



Indiana Wesleyan University  
Assignment of Academic Credit

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## Background

The pattern of assignment of academic credit is inherited from longstanding, informal consensus in the academy, developed in the context of the common academic year composed of semesters. Efforts in the early 1900's to establish standards of measure for faculty and student labor eventually settled on the Carnegie Unit and the common academic credit hour. With a semester length of about 15 weeks, courses that met for one hour, once per week, were assigned one semester hour of credit. It was assumed that students spend twice as much time outside of class periods mastering course material, so total student investment in academic work would be nominally 45 hours of labor per credit. The pervasive practice of courses meeting for 50 minutes with a ten minute change break set the actual value of average student investment in the upper 30's to low 40's. IWU's current 14-week calendar for the traditional, residential campus, with 55-minute periods MWF and 85-minute periods TTh, provides about 38.5 contact hours for a nominal 3-credit lecture class, within the range of what is common in the academy.

This connection between credits and measures of student labor is inherently awkward because students are normally evaluated not on effort but on learning, and the earned degree that the credits accumulate toward is an institutional certification of mastery of essential knowledge, skills, and dispositions, not time invested. The growth of competency-based programs which measure student progress solely in terms of content mastery, independent of time or effort, highlight the inadequacy of a simple, labor-derived standard.

Systems for establishing equivalencies for credit assignment have always been required. Some classes, by their nature, require little student work outside of contact time; others require more. Compressed time formats in the residential context, such as January terms, May terms, and summer school, are long-established variations in delivery modality, requiring equivalent systems for credit assignment. Sometimes an equal number of contact hours is provided in the compressed calendar, with a commensurate assumption of equal outside student work, but this is not always the case. The advent in recent decades of a wide variety of delivery modalities and schedules, tailored to the needs and gifts of particular student groups, including asynchronous online delivery in which there are no contact hours in the traditional sense, has further complicated the assignment of credit. Of particular note in this context is education for the working adult. Variations in delivery modality are required for the sake of accessibility for adult students, but differences in curriculum are also appropriate because of the different expectations and preparations that adult learners bring to the table. Knowles (1980)<sup>1</sup> articulated the core ideas of an andragogical theory of adult education, further developed by many researchers and practitioners, including the faculty of Indiana Wesleyan University.<sup>2,3</sup> The andragogy model leverages the characteristics of adult learners, such as their relatively high degree of internal motivation, their reservoir of relevant life experience, and their readiness to learn, to maximize

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<sup>1</sup> Knowles, M. S. 1980. *The modern practice of adult education: From pedagogy to andragogy*. 2<sup>nd</sup> edition. Englewood Cliffs, N.J.: Cambridge Adult Education.

<sup>2</sup> Fleming, C. T., and J. B. Garner. 2009. *Brief guide for teaching adult learners*. Marion, IN: Triangle Publishing.

<sup>3</sup> Drury, S., ed. 2007. *Systems of excellence in adult higher education*. Marion, IN: Triangle Publishing.

learning outcomes in accelerated-format modalities.<sup>4</sup> The academy now has decades of experience with accelerated courses, commonly five to eight weeks with 20 to 32 contact hours for a 3-credit class.<sup>5</sup> Accelerated modalities can produce equal or greater learning in adult students when compared to the learning of traditional students in traditional modalities.<sup>6,7,8,9,10,11</sup> Learning efficiencies in the andragogical model are not well enough measured to unambiguously guide credit assignment policy, but decades of practical experience at IWU in constructing curricula that have successfully produced program learning outcomes in the lives of thousands of students suggest at least a 25% advantage, reflected in current practice. Even though the Carnegie unit has its origin in measures of student labor, the credit hour is a unit of learning and credit-assignment across many modalities must ultimately be tied to expected learning outcomes.

The U.S. Department of Education has attempted to include the historic root and its modern permutations in the definition of the credit hour that it uses for allocating federal financial aid. In its role as gatekeeper of financial aid eligibility on behalf of the Department, the Higher Learning Commission holds us accountable to award credit according to this standard:

*A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:*

*(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)*

## **IWU Policy**

IWU awards academic credit in accord with the federal definition of the credit hour. For term courses that follow the traditional academic calendar, the amount of direct faculty instruction and

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<sup>4</sup> Ross-Gordon, J. M. 2011. Research on adult learners: Supporting the needs of a student population that is no longer nontraditional. *Peer Review* 13. <https://www.aacu.org/publications-research/periodicals/research-adult-learners-supporting-needs-student-population-no>

<sup>5</sup> Wlodkowski, R.J. 2005. Accelerated Learning. In L.M. English (Ed.), *International Encyclopedia of Adult Education*. New York: Palgrave Macmillan.

<sup>6</sup> Scott, P.A. & Conrad, C.F. 1992. *A critique of intensive courses and an agenda for research*. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research*. New York: Agathon Press.

<sup>7</sup> Caskey, S. R. 1994. Learning outcomes in intensive courses. *Journal of Continuing Higher Education*, 42(2), 23-27.

<sup>8</sup> Wlodkowski, R. J. 2003. Accelerated learning in colleges and universities. *New Directions for Adult and Continuing Education* 97:5-15.

<sup>9</sup> Scott, P.A. & Conrad, C.F. 1992. *A critique of intensive courses and an agenda for research*. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research*. New York: Agathon Press.

<sup>10</sup> Daniel, E.L. 2000. A review of time-shortened courses across disciplines. *College Student Journal*, 34(2).

<sup>11</sup> Wlodkowski, R. J. & Westover, T.N. 1999. *Accelerated courses as a learning format for adults*. *Canadian Journal for the Study of Adult Education*, 13(1), 1-20.

out-of-class student work assumed for the average student conforms to paragraph (1) of the federal definition. Courses that include practicums and internships include less direct faculty instruction but more out-of-class student work with the total student investment of labor conforming to paragraph (2) of the federal definition. Accelerated courses that have shorter-than-traditional durations on the calendar may include the same amount of direct faculty instruction and student labor concentrated into fewer days (eg., May Term), or may have fewer hours of direct faculty instruction with greater investment of student labor outside of class, or may have asynchronous contact between faculty and students as in online courses. Courses designed for adult learners realize andragogical efficiencies in both contact time and student labor in accomplishing the same learning outcomes. In every case, the intended learning outcomes for accelerated courses are identical to those of any equivalent traditional-length course and the anticipated investment of student labor is comparable, in accord with the opening phrase of the federal definition.

## Implementation

Credits are assigned to individual courses and to programs of study by the University Faculty Senate as proposed by the Academic Affairs Council (or equivalent) of the Principal Academic Unit, following development by program faculty and curriculum committee (or equivalent). Individual academic units have policy statements to guide credit assignment for their particular course patterns. These policy statements are gathered on the following pages as indicated in the following outline. The master list of courses indicates for each course the applicable credit assignment patterns.

- College of Adult and Professional Studies (CAPS)
- College of Arts and Sciences (CAS)
  - School of Arts and Humanities (AH)
  - John Wesley Honors College (HC)
  - Division of Leadership Studies (LDR)
  - School of Physical and Applied Sciences (PAS)
  - School of Social, Behavioral Sciences, and Business (SBSB)
  - School of Teacher Education (TE)
  - School of Theology and Ministry (TM)
- School of Health Sciences (SHS)
- School of Nursing (SON)
- Wesley Seminary (WS)

## College of Adult and Professional Studies (CAPS)

Credit Pattern	Description
CAPS-A	Andragogical Lecture: An adult learner-centered course, building on the adult's prior learning and life skills. Consequently, the total investment for the average adult student is expected to be 30-45 work hours for each semester credit hour. The course meets in a variety of delivery and frequency formats with the faculty as the primary facilitator of instruction. Outcomes, learning activities, and assessments are aligned across all delivery modalities.
CAPS-B	Practicum: A course intended to provide the student with practical experience; students are placed in agencies or organizations to observe and understand best practice in a field setting. They also meet on a consistent basis to discuss their experiences. The total investment for the average adult student is expected to be 30-45 work hours for each semester credit hour.
CAPS-C	Field Placement: A directed field experience where students spend time in a field setting (under a site supervisor) practicing and applying judgment and skill that they have discussed and developed in their coursework. The total investment for the average adult student is expected to be 30-45 work hours for each semester credit hour.
CAPS-D	Student Teaching/Internship: A capstone experience where a student works as an intern who performs on-the-job application of all that they have learned and understood in their coursework; as an intern, for a limited time they take on some or all responsibilities of a professional in the field. The total investment for the average adult student is expected to be 30-45 work hours for each semester credit hour, plus additional hours when required by state regulations.
CAPS-E	Thesis: Students complete a research study with a faculty member serving as thesis coordinator. Students will work independently but meet regularly with their thesis coordinator and other thesis students to discuss their thesis process. The goal of the research should be to confirm or otherwise align with the consensus of the literature in the field. The total investment for the average adult student is expected to be 30-45 work hours for each semester credit hour.
CAPS-F	Dissertation: Students work independently on a research study under the guidance of a faculty member serving as dissertation chair. The goal of the research should be to uniquely add to the understanding of the field. In the process, the student learns how to produce knowledge. The total investment for the average adult student is expected to be 30-45 work hours for each semester credit hour.
CAPS-G	Seminar/Workshop: These courses are built on an approach in which students interact with outstanding professionals (or read their original writings) to discuss principles, knowledge, and practices. Coached by faculty, students engage in practices, research projects, and personal improvement processes. The total investment for the average adult student is expected to be 30-45 work hours for each semester credit hour.
CAPS-H	Praxis: Students work independently under the guidance of a faculty member to reflect on course content of previously completed or concurrently enrolled courses. For each praxis course students will complete a component of a personal portfolio. The total investment for the average adult student is expected to be 30-45 work hours for each semester credit hour.

College of Arts and Sciences (CAS)

School of Arts and Humanities (AH)

Credit Pattern	Description
AH-A	Lecture: a lecture course that meets once a week for an hour (55 minutes currently) over the duration of the traditional IWU semester (14 weeks currently) will be assigned one semester-hour of credit, on the assumption that the average student will work two hours out of class for every hour in class in order to accomplish the course requirements and master the course learning outcomes with a passing grade. Lecture courses that meet more frequently over the traditional semester will be assigned credit proportionally. Lecture courses specifically designed to require much less or much more out-of-class work by students will be assigned credit based on the estimated total course-related academic activity of the average student.
AH-B	Ensemble: The course for a music ensemble that rehearses three hours per week over the duration of the traditional IWU semester will be assigned one semester-hour of credit. Students may elect to take the course for zero credit.
AH-C	Private Applied Lesson: Non-major, Minor: students who are non-majors or minors are granted 1 credit for 30-minutes of instruction once a week, and are required to practice a minimum of 3 hours each week outside of the lesson.
AH-D	Private Applied Lesson: Applied major: students who are an Applied major emphasis are granted 1 credit for 55-minutes of instruction once a week, and are required to practice a minimum of 6 hours each week outside of the lesson.
AH-E	Private Applied Lesson: Performance major: students who are a Performance major are granted 2 credits for 55-minutes of instruction once a week, and are required to practice a minimum of 10 hours each week outside of the lesson.
AH-F	Private Applied Lesson: Junior Recital: students who are preparing for a Junior Recital are granted 2 credits for 55-minutes of instruction once a week, and are required to practice a minimum of 10 hours each week outside of the lesson. A 45-minute recital is performed at the end of the course.
AH-G	Private Applied Lesson: Senior Recital: students who are preparing for a Senior Recital are granted 2 credits for 55-minutes of instruction, twice a week (total 120-minutes, each week) and are required to practice a minimum of 12 hours each week outside of the lesson. A 55-minute recital is performed at the end of the course.
AH-H	Practicum: One semester hour of student credit requires a minimum of 45 hours of documented practicum experiences over the traditional IWU semester. There is the expectation of a minimum of 2 hours of journaling per week.
AH-I	Internships: One semester hour of student credit requires a minimum of 45 hours of documented internship experiences over the traditional IWU semester. There is the expectation of a minimum of 2 hours of journaling per week.
AH-J	Mus 405-Music Therapy Internship: A professional internship in a clinical setting. Six semester hours of student credit requires a minimum of 900 hours of documented professional internship over the traditional IWU semester. There is the expectation of a minimum of 5-6 hour per week of journaling.
AH-K	Laboratory Course: Meets one time per week. One semester hour of student credit requires a minimum of 45 hours of documented laboratory experiences over the traditional IWU semester.
AH-L	Independent Learning: 1-3 credits. One semester hour of student credit requires a minimum of 40 hours of documented work over the traditional IWU semester (14 weeks). Two semester hours of student credit requires a minimum of 80 hours of documented work over the traditional IWU semester, and three hours of student credit requires a minimum of 120 hours of documented work over the traditional IWU semester.
AH-M	Art 490- Senior Exhibit: During the senior year, each student is required to schedule an exhibit of the best of his work of his four years of university study. 0-2 credits. All three credit hour options have the same requirement: meet weekly for 1.25 hours for class; 0-1 hours require a minimum of 40

	hours of work outside of the classroom over the traditional IWU semester. Two semester hours of work require a minimum of 80 hours of work over the traditional IWU semester.
AH-N	Mus 445-Senior Project: One semester hour of student credit requires a minimum of 45 hours of documented practicum experiences over the traditional IWU semester. There is the expectation of a minimum of 2 hours of journaling per week.

### John Wesley Honors College (HC)

Credit Pattern	Description
HC-A	<b>Lecture:</b> a lecture course that meets once a week for an hour (55 minutes currently) over the duration of the traditional IWU semester (14 weeks currently) will be assigned one semester-hour of credit, on the assumption that the average student will work two hours out of class for every hour in class in order to accomplish the course requirements and master the course learning outcomes with a passing grade. Lecture courses that meet more or less frequently over the traditional semester will be assigned credit proportionally. Lecture courses specifically designed to require much less or much more out-of-class work by students will be assigned credit based on the estimated total course-related academic activity of the average student.
HC-B	<b>Directed Learning:</b> Non-credit supervision and mentoring of honors student work.

### Division of Leadership Studies (LDR)

Credit Pattern	Description
LDR-A	<b>Lecture:</b> a lecture course that meets once a week for an hour (55 minutes currently) over the duration of the traditional IWU semester (14 weeks currently) will be assigned one semester-hour of credit, on the assumption that the average student will work two hours out of class for every hour in class in order to accomplish the course requirements and master the course learning outcomes with a passing grade. Lecture courses that meet more frequently over the traditional semester will be assigned credit proportionally. Lecture courses specifically designed to require much less or much more out-of-class work by students will be assigned credit based on the estimated total course-related academic activity of the average student.
LDR-B	<b>Practicum:</b> One semester hour of student credit requires a minimum of 45 hours of documented practicum experiences over the traditional IWU semester. There is the expectation of a minimum of 2 hours of journaling per week.
LDR-C	<b>Internships:</b> One semester hour of student credit requires a minimum of 45 hours of documented internship experiences over the traditional IWU semester. There is the expectation of a minimum of 2 hours of journaling per week.
LDR-D	<b>Independent Learning:</b> 1-3 credits. One semester hour of student credit requires a minimum of 40 hours of documented work over the traditional IWU semester (14 weeks). Two semester hours of student credit requires a minimum of 80 hours of documented work over the traditional IWU semester, and three hours of student credit requires a minimum of 120 hours of documented work over the traditional IWU semester.

### School of Physical and Applied Sciences (PAS)

Credit Pattern	Description
PAS-A	<b>Lecture:</b> a lecture course that meets once a week for an hour (55 minutes currently) over the duration of the traditional IWU semester (14 weeks currently) will be assigned one semester-hour of credit, on the assumption that the average student will work two hours out of class for every hour in class in

	order to accomplish the course requirements and master the course learning outcomes with a passing grade. Lecture courses that meet more frequently over the traditional semester will be assigned credit proportionally. Lecture courses specifically designed to require much less or much more out-of-class work by students will be assigned credit based on the estimated total course-related academic activity of the average student.
PAS-B	<b>Research in Science:</b> an undergraduate science research course that meets once a week for 4 or 8 or 12 hours of in laboratory or out of laboratory research work corresponding to 1, 2 or 3 student semester hours of credit over the duration of the traditional IWU semester (14 weeks currently).
PAS-C	<b>Laboratory Course:</b> A lab course that typically meets for 2 to 4 hours a week for in lab data collection work and two hours of outside lab data evaluation for one student semester hour of credit over the duration of the traditional IWU semester. The science laboratory course credit is typically wrapped into the lecture course credit.
PAS-D	<b>Lecture-Lab course:</b> A combination course that typically meets for 4 hours per week of combined lecture-lab format for 4 student semester hours of credit over the duration of the traditional IWU semester. Eight hours of academic activity outside of class is expected to meet the course requirements.
PAS-E	<b>Professional Observation:</b> One semester hour of student credit requires 40 hours of documented professional observation over the traditional IWU semester. There is the expectation of 1-2 hour per week of journaling per week.
PAS-F	<b>Advanced Studies in Math:</b> A course number used for lecture classes that have not yet been assigned a permanent course number. Credit is awarded exactly as in any lecture course.
PAS-G	<b>Independent Learning:</b> an independent study course in which the student meets individually with the faculty member for at least 0.5 hour per week per registered credit hour (1, 2, or 3 credit hours) throughout the semester. In addition, students are expected to individually work on their project at least 2 hours per week per credit hour.
PAS-H	<b>Professional experience/ Internship:</b> One semester hour of student credit requires 45-50 hours of documented participation in a professional setting over the traditional IWU semester. Weekly journaling is also required. Additional hour requirements will be assigned credits proportionally
PAS-I	<b>Research in Mathematics:</b> an undergraduate research project course in which the student meets individually with the faculty member for 1 hour per week per registered credit hour (1, 2, or 3 credit hours) throughout the semester. In addition, students are expected to individually work on their research project at least 2 hours per week per credit hour.
PAS-J	<b>Activity:</b> an activity course that meets twice a week for an hour (55 minutes) for half of the 14 week semester, will be assigned one semester-hour of credit on the assumption that the average student will participate in activity two hours out of class for every hour in class in order to accomplish the course requirement and master the course learning outcomes with a passing grade.
PAS-K	<b>Practicum:</b> a seminar that meets once a week for an hour (55 minutes) over the duration of the traditional IWU semester to address specific topics. Completion of 42 hours of practical experience in a professional setting is also required for one semester hour of credit.
PAS-L	<b>Clinical:</b> a hands-on clinical experience, within a professional program leading to licensure /certification that meets once a week for an hour over the duration of the traditional IWU semester to learn clinical skills and completion of 42 hours in a professional setting practicing those skills will be assigned 1 credit hour.
PAS-M	<b>Practical:</b> a class combining lecture and instruction / application of a practical, psychomotor skill that meets either two hours per week for half of the semester (7 weeks) or one hour per week for the entire semester (14 weeks) will be assigned one semester hour of credit with the assumption that the average student will work 2 hours outside of class for every 1 hour in class. Courses that meet more frequently over the semester will be assigned credit hour proportionally.
PAS-N	<b>Capstone:</b> A senior capstone experience that serves as the culminated academic experience for students. One semester hour of credit will be assigned for a minimum of 50 hours of project work completed, a small number of hours may be spent in the classroom while a majority of the hours are independent work. Additional credit hours will be assigned proportionally.



## School of Social, Behavioral Sciences, and Business (SBSB)

Credit Pattern	Description
SBSB-A	<b>Lecture:</b> a lecture course that meets once a week for an hour (55 minutes currently) over the duration of the traditional IWU semester (14 weeks currently) will be assigned one semester-hour of credit, on the assumption that the average student will work two hours out of class for every hour in class in order to accomplish the course requirements and master the course learning outcomes with a passing grade. Lecture courses that meet more or less frequently over the traditional semester will be assigned credit proportionally. Lecture courses specifically designed to require much less or much more out-of-class work by students will be assigned credit based on the estimated total course-related academic activity of the average student.
SBSB-B	<b>Seminar:</b> a seminar course typically meets less frequently than a lecture course (e.g. 2 times each month or the first or second half of the semester, only) but the reading/class preparation load tends to be very heavy relative to the number of assigned credits. 35-40 hours of reading and preparation (e.g. research) is required for student success in addition to 7-8 hours of class time for each credit hour.
SBSB-C	<b>Pre-practicum:</b> The pre-practicum course is very similar to a lecture course meeting once a week for 55 minutes throughout the semester, with the assumption that the average student will read, journal and prepare two hours each week in order to succeed in the course. However, the student is also expected to complete an additional 50 lab-clinic hours in order to achieve the desired learning outcomes.
SBSB-D	<b>Practicum/SWK-ADC:</b> One semester hour of student credit requires 175 hours of supervised field experience involving the 8 core functions of Addictions Counseling, in addition to weekly journaling about the experience and a total of 55 minutes of class time (i.e. university supervision) each week. The class time remains the same irrespective of credit hours.
SBSB-E	<b>Practicum/Psychology:</b> Same as above with one semester hour of student credit for each 75 hours of field experience.
SBSB-F	<b>Cross-Cultural Immersion Experience:</b> One semester hour of student credit is assigned for each 15 hours of cross-cultural experiential learning. In order to achieve a passing grade in the course students are also required to complete assigned readings and a reflection paper.
SBSB-G	<b>Independent Learning:</b> One semester hour of credit per each 45 hours of independent academic work.
SBSB-H	<b>Research:</b> One semester hour of credit per each 45 hours of student research.
SBSB-I	<b>Service Learning:</b> One semester hour of credit per each 45 hours of student research.

## School of Teacher Education (TE)

Credit Pattern	Description
TE-A	Lecture: a lecture course that meets once a week for an hour (55 minutes currently) over the duration of the traditional IWU semester (14 weeks currently) will be assigned one semester-hour of credit, on the assumption that the average student will work two hours out of class for every hour in class in order to accomplish the course requirements and master the course learning outcomes with a passing grade. Lecture courses that meet more frequently over the traditional semester will be assigned credit proportionally. Lecture courses specifically designed to require much less or much more out-of-class work by students will be assigned credit based on the estimated total course-related academic activity of the average student.
TE-B	Course-based field experiences requiring students to apply classroom learning in an authentic, public- or private-school setting. University students are assigned to one or more school students for observation and interaction, with the intent to diagnosis learning disabilities and prescribe

	appropriate educational interventions. Students spend 10 hours/week in their placement locations; 0 or 0-1 load hours.
TE-C	Special education clinical placements requiring students to spend 90 clock hours in one or more P-12 special needs classrooms; 2 credit hours
TE-D	Special education clinical placements requiring students to spend 90 clock hours in one or more P-12 special needs classrooms; 1 credit hour.
TE-E	Student-teaching internship, consisting of 14-15 weeks (600-700 clock hours) of full-time placement in a P-12 school location; 15 credit hours.
TE-F	Field placement consisting of two weeks full-time in a P-12 school setting; 60-70 clock hours; 1 credit hour.
TE-G	Elementary education field experience, consisting of ten weeks, two days/week in a supervised K-6 school setting. Students spend 150 clock hours in these placements; 1-2 credit hours.
TE-H	Secondary education field experience consisting of ten weeks, 45 clock hours in a supervised, P-12 setting; 1 credit hour.

### School of Theology and Ministry (TM)

Credit Pattern	Description
TM-A	<b>Lecture:</b> a lecture course that meets once a week for an hour (55 minutes currently) over the duration of the traditional IWU semester (14 weeks currently) will be assigned one semester-hour of credit, on the assumption that the average student will work two hours out of class for every hour in class in order to accomplish the course requirements and master the course learning outcomes with a passing grade. Lecture courses that meet more frequently over the traditional semester will be assigned credit proportionally.
TM-B	<b>Practicum:</b> One semester hour of student credit requires 40-60 hours of documented practicum experiences over the course of the semester, including observation, action-reflection, and participation. At least one hour per week in actual practicum work for the duration of a traditional semester (14 weeks) is required per one hour of credit.
TM-C	<b>Internships:</b> One semester hour of student credit requires 40-60 hours of documented internship experiences over the course of a traditional semester (14 weeks), the majority of which is actual participation in the internship. About a fifth of the time is then spent in reflection on the internship experience.
TM-D	<b>Travel Courses:</b> One semester hour of student credit requires a minimum of 40 hours of documented, active travel related experience with appropriate reflection, typically involving course work both before and after the travel.
TM-E	<b>Independent Learning:</b> One semester hour of student credit requires a minimum of 40 hours of documented work over the traditional IWU semester (14 weeks). Two semester hours of student credit requires a minimum of 80 hours of documented work over the traditional IWU semester, and three hours of student credit requires a minimum of 120 hours of documented work over the traditional IWU semester.

## School of Health Sciences (SHS)

Credit Pattern	Description
SHS-A	On-line: a course delivered in an eight-week workshop-based format in a Learning Management System. The student completes reading assignments, group discussion boards, writing assignments, and quizzes as appropriate during the workshop week. The workload is set up so that the average student is expected to complete the workshop in 16-18 hours per week, or 130-145 hours total for the course. This is approximately equivalent to the time a student would spend if attending three hours of class and spending two hours of study per hour of class, in a traditional 15-week semester. Thus, the 8-week course is awarded 3 academic credits.
SHS-B	Practicum: an experience in a public health agency, non-profit, or other health-related agency in which the student observes and participates in real-world public health activities. The student is required to complete 160 hours on site (includes observation and orientation as well as work on projects for the agency), plus 40 hours of background reading and study. The practicum is awarded 3 academic credits.
SHS-C	Capstone: the student completes a public health research project and presents the findings in poster, written, and oral formats. The design phases of the project have already been awarded academic credit since they were completed in previous courses. The IRB submission, data collection, analysis, interpretation, and presentation of findings require a minimum of 45 hours work. The capstone is awarded 1 academic credit.
SHS-D	8-week online class that occurs during the two week intensive. Students are in class 16 total hours and total out of class time is approximately 56 hours.
SHS-E	2 week intensive class. Students are in class 68 total hours. In addition, there are 4-2 hour open labs for a total of 16 hours for the two week class.
SHS-F	15-week lecture format course. One contact hour and two hours of outside work per credit per week.
SHS-G	15-week lecture format course with integrated lab experience. One contact hour and two hours of outside work per credit per week.
SHS-H	Fieldwork, level I – 15-week combination of didactic and practical experience, including community practice at a clinical/community site. Clinical presence is five 8-hour days. 1 credit.
SHS-I	Fieldwork, level II – 12-week clinical placement, 40 hours per week. 7 credits.
SHS-J	Research - directed study with faculty mentor. One hour per week of meeting with faculty advisor and one day per week of data collection, analysis, and writing. 2-credits.
SHS-K	Residency - 640 hour doctoral residency project performed at clinical/community site under mentorship, 9 credits.

## School of Nursing (SON)

Credit Pattern	Description
SON-A	<b>BSN level didactic - Pre-licensure classroom based:</b> Lecture courses meet once a week for an hour (55 minutes currently) over the duration of the traditional IWU semester (14 weeks currently) will be assigned one semester-hour of credit, on the assumption that the average student will work two hours out of class for every hour in class in order to accomplish the course requirements and master the course learning outcomes with a passing grade. Lecture courses that meet more frequently over the traditional semester will be assigned credit proportionally. Lecture courses specifically designed to require much less or much more out-of-class work by students will be assigned credit based on the estimated total course-related academic activity of the average student.
SON-B	<b>BSN level didactic - Post-licensure classroom based:</b> Lecture courses meet for 13 hours of direct classroom instruction per credit hour awarded with an associated 23 hours of expected outside of the classroom course engagement in activities leading to achievement of learning outcomes.
SON-C	<b>BSN level didactic - Post-licensure online:</b> Courses offered entirely online. Requires 18-20 hours per week of academic course engagement per credit hour awarded. Course engagement includes but is not limited to time on screen, reading, assignments, group work, discussion boards, and synchronous instruction on line leading to student achievement of learning outcomes. 3 credit hour courses meet for 6 weeks.
SON-D	<b>BSN level lab - Pre-licensure onsite :</b> Experiential learning under direct faculty supervision. Meets once per week for one hour (55 minutes concurrently) of face to face instruction and once per week for supervised lab practice over the duration of the traditional IWU semester (14 weeks currently) for 2 credit hours. An associated two hours of course-related lab practice per week is expected for each credit awarded.
SON-E	<b>BSN level classroom based with associated clinical/practicum hours - Pre-licensure:</b> Courses that meet once per week for one hour (55 minutes concurrently) over the duration of the traditional IWU semester (14 weeks currently) for 1 semester-hour of didactic credit and 3 hours per week of experiential learning in a clinical /practice setting per week for every 1 semester hour of clinical credit awarded (or 42 hours per semester). An associated two hours per week of course-related academic activity is expected for each credit awarded.
SON-F	<b>BSN level practicum credit - Post-licensure:</b> Post-licensure clinical practicum. Student investment to accomplish learning outcomes will vary markedly, but the average is expected to be above 30 hours per credit.
SON-G	<b>Master's level didactic - online:</b> Courses offered entirely online. Requires 30 hours of academic course engagement per credit hour awarded. Course engagement includes but is not limited to time on screen, reading, assignments, group work, discussion boards, and synchronous instruction on line leading to student achievement of learning outcomes.
SON-H	<b>Master's level didactic - online with associated practicum/clinical/practice:</b> Didactic credit hours are awarded following the patterns described in Type SON-G with additional credit hours awarded for experiential learning in a practice setting. 1 Credit is awarded for 70 practicum hours, 2 credits for 140 practicum hours and so on. Experiences are supervised by a licensed preceptor and evaluated by SON faculty.
SON-I	<b>Master's level didactic - classroom based blended:</b> Courses with one or more onsite sessions and 1 or more online sessions and or one or more lab sessions with direct faculty supervision. In all instances, these courses must meet the total amount of instructional and student work time as examples above no matter how delivered.
SON-J	<b>Master's and Doctoral level didactic with associated on site residency:</b> Blended courses offered with onsite residency based classroom attendance and online workshops. In all instances these courses must meet the total amount of instructional and student work time as examples above no matter how delivered.

SON-K	<b>Doctoral level didactic - online:</b> Courses offered entirely online. Requires 50 hours of academic engagement per credit hour awarded. Course engagement includes but is not limited to time on screen, reading, assignments, group work, discussion boards, and synchronous instruction on line leading to student achievement of learning outcomes.
SON-L	<b>Doctoral level practicum hours:</b> All practicum experiences for DNP students are outcome based and no credit is awarded for them.
SON-M	<b>Independent Study:</b> Courses offered occasionally to meet a specific student need or for the benefit of the institution. Faculty directs student outcomes and regularly interact with the student. Course must match minimal instruction time and out of class course engagement as in the examples above. Dean review and approval required.

### Wesley Seminary (WS)

Credit Pattern	Description
WS-A	On-site lecture oriented class: a lecture course that meets weekly for a total of 1 hour for each academic credit hour. Lecture courses that meet more frequently over the traditional semester will be assigned credit proportionally. 38 hours of expected student engagement per credit.
WS-B	Onsite Intensive class that meets for a week on a daily basis for 8 hours for a total of 40 hours. Pre and post class work completes the class requirements. 38 hours of expected student engagement per credit.
WS-C	Online class that meets either 4 weeks, 8 weeks, 16 weeks schedule based upon credit hours. 38 hours of expected student engagement per credit.
WS-D	Independent Study classes set up by professors to work with individual students on a class designed by the student for specific areas of research interest. 1, 2, or 3 credit hour options. 38 hours of expected student engagement per credit.
WS-E	Directed Study classes which are normal class offerings but are offered on an individual basis with students because class offering do not fit students schedule. Outcomes and assignments same as regular class. 38 hours of expected student engagement per credit.

## Transfer of Credit

Transfer of credit policies vary somewhat by academic unit with the university. The appropriate sections of the university catalog are reproduced below. The actual current wording in the university catalog takes precedence over this document.

### College of Adult and Professional Studies

#### UNDERGRADUATE CREDIT TRANSFER POLICY

Credit is granted for work with a satisfactory grade ("C" or above), in a 100 level or higher course, taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education. The following are exceptions to the transfer policy and credits earned are not counted toward the honors GPA:

1. Credits from International Business College and ITT Technical Institute are transferable into undergraduate programs only through evaluation of each individual course. Students are responsible to supply course syllabi for this evaluation. A maximum of 62 semester hours may be accepted through this process from these two institutions.
2. Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers.
3. Courses from nonaccredited colleges and universities and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the evaluation of assessed learning process. A maximum of 40 hours may be accepted through assessed learning and/or ACE credit.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process. The Associate Vice President of Student Services is responsible for the assessment of all nontraditional learning, and the University Registrar is responsible for approving the transcription of any credits that result.

## GRADUATE CREDIT TRANSFER POLICY

The policy applies to all graduate programs at Indiana Wesleyan University.

Transfer of credit will be considered for graduate work taken only at regionally-accredited institutions, provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "C" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

Each Primary Academic Unit shall determine the amount of time acceptable of completed work that is eligible for credit transfer.

Only graduate courses in which a student has earned a grade of "C" or better may be considered for transfer credit.

Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.

When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.

For graduate certificate programs, no more than 30% can be transferred into the certificate program.

## TRANSCRIPTS FROM FOREIGN INSTITUTIONS

Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.

## College of Arts and Sciences and Pre-Licensure Nursing

To earn a degree from IWU, undergraduate students must take the last 30 semester hours of course credit needed to fulfill degree requirements at IWU. Students pursuing transfer course options toward the end of their college career should seek assistance from Registration & Academic Services to ensure they are in compliance with this policy.

Credit is granted for work with a satisfactory grade ("C" or above), in a 100 level or higher course, taken at an approved college or university that are accredited by a regional accrediting body or the Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges). If there is no applicable course at IWU or within the student's major, the credits may be applied as elective credit.

Credit hours accepted in transfer are recorded as part of the student's official academic record. All graded qualified coursework transferred and transcribed are used solely in the calculation of the honors GPA. Quarter credits are converted to semester credits using the two-thirds conversion ratio. The university registrar is responsible to approve the transferability of all credits.

Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extra-institutional learning providers.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process.

Transcripts from foreign institutions - may need to be sent to an external agency for evaluation and determination of transferable credits, degrees, and GPA. If this external review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process. Applications for this service are available to the student through the university. Students who have attended other accredited colleges or universities may transfer credit toward their education at IWU. Transcripts of all other university work must be submitted directly to the Indiana Wesleyan University Registrar's Office from the office of the registrar at the college or university previously attended. Transcripts delivered by hand or received from another party are not official and cannot be used for purposes of transfer work. The university registrar is responsible to approve the transferability of all credits.



## Post-Licensure Nursing

Credit is granted for work with a satisfactory grade ("C" or above), in a 100 level or higher course, taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body or the Association for Biblical Higher Education. The following are exceptions to the transfer policy:

1. Credits from International Business College and ITT Technical Institute are transferable only through evaluation of each individual course. Students are responsible to supply course syllabi for this evaluation. A maximum of 62 semester hours (of which no more than 40 may be in Nursing) may be accepted through this process from these two institutions. (Credit earned in this way is not counted toward the honors GPA.)
2. Indiana Wesleyan University accepts official transcripts from the American Council on Education (ACE) located in Washington, D.C. ACE evaluates and provides credit recommendations for educational offerings for a significant number of corporate universities and other extrainstitutional learning providers.
3. Courses from non-accredited colleges and universities, and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the evaluation of assessed learning process. A maximum of 40 hours may be accepted through assessed learning and/or ACE credit.
4. The following pertain to applicants to the Division of Post-licensure Nursing:
  - a. Applicants with a diploma from a State Board of Nursing accredited hospital school of nursing may be eligible to apply for credit through the diploma evaluation process. A maximum of 40 semester hours may be awarded through this process.
  - b. Applicants who have earned an A.S. in Nursing or equivalent degree at a proprietary school which holds a national accreditation are eligible to apply per the Indiana Wesleyan admission policy. Supporting science courses and core nursing courses may transfer up to a maximum of 40 semester hours.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted and used only for the determination of graduating with honors. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution's transcript. Credit through examination is awarded through Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process. The Associate Vice President of Student Services is responsible for the assessment of all

nontraditional learning, and the University Registrar is responsible for approving the transcription of any credits that result.

Transcripts from foreign institutions - may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.

### [Masters Studies in Nursing](#)

#### GRADUATE CREDIT TRANSFER POLICY

The policy applies to all graduate programs at Indiana Wesleyan University.

Transfer of credit will be considered for graduate work taken only at regionally-accredited institutions, provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "C" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

1. Each Primary Academic Unit shall determine the amount of time acceptable of completed work that is eligible for credit transfer.
2. Only graduate courses in which a student has earned a grade of "C" or better may be considered for transfer credit.
3. Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
4. When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.
5. For graduate certificate programs, no more than 30% can be transferred into the certificate program.

Transfer of credit will be determined by the Dean of the Division of Masters Nursing or designee.

## TRANSCRIPTS FROM FOREIGN INSTITUTIONS

Transcripts from Foreign Institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.

## UNDERGRADUATE AND GRADUATE CREDIT CROSSOVER POLICY

Undergraduate credits from IWU or other colleges or universities that are regionally accredited, accredited by the Association for Biblical Higher Education (ABHE), or hold appropriate international accreditation, may be used to fulfill requirements of IWU graduate programs under specified conditions. When permitted by the design of the program, undergraduate credits from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course or courses sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credits. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the graduate program remain in effect.

Graduate level credits from IWU or other colleges or universities that are regionally accredited, accredited by the Association for Biblical Higher Education (ABHE), or hold appropriate international accreditation, may be used to fulfill requirements of IWU undergraduate programs under specified conditions. When permitted by the design of the program, graduate credits may be counted toward the requirements of an undergraduate degree or certificate when the graduate course or courses sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credits. Though exceptions may be approved by program directors, graduate courses in which a student has earned a "B" or better may be considered for undergraduate credit. Dual counting of credits requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of the course to fulfill program learning outcomes. Established limitations on the number of credits that may be transferred into the undergraduate program remain in effect.

## Doctoral Studies in Nursing

Students may transfer up to three hours of post-masters credit from a regionally accredited college or university provided:

- The course is clearly comparable to one of the DNP course offerings based on course description and learning outcomes.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- A grade of "B" or higher was earned in the course.
- The course was completed within the past five years.
- The course reflects current knowledge and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.
- Courses containing clinical content may not be met by transfer (Advanced Healthcare Policy, Global Healthcare, and all DNP Professional Project courses).

## Wesley Seminary

The university may allow a maximum of nine credits in transfer to the Master of Arts programs and a maximum of 27 hours into the Master of Divinity program provided the transfer work falls within seven years prior to admission. Transfer of credit will be determined by the Academic Dean of Wesley Seminary.

Credit is granted for work with a satisfactory grade ("C" or above) taken at an approved college or university accredited at the same level, provided the courses are applicable to the curriculum the student wishes to pursue at Indiana Wesleyan University. An "approved college or university" generally refers to those institutions that are accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.

The University Registrar is responsible for approving the transferability of all credits. Credit hours accepted in transfer are recorded, but quality points and grades are omitted. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio.

Transcripts from foreign institutions - may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.

Previous IWU coursework - Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for the MDiv or MA degrees.

## [CLEP/DSST Examinations](#)

Credit through examination (CLEP/DANTES/Advanced Placement) may only be awarded with official test scores from an official testing center and an Indiana Wesleyan University individual assessment. The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees, and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). It is the responsibility of the student to obtain approval from the appropriate division for the application of credits to the majors.

Examinations can be scheduled through The Center for Student Success (CSS) after approval from the Registration & Academic Services office. A \$25 per credit hour transcription fee will be assessed, in addition to the CSS testing fee. Select CLEP examinations are recognized by the university for credit; however, the College of Arts and Sciences does not accept all CLEP tests, including the College Composition CLEP test.

## [Advanced Placement, International Baccalaureate, AICE Cambridge](#)

Select Advanced Placement (AP) courses are evaluated as subequivalent to university freshman-level courses and appropriate credit will be given for grades of 3 or above (see RAS website).

Incoming freshmen who, prior to their enrollment at Indiana Wesleyan University, pass the AP Spanish Language Exam with a minimum score of 4 will receive credit for SPA-237 and SPA-238. Students who pass the AP Spanish Language Exam with a minimum score of 3 will be awarded credit for SPA-117 and SPA-118. AP credit for these courses will not meet intercultural competency.

Credit may be awarded for successful completion of some courses through the International Baccalaureate (IB) programs or AICE Cambridge courses. The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees, and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). Scores of 5 or higher are required for such credit to be accepted for IB and a passing score for AICE Cambridge based on a course by course evaluation. Credit may only be awarded with official scores and an IWU individual assessment.

## [Assessment – Prior Learning/Portfolio](#)

Credit from non-traditional learning by life experience may only be awarded with an Indiana Wesleyan University individual prior learning assessment. Credit will be determined through the assessment and approval process. Students with life experience education may have developed a body of information equivalent to university-level learning. This may be work experience, hours

earned at non-accredited institutions, or other non-transcribed learning. After a student has been admitted into a major and has accumulated at least 12 classroom credits, assessment of such learning may be attempted. The maximum number of credits awarded for all credit through various examinations (CLEP, DANES, AP, AICE, etc.) and prior learning shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees, and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). Guidelines and fees information is available in the Registration and Academic Services office.