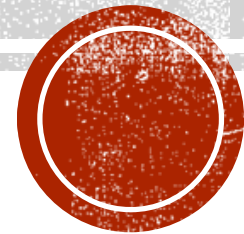


TRANSCRIPT EVALUATION



RHYME AND REASON

Every student's past credits and experiences should be evaluated to give the student the most possible credit and the best advantage to complete a degree at Polk State **(Or insert YOUR institution)** without compromising the integrity of the degree or course and program learning outcomes.



OVERVIEW

- **College's philosophy, practices, and policies**
 - Rhyme and Reason of it all
 - D,F,W,I grades or other transfer limitation policies
 - Repeat policies
 - Bringing in transfer grades or not
 - Transcript integrity
 - Grade changes after graduation
 - Appeals
 - Unusual requests to alter transcript
- **Transcripts and diplomas**
 - Validating high schools – the old “HIT/HAT” list
 - Non-regionally accredited
 - International
 - Official or not official
- **Types of transfer credit /Articulation**
 - Vocational
 - Bachelor or Graduate level
 - Remedial
 - Accelerated including military
 - Articulation
 - Tertiary Credit
- **Making course transfer decisions**
 - Acceptability
 - Equivalency determination
 - Combining for equivalency
 - Chain of approval
 - Appeals for a substitution



COLLEGE'S PHILOSOPHY, PRACTICES, POLICY

- **D, F, W, I grades**
 - Florida history
 - CSA task force and recommendation to COP Presented in 2012
 - Recommendations to discontinue the acceptance of D,F,W,I grades for student completion agenda (where D is a failing grade)
- **All or Some Credit**
 - Bring in only what is needed for current degree
 - Bring in all acceptable credit
- **Application of Repeat Policy**
 - State regulates repeat policy
 - Best grade or most recent grade – your decision
 - Amnesty Policies – help graduation and LAP admission



COLLEGE'S PHILOSOPHY, PRACTICES, POLICY

Bringing in Transfer Grades or Not

- AACRAO Survey of colleges and universities 2014
 - 80% do not bring in transfer grades
 - 97% do not bring in F,W,I,D grades
- Advantages of not bringing in grades
 - Fresh start
 - Native students and transfer students are compared based on YOUR academic rigor
 - Fin Aid for more students
 - Grades from other institutions are not subject to your institution's policies
- Disadvantages
 - Is it really a fairness issue? (Who said academics was a team sport?)



COLLEGE'S PHILOSOPHY, PRACTICES, POLICY

Transcript Integrity

- Have a policy on changing grades and grade appeals –
 - Only a Ft Knox truck can go beyond!
- Graduation should lock all grades and information
 - 30 day appeals window or longer?
 - Is this fair?
 - Right or wrong – it is what it is
- Appeals to change grades, remove credit, alter transcript (Non-graduated only)
 - Transfer credit from other accredited institutions (Probably not)
 - Transfer credit from non-regionally accredited institutions (Have a policy!)
 - Not for SAP 150% rule or to avoid full cost of instruction charges on repeats
 - Transcript Notes
 - For any unusual changes Example: “Student completed degree 5/2000, degree posted on 11/2018.”



COLLEGE'S PHILOSOPHY, PRACTICES, POLICY

Transcripts and Diplomas

- **Fraudulent Credentials**
 - Electronic- most secure
 - Secure PDF – very secure
 - Paper – most frequent source of fraud
 - Apostille - For foreign study or use – requires a notary in addition to registrar signature
 - Hague Convention of 1961 for authenticating documents for use in foreign countries
- **Validating High Schools – the old “HIT/HAT” list**
 - Purpose is to eliminate fraudulent credentials – that’s all
 - No FCS list – to each his own
 - Home school
 - Umbrella school
 - Accountability and Support Services through a school for home schoolers. Is this a good thing? If so, why penalize the student?
 - Foreign Language – HS and home school



COUNTERFEIT DIPLOMAS AND TRANSCRIPTS

“**Diploma mills**” and “**Accreditation mills**”

- Council for Higher Education Accreditation (CHEA)
 - <http://www.chea.org/degremills/default.htm>
- [U.S. Department of Education](#)
- Keep chain of custody to ensure it is official and unhampered
- Florida Statute 817.567
 - Misrepresentation of association with, or academic standing at, postsecondary educational institution
 - 1st degree misdemeanor
 - \$1000 fine and court costs or may be imprisoned up to 1 year



COLLEGE'S PHILOSOPHY, PRACTICES, POLICY

Transcripts and Diplomas

- **Post Secondary Credentials**

- Non-regionally accredited (required or optional)
- Vocational or Diploma granting schools (not Degree-granting)
- Require all post-secondary transcripts? Require regionally accredited only? Some combination?
- If you require it, do you post the credits?

- **International**

- Required or Optional

- **Accelerated and Military**

- Official score reports vs. HS transcripts scores vs student copies
- ACE credit

- **Official or Not Official**

- Working with a student with issues
- The Registrar's authority
- Policy, Policy, Policy



TYPES OF TRANSFER CREDIT

■ **Articulation**

- Statements
- Agreements
- State of Florida Articulation Coordinating Committee
 - Administrative Rule 61-10.024, 6A-10.030, 6A10.043. 6A-10.0316
 - State-wide articulation agreements
- Career Pathways
- Industry Certification
- Licensure
- Prior Learning Assessment
- Military

■ **Vocational**

- **Bachelor or Graduate**
- **Accelerated Credit**
- **Tertiary Credit on transcripts**

**USING STANDARDS
SAVES YOU GRIEF!**



TYPES OF TRANSFER CREDIT

- **Vocational –** (PSAV OR VOCATIONAL CREDIT or OCCUP/POSTSECONDARY VOCATIONAL)
 - How to articulate
 - **PSAV OR VOCATIONAL** - Separation of church and state doesn't even cut it here – SACS will get you! If you articulate this into an AS degree, make sure it doesn't later articulate into Bachelor or AA degree
 - **OCCUP/POSTSECONDARY VOCATIONAL** – IF faculty allows it, must require SACS approved faculty credentials, must meet learning outcomes at the college level
- **Bachelor or Graduate**
 - Subbing up and down
 - General Education being met
 - Considering students classification for Financial Aid purposes (freshman, sophomore, etc)
- **Certifications, Licensure, Pathways**
 - Proof of College-level
 - Documented outcomes research
 - White paper from a person with a terminal degree in the field



TYPES OF TRANSFER CREDIT

▪ Accelerated

- Advanced Placement (AP®), IB,
- College Board College Level Examination Program (CLEP®)
- DANTES Subject Standardized Tests (DSST®)
- Excelsior
- Cambridge AICE

▪ The Articulation Coordinating Committee

- Must follow at least what they say
- Have discretion to do more – but must be in catalog

▪ Tertiary Credit on Transcripts

- Is it ever okay to take these?
- What documentation would be required



MAKING COURSE TRANSFER DECISIONS

Acceptability vs Applicability

▪ **Acceptability**

- Authenticity of the presenting document (transcript)
- Accreditation of the sending institution
- Course-by-course evaluation
- Credit type
- Credit hours vs quarter hours vs adjusted credit hours (accrediting body has different standards for a credit hour – always adjust down but never up)
- Professor credentials
- Age of the course

▪ **Applicability**

- Course description
- Match to receiving institution's course
- Content evaluation
- Outcome evaluation
- Each school has processes that involve academic department



APPLICABILITY — EQUIVALENCIES OR SUBSTITUTIONS

- **Decision Criteria:**
 - Content -course description
 - Blooms Taxonomy Verbs - complexity
 - Program and Course Outcomes – Using a syllabus
 - How is it used in programs there?
 - Pre or corequisites
- **Judgement**
 - Meets Course/Gen Ed/Program outcomes at your institution
 - 70% same – equivalency – should not require academic approval
- **Chain of Approval**
 - Authority through articulation, program approval, common practice, SCNS, email from program director, registrar signature, cross-walked already
- **Posting to Student Record – don't just post – review first**
 - Make appropriate substitutions and waivers
 - Check all Degree requirements such as Foreign Language, Bachelor's meeting Gen Eds, Civic literacy met, State Bucket list, Anything else needed?
- **Cross-walking**
 - If not previously cross-walked should it be? Or is this a one time approval?



HOW TO READ COURSE CONTENT

- Do not be fooled by detailed language compared to simple language
 - Broad topics rather than descriptions or details
- Use a highlighter to practice
- Delete irrelevant detail
- Highlight the differences
 - Verb complexity
 - Broad topic differences



HOW TO READ COURSE CONTENT

- Two Keys
 - Broad topic comparison
 - Topic description comparison only if necessary
 - Verbs - Blooms Taxonomy Identifies
 - **Level** (upper, lower, graduate) – even if numbered wrong – use to student's advantage
 - **Outcomes** – what student learns (Remember, Understand, Apply Analyze, Evaluate/Synthesize, Create/Judge)
 - **Course content** – what course teaches (Discusses/Introduces, Explains/Describes, Discovers/Applies, Examines/Analyzes, Develops, Compares/Critiques)



- MIT

- This course provides an overview of macroeconomic issues: the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed. Important policy debates such as, the sub-prime crisis, social security, the public debt, and international economic issues are critically explored. The course introduces basic models of macroeconomics and illustrates principles with the experience of the U.S. and foreign economies.

- Polk

- This course introduces the theory of national income determination and discusses monetary and fiscal policies. The curriculum examines basic macroeconomic issues based on current economic information and theory. Topics include supply and demand, and the product market, as well as international trade and payments, money and labor markets, aggregate supply and demand, and business cycles.



- MIT

- ~~This course provides an **overview** of **macroeconomic issues**: the determination of output, employment, unemployment, interest rates, and inflation. **Monetary and fiscal policies** are **discussed**. Important policy debates such as, the sub-prime crisis, social security, the public debt, and international economic issues are critically explored. The course **introduces basic models of macroeconomics** and illustrates principles with the experience of the U.S. and foreign economies.~~

- Polk

- ~~This course **introduces** the theory of national income determination and **discusses monetary and fiscal policies**. The curriculum examines **basic macroeconomic issues based** on current economic information and theory. ~~Topics include supply and demand, and the product market, as well as international trade and payments, money and labor markets, aggregate supply and demand, and business cycles.~~~~

- **90% equivalent**



- Purdue Women's and Gender Studies
- This **interdisciplinary** course explores and **analyzes** the **position of women** and the **role of gender** in the **institutions of the United States**, including the family, education, government, law, the economy, and religion. It includes an **examination, through the lenses of feminism**, of women's historic and **contemporary status** ~~legally, politically, and economically, as well as women's struggles in identity, expression, sexuality, and lifestyle.~~

- Polk State – Intro to Women's Studies
- This course **examines social issues** relevant to the **female experience**. This **introductory-level** course encourages students to **consider** ~~the impact of the social stratification of difference (e.g., gender, race, and class) on their lives and their relationships with others.~~ The course **emphasizes the experiences of girls and women in the United States**, while **including global perspectives** ~~of women's lives and the implications of these dynamics for men.~~
- Do you see these are different levels? Polk state lower and Purdue upper (Upper explores deeper and less broad (US) where lower explores broader (US and Global) and more shallow. 70% equivalent



WHICH GEN ED IS IT?

Know the difference in humanities and social sciences

Humanities

- Deals with heritage and the question of what makes us human
- Covers a broad view of what are the affects of a person, place or thing on culture, humanity, thought, life,
 - **Examples:** Law (as it affects humanity), history with culture, ancient languages, modern languages, philosophy, religion, and visual/performing arts.

Social Science

- Scientific approach to social, psychological anthropological, and historic subjects
- Categorizes, uses timelines, facts that can be studied scientifically about the topics that affect culture, humanity, thought, life –
 - **Examples:** Anthropology, criminology, archaeology, economics, psychology, linguistics, political science, law such as Business Law, history, psychology, sociology, some business (International Marketing Affairs)



EXAMPLES HUMANITIES VS SOCIAL SCIENCES

▪ Humanities

- Languages
- Any Literature
- Ethics
- Philosophy
- World Religions
- World Languages
- Any study of people groups
- Any fine arts
- Journalism
- Any study of culture
- Any study of religion or teachings of a religious leader

▪ Social Science

- Psychology
- Sociology
- History of the world
- History of any country or period
- Any economics
- Any government or civics course
- Any social studies course
- Geography
- Religion courses that study history (OT History) but not about religion or teachings
- Political Sciences



MAKING COURSE TRANSFER DECISIONS

Transcript Evaluator's Major Tasks

- **Equivalency determination**
 - 70% equivalent in course descriptions for a match (no approval required)
 - Use resources such as College Source or Transferology
 - Know the difference in humanities and social sciences for electives in those areas
 - Waiving a missing credit but accepting a requirement as met with less credit
 - Replacing a course with another (usually requires departmental approval) – generally called substitution
 - Separating General Education from Program Courses
 - Know when program courses can count as Gen Ed – think learning outcomes
 - Posting AS technical credits vs AA gen ed or elective credits
- **Combining for equivalency**
 - Military credit



MAKING COURSE TRANSFER DECISIONS

Transcript Evaluator Major Tasks Continued

- Chain of approval
 - Policy – write it down
 - Free yourself from the chains that bind! – General Education approvals
 - How to gain program manager or department coordinator approvals and cooperation
 - Degree Audit
- Appeals for a substitution
 - Form or no form?
 - Who works with the student?
 - What is an appropriate time frame?
 - Is there a point at which you should no longer entertain substitution requests?
- State Bucket List
 - Substitutions for transfer students



MAKING COURSE TRANSFER DECISIONS

Substitutions

- Use the chain of approval
 - Work with Dept Chair/Coordinator to provide written approvals to use with future incoming transfers
- Provide documentation about the course to the academic decision maker
 - Your course description (if you have a recommended course to be replaced)
 - If you do not know which course can be subbed then ask for a course to sub. The subbed course can be completely different topic. That is what a substitution is. Removing one course in lieu of another that qualifies and does not break down the program's learning outcomes.
 - Their course description
 - Use syllabi if you have them
 - Recommend a decision
 - Do not give academics a student's name, graduation status, or the like
 - Academic decision maker needs to approve based on merits of the course
 - In some cases you can share the student is graduating – if you think it is a weak request

