appropriate PFW disciplinary faculty for DSST scores of 400 or higher.</p> <p>Distributed or undistributed credit as established by the appropriate PFW disciplinary faculty for Excelsior College examination scores of C or higher.</p>	<p>no proposed change</p>
<p>7.4: Excess undergraduate credit. A senior with a GPA of 3.00 or better may, with written permission from both an authorized graduate advisor and the instructor(s) involved, enroll in up to nine credits in excess of the requirements for graduation, in courses intended for use in a graduate program. A completed Grade Change Form indicating excess undergraduate credit and the specific courses shall be supplied to the Registrar by the department. The Registrar will add a transcript notation of the special status of these credits. Instructors shall impose graduate-level standards on such a student.</p>	<p>7.4: Excess undergraduate credit. A senior with a GPA of 3.00 or better may, with written permission from both an authorized graduate advisor and the instructor(s) involved, enroll in up to <b>twelve</b> credits in excess of the requirements for graduation, in courses intended for use in a graduate program. A completed Grade Change Form indicating excess undergraduate credit and the specific courses shall be supplied to the Registrar by the department. The Registrar will add a transcript notation of the special status of these credits. Instructors shall impose graduate-level standards on such a student. <b>In order to be eligible to have excess undergraduate credit applied to their transcript, the student must have junior or senior standing when taking the graduate course and must receive a grade of B or better. Work taken under the pass/not-pass option is not acceptable.</b></p>

MEMORANDUM

TO: Jeff Nowak, Presiding Officer  
FROM: Stephen Buttes, Chair  
Educational Policy Committee  
DATE: 02/11/2026  
SUBJ: Revised Academic Regulations – Section 8.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations; and,

WHEREAS, the Ad-Hoc Task Force made no proposals to modify elements of some Academic Regulations;

BE IT RESOLVED, that the Senate re-affirm section 8.0 of the Academic Regulations as listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)																												
Grade-Point Averages	no proposed change																												
<p>8.0: Grade-Point Averages. A grade-point average (GPA) is a weighted average of credits for which a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or IF has been assigned. Grade points will be assigned to each completed course according to the following table:</p>	no proposed change																												
<table border="1"> <thead> <tr> <th data-bbox="105 667 407 703">Grade</th> <th data-bbox="407 667 711 703">Grade Points</th> </tr> </thead> <tbody> <tr> <td data-bbox="105 703 407 739">A+, A</td> <td data-bbox="407 703 711 739">4.0 x Semesters Hours</td> </tr> <tr> <td data-bbox="105 739 407 774">A-</td> <td data-bbox="407 739 711 774">3.7 x Semester Hours</td> </tr> <tr> <td data-bbox="105 774 407 810">B+</td> <td data-bbox="407 774 711 810">3.3 x Semester Hours</td> </tr> <tr> <td data-bbox="105 810 407 846">B</td> <td data-bbox="407 810 711 846">3.0 x Semester Hours</td> </tr> <tr> <td data-bbox="105 846 407 882">B-</td> <td data-bbox="407 846 711 882">2.7 x Semester Hours</td> </tr> <tr> <td data-bbox="105 882 407 917">C+</td> <td data-bbox="407 882 711 917">2.3 x Semester Hours</td> </tr> <tr> <td data-bbox="105 917 407 953">C</td> <td data-bbox="407 917 711 953">2.0 x Semester Hours</td> </tr> <tr> <td data-bbox="105 953 407 989">C-</td> <td data-bbox="407 953 711 989">1.7 x Semester Hours</td> </tr> <tr> <td data-bbox="105 989 407 1024">D+</td> <td data-bbox="407 989 711 1024">1.3 x Semester Hours</td> </tr> <tr> <td data-bbox="105 1024 407 1060">D</td> <td data-bbox="407 1024 711 1060">1.0 x Semester Hours</td> </tr> <tr> <td data-bbox="105 1060 407 1096">D-</td> <td data-bbox="407 1060 711 1096">0.7 x Semester Hours</td> </tr> <tr> <td data-bbox="105 1096 407 1131">F, IF</td> <td data-bbox="407 1096 711 1131">0.0 x Semester Hours</td> </tr> <tr> <td data-bbox="105 1131 407 1215">I, IN, IU, NC, NP, P, PI, S, SI, W, NS:</td> <td data-bbox="407 1131 711 1215">Not Included</td> </tr> </tbody> </table>	Grade	Grade Points	A+, A	4.0 x Semesters Hours	A-	3.7 x Semester Hours	B+	3.3 x Semester Hours	B	3.0 x Semester Hours	B-	2.7 x Semester Hours	C+	2.3 x Semester Hours	C	2.0 x Semester Hours	C-	1.7 x Semester Hours	D+	1.3 x Semester Hours	D	1.0 x Semester Hours	D-	0.7 x Semester Hours	F, IF	0.0 x Semester Hours	I, IN, IU, NC, NP, P, PI, S, SI, W, NS:	Not Included	no proposed change
Grade	Grade Points																												
A+, A	4.0 x Semesters Hours																												
A-	3.7 x Semester Hours																												
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D-	0.7 x Semester Hours																												
F, IF	0.0 x Semester Hours																												
I, IN, IU, NC, NP, P, PI, S, SI, W, NS:	Not Included																												
<p>The GPA is the sum of the Grade Points for all included courses divided by the total number of hours for those courses. The GPA is rounded to two decimal places.</p>	no proposed change																												
<p>[Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6-point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]</p>	no proposed change																												
<p>8.1: Semester GPA. The student's semester GPA is the GPA computed for those credits for which the student was assigned a GPA-related grade for the specified semester.</p>	no proposed change																												

<p>8.2: Cumulative GPA. The student's cumulative GPA is the GPA computed for all credits for which the student has been assigned a GPA-related grade, with the exception of those courses which have been repeated and which are not repeatable for credit (See Section 6.6.3).</p>	<p>no proposed change</p>
<p>8.3: Graduation GPA. The student's graduation GPA is computed by the Registrar each semester and is reported to every student enrolled. Included in this GPA are all credits for which the student has been assigned a GPA-related grade in courses which fulfill a graduation requirement for the student, with the exception of those courses which have been repeated or excluded as specified in Sections 2.3.2, 2.4, and 6.6.3 of these regulations. The graduation GPA of a student pursuing more than one degree program shall be computed in the academic unit through which the student registers.</p>	<p>no proposed change</p>
<p>All applicable credits earned at Purdue University Fort Wayne (PFW) or at another campus of Purdue University for which a GPA-related grade was assigned are included if they were received for courses that fulfill a graduation requirement.</p>	<p>no proposed change</p>

MEMORANDUM

TO: Jeff Nowak, Presiding Officer

FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 02/11/2026

SUBJ: Revised Academic Regulations – Section 9.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 9.0 of the Academic Regulations listed below.

<a href="#">PFW Academic Regulations - AY 2025-2026 - PFW Catalog</a>	
Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Academic Standing	no proposed change
9.0: Academic Standing	no proposed change
9.1: Good standing. For purposes of reports and communications to other institutions, and in the absence of any further qualifications of the term, a student is considered in "good standing" unless that student has been dismissed, suspended, or dropped from Purdue University Fort Wayne and not readmitted.	<b>9.1: Good standing. For purposes of reports and communications to other institutions, and in the absence of any further qualifications of the term, a student shall be considered in good standing unless the student has been put on academic notice, academically separated, administratively suspended, or administratively expelled from the University and not re-admitted.</b>
9.2: Academic recognition. At the conclusion of each fall or spring semester (but not any summer session) the Registrar shall indicate which undergraduate students are eligible for academic recognition.	no proposed change
9.2.1: On the Dean's List for having (a) at least 12 credit hours included in the graduation GPA, (b) at least 6 credit hours included in the semester GPA, (c) achieving at least a 3.5 graduation GPA, and (d) achieving at least a 3.0 semester GPA.	no proposed change
9.2.2: On the Semester Honors List for (a) having at least 6 credit hours included in the semester GPA, (b) achieving at least a 3.5 semester GPA, and (c) achieving at least a 2.0 graduation GPA.	no proposed change
Any student who achieves academic recognition for either of the two previous semesters is recognized at the annual Honors Convocation. An academic record entry will note the student's achievement of academic recognition.	<b>Any student who achieves academic recognition in a given semester will have the achievement noted on their transcript.</b>
9.3: Recognition of completion of honors program. When a student is certified by the Honors Program Council to have completed the requirements of the honors program, an appropriate academic record notation shall be made.	no proposed change
9.4: Academic Notice, separation, and readmission. The following academic notice, separation, and readmission criteria are minimums for PFW; academic units may set higher standards which shall become effective upon publication in the Catalog or its supplement.	no proposed change

<p>9.4.1: Academic Notice. A student shall be placed on academic notice if their 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 notice shall be removed from that standing at the end of the first subsequent fall or spring semester in which they achieve semester and cumulative GPA's equal to or greater than 2.0.</p>	<p>no proposed change</p>
<p>IF: Semester GPA or Cumulative GPA is &lt;2.0= ACADEMIC NOTICE          IF: On academic notice and Cumulative GPA is &lt;2.0 but Semester GPA is ≥ 2.0= CONTINUED NOTICE          IF: On academic notice and Semester GPA is &lt;2.0 but Cumulative GPA is ≥ 2.0= CONTINUED NOTICE          Any grade change due to a reporting error will result in a recalculation of the GPA and determination of academic notice standing.          Academic standing will not be assessed in summer sessions.</p>	<p>no proposed change</p>
<p>9.4.2: Academic Separation. A student on academic notice shall be placed on the separation list at the close of any fall or spring semester in which their semester and cumulative GPA is less than a 2.0. Each case will be reviewed by Academic Advisors, Chairs, and Deans. The review will be carried out using shared criteria. If the criteria show reason why a student should be removed from the suspension list, the Chair/Dean will notify the Registrar's office of that decision. Otherwise,</p>	<p>9.4.2: Academic Separation. A student on academic notice shall be placed on the separation list at the close of any fall or spring semester in which their semester and cumulative GPA is less than a 2.0. Each case will be reviewed by Academic Advisors, Chairs, and Deans. The review will be carried out using shared criteria. If the criteria show reason why a student should be removed from the <b>separation</b> list, the Chair/Dean will notify the Registrar's office of that decision. Otherwise,</p>
<p>IF: On academic notice and both the Semester GPA and Cumulative GPA are &lt;2.0=ACADEMIC SEPARATION          Any grade change will result in a recalculation of the index and determination of the separation status.          A student who wishes to appeal an academic separation standing should follow the directions provided by the Registrar's office in the Notice of Separation.</p>	<p>no proposed change</p>

<p>9.4.3: Readmission. A student who has been separated from PFW or from another campus of Purdue University may not enroll at Purdue University Fort Wayne (PFW) until one fall or spring semester has passed. All readmissions are into notice status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically separated more than once is not eligible to enroll for at least one year.</p>	<p>no proposed change</p>
<p>A student separated by this policy must apply to PFW for readmission. A fee is assessed for processing the readmission application. Readmission is not guaranteed.</p>	<p>no proposed change</p>
<p>When a student is separated from a program with academic standards higher than the university standards, they may be eligible to continue in another program and are encouraged to seek guidance from their Academic Advisor.</p>	<p>no proposed change</p>

MEMORANDUM

TO: Jeff Nowak, Presiding Officer

FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 02/18/2026

SUBJ: Revised Academic Regulations – Section 10.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 10.0 of the Academic Regulations listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Degrees	no proposed change
10.0: Degrees. Academic units may impose stricter requirements than those listed in this section but may not waive the following minimum standards. Provided these minimum standards are satisfied, adjustments to any degree requirement may be made by the unit establishing that requirement.	no proposed change
10.1: Degrees offered. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.	no proposed change
10.2: Requirements for degrees. Any student entering a degree, certificate, or pre-major program will be required to fulfill the requirements in the catalog current at the time of entry or re-entry to the university.	no proposed change
The primary reasons for a student to be required to meet the requirements of a subsequent catalog include:	no proposed change
Re-entry to Purdue University Fort Wayne (PFW) (after a one year period of non-enrollment)	no proposed change
By request with the written acknowledgment of the academic advisor	no proposed change
When required by accreditation, a department may require students to complete the curriculum defined by the most current catalog.	no proposed change
Any student who remains continuously enrolled or admitted to the university will be required to meet the requirements of the term of entry or re-entry to the university unless the student chooses to change to a subsequent with the written acknowledgment of the academic advisor.	no proposed change

<p>Any student who is not continuously enrolled due to a period of deployment to serve in a branch of the armed services may meet the requirements of the catalog of the most recent entry or re-entry to the university.</p>	<p>no proposed change</p>
<p>In addition:</p>	<p>no proposed change</p>
<p>Any new requirement for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.</p>	<p>no proposed change</p>
<p>The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.</p>	<p>no proposed change</p>
<p>To gain any associate or bachelor's degree at Purdue University Fort Wayne (PFW), the student shall satisfy the following requirements:</p>	<p>no proposed change</p>
<p>10.2.1: The completion by resident credit or transfer credit (see Section 1.2) of the plan of study underlying the degree, including:</p>	<p>no proposed change</p>
<p>10.2.1.1: For an associate degree, the registration in and completion of at least 32 credits of resident course credit, including at least 15 credits in courses applicable to the major.</p>	<p>no proposed change</p>
<p>10.2.1.2: For a bachelor's degree, the registration in and completion of at least 32 credits of resident course credit at the 200 level or above, including at least 15 credits at the 300 level or above in courses applicable to the major.</p>	<p>10.2.1.2: For a bachelor's degree, the registration in and completion of at least 32 credits of resident course credit <b>at the 300 level or above</b>, including at least 15 credits at the 300 level or above in courses applicable to the major.</p>

<p>10.2.2: Normally, completion of the entire final year in residence. However, with the approval of the student's school/division, a student who has satisfied the resident course credit requirement may complete the remaining requirements in another approved college or university.</p>	<p>10.2.2: Normally, completion of the entire final year in residence. However, with the approval of the student's <b>department</b>, a student who has satisfied the resident course credit requirement may complete the remaining requirements in another approved college or university.</p>
<p>10.2.3: Establishment of a cumulative GPA of 2.00 or better.</p>	<p>no proposed change</p>
<p>10.2.4: Registration, either in residence or in absentia, as a candidate for the desired degree during the academic session immediately preceding its conferral.</p>	<p>no proposed change</p>
<p>10.3: Double majors and double degrees. 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:</p>	<p>no proposed change</p>
<p>10.3.1: Double major. 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.</p>	<p>no proposed change</p>
<p>10.3.2: Double degree. If the degree programs are in different schools, two (or more) degrees may be awarded upon special request approved by the deans of the schools concerned and filed with the registrar at the beginning of the semester or session in which the degrees are to be awarded. If the degree programs are in the same school and lead to different degrees, the appropriate degrees shall be awarded.</p>	<p>no proposed change</p>
<p>10.4: Graduation with distinction. A candidate for the bachelor's degree with distinction must have a minimum of 60 resident credits included in the computation of the cumulative GPA. A candidate for an associate degree with distinction must have a minimum of 35 resident credits included in the computation of the cumulative GPA. The required GPA, calculated each spring as outlined below, shall also apply to degrees for the following summer sessions and fall semester.</p>	<p>no proposed change</p>

<p>10.4.1: In each college, school or division, the minimum cumulative GPA for graduation with distinction from an associate or bachelor's- degree program shall be 3.80-3.94.</p>	<p>10.4.1: In each <b>college or school</b>, the minimum cumulative GPA for graduation with distinction from an associate or bachelor's-degree program shall be 3.80-3.94.</p>
<p>10.4.2: In each college, school or division, the minimum cumulative GPA for graduation with highest distinction from an associate or bachelor's degree program shall be 3.95-4.00.</p>	<p>10.4.2: In each <b>college or school</b>, the minimum cumulative GPA for graduation with highest distinction from an associate or bachelor's degree program shall be 3.95-4.00.</p>
<p>10.4.3: In each school or division, the requirements for graduation with distinction or with highest distinction from an associate-degree program shall be separately calculated as outlined above for bachelor's-degree programs.</p>	<p>10.4.3: In each <b>college or school</b>, the requirements for graduation with distinction or with highest distinction from an associate-degree program shall be separately calculated as outlined above for bachelor's-degree programs.</p>
<p>10.5: Conferring of degrees. Degrees may be granted as of the close of each academic session. The names of the degree nominees will be presented by the Registrar to the appropriate board of trustees for approval.</p>	<p>10.5: Conferring of degrees. Degrees may be granted as of the close of each academic session. The names of the degree nominees will be presented by the Registrar to <b>the board of trustees for approval.</b></p>

MEMORANDUM

TO: Jeff Nowak, Presiding Officer

FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 02/11/2026

SUBJ: Revised Academic Regulations – Section 11.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 11.0 of the Academic Regulations listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Minors	no proposed change
11.0: Minors	no proposed change
<p>11.1: Establishment. A minor-subject program may be established by any academic unit at Purdue University Fort Wayne (PFW) subject to approval by the college/school/division containing the unit, to approval by the Curriculum Review Subcommittee, to acceptance by the Vice Chancellor for Academic Affairs, and to publication of requirements for completion of the program in the Bulletin or its supplement. Completion of any minor must require a minimum of 12 credits, including at least six resident credits at the 200-level or above.</p>	<p>11.1: Establishment. A minor-subject program may be established by any academic unit at Purdue University Fort Wayne (PFW) subject to approval by the college/school/division containing the unit, to approval by the Curriculum Review Subcommittee, to acceptance by the Vice Chancellor for Academic Affairs, and to publication of requirements for completion of the program in the <b>Catalog</b> or its supplement. Completion of any minor must require a minimum of 12 credits, including at least six resident credits at the 200-level or above.</p>
<p>11.2: Certification. A student may earn a minor by requesting acceptance into the minor from the academic unit offering the minor. If accepted, the unit offering the minor will submit the appropriate electronic Form 42 to the Office of the Registrar to add the minor to the student's current degree program. An academic unit may authorize a student's major advising unit to add the minor by submitted a Form 42 for the student. This authorization would be stated in the offering unit's minor requirements listed in the Catalog.</p>	<p>11.2: Certification. A student may earn a minor by requesting acceptance into the minor <b>from</b> the academic unit offering the minor. If accepted, the unit offering the minor will submit the appropriate electronic Form 42 to the Office of the Registrar to add the minor to the student's current degree program. An academic unit may authorize a student's major advising unit to add the minor by submitted a Form 42 for the student. This authorization would be stated in the offering unit's minor requirements listed in the Catalog.</p>
<p>At the same time as degree certification is processed, the degree-granting shall certify the student's completion of all minor requirements. Certification shall be based on completion of the minor program requirements in effect for the catalog of the student's current degree program.</p>	no proposed change
<p>11.3: Transcript entry. Concurrent with completion of degree requirements, the Registrar shall make an appropriate entry on the student's transcript to signal completion of the minor. No entry shall be made on the transcript if the minor is not completed by the time the student is certified for graduation.</p>	no proposed change

Senate Document SD 25-39  
Approved, 3/16/2026

MEMORANDUM

TO: Jeff Nowak, Presiding Officer

FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 02/11/2026

SUBJ: Revised Academic Regulations – Section 12.0

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WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force’s Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 12.0 of the Academic Regulations listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
Transcripts	no proposed change
12.0: Transcripts	<b>12.0: Transcripts and Diplomas</b>
<p>12.1: Transcripts. A student or former student whose record is not encumbered for any reasons described herein shall, upon application at Purdue Fort Wayne, (PFW) to the Registrar and payment of any prescribed charge, be entitled to receive a transcript of the complete record, including any major(s) and minor(s). The PFW policy governing the release of student records appears in <a href="#">Appendix A</a></p>	<p><b>12.1: Official Transcripts. Any student or former student of the University whose record is not encumbered for any reasons described hereafter shall, upon electronic request to the University's third-party vendor via the Registrar's office, be entitled to receive a transcript of their complete record.</b> The PFW policy governing the release of student records appears in <a href="#">Appendix A</a></p>
<p>12.2: 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:</p>	no proposed change
<p>12.2.1: 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.</p>	no proposed change
<p>The student has been suspended until [insert date] due to violation of University regulations.</p>	no proposed change
<p>12.2.2: Expulsion. The following statement will be added to the transcript and remain a permanent part of the transcript.</p>	no proposed change
<p>"The student was expelled due to violation of University regulations."</p>	<b>"The student was expelled due to violation of University regulations. [insert date]"</b>
<p>12.2.3: Degree revocation. The following statement will be added to the transcript and remain a permanent part of the transcript.</p>	no proposed change
<p>The individual's degree has been revoked and this individual has been expelled due to violation of University regulations.</p>	<b>"Degree has been revoked and individual expelled as of [insert date] due to violation of University regulations."</b>

<p>For more information regarding transcripts please visit <a href="#">Policies</a>.</p>	<p>no proposed change</p>
	<p><b>12.3: Replacing Lost or Damaged Diplomas. A replacement diploma shall be issued to the original holder, upon their affidavit, certifying to the loss or damage of the original diploma or name change, and upon payment of the cost of reproducing the diploma with format and signatures to reflect current diploma.</b></p>
	<p><b>12.4: Duplicate Copies of Diplomas. A duplicate diploma shall be issued to the original holder of the diploma upon payment of the cost of reproducing the duplicate diploma.</b></p>

MEMORANDUM

TO: Jeff Nowak, Presiding Officer  
FROM: Stephen Buttes, Chair  
Educational Policy Committee

DATE: 02/18/2026

SUBJ: Revised Academic Regulations – Section 13.0

---

WHEREAS, the Senate committed SD 25-21 (Ad-Hoc Academic Regulations Task Force Final Report) to the Educational Policy Committee (EPC); and,

WHEREAS, EPC reviewed the current Academic Regulations (Academic Year 2025-2026), the Ad-Hoc Task Force's Final Report, and Senate Documents containing revised Academic Regulations from Academic Years 2022-2023, 2023-2024, 2024-2025, and 2025-2026; and,

WHEREAS, the EPC review sought to align current Academic Regulations, Senate Documents (Fall 2022 – Fall 2025), and the Ad-Hoc Task Force recommendations; and,

WHEREAS, EPC concluded that the clearest way to present the Ad-Hoc Task Force proposals without modifying already-approved Senate changes embedded in the current Academic Regulations was to map specific Ad-Hoc Task Force proposals onto the current regulations; and,

WHEREAS, EPC further concluded that the Senate review and approval process of these revisions could proceed most expeditiously by preparing a separate resolution for each section of the Academic Regulations; and,

WHEREAS, EPC learned that Indiana state law has been amended to prohibit the Academic Regulation stated in section 13.2, thus requiring it to be removed from the PFW Academic Regulations;

BE IT RESOLVED, that the Senate approve the specific revisions to section 13.0 of the Academic Regulations listed below.

[PFW Academic Regulations - AY 2025-2026 - PFW Catalog](#)

Current Language (PFW Catalog AY 2025-2026)	Proposed Language (PFW Catalog AY 2026-2027)
13.0: Encumbrance	No proposed change
<p>13.1: Request for encumbrance. The request for the encumbrance of a student record shall be filed with the Registrar office and shall indicate whether either or both the registration of the student and/or the issuance of a transcript or diploma is to be encumbered. Because the encumbrance shall remain in effect until the Registrar is notified by the officer responsible to disencumber the record, it is the responsibility of the officer lifting the encumbrance immediately to notify the Registrar.</p>	<p>13.1: Request for encumbrance. <b>Encumbrance of a student record shall be input to the student information system by the unit overseeing the subject of concern and shall indicate whether the registration and/or transcript of the student is to be encumbered. The</b> encumbrance shall remain in effect <b>until the issuing department releases it.</b></p>
<p>13.2: Effect upon graduation. A student in arrears to Purdue University Fort Wayne (PFW) shall not receive a diploma. The clearance of a student's financial obligation on or before the Friday before Commencement shall be essential for graduation. If a student so delinquent clears the obligation.</p>	<p><del>13.2: Effect upon graduation. A student in arrears to Purdue University Fort Wayne (PFW) shall not receive a diploma. The clearance of a student's financial obligation on or before the Friday before Commencement shall be essential for graduation. If a student so delinquent clears the obligation.</del></p>

Senate Reference No. 25-18

Question Time

During the presentation of the university budget at the January Fort Wayne Senate meeting, the university showed a much healthier CFI rating despite the budget cuts from the state and decreased enrollment (particularly from international students). What will the benefits of a healthy CFI rating be for faculty and staff moving forward? In particular:

- Has the sale of the TLC property remained with the Purdue Fort Wayne Foundation or been directed toward programs for the university? The Foundation's website does not list programs it funds anymore.
- Given that the purchaser of the TLC property has resold the property, do the agreements for benefits for PFW faculty, staff, and students remain in place?
- Can URAC, the Purdue Fort Wayne Foundation, and the proposed Childcare Advisory Council look into expanding funds from the TLC property sale to augment Purdue University Human Resources' Childcare Assistance Program for faculty and staff?
- Will the positive change in CFI lead to the restoration of travel funding and research funding in the coming academic year?

S. Buttes

M. Wolf

**Question for Chancellor Ron Elsenbaumer  
Faculty Senate  
Purdue University Fort Wayne  
February 2026**

**SENATE REFERENCE NO. 25-18**

***Question:***

During the presentation of the university budget at the January Fort Wayne Senate meeting, the university showed a much healthier CFI rating despite the budget cuts from the state and decreased enrollment (particularly from international students). What will the benefits of a healthy CFI rating be for faculty and staff moving forward? In particular:

- Has the sale of the TLC property remained with the Purdue Fort Wayne Foundation or been directed toward programs for the university? The Foundation's website does not list programs it funds anymore.
- Given that the purchaser of the TLC property has resold the property, do the agreements for benefits for PFW faculty, staff, and students remain in place?
- Can URAC, the Purdue Fort Wayne Foundation, and the proposed Childcare Advisory Council look into expanding funds from the TLC property sale to augment Purdue University Human Resources' Childcare Assistance Program for faculty and staff?
- Will the positive change in CFI lead to the restoration of travel funding and research funding in the coming academic year?

*(S. Buttes, M. Wolf)*

***Response from Chancellor Elsenbaumer:***

Composite Financial Index, or CFI, is a critical metric used to assess the overall financial health of an institution. The CFI is a standardized score that combines four core financial ratios to give a holistic picture of a university's fiscal stability. These core measures are Primary Reserve Ratio, Viability Ratio, Return on Net Assets Ratio, and Net Operating Revenues Ratio. A score of 3 is generally considered the threshold for "minimal" financial health. Accrediting bodies, like the Higher Learning Commission, use this index to monitor institutional risk.

The benefits of a healthy CFI to faculty and staff are not necessarily those that can be enumerated. Rather, a healthy CFI is an overall indicator of sound fiscal management and appropriate stewardship of financial resources that benefit the entire university.

The sale of The Learning Center (TLC) by the Purdue Fort Wayne Foundation last year is not directly related to the university's CFI rating. Likewise, the CFI rating has no direct impact on university travel funding or research funding.

The funds from the PFW Foundation's sale of The Learning Center (TLC) to Milestone last year are still being held within the PFW Foundation, as that property was owned by the Foundation, not the university. Those funds represent a portion of the Foundation's unrestricted funds.

With regard to a listing of programs the Foundation supports, the Foundation is currently supporting the university through an annual operating distribution and reviews and funds other requests on an as-received basis. The Foundation's most significant support for the university has been through the ownership and management of property around the PFW campus that have allowed projects like The Trace student housing complex to come to fruition.

The Foundation makes its investment decisions based on projects and opportunities that will have the greatest impact on the greatest number of students and employees.

Our understanding is that the former TLC property was not resold, but that Milestone was bought out by another company and that the local operation has not changed. Regardless, this would have no bearing on Purdue Fort Wayne or the PFW Foundation, as neither has a role in the operations, funding, or policies of the facility.

There are a number of childcare resources that are available for students and employees. As a result of robust conversations and invaluable input and assistance of the URAC subcommittee last year, numerous childcare resources were identified and coalesced to better serve our students and employees.

The Office of Human Resources maintains a comprehensive inventory of childcare resources, including grant opportunities, that are available to support our students and employees. (See attached listing of those resources.)

###

## Purdue Fort Wayne Childcare Resource List

### Childcare Assistance Program

To help make quality childcare more affordable for faculty and staff, the Patty Jischke Child Care Endowment and Purdue University offer the Child Care Tuition Assistance Program. If funds are available, the application window opens in August annually.

In order to apply, employees must be in a benefits eligible position within Purdue's faculty and staff, have at least one child enrolled in a level 3 or 4 Paths to Quality facility or West Lafayette's Purdue Childcare Center and meet financial criteria, spending or anticipated spending of at least 12 percent of the family's combined salary on childcare. Those not meeting financial criteria but presenting a financial need can still complete an application to be considered. If awarded, the scholarship is a one time payment and can be used for childcare expenses in the year in which the scholarship is paid.

More information regarding the childcare assistance scholarship, including application details and FAQs, can be found on the [program's website](#).

### Early Learning Marketplace

The Early Learning Marketplace, <https://theearlylearningmarketplace.org/families/>, helps families find child care and child care resources. Families can search for programs nearby and use filters to narrow results based on their needs. A quick search shows almost 100 results near the Purdue Fort Wayne campus and over 300 in the Fort Wayne area.

### Indiana Office of Early Childhood and Out of School Learning

The Office of Early Childhood and Out of School Learning oversees all childcare licensing, the Paths to Quality rating system and the state's pre-K programs, On My Way Pre-K and The Early Education Matching Grant. More information on these programs can be found at:

<https://www.in.gov/fssa/carefinder/index.html>.

### Paths to QUALITY

Paths to QUALITY™ is Indiana's voluntary quality rating and improvement system for early care and education. The system provides a simple system to help you identify the level of care a program offers, from basic health and safety standards at Level 1 to the highest standards for early care and education with National Accreditation at Level 4. All programs participating in

Paths to QUALITY™ have made a voluntary commitment to improve the quality of childcare and early education they provided, meet standards designed to support children’s healthy growth and development, are visited annually and receive coaching and incentives as they advance and maintain their level.

<https://www.in.gov/fssa/pathstoquality/index.html>

Level 3 or 4 Paths to Quality Providers nearby campus (updated list 2/2/26):

MOO MOO'S TOO

46805 (.09 mi)

260-515-4097

PTQ Level: 3

BABYSISTER'S CHILDCARE

46805 (1.2 mi)

260-203-9330

PTQ Level: 4

EARLY CHILDHOOD ALLIANCE

2125 BEACON ST

FT WAYNE, IN 46805 (1.3 mi)

260-399-2331

PTQ Level: 3

NORTHCREST ELEMENTARY PRESCHOOL

5301 ARCHWOOD LANE (A)

FORT WAYNE, IN 46825 (1.3 mi)

260-467-5450

PTQ Level: 4

KIMBROUGH EARLY LEARNING CENTER

3320 N. CLINTON STREET

FT. WAYNE, IN 46805 (1.3 mi)

260-483-2100

PTQ Level: 3

BRENTWOOD ELEMENTARY PRESCHOOL

3710 STAFFORD DR. (A)

FORT WAYNE, IN 46805 (1.4 mi)

260-467-6755

PTQ Level: 4

FOREST PARK ELEMENTARY PRESCHOOL

2004 ALABAMA AVE

FORT WAYNE, IN 46805 (1.4 mi)

260-467-6850

PTQ Level: 4

SAFIYA CHILD CARE

46815 (1.5 mi)

646-833-9308

PTQ Level: 3

HARRIS TITLE I PRE-K

4501 THORNGATE DRIVE (B)

FORT WAYNE, IN 46835 (1.6 mi)

260-467-6357

PTQ Level: 4

GOOD SHEPHERD PRESCHOOL

4700 VANCE AVENUE

FORT WAYNE, IN 46815 (1.7 mi)

260-483-6454

PTQ Level: 3

CRESCENT AVENUE WEEKDAY SCHOOL

1232 CRESCENT AVENUE

FORT WAYNE, IN 46805 (1.8 mi)

260-423-4718

PTQ Level: 4

LITTLE THINKERS SCHOOL OF EARLY LEARNING

2306 NORTH CLINTON STREET

FORT WAYNE, IN 46805 (1.9 mi)

260-298-9625

PTQ Level: 3

HOLLAND ELEMENTARY PRE-K

7000 RED HAW DRIVE

FORT WAYNE, IN 46825 (2 mi)

260-467-6357

PTQ Level: 4

THE LEARNING CENTER ACADEMY LLC  
2041 REED ROAD  
FORT WAYNE, IN 46815 (2 mi)  
337-254-8838  
PTQ Level: 3

TERRI BRATTON  
46815 (2.2 mi)  
260-486-7180  
PTQ Level: 3

KING'S KIDZ LEARNING PLACE  
46815 (2.3 mi)  
260-418-7153  
PTQ Level: 3

FRANKE PARK ELEMENTARY PRESCHOOL  
828 MILDRED AVE (A)  
FORT WAYNE, IN 46808 (2.3 mi)  
260-467-6925  
PTQ Level: 4

BRIGHTPOINT HEAD START AT EAST WAYNE  
825 E FRANCIS ST  
FORT WAYNE, IN 46803 (2.5 mi)  
260-422-6503  
PTQ Level: 4

SUMMER'S CHILDCARE  
46808 (2.6 mi)  
260-418-1292  
PTQ Level: 4

FIRST ASSEMBLY OF GOD/CORNERSTONE DAYCARE LEARNING CENTER  
1400 WEST WASHINGTON CENTER ROAD  
FORT WAYNE, IN 46825 (2.6 mi)  
260-489-3737  
PTQ Level: 3

ALL GODS CHILDREN DAYCARE CENTER  
6227 LANDMARK DR  
FORT WAYNE, IN 46815 (2.6 mi)  
260-426-0204  
PTQ Level: 3

IN HIS HANDS CHILD CARE  
46819 (2.8 mi)  
260-387-5611  
PTQ Level: 3

HALEY TITLE I PRE-K  
2201 MAPLECREST ROAD (B)  
FORT WAYNE, IN 46815 (2.8 mi)  
260-467-6357  
PTQ Level: 4

MICHELE COLLINS-THOMAS  
46803 (2.8 mi)  
260-267-9475  
PTQ Level: 3

MELISSA'S HOUSE  
46815 (2.9 mi)  
260-267-1322  
PTQ Level: 3

ST. JOSEPH CENTRAL PRE-K  
6341 ST. JOE CENTER ROAD  
FORT WAYNE, IN 46835 (3 mi)  
260-467-6357  
PTQ Level: 4

SOUTHERN COMFORT DAYCARE  
46825 (3.2 mi)  
260-409-0972  
PTQ Level: 3

FORT WAYNE EARLY CHILDHOOD EDUCATORS LLC  
8766 COLDWATER ROAD

FORT WAYNE, IN 46825 (3.4 mi)  
260-207-4044  
PTQ Level: 4

WASHINGTON ELEMENTARY PRESCHOOL  
1015 W WASHINGTON BLVD (A)  
FORT WAYNE, IN 46802 (3.4 mi)  
260-467-8150  
PTQ Level: 4

GRANDMA LUE'S LIL' ANGELS  
46815 (3.4 mi)  
260-749-8256  
PTQ Level: 3

BRIGHT MINDS EARLY LEARNING CENTER  
46818 (3.7 mi)  
260-888-4514  
PTQ Level: 3

JENNIFER KUHNLE  
46835 (3.9 mi)  
260-804-3330  
PTQ Level: 3

ARLINGTON PRE-K  
8118 ST. JOE CENTER ROAD (C)  
FORT WAYNE, IN 46835 (4.1 mi)  
260-467-6357  
PTQ Level: 4

KIDDIE PREP SCHOOL  
8611 MAYHEW ROAD  
FORT WAYNE, IN 46835 (4.1 mi)  
260-485-7951  
PTQ Level: 4

KINDER CARE LEARNING CENTER  
2008 E DUPONT RD

FORT WAYNE, IN 46825 (4.4 mi)  
260-755-2905  
PTQ Level: 4

WASHINGTON CENTER TITLE I PRE-K  
1936 W. WALLEN ROAD (B)  
FORT WAYNE, IN 46818 (4.5 mi)  
260-467-6357  
PTQ Level: 4

### Childcare Referrals

Purdue University employees can call a designated employee-only childcare referral phone line. A referral specialist with **Indiana Association for Child Care Resource and Referral** (<https://www.thechildcareresourcenetwork.org/>) will provide at least three options for your family to choose from based on your criteria. Employees will then receive referral profiles and consumer education information via email or mail.

Enhanced referrals by the Indiana Association for Child Care Resource and Referral are recommended for families needing special need care or infant/toddler care but are available to any family. These more in-depth referrals include a personal interview to assist in identifying needs and preferences of the family. Once the specialist understands the family's needs, they will screen childcare options for the family, narrowing the options, including determining if there are enrollment openings. The family will then receive the options as well as consumer education information to make the final decision. Continued follow-up consultations by the referral specialist are also included. This enhanced referral process costs the employee \$150.

To get started with a referral or enhanced referral, call **800-299-1627, ext. 275**.

Senate Reference No. 25-21

MEMORANDUM

TO: 2025-2026 Senate Executive Committee  
FROM: Alan Legg  
Chair, Curriculum Subcommittee  
DATE: 02/13/2026  
SUBJECT: Certificate in Entrepreneurship and Enterprise Engineering

The Curriculum Subcommittee reviewed a proposal from the Doermer School of Business for a baccalaureate certificate in Entrepreneurship and Enterprise Engineering. We find that the proposal requires no Senate review.

Thank you for the opportunity to review this proposal.

<b>Approve</b>	<b>Oppose</b>	<b>Abstain</b>	<b>Absent</b>	<b>Present Non-Voting</b>
Alan Legg			Steve Carr	Nurgul Aitalieva
Tara Lewis			Carl Drummond	Abe Schwab
Terri Swim			Yanfei Liu	Lucas Mollema
Cigdem Gurgur			Sabene Rizvi	Tiffany Taylor-Smith
				Lacy Watson



## Undergraduate Academic Program Memo

**Date:** 11/24/25

**From:** David Cochran

**To:** Nodir Adilov, Dean Doermer School of Business

**Re:** Entrepreneurship and Enterprise Engineering (EEE) Certificate

### Brief description of the program:

The Doermer School of Business (DSB) proposes, in collaboration with the College of Engineering, Technology, & Computer Science, to offer a 12- credit baccalaureate certificate in Entrepreneurship and Enterprise Engineering (EEE). Additionally, the certificate has been designed to serve students from majors across campus as a way for students to develop the mindset and skills necessary to build and sustain an enterprise business.

### Brief rationale for program request:

Due to our changing climate, higher education needs to shift how we engage students in learning. This certificate will teach students to learn how to think about, formulate and ask better questions. The EEE Nexus will connect incoming high school students with successful business leaders, faculty, and entrepreneurs in the Fort Wayne Community. The why is three-fold:

1. Enhances student capability and interest that will manifest new enterprises.
2. Supports economic development and startup enterprises in the Fort Wayne area.
3. Facilitates PFW Faculty connections with the community and provides examples to feed back into their courses and the curriculum.

**CIP Code:** 15.1501

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**For completion by Office of Academic Affairs**

*Department Chair Signature*

*Date*

Signed by:

*Nodir Adilov*

11/22/2025

641058873A524AC...

*School Dean Signature*

*Date*

DocuSigned by:

*Carl Drummond*

11/24/2025

27109142004745C...

*Vice Chancellor for Academic Affairs Signature*

*Date*

PLEASE NOTE: The Office of Academic Affairs will collect electronic signatures from the Chair, Dean, and Vice Chancellor for Academic Affairs after the form has been filled out and submitted to the Associate Vice Chancellor for Academic Programs with the rest of the program proposal.



## Request for a New Certificate Program

Campus: **Purdue University Fort Wayne (PFW)**

College/School and Department: **Doermer School of Business**

Proposed Title of Certificate Program: **Entrepreneurship and Enterprise Engineering (EEE) Certificate**

Projected Date of Implementation: **Fall Term 2026**

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATE: Award of less than 1 academic year; requires less than 30 credits of undergraduate-level academic work. (most common – undergraduate)

UNDERGRADUATE CERTIFICATE: Award of at least than 1 academic year but less than 2 academic years; requires less than 31-60 credits of undergraduate-level academic work. (most common – undergraduate)

POST-BACCALAUREATE CERTIFICATE – These programs generally require 12-29 credits of graduate-level academic work; all students enrolling in these programs must have completed their baccalaureate degrees. (most common – graduate)

POST-MASTERS CERTIFICATE –These programs generally require 12-18 credits of graduate-level academic work; all students enrolling in these programs must have completed their Master’s degree.

### Technical Characteristics of Certificate

- I. Certificate Description: *A brief explanation of the student experience and what the student will learn; no more than 2-3 sentences. This can be published in the Catalog.*

This certificate program enables students to practice and learn the mindset and skills necessary to build and sustain an enterprise business of their choosing. The program accelerates students’ ideas into action through pitch competitions and the enterprise engineering methodology to collaborate, design, build, and improve their chosen product or service enterprise. The program consists of 12 credit hours – 6 hours of core courses and 6 hours of self-directed courses.

- II. CIP Code: Engineering / Industrial Management – 15.1501

- III. Modality: Proposal must speak to all selected modalities.
- Residential –
  - Hybrid
  - Online

The EEE Certificate will be offered as a Residential option.

If hybrid or online, please respond to the following prompts/questions:

- a. What technologies will be used to give students access to instruction?
- b. If the program is being offered residually and digitally (hybrid and/or online), is the curriculum offered identical?
  - a. If no, explain.
  - c. If applicable, explain how students will complete labs, studios, clinicals, etc.

- IV. If more than one modality selected, will the curricula be identical across modalities?
- a. Not Applicable - only one modality –
  - b. Yes
  - c. No

V. Number of credits required in Certificate program. 12 Credit Hours.

- VI. Describe target audience to be served as well as the goal for the number of participants.

The target student population to be served is incoming PFW students in any major. The initial focus will be DSB, and ETCS students to solidify this two-college collaboration. The next groups anticipated are General Education, Science, and Art/Music students.

- VII. Admission requirements - *Please include any specific requirements above and beyond the standard entry requirements for Applicants.*

No Specific requirements above and beyond the standard entry requirements for Applicants is expected.

- VIII. List all specific **program completion** requirements, including courses, minimum course GPA, minimum overall GPA, number of credits completed in residence, maximum time allowed from the completion of the first course, how many courses can be applied to another certificate or program of study, etc.

A. Core Courses: 6 Credit Hours Total

3 Credit Hours - BUS 23787 – Entrepreneurial Ventures Powered by Incubator Edu, BUS 31201- Entrepreneurship, or a comparable course with customer discovery or a pitch competition – Initial Ideation/Pitch Competition Course

3 Hours - Cross listed Entrepreneurship and Innovative Design BUS-49006/ ECE 49500/ ECE59500 / CS49200 Course– Final Accelerator Course

B. Elective and/or Self-Directed Courses: 6 Credit Hours Total

Students may choose from a list of other courses offered as listed in Appendix A or complete a self-directed study as explicated below.

1, 2, or 3 Hours – Faculty Coaching – with EEE Lifecycle Design Questions Decision Template – compiled by Business School and ETCS Faculty experts.

Note: The 1 to 3 Hour variable credit per semester will be self-directed to address specific design questions from the EEE Lifecycle Design Questions Decision Template. Faculty will determine the number of hours to be credited based on the scope of work for the semester.

Credit is 6 Semesters of 1 hour credit, 2 Semesters of 3-hour credit, etc.

C. Business Venture Progress Card

To satisfy this requirement, the student must show that they have created a minimum viable product and used it to engage in meaningful customer discovery and business creation. Evidence could include, but is not limited to, testing activities, user feedback, securing paying customers, securing investor funding, or creating a business venture. In essence, the evidence should demonstrate the student's ability to focus on essentials and bring a workable version of their idea to life.

## Academic Characteristics of Certificate

### IX. Why is this certificate needed? (Rationale and purpose, including market research)

As AI reshapes the labor market, coupled with persistent criticism of the value of many academic programs and unfavorable media narratives about higher education, institutions risk a gradual loss of workplace relevance and a decline in student interest over the coming years. Higher education must adapt and address these changes.

The traditional approach to education pushes knowledge onto students because information was limited, hard to access, hard to evaluate and summarize. The advent of the internet and now AI learning models that are increasing in relevance and accuracy exponentially requires a new role for education and educators.

We think that a starting point is to transition the push model of education to a pull model. The pull model will teach students to ask questions and to learn how to think about how to formulate and ask better questions. Most importantly, the pull model will provide a safe environment at the University for students to learn how to communicate their thinking to achieve an objective (a new enterprise) that they have self-created. The EEE Nexus will establish a collaborative environment that connects incoming high school students with successful business leaders, faculty, and entrepreneurs in the Fort Wayne Community. The why is three-fold:

1. Enhances student capability and interest that will manifest in their own enterprise or other enterprises.
2. Economic development and startup enterprises in the Fort Wayne area.
3. Enhances PFW Faculty connections with the community and provides examples to feed back into their courses and the curriculum.

X. Prospective Curriculum: *Please create a plan of study for the degree. If new courses are being created, all course proposals must be completed in order to add to this block.*

6 Hours Required:

First Semester of Certificate (BUS 23787, BUS 31201, or a comparable course)<sup>1</sup> – Initial Ideation/Pitch Competition Course

Final Semester of Certificate (BUS 49006/ ECE 49500/ECE 59500/CS 49200)<sup>2</sup> – Final Accelerator Course

6 Hours Self-Directed:

Faculty Coaching – Variable Credit 1, 2, or 3 Hours

Or

Any two, 3-Hour Credit Courses from the list in Appendix A.

Business Venture Progress Card Required (evidence/portfolio-based)

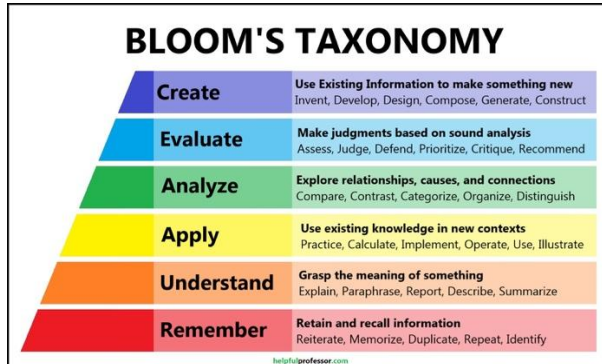
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<sup>1</sup> BUS 23787: Entrepreneurial Ventures Powered By IncubatorEdu;  
BUS 31201: Entrepreneurship.

<sup>2</sup> BUS 49006: Entrepreneurship & Design: Business Competition;  
ECE 49500: Entrepreneurship and Innovative Design;  
ECE 59500: Entrepreneurship and Innovative Design;  
CS 49200: Topics In Computer Science.

## XI. Learning outcomes for the EEE Certificate:

1. Understand that Entrepreneurship and Enterprise Engineering is about design decision-making.
2. Apply the EEE Lifecycle Design Questions Decision Template to determine the questions that must be answered to develop their enterprise business.
3. Analyze and determine if the Decision Template is asking all the relevant questions and determine the other questions that must be addressed.
4. Evaluate the alternative solutions to answer the Decision Template questions.
5. Create and implement the chosen solution for each aspect and relevant lifecycle phase of their enterprise business – codified as a business plan and strategy.
6. Remember to be successful, requires tenacity and learning how to deal with failures.



Ref: <https://tigerlearn.fhsu.edu/the-revised-blooms-taxonomy-as-a-framework-for-writing-learning-objectives/>

## XII. Explain how student learning outcomes will be assessed (student portfolios, graduate and/or employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

1. Enterprise Value and Creation Assessment
  - + Did a firm invest in the enterprise?
  - + Is there a letter of intent in place to invest in the enterprise?
  - + Is there a letter of intent to purchase the enterprise?
  - + Are clients purchasing the product or service offered by the enterprise?
  - + Does the enterprise have enough cash flow to sustain the people and facilities?
2. Student Learning and Assessment
  - + Students present a portfolio of the EEE Lifecycle Design Questions Decision Template Solution Evaluation and Answers
  - + Initial Pitch Competition Course Evaluation
  - + Final Accelerator Course Evaluation
3. Feedback and Continuous Improvement
  - + Feedback from Competition Judges (entrepreneurs in community) regarding student learning and required course structure and materials. Feedback will be obtained through in-person interviews and with written feedback.

- + Feedback from Faculty Coaches regarding EEE Lifecycle Design Questions Decision Template regarding what students are struggling with, and structure and types of questions in the Template. Feedback will be obtained through in-person interviews and with written feedback.
- + Feedback from Students regarding all courses taken regarding relevance, structure and materials presented through in-person interviews and written feedback.

XIII. How does this certificate complement the university's/department's/school's strategic plan(s)?

- + Enhances Quality of Place
- + Enhances Quality of Learning
- + Expected to improve student retention and increase overall enrollment.

XIV. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

- + Establishes a pipeline of students from regional high schools.
- + Provides college credit for courses taken at the regional high schools.
- + Partnership with Incubator.Edu that fosters entrepreneurship and pitch competitions with over 200 high schools nationwide.
- + Provides a foundation to work with VC Firms (Plug and Play, Elevate Ventures, etc.) and local maker spaces and services for entrepreneurs (NIIC, Amp lab, CDC, etc.).
- + Collaboration of two Colleges: DSB and ETCS and their faculty on enterprise design problems with students.

XV. Describe any relationship to existing programs on the campus or within the university.

- + The certificate leverages the courses from various units at PFW: BUS, ECE, CS, OL, and THTR.
- + It unites the department faculty within the DSB to develop business startups with students and leverage many of the existing DSB courses.

XVI. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.) of resources.

The EEE Nexus facility is now operational, thanks to the Avis Foundation Grant and VCAA Drummond's support totaling over \$340k. Three EEE Nexus courses and one ECE Senior Design course have been delivered in the new space.

An additional \$174,000 grant has been received to expand equipment for the EEE Innovation Lab, advancing its enterprise simulation and modeling capabilities and student spaces.

XVII. Include a Liaison Library Memo

Attached.

XVIII. Include a completed Gainful Employment Certificate Worksheet.

Not applicable.

## **Appendix A: The list of EEE Certificate elective courses<sup>3</sup>**

AD 46700 - Entrepreneurship In The Arts  
BUS 20102 – Marketing For The Small Business  
BUS 31201 – Entrepreneurship  
BUS 35000 - Healthcare Entrepreneurship  
BUS 42300 - New Product Development  
BUS 48004 - Project Management  
CE 33000 - Construction Management  
CS 36000 - Software Engineering  
CS 37200 - Web Application Development  
ECE 40500 Senior Design I  
ECE 40601 Senior Design II  
ECON 30600 – Innovation and Startup Economics  
HTM 18100 - Introduction To Lodging Management  
HTM 19100 - Sanitation And Health In Foodservice, Lodging, And Tourism  
HTM 31000 - Food And Beverage Operation Management  
HTM 49400 - Advanced Restaurant Management  
MUSC 46700 - Entrepreneurship In The Arts  
MUSC 48401 - Music Marketing, Promotion, And Entrepreneurship  
OLS 27400 - Applied Leadership  
OLS 35100 - Innovation And Entrepreneurship  
SE 51000 Introduction to Systems Engineering  
SE 53000 Systems Engineering Management  
THTR 46700 - Entrepreneurship In The Arts

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<sup>3</sup> If not used to satisfy the initial ideation/pitch competition course requirement.  
Approved by DSB UPC on 12 November 2025

## Liaison Librarian Memo

Date:

From:

To:

Re:

Describe availability of library resources to support proposed new program:

Comments:

   
\_\_\_\_\_  
*Liaison Librarian Signature* *Date*