

2-12-2021

Academic Policies Committee of the Academic Senate 2021-02-12

University of Dayton. Academic Policies Committee

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University of Dayton. Academic Policies Committee, "Academic Policies Committee of the Academic Senate 2021-02-12" (2021). *All Committee Minutes*. 406.
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APC Minutes
February 12, 2021

Committee Members: **Phil Anloague**, **Deb Bickford**, Connie Bowman, **Trevor Collier**, Michael Davies, Mary Ellen Dillon, **Jim Dunne**, Laura Hume, **Jason Pierce**, **Maher Qumsiyeh**, Andrew Sarangan, and **Tereza Szeghi** (chair). **Bolded names were present.**

1. Approval of [minutes](#) from APC's January 29 meeting.
2. Review edited draft transfer credit policy, [here](#).
 - a. Seeking clarification from Phyllis. Jason shared Phyllis' clarifications about aspects of the transfer credit evaluation process.
 - b. We discussed "f" and expressed that the description of how credits are accepted-- it should normally or typically be accepted by the transfer office. But dean's offices still need to be in the loop. "A course that has not been through the process of credit evaluation previously" vs. one that has.
 - c. Jason shared an example: There are upper level classes at UD that require prerequisites; there are some transfer requests that might appear to transfer in even though the prerequisites might not be there.
 - d. In the paragraph following "k," we decided to capitalize Transfer Evaluation System and add (TES) after the words.
 - e. There is a suggestion that we include a statement asking that there be a yearly high level report from the Transfer Credit Office in order to keep an awareness of how much of the CAP experience our graduates are having at the University of Dayton. Faculty would like to maintain decisions around equivalencies. We discussed what that annual report might entail, including trends, challenges, volume of transfers and where. We could say the VP of EM or a designee.
 - f. The biggest concern is with CAP courses and how they will be handled.
 - g. While we don't directly list the words "transfer equivalency" in a-k, it is related to the conversation and should stay in the definition list.
 - h. Should the words "transfer equivalency" be inserted into "g"-- like "based on *course equivalencies*, including descriptions, learning outcomes, previous application decisions, and appropriate..."
 - i. Next steps: Tereza will make changes we had discussed and then share the revised document with Phyllis to ensure we are still in alignment, then with us
3. Determine if we can return the updated policy to ECAS by early next week.
4. If time: some preliminary conversation about the work ahead.

At the next meeting, Jason Pierce will summarize the ECAS discussion on lecturer proportion in the Senate
5. Adjourned at 2:22 PM