

Transfer Curriculum for PSEO, Concurrent Enrollment, AP, IB, and CLEP:

Report to the Legislature

Minnesota State Colleges and Universities

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Minnesota
STATE COLLEGES
& UNIVERSITIES

Report Summary

2015 Minnesota Session Law, Chapter 3, Article 2, Section 65 requires the chancellor of Minnesota State Colleges and Universities (MnSCU) to submit a report to the K-12 and higher education legislative committees that describe the implementation of the transfer curriculum policy for postsecondary enrollment options program (PSEO) students and how to standardize Advanced Placement (AP), International Baccalaureate (IB), and college-level exam program (CLEP) course equivalencies across all state colleges and universities (See Appendix A for related legislation). **This report describes how all legislative requirements are addressed in current MnSCU board policy and procedure and currently implemented on MnSCU campuses, concluding with a plan for proposed action to increase consistency in practice and improve clarity in communication with students.**

Transfer Curriculum Policy for PSEO

Postsecondary Enrollment Options (PSEO) and concurrent enrollment courses are dual credit opportunities, wherein college courses are offered to Minnesota high school students on the college campus or at the high school. PSEO courses are offered at the college campus or online and taught by a college or university faculty member, whereas concurrent enrollment courses are offered at the high school or online and are taught by a qualified and mentored high school teacher. Students who successfully complete these dual credit courses receive both college credit and high school credit towards graduation at the same time. Within MnSCU, the majority of the PSEO and concurrent enrollment courses in which high school students enroll are general education courses, many of which are included in the Minnesota Transfer Curriculum (MnTC). The MnTC is a collaborative effort by all of the two and four-year public colleges and universities, including the University of Minnesota system, to help students transfer their coursework in lower-division general education courses more seamlessly. Students may also enroll in Career and Technical Education (CTE) courses that are tailored to specific knowledge and skills required for career fields or technical training. Students participating in PSEO or concurrent enrollment courses generate a college transcript that records the course(s) they complete and their academic performance (i.e. course grade). All PSEO and concurrent enrollment courses are current courses offered by a postsecondary institution, have been approved by the curriculum standards committee at that particular postsecondary institution, are a part of the institution's course curriculum records, and are offered to regularly-enrolled students at that institution.

After graduating from high school, students may decide to enroll in the same MnSCU institution where the PSEO and/or concurrent enrollment college credits were earned. When students attend that same postsecondary institution, the college courses are already part of their student record and no additional steps for transfer are needed, as the PSEO and/or concurrent enrollment courses are not considered transfer courses in this circumstance. Depending on the major or program that students choose, these earned credits may apply to their major or program as required coursework or as electives.

Students may also decide to enroll at a different postsecondary institution other than the one that granted the PSEO and/or concurrent enrollment college credits generated in high school. Under this circumstance, students who decide to attend a different postsecondary institution within the MnSCU system can submit their transcript showing the completed credits to the new institution. Because they were granted from another MnSCU institution, these previously earned college credits are considered transfer credits. The PSEO and concurrent enrollment college courses are evaluated in the exact same manner as any entering transfer students' credits to that postsecondary institution. **Within MnSCU, there is no information on the college transcript to distinguish that the student took the course or courses as PSEO or as concurrent enrollment. The fact that the student took the college courses while enrolled in high school does not influence the transcript evaluation process.** Once a transcript is evaluated by the receiving institution, the courses are applied accordingly to the student's new academic program/major at the receiving institution. In the event that the student transfers to another institution, the credit totals will be included on the transcript at the most recent institution of attendance and on the original transcript.

MnSCU has an established process for transferring any previous undergraduate coursework into and within the system as outlined in Board Policy 3.21 and System Procedure 3.21.1 Undergraduate Course Transfer (See Appendix B). Additionally, the process for evaluating MnTC courses, including PSEO and concurrent enrollment, is outlined in Board Policy 3.37 and System Procedure 3.37.1 Minnesota Transfer Curriculum (See Appendix C).

It is important to note that even though there are established processes for the transfer of coursework, there can be circumstances where a course or courses may be perceived by a student as not having transferred when, in fact, the course has transferred but is not applied to the major, program, or degree. Here are a couple of scenarios.

Scenario 1. A student took General Psychology as a concurrent enrollment course through Southwest Minnesota State University while in high school. After the student graduated from high school, he/she decided to enroll at Anoka Technical College to pursue a diploma in welding. The Welding Technology diploma program does not require any general education courses, so the General Psychology course, which was four credits, did transfer and is a part of the student's overall load of credits; however, it does not apply to the student's Welding Technology diploma program.

Scenario 2. A student completed multiple concurrent enrollment and PSEO courses from multiple MnSCU colleges and universities so many of their course credits are in excess of the requirements for their current program or major. The student may believe the courses didn't transfer when they, in fact, did but did not apply directly towards the chosen program or major.

Standardization of AP, IB, and CLEP Examinations

There are several additional opportunities for high school students to earn college credit. They may have the opportunity to participate in rigorous courses while in high school and complete standardized examinations that allow them to possibly earn college credits. Minnesota has two such programs through Advanced Placement (AP) and International Baccalaureate (IB). AP is a program of [The College Board](#) through which a secondary student completes college-level courses that are designated as AP in high schools. The AP examinations, which are scored on a 5-point scale, can be taken by any student who feels prepared by independent study or after completing an AP course in their high school. A student may earn college credits by demonstrating a locally specified level of performance on AP examinations. MnSCU policy directs colleges and universities to grant credit for a score of 3 or higher on AP exams.

The [IB program](#) is an internationally recognized program led by an international education foundation, the International Baccalaureate, through which a secondary student completes a comprehensive curriculum of rigorous study and demonstrates performance on IB examinations. A student may present a full IB diploma or a certificate recognizing specific higher level or standard level examination scores.

In addition to AP and IB, students may also complete College-Level Examination Program (CLEP) exams. CLEP is a testing program of [The College Board](#) designed to measure prior learning. CLEP exams are generally designed to correspond to one-semester courses. Nationally, faculty at individual colleges review the exams to ensure that they cover the material currently taught in their courses. A student may earn college credits by achieving a specified level of performance on a CLEP examination (minimums range from 50-63 at MnSCU institutions). High school students have been completing AP, IB, and/or CLEP exams for many years, although the IB exam is the newest of the three.

MnSCU currently has three board policies and system procedures specific to these options for students: Board Policy 3.15 and System Procedure 3.15.1 Advanced Placement Credit, Board Policy 3.16 and System Procedure 3.16.1 International Baccalaureate Credit, and Board Policy 3.33 and System Procedure 3.33.1 College-Level Examination Program (CLEP) Credit. In all three policies, MnSCU colleges and universities are directed to grant college credit to students who earn minimum scores or higher on AP, IB, and CLEP examinations, with a few exceptions noted. Specifically, all three policies requires a MnSCU college or university to grant equivalent course credit for a specific lower division college course for each examination that covers substantially similar material. These equivalent course credits may be applied to certificate, diploma, and/or degree programs as either required or elective courses. In addition, a MnSCU college or university must also grant lower division elective course credit for a specific or minimum score on an examination that is not substantially similar or equivalent to an existing course offered by the college or university. Non-equivalent course credits may be applied to certificate, diploma and/or degree programs as elective courses.

The evaluation and subsequent equivalency that is determined by each postsecondary institution for each exam reflects how the content of the exam covers substantially similar material to an existing course offered by the postsecondary institution. In other words, when the content of a particular exam has a high degree of curriculum alignment to a course that the postsecondary institution offers, the exam is considered equivalent to that particular course. The Smart Transfer Plan, which was developed in 2010 and required to be implemented by legislation in 2011, has required all MnSCU colleges and universities to evaluate AP, IB, and CLEP exams and enter the determinations into the Degree Audit Reporting System (DARS) for display in the online software program, [Transferology](#). Through Transferology, students can see how their examination scores on a particular AP, IB, and/or CLEP exam are applied to courses at specific MnSCU colleges and universities.

While MnSCU institutions offer similar or related course offerings across the liberal arts curriculum, there is not a common curriculum used by all colleges and university. For instance, all institutions may offer United States history courses but the specific historical periods covered and the number of credits awarded may differ from one institution to another. Also, each type of standardized examination may be assessing different learning within the subject area as well. AP, IB, and CLEP may all have a US History exam but they are assessing unique content and concepts from one type to the other.

MnSCU Board policy and system procedure for the MnTC currently includes language about the acceptance of these exams for college credit and how the credits transfer to other MnSCU postsecondary institutions. Specifically, System Procedure 3.37.1 Minnesota Transfer Curriculum (See Appendix C):

- Part 4, Subpart D states that when the sending college or university has determined that the MnTC is fulfilled with Credit for Prior Learning as determined by examination or assessment of demonstration of competencies or portfolio; including Advanced Placement Credit, International Baccalaureate Credit, and College-Level Examination Program (CLEP) Credit; the receiving system college or university shall accept in transfer credits applied toward the MnTC.
- Part 4, Subpart A, I states that when the entire Minnesota Transfer Curriculum has been met at any system college or university, all other system colleges or universities must count it as complete.
- Part 4, Subpart A, II states that if any of the 10 Minnesota Transfer Curriculum goal areas is complete at any system college or university, it must be considered complete at all other system colleges or universities.
- In addition, Part 4, Subpart A, III states that when a single course meets goal area competencies for a student, the goal area competencies shall be accepted as meeting the same goal area competencies at every system college or university for that student.

Therefore, **when one of these exams is equivalent to a course or meets MnTC goal areas as determined by the receiving institution, all other system colleges or universities must honor the exam as meeting the same MnTC goal areas.** Specific course equivalencies, however, are determined by each receiving college or university.

To ensure consistency, if a student transfers from one MnSCU college or university to another MnSCU college or university, an electronic MnTC audit accompanies the transcript. This MnTC DARS audit report allows the receiving MnSCU college or university to know what MnTC goal areas were met by the exams at the previous institution so they can treat the exam in the same way.

It is important to note that even though there are established processes for the awarding and transfer of AP, IB, and CLEP credits, there can be circumstances where a course or courses may be perceived as not having been awarded credits or not transferred, when in fact the course has received credits or transferred but is not applied to the major, program, or degree. Here are a couple of scenarios.

Scenario 1. A student took an AP course in Computer Science in high school and scored a 3 on the AP Computer Science examination. Upon acceptance at Bemidji State University, the AP Computer Science examination and score that the student earned was counted towards a particular Computer Science course at Bemidji State University. The student decides to major in Mathematics, but finds that the math major requires a different Computer Science course as one of the required electives. The course credits for the AP Computer Science test was counted; however, it does not count toward the requirements in the Mathematics major.

Scenario 2. A student took a CLEP exam in American Government but didn't receive a score high enough to meet the standard for college credit at Anoka-Ramsey Community College. Therefore, the student did not receive college credit for the CLEP exam and the exam doesn't count toward the student's program requirements.

Improvements to Current Transfer Curriculum

This report has described in detail how current MnSCU policy and procedure requires PSEO, concurrent enrollment, AP, IB, and CLEP credit to be consistently awarded and transferred. Review of these standards and campus practices, however, in response to the legislative requirements suggests the following opportunities for improvement or increased clarity. The proposed actions will be completed over the course of the current and coming academic year.

1) Review current MnSCU Board Policy and System Procedure.

Board Policy 3.37 and System Procedure 3.37.1 Minnesota Transfer Curriculum are currently being reviewed and revised. The policy and procedure are being merged with Board Policy 3.21 and System Procedure 3.21.1 Undergraduate Transfer. All current language will be reviewed for any enhancements with regard to the transfer of the AP, IB, and CLEP exams.

2) Mapping of all AP, IB, and CLEP courses at MnSCU institutions through collection of data.

All AP, IB, and CLEP exams have been reviewed and are displayed in Transferology. Exam equivalencies for each exam at each institution will be mapped to identify how exams are

evaluated for credit. The mapping will look at the amount of credit equivalency applied for each exam, including the exam score used to determine the credit amount.

3) Identify where campuses can enhance or improve their evaluations of AP, IB, and CLEP exams.

Through the mapping, exams will be analyzed to determine if great variances exist between MnSCU colleges and universities. If there are great variances, action steps will be taken to encourage more consistency in the evaluation and equivalency determinations made by individual institutions for each exam. Examples include:

- a. If a MnSCU college or university doesn't offer a course equivalency to an exam, they may currently count it as an elective. In this situation, the exam can be reviewed to see if a MnTC goal area could be assigned.
- b. If a MnSCU college currently assigns a MnTC goal area to an exam, it could be reviewed to see if it is equivalent to a course.
- c. If the exam hasn't been reviewed, it can be reviewed to determine if it meets a MnTC goal area or course equivalency.

4) MnSCU institutions will be encouraged to clearly communicate how PSEO and concurrent enrollment credits and AP, IB, and CLEP examinations are awarded and transferred.

Institutions will be asked to review their online and print materials and to update information as necessary to increase clarity in communication with students.

Conclusion

This report describes the implementation of the transfer curriculum policy for PSEO students and how to standardize AP, IB, and CLEP course equivalencies across all state colleges and universities. **This report describes how all legislative requirements are addressed in current MnSCU board policy and procedure and currently implemented on MnSCU campuses, concluding with a plan for proposed action to increase consistency in practice and improve clarity in communication with students.**

APPENDIX A
Related Legislation

2015 Minnesota Session Law, Chapter 3, Article 2, Section 43

Subd. 12. Credits. A pupil must not audit a course under this section.

A district shall grant academic credit to a pupil enrolled in a course for secondary credit if the pupil successfully completes the course. Seven quarter or four semester college credits equal at least one full year of high school credit. Fewer college credits may be prorated. A district must also grant academic credit to a pupil enrolled in a course for postsecondary credit if secondary credit is requested by a pupil. If no comparable course is offered by the district, the district must, as soon as possible, notify the commissioner, who shall determine the number of credits that shall be granted to a pupil who successfully completes a course. If a comparable course is offered by the district, the school board shall grant a comparable number of credits to the pupil. If there is a dispute between the district and the pupil regarding the number of credits granted for a particular course, the pupil may appeal the board's decision to the commissioner. The commissioner's decision regarding the number of credits shall be final.

The secondary credits granted to a pupil must be counted toward the graduation requirements and subject area requirements of the district. Evidence of successful completion of each course and secondary credits granted must be included in the pupil's secondary school record. A pupil shall provide the school with a copy of the pupil's grade in each course taken for secondary credit under this section. Upon the request of a pupil, the pupil's secondary school record must also include evidence of successful completion and credits granted for a course taken for postsecondary credit. In either case, the record must indicate that the credits were earned at a postsecondary institution.

If a pupil enrolls in a postsecondary institution after leaving secondary school, the postsecondary institution must award postsecondary credit for any course successfully completed for secondary credit at that institution. Other postsecondary institutions may award, after a pupil leaves secondary school, postsecondary credit for any courses successfully completed under this section. An institution may not charge a pupil for the award of credit.

The Board of Trustees of the Minnesota State Colleges and Universities and the Board of Regents of the University of Minnesota must, and private nonprofit and proprietary postsecondary institutions should, award postsecondary credit for any successfully completed courses in a program certified by the National Alliance of Concurrent Enrollment Partnerships offered according to an agreement under subdivision 10. Consistent with section 135A.101, subdivision 3, all MnSCU institutions must give full credit to a secondary pupil who completes for postsecondary credit a postsecondary course or program that is part or all of a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a MnSCU institution after leaving secondary school. Once one MnSCU institution certifies as completed a secondary student's postsecondary course or program that is part or all of a goal area or a transfer

curriculum, every MnSCU institution must consider the student's course or program for that goal area or the transfer curriculum as completed.

2015 Minnesota Session Law, Chapter 3, Article 2, Section 61

Subd. 3. Minnesota transfer curriculum. Notwithstanding section 135A.08 or other law to the contrary, all MnSCU institutions must give full credit to a secondary pupil who completes for postsecondary credit a postsecondary course or program that is part or all of a goal area or a transfer curriculum at a MnSCU institution when the pupil enrolls in a MnSCU institution after leaving secondary school. Once one MnSCU institution certifies as completed a secondary student's postsecondary course or program that is part or all of a goal area or a transfer curriculum, every MnSCU institution must consider the student's course or program for that goal area or the transfer curriculum as completed.

2015 Minnesota Session Law, Chapter 3, Article 2, Section 65

TRANSFER CURRICULUM REPORT.

By February 1, 2016, the chancellor of the Minnesota State Colleges and Universities must prepare and submit to the K-12 and higher education committees of the legislature a report describing the implementation of the transfer curriculum policy for postsecondary enrollment options program students under Minnesota Statutes, sections 124D.09, subdivision 12, and 135A.101, subdivision 3, and how to standardize Advanced Placement, International Baccalaureate, and college-level exam program course equivalencies across all state colleges and universities.

APPENDIX B
Minnesota State Colleges and Universities
Board Policy 3.21 Undergraduate Course Transfer
System Procedure 3.21.1 Undergraduate Course Transfer

Minnesota State Colleges and Universities
Board Policy 3.21 Undergraduate Course Transfer

Part 1. Purpose. The purpose of this policy is to establish consistent practices for accepting credit for undergraduate college-level courses transferred into a system college or university, except for courses that apply to the Minnesota Transfer Curriculum as per Policy 3.37 Minnesota Transfer Curriculum.

Part 2. Definition. For purposes of this policy the following definition applies:
Comparable or equivalent course. A comparable or equivalent course is one that is similar in nature, content and level of expected student performance on course outcomes to a course offered by the receiving institution.

Part 3. Transfer of Undergraduate Credits. Once a student has been admitted to a system college or university, each college or university shall evaluate college-level course credits completed, as submitted by the student on an official transcript, to determine if they shall be accepted in transfer. Once the credits are accepted in transfer, each college or university shall determine how the course credits will apply to program and graduation requirements. Transfer of credit from one college or university to another shall involve at least three considerations:

- 1 Educational quality of the learning experience which the student transfers,
- 2 Comparability of the nature, content and level of the learning experience offered by the receiving college or university, and
- 3 Appropriateness and applicability of the learning experience to the programs offered by the receiving higher education entity in light of the student's educational goals.

Subpart A. Transfer of courses that are comparable or equivalent. A receiving system college or university shall accept courses in transfer that it determines to be comparable or equivalent to specific courses it offers.

Subpart B. Transfer of courses that are not comparable or not equivalent. College-level courses accepted in transfer by a system college or university that are determined to be not comparable or not equivalent to specific courses taught at the receiving college or university shall be accepted as electives.

Part 4. Course Outlines. In order to facilitate the evaluation of courses for transfer credit as described in Part 3 of this policy, each system college and university shall post course outlines, as defined in Board Policy 3.22, for all courses on its institutional website. The links for current course outlines shall be submitted to the system office for publication on the MinnesotaTransfer.org Web site.

Part 5. Official Repository of Course Equivalents. The Degree Audit and Reporting System (DARS) and u.select database (and successor databases) housed within the system office shall be the official repository of course equivalencies between system colleges and universities. Each system college and university shall be responsible for ensuring the accuracy and completeness of course equivalencies listed for courses offered by that college or university. A course offered by a system college or university that is listed as the equivalent of a course at the receiving system college or university shall be accepted in transfer as that course by the receiving system college or university with no additional documentation required from the student.

Part 6. System College or University Transfer Policy. Each system college or university shall implement a policy to address transfer of course credit consistent with the requirements of this policy and Procedure 3.21.1 Undergraduate Course Credit Transfer.

Part 7. Disseminating Information. Each system college or university shall publish its transfer policy and shall make information about credit transfer and course equivalencies, including links to MinnesotaTransfer.org and u.select, readily available on its website.

Part 8. Student Appeals. Each system college or university shall establish a policy for student petition and appeal of credit transfer decisions. The Chancellor shall establish a procedure for system-level appeal of system college or university credit transfer decisions. When providing students with a transfer evaluation, colleges and universities shall also provide information about a student's right to appeal, the appeal process, and links to the system and college or university appeal policies. This information shall also be made available on each college and university website, course catalog and transfer-related publications.

Minnesota State Colleges and Universities System Procedure 3.21.1 Undergraduate Course Transfer

Part 1. Purpose of Procedure. The purpose of this procedure is to specify consistent practices for accepting credit for undergraduate college level courses transferred into a system college or university, except for courses that apply to the Minnesota Transfer Curriculum as per policy 3.37 Minnesota Transfer Curriculum.

Part 2. Definitions.

Subpart A. Joint Statement on the Transfer and Award of Credit. The Joint Statement on Transfer and Award of Credit provides principles, criteria and guidelines for institutions to use in developing criteria, policies, procedures and practice in transferring and awarding credit. The statement was approved by the American Council on Education, the American Association of Collegiate Registrars and Admission Officers and the Council on Higher Education Accreditation in 2001 and endorsed by the Higher Learning Commission in 2000, <http://www.acenet.edu>.

Subpart B. Articulation agreement. An "articulation agreement" is a formal agreement between two or more educational entities to accept credits in transfer toward a specific academic program.

Subpart C. Developmental course. A "developmental course" is a course designed to prepare a student for entry into college level courses. Developmental-level course credits shall not apply toward a certificate, diploma, or degree. Refer to Procedure 3.3.1 Assessment for Course Placement.

Subpart D. Degree Audit Reporting System (DARS). The "Degree Audit Reporting System" is an electronic system that provides for an evaluation of a student's academic record indicating completion toward the student's academic program requirements.

Subpart E. Regionally Accredited Institution. Colleges or universities that are accredited by a regional accrediting body recognized by the Council on Higher Education Accreditation www.chea.org.

Subpart F. Non-Regionally Accredited Institution. Colleges or universities that are not accredited by a regional accrediting body recognized by the Council on Higher Education Accreditation www.chea.org.

Part 3. Determining Transfer Credits. Each receiving system college and university shall determine if transfer credits apply to its academic program and graduation requirements. Each system college and university shall follow program requirements as specified in Policy 3.36, Academic Programs.

Subpart A. Determining course comparability or equivalency. The course to be transferred must be comparable in nature, content and level to courses offered by the receiving institution. In evaluating courses for transfer equivalency, the standard for review should be not less than 75 percent comparability of course content. For courses in a sequence, students need sufficient preparation to succeed in the next course in the sequence.

Subpart B. Transferring credits according to articulation agreements. The receiving system college or university is required to accept any credits defined within formal articulation agreements it has with a sending institution. A system college or university is only required to accept transfer credits according to articulation agreements it has approved.

Subpart C. Transferring occupational/professional course credits. Each system college or university shall accept in transfer as electives up to 16 semester credits of occupational and/or professional courses which are not comparable or not equivalent to specific courses taught at the receiving college or university. A system college or university may accept occupational and/or professional credits beyond 16 credits if the receiving college or university determines they contribute to an educationally coherent program.

Subpart D. Transferring credit granted by a regionally accredited or by a non-regionally accredited institution. Each system college and university shall determine if it will accept credits granted by a regionally accredited or a non-regionally accredited institution, including credits granted by another college or university for prior learning by assessment or examination.

Subpart E. Transferring credit granted by an institution outside the United States. Each system college and university shall determine if it will accept credits granted by an institution outside the United States.

Subpart F. Evaluating developmental courses. Developmental courses shall not be granted college-level credit and they shall not apply to certificate, diploma, or degree program completion requirements. However, a developmental course appearing on a student's

transcript shall be evaluated to determine the student's readiness for college-level coursework at the receiving college or university.

Part 4. System College and University Transfer Policy and Procedures.

Subpart A. Procedures for evaluating credit. Each system college and university shall follow the recommendations of the Joint Statement on the Transfer and Award of Credit, 2001, in implementing its transfer policy and procedures, <http://www.acenet.edu>.

Subpart B. Degree Audit Reporting System (DARS). Each course from another institution determined to be equivalent to a system college or university course shall be entered into the Degree Audit Reporting System.

Subpart C. Credit limit. A system college or university shall not limit the total number of credits a student may earn through transfer so long as the total of earned credits is consistent with Board Policy 3.36 Academic Programs and the college or university policy that establishes the number of credits taught by the faculty recommending the academic award.

Subpart D. Credit life. Each system college and university shall determine requirements for accepting credit pertaining to the length of time that has passed since the credit was earned.

Part 5. Disseminating Information. Each system college or university shall publish information concerning transfer in its print and electronic media catalog and transfer related publications. Published information shall include the following:

- 4 Transfer policies, procedures and guidelines
- 5 Articulation agreements
- 6 Appeal process for transfer decisions at the college or university and system level.

Each system college and university shall provide articulation agreements and transfer information as required for publication on MinnesotaTransfer.org Web site.

Part 6. Student Responsibility.

Subpart A. Transcripts and supporting documentation. The student is responsible for arranging for an official transcript and any other required supporting documentation to meet the system college or university policy and procedures.

Subpart B. Grade requirements. A student must meet each system college or university grade requirements whether the credits are accepted in transfer or earned at the college or university granting the award.

Part 7. Student Appeal. If a student is not satisfied with a college or university transfer decision, the student may appeal a transfer decision at a college or university level and at the system level.

Subpart A. College or university level appeal. Each system college and university shall establish a student appeal process for transfer decisions including transfer of credit for courses completed within the system and courses completed outside the system. The transfer appeal process shall address communication of the decision and timelines for the process.

Each college or university transfer appeal decision shall include a rationale for the college or university transfer appeal decision.

Each system college and university shall inform students in its print and electronic media catalog, transfer related publications and appeal documents that a student who is not satisfied with the college or university transfer appeal decision may appeal the college or university transfer appeal decision to the Senior Vice Chancellor of Academic and Student Affairs at the system level.

Subpart B. System level appeal. If the student is not satisfied with the college or university transfer appeal decision, the student may submit a request to the Senior Vice Chancellor of Academic and Student Affairs for a system level appeal of the college or university transfer appeal decision.

- A student shall appeal a transfer decision at the college or university level prior to appeal at the system level.
- The system level appeal request shall include a copy of the college or university transfer appeal decision with supporting rationale, transcript and other documentation.
- To be considered, the student appeal for a decision that involves credits from system colleges and universities must have the support of the chief academic officer or designee of the sending system college or university. When a transfer decision involves credit earned at an institution outside the system colleges and universities, the support of a chief academic officer or designee is not required.
- Upon receipt of the system level appeal, there shall be a review by system office transfer staff. The review shall be based on course descriptions, outlines, objectives, learning outcomes, and/or other relevant information. The transfer staff shall submit a recommendation to the Senior Vice Chancellor for Academic and Student Affairs.

The Senior Vice Chancellor of Academic and Student Affairs shall make a final determination regarding disposition of the appeal. The decision of the Senior Vice Chancellor shall be binding on all system college and university parties.

Appendix C
Minnesota State Colleges and Universities
Board Policy 3.37 Minnesota Transfer Curriculum
System Procedure 3.37.1 Minnesota Transfer Curriculum

Minnesota State Colleges and Universities
Board Policy 3.37 Minnesota Transfer Curriculum

Part 1. Purpose. The purpose of this policy is to establish consistent practices among system colleges and universities for the implementation of and transfer of credit for the Minnesota Transfer Curriculum.

Part 2. Definition.

Minnesota Transfer Curriculum (MnTC). The Minnesota Transfer Curriculum is comprised of general education courses reflecting competencies adopted by the public higher education entities in Minnesota.

Part 3. Implementation. Each system college and university shall implement the Minnesota Transfer Curriculum as appropriate to its academic certificates, diplomas, and degrees consistent with criteria specified in Procedure 3.36.1 Academic Programs.

Part 4. College or University Transfer Policy. Each system college and university shall adopt a policy to implement the Minnesota Transfer Curriculum consistent with Board of Trustees' policies and Chancellor's procedures.

Part 5. Acceptance of Minnesota Transfer Curriculum. Each receiving system college and university shall accept a Minnesota Transfer Curriculum course, goal area, or the entire curriculum as determined and documented by the sending system college or university. Each receiving system college and university shall accept the entire Minnesota Transfer Curriculum as determined and documented by the University of Minnesota.

Part 6. Disseminating Information. Each system college and university shall publish its Minnesota Transfer Curriculum requirements and policies.

Part 7. Student Appeals. A student may appeal a transfer decision made by a system college or university regarding the Minnesota Transfer Curriculum according to Policy 3.21 Undergraduate Course Credit Transfer.

Part 8. Procedure. The Chancellor shall develop procedures to implement Policy 3.37 Minnesota Transfer Curriculum.

Minnesota State Colleges and Universities
System Procedure 3.37.1 Minnesota Transfer Curriculum

Part 1. Purpose of Procedure. The purpose of this procedure is to establish consistent practices among system colleges and universities for the implementation of and transfer of credit for the Minnesota Transfer Curriculum.

Part 2. Definitions.

Subpart A. Minnesota Transfer Curriculum (MnTC). The "Minnesota Transfer Curriculum" comprises general education reflecting competencies adopted by the public higher education institutions in Minnesota. .

Subpart B. Minnesota Transfer Curriculum Agreement. The 1994 "Minnesota Transfer Curriculum Agreement" is a document developed by faculty representatives of Minnesota public colleges and universities outlining the conditions by which students transfer their completed general education work at one public college or university to meet lower division general or liberal education requirements at any public college or university in Minnesota. The agreement was signed by the chief executive officers of the existing public higher education systems in 1994. The agreement identifies ten areas of emphasis and goals and student competencies in each area of emphasis. The Board of Trustees approved Policy 3.21 requiring the implementation of the Minnesota Transfer Curriculum in April, 1998.

Subpart C. Goal areas. The ten "goal areas" refer to the areas of emphasis identified in the Minnesota Transfer Curriculum Agreement: 1) Communication, 2) Critical Thinking, 3) Natural Sciences, 4) Mathematical and Logical Reasoning, 5) History, Social and Behavioral Sciences, 6) Humanities and Fine Arts, 7) Human Diversity, 8) Global Perspective, 9) Civic and Ethical Responsibility, and 10) People and the Environment.

Subpart D. Guidelines for Review and Design of the Minnesota Transfer Curriculum. The "Guidelines for Review and Design of the Minnesota Transfer Curriculum" is a document that contains guidelines developed with the University of Minnesota for consistent implementation of the Minnesota Transfer Curriculum, as published on the Minnesota Transfer Web site www.mntransfer.org.

Subpart E. Checklist of Criteria for Evaluation of Courses Included in the Minnesota Transfer Curriculum. The "Checklist of Criteria for Evaluation of Courses Included in the Minnesota Transfer Curriculum" is a document that contains criteria to be used for evaluation of a course to determine whether it should be included in the Minnesota Transfer Curriculum. The checklist is published on the Minnesota Transfer Curriculum Review Web site www.transfer.project.mnscu.edu.

Subpart F. Degree Audit Reporting System (DARS). The "Degree Audit Reporting System" is an electronic system that provides for an evaluation of a student's academic record indicating completion toward the student's academic program requirements.

Subpart G. Minnesota Transfer Curriculum (MnTC) Audit. A "Minnesota Transfer Curriculum (MnTC) Audit" is a special Degree Audit Reporting System report of a student's progress toward or completion of Minnesota Transfer Curriculum courses, goal areas and/or the entire Minnesota Transfer Curriculum.

Subpart H. Regionally Accredited Institution. Colleges or universities that are accredited by a regional accrediting body recognized by the Council on Higher Education Accreditation www.chea.org.

Subpart I. Non-Regionally Accredited Institution. Colleges or universities that are not accredited by a regional accrediting body recognized by the Council on Higher Education Accreditation www.chea.org.

Subpart J. Best Practices for Communicating the Minnesota Transfer Curriculum. A document providing consistent procedures for how the Minnesota Transfer Curriculum is communicated at system colleges and universities.

Part 3. Implementation. Each system college or university shall implement the Minnesota Transfer Curriculum to support the academic programs the college or university offers. Each system college and university shall be consistent in the numbering, titling and order of the ten Minnesota Transfer Curriculum goal areas specified in the Minnesota Transfer Curriculum Agreement.

Subpart A. Criteria. Each system college and university shall use the following criteria as published on the Minnesota Transfer Curriculum Review Web site www.transfer.project.mnscu.edu to ensure consistency of implementation of the Minnesota Transfer Curriculum across the system:

1. Checklist of Criteria for Evaluation of Courses Included in the Minnesota Transfer Curriculum
2. Guidelines for the Review and Design of a Minnesota Transfer Curriculum
3. Minnesota Transfer Curriculum Agreement

Subpart B. Courses. Each system college and university shall implement a process for determining whether a new or revised course proposed to be included in the Minnesota Transfer Curriculum meets requirements of the Minnesota Transfer Curriculum and to assign courses to the Minnesota Transfer Curriculum goal area(s) using the criteria specified in Part 3, Subpart A.

Subpart C. Review. Each system college and university shall implement a periodic review process for its Minnesota Transfer Curriculum and the courses included using the criteria specified in Part 3, Subpart A.

Subpart D. Academic Programs. Each system college and university shall conform to requirements for inclusion of the Minnesota Transfer Curriculum in academic programs as specified in Policy 3.36, Academic Programs.

Part 4. Transfer of the Minnesota Transfer Curriculum.

Subpart A. Transfer from a system college or university.

I. Transfer of the entire Minnesota Transfer Curriculum. When any system college or university has determined that the entire Minnesota Transfer Curriculum has been completed by a student, the entire Minnesota Transfer Curriculum shall be accepted as complete at every receiving system college or university for that student.

II. Transfer of Minnesota Transfer Curriculum goal areas. When any system college or university has determined that a Minnesota Transfer Curriculum goal area has been completed by a student, the goal area shall be accepted as complete at every receiving system college or university for that student.

III. Transfer of Minnesota Transfer Curriculum courses. When any system college or university has determined that a course meets goal area competencies for a student, the goal area

competencies shall be accepted as meeting the same goal area competencies at every system college or university for that student.

Subpart B. Transfer from the University of Minnesota.

I. Transfer of the entire Minnesota Transfer Curriculum. When the University of Minnesota has determined that the entire Minnesota Transfer Curriculum has been completed for a student, the entire Minnesota Transfer Curriculum shall be accepted as complete at every receiving system college or university for that student.

II. Transfer of Minnesota Transfer Curriculum courses. If a student has not completed the entire Minnesota Transfer Curriculum at the University of Minnesota, the receiving system college or university shall determine how each course meets Minnesota Transfer Curriculum requirements for that student.

Once any system college or university has determined that a University of Minnesota course meets goal area competencies for a student, the course shall be accepted as meeting the same goal area competencies at every system college or university for that student.

Subpart C. Transfer from other institutions.

I. Course credits accepted in transfer from a higher education institution that is regionally accredited. The receiving system college or university shall determine how each course meets Minnesota Transfer Curriculum requirements.

Once any system college or university has determined that a regionally-accredited course meets goal area competencies for a student, the course shall be accepted as meeting the same goal area competencies at every system college or university for that student.

II. Course credits accepted in transfer from a higher education institution that is not regionally accredited. The receiving system college and university shall determine the acceptance of courses from a higher education institution that is not regionally accredited and how each course meets Minnesota Transfer Curriculum requirements. This determination of how each course meets Minnesota Transfer Curriculum requirements is not binding for any other system college or university.

Subpart D. Credit for Prior Learning. When the sending system college or university has determined that Minnesota Transfer Curriculum requirements are fulfilled with Credit for Prior Learning as determined by examination or assessment of demonstration of competencies or portfolio; including Advanced Placement Credit, International Baccalaureate Credit, and College-Level Examination Program (CLEP) Credit; the receiving system college or university shall accept in transfer credits applied toward the Minnesota Transfer Curriculum according to Part 4, Subparts A, B, and C.

Subpart E. Grade requirements. The receiving system college and university shall accept Minnesota Transfer Curriculum courses, goals and the entire Minnesota Transfer Curriculum with the passing grades earned at the sending system college or university, regardless of the grading requirements of the receiving system college or university. A 2.0 MnTC GPA is required for recognition of a student's completion of the entire Minnesota Transfer Curriculum with or without completing an associate degree.

A student who has met Minnesota Transfer Curriculum requirements as described above must also meet the grade requirements established by the receiving system college or university for a specific program or for graduation requirements.

Subpart F. Minnesota Transfer Curriculum (MnTC) Audit. Each system college and university shall provide a MnTC Audit to accompany outgoing transcripts to all system colleges and universities and to the University of Minnesota. The MnTC Audit shall be based on the minimum 40-credit, 10 goal area MnTC model, regardless of the program(s) the student pursued or completed at the sending system college or university.

System colleges or universities that do not offer the entire Minnesota Transfer Curriculum based on a 40-credit, 10 goal area model shall provide a MnTC Audit that indicates the goal competencies met by Minnesota Transfer Curriculum courses taken by the student with all outgoing transcripts regardless of the program(s) the student pursued or completed at the sending system college or university.

Part 5. Disseminating Information. Each system college and university shall publish information concerning the Minnesota Transfer Curriculum in its print and electronic media catalog and transfer related publications.

Published information shall include the following:

- its Minnesota Transfer Curriculum,
- related policies and procedures
- academic program requirements for the Minnesota Transfer Curriculum
- appeal process for a transfer decision at the college or university level and at the system level.

Each system college and university shall provide its Minnesota Transfer Curriculum information for publication on the system Minnesota Transfer Web site: www.mntransfer.org .

Each system college and university shall follow "Best Practices for Communicating the Minnesota Transfer Curriculum" as per the Minnesota Transfer Curriculum Review Web site: www.transfer.project.mnscu.edu .

Part 6. Student Responsibility. The student is responsible for arranging for an official transcript and any other required supporting documentation to meet the system college or university policy and procedures.

Part 7. Student Appeals. A student may appeal a transfer decision regarding the Minnesota Transfer Curriculum as specified in Policy 3.21 Undergraduate Course Credit Transfer and related Procedure 3.21.1.

Subpart A. College or university level appeal. If a student is not satisfied with a college or university decision regarding transfer, the student may appeal the decision at the college or university level.

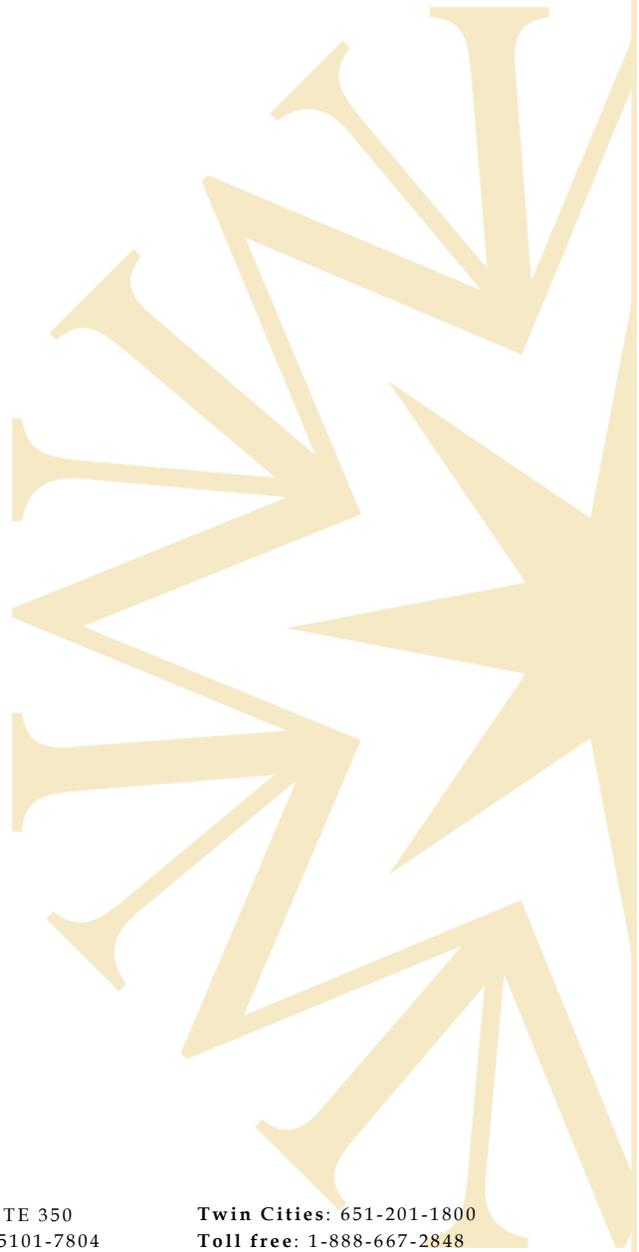
Subpart B. System level appeal. If a student is not satisfied with a college or university transfer appeal decision, the student may appeal the college or university transfer appeal decision at the system level to the Senior Vice Chancellor of Academic and Student Affairs. The decision of the Senior Vice Chancellor shall be binding on all system college and university parties.



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