University of Maryland University College

Undergraduate Academic Curriculum Training

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Rationale

If a prospective candidate during a job interview within any Registrar Office at any university asked the hiring manager 'what would be one challenge that your department faces on a daily basis?' A probable answer would be managing and training a productive and well-informed workforce. Managing a productive and informed workforce can be a challenge for managers as they are tasked with making sure that employees are equipped to provide services to the entire academic community (Scott, 2014). Because of this important task, universities must conduct some form of training for employees to understand how important the Registrar Office connects information with the university community.

Reynolds (2009) reported results from a survey completed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) that collected essential operational services within registrar offices from students and staff. Over 500 respondents from public and private institutions included top percentage service functions that are important to the University community. Advising, curriculum recording of approved degree programs, and degree audit were some of the operational services requests and 79% reported Degree Audit was the most interested service function. Given this essential service that is provided to the university community, the Registrar's Office serves as an integral part that disseminates academic policies and procedures. Employees within the Registrar's Office are expected to administer services to all those that need to understand academic policy and standards, assessments of academic programs, support of student learning, and maintenance of vital student academic information.

To aid employees in understanding, retaining and administering best policies practices, new employees will be required to complete the Undergraduate Academic Curriculum training course at University of Maryland University College. The Undergraduate Academic Curriculum course is designed to educate, inform, and evaluate all new employees within the Office of the Registrar-Degree Audit unit (OOR-DA), specifically new Transcript Evaluators.

Changes in higher education academic policies and standards are a constant and evolving practice. For students to understand how and why academic policies affect them, employees at higher education institutions must be trained and ready to

disseminate policies changes (Vermeulen, 2015). This is especially poignant for front-line employees who interact with students daily and employees serve as a key to building and maintaining student relationships. It is also essential for employees to understand how changes in academic policy can greatly affect how educational credentials will be considered, accepted, and beneficially serve each student pursuing an academic degree plan. The understanding academic policy will ultimately help prepare employees to assist students in achieving their academic and career goals.

Employees at University of Maryland University College (UMUC) are pivotal in contributing to the university's top core value of 'Students First'. As such, the OOR-DA mission is to determine the optimal use of undergraduate students' educational credentials throughout their lifecycle to help them successfully achieve their academic and career goals. OOR-DA will provide support employees and students by evaluating transfer credit, interpreting academic policies and procedures, and administering training, all in accordance with state and institutional guidelines to ensure academic integrity. For students to be successful in pursuing their academic and career goals, new Transcript Evaluators must be well trained in institutional academic curriculum and transfer credit policies.

Training will be conducted by the OOR-DA to ensure the accuracy of content and to address questions on specific student confidentiality issues. Facilitators for the course will be Degree Audit Analysts employed within the OOR-DA, and the course will compile undergraduate UMUC academic policies to assist new Transcript Evaluators in implementing academic and transfer credit curriculum. The course is designed to work in conjunction with the UMUC undergraduate academic catalog, which contains all official academic information. The course will give employees base level knowledge of UMUC academic policies and procedures on student information.

To determine mastery and competency of undergraduate academic curriculum policy, employees will be involved in a written assessment, case study scenarios, and group discussions. To ensure mastery of objectives facilitators will evaluate written assessments and determine if the employee will need additional review of content.

The audience for the undergraduate academic curriculum training will consist of newly hired Transcript Evaluators, and approved new employees within the Office of the Registrar that will have access to confidential student information. The timeframe for completion of training is projected at five hours with one 30-minute lunch and two 15-minute break sessions. The training will be held in a classroom room with access to a computer, audio/visual projection capabilities, Wi-Fi access, telephone

access, tables for training materials and sign-in sheet, and table and chairs for employees.

The training course class size will consist of at least one new Transcript Evaluator and will be held to a maximum of 10 new Transcript Evaluators. Employees will be required to bring their university-issued laptop to the training to access university website, intranet and other approved websites for research. Training materials that will be utilized include a PowerPoint presentation, printed handouts of PowerPoint presentation, case study scenarios and group discussion topics and exercises.

Target population

The assessment and determination as to whether various educational criteria from traditional and non-traditional educational sources will be accepted for credit at UMUC and, where the credit will fit into the UMUC curricula of undergraduate students degree programs are just one important job responsibility for new Transcript Evaluators. Academic decisions will largely impact the life cycle of transfer credit from acceptance to final graduation review. Making the appropriate decisions in accordance with state and university guidelines will ensure academic integrity and Transcript evaluators are required to uphold this standard.

 The target population for Undergraduate Academic Curriculum training course will largely consist of adults newly hired to perform in the position of Transcript Evaluator. Other positions within the OOR-DA, such as coordinators, new front-line managers, lateral staff hired from other units within UMUC, and registrar functional analysts, due to their job functions related to understanding undergraduate academic curriculum may also be in attendance. Current UMUC employees outside of OOR-DA such as new academic advisors and counselors may also participate with special exception. Given that the training course is designed for new Transcript Evaluators at UMUC and depending on the educational background and previous experiences, some new Transcript Evaluators may find and view the content as a refresher course.

The position of Transcript Evaluator is largely considered entry-level however, participants may have any combination of higher education learning and job-related experience. Additionally, since the position requires a minimal higher education qualification, participants are most likely to have earned a minimum of a Bachelor's Degree from an approved U.S. institution of higher learning. Some participants may

have background experience in various industries outside of higher education including non-profit organizations, business, and management, K-12 education, or have served in the Armed Forces. Participants that have some experience and/or training in higher education academic policy, may possibly reflect on previous content or use to enhance learning from a previous job or personal experiences to assist in comprehension of course content.

Participant's age range will vary largely in part of each new Transcript Evaluator meeting the job qualifications to be hired for the position. The age range for the training course will most likely be between the ages 21-50 years of age. Gender population will also be diverse as job qualifications are used primarily to identify final hiring decisions however, the training course may have more women participating. National studies indicate that women are represented in higher numbers at U.S. higher learning institutions than males (Rice, 2014).

It is important to remember that participation in this course is required for new Transcript Evaluators. Content will be literal and will serve as the OOR-DA introductory guiding principle for working with UMUC academic undergraduate curriculum. Evaluation of content mastery with Transcript Evaluators, in particular, must be demonstrated at the end of the course.

Objectives

Module 1- UMUC Undergraduate Academic Curriculum

Terminal objective:

Given a computer technology presentation, electronic Google shared folder access, handouts, class discussions, Wi-Fi access, and UMUC issued computers, the Undergraduate Academic Curriculum participant should be able to identify UMUC undergraduate academic content, distinguish applicable policies and business processes for undergraduate transfer credit and recommend use of official undergraduate transfer credit using OOR-DA procedures, and technological applications.

Enabling Objectives

Given a computer technology presentation, electronic Google shared folder access, handouts, class discussions, Wi-Fi access, and UMUC issued computers, the Undergraduate Academic Curriculum participant should be able to

- ❖ Define the OOR-DA Core Values and Mission Statement without error.
- ❖ Identify the OOR-DA Culture and Department Structure without error.
- ❖ Name a minimum of 2 types of students accepted into UMUC undergraduate student population without error.
- ❖ List a minimum of 30 approved undergraduate academic degree major and minor programs without error.
- ❖ Identify how the UMUC undergraduate academic policy curriculum relates to academic degree major and minor programs without error.
- ❖ Define how the UMUC undergraduate continuous enrollment policy effects students no longer enrolled at UMUC without error.
- ❖ Determine how undergraduate traditional academic transfer credit policies are applied and accepted to academic degree programs without error.

Module 2- UMUC Undergraduate Academic Curriculum

- ❖ Define UMUC accreditation affiliation and research other higher education institutions accreditation standing without error.
- ❖ Identify a minimum of 3 types of non-traditional transfer credit accepted by UMUC without error.
- ❖ Review process of how students request undergraduate transfer credit evaluation without error.
- ❖ Identify and differentiate the undergraduate official Academic advisement reports and Preliminary Estimate reports without error.

Course description

The Undergraduate Academic Curricula training course will compile information to assist employees who primary job function will be implementing UMUC undergraduate academic policy, curriculum, and degree programs. The training course will be the initial introduction to the academic curriculum at UMUC and serve as the first required course to begin appraising transfer credit as a new Transcript Evaluator. Training will be specifically aligned with new employees serving in the role of Transcript Evaluator.

The Undergraduate Academic Curricula training will be designed as a comprehensive training course that will review key content areas of the undergraduate curriculum. New Transcript Evaluators specifically, will need to understand how to identify various education credentials and determine the applicability to a student's chosen academic degree program to effectively manage their role in serving the student population.

The purpose of the course is to provide clarity on academic information and provide practical applications solutions about processing students who begin a degree program at UMUC and, maintain a historical record of curriculum changes to academic programs prior to student's degree conferral. During this training course participants will learn about, locate, and utilize UMUC resources on the university website, intranet, and approved external educational and non-traditional agencies websites used to complete preliminary and official academic assessments for undergraduate students pursuing a degree program at UMUC.

Course delivery will be facilitator-led and executed by current OOR-DA Degree Audit Analysts with a minimum of two years' experience in processing and administering UMUC undergraduate academic policies and procedures. Schedule of the training course will be provided to newly hired participants after completion of human resource orientation activities. Current employees that will be participating in the training session will be notified one week prior to the start of the training course.

The course will be structured to last for five hours, which includes two hours of instruction at designated times during morning and afternoon sessions, one thirty-minute lunch session and two fifteen-minute breaks, deemed as needed. Class size will consist of a minimum of two Transcript Evaluators or other designated employees and class size will be limited to 10 employees. The training course will be conducted in a pre-designated, ADA compliant classroom that can accommodate up to 30 participants. The classroom will contain rolling tables and chairs for employees which can be positioned throughout the classroom to provide recommended chevron-style learning experience, and a facilitator station, which will allow the facilitator the option to use the desktop computer or VGA connection for a UMUC laptop computer. During case scenario and group discussions, tables will be adjusted for breakout sessions for groups limited to three or less. Facilitators will use computer-based technology to deliver and present module content. The classroom will include a projector and screen in the front of the room to provide visual PowerPoint presentation and built-in ceiling speakers for audio aids, and optional use

of webcam capabilities. The facilitator will instruct staff on Wi-Fi connection for employees laptops use.

The Undergraduate Academic Curriculum training course will consist of:

- ❖ Length of course: 5 hours
- ❖ Modules: 2.
    - ➢ Length of academic module 1: 1 hour and 45 minutes with one 15 minute break
    - ➢ 30 minute for lunch. Participants will have access to employee café to purchase lunch or provide own lunch and utilize employee pantry with microwave and refrigerator.
    - ➢ Length of academic module 2: 1 hour and 45 minutes with one 15 minute break
- ❖ Course class size: minimum of 2 Transcript Evaluators and/or approved employees, maximum allowed 10 employees. One facilitator required for every 10 participants.
- ❖ Instructional methodology: Facilitator lecture instruction, electronic Google shared folder with all training contents for participants, PowerPoint presentation, student case study scenarios, assessments, group discussions, and exercises.
- ❖ Content delivery: Computer led technology
- ❖ Physical Classroom setting: Recommended chevron-style to accommodate participant's interactions with a facilitator, group activities, and lectures. Minimum of 10 tables and 10 chairs for employees, one facilitator table and chair, one table for printed materials. The classroom has Wi-Fi access for facilitator and employees computer connection. Projector built-in ceiling with wall-panel access to control desktop or laptop functionality and front facing the screen. The classroom has a whiteboard for listing additional instructions. Power strips for participant plug-in access for UMUC issued laptop.
- ❖ The facilitator provided materials:
    - ➢ Sign-in sheet
    - ➢ Handout with Wi-Fi password, key objectives to be covered, and classroom housekeeping items
    - ➢ 10 pens and Sharpie markers
    - ➢ 10 Post-it Pads in 10 different colors
    - ➢ 10 whiteboard markers varying in colors
    - ➢ 10 printed UMUC undergraduate catalogs
    - ➢ 10 PowerPoint handouts with 3 slides per page with note-taking capabilities

- ➢ 10 handouts with active website links to shared documents:
    - ▪ UMUC internal website
    - ▪ OOR-DA training documents
    - ▪ UMUC website
- ➢ 20 copies of handouts for academic module 1 and academic module 2
- ➢ 10 copies of handouts for activity 1- UMUC and OOR knowledge
- ➢ 20 copies of assessment questions for undergraduate academic level 1 and undergraduate academic level 2 modules for level 2 evaluation
- ➢ 20 copies of case study scenarios for undergraduate academic level 1 and undergraduate academic level 2 modules for level 2 evaluation
- ➢ 20 copies of group discussion exercise for undergraduate academic level 1 and undergraduate academic level 2 for level 2 evaluation
- ➢ 10 copies of surveys for Level 1 evaluation
- ➢ 20 sheets of blank white paper
- ❖ Participant provided materials:
    - ➢ Employee issued laptop computer with power cord and USB powered mouse to access designated shared training documents

Evaluation Strategy

The evaluation strategy for the Undergraduate Academic Curriculum training will address two needs to determine mastery of content and reactions to training course overall:

1) Level 1- immediate reaction to the training;
2) Level 2-measure actual learning during training.

Content mastery of Undergraduate Academic Curriculum policy will include assessments, case study scenarios, and group discussions and hands-on activities.

Level 1 evaluation will focus on the reaction, attitudes of training, and gain immediate feedback from the participants. A survey will be distributed to participants at the conclusion of the training for positive and constructive feedback. The facilitator for the course will administer and instruct participants where to leave surveys as participants exit the classroom. Surveys will also be distributed in paper format and consist of 10 questions and contain a combination of short written answers and a rating for 4 questions. The rating will range from 1-5 with 1 being rated poor and 5 rated as excellent. The survey will ask specific questions directly related to course

content, facilitator knowledge, delivery, and classroom environment. Types of questions that will be listed in the survey include:

❖ How would you rate the usefulness of the content?
❖ What topics/ideas were most beneficial?
❖ How would you rate the class materials?

The surveys will not directly measure mastery of content but rather used in conjunction with level 2 evaluation.

Level 2 evaluation will move beyond reaction of training to the level of assessing content mastery, and knowledge of academic content. The format for level 2 evaluation will involve conducting 1 assessment at the end of academic module 2. The assessment should be centered on topics covered in each module and should target objectives outlined in the course description. The assessment will contain a series of questions that include fill-in, direct question and answer, and true/false answers. Types of questions that should be included in the assessment:

❖ Name 2 companies that UMUC accepts to evaluate international transfer credit credentials?
❖ True or false: _____ Students enrolled at other University of Maryland campuses are eligible to take UMUC course challenge examinations.

❖ Multiple choice: A student needs to drop a course after the start of the semester, which form would best benefit the student when requesting a refund? A) Withdrawal form B) Permission to enroll C) Exception to policy

The assessment will be distributed by the facilitator with instructions and time allotment. Participants will have 20 minutes to complete 15 questions within each module to complete assessments and will work on assessments individually. The facilitator may offer clarity on questions, however, should remain impartial to providing direct answers.

To further aid in level 2 evaluation, throughout modules participants will be engaged in case study scenarios and group discussion exercises. Case studies scenarios should be in direct relation to topics covered in modules to promote problem-solving and actively involve shared learning among participants. Facilitators will establish groups and provide groups with different case studies and will monitor time allotment.

Group discussion exercise should be used to introduce participants to work more uniformly and develop team interactive skills. The environment of OOR-DA functions as a group dynamic that shares knowledge and promotes active learning among Transcript Evaluators specifically.

Participant Prerequisites

As part of the responsibilities for newly hired Transcript Evaluators to conduct assessments of both official and preliminary transfer credit reviews of undergraduate academic content, participants will have completed a minimum required level of higher education experience. Specifically identified employees approved to attend the training course will have to meet the same criteria as Transcript Evaluators.

Participants must be active and current employees with UMUC to attend training. New Transcript Evaluators and other employees specifically identified for this training will hold a minimum equivalency of a U.S. regionally accredited Bachelor's Degree since the minimum qualification to be hired and perform as a Transcript Evaluator is a Bachelor's Degree. Some new Transcript Evaluators will hold the equivalency of a U.S. advanced degree as a preferred qualification. In addition to holding the minimum equivalent of a Bachelor's Degree, some new Transcript Evaluators will have previous transferable knowledge and experience in undergraduate academic policies. Training will be focused on new employees however, parts may be used as review training for new Transcript Evaluators with previous undergraduate academic policy experience. For example, participants may have college level courses in business administration or related field and three years of experience in the Admissions and Records area of a college, specifically in transcript evaluation or related area.

The audience for this training will need to have written, verbal and reading comprehension in the U.S. English language. Additionally, the training will be delivered in U.S. English language, participants must be able to read, interpret, apply and explain rules, policies and procedures using critical thinking and application at the 12-grade level or above.

Participants will have exposure to using various computer technologies and must have a minimum of one-year experience working with computer hardware, accessing and navigating the Internet. Participation in group discussions, case study scenarios and activities is expected. Participants will need to arrive with their approved UMUC laptop to access shared electronic information that will be covered during course.

Establishing Wi-Fi internet access will be required prior to the start of training. Prompt arrival prior to training session beginning is expected and participants will be expected to sign-in for attendance. To enhance learning participants are expected to actively engage in class discussions, case study examples, and share examples of experiences when appropriate. Unapproved electronic devices such as cell (smart) phones, tablets, and other non-UMUC devices should be turned to vibrate to not disrupt facilitator and/or participant discussion.

Participants are expected to reflect classroom etiquette regarding conversations and discussions in a respectful manner. Additionally, participants should maintain respectful and professional conversations with facilitators and other participants.

To maintain integrity and confidentiality of academic content, policy, and procedures, participants are expected to uphold the mission of OOR-DA in accordance with state and university guidelines.

Facilitator Prerequisites

The facilitator of the Undergraduate Academic Curriculum training will utilize the most optimal training methods to transfer knowledge, provide a structure of content, and serve as an informed professional to guide participants through a structured learning format (Rees, 2005).

Facilitators like other employees attending training must be active and a current employee with UMUC. Facilitators for this training will also be current employees that work within the OOR-DA as Degree Audit Analysts. To serve as a facilitator Degree Audit Analysts will have at least 2 years' of student services experience and at least 1 year of experience with student academic content, official documents, and administrative tasks responsibilities. Additionally, Degree Audit Analysts should have a minimum of 2 years' experience working in the OOR-DA to deliver undergraduate academic curriculum training and, completed the Train the Trainer session prior to facilitating training without supervision.

Utilizing current Degree Audit Analysts as facilitators should be able to field and troubleshoot questions in direct relation to content and, be well-versed and practiced in current undergraduate academic content. Due to the large volume of academic content that will be discussed, facilitators will need have written, verbal and reading

comprehension at the 12-grade level or above in the U.S English language. Facilitators will hold a minimum equivalency of a U.S. regionally accredited Bachelor's Degree.

A minimum of 1-year experience using and operating computer hardware, computer applications, projection equipment, and navigating the Internet should be demonstrated by the facilitator. To enhance learning facilitators should use specified training materials and aids to promote, lead, monitor, and evaluate mastery of content.

Facilitators should arrive at least 45 minutes prior to scheduled start time to prepare the classroom for participants. Preparation and review of content, PowerPoint presentation should be completed prior to scheduled start time. Facilitators should be dependable to begin instruction at a scheduled time and have the capability to troubleshoot questions regarding agenda, delivery, and evaluations.

Decorum and professionalism should be demonstrated by facilitator by modeling appropriate academic and technical language that is meaningful and related to training. Facilitators should encourage communication to help lead participants to meaningful class participation during class discussions, case study scenarios, and group activities. With academic content that contains diverse and numerous policies and procedures, facilitators should mirror language from policies and use appropriate examples that will not distract from learning.

Monitoring and assessing participant progress throughout the training should be reviewed thought training to provide feedback and if needed review key terms or policies. To maintain integrity and confidentiality of academic content, policy, and procedures, facilitators like participants are expected to uphold the mission of OOR-DA in accordance with state and university guidelines.

Deliverables

- ❖ Employee issued laptop computer to access designated shared training documents
- ❖ Participant handouts
- ❖ UMUC Undergraduate Catalog

❖ UMUC website

Facilitator Lesson Plan- Undergraduate Academic Curriculum

Location: University of Maryland University College Largo I-classroom 1380

Length of course: 5 hours

Method of course instruction:

❖ Lecture
❖ Group discussions
❖ Case studies
❖ Activity

Classroom preparation and set-up:

❖ Two weeks prior to course-
  ➢ Submit classroom request with IT department
  ➢ Order any materials not currently in supply
    ▪ Undergraduate catalogs
    ▪ Sharpie markers, Post-it-pads, pens
  ➢ Verify order of employee laptops with supervisor

❖ One week prior to course-
  ➢ Verify classroom and equipment confirmation with IT department
    ▪ Minimum 10 tables and 10 chairs for employees
    ▪ One facilitator table, computer, and chair
    ▪ One table for printed materials
    ▪ Whiteboard, dry erase markers
    ▪ LCD projector
    ▪ Power strips
  ➢ Review all course material and presentation
  ➢ Make copies of all handouts:
    ▪ Sign-in sheet
    ▪ 20 handouts for academic module 1 and academic module 2
    ▪ 10 PowerPoint handouts with 3 slides per page
    ▪ 10 handouts for activity
    ▪ 10 handouts with active website links to shared documents:
      - UMUC internal website

- OOR-DA training documents
- UMUC website
  - 20 case study scenarios for academic module 1 and academic module 2
  - 20 group discussion exercises for academic module 1 and academic module 2
  - 10 surveys
- ❖ Day prior to course
  - ➢ Check classroom for unnecessary materials, supplies, and furniture
  - ➢ Test LCD projector and screen
  - ➢ Set up classroom in recommended Chevron style
  - ➢ Check and make note of restrooms and staff pantry
  - ➢ Verify participants confirmation by email on attending and print final class roster
- ❖ One hour prior to course
  - ➢ Turn on LCD projector, computer, room lights
  - ➢ Have all materials set-up in proper sequence and ready for distribution
  - ➢ Adjust room temperature if needed
  - ➢ Verify presentation is visible and functioning on computer
  - ➢ List Wi-Fi code on whiteboard
  - ➢ Mark two columns for activity on whiteboard:
    - Column 1: UMUC
    - Column 2: OOR-Degree Audit
  - ➢ Write housekeeping items on the whiteboard:
    - Place cell phones on silent
    - Restroom/ staff pantry locations
    - Breaks & lunch times

Welcome participants as they enter the room. Ask participants to pick up materials, sign-in, sit in an available seat, set up a laptop computer and power plug connection, and to review Wi-Fi password and housekeeping items on a whiteboard. Check to make sure that all participants have materials prior to beginning.

Display slide 1-Undergraduate Academic Curriculum Training on screen

Undergraduate Academic Curriculum Training

Module One/Two

University of Maryland University College
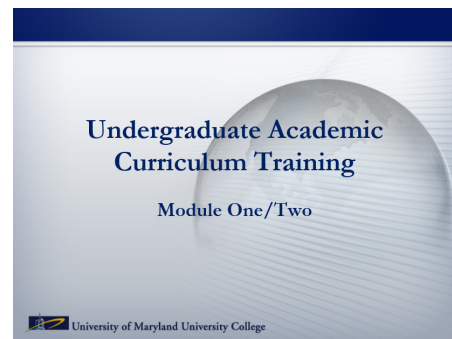
Begin course:

Introduce yourself to the group

In your own words…

"Greetings everyone, it is great to have you all here today. Welcome to the undergraduate academic curriculum training within the Office of the Registrar. My name is _____ and I am currently with the Degree Audit team here at UMUC. I have _____ years of experience in _____ and I hope to share that knowledge with you all today. My expectations for you today will be to deliver OOR-DA academic curriculum content to you so you will be able to identify and define undergraduate academic policies as it relates to UMUC undergraduate degree programs. Before we dive into academic policy I would like for everyone to introduce themselves in 60-seconds or less. Share your name, the department at UMUC, industry experience, and your expectations for this training course."

Advance to slide 2-Introductions

Introductions

➢Name

➢Department at UMUC

➢Industry experience

➢Expectations

University of Maryland University College

Retrieve sign-in sheet and start with the last person on the sign-in sheet to begin introductions. Acknowledge various departments and industry experiences of participants for 60 seconds.

Gaining Attention- 5 minutes

 "UMUC is one of 12 member institutions that make up the University System of Maryland and we offer over 90-degree programs, specializations, and certificates. That is a lot of curriculum policies and procedures that staff will need to understand when students wish to pursue one of those degree programs. Today's training will focus on UMUC undergraduate academic curriculum policies. Before we begin covering the various academic topics, I would like to show a video that highlights how the OOR-DA contributes to the university core values and how we serve the student population on achieving their professional and career goals."

Advance to slide 3-Why UMUC?

Show video (1:45 minutes)

http://bit.ly/2vz1EjP

Navigate facilitator computer to click on the video link in the presentation.

After video presentation in your own words…

"In the video, you saw a diverse group of students that illustrate how UMUC has helped them achieve their academic goals. One student, a veteran, mentioned specifically how many credits that were accepted for his Cybersecurity Bachelor's degree program. One of the Degree Audit team primary function is to review, interpret, and apply various types of traditional and non-traditional credentials toward our degree programs. The undergraduate academic curriculum training is the

introductory course that will give participants base level knowledge of UMUC academic policies and business procedures."

Advance to slide 4 of presentation- Activity
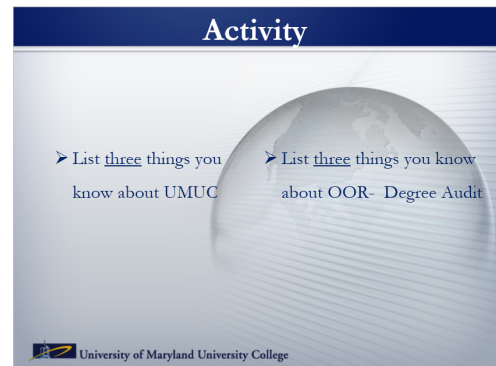
In your own words…

"At this time I would like to get an idea of what you know about UMUC and OOR-DA. I would like to jump into our first activity. In your materials, everyone should have one at least one color post-it-pad, a sharpie marker, and one handout marked as an activity as displayed on the slide. If anyone does not have a post-it-pad, sharpie marker, or handout, please go over to and pick up items you need." *Allow participants to obtain missing items.*

Continue in your own words…

"As shown on the slide and handout there are two columns each with one task for you to complete. The column on the left asks for you to list three things you know about UMUC. The column on the right asks for you to list three things you know about the OOR-DA. On your post-it-pads, use three separate post-it-notes and list one thing you know about UMUC on each post-it. Take another three post-it-notes and list one thing you know about OOR-DA. Everyone will have six post-it-notes once completed. Take your completed post-it-notes and place them on the whiteboard in the appropriately marked column under UMUC and OOR-DA. Let's take 5 minutes to mark your responses and place the post-it-notes on the whiteboard."

Once all post-it-notes are completed and displayed on the whiteboard, begin to read the responses from both columns. Clarify any questions and provide feedback from questions that resulted from the discussion. The facilitator should use open-ended questions allow the participants to give more information than just a one-word answer. Limit discussion to under three minutes."

In your own words…

"Based on the different answers that everyone provided, you can see how important it is to know information about UMUC and information about the OOR-DA. When that information is combined, it makes up our academic curriculum and helps us as employees help students understand how their academic credentials can lead them to meet both their professional and career goals."

Direction-5 minutes

In your own words…

"The Undergraduate Academic Curriculum training participant should allow you to identify UMUC undergraduate academic content, distinguish applicable policies and business processes for undergraduate transfer credit and the recommend use of official undergraduate transfer credit using OOR-DA procedures, and technological applications. At the conclusion of this training course participants should be able to:

Advance to slide 5-Objectives first page

- ❖ Define the OOR-DA Core Values and Mission Statement.
- ❖ Identify the OOR-DA Culture and Department Structure.
- ❖ Name a minimum of 2 types of students accepted into UMUC undergraduate student population.
- ❖ List a minimum of 30 approved undergraduate academic degree major and minor programs.
- ❖ Identify how the UMUC undergraduate academic policy curriculum relates to academic degree major and minor programs
- ❖ Define how the UMUC undergraduate continuous enrollment policy effects students no longer enrolled at UMUC.
- ❖ Determine how undergraduate traditional academic transfer credit policies are applied and accepted to academic degree programs.

In your words…

"As you can see we will cover quite a bit of academic curriculum information. Does anyone have any questions about the objectives or any of the content we previously discussed?" Address/clarify any questions and provide answers.

Recall-5 minutes

In your own words…

"In your materials, you have two sets of handouts that we will be using as a reference guide during this training. The academic module 1 and 2 will be used as our guideline

for academic policy discussions especially for case study scenarios and group discussions. I encourage you to use this guide as you work on case scenarios and group discussions. All of the objectives listed are discussed in detail in both modules. If you prefer to access the same documents electronically, the link to the shared document is located on the active website handout. Both the handout and shared document contain the same information."

Continue in your own words…

"As you continue throughout your training with OOR-DA, continue to use these documents as your foundation as you build upon your academic curriculum policy knowledge. Everyone should treat the shared electronic document as a living document as it will be updated accordingly when policies change. If you refer to page 10 in the academic module 1 document, for example, you will see the listing of academic majors."

Allow participants to locate page 6 in the handout and in the shared document.

Advance to slide 7-Academic majors
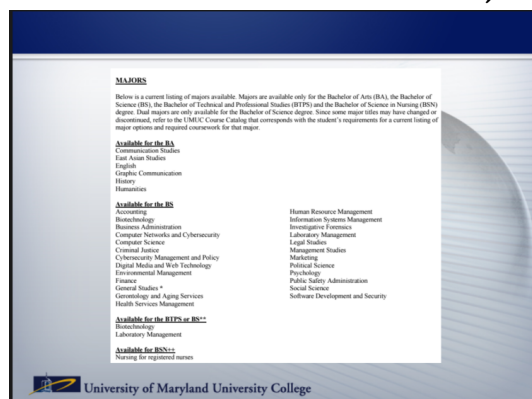
"This will very likely change in the future as new academic programs are vetted and approved by the Maryland Higher Education Commission (or MHEC). This will be essential for you as we start to review transfer credit in relation to new and current programs. When we watched the video showing the various types of students and majors offered here at UMUC, we observed a small sampling of what each one of you will encounter on a daily basis."

Refer to academic examples shown in the video.

In your own words…

"We saw a veteran student reference his military experience credit that was used toward his Cybersecurity major and a busy and former active-duty mom who major was Communication Studies benefit from our ability to research, and apply the maximum amount of educational credit toward their academic programs. Those are examples of what goals the OOR-DA strives for and it begins with this course.

Ask the class:

"Before we begin does anyone have any questions?" Address/clarify any questions and provide answers.

Content- 1 hour 45 minutes

In your own words…

Let's begin with the one commonality that we all share in this classroom. We all have a vested interest in helping students achieve their professional and career goals and milestones. To do that it's important to understand UMUC's Core Values, the OOR-DA mission, and more specifically the Degree Audit team mission.

Advance slide 8 to-Core values & mission
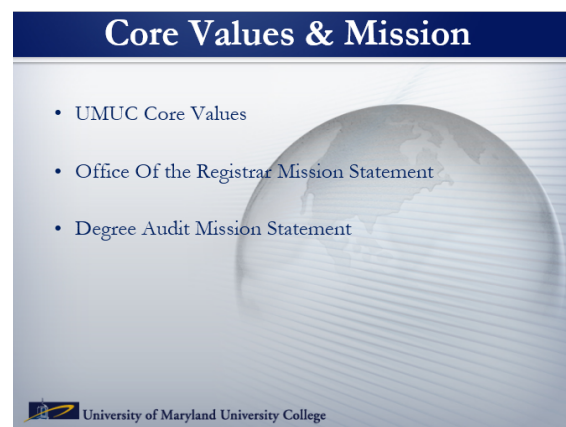
Continue in your own words…

UMUC's core values reflect our central and enduring tenets—a set of principles to guide institutional and individual professional behaviors.

- ❖ Students First-These are the people who make our work possible.

- ❖ Accountability-We are each responsible for our overall success.

- ❖ Diversity-Each individual brings value to our efforts and results.

- ❖ Integrity-Our principles and standards are never compromised.

- ❖ Excellence-Outstanding quality is the hallmark of our work.

- ❖ Innovation-We advance so others can benefit from our leadership.

- ❖ Respect-The rights and feelings of others are always considered.

For OOR-DA we work heavily for the first value of 'Students First'."

Ask the class:

"Why would one area of main focus for the OOR-DA be on the value of 'Students First'?"

Some answers should include phrases and words like 'goals' ' 'advancement' ' 'service' 'integrity'. Address/clarify any questions and provide answers.

In your own words…

"The OOR-DA contributes to the university mission by providing support both administratively and logistically to the university and student population. The mission of the Office of the Registrar is to provide continuous improved academic and support services to students, faculty, staff, and alumni in compliance with institutional, professional, and legal standards; and to provide timely and accurate information while maintaining the security and integrity of student data. The Office is committed to enhancing existing customer service in the area of communication by developing and utilizing the technological resources available. When all of these tenets are tied

together, the OOR-DA helps to facilitate a culture that supports and values the population that we serve."

Continue in your own words…

"Now within the OOR-DA the Degree Audit Team's mission drills further into specifically related services that are provided to students and staff.   The mission of the Degree Audit team is to determine the optimal use of undergraduate and graduate students' educational credentials throughout their lifecycle to help them successfully achieve their academic and career goals. We provide support to staff and students worldwide by evaluating transfer credit, processing graduation reviews, interpreting academic policies and procedures, administering training, and assessing potential alternatives for earning credit, all in accordance with state and university guidelines to ensure academic integrity."

Ask the class:

"Does anyone have any questions?" Address/clarify any questions and provide answers.

In your own words…

"We have discussed UMUC, OOR-DA, and Degree Audits mission statement. By reviewing this we can visualize how all of us contribute to that mission. So how is the mission different from culture? And what role do I play? To illustrate how important your role is, we recognize the culture of the OOR and Degree Audit."

Advance to slide 9-culture and structure

In your own words…

"UMUC as a whole operates largely as an open university to the community. Although our service is to provide educational opportunities to those that wish to pursue, the culture and structure in many aspects operate in a traditional corporate management model. Some of the higher education institutions some of you worked previously may have worked in the concept of a shared governance, UMUC has a governing body and shared governance and yet, many units within the university operate like a traditional organization. That culture has evolved and the OOR and Degree Audit are no different."

Continue in your own words…

"The culture within OOR is to continue to help facilitate UMUC core values and cultivate an office culture environment that emphasizes efficiency, logistical, highly specialized expertise, implementation, and excellence to all those that require our service. When we look at a UMUC student, odds are high that we see a working adult with a family, who maybe active-duty and deployed, who may be returning to school to change careers. Looking at all those scenarios our students look to UMUC for two key elements: how many transfer credits will be accepted and how long will it take me to complete my degree program."

Ask the class:

"Does anyone have any questions?" Address/clarify any questions and provide answers. Limit time to 5 minutes or less.

In your own words…

"Now you may begin to ask yourself 'what is my role within OOR and Degree Audit?' or 'what are the other roles within OOR and Degree Audit?'. I want to highlight both the OOR and Degree Audit organizational chart so you can see not only your role and contribution but other important areas as well.

Advance to slide 10-OOR org. chart

Continue in your own words…

"As you can see we are a large unit with several moving parts. This is what's need to service the 90,000 plus global student population that UMUC provides services to every day. When you look at the chart your next question may be is 'where is degree audit?'.

Advance to slide 11-Degree Audit org. chart

In your own words…

'The Degree Audit unit is a large group within the OOR whose primary function is to research, review, and apply present and past traditional and non-traditional educational coursework towards one of our undergraduate degree programs. When you combine Degree Audit with the rest of OOR, the structure contains close to 100 people serving our student population and our community."
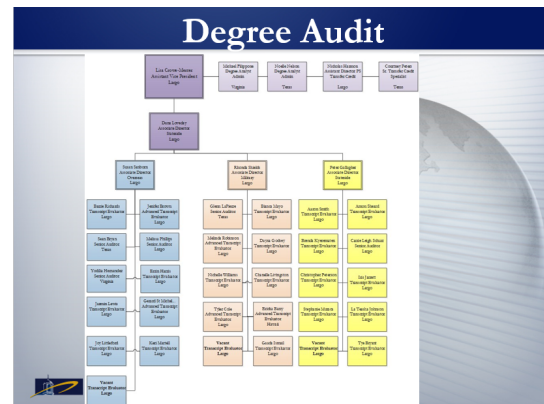
Ask the class:

"Does anyone have any questions?" Address/clarify any questions and provide answers. Limit time to 5 minutes or less.

Advance to slide 12-UMUC Undergraduate Students

UMUC Undergraduate Students

- New Students
  - Perspective
  - New to UMUC
- Current Students
  - Students currently enrolled at UMUC
- Former Students
  - Students who have not taken UMUC courses for two or more years
- Overseas Students
  - Former UMUC Europe, UMUC Asia or other overseas UMUC locations
  - Students who are now continuing degree pursuit at UMUC stateside

University of Maryland University College

In your own words…

"Let's talk about the type of undergraduate students that you will see at UMUC.

New students-these are potential or prospective students new to the UMUC environment that have an interest in pursuing a degree with this institution.

Current students- students who are currently enrolled with UMUC.

Former students- students who have not taken classes with UMUC for two or more years.

Overseas students-students who have attended UMUC at our Asian or European divisions at one of our overseas location, and they are returning to the U.S. to finish their degree program Stateside. This largely applies to our military population.

Advance to slide 13-Academic Majors

Academic Majors

Available for the BA:
- Communication Studies
- East Asian Studies
- English
- Graphic Communication
- History
- Humanities

Available for the BTPS or BS:
- Biotechnology
- Laboratory management

Available for the BS:
- Nursing for registered nurses

University of Maryland University College
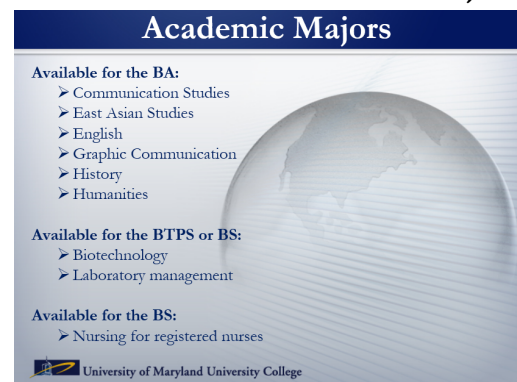
In your own words…

We offer a Bachelors of Arts degree or BA and a Bachelor's of Science degree or BS. Currently, UMUC offers 34 academic majors and 46 academic minors. Of those academic majors, six are available only as a Bachelors of Arts or BA degree. We also have specialized major degree programs such as the Bachelor of Technical and Professional Studies (BTPS) and the Bachelor of Science in Nursing or BSN. Dual majors are available to students pursuing a BS degree.

Advance to slide 14-Types of degrees

Types of Undergraduate Degrees

Bachelor of Science - Total 120 credits

Bachelor of Arts - Total 120 credits

Bachelor of Technical & Professional Science
*Laboratory Management major
*Biotechnology major
AAS from community college with articulation agreement with UMUC or completed coursework approved by the academic department

Bachelor of Science – Nursing
*Requires an unencumbered registered nurse license AND
*Requires Associate's degree in nursing

Second Bachelor
*Requires 1st bachelor's or equivalent from a regionally accredited US institution
*At least 30 new UMUC credits

Associate of Arts
*Active duty military service members and their dependents
*Total 60 credits

Certificates
*Total 16 to 18 credits

University of Maryland University College

Undergraduate Curriculum

Credit Total = 120 credits which include:

General Education Requirements (41 credits)
Refer to appropriate catalog for courses that will fulfill each area

➤ Communications (12 credits)
- WRTG 101 or WRTG 101S (3 credits)
- Upper level advanced writing course (3 credits)
- Another writing course (3 credits)
- Third writing or speech course (3 credits)

➤ Arts and Humanities (6 credits from two separate disciplines)
- HIST or ARTH course (3 credits)
- A course in arts/humanities discipline (3 credits)

➤ Behavioral and Social Sciences (6 credits from two separate disciplines)
- First discipline of choice (3 credits)
- Second discipline of choice (3 credits)

University of Maryland University College

Undergraduate Curriculum

➢ Biological and Physical Sciences (7 credits)
- Science lecture & lab combination (4 credits)
- Science lecture course (3 credits)

➢ Mathematics (3 credits)
- MATH 103 (ED or AD), 106 or 107 or higher (3 credits)

➢ Interdisciplinary and Immerging Issues (7 credits)
For non-computing majors:
- IFSM 201 or other computing course (3 credits)
- Second computing course (3 credits)
- LIBS 150 (1 credit)

OR

For computing majors:
- First computing course (2007) or international perspective course (3 credits)
- Second computing course (2007) or civic responsibility course (3 credits)
- LIBS 150 (1 credit)

Things to note:
*Course requirements dependent on major and catalog year
*Combination of three - 1 credit courses can satisfy this area

University of Maryland University College

Undergraduate Curriculum

Cross-Curricular Requirements
➢ Fall, 2001 – Fall, 2006 (9 credits):
Coursework was required in the following areas:
- Historical Perspective (3 credits)
- International Perspective (3 credits)
- Civic Responsibility Perspective (3 credits)

Things to note:
*May be satisfied anywhere within the curriculum
*List of courses differs from year to year
*Refer to appropriate catalog which the student is following for list
 of courses that satisfy this area
*2001 catalog year only: **Double-dipping: 1 course = 2 requirements
*2002 catalog year & beyond: 1 course = 1 requirement

➢ Fall, 2007 to present (3 credits)
Coursework is required in GER arts/humanities area:
- Historical perspective (3 credits)

University of Maryland University College

Undergraduate Curriculum Fall 2017

- ➤ WRTG 100A: Fundamentals of Writing
  - New writing course that students can take before WRTG 101
  - Can satisfy the 2nd writing course or course in communications, writing or speech requirement in GERs
- ➤ STAT 200
  - New prerequisite of MATH 012
  - Now a related requirement for some majors and can satisfy the GER math requirement
  - Some majors include Accounting, Finance, Political Science, Marketing and Psychology,
- ➤ WRTG 101 and WRTG 101WV must be completed with a C- or higher
  - D grades no longer allowed, even from Maryland public schools

University of Maryland University College

Undergraduate Curriculum Fall 2017

- ➤ Behavioral & Social Science can be satisfied with two courses in the same academic area
  - ECON + ECON, PSYC+ PSYC, SOCY + SOCY
- ➤ Arts & Humanities can be satisfied with two courses in the same academic area
  - HUMN + HUMN, PHIL + PHIL, SPAN + SPAN
- ➤ No more historical perspective requirement

University of Maryland University College

Undergraduate Curriculum

- ➤ Academic Major (30 – 38 credits)
  - ½ of credit must be UL
  - ½ of credit must be resident (taken through UMUC)
  - ½ of credit must be graded coursework
  - "C" grade or higher is required
  - Maximum of six – 1 credit courses
- ➤ Academic Minor (15 – 19 credits)
  - ½ of credit must be UL
  - ½ of credit must be resident (taken through UMUC)
  - ½ of credit must be graded coursework
  - "C" grade or higher is required
  - Maximum of six – 1 credit courses
- ➤ Electives (15 – 49 credits)
  - Coursework from any discipline
  - 21 credit maximum of vocational technical credit (voc-tech)
  - 18 credit maximum of pass/fail credit

University of Maryland University College

Academic Majors

Available for the BA:
- Communication Studies
- East Asian Studies
- English
- Graphic Communication
- History
- Humanities

Available for the BTPS or BS:
- Biotechnology
- Laboratory management
  - Things to note: Major requires lower level coursework completed within an Associate of Applied Science or upon departmental approval

Available for the BS:
- Nursing for registered nurses
  - Things to note: Requires an unencumbered registered nurses license <u>and</u> an associate's degree in nursing

University of Maryland University College

Academic Majors

Available for the BS:

- Accounting
- Business Administration
- Computer Networks and Cyber Security
- Computer Science
- Criminal Justice
- Cybersecurity Management and Policy
- Digital Media and Web Technology
- Environmental Management
- Finance
- General studies *
- Gerontology and Aging Services
- Health Services Management
- Human Resource Management
- Information Systems Management
- Investigative Forensics
- Laboratory Management
- Legal Studies
- Management Studies
- Marketing
- Political Science
- Psychology
- Public Safety Administration
- Social Science
- Software Development and Security

* = available in UMUC ED or AD

University of Maryland University College

Continue in your own words…

"As you review the academic majors always refer to the undergraduate catalog for course requirements for each major. While this listing is expansive, remember that you have the share document and handouts to use as your guide as we continue through this course.

Advance to slide 15-Academic minors

Academic minors are strongly recommended but are optional for a student to pursue. As with the academic majors always refer to the undergraduate catalog for course requirements. Again while this listing is not exhaustive, remember that you have the share document and handouts to use as your guide as we continue through this course."

Ask the class:

"Does anyone have any questions on what we have discussed so far?" Address/clarify any questions and provide answers. Limit time to 5 minutes or less.
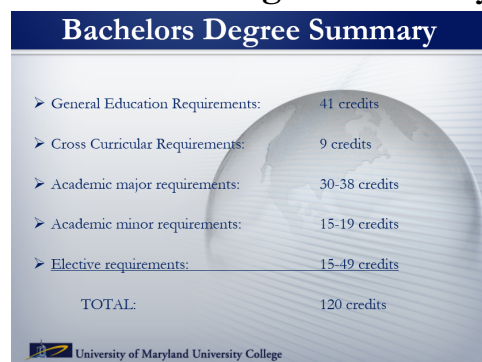
Advance to slide 16-Bachelor Degree requirements

In your own words…

"For students to be awarded a Bachelor's Degree, there are general requirements that must be met. Students must complete 120 credits and must maintain a minimum grade point average of 2.0 or grade of C overall and a minimum grade of C for any course applied to the academic major or minor. Within the 120 credits required the student must also complete a minimum of 30 credits with UMUC, half within the major and minor and 5 courses that are upper level or numbered 300-499. All students are required to complete at least 15 courses or 45 credits of upper-level coursework. Half of the coursework taken in the academic major and minor must be earned graded coursework.

Advance to slide 17-Bachelor's Degree Summary

Continue in your own words…

"To give you an idea of what required areas of the 120 credits that must be fulfilled, this is a summary of what all students must meet. While this serves as our current requirements, refer to the degree requirements in the current. Undergraduate catalog. Students must have a minimum of credits for each area within general education, cross-curricular, academic major, academic minor and electives courses. For a student to receive their Bachelor's Degree students must still have met a cumulative GPA of at least 2.0, have a minimum of 45 credits of upper-level coursework, and at least 30 credits with UMUC."

Ask the class:

"Does anyone have any questions on what we have discussed so far?" Address/clarify any questions and provide answers. Limit time to 5 minutes or less.

Advance to slide 18-Continius Enrollment

In your own words…

"The Maryland Higher Education Commission or MHEC determined in Fall 1991 that students must be in continuous enrollment before being permitted to be 'grandfathered' under earlier degree requirements. The University System of Maryland or USM defines continuous enrollment as not taking more than a two-year break in enrollment from a Maryland public institutions. The USM is a pretty large cluster of 2 and 4-year institutions. If you turn to page 11 in your academic module 1 handout, you will see 12 USM 4-year universities and 16 Maryland community colleges and Morgan State University and St. Mary's College of Maryland.

Allow participants to turn to page 11 of handout before continuing.

Maryland Community Colleges
- Allegany College of Maryland
- Anne Arundel Community College
- Baltimore City Community College (Liberty, Harbor)
- Carroll Community College
- Cecil College
- Chesapeake College
- College of Southern Maryland
- Frederick Community College
- Garrett College
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College
- Prince Georges Community College
- The Community College of Baltimore County (Catonsville, Dundalk, Essex)
- Wor-Wic Community College

University of Maryland University College

Continuous enrollment does not include Maryland private intuitions. Grades are primarily used to determine continuous enrollment and grades of W or withdrawal and F or failing count when determining continuous enrollment. UMUC is required to hold returning students to the requirements listed in the current undergraduate catalog at the time of re-enrollment if the student has had more than a two-year break."

Ask the class:

"Does anyone have any questions on what we have discussed or from your materials so far?" Address/clarify any questions and provide answers. Limit time to 5 minutes or less.

BREAK- 15 minutes

In your own words…

"Let's take a 15-minute break. Training will resume promptly in 15 minutes". Announce the current time and announce the time participants should be back and seated.

After 15 minutes and all participants have returned display slide case scenario and instruct participants to locate continuous enrollment exercise handout # 1 in materials.

Application Feedback Level 1- Case Scenario

Advance to slide 19-Case Scenario

In your own words…

"We covered several academic policy and processes regarding majors, minors, degree requirements and continuous enrollment. Now I would like to engage everyone in our first exercise. In your training materials please refer to the student case scenario handout #1. This same exercise is also located in your shared training documents. I would like everyone to pair with at least one other partner and discuss the scenario and complete your answers on your handout. I encourage you to use your resources as a guide. Let's take 5-6 minutes to complete and then discuss."

Walk around to field any questions participants may have. Encourage the use of resources if participants seem unsure. After allotted time read the case scenario aloud and read each question. Call on 1 member in each pair to answer one question. Depending on a number of groups, 1 group may answer more than once. Allow time for responses and provide feedback and clarification on where answers can be located. Limit discussion to 5 minutes.

Scenario #1 answers: 1-2013; 2-No; 3-2014; 4- fall 2017; 5-yes; 6-2017

Advance to slide 24-Catalog Year/Requirement Term
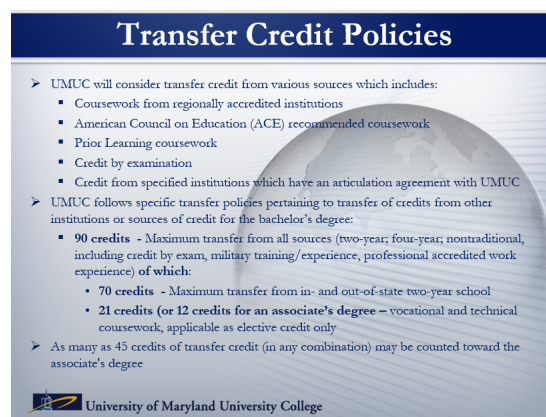
Advance to slide 20-Traditional Transfer Credit

In your own words…

"Transfer credit is a vital component and service that UMUC provides and encourages the use of various sources of transfer credit. In the undergraduate catalog refer to pages 202-205 for additional information regarding official university transfer credit policies. We will discuss the main points of the overall transfer credit policy. UMUC follows specific transfer credit policies from other institutions or sources of credit:

❖ 90 credits - Maximum transfer from all sources (traditional and non-traditional)

- ❖ 70 credits - Maximum transfer from in- and out-of-state two-year schools.
- ❖ 21 credits – Maximum vocational and technical coursework and applicable as elective credit only.

UMUC will also review other higher education institutions with whom UMUC has a memorandum of understanding or MOU for acceptance of credit and/or a joint program. Non-U.S. institutions based on UMUC review of an appropriate credit evaluation are also reviewed".

Continue in your own words…

"UMUC has alliance agreements with all Maryland community colleges. Not only will UMUC accept up to 70 credits of applicable credit toward their degree program, D grades are transferable toward general education and electives. Students that have earned an AA or AS with a Maryland community college will have their block of general education requirements satisfied. This means courses in the discipline areas of communications, behavioral & social sciences, arts and humanities, math, and biological and natural sciences can be used to meet UMUC general education requirements. Requirements not included: Historical (pre-2017, LIBS 150, Computer & Advanced writing. Courses defined as general education at the transferring institution will transfer as general education at UMUC (as per 1996 MHEC agreement) –Example: transferring HIST course satisfies behavioral/social sciences GER; UMUC must accept as such. The continuous education policy applies to both Maryland community colleges and Maryland public Universities. UMUC has an agreement with MHEC that courses that are defined as general education by one Maryland public institution will transfer as general education if the receiving school does not offer or have that specific course or has not designated that course as general education. Think of this example: if a Maryland community college uses a history course to meet a behavior and social science course, UMUC is required to use the history course as a behavioral and social science course.

In your own words…

"Let's look at out-of-state schools and Maryland private institutions and how Degree Audit reviews this type of credit.

- ❖ Only transfer grades of 2.0 or better are transferable. If a student has courses indicated as P or pass, the course must be researched to determine whether pass = 2.0 or better before it can be used. Once that is determined the course

can only be used as elective credit only. The exception is for WRTG 101 as of Fall 2017; the grade can be C- or higher

❖ Continuous enrollment for out-of-state schools does not apply. Degree requirements are set at the date the student enrolls at UMUC. Once matriculated at UMUC the student must maintain continuous enrollment to remain under those degree requirements.

❖ Date of degree requirements begins with UMUC enrollment.

❖ Credit hours system (semester, quarter, etc.)

❖ Course level must be determined. Is the course from a community college or four-year school? Is it upper-level course or lower level? If a student took courses at a community college, remember that the courses are transferred as lower level credit only."

Ask the class:

"Does anyone have any questions on what we have discussed or from your materials so far?" Address/clarify any questions and provide answers. Limit time to 5 minutes or less.

Application Feedback Level 2- Case Scenario

Advance to slide 21-Case scenario 2 & 3

In your own words…

"Now that we reviewed how UMUC uses traditional transfer credit, let's go back into our pair groups to discuss the following case scenarios. In your training materials please refer to the student case scenario handouts #2 and #3. This same exercise is also located in your shared training documents. In your pairs discuss the scenario and

complete your answers on your handout. I encourage you to use your resources as a guide. These have a little more depth so let's take 10 minutes to complete and then discuss."

Walk around to field any questions participants may have. Encourage the use of resources if participants seem unsure. After allotted time read the case scenario aloud and read each question. Call on 1 member in each pair to answer one question. Depending on a number of groups, 1 group may answer more than once. Allow time for responses and provide feedback and clarification on where answers can be located. Limit discussion between 5-8 minutes. Reconvene as a class to discuss both scenarios and answer/clarify participant responses.

Scenario #2 answers: 1-33 credits; 2-up to 90 credits; 3- Yes-because the course was taken at a Maryland public institution and the course can count toward the arts & humanities section in the general education requirements; 4-fall 2017

Scenario #3 answers: 1-yes; 2-sources come from 2 year, 4-year out-of-state schools; 3-up to 70 credits; 4-up to 90 credits

Announce to the class that the morning module is now completed and it is time for a 30-minute lunch break. Remind participants where the staff pantry and café is located. Announce the current time and instruct participants to return promptly 30 minutes later.

At designated time check that all participants are back in the classroom. Instruct participants to take their seats.

End of Module One-Day 1

Content- 1 hour and 45 minutes

In your own words…

"Welcome back. **RECAP OF YESTERDAY OBJECTIVES FROM MODULE ONE. ALLOW QUESTIONS FOR 5 MINUTES PRIOR TO CONTINUING WITH MODULE TWO.**

Let's talk about the importance of accreditation and how OOR-DA uses this information on how we review and accept transfer credit. Accreditation can be found on page 15 in your academic module handout. This is also located in the electronic shared training folder to use as a guide and reference.

The official meaning of accreditation from Webster's dictionary is the 'action of the process of official recognition of having a particular status or being qualified to perform a particular activity'. For UMUC to allow students to matriculate and confer bachelor's degrees, the university must pass a peer review by faculty and administrators who also hold similar accreditation. All institutions within the USM which includes UMUC are regionally accredited by the Middles States Commission on Higher Education. Types of accreditation can be verified by using the American Association of Collegiate Registrar and Admissions Officers or AACRAO. Approved institutions include those accredited by the following regional associations:

- ❖ MS-Middle States
- ❖ NC-North Central
- ❖ NE- New England
- ❖ NW-Northwest accreditation commission

- ❖ SA- Southern
- ❖ WA Western

All of the regional accreditation lists which states that are covered and this can be verified by going to www.aacrao.com.

An important factor is the date of the accreditation which is located on the website above. If a student attended a particular institution before a college or university became accredited by regional associations, additional research will be needed to determine transferability. For example, if a student attended the school either two years (for a community college) or four years (for a university) before its accreditation by a regional association, we can possibly use those credits with further research.

UMUC will also review transfer credit from schools that fall outside of regional accreditation. Other higher education institutions with whom UMUC has a memorandum of understanding for acceptance of credit and/or a joint program, Non-U.S. institutions based on UMUC review of an appropriate credit evaluation and, National institutional accrediting organizations including Council for Higher Education Accreditation (CHEA). When reviewing these types of transcripts Degree Audit uses the Council for Higher Education Accreditation or www.chea.org database to research accreditation affiliation the school may have. It will depend on what courses the student needs and on what courses the student took at the other institution. Effective 11/01/2016 non-regionally accredited coursework is not prohibited from acceptance at UMUC and no longer will a waiver be required to use credit from this transfer source. This policy information can be located in the 2001-present Academic Information Manual 150.09 located on the Degree Audit page in Engage."

Ask the class:

"Does anyone have any questions on what we have discussed or from your materials so far?" Address/clarify any questions and provide answers. Limit time to 5 minutes or less.

Advance slide 23-Non-traditional credit

In your own words…

"When we think of educational credit in most cases students think about traditional courses like English and biology. There are other alternative options courses that students can earn credit toward their bachelor's degree. Credits may be earned from on the job training, from attending the military, or taking an exam on a specific subject. The Degree Audit transcript evaluators' role is to research and determine if non-traditional credit was earned and can it be applied to the students' degree program. On page 16 you will find in greater detail on the specific meaning for each type as you continue to use this document as your training guide and reference. I will highlight this area. A maximum of 60 credits of non-traditional credit can be used toward a BA/BA degree. The types of non-traditional credit that UMUC typically accepts are the following;

- **Credit by exam**-opportunity for the student to get credit for knowledge via standard examinations. Examinations include-Excelsior, Advance placement or AP, College level exam practice or CLEP, Defense activity for nontraditional education support or DANTES, American college proficiency exam or ACT.
- **Course challenge**-UMUC prepares and administers a suitable exam based on undergraduate course content. Allows student to take an exam in lieu of full course. Cost is full course tuition for each course challenged.
- **Workplace learning**- also known as Cooperative learning. Students gain credit through career-related experiences through specific job placement. Workplace learning department will determine student eligibility requirements are met. 45 credit max (15 resident max plus 30 in transfer). Certain majors require WKPL:
    - Gerontology and Aging Services

- o Laboratory Management
- o Biotechnology
- o Public Safety Administration

- **Experiential learning** or EXCL- students can earn credit for college-level learning acquired through employment, volunteer activities, political activities, and other non-collegiate experiences. Allows prior experience to be demonstrated via portfolio for potential college level credit award (up to 30 credits). An application is required; Very writing intensive: WRTG 101 required at minimum! EXCL 301 enrollment is required & is where faculty guides student through the portfolio development process. EXCL 001 is available for student who successfully completed EXCL 300 and wish to target new courses via the EXCL program.

- **Military**- UMUC grants credit for military training completed in service schools and military job experiences.
- **Professional experience**-Students may have completed training in their jobs whether non-collegiate or professional experiences. Non-collegiate or professional training with credit recommendations from:

  - o American Council on Education (ACE) or
 - o SUNY National Program on Non-Collegiate Sponsored Instruction

You can verify credit recommendations printed with the ACE National Guide online (http://www2.acenet.edu/credit/?fuseaction=browse.main

- **Independent Study**
  - o Cannot be completed in UMUC courses that are already offered
  - o Requires the Advisor's Verification for Independent Study form
  - o Upon departmental approval, student works directly with the appropriate academic department for completion of course

Many students are not aware of the potential credit that could be used toward their academic degree programs."

 Ask the class:

"Does anyone have any questions?" Address/clarify any questions and provide answers.
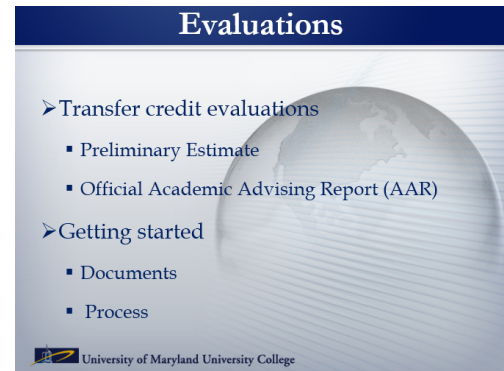
In your own words…

Most UMUC undergraduate student has attended other institutions inside and/or outside of the state of Maryland. When they begin working on their degree here, they want to know how many of their credits will be accepted by UMUC so they typically request some type of transfer credit evaluation. The OOR-DA produces two types of evaluations: preliminary estimate and official Academic Advisement report. This portion can be found on page 20 in your academic module handout. This is also located in the electronic shared training folder to use as a guide and reference.

The preliminary estimate or PE is an information sheet that is provided for prospective UMUC undergraduate students or recently returned students that did not maintain continuous enrollment. Preliminary estimates are separate sheets for each degree plan offered by UMUC. This sheet allows the prospective student to gain an idea of potential transfer credit toward a major at UMUC. While this gives the student a visual picture of possible transfer credit, it is important to make students aware that a preliminary estimate is not an official binding document. It is intended to assist students in selecting their first set of courses at UMUC. Students can request this document with their undergraduate advisor.

The Academic Advisement report or AAR is the official document which reflects the coursework a student has earned at UMUC, and coursework that has been accepted in transferred from other sources. An electronic report with the intended major and minor is reflected in this document and it covers all areas of the 120 credits needed to be awarded a bachelor's degree.

Both PE and AAR require documentation to complete each report. For the PE document, students may submit unofficial copies of transcripts and exams. Again since this is not a binding document, unofficial documents can be used."

Continue in your own words…

The official AAR is treated very differently. This is the official document that reflects credit that is used on the students' official transcript, so all documents must be official and not submitted directly by the student. To start the official AAR process students must request all official transcripts and documents to be directly from all institutions to the OOR. Students cannot submit their personal copy of their transcripts. Once the OOR has received all information the following steps must take place prior to transcript evaluators begin to complete AARs:

- ❖ Data entry or all transcript and documentation for each source
- ❖ Articulation equivalences of courses must show in relation to courses at UMUC
- ❖ Student declared major and minor

Students do not have to request to start the official AAR. Once all official documents are received, the OOR automatically begins the process for the student. As transcript evaluators, your responsibility will now be to apply the various sources of credit to the intended major and minor that the student has requested. This will involve researching and verifying documents received are accurate and are attached to the correct student record. Checking accreditation, credit maximums, and remaining requirements are a few areas that you will be checking prior to completing the official AAR.

Once the AAR is completed the student is notified by email and the student can see the official AAR in their UMUC student portal, along with reviewing their official transcript. Each time that a student registers for a course, the official AAR automatically places the course in the respective requirement area so the student can monitor their degree progress as they complete courses at UMUC.

Ask the class:

"Does anyone have any questions on what we have discussed or from your materials so far?" Address/clarify any questions and provide answers. Limit time to 5 minutes or less.

BREAK- 15 minutes

In your own words…

"Let's take a 15 minute break. Training will resume promptly in 15 minutes". Announce the current time and announce the time participants should be back and seated.

After 15 minutes and all participants have returned display slide group discussion and instruct participants to locate group discussion handout in materials. Instruct participants to gather in groups of 5.

Application Feedback Level 3- 30 minutes

Advance to slide 24-Group Discussion
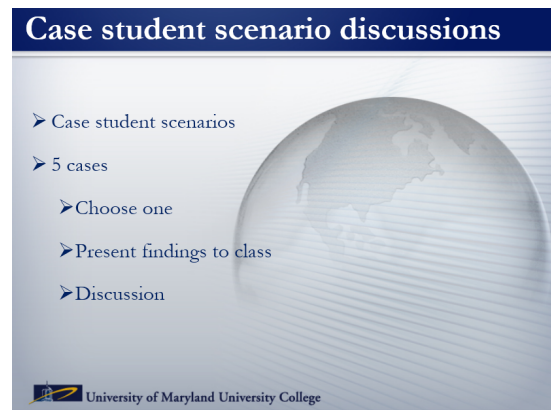
In your own words…

"For our last exercise its time to review and determine what you mastered today about UMUC's academic curriculum. We will review various student case scenarios that are very common occurrences that transcript evaluator's encounter. In your training materials please refer to the group discussion handout. This same exercise is also located in your electronic shared training documents. On your handout, you will find 5 different case scenarios and each one of you will choose one scenario to work on exclusively. Let's take 15 minutes for you to work at your desk and complete one scenario. After 15 minutes I will call on each participant to present their findings of the case to the class and provide feedback."
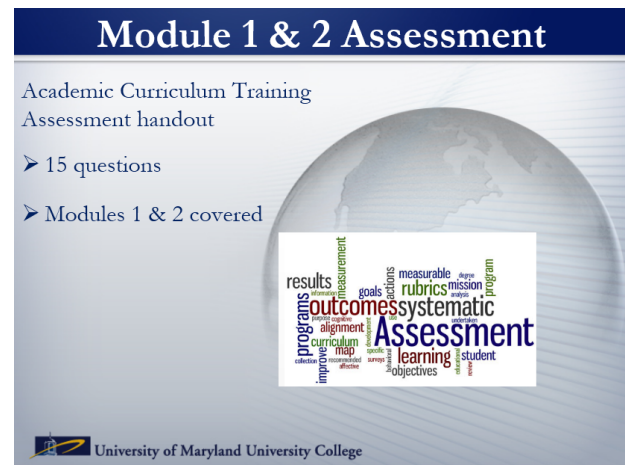
Continue in your own words…

"I encourage you to put yourself in each student scenario as you apply UMUC's academic curriculum to practice."

Walk around to field any questions participants may have. After the allotted time begin to call on each participant in the classroom to present their findings. Allow time for responses and provide feedback and clarification on where answers can be located. If all 5 student scenarios are not discussed, read the case aloud to the class and encourage participation in presenting possible solutions. Provide positive and constructive feedback regarding findings. Limit discussion between 5-8 minutes for each case.

Evaluation Level Two-15 minutes

**Advance to slide 25-Module 1 & 2 assessment**

In your own words…

"Now it's time to assess your knowledge of all the content that we covered today. At this time please place your laptop in sleep mode and cover all training materials. This will be a timed assessment and everyone will have 15 minutes to complete. We will then review and discuss all answers as a group."

Retrieve module assessment handout and pass out to participants. Note time at beginning of assessment and announce to the course when the assessment will conclude. Observe participants and clarify questions without giving direct answers.

After 15 minutes instruct participants to stop begin the process of reading each question out loud for participants to share answers. Provide answers, clarifying and constructive feedback for all participants. Have participants mark correct answers and incorrect answers. Reiterate to participants that resources will be available for them to research and find solutions. Make note of any incorrect answers and follow up after the course for additional clarification.

Closure-5 minutes

Advance to slide 26-Summary
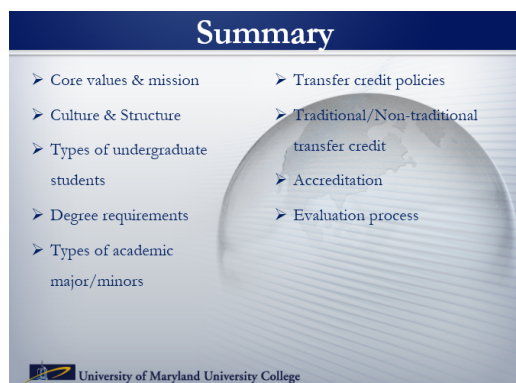
In your own words…

"This now concludes our training session. The goal for today was to introduce everyone attending the undergraduate academic curriculum training course to the policies and procedures within OOR-DA. As this was the introductory course, the content covered today was very important in laying a solid foundation in assisting our student population attain their professional goals and milestones.

We discussed how the OOR models the university core values into the departmental mission and goals. Understanding the OOR-DA structure helps everyone to visualize their part in serving both our external and internal constituents. Key elements that we discussed regarding were the type of undergraduate students that we serve. Not all students that we serve are the traditional students we see directly from high school. We see students that are active-duty and serving our country and busy individuals trying to maintain work-life balance. We emphasized UMUC degree requirements and how student's educational credentials can be used to help meet some of those requirements. We reviewed over 30 undergraduate academic majors and minors that
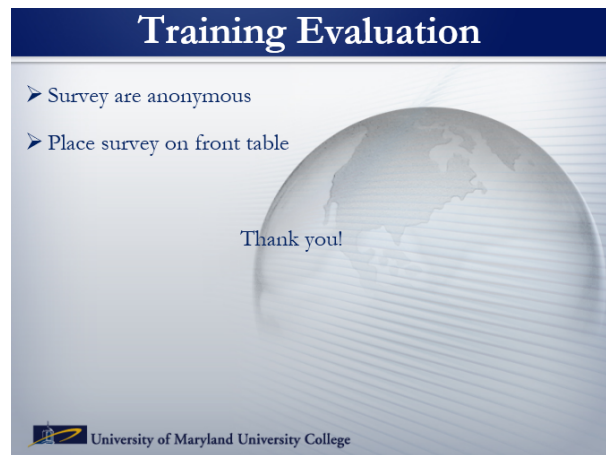
students can pursue to assist them in their career goals. Many students are not aware of the various types of traditional and non-traditional credits that they may have already completed or can complete their academic program. We learned the importance of UMUC transfer credit policies and adherence to MHEC credit allowances within the state of Maryland and out-of-state. University accreditation is a very critical factor when looking at transfer credit and we discussed methods and resources on how to locate regional accreditation. Once we analyze all the policies we discussed how we apply and evaluate all transfer credit preliminary and officially for the student.

Today you also participated in case scenarios and group discussions on actual student related instances to help everyone understand the types of situations you will encounter on a daily basis. I encourage you to reflect on those type of examples as you review transfer credit from for prospective students. Tools and documents were also given to serve as a resource and guide in researching academic content and completing related daily tasks. Consider this cohort as a resource as well and continue to utilize everyone here as a viable resource when you need assistance.

I thank you all for attending the undergraduate academic curriculum training course. I will be available afterward for any additional questions. Please remember to take your materials and laptop."

Level One evaluation-5 minutes

Advance to slide 27-Evaluation

Training Evaluation

➤ Survey are anonymous

➤ Place survey on front table

Thank you!

University of Maryland University College

In your own words…

Before everyone leaves today, please complete the survey about today's training course. You are not required to list your name but I am encouraging everyone for providing as much feedback as possible regarding the course."

Pass out a survey to all participants.

Continue in your own words…

"Please place the completed surveys on the desk in the front of the classroom as you exit. Thank you for attending and enjoy the rest of your day."

Collect all surveys after all participants have exited the room. Collect all unused materials and shut down facilitator computer. Dispose of used materials in the trash and arrange the room in original set up.