

Academic Policies Committee
September 4, 2020
Agenda

Committee Members: Phil Anloague, **Deb Bickford**, **Connie Bowman**, **Michael Davies**, **Mary Ellen Dillon**, **Neomi DeAnda**, **Jim Dunne**, **John Mittelstaedt**, **Jason Pierce**, Maher Qumsiyeh, **Andrew Sarangan**, and **Tereza Szeghi (chair)**

***Names bolded are present. Guests included Sam Surowitz and Carolyn Phelps**

1. Approval of minutes from 8/28
2. Discussion of the Policy on Transfer Credit for Military Training, Coursework, and Experience
 - a. Consultation with Associate Provost Carolyn Roecker Phelps
 - b. Consultation with Sam Surowitz (Director of Military and Veteran Programs and Services)**
3. Follow-up conversation on changes to the 4-year review process for CAP (see Assistant Provost Michelle Pautz's email below for the proposal)

Supplemental materials for the meeting:

*In terms of existing policies regarding transfer credits, Carolyn Roecker Phelps shared the following:

From the UG catalog
[Transfer Students < Udayton](#)

Website for transfer students
<https://udayton.edu/apply/transfer/transfer-credits-and-evaluation.php>

Senate Doc 2010-05 addresses graduate transfer credits (*available in the transfer policy charges folder in the APC Google drive*)

Joint statement on the Transfer and Award of Credit 2017 (*available in the transfer policy charges folder in the APC Google drive*)

Some important considerations shared by Sam Surowitz:

One area that might be worth some special attention is how we treat military based credits that have previously been evaluated and articulated by mostly for-profit online schools such as American Military Universities, Phoenix University, Southern New Hampshire University, Grand Canyon University, and the likes - just to name a few. These types of schools tend to deliver college education to about 85% of active duty service members, with the University of Maryland Global Campus standing out as one of the only not-for-profit or public institutions on the list. While we are not supposed to use

anything but the transcript of origin to evaluate the coursework for equivalencies, there is an elephant in the room when this work has apparently already been done by another school and we have an equivalency for what the other school articulated the military credits as, but we have no equivalency for the original credits. I am certain that some Deans' Offices (at UD and otherwise) take these middleman articulated credits into consideration when they evaluate a transcript, and that other Deans' Offices categorically ignore everything but the originating transcript. The best approach may be somewhere in the middle, allowing deans to exercise judgment - particularly when the student already holds an associate's or bachelor's degree from the other college.

From a follow-up email from Sam (framing some of the materials he has shared, which I have added to our transfer policy charges and materials folder):

I am also attaching three annotated documents (personal information redacted) for committee reference, as well as a Joint Service Transcript (JST) handout that you can feel free to share if you'd like.

1) An example of a UD preliminary credit evaluation for a student with Community College of the Air Force and Ashford University Credits, totaling 104 credits, of which we only had equivalent credits for 31, of which only 15 would have fulfilled a UD specific requirement in the student's considered major. This was provided to the student by UD as he was making his decision about where to go to school while in the process of being discharged.

2) An actual example of a Joint Service Transcript (JST) which is the product of the American Council on Education (ACE)'s faculty reviews of military training and job specialities and recommendations for college credits. This is an actual example of a JST, which is used by all branches of the military EXCEPT for the Air Force, because Air Force credits are regionally accredited by the Community College of the Air Force (CCAF) and therefore not evaluated by ACE.

3) An example of Excelsior College transcripts. These demonstrate a school that is at the most lenient end of the spectrum when it comes to awarding credit to service members. They are specializing or catering to military students in which a Navy student received a BS Degree whereby of 124 credits, 49 were based off the student's military training, 44 based off the student's military career (experiential), 15 collectively from three separate community colleges, and just 16 credits originating from Excelsior. The 93 credits that the student was awarded from Navy service would have been from a combination of ACE recommendations and Excelsior's own internal decision on determining awards for military courses or experience that isn't explicitly recommended by ACE, or where the ACE recommendations states that an individual school may conduct their own evaluation.

4) Joint Service Transcript (JST) Brochure.

Email from Michelle Pautz re: changes to 4-Year CAP review during AY 2020-21

Hi, Leslie and Tereza,

I am writing to follow up regarding the concerns a few faculty members have raised about CAP 4 Year Review for this academic year. I appreciate the Senate's engagement on this matter as everyone is dealing with so much.

Last week, Tereza and I spoke about the issue and then I was invited to join APC's conversation last Friday. Today, CAPC had its first meeting of the year in which we discussed the matter as well.

From all of these conversations, it appears there is support from APC and CAPC for the following approach to 4 Year Review this year. With the importance of assessment of student learning and where we are in developing an assessment culture, the proposed plan moving forward is a middle ground between 4YR as normal and suspending 4YR outright.

The approach discussed entails the CAP Office reaching out to the 18 departments that have courses (N=90) up for review this year (with reports due January 22, 2021) and discussing with each chair the realities and concerns for each course in that department up for review and making plans on a per department, per course basis. Generally speaking, these options will be offered: courses can continue with 4YR as usual (indeed, there are some reports already turned in well in advance of January!), courses can proceed as usual with the review but may not have data/evidence from spring 2020, courses can get extensions for due dates further into the spring semester (CAPC can be flexible here), and if needed, courses could get deferred for a year (if APC is willing to allow CAPC to amend that piece of its procedures). And, if there's some other approach that might work for a particular course, CAPC will also work with that course. I'll also remind chairs that the CAP Office will continue to work one on one with any and all faculty to complete these reports (indeed, we already have these sorts of appointments in place for REL in September so they'll get all theirs done soon).

The support for this approach seems to be rooted in flexibility to meet each faculty member and each course where they are and be sensitive that what would be helpful in one case may not be needed in another.

If I've missed anything from these conversations, Tereza, Bill, and Judy, please weigh in!

Let me know your thoughts about proceeding in this manner.

As always I appreciate your support of CAP.

Thanks,
Michelle