



Inver Hills Community College

CONCURRENT ENROLLMENT



Policy & Procedure Guide

Inver Hills Community College

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August 2018



MINNESOTA STATE

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CONCURRENT ENROLLMENT INVER HILLS COMMUNITY COLLEGE

The Concurrent Enrollment (CE) program at Inver Hills Community College (IHCC) serves high school students, teachers and schools by increasing access to college learning, supporting excellence in teaching and strengthening high school and college connections. Courses offered through the IHCC CE program are taught by qualified high school teachers during the regular school day. Teachers are prepared and continuously supported through training provided by IHCC faculty from the sponsoring academic departments.

Inver Prep is a CE program in which high school students take IHCC developmental courses to ensure college preparedness. Upon successful completion of Inver Prep or by placement via the college assessment test, the junior and senior high school student begins InCollege, a CE program which delivers regular, lower division college courses. The majority of InCollege courses meet the requirements of the Minnesota Transfer Curriculum. Students who successfully complete such a course (with a grade of C or better) are assured of course acceptance at the Minnesota State Colleges and Universities. IHCC believes these courses offer participants flexible educational options for their future college careers and support statewide higher education goals. (See Transferology, www.transferology.com)

The Concurrent Enrollment program at IHCC is governed by guiding principles from legislative mandates (Minnesota Legislation 124D.091), Minnesota State Colleges and Universities Board Policy 3.5.1, the National Alliance of Concurrent Enrollment Partnerships, and IHCC protocols.

MISSION STATEMENT

Concurrent Enrollment programming through Inver Hills Community College aims to provide high school students the opportunity to prepare for and then to successfully earn college credit by means of a high quality experience in the high school equal to that of the college classroom.

CONCURRENT ENROLLMENT GOALS

- Give students first-hand experience with the high academic standards and increased workload typical of college education as well as the personal responsibility required to be successful in college.
- Provide teachers with ongoing, college-based professional development that is directly related to the content, pedagogy, and assessment of the IHCC courses they teach.
- Strengthen curricular, instructional, and professional ties between high schools and IHCC.

NACEP ACCREDITED

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is a professional organization that provides guidance and access to information on college and high school partnerships. **The InCollege program was awarded NACEP accreditation in May 2018** having demonstrated that it meets NACEP standards related to instructors, curriculum, student services, student assessment, and program evaluation. In meeting these standards, policies and practices are shown to be in place to ensure InCollege courses are of the same quality as courses taught on the IHCC campus. Information is available at www.nacep.org.

Concurrent Enrollment Program Course Offerings

Inver Prep and InCollege courses are considered “concurrent” because they meet both high school and college requirements. Inver Hills uses a computerized assessment inventory called Accuplacer, which was developed by the College Board to provide information about academic

skill levels. The result of the Accuplacer is used to determine initial course placements in reading, writing, and mathematics. Generally, CE students take the Accuplacer in 9th grade. Some students may receive placement in developmental courses (numbered below 1000); these courses do not count toward a college degree but they are designed to help students learn the skills necessary to be successful in college-level courses. Students who place in the college level courses (numbered above 1000) qualify for the InCollege program.

To qualify for the InCollege classes, students need to score 78 or above on the Accuplacer reading test OR have successfully completed Inver Prep coursework with a “C” or better grade. Below is a listing of courses offered through the CE program at IHCC. Further information on the courses can be found online at <https://www.inverhills.edu/Registration/index.aspx>

Inver Prep Courses Offered

IHCC Course Title	IHCC Course Designator	IHCC Semester Credit	Accuplacer Score
Introduction to College Reading & Writing	Read 0090	5	35-62
Reading College Texts	Read 0093	3	63-77
Introduction to Academic Writing	English 0099	3	63-77

InCollege Courses Offered

IHCC Course Title	IHCC Course Designator	IHCC Semester Credits	Accuplacer Score	*Prerequisite
Emergency Medical Technician	EMS 1101	6		
Introduction to Literature	English 1140	4	78 and Up	
Intermediate Spanish I	Spanish 2201	5		SPAN 1102 or equivalent
Intermediate Spanish II	Spanish 2202	5		SPAN 2201 or equivalent
Java Programming	CS 1126	3		CS 1110 or CS 1119 or any first computer language
Nursing Assistant	NURS 1001	5		Complete READ 0090 or placement into READ 0093 or higher
Writing and Research Skills	English 1108	4	78 and Up	Writing and Research Skills

*** Prerequisites**

Students may register in any course if they meet the minimum standard of course and skill prerequisites as stated in the catalog and semester schedule. Academic success requires that some courses be taken in a prescribed sequence or that students demonstrate certain knowledge or competencies prior to enrolling in more advanced courses. Current courses and skill prerequisites are listed at the end of the course descriptions in the catalog and in the class schedule. Registration in English and mathematics courses is determined by results of the

college's pre-entry assessment. The course instructor must authorize exceptions to course prerequisites.

Skill Prerequisite

The skill prerequisite indicates the writing, reading and/or mathematics skill-level expectations of the department and/or instructors. Basic skills proficiency results are obtained through the assessment process when students are admitted to the college. Minnesota State policy requires that students demonstrate measured appropriate skills before registering for composition, mathematics and reading-intensive courses. Placement in English, reading and mathematics courses is determined by the assessment inventories.

To see individual course prerequisites click on the Subject Area then the Courses tab:

<https://www.inverhills.edu/DegreesAndPrograms/SubjectAreas/index.aspx>

Course Load

To register for more than 18 credits in a semester or more than 12 credits in a summer session, students must obtain authorization from an academic advisor or counselor. A student's total number of enrolled credits at all Minnesota State college and universities shall not exceed 22 in any semester. Non-degree seeking students may register for a maximum of 8 credits per semester.

Concurrent Enrollment Price Structure

There is no direct cost to the students for the CE program at IHCC. Payment is provided by the high school within twenty (20) days after IHCC has presented invoices for services performed to the high school. Additional costs that schools and districts incur when offering a CE course include:

- Purchasing textbooks and equipment
- Providing substitute teachers for days when teachers attend workshops and on-campus student visits
- Providing transportation for students to on-campus student field visits

Partial reimbursement for these costs is available to public high schools from the state. For more information on accessing state dollars contact the Minnesota Department of Education, 651-582-8637.

Pricing Structure for Concurrent Enrollment Academic Years 2018 – 2022

Purpose: Effectively communicate a pricing structure that aligns with the April 18, 2016 pricing structure guidance from the Minnesota State system office.

Academic Year	Inver Prep New	Inver Prep Ongoing	In College New	In College Continuing	Notes
2018 - 2019	\$2,700	\$2,700	\$2,700	\$2,700	
2019 - 2020	\$3,000	\$3,000	\$2,800	\$2,800	
2020 - 2021	\$3,000	\$3,000	\$2,900	\$2,900	
2021 - 2022	\$3,000	\$3,000	\$3,000	\$3,000	*Represents alignment with Minnesota State pricing guidelines as identified in spring of 2016

Roles and Responsibilities

The academic administrator assigned to the CE program is responsible for the oversight of the program as it relates to academic programming, faculty development, accreditation, and course integrity. The assigned academic administrator leads the Concurrent Enrollment Committee which is composed of faculty and administrators. The committee provides oversight for CE program processes, protocol, and expectations aligned with NACEP requirements.

Inver Hills Community College CE Program Operation Responsibilities

- Provide a comprehensive list of courses offered through the CE program with descriptions that are publicly available from the college.
- Identify prerequisite requirements for each college course.
- Provide appropriate registration, withdrawal, and drop-add information.
- Assist the high school with the administration of assessment (Accuplacer) testing.
- Maintain appropriate academic records documenting each CE course.
- Share student enrollment information and final grade templates.
- Make appropriate record adjustments for students in accordance to drop/add and withdrawal policies.
- Provide student transcripts upon receipt of request and fee payment.
- Maintain college course records for high school students and award college credit for successfully completed courses.
- Provide CE instructors with discipline-specific training and orientation regarding but not limited to course curriculum, assessment criteria, pedagogy, course philosophy and, administrative responsibilities and procedures prior to the instructor teaching the course.

Faculty Mentor Responsibilities

The IHCC mentor's role is to serve as the instructor of record overseeing and ensuring the integrity of the course curriculum. The mentor's responsibilities include the following:

- Share with CE program administration and partnering high school the college requirements regarding course syllabi, course content, assessment norming and course resources
- Facilitate student outcome assessments and assignment norming with the high school partner including review of student work
- Integrate course evaluation data, current content specific information and other professional development content to design and deliver annual professional development discipline specific workshops to high school teachers
- Make at least one site visit (per semester class) to the high school to meet with the partner teacher.
- Provide ongoing professional opportunities to share best practices
- Maintain communication with the high school teacher related to the course, its delivery, student assessment or grading
- Notify CE program administration when there are significant changes in the curriculum and when new texts are selected
- Notify high school teachers when there are course syllabus updates, changes in curriculum, and when new texts are selected
- Provide access to supplementary materials approved by the department for use with the specific course being delivered at the high school
- Submit final grades using the online grade entry system
- Submit a "Syllabus/Course Welcome Checklist" for every class mentored
- Submit an online "Visitation Report" for every class mentored

High School Responsibilities

- By November 30, send a completed Intent to Offer form to the IHCC CE administrator identifying the classes to be offered for the oncoming academic year
- Work with college staff to schedule and administer the Accuplacer exam for students interested in CE courses prior to student admission and registration
- Advise students about course expectations; help them to make decisions about participating
- Approve students per CE student eligibility criteria and policies. The high school is responsible for ensuring that the student meets the eligibility requirements for CE courses per the IHCC guidelines
- Complete enrollment and registration of the students within the stated enrollment and registration period. CE courses shall not simultaneously enroll CE and non-CE students without prior approval by CE administration
- Ensure the maximum enrollment of a CE course does not exceed the published on-campus seat cap
- Ensure all textbooks and other instructional materials/equipment required for the course (as determined by the sponsoring academic department and faculty mentor) are available to students at the beginning of the term
- Assist in student compliance with the drop/add and withdrawal policies
- Ensure communication and access to IHCC student support services for CE students and their parents (or guardian)
- Coordinate dates and visit strategy to the IHCC campus including provision of transportation for the CE students
- Release teachers to attend CE professional development activities and required student field days
- By August 31 of each year, send completed contracts to the IHCC CE office for the oncoming academic year
- Pay the established Inver Hills Community College CE program fee
- Plan for a smooth transition when replacing a CE teacher including obtaining pre-credentialing approval in instances when a long-term substitute teacher is required

High School Teacher Responsibilities

- Submit all required credentialing documents and obtain approval to teach the CE course prior to course being taught at the high school
- Use the course syllabus for the CE course provided by IHCC
- Provide the faculty mentor with documentation that ensures each CE course is equivalent in content and rigor to the same course offered on campus. This documentation should include copies of quizzes, exams and completed homework assignments that are examples of student A-level work, B-level work, and C-level work. The faculty mentor reserves the right to approve any mid-terms, as well as the final examination. If not approved, the faculty mentor must demonstrate that the exam does not evaluate at the college level and/or it is not consistent with course learning objectives
- Assign final whole letter grades to each student on the class list. The completed grade sheet is to be sent to the faculty mentor immediately after the semester ends
- A student's grade in a course is to be based on their academic performance on assignments and tests or other factors as mutually agreed upon by the high school teacher and faculty mentor and as stated in the syllabus
- Attend a yearly workshop at IHCC to discuss issues, policies, procedures, and discipline specific content
- Facilitate program evaluation

High School Teacher Professional Development

Professional development opportunities are provided for teachers to keep updated on the college courses they are teaching as well as to participate in the intellectual and collegial community of the college. The workshops function as faculty meetings for IHCC CE courses and fulfill a requirement for NACEP accreditation. Teachers work with their mentor from the discipline to prepare the content, pedagogy, assessment and syllabus for the college course they will be teaching. The professional development opportunities also provide teachers with processes, policies and updates relevant to teaching for the college.

Teachers are required to attend and sign in at the provided professional development opportunities both in person and online. When circumstances beyond a teacher's control prevent her or him from participating in a workshop, he or she is expected to contact the supervising professor to discuss the meeting's agenda to discuss alternative participation strategies. High school teachers who develop a pattern of professional development event absences may face discontinuation from the program.

Identifying and Planning a CE Course

The partnership between Inver Hills Community College and school district requires collaboration before a CE course is offered. The goal of the process is to ensure that IHCC and the high school can offer the course, that it meets credentialing requirements and, that the quality and rigor of the program serves the students. High school administrators and the CE administrator will meet to explore course options. Course options are contingent on what is being offered at IHCC, faculty availability and high school teacher qualifications. The high school can then schedule the Accuplacer testing timeframe to determine high school student placement.

Concurrent Enrollment High School Teacher Credentialing Process

High school teachers who wish to teach a CE class go through an application process to demonstrate that they meet credentialing requirements identified by Minnesota State. The teachers need to submit a resume and unofficial transcripts for an initial review (email or post mail) to:

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Concurrent Enrollment Program
2500 80th Street East
Inver Grove Heights, MN 55076

Inver Hills has a multi-step teacher credentialing process. If a teacher is determined to be credential eligible, they will be directed to submit:

- Copies of Official Transcripts
- A Resume or Professional Curriculum Vita

Submissions can be directed to the address identified above. Credential acceptance or denial letters will be sent to the teacher and building level administrators. Upon credentialing, teachers will be sent a memo of understanding containing duties and program timelines. The signed memo must be returned to IHCC.

Credentials

See Minnesota State Colleges and Universities Procedure 3.5.1 Post-Secondary Enrollment Options (PSEO) Program:

<http://www.Minnesota State.edu/board/procedure/305p1.html>

Chronological Checklist for High School Teachers

Before the course starts:

- Update course syllabus, including information required by IHCC, and send it to the mentoring faculty member

Early in the term:

- Help students understand that they are IHCC students
- Review the IHCC student and academic policies with the students
- Discuss academic integrity and the consequences of plagiarism and scholastic dishonesty with the students
- Inform the students of the timeline and procedure for withdrawing from a course
- Confirm the class roster with IHCC
- Submit any late registrations or withdrawals
- Make arrangements for students to visit the IHCC campus

Midterm:

- Alert failing students of their status
- Submit any class roster changes

Near end and end of term:

- Administer course evaluations
- Send course evaluations back to IHCC
- Submit final grades to teacher mentor

Faculty Mentor Checklist

- Share with CE program administration and partnering high school mentee the departmental requirements regarding course syllabi, course content, assessments and textbooks
- Approve the syllabus to be used including all IHCC policies
- Verify the IHCC courses and the students registered for those classes
- Establish a bi-directional communication routine with the mentee
- Provide access to supplementary materials approved by the department for use with the specific course being delivered at the high school
- Discuss student assessments and review at least one example of A, B, C, D, and F student work after the high school mentee has graded them.
- Schedule and complete at least one site visit (per semester class) to each high school classroom and more as needed to ensure academic integrity of the course.
- Connect with the mentee before the high school class visit to inquire about particular concerns that may need to be addressed.
- Ask when students will visit the IHCC campus and schedule a time to meet with them on that day.
- Submit final grades using the online grade entry system.
- Complete and/or send a “Syllabus/Course Welcome Checklist” and “Visitation Report” for every class mentored to the CE administrator.

Advising Students

CE teachers and school guidance counselors provide invaluable advising to students, helping them to understand that the college course will require more time and personal responsibility than the typical high school class. Students should expect to spend about 9 hours per week, including class time, on a three credit course.

Applying and Registering for the CE Program

Inver Prep - All new Inver Prep students will need to take the Accuplacer and apply to the program using the link provided to the high school. Once all students are registered, the teacher needs to send a class roster for every Inver Prep class/section to the CE administrator.

InCollege - Students who plan to take an InCollege class will need to qualify for the class per the IHCC requirements. This may include passing an Inver Prep class and/or attaining a designated Accuplacer score. Once a student qualifies for the InCollege class they then apply to IHCC through the application process which includes obtaining a StarID. After the application is completed, they can register for classes using the six digit course ID number that is provided to the school. Tutorials are provided on the IHCC website to guide students through the application and registration processes. They can sign in using their StarID username and password to register for InCollege class.

InCollege class registration information provided to the high schools includes the course, section number, course ID, last day to add the course and last day to withdraw from the course. Registration dates for each semester generally are the first two weeks of the fall and spring semesters. If students are already in the InCollege program, they do not need to fill out the application again. They will need to sign in using their Star-ID username and password to register for InCollege class.

Some returning students may not remember their Star ID username and password. Star-ID information can be retrieved using StarID Self Service, <https://starid.minnstate.edu/>. Avoid developing duplicate StarIDs for a student.

Course Changes and Cancellations

The college reserves the right to change class locations, instructors and other conditions that do not alter the scheduling of the course. If the time, day or dates of a course are changed, or if a course is cancelled, the college will send a notification email to each registered student.

Class Lists

After students have completed InCollege registration, the teacher will need to review the class list on their D2L Brightspace site. The teacher then sends an email to the CE office confirming that the class listing is correct. This is done to ensure that students are enrolled in the proper class. InCollege teachers can see an updated class list by logging in to the IHCC D2L Brightspace system using their StarID login information. Instructions on how to activate a StarID and navigate through our D2L Brightspace site can be found on the IHCC website: <https://starid.minnstate.edu/>.

When Students are doing poorly in a CE Course

IHCC grades earned in CE courses are entered onto an official college transcript and become part of the student's permanent academic record. CE teachers should let students know if they are in jeopardy of failing an IHCC CE course. Discuss appropriate options, such as taking an incomplete or withdrawing from the course. Students must withdraw/cancel before taking a final exam or completing a final paper or project for the course. Withdrawal from a completed and graded course is not permitted.

Class Size Limits

College academic departments specify class size for each course to ensure that the pedagogy and interactivity appropriate for the subject at hand can be employed. CE gains permission from a college department to offer its course(s) by guaranteeing that the course's essential characteristics – class size being one such characteristic – will be preserved when taught in the high school. Observing the college's class size limits is also required to meet NACEP's curriculum standards, which require that a CE course be the same as the course offered on the college campus and that it reflect the pedagogical orientation of the course on the college campus.

Course Evaluation

Inver Hills Community College conducts student ratings of instruction on courses including the InCollege and Inver Prep classes. The information collected from the surveys is used for ongoing professional development. The high school will be notified of the survey, timeline and access information. Surveys should be completed each time the course is taught.

Visit Days

IHCC welcomes the CE students to campus. The classes can attend college activity days that provide CE students with an opportunity to meet students from other schools, interact with on-campus students and faculty as well as explore the resources of the IHCC campus. These include student success days, Fine Arts Festival, and the annual research conference. Other formats for the college visit can be developed as well. While on campus, as in the classroom, CE students are subject to IHCC student conduct policies. Please set aside time to properly prepare your students.

Visit Day Preparation Checklist

- Work with the CE administrator to choose a visit day and activity that will provide your students with a positive experience without duplicating previous visits.
- Add the visit day to your syllabus along with the information about whether the field day will be required for your CE students and, if required, the consequences for students who don't attend.
- Inform your school administrators and other CE teachers about the day you have chosen.
- Work with your school administrators to arrange transportation.
- Arrange for any permissions that are required by your school from parents or legal guardians.
- Review appropriate student conduct.
- Debrief with your students after the field day.

Submitting IHCC Grades

IHCC requires all grades to be submitted to the IHCC college mentor who will submit them online. Note any change that has been made to the class roster since the beginning of the course. Grades are due within three business days of the last class session.

Grade of "D" Policy

Students who earn a D in a course offered via concurrent enrollment are encouraged to meet with the high school teacher/guidance and counselor prior to continuing in the program.

Repeating Courses Policy

If a student decides to repeat a course, both the original and repeated grade and credits will appear on the student record and transcript. The Enrollment Center will automatically process repeat grades within one month of the end of a semester. Those courses identified as repeated result in a recalculated GPA. Students enrolled in a course for the third time (or more) may remain in the course only with the consent of the instructor.

IHCC versus High School Grades

CE program instructors may choose to assign different grades for the high school course and the IHCC course. Teachers should be guided by their school policies regarding advanced course grading. IHCC Policies including student, academic and campus policies can be found on <https://www.inverhills.edu/Policies/index.aspx>

Academic Integrity Policy

Academic integrity is one of the most important values in higher education. This principle requires that each student's work represents his or her own personal efforts and that the student acknowledges the intellectual contributions of others. The foundation for this principle is student academic honesty. Inver Hills students are expected to honor the requirements of the academic integrity policy. The full Academic Integrity Policy can be found on the college policy web page at inverhills.edu/policies.

Policy Implementation

Notification: In each class students will be notified about that class' process regarding academic dishonesty. That notification is most often stated in the class syllabus and may contain definitions of academic dishonesty, required documentation style, a reference to the college's Academic Integrity Policy and the Student Code of Conduct, and a statement of consequences in the class for any infraction.

Due Process: Students can expect fair treatment in academic matters, and the following steps will be followed in each situation:

1. Notification of the charge,
2. presentation of the evidence supporting the charge,
3. an opportunity to respond,
4. notification of the consequences, and
5. information about the appeal process.

Consequences: There is a range of options available to instructors for dealing with cases of academic dishonesty. Consequences for a student in a particular class may include, but are not limited to, failing the course, having a course grade lowered, having an assignment grade lowered or stricken, completing an additional assignment or redoing it, receiving a warning, and/or having the charge dropped.

Documentation: A written summary identifying the specific allegation of academic dishonesty, the consequences, and the documentation to support the charge will be provided to the student. Copies will be kept by the instructor and sent to the Dean of Students.

Institutional Response

Information sent to the Dean of Students will be used to maintain a master file of academic dishonesty cases. The Dean will identify any ongoing patterns of academic dishonesty and will consider whether an institutional response to a Student Code of Conduct violation is warranted.

If such a determination is made, the Dean of Students will initiate the College's formal disciplinary process as described in the Student Code of Conduct.

Satisfactory Academic Progress

Please access the following link for the IHCC Policy 2.9 Satisfactory Academic Progress: <https://www.inverhills.edu/Policies/pdfs/Chapter-2-Students/2.9-Satisfactory-Academic-Progress.pdf>

Withdrawal

Withdrawing from classes any time after the no-obligation period results in a W grade on a student's transcript. Withdrawal from a class or classes after the fifth business day of the semester results in a W grade on the student's transcript. Students who simply stop attending classes remain registered for the class, may receive a grade of F or FN, and are fully responsible for any tuition, late fees or collection fees associated with that course. The last day to withdraw from a course is calculated as the day on which 80% of the course has elapsed. To view the last day to withdraw for a specific course, visit Courses and Registration in your E-Services account.

Transfer Credit Policy

Students wishing to transfer to Inver Hills from another postsecondary institution should follow the college's admission procedures detailed on the college's website.

General Transfer Policies

Transfer credit will be evaluated based on sufficient academic quality when compared with curricula and standards used to meet degree requirements at Inver Hills. Transfer credit evaluations are completed by the Enrollment Center. New students who want an official evaluation of their transcripts must enroll under the Regular Admission process (see application and admission procedures). After an applicant has completed each of the requirements for regular admission, official transcripts will be evaluated to determine which credits are applicable to the degree listed on the application form. Courses approved for transfer must be comparable in nature, content and level, and match at least 75 percent of the content and goals of the course for which the student is seeking equivalent credit. The number of credits transferred to Inver Hills is dependent upon the specific requirements of each program or degree offered at Inver Hills.

Transfer credit grades will not be used in computing a student's Inver Hills grade-point average. Inver Hills will accept courses from other institutions with grades of D or higher. While grades of D will be accepted by the college, they may not be accepted by individual departments due to varying departmental policies regarding acceptable grades for graduation. Furthermore, students wishing to transfer to a four-year institution should consult that institution's policies regarding transfer and use of D grades. Please see the descriptions that follow for the college's academic policy on how these credits will be accepted and applied.

Transfer of MnTC and other courses

Individual courses from other Minnesota State colleges and from the University of Minnesota transfer to Inver Hills into the Minnesota Transfer Curriculum. Such courses transfer according to the MnTC goal areas designated for them by the institution where the student originally took the course. Completion of the entire goal at another Minnesota State institution completes the goal at Inver Hills. However, there is no guarantee that courses from private and non-Minnesota colleges will satisfy MnTC goals, even if the courses may be transferable as electives. Such courses are evaluated on an individual basis. Courses with a grade of D or higher (including

transfer) can be included in the MnTC. A 2.0 GPA is required for recognition of completion of the entire MnTC.

Credits from other institutions

Transfer credit will be evaluated based on academic content and quality when compared with curricula and standards used to meet degree requirements at Inver Hills. Inver Hills will accept transfer credit from institutions with whom a written and approved articulation agreement exists between both institutions. Inver Hills also will accept transfer credits from regionally or nationally accredited institutions. Institution accreditation can be viewed on the U.S. Department of Education website. Up to 16 credits from nationally accredited institutions will be automatically accepted by the college as elective credit. Students may complete a Course Substitution/Waiver Request form if they desire more than 16 credits in transfer. While credits from nationally accredited institutions will be accepted by the college, individual departments may decide not to accept these credits toward degree or certificate requirements. Students desiring to have credits from nationally accredited institutions accepted by an individual department to be used toward degree or certificate requirements must complete a Course Substitution/Waiver Request form. In addition, students should attach copies of the transcript, course descriptions and course syllabi. Students wishing to transfer to a four-year institution should consult that institution's policies regarding transfer of credits from nationally accredited institutions. Depending on that institution's policies, credits earned from nationally accredited institutions may not be accepted at that institution.

Technical college credits

A maximum of 16 semester technical credits will be accepted as elective credits in transfer from vocational or technical colleges having appropriate regional or national accreditation. General education credits satisfying the MnTC may be accepted beyond the 16 semester credit maximum. Students may petition for an evaluation of technical credits believed to be equivalent to a specific program.

Grading Symbols and Descriptors

A - 4.00 Denotes superior achievement

B - 3.00 Denotes above-average achievement

C - 2.00 Denotes average achievement

D - 1.00 Denotes below-average achievement

F - 0.00 Denotes failure to achieve

FN - 0.00 Denotes failure for lack of attendance

U - 0.00 - Denotes a college-initiated withdrawal

I - . Denotes incomplete work

W - Denotes withdrawal from class after the fifth class day of the semester through the published withdrawal deadline. Withdrawal dates for courses with beginning and ending dates that differ from the regular semester calendar will be specified in the class schedule.

P - Denotes achievement in a course at the level of "C" or higher. Credits with a grade of P will count toward graduation but will not be used in computing grade-point average.

NC - Denotes no credit granted.

AU - Denotes audit or registration for a class without the intention of earning credit.

Z - Denotes in-progress course

CC - In Progress; denotes in-progress concurrent enrollment.

Grades of NC, I, W, P, AU, and CC are not considered in determining grade-point average. All developmental courses — courses numbered below 1000 — are graded on a scale of A-B-C-D-NC.