

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES**

**Agenda Item Summary Sheet**

**Committee:** Academic and Student Affairs

**Date of Meeting:** January 19, 2010

**Agenda Item:** Legislative Report on Transfer

- Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring
- Information

**Cite policy requirement, or explain why item is on the Board agenda:**

Legislation passed in 2010 requires the Board of Trustees to develop and implement a plan to improve credit transfer within the system. The legislation further requires that the Board submit a report on February 15, 2011, and annually thereafter through 2014, on its activities to achieve the goals cited in the legislation and the results of those activities.

**Scheduled Presenter(s):**

Scott Olson, Interim Vice Chancellor for Academic and Student Affairs  
Mike López, Associate Vice Chancellor for Student Affairs

**Outline of Key Points/Policy Issues:**

The report provides information about actions taken to improve credit transfer, including the development and implementation of the Smart Transfer Plan, policy changes and technology enhancements, and increased monitoring of the Minnesota Transfer Curriculum at the colleges and universities.

**BOARD OF TRUSTEES  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

<b>INFORMATION ITEM</b>
<b>LEGISLATIVE REPORT ON TRANSFER</b>

**BACKGROUND**

Legislation passed during the 2010 session requires the Board of Trustees to develop and implement a plan to improve credit transfer within the system, and to provide a report annually to the legislature on activities taken to improve credit transfer and the results of those activities.

The current report to the legislature provides information about activities undertaken to date, including the development and implementation of the Smart Transfer Plan. This Plan focuses on several areas identified as critical to improving credit transfer- posting of course outlines, maintaining the database on course equivalencies, improvement of the appeal process, monitoring compliance with Minnesota Transfer Curriculum requirements and improving communication about the Transfer Curriculum, and providing increased opportunities for training of transfer staff.

The report also provides information about other actions taken to improve transfer, including policy changes, technology enhancements, and the development of a measure on transfer that will be included within the accountability dashboard.



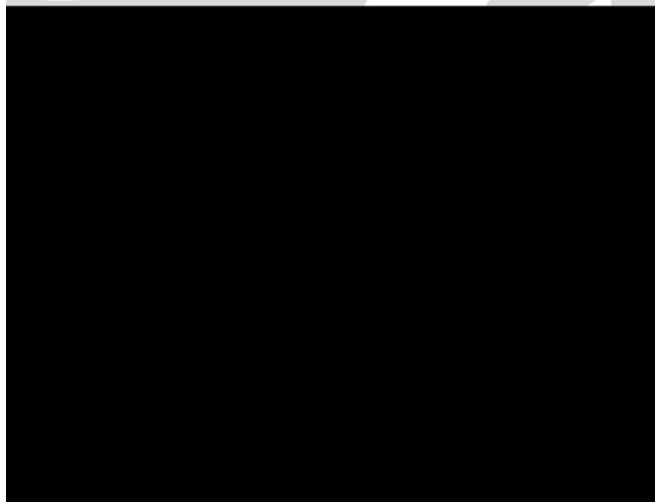
# Improving Transfer of Credit

## Report to the Legislature

Minnesota State Colleges and Universities  
February, 2011



**Minnesota**  
STATE COLLEGES  
& UNIVERSITIES



## Introduction

Minnesota Session Laws 2010, Chapter 364 Section 38 (a) states that “The Board of Trustees of the Minnesota State Colleges and Universities must develop and implement a plan to improve credit transfer within the system.” Subpart (d) of the same section states that “The board shall report on February 15, 2011, and annually thereafter through 2014, on its activities to achieve the credit transfer goals in this section and the results of those activities.”

The section also specifically noted several areas to be addressed in the Board’s plan to improve transfer, including enhancing information on transferring and tracking credits and improved training for all staff involved with credit transfer. Identifying discrepancies in transferring and accepting credits by institutions, devising methods to improve the uniform treatment of credit transfer and requiring institutional, rather than student responsibility to provide documentation for course equivalency determinations were additional aspects to be included in the plan. Finally, the Board was required to make system-wide transfer information available on the Internet and each system college and university was required to post information necessary to determine the transferability of course credits, using a common template, on their institutional websites.

## Improving Credit Transfer

Even before the legislation was passed, Minnesota State Colleges and Universities were aware that improvements to credit transfer were necessary, and had begun to undertake a number of actions to improve credit transfer within the system. These actions encompassed technology enhancements, policy changes, and increased emphasis on training and communication on the importance of transfer. Many of these actions were specifically designed to respond to deficiencies in transfer that were identified in a study of student transfer conducted by the Office of Internal Auditing within the Office of the Chancellor. All of these actions, as well as others, have been incorporated into the comprehensive Smart Transfer Plan which responds to the legislative mandate for a plan to improve credit transfer within the system and

**The Smart Transfer Plan** comprises five specific areas for action to improve credit transfer.

- **Course Outlines**- establishes a common format for course outlines to be used by all colleges and universities and requires that course outlines be posted on institutional websites, with links to these websites available on the MnTransfer.org website.
- **DARS- Course Equivalencies**- requires institutions to complete the evaluation of all Minnesota Transfer Curriculum courses to determine equivalencies across the system by July of 2011, and to evaluate all other courses to determine course equivalencies by July of 2012.
- **Appeals**- requires enhancements to the information provided to students about their right to appeal transfer decisions, including a notification placed on a student’s transfer evaluation, notification that if an appeal at the institution is unsuccessful an appeal at the system level is available, and institutional rather than MnSCU student responsibility for providing documentation necessary for the appeal.
- **Compliance and Communication**- requires institutions to comply with standards for inclusion of courses within the Minnesota Transfer Curriculum (MnTC), ensure that MnTC course lists are up to

date, and create links from their institutional home pages to transfer resources including MnTransfer.org.

- **Training-** establishes a greatly expanded system of training opportunities for all staff involved in transfer, including orientation for new staff and continuing training for more experienced staff, with training being provided in both large and small group settings and in the training lab at the Office of the Chancellor as well as on the campuses.

The Smart Transfer Plan is included as Attachment 1 to this report.

### **Policy Changes and Technology Enhancements to Improve Transfer**

The Board of Trustees has adopted several changes to Board Policies and the Office of the Chancellor has developed technology enhancements that respond to the legislative mandate and that have already significantly improved students' transfer experiences.

- **e-Transcript-** The system has initiated the use of an electronic transcript process for transfers within MnSCU. When a student who has attended any system college or university applies for admission to another MnSCU college or university, the transcript is automatically made available to the new institution. The student does not have to request the transcript and there is no charge to the student for the transcript. There are no copying or mailing costs involved. This process has had a significant positive impact on the response time for evaluation of prior student work at other institutions and has eased the transfer process for students. The Board took action to recognize the "official" nature of the e-Transcript by adopting a change to the Board Policy on College and University Transcripts that establishes the e-Transcript as the official transcript for transfers within the system.
- **Course Outlines-** The Board adopted changes to the Board Policy on Undergraduate Course Credit Transfer establishing a requirement that colleges and universities post course outlines for all of their courses on their institutional websites in order to facilitate the evaluation of courses to determine course equivalency. The Information Technology Services division within the Office of the Chancellor is developing enhancements to the Integrated Statewide Record System (ISRS) that will allow the automated posting of course outlines using a standard template by accessing course curriculum information stored in ISRS, thereby eliminating a great deal of manual work by college and university staff that would otherwise be required to post the course outlines. Board Policy 3.21 Undergraduate Course Credit Transfer is included as Attachment 2 to this report.
- **Course Equivalencies-** An additional amendment to the Board Policy on Undergraduate Course Credit Transfer was adopted in order to clarify that the DARS and u.select databases are the official repository of course equivalencies between system colleges and universities. The amendment further states that a course offered by a system college or university that is listed as the equivalent of a course at a system institution to which a student is transferring shall be accepted in transfer by that institution with no additional documentation required from the student.
- **Student Appeals and Information-** Finally, Board amendments to the transfer policy establish a requirement that students be provided information about the transfer appeal policy and that information about the transfer appeal process and about credit transfer and course equivalencies be posted on each college and university website.

- **Interactive Degree Audits-** The Office of the Chancellor Information Technology Services division has developed a significant enhancement to the DARS degree audit for students. The interactive degree audit provides enhanced information to students, including graphs and charts that allow a student to better understand progress s/he has made toward degree completion and the remaining requirements. Although useful for all students, the interactive degree audit is especially useful for students who have transferred from one institution to another. An additional enhancement is that advisors now have access to the same interactive degree audit as their advisees. Previously, due to system limitations, an advisor was provided a much more limited form of the degree audit from which to work.

## **Minnesota Transfer Curriculum Review**

The Minnesota Transfer Curriculum is one of the foundations of student credit transfer within the system, and compliance with the provisions of the Minnesota Transfer Agreement and related documents is required by Board Policy 3.37 Minnesota Transfer Curriculum, which is included as Attachment 3 to this report. The Program Collaboration and Transfer unit within the Office of the Chancellor conducts a biennial review of each college and university Minnesota Transfer Curriculum to ensure compliance with the requirements of the Board Policy. This is necessary because of the dynamic nature of college and university curriculum. Courses are constantly being added to, or deleted from, the curriculum, and courses are constantly being modified. The review ensures that courses included in each institution's Minnesota Transfer Curriculum meet the criteria for inclusion and that other aspects of the Transfer Curriculum are also in compliance with policy requirements. Each college and university is provided a copy of the review, including any necessary changes, and is required to respond by making required changes or providing acceptable justification for the inclusion of questioned courses in their Minnesota Transfer Curriculum. This process ensures the integrity of the Minnesota Transfer Curriculum within Minnesota State Colleges and Universities.

## **Conclusion**

The Board of Trustees of Minnesota State Colleges and Universities recognizes the importance of successful student transfer and supports efforts to improve student transfer within Minnesota State Colleges and Universities. The centrality of student transfer to the system is symbolized by the Board's direction that a dashboard on student transfer be added to the system's array of accountability measures. This dashboard will provide a readily accessible overview of the progress made by system colleges and universities toward an aspirational goal that one hundred percent of student credit transfers be awarded appropriately.

The Board is confident in reporting to the Minnesota Legislature that the Smart Transfer Plan and the actions taken by the Board and the Office of the Chancellor that are described in this report represent a significant step forward toward addressing the requirements contained in Chapter 364. We are similarly confident that full attainment of the legislative mandates will be completed no later than the end of fiscal year 2015.

## ATTACHMENT 1

### Minnesota State Colleges and Universities- Smart Transfer Plan, 2010

<b>Course Outlines</b>	<b>Process</b>	<b>Expected Outcomes</b>
FY 2011 1 <sup>st</sup> quarter	Institutions develop/assemble outlines for MnTC courses in electronic format; course outlines that are already available are posted on institutional website; links are provided to MnTransfer.org; links are made to MnTransfer.org website by OOC Transfer Unit	1) Institution has repository for MnTC course outlines in electronic format; 2) Current course outlines display on institutional website; 3) MnTC course outlines are linked to MnTransfer.org
FY 2011 2 <sup>nd</sup> quarter	Institutions continue to develop/assemble outlines for MnTC courses in electronic format; Institutions develop/assemble course outlines for non-MnTC courses including developmental, occupational/professional/general education (not MnTC) in electronic format; course outlines for all courses that are already available are posted on institutional website; links are made to MnTransfer.org website by OOC Transfer Unit	1) Institution has repository for all course outlines (MnTC and non-MnTC) in electronic format; 2) All course outlines display on institutional website; 3) All course outlines are linked to MnTransfer.org
FY 2011 3 <sup>rd</sup> quarter	All outlines are posted on institutional website; links provided to MnTransfer.org; links are made to MnTransfer.org website; process is in place to review, update and maintain all course outlines (MnTC and non-MnTC) on website with provision of link to MnTransfer.org; links are made to MnTransfer.org website by OOC Transfer Unit	1) All course outlines display on institutional website; 2) Process is in place for ongoing review and maintenance to ensure that all course outlines display on institutional website; 3) Process ensures that links to MnTransfer.org are current
FY 2011 4 <sup>th</sup> quarter	Process is utilized to develop, review, and maintain all course outlines on institutional website with provision of link to MnTransfer.org; links are made to MnTransfer.org website by OOC Transfer Unit	1) All course outlines display on institutional website; 2) Process is in place for ongoing review and maintenance to ensure that all course outlines display on institutional website; 3) Process ensures that links to MnTransfer.org are current

<b>DARS— Course Equivalencies</b>	<b>Process</b>	<b>Expected Outcomes</b>
FY 2011 1 <sup>st</sup> and 2 <sup>nd</sup> quarters	Ensure that MnTC courses from all other MnSCU institutions are evaluated to determine equivalencies and encode equivalencies into DARS and display in u.select (Note: all MnTC courses should be in DARS since July, 2008; however, they may not have been evaluated to determine equivalencies); *Establish process to evaluate non-MnTC courses (occupational, program, major, non-MnTC general education, etc.) and encode them into DARS and display in u.select). These tasks ensure functionality of u.select (Note: Curriculum changes are available for academic years 2003-2004 through 2009-2010 and curriculum changes for all years must be encoded); DARS unit trains, provides support	1) All MnTC courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 2) Process is established to evaluate non-MnTC courses; 3) All curriculum changes going back to 2003 are reviewed and equivalencies are encoded in DARS for display in u.select
FY 2011 3 <sup>rd</sup> and 4 <sup>th</sup> quarters	Complete evaluation of all MnTC courses to determine equivalencies and encode all MnTC courses into DARS and display in u.select; *Evaluate and encode non-MnTC courses into DARS and display in u.select; Establish process to review curriculum changes for all courses, evaluate these courses and encode them into DARS on ongoing basis to display in u.select (Note: curriculum changes are available every spring and must be encoded). DARS unit trains, provides support.	1) All MnTC courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 2) All courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 3) Process is established to evaluate all courses and curriculum changes to encode them into DARS for display in u.select
FY 2012 1 <sup>st</sup> and 2 <sup>nd</sup> quarters	Complete evaluation of all MnTC courses to determine equivalencies and encode all MnTC courses into DARS and display in u.select; *Evaluate and encode non-MnTC courses into DARS and display in u.select; Establish process to review curriculum changes for all courses, evaluate these courses and encode them into DARS on ongoing basis to display in u.select (Note: curriculum changes are available every spring and must be encoded). DARS unit trains, provides support	1) All MnTC courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 2) All courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 3) Process is established to evaluate all courses and curriculum changes to encode them into DARS for display in u.select



<b>DARS— Course Equivalencies</b>	<b>Process</b>	<b>Expected Outcomes</b>
FY 2012 3 <sup>rd</sup> and 4 <sup>th</sup> quarters	Complete evaluation of all MnTC courses to determine equivalencies and encode all MnTC courses into DARS and display in u.select; *Evaluate and encode non-MnTC courses into DARS and display in u.select ; Establish process to <u>review curriculum changes</u> for all courses, evaluate these courses and encode them into DARS on ongoing basis to display in u.select (Note: curriculum changes are available every spring and must be encoded). DARS unit trains, provides support	1) All MnTC courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 2) All courses from MnSCU institutions are evaluated and equivalencies are encoded in DARS for display in u.select; 3) Process is established to evaluate all courses and curriculum changes to encode them into DARS for display in u.select
FY 2013 1 <sup>st</sup> and 2 <sup>nd</sup> quarters	Process is developed and utilized to review and maintain processes to ensure that all courses are being evaluated and encoded into DARS including curriculum changes to display in u.select (All curriculum changes for all years must be encoded).	1) Process is established to evaluate all courses and curriculum changes to encode them into DARS for display in u.select
	*Note: Go Places, TES, ISRS, CEB may be used to assist in identifying institutions with like programs and in viewing course descriptions. Faculty may be provided with rights to view course descriptions for all other MnSCU institutions in ISRS (not given changing rights); rights to view TES or CEB (process for CEB needs to ensure the appropriate person makes equivalency determinations)	

<b>Appeals</b>	<b>Process</b>	<b>Expected Outcomes</b>
FY 2011 1 <sup>st</sup> quarter	Evaluate process to ensure students are provided with institutional and system-level appeal information in multiple ways (message on MnTC audit, sent with transfer evaluation, email message, website, catalog, student handbook, on appeal forms, etc. and that the information is disseminated; plan for adequate staffing to handle appeals, if necessary; Ensure appeal forms and other relevant documents (catalogs, website, etc.) mention system-level appeal; description of types of documentation to assist with appeal is communicated to students; Institutional websites and system websites are maintained with institutional and system level appeal information Note: students are responsible for providing documentation required for appeal (course outlines, descriptions, tests, etc.); support to add language about appeal on audit provided by OOC DARS unit	<ol style="list-style-type: none"> <li>1) Institutional and system-level appeal information is communicated to students in multiple ways;</li> <li>2) Process is in place to review and make determination about institutional appeal in a timely way;</li> <li>3) Process is in place to inform students how to appeal at the system level;</li> <li>4) Process is in place to ensure appeal forms, websites, catalogs, handbooks, DARS audits, etc. contain current information about the institutional and system-level appeal process including types of possible documentation required</li> </ol>
FY 2011 2 <sup>nd</sup> quarter	Ensure ongoing review and evaluation of appeal process to include all items listed above.	<ol style="list-style-type: none"> <li>1) Ongoing process for institutional appeals is maintained;</li> <li>2) Ongoing process to provide information about system-level appeal is maintained</li> </ol>
FY 2011 3 <sup>rd</sup> quarter	Ensure ongoing review and evaluation of appeal process	<ol style="list-style-type: none"> <li>1) Ongoing process for institutional appeals is maintained;</li> <li>2) Ongoing process to provide information about system-level appeal is maintained</li> </ol>
FY 2011 4 <sup>th</sup> quarter	Ensure ongoing review and evaluation of appeal process	<ol style="list-style-type: none"> <li>1) Ongoing process for institutional appeals is maintained;</li> <li>2) Ongoing process to provide information about system-level appeal is maintained</li> </ol>

Compliance/ Communication about Transfer	Process	Expected Outcomes
FY 2011 1 <sup>st</sup> and 2 <sup>nd</sup> quarters and ongoing	<p>Follow Procedure 3.37.1 to use Checklist of Criteria, Guidelines, and Minnesota Transfer Curriculum Agreement to certify all courses for inclusion into the Minnesota Transfer Curriculum; Follow "Best Practices" per Procedure.</p> <p>Create "Transfer" link from institutional homepage that includes links to MnTransfer.org, u.select, appeal information, course descriptions, course outlines, transfer policies;</p> <p>Link to institution's MnTC on institutional website;</p> <p>Include MnTC goal areas in course descriptions on website and in ISRS;</p> <p>Provide effective dates on all MnTC lists;</p> <p>Provide course titles and specific course numbers for all MnTC courses on all lists;</p> <p>Continually review and update MnTC lists;</p> <p>Remove or archive older MnTC lists and catalogs;</p> <p>Ensure that the "Minnesota Transfer Curriculum" can be searched on the website;</p> <p>Communicate to students to re-request transcripts any time they take courses at other colleges and universities after their initial enrollment.</p> <p>Note: Institutions that are seen as "terminal" and don't have dedicated staff to help students transfer out of their college or university need to know to refer students to the college or university that they are planning to transfer to. All institutions have students who transfer out.</p> <p>Ongoing maintenance of above items</p>	<ol style="list-style-type: none"> <li>1) Institutions follow "Best Practices for Communicating the MnTC and Transfer" as required by Procedure 3.37.1</li> <li>2) Institutions develop/maintain a "Transfer Page" on its website;</li> <li>3) Institution provides link to its MnTC on its website;</li> <li>4) Institution includes goal areas in course descriptions and in ISRS;</li> <li>5) Effective dates are provided on all MnTC lists;</li> <li>6) Course titles and numbers are included in all MnTC lists;</li> <li>7) Process is in place to review and update MnTC lists;</li> <li>8) Older MnTC lists are archived or removed;</li> <li>9) "Minnesota Transfer Curriculum" can be searched on institutional website;</li> <li>10) Students are notified to re-request transcripts if they take courses after their initial enrollment;</li> <li>11) Process ensures that all staff know to refer students to appropriate staff or to future transfer institution for help with transferring out</li> <li>12) Process to ensure ongoing maintenance of all above items</li> </ol>

Compliance/ Communication about Transfer	Process	Expected Outcomes
FY 2011 3 <sup>rd</sup> and 4 <sup>th</sup> quarters and ongoing	<p>Other suggestions to improve awareness of the MnTC and Transfer:</p> <p>Create "Transfer Advisory Groups" on campus to discuss transfer at least once/semester--group could include administrator(s), registrar, advisors, admissions, financial aid--any personnel who interface with transfer;</p> <p>Utilize promotional items for MnTransfer.org and u.select--make them available to students;</p> <p>Provide step-by-step instructions in advising offices next to computers explaining how to use u.select;</p> <p>Put information on TV monitors and posters about who provides transfer information on campus and information about MnTransfer.org and u.select and provide this information in all orientation sessions, in catalogs, etc.;</p> <p>Develop a webpage that says, "If you need information about transfer, contact XX dept.," and provide this for all offices;</p> <p>Encourage early and frequent advising (perhaps at least one mandatory advising session) at community and comprehensive colleges;</p> <p>Provide appeal information with every transfer evaluation and include a statement about appeals on the MnTC Audit;</p> <p>Inform students to request subsequent transfer evaluations when they change majors;</p> <p>Provide information to students at state universities and technical colleges that direct them to contact future colleges and universities for transfer advising if they decide to transfer out;</p> <p>Institute process to ensure all transfer communication strategies are reviewed and maintained on ongoing basis.</p>	<ol style="list-style-type: none"> <li>1) Transfer Advisory Group is formed on campus to meet periodically;</li> <li>2) Promotional items for MnTransfer.org and u.select are made available to students;</li> <li>3) Step-by-step instructions are provided to students in how to use u.select;</li> <li>4) Information about transfer specialists, MnTransfer.org, and u.select is provided on posters and TV monitors, in orientation sessions, catalogs, handbooks, etc.;</li> <li>5) Webpage directory is provided to direct students to the appropriate office for assistance;</li> <li>6) Process is in place to encourage frequent advising;</li> <li>7) Institutional and system-level appeal information is provided with all transfer evaluations;</li> <li>8) Students are informed to re-request transfer evaluations when they change majors;</li> <li>9)* Information is provided at technical colleges and state universities to seek advising from future institution when they know they will be transferring out;</li> <li>10) Transfer communication strategies are reviewed and maintained on ongoing basis;</li> </ol> <p>*Note: Students should be asked if they intend to transfer when they initially seek admission or receive advising at a technical college—they should be advised to go to community colleges as an alternative to pursuing a technical program when it is in their best interest.</p>
FY 2010	Process ensures Best Practices and other communication strategies are reviewed and maintained	1) Process ensures the review and maintenance of communication strategies
Note:	Students are responsible for reviewing how their courses transferred and applied to their program; for seeking advising; for asking questions; for providing information necessary to evaluate courses when necessary; for seeking information from staff, websites, etc., for letting the appropriate department(s) know when they've changed their program and for requesting another transfer audit at that time; for submitting appeals; for requesting updated transcripts when they take courses after their initial enrollment	

<b>Training</b>	<b>Process</b>	<b>Expected Outcomes</b>
FY 2011 1 <sup>st</sup> and 2 <sup>nd</sup> quarters and ongoing	Transfer Specialist Conference and DARS User Conference held during Fall Semester; Transfer Orientation held during Spring Semester; Transfer Tips sent to two transfer Listservs periodically (MnSCU Transfer listserv and MnSCU and non-MnSCU listserv); Phone/email support and advice; Presentations at colleges/universities to transfer staff; all CAOs, CSAOs are added to both transfer Listservs; all transfer specialists, advisors, counselors, registrars, admissions officers are added to both transfer listservs); Training provided on DARS encoding, u.select administration and transfer articulation; MnTransfer.org and other transfer websites/information are reviewed and maintained (ongoing) webinars, captivate and other electronic presentations developed and provided phone consultations provided (ongoing).	<ol style="list-style-type: none"> <li>1) Transfer Specialist Conference held annually</li> <li>2) Transfer Orientation held annually</li> <li>3) Transfer Tips sent periodically</li> <li>4) Phone/email support provided (ongoing)</li> <li>5) Presentations provided to colleges/universities upon request</li> <li>6) CAOs/CSAOs/Transfer Specialists/advisors/counselors/registrar/admissions officers are added to both transfer listservs</li> <li>7) Transfer websites and information are reviewed and maintained</li> <li>8) Electronic presentations provided</li> <li>9) Telephone conferences provided</li> </ol>

## ATTACHMENT 2



### Minnesota State Colleges and Universities Board Policies Chapter 3 – Educational Policies

#### 3.21 Undergraduate Course Credit 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 Office of the Chancellor 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 Office of the Chancellor 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.

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*Date of Implementation: 08/01/07*

*Date of Adoption: 04/29/98*

*Date and Subject of Revision:*

*5/19/10 – Added a new Part 4 Outlines and Part 5 Official Repository of Course Equivalents. Amended Part 7 to require credit transfer and course equivalencies available on the Website. Amended Part 8 to require that information about the transfer appeal process to students when they receive their transfer evaluations and requires that information be made available on the Website, course catalog and other publications.*

*6/20/07 - moves transfer of credit related to the Minnesota Transfer Curriculum to Policy 3.37, expands existing language to address course credit transfer from any higher education institution, limits the policy to transfer of formal credit courses, moves academic program requirements and transfer to Policy 3.36, and moves process and procedural items to the chancellor's procedure*  
*03/17/04 – added Subpart 4C to describe the transfer of the Associate in Fine Arts degree.*

Repealed carry forward policies CC III.01.10, Transfer Standards; CC III.01.11, Transfer of Technical Credits; SU Policy 4.5, Policy Regarding Transfer of Lower Division Credit from Two-Year Colleges; and T.C. 2.3.2.0, Credit Transfer

## ATTACHMENT 3



### Minnesota State Colleges and Universities Board Policies Chapter 3 – Educational Policies

#### 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.

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*Date of Implementation: 08/01/07*

*Date of Adoption: 06/20/2007*