

# BRONX COMMUNITY COLLEGE

of the City University of New York

## Committee on Academic Standing

Minutes of September 9, 2020 (web conference [Zoom])

**Present (19):** Yeury Agüero (Student), Jaheim Archibald (Student), Gregory Cobb (Soc Sc), Laurel Cummins (World Lang; *left at 3:40pm*), Teresa Fisher (CommAS), Anthony Gatto (A&M), Janet Heller (HPER; *left at 3:45pm*), Paul Jajairam (Bus), Noah Jampol (Eng), Mehdi Lejmi (Math), Eugene Mananga (Eng Phy Tech), Octavio Melendez (Adv, OAA; *left at 2:47pm*), Stephen Powers (Edu), Daniel Quiros (Student), Wladyslaw Roczniak (Hist), Vivien Rodriguez (Nurs), Celine Sanders (SGA), Enyuan Shang (Bio), James Watson (Library)

**Present Alternates:** Carlos Cruz (CommAS), Ivan Horozov (Math), Edward Lehner (Edu), Anita Rivers (Reg) – seated, James Simpson (Bus), Marjaline Vizcarrondo (Soc Sc)

**Guests:** Cheryl Bird (Appeals Agent), Cynthia S. Espinal (CD), Alexander Ott (OAA)

**Absent/Excused:** Nicholas Anuku (Chem), Karen Thomas (Registrar), unassigned (SGA)

1. **Call to Order:** Following introductions, at 2:24 P.M., meeting called to order by A. Rivers. The meeting was recorded.
2. **Election of Chairperson and Recording Secretary:** A. Rivers led the election of Chair and Recording Secretary. S. Powers was unanimously elected as Chair. T. Fisher was unanimously elected as Recording Secretary. There were no other nominations for either position.
3. **Approval of the May 13, 2020, minutes:** The minutes from 5/13/2020 were approved unanimously by the 14 members present who were at that meeting.
4. **Student Appeals:** C. Bird presented the appeals report from the summer appeals. There were 649 appeals: 179 were granted, 462 denied, 1 is in progress, and 6 new ones were received today. A rough estimate of 50-70% of the denied appeals were incorrect or unneeded such as appeals for a waiver of dismissal when the student was not dismissed. The approval rate was approximately 25%, which is exceedingly low from past summers when appeals were done in-person during RISE sessions. S. Powers updated on the digital appeal process, which is still a work in progress. Additional feedback was provided by P. Jajairam noting the importance of advisors being better informed on the appeal process to better assist their advisees in accurately submitting appeals. C. Bird also noted that students often failed to follow email instructions she provide on how to apply for their appeal, indicating that students also need more information on the appeal process. Bird asked regarding the sub-committee appeals for the fall semester. The summer committee – S. Powers, P. Jajairam, G. Cooper, and T. Fisher will handle appeals for the next two weeks until a system can be configured for holding sub-committee meetings online as has been done face-to-face in the past.
5. **College Now Grades:** Discussion resumed on the proposal to implement the CUNY College Now grading scale for College Now students. S. Powers reminded of the rationale for the proposal and updated with new information (see handout). Members are to take the proposal back to their departments for questions and comments. College Now students are not matriculated, but if they take and fail a College Now course, and then come to BCC as an undergraduate, that failing grade will count against them as a matriculated student (e.g., they can lose financial aid). Using this policy would prevent that situation.
6. **PLA policy from CUNY:** A. Ott introduced the new PLA policy from CUNY (see handout), which is an attempt by CUNY to offer a universal policy on previous learning assessment. Such a policy will allow the PLA granted by one CUNY school to be accepted at other CUNY schools. To align with the CUNY policy, BCC would need to modify our codification to both refer to the CUNY policy and

ensure our policy does not conflict with CUNY policy. Members should carefully review the CUNY policy (our current policy is found on p. 39-42 in the codification, section 10).

7. **Summer credit limit:** S. Powers reported on the issue that arose this summer when students signed up for two or more summer courses per session. While the codification does limit academically distressed students to one course per summer session, it does not otherwise restrict the number of credits taken in a summer session. Heretofore, students were generally unable to sign up for multiple summer courses because of schedule conflicts, but given the increase in asynchronous online courses, many more students were able to sign up for three or more courses in a session during the 2020 summer sessions. It is thus offered for consideration that the codification be modified to limit the number of summer courses. Students who want to take more than the allowed credits could request to take more credits with the Office of Academic Affairs, as is done in the regular semester. However, as the summer sessions vary in length – 3-week, 5-week, 8-week – figuring out an appropriate number is not as simple as in the regular semester. Discussion ensued including a request for the data on how many students who signed up for multiple courses succeeded, dropped courses, or failed; and do other schools have such a policy on limiting summer credits.
8. **Valedictorian/Salutatorian:** S. Powers noted that there was a glitch in the revised process for selecting the valedictorian and salutatorian as it privileges students who finish their degree in January over those who graduate in June (as the January student can have more A+s with their 60 credits as all of their credits will be counted while spring semester grades are not included in the count for June graduates). Of course, if the June graduate has, for example, an A- in the spring semester, that grade won't be included in the valedictorian/salutatorian consideration, which is similarly unfair to January graduates. Additionally, the COVID-19 CR needs to be taken into consideration. A. Ott offered additional perspective. One issue to note is there is a difference in what a CR or NC represents: the FYFFP one, the P/NC one, and the COVID-19 one. Discussion ensued.
9. **Adjournment:** 3:52 p.m.

The next meeting of the fall semester is scheduled for September 23, 2020, from 2-4 p.m. Additional fall semester meetings are scheduled for October 28 (not 10/14 as classes follow a Monday schedule), November 11(not 11/25 as classes follow a Friday schedule), and December 9. Meetings are held on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of the month.

Respectfully Submitted,



Teresa A. Fisher, Recording Secretary

Handouts: agenda, PLA Policy, College Now grading schema

Recording: [https://zoom.us/rec/share/eUNLWb9IUwjvQT3oHtURRj-](https://zoom.us/rec/share/eUNLWb9IUwjvQT3oHtURRj-JIJ4PpoBw3Lia9QrIPfpV0I3uz5qnalFk2Y6viHUG.arGGJSNsULcKigW_)

[JIJ4PpoBw3Lia9QrIPfpV0I3uz5qnalFk2Y6viHUG.arGGJSNsULcKigW\\_](https://zoom.us/rec/share/eUNLWb9IUwjvQT3oHtURRj-JIJ4PpoBw3Lia9QrIPfpV0I3uz5qnalFk2Y6viHUG.arGGJSNsULcKigW_) Passcode: #L0DX+W8

## COMMITTEE ON ACADEMIC STANDING

September 9, 2020 - 2:00 – 4:00  
In a Galaxy Far, Far Away... (Zoom)

### AGENDA

1. **Call to order by Registrar** Karen Thomas or Anita Rivers
  - a. Nomination and election of a Chair
  - b. Nominations and election of Recording Secretary
  
2. **Approval of Minutes from 5/13/20** Teresa Fisher
  
3. **Student Appeals** Cheryl Byrd
  - a. All summer Long
  - b. Update on Digital Appeal Process
  - c. Thanks to Teresa Fisher, Paul Jaijairam, Gregory Cobb and Cheryl Byrd, and Anita Rivers, for a summer of firsts
  
4. **College Now Grades (see below)** Steve Powers

Whether to implement the CUNY College Now Grading Scale  
A+, A, A-, B+, B, B-, C+, C, INC, W (student initiated), NC
  
5. **PLA Policy from CUNY (sent with agenda)** Alex Ott  
<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/trustees/meetings-of-the-board/CAPPRAgenda060820.pdf>
  
6. **Summer Credit Limit**

The issue is that we do not have one, except for probation students, and they mostly registered for too many before the grades and academic standing were in. So we want to add one, no more than one course per session. Thoughts?

Alex Ott
  
7. **Valedictorian/Salutatorian** Ott/Powers

Just when we thought we had one thing that actually worked...  
So a student who graduates in January, has an advantage over a June graduates, if we get to the criteria of A+ grades earned.  
How do we address?  
AND! How do we handle CR and NC Covid Grading Policy for Val/Sal?

Fall 2020 Dates: (actual meeting dates in bold)

**September 23rd**

October 14th (no meeting, classes follow a Monday schedule)

**October 28<sup>th</sup>**

**November 11<sup>th</sup>**

November 25<sup>th</sup> (no meeting, classes follow a Friday schedule)

**December 9<sup>th</sup>**

December 23<sup>rd</sup> (no meeting)

Very Tentative Spring Dates

February 10, 2021

February 24, 2021

March 10, 2021

March 24, 2021

April 14, 2021

April 28, 2021

May 12, 2021

## COLLEGENOW Grading Schema – Proposed

### Information Item: Grading Options for CollegeNow Courses

- Beginning Summer 2020: BCC CollegeNow grade shall be limited to the following: A+, A, A-, B+, B, B-, C+, C, and NC.
- Retroactive application of policy: The BCC Registrar may convert CollegeNow grades other than A+, A, A-, B+, B, B-, C+, and C to a grade of NC.
- NC grades assigned for CollegeNow students do not count toward the Freshman Forgiveness policy.

### Rationale:

University policy indicates that “All college-credit coursework earned through College Now will count towards students’ academic standing (i.e. GPA) if they matriculate into a degree program at the same CUNY college from where they participated in College Now” (5/6/15 Memorandum; Interim EVC/Provost Wrigley). This policy is beneficial to most students who complete courses through CollegeNow and matriculate at that same college. However, when students earn an F, WU, D, D+, and C- grade in a College Now course and then matriculate at the same college, this negatively affects their academic standing and financial aid eligibility.

CollegeNow courses are designed to give high school students an opportunity to earn college credit while in high school. They are not designed to disadvantage high school students. In a sense, they are analogous to AP courses/exams, which allow the student an opportunity to earn college credit (e.g., if the student earns at least a score of 3, roughly equivalent to a C grade). AP exams with a score of 2 or 1 do not negatively impact a student’s GPA, academic standing, or financial aid eligibility.

Per discussion with University CollegeNow Director, Ljubica Depovic, other CUNY campuses have implemented a number of solutions to this problem. Some campuses run a Registrar process that converts all CollegeNow grades of C- or lower to an “NC” after the grades are posted. Others, including LaGuardia and Queensborough, limit the grades a CollegeNow faculty member can assign, as we propose to do at BCC. In fact, CUNY First already has a CollegeNow designated grade scheme that reflects this proposal.



**Board of Trustees of The City University of New York**

**RESOLUTION TO**

**Approve the Policy for the Use of Credit for Prior Learning**

**The City University of New York**

**June 8, 2020**

**WHEREAS**, The City University of New York (the “University”) is an integrated institution of higher learning with many significant academic policies that are University-wide and have system-wide academic standards that reconfirm its commitment to assisting non-traditional, adult degree-seeking students to resume and complete their undergraduate degree; and

**WHEREAS**, The University has already been recognized as a veterans-friendly institution that recognizes that knowledge worthy of collegiate credit is acquired both within formal educational settings and in the community at large; and

**WHEREAS**, Research has shown that non-traditional students who are awarded credit for prior learning not only complete their undergraduate degree more quickly and at a higher rate but also perform better academically in their college coursework; and

**WHEREAS**, Both the examinations used to assess prior learning, as well as the grading systems thereof, are normally designed by college faculty; and

**WHEREAS**, In the United States the awarding of college credit for knowledge validated through specific standardized examinations administered by recognized authorities is a national norm; and

**WHEREAS**, In the United States the awarding of college credit for non-credit educational and training programs that have been evaluated by recognized and highly reputable organizations is also a national norm; and

**WHEREAS**, Significant consultation with various faculty bodies as well as campus administrators who work with non-traditional populations have helped to inform this policy and implementation plan; and

**WHEREAS,** The initiative to recognize credit for prior learning began long before COVID-19 pandemic, but the pandemic has emphasized the relevance that credit for prior learning plays in the University's mission of access and opportunity for underrepresented students, by recognizing learning that occurs in places other than traditional classroom instruction and providing opportunities for students to earn credit and pursue their degrees in a timely fashion.

**NOW, THEREFORE, BE IT**

**RESOLVED,** That The City University of New York will immediately adopt University-wide policies and implementation guidelines including transfer guidelines, to be applied in instances where credits are applicable to the student's specific degree program, for both specific courses as well as free elective credit as appropriate, for the awarding of college credit for knowledge gained through nationally recognized standardized examinations designed primarily by college professors, with universally acceptable scores, in consultation with appropriate faculty bodies; and be it further

**RESOLVED,** That each University College and School, based on their specific program profile, will begin awarding credit for non-credit coursework reviewed by a nationally recognized evaluator within the next eighteen months. Colleges and Schools will develop clear, complete, accurate and continuously updated communication strategies for sharing these opportunities with their students. These policies and guidelines, which shall be adhered to and implemented by all University institutions, will include provisions for oversight and periodic evaluation to protect the integrity and credibility of this program and academic credit; and be it further

**RESOLVED,** That the Policy for the Use of Credit for Prior Learning shall be effective on June 30, 2020; and be it further

**RESOLVED,** That the Policy for the Use of Credit for Prior Learning shall be codified in the Manual of General Policy as Policy 1.21 and cannot be overwritten by any individual units of the University, including presidents, provosts, or college councils.

**EXPLANATION:** A core feature of the University's mission is to provide opportunities to lift all citizens of New York City, both economically and intellectually. By implementing this comprehensive and sweeping credit for prior learning policy, the University acknowledges that college level learning also occurs outside of traditional classrooms and recognizes that non-traditional paths that lead people, many from underrepresented communities, to CUNY are worthy of assessment for credit toward degree completion.

## Policy for the Use of Credit for Prior Learning

### **1) PREAMBLE**

The City University of New York recognizes the value of prior learning in the achievement of academic goals and acknowledges a student's right to clear and concise information concerning how Prior Learning Credit (PLA Credit) might help them meet their full potential. As such, it is the University's policy that a student's college level learning shall be evaluated for college credit at the student's request.

Through this policy, the University accepts the following educational principles:

1. Learning occurs both within formal educational settings and outside the classroom. Recognizing all learning as valuable supports diverse pathways to degree attainment.
2. The criteria for evaluation of such learning should take into consideration the educational goals which are identified by the student, as well as institutional and CUNY requirements.
3. Evaluation of prior learning should provide substantive information about the knowledge and competencies, the individual possesses.

To this end, the University's Minimum PLA Credit standards shall be based on the following criteria:

1. The prior learning shall be assessed in accordance with national standards and best practices for college level credit.
2. Prior learning shall be assessed and awarded through challenge exams, standardized testing, the recommendations of nationally recognized non-collegiate credit evaluators and portfolio evaluation.
3. The credits earned through accepted PLA credit methods shall be treated equally in their application towards degrees and use in course equivalencies as that of credit bearing college courses.
4. The PLA Credit granted shall be accepted as transfer credit by all of the CUNY colleges. The college doing the original assessment will evaluate the knowledge, preferably as course equivalents but certainly as general elective credit. Any subsequent college will accept the credits as a transfer course but may convert general elective credit to a course. No college, however, may convert to elective credit a PLA exam or course assessed by another institution as a course equivalent.
5. The knowledge and skills being assessed shall fulfill degree requirements. If the assessment does not apply to unfulfilled general education, major requirements or electives, the college does not have to accept the credits toward the degree. It must fulfill a degree requirement.

And the University's award of credit through acceptable PLA Credit methodologies will be as follows:

1. Credit shall be awarded by all colleges and schools at CUNY.
2. Credit shall be awarded when they apply towards degree requirements (major, general education or electives).
3. Since PLA Credit is viewed as a form of transfer credit, it shall not be utilized to fulfill institutional residency requirements. Students will be required to complete successfully the minimum number of credits in coursework offered by the college or school awarding their degree.
4. The cost of assessing student learning for PLA Credit shall be standardized across all CUNY colleges as determined by the Chancellor or designee and approved by the Board of Trustees.

## **2) PURPOSE**

The *Policy for the Use of Credit for Prior Learning* will establish university-wide policy for awarding credit for college level learning acquired through

1. degree- and non-degree granting institutions;
2. university and college based continuing education programs;
3. professional and military training;
4. work and life experiences; and
5. other non-collegiate opportunities for learning.

This policy will engage CUNY faculty in the clarification of credit equivalencies as they relate to the specific institution's curriculum as well as the student's selected program of study. Faculty and campus-based administrators will be invited to participate in the design of a student appeal process, in order to help ensure transparency and equity for students.

## **3) SCOPE, PROCEDURES AND TIMELINE**

The *Policy for the Use of Credit for Prior Learning* applies to all colleges of The City University of New York. The Chancellor shall promulgate procedures as necessary to implement this policy.

The awarding of credit for the various nationally recognized standardized examinations will be implemented immediately, but colleges and schools will be permitted to phase in the requirement of awarding credit for non-credit coursework as they establish campus-based procedures to do so and in alignment with university-wide standards and criteria that will be developed during the 2020/2021 academic year.

The awarding of credit via portfolio, while encouraged, remains voluntary at this time.

#### **4) GUIDING PRINCIPLES FOR IMPLEMENTATION**

The *Policy for the Use of Credit for Prior Learning* sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional educational environments. In recognition of the need to evaluate learning acquired from other sources such as, but not limited to non-degree granting organizations, university and college-based continuing education programs, as well as professional and military training programs, the City University of New York will adopt the following principles, policies and implementation guidelines.

1. The University shall provide a systematic and comparable means through which students shall be awarded academic credit for prior learning.
2. CUNY policy shall assure the maintenance of uniform academic standards regarding the evaluation of prior learning and provide for uniform transfer of credit for prior learning between and among CUNY institutions.
3. These policies and practices will include provisions for oversight and periodic evaluation to protect the integrity and credibility of this program and academic credits.
4. Students eligible to receive credit for prior learning must be matriculated or be matriculating at the institution awarding the credit.
5. While general elective credit may be given, it should be understood that in the interest of accurate recognition of learning as well as being welcoming to adult students, every effort should be made to give credit for specific courses or disciplines in the college's offerings. General elective credit should be given only when no other option is available.
6. Credits for demonstrated knowledge earned through any prior learning method do not fulfill the college's or school's residency requirements.
7. Credit for prior learning, must apply towards degree requirements and once recorded at a CUNY institution, is transferable to another CUNY institution on the same basis as if the credit had been earned through regular study at the awarding institution.

8. Institutions shall only award specific course credit for prior learning in disciplines in which they have faculty expertise, although general elective credit may be given for prior learning achieved outside the bounds of the institution's collective expertise.
9. Institutions shall assign their own course title and number to the credit awarded and the neutral grades of CR (credit) shall be utilized to designate credit awarded for prior learning. Conventional letter grades shall not be used.
10. All awarded credit for prior learning shall be appropriately identified by source and method on the transcript by University-wide codes established by the University Registrar.
11. Credits assessed and awarded by one CUNY institution will transfer to every other CUNY institution. Applicability of the credit award at any subsequent college or school is dependent upon the requirements of the individual student's program of study. Hence, credits awarded and applied at an institution may or may not, as is the case with all credits earned prior to enrolling at an institution, be they credit bearing courses or not, be applicable to the program of study at another institution, depending upon the student's degree requirements and the number of elective credits in the program of study at the transfer institution.

## **5) APPROVED METHODS AND TOOLS FOR ASSESSING PRIOR LEARNING**

CUNY institutions will award credit for prior learning by reviewing and validating the learning on an individual basis using recognized or approved tools and methods. While the Office of the Executive Vice Chancellor and University Provost will regularly promulgate the list of standardized examinations and national and international credentials, at this time the following nationally recognized methods shall be used for validating prior learning for the purposes of awarding credit:

- A. **Standardized Examinations** – Nationally recognized examinations are used to validate prior learning from non-collegiate schools as well as independent learning. Examination scores, used to validate prior learning, must meet or exceed the minimums recommended by ACE for national examinations. Those minimums are: a four (on a seven-point scale) in the Higher-Level course in the International Baccalaureate Organization Diploma Program, and a grade level of C or better for locally developed examinations that validate non-technical coursework. Cutoff scores for locally developed and administered advanced standing examinations shall be established. If a student achieves the score listed on an AP, AICE, IB, DSST, DLPT, or CLEP exam, CUNY institutions shall award credit even if they do not offer the subject area.

1. Credit by examination may not duplicate credit previously earned through non-collegiate courses, examinations or through postsecondary courses in which a transferrable grade has been earned.
2. If an exam is not listed, the awarding of credit is at the discretion of the institution.
3. Institutions may not award credit for scores below those listed.
4. Credit for prior learning, once recorded at a CUNY institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.
5. For purposes of quality control and consistency across the university, no college may award credit for any scored or graded PLA tool when a student earns less than the published score or grade.

Below is the list of approved standardized examinations by this policy.

1. **Advanced Placement (AP).** Advanced Placement exams are curriculum-based, and generally are taken after students complete the corresponding Advanced Placement course in high school. Advanced Placement courses are challenging, college-level courses that are designed to parallel typical lower-level undergraduate courses. Exams are developed by committees of college and secondary faculty and are given to test groups of students in actual college courses to determine appropriate passing scores. More information about Advanced Placement, including descriptions of courses and sample examination questions, is available at <http://apcentral.collegeboard.com/apc/Controller.jsp>. The CUNY Board of Trustees adopted a policy in 2017, that all undergraduate colleges and schools at the University shall grant course credit for advanced placement courses offered in secondary schools provided the student scores 3 or above on the advanced placement test. (BTM Policy 1.071 Advanced Placement)
2. **Advanced International Certificate of Education Program (AICE).** The AICE program is an international, advanced secondary curriculum and assessment program equivalent to the British system of "A-Levels." AS-Level courses are comprised of curricula lasting one academic year. A-Level courses encompass all AS-Level curriculum as well as additional topics. A-Level coursework is completed over two academic years. Information about the program, including course syllabi, can be found on-line at <http://www.cie.org.uk/countries/usa>. Credits shall be awarded for grades of E or better (US equivalent of C or better).
3. **DSST (DANTES).** The DSST exams, unlike Advanced Placement, are not built around curricula, but rather are designed to test students' knowledge on a variety of college-level subjects, regardless of where they may have learned the material. Exams are developed by committees of college faculty. More

information about DSSTs, including descriptions of test content and sample examination questions, is available at <http://www.getcollegetcredit.com/>. Credits shall be awarded for minimum score of 400 on Criterion Referenced test or 45 on Norm Referenced test.

4. **Defense Language Proficiency Test (DLPT).** As part of the Army Training and Doctrine Command, the Defense Language Institute Foreign Language Center (<http://www.dliflc.edu/>) provides resident instruction at the Presidio of Monterey in two dozen languages, five days a week, seven hours per day, with two to three hours of homework each night. Courses last from 26 to 64 weeks, depending on the difficulty of the language. DLIFLC is a multi-service school for active and reserve components, foreign military students, and civilian personnel working in the federal government and various law enforcement agencies. To attend DLIFLC one must be a member of the Armed Forces or be sponsored by a government agency. DLIFLC students are taught by approximately 1,800 highly educated instructors, 98 percent of whom are native speakers of the languages they teach. Aside from classroom instruction, faculty also write course materials, design tests called the Defense Language Proficiency Test, and conduct research and analysis. Credits shall be awarded for minimum score of 3.
5. **College Level Examination Program (CLEP).** The College-Level Examination Program, unlike Advanced Placement, is not built around a curriculum, but rather is designed to test students' knowledge on a variety of college-level subjects, regardless of where they may have learned the material. CLEP exams are developed by committees of college faculty who design questions based on what is typically covered in lower-level college courses and who set passing standards for the exams. More information about CLEP, including recent test information guides, can be found online at <http://www.collegeboard.com/student/testing/clep/about.html>. Credits shall be awarded for minimum score of 50.
6. **Higher Level courses in the International Baccalaureate (IB) Organization Diploma Program.** The International Baccalaureate program is a challenging curriculum offered in high schools around the world that is designed to prepare students for advanced work in many countries' postsecondary systems. Many subjects have both Standard Level (SL) and Higher Level (HL) versions, which are taught over two academic years and typically require additional specialized research or independent work. More information about the IB program is available at <http://www.ibo.org/>. The CUNY Board of Trustees adopted a policy in 2017, that all undergraduate colleges at the University will award 30 credits to students who have completed an International Baccalaureate (IB) diploma with a score of 30 or higher. Students who have completed an IB diploma with a score of 29 or less and students who did not complete a diploma will be guaranteed credit for higher-level IB exams with scores of "5" or better. The credit awarded will apply toward the overall

number of credits required for graduation and in some cases toward major and general education requirements, as determined by each college. (BTM Policy 1.192 International Baccalaureate Transfer Credit Award)

While not mandatory, colleges may also opt to use **Excelsior College Exams (UExcel)** to award credit. All credits awarded via UExcel must transfer from one institution to another as with all other PLA credits. These examinations are developed by Excelsior College which was founded in 1971 by the New York State Board of Regents and was then known as the Regents External Degree Program. Excelsior College uses national committees of faculty consultants and national studies to assess how well their tests measure the performance of students in actual college courses. UExcel examinations are approved by the American Council on Education and Excelsior College itself is accredited by the Middle States Association of Colleges and Schools (MSACS). Credits shall be awarded for minimum grade of C. More detailed information about Excelsior College Examinations can be found on-line at the following sites:

- [https://www.excelsior.edu/Excelsior\\_College/Excelsior\\_College\\_Examinations](https://www.excelsior.edu/Excelsior_College/Excelsior_College_Examinations)
- <http://www.uexceltest.com/about-uexcel>

B. **Non-collegiate Credit Evaluators** – Noncredit coursework taken within or outside the realm of degree granting institutions, such as in rigorous employer and military training and education programs or continuing education programs offered at universities and colleges, is evaluated by nationally recognized organizations who offer a recommended credit equivalency to degree granting institutions.

1. **American Council on Education (ACE)** Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as ACE credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE. When evaluating programs offered by the armed forces, the following military records shall be used by college academic departments to verify successful completion of military service, and military training courses:

- a. Army/American Council on Education Registry Transcript System (“AARTS”).
- b. Sailor/Marine American Council on Education Registry Transcript (“SMART”).
- c. Community College for the Air Force (“CCAF”) transcript.

- d. Coast Guard Institute Military Education Transcript.
- e. DD Form 295, Application for the Evaluation of Learning Experiences During Military Service. Military Education offices can provide this form to active-duty and reservists. This form must be certified by an authorized commissioned officer or his/her designee.
- f. DD Form 214, Certificate of Release or Discharge for Active Duty.

- 2. **The University of the State of New York's National College Credit Recommendation Service (NCCRS).** Formerly known as National PONSI (Programs on Non-collegiate Sponsored Instruction) operates in a similar manner as ACE, evaluating non-credit coursework and offering recommendations for college credit equivalencies.

- C. **Institutionally Prepared Assessments:** Institutionally prepared assessments of prior learning such as challenge or final examinations as well as a faculty expert's analysis of a course syllabus, may be used to review non-credit certificate or training programs when no recognized evaluator is available. These assessments should be developed and conducted by qualified faculty with content expertise. The institutional procedures used to validate prior learning should be objective to the extent that external evaluators would reach the same conclusion and are in line with national norms and standards. The University Implementation Committee will set up guidelines for the development of this type of assessment, but the colleges and schools will be responsible for overseeing the quality control and successful implementation of these assessments. The University will maintain a list of assessments of these non-collegiate courses of study and credit will be granted accordingly as needed. Credit bearing coursework taken at an institution accredited by a body not recognized by the college or school may be assessed for PLA credit by a qualified member of the faculty.

## **6) AWARDING CREDITS FOR PRIOR LEARNING THROUGH PORTFOLIO DEVELOPMENT AND ASSESSMENT**

CUNY encourages its colleges and schools to recognize that college level learning may occur through unstructured educational opportunities such as professional work, extensive travel, and volunteer opportunities, or through self-study and that college credit may be awarded for that knowledge. Colleges may opt to evaluate and award credit for prior learning through a portfolio assessment process managed by an academic department, program or office at the institution or the college may opt to use the

portfolio assessment methodology of the Council of Adult and Experiential Learning's (CAEL) <https://learningcounts.org>. Consistent with the policy on credit via standardized examinations, credit for prior learning assessment by means of a portfolio should preferably be through a course-equivalency model, however general elective credit may be given. Students demonstrate college-level learning by submitting a portfolio consisting of an organized collection of evidence that demonstrates mastery of the learning outcomes of a specific course offered at the Institution. Institutions that choose to award credit by portfolio assessment must follow the guidelines outlined here. Additional policies, models, standards and guidance will be developed by the central administration in consultation with faculty.

1. Knowledge and experiences eligible for credit as courses or electives by internal portfolio assessment are determined by the department that offers courses in the respective content area.
2. All portfolio assessments will be completed by discipline-appropriate faculty trained in assessing portfolios for credit. Departments offering prior learning assessment by portfolio will establish rubrics to guide faculty assessment and scoring.
3. Fees shall be consistently applied throughout the university and will cover transcription as well as administration. These will be posted on the CUNY OAA/PLA website.
4. Credit for prior learning, once recorded at a CUNY institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.

## **7) OVERSIGHT AND EVALUATION**

To protect the integrity and credibility of this policy, CUNY institutions shall make detailed entries of all PLA awards into CUNYfirst in accordance with coding designed by the Office of the University Registrar:

1. Documentation for all credit awarded for prior learning, to include the method(s) used, the classification of the credits awarded, the amount of credit awarded by each method, and the total number of credit hours awarded through this policy.
2. Summary information of credit awarded through prior learning assessments will be regularly queried and monitored by the OAA.

## **8) SUMMARY OF THE ACTION PLAN FOR IMPLEMENTATION, OVERSIGHT AND EVALUATION OF THE POLICY FOR THE USE OF CREDIT FOR PRIOR LEARNING**

Subsequent to the approval by the CUNY Board of Trustees, the Chancellor will direct the central Office of Academic Affairs to oversee the following subsequent actions that will follow, in order to assure the successful implementation, oversight and evaluation of this policy.

1. The University Implementation Committee, comprised of faculty and staff from the campuses as well as central office personnel, will be established to address the following topics:
  - a. Uniform implementation policies that consider individual campus needs;
  - b. Uniform fee structure for the operational costs of specific PLA activities where appropriate;
  - c. Uniform PLA student appeal process that promotes transparency and equity;
  - d. Guidance for campuses who wish to develop internal assessment tools for educational experiences for which there is no existing tool;
  - e. Monitor the implementation of campus-based procedures, in alignment with University standards, for awarding credit for non-credit coursework by the end of the 2020/2021 academic year.
  
2. The central Office of Academic Affairs:
  - a. Through its Office of Academic Programs and Policy, will maintain and update a list of acceptable standardized examinations and international and national credentials as well as other approved resources for the evaluation of non-credit coursework;
  - b. Through its Office of Continuing Education and Workforce Development in conjunction with the Office of Academic Program Review will maintain a list of campus-based evaluations of educational experiences where no external evaluation was available;
  - c. Through its Office of the University Registrar, will develop standardized CUNYfirst coding for purposes of clearly and uniformly recording PLA experiences on students' transcripts;
  - d. Through its Office of Academic Programs and Policy and the Office of the University Registrar, will periodically monitor the compliance with and success of the implementation of this policy on each campus.