



OFFICE OF
HIGHER EDUCATION

Dual Credit and Exam-based Credit Acceptance Policies of Minnesota Colleges and Universities

Appendix A: Technical Information

Section 1: Survey Working Group

A working group of institutional staff and OHE staff helped develop and refine the survey protocols and questionnaire. The goal was to develop a survey to gather data to fulfill the mandate of creating an inventory of dual credit acceptance policies.

The primary targets for the survey were staff involved in P-16 or system-wide collaborations and activities from Minnesota public and private colleges. Other staff could include admissions staff, transfer specialists and others as appropriate.

Working group members included:

Megan Adamczyk	Minnesota State Community and Technical College
Scott Coenen	University of Minnesota Twin Cities
Sandy Connolly	Minnesota Office of Higher Education
Cindy Egeness	St. Catherine University
Angie Johnson	Minnesota Department of Education
Amy McDonough	Minnesota Private Colleges and Universities
Jon Peterson	International Baccalaureate MN
Jennifer Trost	Century College
Ger Vue	Saint Paul College
Kelsie Wagner	Minnesota State University - Mankato
Nancy Walters	Minnesota Office of Higher Education
Pakou Yang	Minnesota State Colleges and Universities

Section 2: Survey Response Rates

The survey was administered by the Minnesota Office of Higher Education using an online survey tool. The survey link was sent to 80 colleges located or headquartered in Minnesota. These institutions include those that A) are eligible for state grant funding B) primarily serve undergraduate students C) have an academic or technical focus and D) are currently accepting new freshmen and transfer students. Graduate schools were removed from the survey list, as were cosmetology schools, truck driving schools, massage schools, yoga schools, and aviation schools. Emails reminding staff about the survey were sent at the two-week, four-week, and five-week mark to non-respondents. Throughout the data collection period, the Minnesota Office of Higher Education communicated openly with the 80 colleges surveyed to answer technical and content-based questions.

Responses were collected from 80 primary contacts representing 80 different institutions for a response rate of 100%. Responses by sector are detailed below.

Percent of Survey Responses by Sector:

Sector	Total	Responses	%
Public, Minnesota State	37	37	100%
Public, University of MN	5	5	100%
Private for-profit	9	9	100%
Private non-profit	25	25	100%
Non-profit (Tribal & Accelerated)	4	4	100%
Total	80	80	100%

Percentage of Survey Responses, by 2-Year and 4-Year Private and Public Institutions:

Sector	Total	Responses	%
Public, 4-Year	12	12	100%
Public, 2-Year	30	30	100%
Private for-profit, 4-Year	6	6	100%
Private for-profit, 2-year	3	3	100%
Private non-profit, 4-Year	24	24	100%
Private non-profit, 2-Year	1	1	100%
Non-profit (Tribal & Accelerated)	4	4	100%
Total	80	80	100%

Section 3 : Survey Instrument

The Dual Credit Acceptance Policy Survey was sent to every public and private college in Minnesota. The survey was administered online; each institution received a unique link to take the survey. The content of the Dual Credit Acceptance Policy Survey is provided in this section.

I. Introduction

The Dual Credit Acceptance Survey is administered by the Minnesota Office of Higher Education in response to Minnesota Law 136A.87 PLANNING INFORMATION FOR POSTSECONDARY EDUCATION¹, which mandates the Office of Higher Education to “gather and share information with students and parents about the dual credit acceptance policies of each Minnesota public and private college and university.”

This survey will prompt you to answer questions regarding the existence, practice and communication of a dual credit and/or exam-based credit policy at the college or university that you represent. Due to the variety of questions regarding multiple programs, we anticipate that this survey will require collaboration between various positions or departments within your college or university.

This survey consists of 59 questions in 11 sections and will take approximately 60 minutes to complete. You can leave this survey at any time, and go back and forth between pages if you would like to check or change responses. Your responses will be saved prior to exiting the survey. If you prefer, you may complete this survey over the phone with a Research Assistant. Please contact [Alaina DeSalvo](#) for more information on this option.

If you have any questions or concerns, please contact Principal Investigator, Alaina DeSalvo at Alaina.DeSalvo@state.mn.us (651-259-3988), or Manager of Financial Aid Research, Meredith Fergus at Meredith.Fergus@state.mn.us (651-259-3963) at the Minnesota Office of Higher Education.

We ask that all institutions complete this survey by December 14, 2016.

_ Next (button)

Definitions. For the purpose of this survey, *dual credit* is defined as credit earned from college level courses taken while a student is still enrolled in high school, for which both high school and college credit is earned. Specifically, this survey will reference the following dual credit programs: Concurrent Enrollment (CE) courses, Articulated Credit, Postsecondary Enrollment Options (PSEO) traditional, and PSEO by contract.

For the purpose of this survey, *exam-based credit* is defined as college credit earned by a student through test-taking with an accredited organization. Specifically, this survey will reference the following exam-based credit options: Advanced Placement (AP), International Baccalaureate (IB) courses, and College Level Examination Program (CLEP).

See Table 1 for further information.

¹ Minn. Laws 2016 Chapter 189 Article 1 Section 20

Table 1. Breakdown of dual credit types

Type	Example	Description
Dual Credit	<u>Concurrent Enrollment</u>	Concurrent Enrollment allows students to take actual college/ university courses at their high schools through partnerships between high schools and local colleges and universities. These offerings are sometimes referred to as “college in the high school” courses. There are several branded program titles in Minnesota. Concurrent enrollment courses are taught by qualified high school teachers who meet the appropriate credentialing requirements of the respective college/ university. These are often governed by regional and national accreditors which can vary across systems
	<u>Articulated Credit</u>	Articulated College Credit classes allow students to earn technical or community college credits. Students can choose a specific Career and Technical Education (CTE) program or a major that may lead to transfer options at a university. Instructors of these classes meet K-12 licensure requirements.
	<u>Postsecondary Enrollment Options (PSEO)</u>	PSEO allows students to take college courses at a college. Students attend class and complete the same assignments required of regular college students. All courses are taught by the college or university faculty online, or on the college campus.
Exam-based Credit	<u>Advanced Placement (AP)</u>	AP offers more than 30 college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. In order to be awarded college credit, students must pass an AP subject exam with a qualifying grade determined by the college or university. AP instructors meet K-12 licensure requirements.
	<u>International Baccalaureate (IB)</u>	IB is a two-year pre- college program. Students select IB courses in any of six subject areas: the student’s primary language, a second language, mathematics, experimental sciences, the arts and humanities. In addition, diploma students must meet three core elements: extended essay, independent research, Theory of Knowledge course, and Creativity, Action, Service. In order to be eligible to take the IB exam, students must first complete an IB course in that subject area.

[College Level Examination Program \(CLEP\)](#)

College Board's CLEP allows students to earn college credit by taking subject exams for what they already know. Students can choose from over 30 subjects and set up an examination on College Board's website. Students participate in CLEP exams independently; there are no CLEP-specific courses in high schools. Scoring levels and recommended college credit awards vary according to subject area.

Definitions provided by the Minnesota Department of Education

If you have any questions or comments on these definitions, please enter them here: (text box)

If you have any questions or concerns, please contact Principal Investigator, Alaina DeSalvo at Alaina.DeSalvo@state.mn.us (651-259-3988), or Manager of Financial Aid Research, Meredith Fergus at Meredith.Fergus@state.mn.us (651-259-3963) at the Minnesota Office of Higher Education.

II. Primary Contact Information

Please list the contact information for the **primary contact** that will be representing your college or university. While there can only be one primary contact, the survey can be accessed and/or completed by any number of staff at your college or university. Collaboration is anticipated in order to best complete the survey. An asterix indicates a mandatory question.

1. *[College or University Name Pre-Populated]*
2. Your first name*:
3. Your last name*:
4. Your current position title*:
5. Your department*:
6. Your e-mail address*:

III. Dual Credit Acceptance or Non-Acceptance

7. Does your college or university accept dual credit/exam-based credit in any of the following areas: Articulated Credit, Concurrent Enrollment, or PSEO?* (select one)

Yes (continues to question 8)

No (skips directly to “skip logic 1”)

Next (button)

8. Does your college or university currently have an approved campus policy covering the awarding of college credit for dual credit programs*? (select one)
- Yes, we have policies regarding dual credit programs
 - No, a policy does not exist regarding dual credit programs
9. If your college or university has a policy covering the awarding of college credit for **dual credit programs**, how long has a policy been in effect? (select one)
- 0-5 years
 - 5-10 years
 - 10 + years
 - Do not know
 - No policy currently references dual credit acceptance
10. Is there a **written version** of your college or university’s policy?* (select one)
- Yes, we have written policies regarding dual credit
 - No, a written policy does not exist regarding dual credit
12. If there is a written version of your college or university’s policy, are the written guidelines available online for prospective students? (select one)
- Yes
 - No
13. If the written policy is available online, please copy and paste the URL of where the written policy is kept online in this text box: (text box)
14. If the written policy is not available online, could you send a physical copy of the policy to the Office of Higher Education (if yes, we will follow up with you)? (select one)
- Yes
 - No
15. When developing or changing a dual credit policy, which of the following does your college or university reference? (checkbox)
- Practices at peer institutions
 - Changes to campus practices
 - Changes at the system policy level
 - Requests from students or parents to accept credit
 - Requests from high schools or community colleges to accept credit
 - Data from research or reports on dual credit
 - Changes at the state policy level
 - Selectivity of the institution’s admissions standards

- Other: (text box)
 - Do not know
16. At what level are final decisions to award a student dual credit at your college or university made?* (select one)
- University
 - College
 - College Dean
 - Department
 - Department Faculty
 - There are multiple offices that make admissions decisions
 - Other (text box)
17. Under what area is your institution's dual credit program administered?* (select one)
- Academic Affairs
 - Student Affairs
 - Admissions and Enrollment Management
 - Other (text box)
18. Please select the ways in which college credit awarded for dual credit can be used at your college or university*: (checkbox)
- Credits can count towards core course requirements if relevant to core learning
 - Credits can count towards major requirements if relevant to student's major
 - Credits can count towards elective classes
 - Credits cannot count towards graduation
 - Depends on the situation for each student awarded credit
 - Do not know
19. When accepting dual credit, are there distinctions made between courses in the Liberal Arts & Sciences (panel text- "Traditional general education, i.e. Arts, Language, Literature, Mathematics, Natural Science, Philosophy, Psychology, Religious Studies, Social Science, Political Science") VERSUS courses in Career, Technical and Vocational Education?* (panel text- "Career or trade-specific education, i.e. manufacturing/engineering, nursing/medicine, architecture, criminal justice, Information Technology, Computer Science, other trades and crafts) (select one)
- Yes
 - No
 - Do not know
20. If yes, what are those distinctions? (text box)
21. If distinctions are made, how do you check that the course does or does not meet requirements? (text box)

__Next (button)

22. Please complete the following table. The table includes criteria that, in some colleges or universities, dictate whether college credit is awarded for students in **dual credit** programs.

For each item, please indicate whether these criteria are **used** or **not used** when awarding college credit to an incoming student who took dual credit courses in high school. For the purpose of this question, please assume that your college or university was **not** the institution that partnered with this student's High School.

Possible Criteria	Yes, criteria used	No, criteria not used
Student received a grade/score above minimum cut-off set by your college or university		
Course was taught by college representative (faculty, adjunct, T.A.)		
Teachers of dual credit course meet or exceed qualifications of your college or university's faculty		
Teachers of dual credit course meet or exceed qualifications of state policy and organizational guidelines		
Level of rigor is similar to the level of rigor of the course taught at your college or university		
Student outcomes of this course are comparable to a college level course		
Content of course is comparable to content taught at college or university		
Course syllabus includes all objectives required in the MN Transfer Articulation Agreement		
Up-to-date material is used in course		
College-level material is used in the course		

Partnering college or university is a nationally accredited college or university		
Partnering college or university is a regionally accredited college or university		
The partnering college or university that approved the course's syllabus is acceptable and recognized by my college or university		
The partnering college or university is located in the state of Minnesota		

If you have any questions or comments regarding the "Possible Criteria" listed in the table above, please list them here: (text box)

IV. Current Practices Regarding Dual Credit Acceptance

23. Does your policy of accepting **dual credits** differ for new freshman VERSUS new transfer students?* (select one)

Yes

No

24. If yes, how does the policy differ? (text box)

25. Does any formal institutional policy stipulate a maximum number of credits that new students are allowed to count toward their degree?* (select one)

Yes

No

Do not know

26. If yes, at what level or levels is that maximum set? (select one)

University

College

Department

Other (text box)

27. If yes, what is the maximum number?

i. Credits for Freshman: (text box)

ii. Credits for Transfers: (text box)

28. If yes, how is the formal cut off point determined? (text box)

V. Dual Credit Denial

29. Assuming that your college or university is **not** the partnering institution that awarded incoming students credit for their dual credit program, under what circumstances or conditions have students not been awarded **dual credit** at your college or university?* (checkbox)

- The student received a grade in this course that was too low
- The teachers of the course did not meet qualifications of your college or university's faculty
- The quality of course did not meet the quality of the courses taught at your college or university
- Student outcomes are not comparable to a college course
- The course is not included in statewide articulation agreement
- The material in the course is not up-to-date
- The material in the course is not college level
- The course did not meet collegiate standards of academic freedom
- Partnering college or university is not accredited
- Partnering college or university is not approved by my college or university
- Partnering college or university is out-of-state
- University / college / department is highly selective regarding the courses it will accept
- Other: (text box)

30. Which of these circumstances or conditions is the **most common** reason for not awarding dual credits?* (select one)

- The student received a grade in this course that was too low
- The teachers of the course did not meet qualifications of your college or university's faculty
- The quality of course did not meet the quality of the courses taught at your college or university
- Student outcomes are not comparable to a college course
- The course is not included in statewide articulation agreement
- The material in the course is not up-to-date
- The material in the course is not college level
- The course did not meet collegiate standards of academic freedom
- Partnering college or university is not accredited
- Partnering college or university is not approved by my college or university
- Partnering college or university is out-of-state
- University / college / department is highly selective regarding the courses it will accept
- Other (text box)

Next (button)

VI. Exam-based credit Acceptance or non-Acceptance

31. Does your college or university accept dual credit/exam-based credit in any of the following areas: IB, AP, or CLEP?* (select one)

Yes (continues to question 32)

No (skips directly to “skip logic 2”)

Next (button)

32. Does your college or university award college credit to students who take **Advanced Placement (AP)** tests with qualifying scores?* (select one)

Yes (skips directly to “skip logic 3”)

No (continues to question 33)

33. Does your college or university award college credit to students who take **International Baccalaureate (IB)** tests with qualifying scores?* (select one)

Yes (skips directly to “skip logic 4”)

No (continues to question 34)

34. Does your college or university award college credit to students who take **College Level Examination Program (CLEP)** tests with qualifying scores?* (select one)

Yes (skips directly to “skip logic 5”)

No (continues to question 35)

35. Does your college or university currently have an approved campus policy covering the awarding of college credit for AP, IB, and CLEP exams*? (select one)

Yes, we have policies regarding exam-based credit

No, a policy does not exist regarding exam-based credit

36. If your college or university has a policy covering the awarding of college credit for **exam-based credit**, how long has a policy been in effect? (select one)

0-5 years

5-10 years

10+ years

Do not know

No policy currently references exam-based credit acceptance

37. Is there a **written version** of your college or university’s policy?* (select one)

Yes, we have written policies regarding exam-based credit

No, a written policy does not exist regarding exam-based credit

38. If there is a written version of your college or university’s policy, are the written guidelines available online for prospective students? (select one)

- Yes
 - No
39. If the written policy is available online, please copy and paste the URL of where the written policy is kept online in this text box: (text box)
40. If the written policy is not available online, could you send a physical copy of the policy to the Office of Higher Education (if yes, we will follow up with you)? (select one)
- Yes
 - No
41. When developing or changing your exam-based credit policy, which of the following does your college or university reference? (checkbox)
- Practices at peer institutions
 - Changes to campus practices
 - Changes at the system policy level
 - Requests from students or parents to accept credit
 - Requests from high schools or community colleges to accept credit
 - Data from research or reports on exam-based credit
 - Changes at the state policy level
 - Selectivity of the institution's admissions standards
 - Other: (text box)
 - Do not know
42. At what level are final decisions to award a student exam-based credit at your college or university made?* (select one)
- University
 - College
 - College Dean
 - Department
 - Department Faculty
 - There are multiple offices that make admissions decisions
 - Other (text box)
43. Please select the ways in which college credit awarded for exam-based credit can be used at your college or university*: (checkbox)
- Credits can count towards core course requirements if relevant to core learning
 - Credits can count towards major requirements if relevant to student's major
 - Credits can count towards elective classes
 - Credits cannot count towards graduation
 - Depends on the situation for each student awarded credit

_ Do not know

__Next (button)

44. Please complete the following table. The table includes criteria that, in some colleges or universities, dictate whether college credit is awarded for students who participated in **IB, AP, or CLEP examinations.**

For each item, please indicate whether these criteria are **used** or **not used** when awarding college credit to an incoming student who took exams for college credit.

Possible Criteria	Yes, criteria used for AP	Yes, criteria used for IB	Yes, criteria used for CLEP	No, criteria not used
Student received a grade/score above minimum cut-off set by your college or university				
The comparable AP/IB course was taken by the student before taking the exam			N/A	
Student grades (from transcript) in AP/IB course are considered when granting exam credit			N/A	
Level of rigor of AP/IB course is similar to the level of rigor of the course taught at your college or university			N/A	
A history of past students' college outcomes after taking this course are considered			N/A	
Content of course is comparable to content taught at college or university			N/A	
College-level material is used in the course			N/A	

If you have any questions or comments regarding the "Possible Criteria" listed in the table above, please list them here: (text box)

__Next (button)

VII. Current Practices Regarding Exam-based Credit Acceptance

45. Does your policy of accepting **exam-based credits** differ for new freshman VERSUS new transfer students?* (select one)

Yes

No

46. If yes, how does the policy differ? (text box)

47. Does any formal institutional policy stipulate a maximum number of credits that new students are allowed to count toward their degree?* (select one)

Yes

No

Do not know

48. If yes, at what level or levels is that maximum set? (select one)

University

College

Department

Other (text box)

49. If yes, what is the maximum number?

i. Credits for Freshman: (text box)

ii. Credits for Transfers: (text box)

50. If yes, how is the formal cut off point determined? (text box)

__Next (button)

VIII. Exam-based Credit Denial

51. Under what circumstances or conditions have students not been awarded **exam-based credit** at your college or university?* (checkbox)

The student received a grade on the subject exam that was too low

There is no policy regarding exam-based credit transferability at my college or university

There is a non-acceptance policy for exam-based credit at my college or university

The content on the subject exam does not test for college level rigor

The content on the subject exam is not relevant to the corresponding college course

University / college / department is highly selective regarding the credit it will accept

Other (text box)

52. Which of these circumstances or conditions is the **most common** reason for not awarding exam-based credits?* (select one)

- The student received a grade on the subject exam that was too low
- There is no policy regarding exam-based credit transferability at my college or university
- There is a non-acceptance policy for exam-based credit at my college or university
- The content on the subject exam does not test for college level rigor
- The content on the subject exam is not relevant to the corresponding college course
- University / college / department is highly selective regarding the credit it will accept
- Other (text box)

IX. Other Credit

53. Aside from the concurrent enrollment, Articulated Credit, PSEO, IB, AP, and CLEP, are there any other type of outside credits accepted for incoming freshmen at your college or university? (select one)

- Yes
- No
- Do not know

54. If yes, what are the other types of outside credit that are accepted at your college or university? (text box)

X. Communication of Dual Credit/Exam-based Credit Acceptance/Non-acceptance

55. How are high schools, prospective students and families informed of your college or university's policy regarding dual credit and exam-based credit? (checkbox)

- College website
- Admissions materials
- Upon request
- Transferology or transfer website
- Other (text box)

56. How often do you get questions about your dual credit or exam-based credit acceptance policy? (select one)

- Very often
- Often
- Sometimes
- Rarely
- Never

57. What are the **most common** questions that people ask about your dual credit/exam-based credit acceptance policy? (text box)

58. Please select the group that **most often** has questions regarding your dual credit/exam-based credit acceptance policy (select one)

- Prospective students
- Families of prospective students
- High school teachers/administrators
- School counselors
- Transfer counselors
- Advanced Programming (AP/IB) Coordinators
- Other (text box)

59. When questions arise about the acceptance or denial of dual credits/exam-based credits, who are students, parents, or school counselors directed to at your college or university? (select one)

- Admissions office
- Registrar's office
- University department
- Other (text box)

Next (button)

XI. Comments

At this time, is there anything else that you would like to add regarding dual credit/exam-based credit policies at your institution? (text box)

Next (button)

Final screen

Thank you for participating in the Dual Credit Acceptance Survey! If you have completed the survey, click the "Complete Survey" button to confirm that you are finished.

If you have any questions or concerns, please contact Alaina DeSalvo or Meredith Fergus.

Complete Survey (button)

(Skip Logic 1)

Institutional Policy Regarding the Non-Acceptance of Dual Credit

The following section will prompt you to answer questions regarding the dual credit non-acceptance policy at your college or university. If you have been brought to this page, it is because you indicated on question 7 that your college or university does not accept dual credit credit in the following areas: **Articulated Credit, Concurrent Enrollment, PSEO**. If your initial response was not accurate and you would like to change your response to question 7, hit the back button.

7a. Please briefly describe why your college or university does not award college credit for Articulated Credit, PSEO and Concurrent Enrollment courses*: (Comment box)

7b. Does your college or university periodically review the decision to not award college credit for Articulated Credit, or PSEO and Concurrent Enrollment courses?* (Select one)

Yes

No

Do not know

7c. If yes, how often does your college or university periodically review their decision? (text box)

(button) (direct respondent to Section VI. Exam Based Credit Acceptance or Non-Acceptance)

(Skip Logic 2)

Institutional Policy Regarding the Non-Acceptance of Exam-Based Credit

The following section will prompt you to answer questions regarding the exam-based credit non-acceptance policy at your college or university. If you have been brought to this page, it is because you indicated on question 7 that your college or university does not accept exam-based credit in the following areas: **IB, AP, and CLEP**. If your initial response was not accurate and you would like to change your response to question 7, hit the back button.

31a. Please briefly describe why your college or university does not award college credit for IB, AP, and CLEP*: (Comment box)

31b. Does your college or university periodically review the decision to not award college credit for IB, AP and CLEP?* (Select one)

Yes

No

Do not know

31c. If yes, how often does your college or university periodically review their decision? (text box)

(button) (direct respondent to Section IX. Other Credit)

(Skip Logic 3)

The following section prompts you to input information regarding your college or university's **exam-based credit** policy and the credits your college or university awards per exam type and subject area.

For each test's subject area, enter the **qualifying score** for which your college or university would award college credit and **how many credits** your college or university would award the student.

Advanced Placement

Advanced Placement Exam	Required Score	Credits Awarded
AP Research		
AP Seminar		
Art History		
Biology		
Calculus AB		
Calculus BC		
Chemistry		
Chinese Language and Culture		
Computer Science A		
Computer Science Principles		
English Language & Composition		
English Literature & Composition		
Environmental Science		
European History		
French Language & Culture		
German Language & Culture		
Government & Politics: United States		
Government & Politics: Comparative		
Human Geography		

Italian Language & Culture		
Japanese Language and Culture		
Latin		
Macroeconomics		
Microeconomics		
Music Theory		
Physics B		
Physics C - Electricity & Magnetism		
Physics C - Mechanics		
Physics 1: Algebra-Based		
Physics 2: Algebra-Based		
Psychology		
Spanish Language		
Spanish Literature		
Statistics		
Studio Art - Drawing		
Studio Art - 2D Design		
Studio Art - 3D Design		
United States History		
World History		

32a. Are students informed of the required exam scores in order to receive college credit per AP subject area?* (select one)

- Yes
- No
- Do not know

32b. Are students informed of the number of college credits they will be awarded if they receive a qualifying score on their AP exam?* (select one)

- _Yes
- _No
- _Do not know

32c. What other information would you like us to know about AP credit?: (text box)

(button) (continues to question 33)

(Skip Logic 4)

The following section prompts you to input information regarding your college or university’s **exam-based credit** policy and the credits your college or university awards per exam type and subject area.

For each test’s subject area, enter the **qualifying score** for which your college or university would award college credit and **how many credits** your college or university would award the student.

International Baccalaureate

International Baccalaureate Exam	Required Score	Credits Awarded
Biology		
Business & Management		
Chemistry		
Computer Science		
Dance		
Economics		
Language A: Lang & Lit		
Language A: Literature		
English A1		
Film		
French A2		
French B		
Further Mathematics		
German		
Global Politics		

History Americas		
History of Asia/Oceania		
History Europe		
Mathematics		
Music		
Physics		
Portuguese A2		
Psychology		
Spanish A2		
Spanish B		
Visual Arts		

33a. Are students informed of the required exam scores in order to receive college credit per IB subject area?* (select one)

- Yes
- No
- Do not know

33b. Are students informed of the number of college credits they will be awarded if they receive a qualifying score on their IB exam?* (select one)

- Yes
- No
- Do not know

33c. What other information would you like us to know about IB credit?: (text box)

(button) (continues to question 34)

(Skip Logic 5)

The following section prompts you to input information regarding your college or university's **exam-based credit** policy and the credits your college or university awards per exam type and subject area.

For each test's subject area, enter the **qualifying score** for which your college or university would award college credit and **how many credits** your college or university would award the student.

College Level Examination Program

CLEP Exam	Score	Credits Awarded
American Government		
American Literature		
Analyzing and Interpreting Literature		
Biology		
Calculus		
Chemistry		
College Algebra		
College Algebra - Trigonometry		
College Composition		
College Composition Modular		
College Mathematics		
English Literature		
Financial Accounting		
French Language, Level 1		
French Language, Level 2		
German Language, Level 1		
German Language, Level 2		
History of the United States I: Early Colonization to 1877		

History of the United States II; 1865 to Present		
Human Growth and Development		
Humanities		
Information Systems and Computer Apps		
Introduction to Educational Psychology		
Introductory Business Law		
Introductory Psychology		
Introductory Sociology		
Natural Sciences		
Precalculus		
Principles of Macroeconomics		
Principles of Management		
Principles of Marketing		
Principles of Microeconomics		
Social Sciences and History		
Spanish Language, Level 1		
Spanish Language, Level 2		
Western Civilization I: Ancient Near East to 1648		
Western Civilization II: 1648 to Present		
Trigonometry		

34a. Are students informed of the required exam scores in order to receive college credit per CLEP subject area?* (select one)

_Yes

_No

_Do not know

34b. Are students informed of the number of college credits they will be awarded if they receive a qualifying score on their CLEP exam?* (select one)

_Yes

_No

_Do not know

34c. What other information would you like us to know about CLEP credit?: (text box)

(button) (continue to question 35)

mn