

CHAPTER 6: TRANSFER OF NON-SNL COURSEWORK

Overview

At SNL students demonstrate college-level competencies that are assessed using competence criteria. Many college and university courses are transferable into the SNL curriculum grid provided they meet assessment standards for the competence you are demonstrating. [See Chapters 3, “Lifelong Learning Area” and 4, “Liberal Learning Area,” for specific competence assessment criteria.](#)

As was discussed in the *Independent Learning Seminar*, courses students have completed with a grade of C- or better can generally be transferred to the SNL program. The institution where the course was taken must be an accredited college or university, as described by DePaul University’s admissions criteria. If you have questions about the institution where you studied, contact that institution for further information. When you submit your transcripts from previous coursework as part of your admissions documentation, the University admissions staff will stamp your transcript “Acceptable for Transfer Credit” or “Acceptable for Life Experience Credit.” Courses that fall into the first category are from accredited institutions. There is no charge for this transfer of credit. Courses that fall into the second category cannot be transferred to DePaul University without further documentation and explanation on your part. [See Chapter 7, “The Independent Learning Pursuit & Learning from Experience” for more information.](#)

Courses not acceptable for transfer include most Physical Education courses, courses with less than 3 quarter or 2 semester hours, courses that are remedial in nature, and courses in writing and critical thinking.

Teaching, Learning and Assessment Committee (TLA)

Assessment at the School for New Learning takes many forms. Your Faculty Mentor will help you prepare your submission to improve the likelihood of its success. However, SNL’s Teaching, Learning and Assessment Committee (TLA) performs the overall assessment and approval of evidence.

This committee is chaired by an SNL faculty member, and consists of a rotating group of SNL faculty members. This group of assessors reviews submission of evidence to the School for relevance to competence, and in cases of non-accredited learning, for breadth and depth of learning and for appropriateness to college-level competence. (See guidelines for submitting evidence of prior learning for assessment below.) [For information about TLA and current transfer coursework processes, see <http://snl.depaul.edu> under Student Resources](#)

Types of Transfer Coursework

1. Accredited College Courses

You may apply an accredited college course, including courses from other DePaul colleges, to an SNL competence if a significant portion of the course description fits the SNL competence statement and its assessment criteria. Courses transferred from other colleges within DePaul must meet the same requirements as courses transferred from other institutions. Transfer courses must be 2 semester hours or 3-quarter hours, and must be from an accredited institution. DePaul University only accepts transfer courses with a grade of C- or better. Generally, a college or university is accredited if recognized accrediting institutions have evaluated it, but see your Faculty Mentor with specific questions.

Accreditation

Colleges and Universities are reviewed regularly with respect to their performance on academic standards and student services. There are several groups that work to review the credentials of U.S. institutions of learning. An accredited institution is one that has met the standards and examinations of these groups. Generally, a college or university is accredited if it has been evaluated by one of the following associations to be considered for transfer credit:

- Middle States Association of Colleges and Schools (MSA)
- The National Association of Schools of Music (NASM)
- The Northwest Association of Schools and Colleges (NASC)
- North Central Association of Colleges and Schools (NCA)
- New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education (NEASC-CIHE)
- Southern Association of Colleges and Schools/Commission on Colleges (SACS-CC)
- Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges (WASC-Jr.)
- Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities (WASC-SR)

Please note this is only a **partial** list. For example, the above institutions would not accredit non-US schools, but coursework from these institutions may still be appropriate for transfer credit. Information concerning a college or university accreditation can generally be found on your transcript. If this is not included on the transcript, please call the college or university and request the information. Information on universities abroad is available through DePaul University's Admissions Department.

2. CLEP and Other Accredited Examinations

DePaul University has articulated and SNL awards transfer credit for competence demonstrated by two standard examination programs administered by the College Board: the College Level Examination Program (CLEP) and the Advanced Placement Program (AP). Each exam fulfills one competence.

Advanced Placement (AP) scores may qualify for competence credit if the examination subjects and minimum scores appear in the listing provided at <http://www.depaul.edu/admission-and-aid/test-credit-and-placement/Pages/ap-snl.aspx>. Students' scores must be sent directly to DePaul from the testing agencies. Scores will not be accepted from your high school or former college transcripts. All AP and CLEP official documents should be sent to:

DePaul University
Student Systems / Transfer Systems & Operations
1 E. Jackson Blvd.
Chicago, IL 60604

On receipt of official test scores, Transfer Systems & Operations will automatically award competence for qualifying test scores based on these listings. The SNL Transfer Coursework Log Form is not needed unless these scores are to be reallocated to Focus Area. For a full listing of eligible examinations and

corresponding competencies, go to . <http://www.depaul.edu/admission-and-aid/test-credit-and-placement/Pages/clep-snl.aspx>

3. Non-Transferable Courses

- Courses granting fewer than 2 semester or 3 quarter credit hours
- Courses in which you have received a grade below C-
- Courses taken at a non-accredited institution (although these may be acceptable for ILP transfer)
- Pre-college (usually below 100 level) courses
- Physical education courses which focus exclusively on performance
- Rhetoric and composition courses. (Completing SNL's *Writing Workshop and Writing for Competence*, or *Critical Thinking* courses, or passing the Proficiency Exam will satisfy the competencies in writing and critical thinking)

4. SNL Transfer Policy on developmental (remedial) courses:

DePaul University does not accept developmental courses (e.g., pre-college level courses in math or writing), for transfer credit, whether from 2-year institutions or baccalaureate granting institutions.

Examples of remedial courses:

- Pre-algebra math classes
- Pre-essay writing composition courses
- Reading and study skills courses
- Typing
- Writing, Reading and Computation (WRC) courses at DePaul

1. SNL Policy on Algebra transfer courses

DePaul's transfer policy stipulates that undergraduate mathematics courses must be at the level of College Algebra or higher to be eligible for transfer credit, in addition to satisfying the usual transfer criteria (e.g., at the baccalaureate level and from a regionally-accredited institution). Courses titled "Beginning Algebra" or "Intermediate Algebra" typically do not qualify. SNL therefore can only accept College Algebra or higher (Pre-Calculus, Statistics, Calculus) or courses that closely-match the SNL Quantitative Reasoning course (e.g., courses titled "Quantitative Literacy" or "Quantitative Reasoning"). This policy applies for all applicable competencies (e.g., L-6, S-2-X, and FX).

2. Illinois Articulation Initiative (IAI)

SNL participates with all DePaul colleges in the Illinois Articulation Initiative (IAI), in which over 200 Illinois colleges and universities participate. The IAI establishes a General Education Core Curriculum (GECC), which consists of approved courses available at the participating institutions. Completion of the GECC guarantees that a student will receive transfer credit for most (if not all) lower-division general education requirements at participating institutions. Typically, students who come to SNL with a *completed* 12-course IAI GECC package will have fulfilled 12 competencies; students who fulfilled a 13-course IAI GECC package will have fulfilled 12 competencies plus L6. For more information about IAI GECC, see <http://www.itransfer.org/iai/gened/Default.aspx> and SNL's Website. If you have completed the IAI GECC package, notify your Foundations faculty mentor.

Two Processes for Transferring Non-SNL Coursework

Students come to SNL with courses from a variety of accredited institutions. While you began the process of transferring your courses in *Independent Learning Seminar*, you will continue it in *Foundations*. Because SNL faculty are familiar with the content of some of the courses you have completed, we have developed a list of what we call **Pre-approved courses**. These are courses that the SNL faculty has pre-assessed for particular competencies. You will find a list of the “pre-approved” courses at <http://snl.depaul.edu> under Student Resources.

For courses that do not appear on the pre-approved transfer coursework list, you need to establish a connection between your course and the competence you wish to demonstrate. You will make this connection by completing a **Transfer Coursework Assessment Form** found at <http://snl.depaul.edu> under Student Resources.

1. Pre-Approved Transfer Coursework

Note: If you completed *Independent Learning Seminar* prior to Summer 2008, please consult with your *Foundations* instructor before completing the following process. If you completed a pre-approved transfer log sheet in *Independent Learning Seminar*, bring it to *Foundations*. (Your Faculty Mentor may have a copy, but if not, it will be a great help if you bring your own.) If you did not complete a pre-approved transfer log sheet, you should complete the form in *Foundations*.

To begin the process of transferring pre-approved courses, first identify those courses you have completed that appear on the pre-approved list. A copy of this list and also the Transfer Coursework Log Form can be found at <http://snl.depaul.edu> under Student Resources.

Complete the Transfer Coursework Log Form. Please note the course title on your transcript must match the course title on the pre-approved list. If you include courses for X competencies, you will write student designed competence statements on the form (if you need help, don't hesitate to ask your Faculty Mentor). [See Chapter 4, Section E, “X Competencies: Writing Your Own Statements” too.](#)

Once you complete the log form, your Faculty Mentor will review it. A signed, pre-approved log form confirms your courses have been approved for competence and your Faculty Mentor will hand it in. Then your courses will be entered on your DePaul academic transcript. A copy of your Transfer Coursework Log Form will be put in your SNL file and a second copy will be sent to you for your records. Remember to keep copies of both materials you send in to SNL and those you receive in return. **Focus Area courses are not pre-approved since your Professional Advisor and Faculty Mentor must approve them.**

2. Non-SNL Transfer Coursework Not on the Pre-Approved List

After completing your pre-approved transfer courses, you will transfer Non-SNL courses that are not on the pre-approved list. The following steps explain the process.

NOTE: No classes used for Focus Area competencies are pre-approved; all must be written up and processed using this procedure even if the class is on the pre-approved list for Liberal Arts classes.

- a. Complete a Transfer Coursework Assessment Form for each accredited college course you are submitting for assessment.
 - b. Complete the Transfer Coursework Log Form. All approved Transfer coursework should be entered in chronological order on this log. Start with the first course you completed in college. Complete each column of the log form using information found on your transcripts. Attach the completed log form to the competence assessment forms. It is very important that you accurately complete the log form. This sheet will be used by the Registrar's Office to officially enter your transfer courses on your academic record.
 - c. Once you and your Faculty Mentor agree that the assessment forms for transfer coursework are ready to send to TLA, she or he will submit your work to TLA and sign or initial those courses approved for transfer credit.
- Final approval of a course for transfer credit is contingent upon meeting all criteria for transfer coursework. Those competencies that are not approved are returned with reasons for rejection and/or suggestions for resubmission. With the guidance of your Faculty Mentor, you may revise and resubmit appropriate courses.
 - TLA reviews Focus Area transfer coursework submissions after your Faculty Mentor and Professional Advisor have assessed them (often at your First Committee Meeting).
 - Always keep copies of your assessment forms and log sheet for your own records. At the end of each quarter, SNL will send a list of transfer courses that have been accepted for competence credit to the registrar's office to be entered onto your academic record. Your quarterly grade report will not show these courses, since no DePaul registration was involved. Carefully consider with your Faculty Mentor the application of transfer courses in your program before submitting to TLA. Once the transfer coursework is entered into your academic record, it cannot be changed.
 - The Transfer Coursework Log Form and Transfer Coursework Assessment Form are available from <http://snl.depaul.edu> under Student Resources. Once a course has been accepted for a particular competence and has been entered onto your record by the registrar, it cannot be altered. **Hint:** Since the paper process is somewhat complicated, it is easier to submit as much coursework as possible at one time. However, you are permitted to submit coursework as often as you wish and at any time after the beginning of *Foundations*.

Flow Chart: Submitting Transfer Coursework Assessment Forms in Foundations

Student Submits Transfer Coursework Assessment Form and Log to Faculty Mentor.



Faculty Mentor Assesses Form and suggests revisions. Student returns Form with Log to Faculty Mentor



Faculty Mentor Submits forms to TLA. TLA Returns Decision to Mentor: Accept, Revise, Denied

Guidelines for Transfer Coursework Log and Assessment Forms

The Transfer Coursework Log form, found in the Chapter 9 “Workbook,” provides details for documenting three areas of transfer coursework completed at other accredited institutions for transfer to competence: Pre-Approved; Non Pre-Approved; and, Focus Area. The example on the following page shows areas you are required to complete when submitting all Non Pre-Approved and Focus Area transfer coursework.

Remember, you are making a case for the substantive connection of the learning in the course to a particular competence statement. Complete the entire top portion of the assessment form, along with the course description printed in the school's course schedule or bulletin from the time in which you completed the course. After reading the criteria for assessment of the competence you want to demonstrate, complete the next two sections of the form, addressing all questions. Your tasks, then, are: (1) to describe the activity of the course, which may be taken directly from the course description; (2) to relate your learning to the competence, and (3) to analyze briefly how this material fulfills the SNL competence, which requires that you consult and make connections between the competence criteria and your learning; and, (4) to describe how you have applied your learning from the course in a way that reflects further your understanding of the competence.

Reallocating Transfer Credit

Students with transfer credit applied to SNL competencies may reallocate them, if appropriate, to alternative competencies. Complete the Reallocations page of the Transfer Coursework Log form at <http://snl.depaul.edu> under Student Resources; obtain approval from your Faculty Mentor (and Professional Advisor if reallocating to your Focus Area); and submit the form to your Faculty Mentor.

SCHOOL FOR NEW LEARNING
TRANSFER COURSEWORK ASSESSMENT FORM

STUDENT Jill Doe QUARTER Winter YEAR 2016

ADDRESS 123 Narrow St., Chicago, IL 60600 ID# 0123456

COMPETENCE STATEMENT: H-1-C Can explain the emergence, maintenance, or evolution of an economic or political system.

COLLEGE: Triton College YEAR: Fall 2002 GRADE: B

TITLE AND NUMBER: Principles of Economics I ECO 102 CREDIT HOURS 3 semester hrs

COURSE DESCRIPTION:

This course was an introduction to the major areas of modern economic theory and public policy. Topics included fiscal policy, monetary policy, and contemporary macroeconomic problems.

After reviewing the criteria for assessment of this competence, explain how what you learned in the course addresses the competence. What concepts, ideas, theories, or models did you learn and how does your learning address the competence? What assignments or projects did you complete and how do they demonstrate what you learned and how it fulfills the competence? What new insights did you gain from this course?

This course focused mainly on the American economic structure of capitalism. However, comparisons were made to Karl Marx's theory of communism. Classical and Keynesian economic theories were contrasted for their effectiveness at stabilizing and preventing economic downturns. Also, theories and concepts that drive the American market such as supply and demand, fiscal and monetary policy, inflation and unemployment were examined and compared. I completed a major group research project and presentation on economic growth in the United States for this course.

Think in terms of the competence: How have you used what you learned? How might you apply what you learned?

This course proved to be beneficial in my personal life. I learned how to use economic indicators and other financial data in order to maximize my own investment portfolio. I eventually subscribed to magazines such as *Business Week* and started to read the *Wall Street Journal*. This course introduced me to the impact that the business cycle and the laws of supply and demand had on all citizens as well as on American industries.

SUBMISSION FROM FACULTY MENTOR EMAIL ACCOUNT CONSTITUTES VERIFICATION OF APPROVAL.

Faculty Signature: _____ Date: _____

If reviewed by the Professional Advisor:

PA Signature: _____ Date: _____

NOTE: Form is for example purposes only. For the most current forms for actual submission, go to <http://snl.depaul.edu> under Student Resources

SCHOOL FOR NEW LEARNING
TRANSFER COURSEWORK ASSESSMENT FORM

STUDENT: Jason Doe **QUARTER** Winter **YEAR** 2016

ADDRESS 123 Wide St., Crystal Lake, IL. 60014 **ID#** 0123456

COMPETENCE STATEMENT: A-3-E Can compare substantially different theological or philosophical systems.

COLLEGE: Triton College **YEAR:** Fall 2001 **GRADE:** B

TITLE AND NUMBER: Introduction to Philosophy PHL 101 **CREDIT HOURS** 3 semester hrs

COURSE DESCRIPTION:

A survey of the writings of major philosophers on various topics: the nature of human beings, doubt and belief, authority and personal freedom, moral life, religious faith, and the ideal society.

After reviewing the criteria for assessment of this competence, explain how what you learned in the course addresses the competence. What concepts, ideas, theories, or models did you learn and how does your learning address the competence? What assignments or projects did you complete and how do they demonstrate what you learned and how it fulfills the competence? What new insights did you gain from this course?

This course focused on the works of several philosophers and philosophical systems. An example of works studied was Socrates's theory that the unreflective life was not worth living. Fyodor Dostoyevsky's philosophy on religious dogmatism and the great noontide experience that Friedrich Nietzsche related to individualism. The course related the theories of philosophers to the development of the individual and his or her place in society. The lives of historic American individuals such as Henry David Thoreau and Martin Luther King were examined to classify their lives in terms of philosophical beliefs. Other philosophers such as Soren Kierkegaard, Arthur Shopenhauer, and Jean Paul Sartre were discussed and compared. The instructor of the course, Ed Riccardo, was the author of the book *The Wisdom of Love*, which was used in the course and greatly enhanced the content of the course.

Think in terms of the competence: How have you used what you learned? How might you apply what you learned?

This course taught me the value of reflection and critical thinking. I learned to evaluate my own ideas, strengths, fears, and concepts in order to determine my own personal developmental needs. I actually still refer to the book today to refresh my memory.

SUBMISSION FROM FACULTY MENTOR EMAIL ACCOUNT CONSTITUTES VERIFICATION OF APPROVAL.

Faculty Signature: _____ **Date:** _____

If reviewed by the Professional Advisor:

PA Signature: _____ **Date:** _____

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