

## Education Programs

### Receiving Course Credit for Learning

#### I. Purpose

This policy provides the process by which credit to fulfill graduation requirements may be granted for student learning that occurs in other schools, at alternative learning sites, through postsecondary enrollment options, through demonstrating mastery of applicable subject matter, and in out-of-school experiences such as community organizations, work-based learning, enrichment programs and other educational activities and opportunities.

#### II. General Statement of Policy

The district will develop and provide a process for credit to fulfill graduation requirements that is accomplished through learning opportunities outside of standard district courses.

##### A. Transfer of Credit for Courses Completed in another Minnesota District

The district will provide a process for transfer of credit for courses completed in another Minnesota district, recognition of work completed in other schools and postsecondary institutions, and credit for courses achieved in extracurricular activities, activities outside the school, previous learning, and community and work experiences. The district will comply with requirements of the law for students in grades 9-12 to earn course credit by a formal assessment. The district may allow students to receive credit for meeting graduation standards through completion of a course or courses other than the primary course which is offered that includes the standards.

##### B. Credit by Assessment

The school district will develop and provide processes and procedures by which students may meet a graduation requirement for knowledge acquired in another learning environment other than standard course curriculum. There are two pathways by which a student can demonstrate learning that aligns with graduation requirements and which may allow credit in lieu of standard curriculum offered by the district. This can occur through demonstration of previous learning by submitting a portfolio of evidence, or by demonstrating knowledge through an exam process administered by school district staff.

#### III. Transfer of Course Credits

A. The school district will transfer high school credits achieved in earlier grades or in other schools for aligned, credit-based courses to the student's record upon admission to Edina Public Schools.

- B. When a student transfers into the district from another Minnesota public district, any credits completed in the sending district, are recorded as completed with a notation indicating the identity of the district from which the records are transferred.
- C. Students are advised of opportunities available to complete further requirements and electives.
- D. The district will determine the transferring student's grade placement, awarded grade for completed courses and diploma requirements in accordance with district policy.

#### IV. Recognition of Completed Work

- A. The school district will equate credits completed by students in schools (9-12, postsecondary or other) into completed course credits.
- B. When a student transfers into the district with a transcript from a school or district other than a Minnesota public district, effort will be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for learning completed elsewhere. This process may include asking the student or the sending school to verify content of completed courses and programs when that content is not clear from the transcript.
- C. The district may formally evaluate other learning experiences to declare that a transfer student meets or exceeds a specific academic standard requirement or course credit.
- D. Consistent with state law, students must receive prior approval from the district for any courses to be completed outside the district for credit towards graduation. College-based courses that do not provide college credit and summer school programs (approved by high schools or colleges) will be considered as part of the 43 credit graduation requirements.

Credits for such course work must not be more than two credits per year for a total of eight credits toward graduation. The district will determine the awarding of the course credit and the grade. The grade will be reflected on the transcript but not included in the overall GPA. The district does not cover expenses of related courses identified in this section.

#### V. Credit by Assessment

- A. The school district will provide students in grades 9-12 with the opportunity to receive course credit by assessment for knowledge acquired in another learning environment other than standard course curriculum, provided such experiences meet current Minnesota academic standards.

- B. When a student desires transcribed credit as recognition of standards met but for which no academic transcript exists, the student must complete an application, Appendix I, and submit it to the counseling office.
- C. Students can choose two different pathways found in VI or VII to earn credit by assessment. The application form, Appendix I, will be available in the counseling offices. The procedure for these pathways can be found in Appendix II or Appendix III.
- D. A student may attempt to earn credit by assessment only once for each course and may not earn credit for a course in which he/she previously received a grade and credit. Courses that are sequential must be addressed in the same sequence. If a course requires a prerequisite, the student must have received credit for the prerequisite before attempting the credit by submitting evidence of prior learning process. The student must continue to maintain full-time status during the process.

#### VI. Assessment by an Exam Process

- A. The exam process allows a student to demonstrate evidence of competency of standards through an exam process created by and administered by school district staff.
- B. Earning credit for high school graduation through the exam process for a course offered by the district will require successfully completing and passing the Edina High School cumulative course power standards at a "B" (80%) or better level, for which a 'passing' notation will be recorded on the student's transcript. If the student does not achieve this level, the credit is not awarded and the student must take the course to earn the credit.
- C. The exam will encompass the power standards taught in the course.
- D. The exam can be in one or more formats including the following:
  - 1. A formal written test covering all or a portion of the course content;
  - 2. Performance-based assessment;
  - 3. Demonstration of skills;
  - 4. Interview;
  - 5. Presentation;
  - 6. Exhibition and/or;
  - 7. Written composition

#### VII. Assessment through a Portfolio Submission

- A. A portfolio submission allows a student to demonstrate evidence of competency of standards collected by the student and presented to staff to review.
- B. Earning credit through a portfolio submission for a course that is offered by the district and is required for high school graduation, will require successfully

submitting evidence that demonstrates mastery of the power standards included in the course and must allow for observable, authentic assessment of learning that can be verified by an expert in the field of study and validated by a school official. The activities and assessment of prior learning experience must be at the same level of rigor and expectations as the power standards assessed in the regular school setting.

C. Evidence in the portfolio may include:

1. letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the power standards;
2. oral or written interviews;
3. actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the power standards;
4. or work samples, videos, exhibitions, and/or other evidence as appropriate for the individual situation.

D. Earning credit for a course required for high school graduation will require successfully meeting the criteria listed on the Credit by Portfolio Submission Rubric (included in Appendix IV). If this occurs, a 'passing' notation will be recorded on the student's transcript.

E. The student must demonstrate mastery of power standards included in the course.

### VIII. Other Credit Requirement Options

- A. A student who satisfactorily completes a postsecondary enrollment options (PSEO) course or program under Minn. Stat. § 124D.09, that has been approved as meeting the necessary requirements, is not required to complete other requirements corresponding to that specific course of study. The grade will be reflected on the transcript and will be weighted when calculated into the overall GPA. A list of the courses or programs meeting the necessary requirements may be obtained from the commissioner of the department.
- B. A student who satisfactorily completes an advanced placement or international baccalaureate course, or a postsecondary enrollment options course under Minn. Stat. § 124D.09, satisfies the requirements corresponding to that specific course of study.

#### Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.11 (School District Process)
- Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
 Minn. Stat. § 123B.445 (Nonpublic Education Council)  
 Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
 Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
 Minn. Stat. § 124D.095 (Online Learning Option)  
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)  
 (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
 Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language  
 Development)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

Policy 601 (Academic Standards and Instructional Curriculum)  
 Policy 613 (Graduation Requirements)  
 Policy 614 (School District Testing Plan)  
 Policy 616 (School District System Accountability)  
 Policy 618 (Assessment, Grading and Reporting of Student Progress)

Policy  
 adopted: 8/17/09  
 revised: 7/16/13  
 revised: 6/13/16  
 revised: 11/13/17  
 reviewed: 8/10/20

INDEPENDENT SCHOOL DISTRICT 273  
 Edina, Minnesota

Appendix I to Policy 620  
**Application for Course Credit**

Complete this application for course credit for prior learning. This application is due 45 days prior to the start of the course (full year and semester courses) with results available no later than 10 days prior to the start of the course. Once completed, return this form to your counselor\*. This is applicable for 9-12 students only.

**To Be Completed By Student:**

Student Name \_\_\_\_\_ Phone \_\_\_\_\_  
Street Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
Student email \_\_\_\_\_  
Grade \_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

I am requesting \_\_\_\_ Credit by Exam or \_\_\_\_ Credit by Portfolio Submission for the following course:

\_\_\_\_\_

Please explain why you are requesting (select one):

\_\_\_\_ Credit by Exam or \_\_\_\_ Credit by Portfolio Submission for this course (attach additional pages if desired):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**To Be Completed By Parent/Guardian:**

I have reviewed the student guidelines and the above application and I grant permission to proceed with the process for \_\_\_\_ Credit by Assessment or \_\_\_\_ Credit by Submitting Evidence of Prior Learning for the above named course.

\_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Phone \_\_\_\_\_ Parent email \_\_\_\_\_

**For Office Use Only:**

\_\_\_\_\_  
Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Counselors should forward this form to the director of teaching learning at the District Office as soon as it is received

Appendix II to Policy 620  
**Credit by Exam Process Procedure/Timeline**

**Student:**

1. Student submits a completed application to his/her counselor indicating that he/she would like to pursue credit by exam process.
  - a. This application is due 45 days prior to the start of a course (full year and semester courses) with results available no later than 10 days prior to the start of the course.
2. The student must complete all portions of the exam(s). During the exam(s) a student may request an explanation or clarification of an item or project from the exam proctor. If the student fails to complete the entire exam during the designated time period, the credit will be denied.
3. Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specifies a necessary modification.

**School:**

1. For courses offered by the district, the school will create credit by exam that include the power standards included in the course. It can be developed in one or more formats, including the following: a formal written test covering all or a portion of the course content, performance-based assessment, demonstration of skills, interview, presentation, exhibition and/or written composition. When designing the exam, input from at least one teacher of the course will be solicited. The teacher may or may not be from the school where the student is seeking credit. Teachers will be compensated for the time spent either creating, proctoring and/or evaluating the exam. If no district teachers are available, an outside licensed consultant will be utilized.
  - a. Once an exam(s) has been established for a course, subsequent applicants will be evaluated using the same exam(s) and criteria. However, adjustments can be made to reflect any changes to the course or power standards.
  - b. The exam will be limited to a maximum of 4 hours, including instructions and breaks.
  - c. Students will be provided a study guide to help prepare for the exam.
2. A team comprised of the principal or the principal's designee, area leader, and a teacher of the course, counselor, along with additional members as necessary, will confirm the exam or set of exams. A test proctor will be identified.
3. The proctor of the exam will work with the teaching and learning department to offer the district course exam, score the exam and report the scores to the Department of Teaching and Learning along with the team identified in step 2. The proctor will receive compensation for this work.
4. The team identified in Step 2 will evaluate the exam(s) and then consult with the student, informing them of the result. The decision of the team is final.
5. If the student acquires a score at or above a "B" (80%), they will be awarded credit(s) for the course.

If the student completes and passes the exam in the manner referenced in step 5, the student's transcript will show the credit earned and a course grade of "P" for "passing".

Appendix III to Policy 620  
**Credit by Portfolio Submission Procedure/Timeline**

**Student:**

1. Student submits a completed application (see Appendix I) to his or her counselor indicating that he/she would like to pursue credit by submitting a portfolio.
  - a. This application is due 45 days prior to the start of a course (full year and semester courses).
2. The student must submit the portfolio no later than 10 days prior to the start of the course to their counselor. During the portfolio submission process a student may request an explanation or clarification. If the student fails to submit sufficient evidence by the deadline the credit will be denied.
3. Students will submit evidence that demonstrates mastery of power standards included in the course and must allow for observable, authentic assessment of learning that can be verified by an expert in the field of study and validated by a school official. The activities and assessment of prior learning experience must be at the same level of rigor and expectations as the power standards assessed in the regular school setting.
4. Evidence can include a variety of items as listed in VI. D.

**School:**

1. The school will offer the opportunity to obtain credit by submitting a portfolio.
2. The district will not pay for any outside evaluation of the portfolio submission.
3. The school will provide a checklist of the power standards included in the course to facilitate the submission of portfolio.
4. A subject area expert will be identified to evaluate the portfolio. A team comprised of the principal or the principal's designee, area leader, a teacher of the course, counselor, along with additional members as necessary, will also be identified. The names of the teams will be disclosed to the parents/guardians and/or student upon request. All data policies will be followed.
5. First, a subject area expert must evaluate the portfolio using Appendix IV. With the recommendation of the subject area expert the team identified in Step 3 will review the rubric along with the evidence. They will then consult with the student, informing them of the result. The decision of the team is final.
6. If the student acquires a score at or above a "3" out of "4", they will be awarded credit for the course and a course grade of "P" for "passing."



Appendix IV to Policy 620  
**Credit by Portfolio Submission**

1. Each power standard included in a course will use the following rubric to evaluate evidence of mastery.

4.0	3.0	2.0	1.0
Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations

2. Descriptors may be added for each power standard as deemed appropriate by the subject area expert. These will be provided to the student.
3. An overall minimum score of 3.0 or above must be met in order to receive credit for prior learning.