**APPROVAL PAGE FOR PROPOSALS**

**Academic Affairs Council**

**Submission Information**

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| **Cheyney University Policy Number:** | AA 2010-1031 |
| **Policy Type:** | Permission to Study at another University |
| **Approved by:** | Academic Affairs Council |
| **History:** | Revised 10-22-18 |
| **Related Policy(s):** | N/A |
| **Additional References:** | N/A |

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| **A: Purpose** | The purpose of this policy  |
| **B: Scope** | This policy applies to all courses and all students |

**Rationale Information**

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| **D. Policy & Procedure(s)**HOST INSTITUTION ATTENDANCE: PROPOSED LANGUAGE Students wishing to study at another college and to transfer the credits earned to Cheyney University must obtain permission, in writing, prior to enrollment. The following conditions must be met: * Student must submit a Host Institution Attendance form, specifying the institution at which the course(s) will be taken, the semester, the course name and number.
* The completed form must be approved by the student’s advisor, department chair, dean of faculty, and the Provost. The approved form will be forwarded to the Registrar.

The college at which the student wishes to study must be a regionally accredited institution of higher education. **MSCHE language*** Transfer and award of credit is a concept that increasingly involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula with similar characteristics. As their personal circumstances and educational objectives change, students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study. It is important for reasons of social equity and educational effectiveness for all institutions to develop reasonable and well-articulated policies and procedures for the consideration of credit for such learning experiences, as well as for the potential transfer of credits earned at another institution. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives. It is the receiving institution's responsibility to provide reasonable and well-articulated policies and procedures for determining a student's knowledge in required subject areas. All sending institutions have a responsibility to furnish transcripts,
* (1) "Transfer" as used here refers to the movement of students from one college, university or other education provider to another and to the process by which credits representing educational experiences, courses, degrees or credentials that are awarded by an education provider are accepted or not accepted by a receiving institution.
* (2) Syllabi and other documents necessary for a receiving institution to judge the quality and quantity of the student's work. Institutions also have a responsibility to advise the student that the work reflected on the transcript may or may not be accepted by a receiving institution as bearing the same (or any) credits as those awarded by the provider institution, that the evaluation of credit is not always consistent among institutions, or that the credits awarded will be applicable to the specific academic degree or credential the student is pursuing.

**Inter-Institutional Transfer of Credit*** Transfer of credit from one institution to another involves at least three considerations:
* (1) the educational quality of the learning experience which the student seeks to transfer;
* (2) the comparability of the nature, content and level of the learning experience to that offered by the receiving institution; and
* (3) the appropriateness and applicability of the learning experience to the programs offered by the receiving institution, in light of the student's educational goals.

**Accredited Institutions*** Accreditation addresses primarily the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. The goal of accreditation is to give students and policymakers confidence in the effectiveness of an institution’s or program’s academic quality and that it has the resources necessary to accomplish its goals. Accreditation speaks to the probability that students have met acceptable standards of educational accomplishment.
* Users of accreditation are urged to give careful attention to the accreditation conferred by accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. Both have a formal process that requires that all recognized accrediting bodies meet the same standards. Although accrediting agencies vary in the ways they are organized and in their statements of scope and mission, all accrediting bodies that meet the CHEA and Department of Education standards for recognition must demonstrate that they require the institutions or programs to meet generally accepted standards.

**Determining Comparability of Coursework*** Accreditation does not address questions about the comparability of the nature, content, and level of potential transfer credit. These questions are as important in the evaluation process as the accreditation status of the institution where the student originally earned his or her credit. Since accreditation does not address these questions, this information must be obtained from catalogues, syllabi and other materials and from direct contact between knowledgeable and experienced faculty and staff at both the receiving and sending institutions. When such considerations as comparability and appropriateness of credit are satisfied, however, the receiving institution should have reasonable confidence that students from accredited institutions are qualified to undertake the receiving institution's educational program. In its articulation and transfer policies, the institution should judge courses, programs and other learning experiences on their learning outcomes and the existence of valid evaluation measures, including third-party expert review.

**Admissions and Degree Purposes*** At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree requirements or about the appropriateness and applicability of the credit a student has earned at one institution to the programs offered by the institution where the student seeks to transfer that credit. Previous work, because of its nature and not necessarily its inherent quality, may have no applicability to a specific degree to be pursued by the student and may be considered for elective credit only. Institutions have a responsibility to make this distinction, and its implications, clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between elective credits and credits applied toward specific requirements of an educational degree or credential.

**Additional Criteria for Transfer Decisions*** These additional criteria are intended to sustain academic quality in an environment of more varied transfer, assure consistency of transfer practice, and encourage appropriate transparency about transfer policy and practice.
* Balance in the Use of Accreditation Status in Transfer Decisions: Institutions and accreditors should ensure that decisions about awarding transfer credit are not made solely on the source of accreditation of the sending program or institution. While acknowledging that accreditation is an important factor, receiving institutions ought to make clear their institutional reasons for accepting or not accepting credits that students seek to transfer. Students should have reasonable explanations about how work for which students seek transfer credit is or is not of sufficient quality when compared with the receiving institution and how work is or is not comparable with curricula and standards to meet degree requirements of the receiving institution.
* Consistency: Institutions and accreditors should reaffirm that the considerations that inform credit award decisions are applied consistently in the context of a higher education landscape where more students are trying to transfer more credit and there are a number of new higher education providers offering more potential sources of transfer credit. This increases the number and type of transfer credit issues that institutions will need to address—making consistency even more important in the future.
* Effective and Transparent Public Communication: Institutions and accreditors should ensure that students and the public are fully and accurately informed about their respective transfer credit policies and practices. The public has a significant interest in higher education's effective management of transfer credit, especially in an environment of expanding access and increased mobility. Colleges and universities are the stewards of significant taxpayer dollars, such as state investments in public institutions or federal student aid funding. This funding is accompanied by public expectations that the transfer credit process is built on a strong commitment to fairness and efficiency.
* Commitment to Address Innovation: Institutions and accreditors should be flexible and open in considering alternative transfer credit approaches that might benefit students, including credit earned through alternative means, such as competency-based, distance, and online learning and other applications of technology.
* The student must be currently enrolled and eligible for registration at Cheyney University the next semester.
* The student must earn a grade of C or above in order to transfer the credit to Cheyney University.
* Grades earned at other institutions are not used in calculating the student’s Cheyney GPA (except for grades earned from other PASSHE institutions under the Visiting Student Program). They will show on the student’s transcript as CR.
* It is the student’s responsibility to arrange for the Host Institution to send the transcript to the Cheyney Registrar once the course is completed.

PASSHE policy dictates that 30 of the last 60 credits of a student’s curriculum must be taken at Cheyney University, including at least 50% of coursework in the student’s major.  |

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| **Date Received from the AAC:** | 11/22/18 |
| **AAC Approval Date:** | 10/22/18 |
| **Provost Signature:** |  |
| **President Signature:** |  |