



DATE: September 9, 2020

TO: Senior Academic Officers; Senior Student Affairs Officers

CC: Chancellor Malhotra; Presidents; Cabinet

FROM: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

SUBJECT: Spring 2021 Planning Guidance

In response to discussions among the senior academic officers and senior student affairs officers in August requesting information to inform planning, this memorandum provides current guidance to campuses for spring 2021 planning of academic and student services delivery.

Assumed Posture for Spring 2021

For purposes of spring 2021 planning, campuses should assume that they will be open for students and able to deliver instruction and services in-person, within the limitations outlined in the following guidance and executive orders:

- Minnesota Department of Health's (MDH) "[Guidance for Mitigating COVID-19 at Higher Education Institutions](#)";
- Executive Order 20-74 "[Continuing to Safely Reopen Minnesota's Economy and Ensure Safe Non-Work Activities during the COVID-19 Peacetime Emergency](#)," issued June 5, 2020;
- Executive Order 20-81 "[Requiring Minnesotans to Wear a Face Covering in Certain Settings to Prevent the Spread of COVID-19](#)," issued July 22, 2020;
- Executive Order 20-85 "[Authorizing and Directing Higher Education Institutions to Provide Safe and Effective Learning Environments to their Students](#)," issued August 26, 2020;
- [Minnesota Stay Safe Industry Guidance](#), where applicable; and
- Additional MDH and the Centers for Disease Control (CDC) health, safety, and operational guidelines, applicable to specific operations.

Campus planning for spring should follow the class size and gathering limitations noted in the MDH's "Guidance for Mitigating COVID-19" as follows:

- Classroom occupancy should be limited to no more than 50 students whenever possible. Classes can exceed 50 students only if following requirements are followed. **No class can exceed 250 people:**
 - For classes that have fewer than 50 students:

- The institution should require that social distancing (meaning 6 feet of physical distance apart) be maintained by students and workers as much as possible.
- Allowances for shorter distances can be made, such as in classrooms that have fixed seats/tables, or in settings where there needs to be closer collaboration like in labs, and where 6 foot social distancing can't be maintained.
 - In these settings use assigned seating/seating charts or assigned partners or groups in order to minimize potential exposure and to expedite follow-up should an exposure occur
 - Remember: If an individual is diagnosed with COVID-19, all persons who were within 6 feet from the positive case for greater than 15 minutes while the person was infectious, would be considered exposed and would likely be advised to quarantine.
- For classes that have greater than 50 students:
 - **In class sizes of 51-100 students**, all students and workers must maintain social distancing (meaning, 6 feet of physical distance apart), without exception. Additional monitoring (beyond the instructor) is encouraged to ensure that students follow social distancing measures.
 - **If a class must be larger than 100 students**, students and workers must maintain social distancing, without exception. Additional monitoring (beyond the instructor) **is required** to ensure that students follow social distancing requirements. **No in-person class may exceed 250 students.**
 - Additional monitoring means that the institution must designate students or additional staff or instructors to monitor adherence to social distancing requirements. Initially, these student and staff monitors must be present at the start of every class. As the term progress, institutions may gradually lessen the frequency of monitoring to occasional "spot checks," assuming students and staff have adhered to social distancing expectations throughout the term.
- In all other settings, maintain social distancing between people to the extent possible. Social gatherings not associated with a class or structured event/meeting must not exceed 10 indoors or 25 outdoors.

Academic and Student Services Planning

Given the assumed posture described above, campuses are encouraged to continue focusing academic and student services planning efforts on:

- Continued review of spring, summer, and preliminary fall term data, and lessons learned about disparities in access and student need, and identifying resources and strategies to address those inequities
- Reviewing all scheduled courses to determine the best delivery approach for addressing course objectives
 - Identify all courses that with instructional components that must be delivered in-person, and determine the impact of physical distancing and gathering size restrictions on:
 - Scheduling

- Facility needs
 - Faculty loads
- Grow and strengthen online course offerings in alignment with program goals and course learning objectives:
 - Focus on quality in online instruction and design, leveraging the QIP process as a means of strengthening quality
 - For courses that are being planned to continue online post-pandemic, use online learning media codes (03, 12, 13); tuition differential is charged
 - For courses being transitioned to online delivery solely to accommodate student learning due to the pandemic, use remote learning codes (98, 99); do not charge tuition differential
 - Transition as many remote learning courses to D2LBrightSpace-based fully online courses as feasible and appropriate to course objectives
 - Review assessment alternatives and identify courses that for purposes of accreditation, sequencing, or security will require test proctoring
 - Enhance student access to technology (both devices and access to connectivity) as possible
- Reviewing all student support and engagement activities to determine the best delivery approach for meeting the objectives of those activities
 - Identify student support and engagement activities that are best delivered in-person, and determine the impact of physical distancing and gathering size restrictions on:
 - Scheduling
 - Facility needs
 - Staffing levels
 - Strengthen remote student support and engagement activities
 - Focus on quality in service delivery and student experience
 - Enhance student access to technology (both devices and access to connectivity) as possible
- Developing contingency plans for course and service delivery mix, and preparing to transition on-campus, in-person instruction, as well as student support and engagement activities, to remote delivery should there be new guidance or restrictions imposed in response to changing conditions.
- Developing an advising approach for working with students facing program changes due to mid-term changes in delivery.

Revised and Updated Guidance

Media Codes

The Media Code and Guidance for Course Delivery, Scheduling, and Coding (issued August 5, 2020, and attached as Appendix B) will apply to the spring 2021 semester.

Extension of Temporary Revisions to Finance Board Policy

The following temporary revisions to finance board policies, originally effective beginning April 20, 2020, have been extended as noted below.

Financial Hold Threshold

(Board Procedure 7.6.2 Accounts Receivable Management, Part 4, Subpart D. Holds placed on student records)

Subpart D. Holds placed on student records.

Each college and university shall place a registration hold on all unpaid student accounts with balances of ~~\$100~~ \$200 or more and that are more than 30 days past due. On a case-by-case basis between April 20, 2020 and October 1, 2020, each college and university president has the discretion to temporarily remove holds on unpaid student accounts with balances up to \$750. The college or university must retain a log along with rationale for holds removed between \$200 and \$750. Each college and university shall place an official transcript hold on all unpaid student accounts with balances of \$30 or more and that are more than 30 days past due. These holds must be in place before registration begins for the next term. All balances of less than \$30 shall be carried forward without generating a hold.

- Extended until June 30, 2021

Tuition and Fee Payment Related Dates – Registration Cancellation

(Board Procedure 5.12.3 Payment Related Dates and Registration Cancellation, Part 2. Tuition and Fee Payment Related Dates)

Part 2. Tuition and Fee Payment Related Dates Colleges and universities are required to adhere to the following tuition and fee payment framework.

- 1. The financial obligation date is fifteen business days prior to the start of the term.*
- 2. Start of the term is the first day classes are held.*
- 3. For summer session 2020 and fall semester 2020, each colleges and university has the discretion whether or not to run the Registration Cancellation process for unpaid credit registrations on the sixth business day of the term.*
- 4. Full payment is due twenty-five business days after the start of the term unless the student has obtained an approved tuition and fee payment plan.*

- Extended to include spring semester 2021 and summer session 2021

Late Fees and Collection Process

(Board Procedure 5.11.1 Tuition and Fees, Part 3. Required Fees, Subpart D. Fees associated with tuition and fee payments)

- The policy allows for specific situations wherein the president of the college or university may waive charging a late fee.
- Minnesota State Colleges and Universities system is not required to submit new referrals for debt collection to the Department of Revenue during the period of time of a Peacetime Public Health Emergency pertaining to the COVID-19 pandemic, as declared by the Governor, or for six months from the date a Peacetime Public Health Emergency is terminated, rescinded, or expires.

Financial Aid and Title IV Guidance

Many changes to federal financial aid rules and regulations have been extended from spring 2020 to periods of enrollment beginning on or before December 31, 2020. However, changes contained within the CARES Act that have not been extended at this point include:

- Satisfactory Academic Progress (SAP) – W, I, and IP grades were allowed to be excluded from the spring 2020 SAP calculations of a student’s percent completion and maximum timeframe. This flexibility has not yet been extended.
- We have not received any indication that there are any changes proposed to the FAFSA or the Federal or State need/eligibility calculation formulas.

We will continue to monitor updates to federal financial aid policy and communicate any changes or extensions that occur during the fall semester.

Travel

During spring semester 2020, the Chancellor indefinitely suspended both domestic and international travel outside of Minnesota for purposes related to college, university, and Minnesota State system official business. This means any travel where college or university resources would be spent on travel or attendance or if the employee would be on paid status during the event or session.

As of September 1, 2020, colleges and university presidents are authorized to approve domestic travel outside of Minnesota to states contiguous to Minnesota (Wisconsin, Iowa, South Dakota, and North Dakota) via ground transportation.

Requests for college or university related travel outside of Minnesota and contiguous states will be considered on a case-by-case basis and should be submitted to Bill Maki, Vice Chancellor. The waiver request should include the details of the proposed travel, brief rationale of it, and verification of presidential endorsement.

Study Abroad and Study Away

The ban on international travel issued on February 28, 2020, remains in effect. Additionally, the US State Department has issued travel advisories at level 3 and above for many countries. Many countries have banned non-essential entry for US citizens as well. Due to the uncertainty and complexity of

planning for these different scenarios, academic travel abroad, including semester abroad and short-term study abroad, should be cancelled for the duration of the spring 2021 semester.

Planning can continue for study abroad trips to be held during the summer and fall of 2021. Decisions about summer 2021 will be made at the start of the spring semester 2021.

Domestic study away travel is subject to the revised travel policy included above.

Spring 2020 Commencement Ceremonies

No determination has been made about holding large gatherings for spring 2021 commencement ceremonies. A decision about spring 2021 commencement ceremonies will be made no later than February 15, 2021, to enable campuses to prepare virtual or alternative celebrations if public health guidelines continue to limit in-person gatherings.

Continuing Guidance and Practices

The system guidance and operating instructions related to the following practices will remain in effect, though may be updated as circumstances warrant:

- Required use of face masks or face coverings (“Face Mask Operating Instructions,” July 24, 2020; [Executive Order 20-81](#))
- Daily use of the health screening tool (“Health Screening Tool Operating Instructions,” August 5, 2020)
- Weekly reporting of campus positive cases, employee work status, isolation/quarantine capacity, etc.
- Continuing use of the COVID-19 tracking dashboard (to be released on September 11, 2020)
- Ongoing monitoring and communication of COVID-19 cases to determine if additional mitigation strategies are required (“COVID-19 College, University, and System Office Decisions and Responses Related to Positive Campus COVID-19 Cases and Changes in Community Spread,” August 19, 2020)
- Course Placement guidance updated on August 10, 2020, remains in effect through the summer 2021 testing period (issued August 10, 2020, and attached as Appendix A)
- All Minnesota State institutions must continue to accept spring 2020 grades of “P,” “S,” or “CR” in undergraduate transfer. This includes counting those courses toward major requirements, as well as toward graduation requirements and any other purposes that impact a student’s academic standing or progression. All other campus grading policies remain in effect.
- Semester start and end dates, withdrawal and refund deadlines, and campus fees will remain in place for the spring semester 2021.

Rescinded Guidance

As a reminder, the following guidance listed below no longer applies, either because the guidance applied only to spring 2020 or because subsequent executive orders modified the conditions under which campus operations could occur.

- Continuing Education and Customized Training – directly addressed in EO 20-63
- Student Internships – directly addressed in EO 20-63
- Technology Access– directly addressed in EO 20-63
- Campus Libraries– directly addressed in EO 20-63
- Summer Term– directly addressed in EO 20-63
- Extension of Last Day to Withdraw Deadline – applicable in spring 2020 only
- Declaring the semester complete – applicable in spring 2020 only
- Student Work Study – applicable through summer 2020 only

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Academic and Student Affairs

DATE: August 5, 2020

TO: Senior Academic and Student Affairs Officers

FROM: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

SUBJECT: **Updated** Fall 2020 Planning: Media Code and Guidance for Course Delivery, Scheduling, and Coding

This memorandum provides an update to June 4, 2020 guidance regarding fall planning. The information below builds upon previous guidance and scenario planning, providing further clarification for program and course delivery, course scheduling, media coding, and associated tuition coding as we better understand the trajectory of the pandemic and campus intentions. Updates and new guidance appear in **red**.

Assumptions

1. Campuses will be open for students fall semester, and delivering instruction and services both online and in-person within the **limitations of applicable executive orders (currently Executive Order 20-74)** and consistent with Minnesota OSHA Standards and MDH and CDC health, safety, and operational guidelines).
2. Campus planning will continue to focus on Scenario B outlined in earlier planning documents, while also including the development of contingency plans for shifting instruction and service delivery modes if conditions change and stricter gathering restrictions are required.

Guidance

1. Due to gathering size limitations, courses typically delivered in-person may be offered as HyFlex (**New** Media Code 14) or Blended/Hybrid (Media Code 09) with preparation for in-person components to transition to remote synchronous and/or remote asynchronous delivery. In-person/remote synchronous components should be entered into the appropriate ISRS field, so students understand the course meeting requirements (full seat time for HyFlex or partial seat time for Blended/Hybrid). **Online tuition differential is not applied to these courses** (campuses should use the appropriate instructional unit type for in person courses).

2. Courses that can be delivered intentionally online according to high standards of quality and rigor should be delivered as completely online asynchronous (Media Code 12) or completely online with synchronous components (Media Code 13). Online synchronous components should be entered into the appropriate ISRS field, so students understand the course meeting requirements.

Additional Clarification – August 5, 2020

- a. If courses transitioned online *are intended to be sustained in the college or university's program portfolio beyond the pandemic*, they should be classified as online courses (media code 12 or 13). **Online tuition differential is applied to these courses** (campuses use appropriate instructional unit type).
 - b. If courses transitioned online *are NOT intended to be sustained beyond the pandemic*, they should be classified as remote teaching (media code 98 or 99). **Online tuition differential is NOT applied to these courses** (campuses use appropriate instructional unit type).
3. Fall 2020 course schedules should now be finalized.
 - a. If a course's delivery mode changes moving forward, campuses should communicate with students regarding those changes.
 - b. Any course delivery mode change occurring after fall semester begins should not change the tuition rate for a course or program already started.
 4. In service of equity goals, campuses are encouraged to identify local solutions to offset higher costs that may differentially impact students of color, first-generation, or low-income students. This might include the use of CARES funds, or the use of foundation funds to cover differential tuition expense for online courses typically offered in-person.

The following pages include updated media code information and uses under various conditions. Questions should be directed to Kim Lynch at kim.lynch@minnstate.edu.

cc: Presidents
Chief Information Officers
Chief Financial Officers
Institutional Research
Registrars



Fall 2020 Planning: Course Delivery and Media Codes				
Scenario A No limitations – full range of instructional delivery modes possible and reflected in Current Operating Instruction 3.36.1.2 Media Codes			Scenario B – Most Likely <i>Limited restrictions on instructional delivery modes</i>	Scenario C <i>Strict restrictions on instructional delivery modes</i>
Media Code	Titles <i>(As displayed in course search results)</i>	Description <i>Instructions for scheduling classes (in italics)</i>		
<i>null</i>	In-Person	Instruction is primarily in person; all courses not otherwise coded will be in this category by default.	Courses that must be or are best delivered in-person. If possible, consider Hyflex (Media Code 14) or Blended/Hybrid (Media Code 09) as an alternative	Minimal in-person instruction, limited to those exempt by executive order Implement remote teaching options: Use media code 98 for exempt (limited in-person) or Media Code 99 for non-exempt (no in-person)
14	HyFlex	[New Media Code]	Instruction is offered in-person with remote synchronous and/or remote asynchronous options (i.e., lecture capture for remote viewing). 100% credit hours are scheduled with meeting dates and times entered into ISRS	Shift to remote synchronous and/or remote asynchronous options with in-person instruction, limited to those exempt by executive order

03	Mostly Online	<p>>75% of instruction is online with up to two possible in-person meetings. Up to four required proctored exams, two of which may be administered during the in-person meetings. For proctored exams not included in the in-person meetings, students must have the option to arrange them locally. Course may have online synchronous components.</p> <p><i>All in-person or synchronous meeting dates and times and proctored test requirements should be entered into appropriate ISRS field to show up in the registration portal.</i></p>	<p>Recommend shift from Mostly Online (03) to Online Asynchronous (12) or Online Synchronous (13) <u>OR</u> identify online options for in-person meetings/proctored exams</p> <p>If courses are not intended to be sustained online beyond the pandemic, use Remote Teaching Media Code 98 or 99</p> <p><i>All in-person or synchronous meeting dates and times and proctored test requirements should be entered into appropriate ISRS field to show up in the registration portal</i></p>	<p>Recommend shift from Mostly Online (03) to Online Asynchronous (12) or Online Synchronous (13) <u>OR</u> implement online options for in-person meetings/proctored exams</p> <p>If courses are not intended to be sustained online beyond the pandemic, use Remote Teaching Media Code 98 or 99</p> <p><i>All synchronous meeting dates and times and proctored test requirements should be entered into appropriate ISRS field to show up in the registration portal.</i></p>
04	Videoconferencing Originating Site	Interactive live, synchronous video with students on site. Instructor will be at the originating site regularly.	<ul style="list-style-type: none"> • Instructor and/or students on site consistent with MDH guidelines • Plan for remote teaching options 	<ul style="list-style-type: none"> • Instructor and/or students on site limited to those exempt by executive order • Implement remote teaching options (Media Code 99) for those not exempt
06	Correspondence	Correspondence study in a print format.	No change	No change
08	Videoconferencing Remote Site	Interactive live, synchronous video with students on site. Instructor may not be at the remote site regularly.	<ul style="list-style-type: none"> • Instructor and/or students on site consistent with MDH guidelines • Plan for remote teaching options 	<ul style="list-style-type: none"> • Instructor and/or students on site limited to those exempt by executive order • Implement remote teaching options (Media Code 99) for those not exempt
09	Blended/Hybrid	25-75% of instruction online with regularly scheduled in-person meetings. Based on other media code definitions, if a class has more than two in-person meetings or more than four proctored exams required, the course is coded 09.	Online and remote delivery prominent with limited in-person instruction— <i>plan for possible transition of all in-person components to online synchronous and/or online asynchronous remote instruction</i>	<p>Online and remote delivery prominent with minimal on-campus instruction, limited to those exempt by executive order</p> <p>Implement remote teaching options: Media Code 98 for exempt (limited in-person) or Media Code 99 for non-exempt (no in-person)</p>

		<i>All scheduled meeting dates and times should be entered into the appropriate ISRS field to help students understand the in-person commitment...</i>	<i>All scheduled meeting and times (in-person and/or online synchronous) should be entered into the appropriate ISRS field to help students understand the commitment</i>	<i>All scheduled meeting and times (in-person and/or online synchronous) should be entered into the appropriate ISRS field to help students understand the commitment</i>
11	Arranged	Individualized coursework or experiences guided by a faculty member. This includes, but is not limited to, independent study on a topic, student research and internships.	No change	No change
12	Completely Online, Asynchronous	100% of instruction is online: No in-person meetings; No in-person or synchronous proctored exams; No synchronous meetings. <i>Any special technology (webcam, microphone headset, etc.) required to complete course activities should be included in the course notes.</i>	Recommended for planned and scheduled intentionally online courses <i>If courses are not intended to be sustained online beyond the pandemic, use Remote Teaching Media Code 98 or 99</i>	Recommended for planned and scheduled intentionally online courses <i>If courses are not intended to be sustained online beyond the pandemic, use Remote Teaching Media Code 98 or 99</i>
13	Completely Online, Synchronous	100% of instruction is online: No in-person meetings; No in-person proctored exams; Course has required synchronous online meetings or activities <i>Synchronous online meetings should be noted in the course notes. Any special technology (webcam, microphone headset, etc.) required to complete course activities should be included in the course notes.</i>	Recommended for planned and scheduled intentionally online courses <i>If courses are not intended to be sustained online beyond the pandemic, use Remote Teaching Media Code 98 or 99</i> <i>Synchronous online meetings should be entered into course notes. Any special technology (webcam, microphone headset, etc.) required to complete course activities should be included in the course notes</i>	Recommended for planned and scheduled intentionally online courses <i>If courses are not intended to be sustained online beyond the pandemic, use Remote Teaching Media Code 98 or 99</i> <i>Synchronous online meetings should be noted in the course notes. Any special technology (webcam, microphone headset, etc.) required to complete course activities should be included in the course notes</i>



APPENDIX B

Academic and Student Affairs

DATE: August 10, 2020

TO: Senior Academic and Student Affairs Officers

FROM: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

SUBJECT: **REVISED GUIDANCE** – Course Placement under COVID-19

Due to continued disruptions in course placement testing due to the ongoing pandemic, the previous guidance issued on May 4th, 2020 **has been extended through the 2020-2021 academic year for students enrolling in courses requiring placement in fall 2020, spring 2021, and summer 2021.**

As before, this guidance applies to all students who do not currently have a valid course placement on record. Students who already have a valid course placement on record and wish to have that placement re-evaluated should follow the guidance provided in the relevant section below.

This directive is effective immediately, supersedes previous guidance, and will remain in effect until indicated or until withdrawn by the Chancellor.

General Course Placement (REVISED)

Colleges and universities shall use **any** of the following placement measures that meets the indicated benchmarks to determine a student's placement into college-level reading, writing, and college algebra courses:

1. Documentation of successful completion of a college-level course in the area for which the course placement score is used.

or

2. Eligible ACT, SAT, and/or MCA scores
 - a. All validity windows apply as outlined within [System Procedure 3.3.1](#).

or

3. Eligible ACCUPLACER scores (i.e., Classic or Next Generation ACCUPLACER).
 - a. Scores already on file may be used. All benchmarks and validity windows apply as outlined within [System Procedure 3.3.1](#).

- b. Remote proctoring of the Next Generation ACCUPLACER is available across a variety of options, including through a video/chat conferencing service such as Zoom as outlined by The College Board. Due to bandwidth constraints, locally facilitated remote proctoring is limited to 3-5 participants per proctor. To test, students will need access to the following:
 - i. A computer (desktop or laptop)
 - ii. Stable internet connection
 - iii. Webcam
 - iv. Headset
 - v. Note that devices such as cell phones, Chromebooks, iPads, Surface, and other tablets, will not work.
- c. Students who are unable to test in person or who do not have access to an environment conducive to testing or are without the technology necessary to complete the ACCUPLACER via an approved remote proctoring process should be placed using cumulative HS GPA or informed self-placement as outlined below.
- d. Colleges and universities may locally determine the extent to which the ACCUPLACER is administered via the approved remote proctoring process and should follow the guidance outlined in the corresponding section below.

or

- 4. Cumulative HS GPA
 - a. **Reading.** A student who presents a HS GPA of 2.6 or higher must be given a placement of college-level that allows for enrollment in courses that designate college-level reading skills as a prerequisite. A college or university may establish lower minimum HS GPA score(s) for placement into developmental reading courses. A college or university may establish higher minimum score(s) for placement into a higher-level reading course(s).
 - b. **Writing.** A student who presents a HS GPA of 2.6 or higher must be given a placement of college-level that allows for enrollment in a college-level writing course and in courses that designate college-level writing skills as a prerequisite. A college or university may establish lower minimum HS GPA score(s) for placement into developmental writing courses. A college or university may establish higher minimum score(s) for placement into a higher-level writing course(s).
 - c. **College Algebra.** A student who presents both a HS GPA of 2.8 or higher and the self-reported completion of High School Algebra II or its equivalents with a grade of “C-“ or above must be given a placement of college-level that allows for enrollment in College Algebra. A college or university may establish minimum HS GPA score(s) for placement into college-level mathematics courses other than College Algebra and for developmental mathematics courses. A college or university may establish higher minimum score(s) for placement into a higher-level mathematics course(s).
 - d. Self-reported HS GPA *must be accepted* in the absence of an official, transcribed GPA.
 - e. For purposes of course placement, **HS GPA is valid for a period of up to 10 years** from the date of high school graduation or, if the student has not yet graduated, from the date submitted.

Colleges and universities may use informed self-placement as follows:

- 5. Informed Self-Placement
 - a. Informed Self-Placement (GSP) is a locally developed tool or process that allows students, in consultation with counselors, advisors, or other faculty and staff, to

- determine suitable coursework including the appropriate mathematics, reading, English, and English as a Second Language (ESL) course.
- b. Colleges and universities may allow students without valid ACT, SAT, MCA, ACCUPLACER, or HS GPA scores to register for courses up to and including the college-level gateway course within the disciplines of reading, writing, and mathematics (i.e., college algebra) through a locally developed informed self-placement model.
 - c. As part of a locally established informed self-placement model, colleges and universities may use scores from alternative assessments to provide course placement recommendations, including but not limited to the following:
 - i. The Test of Adult Basic Education (TABE)
 - ii. General Education Development (GED)
 - iii. Comprehensive Adult Student Assessment System (CASAS)
 - d. To the greatest extent possible, students who qualify for informed self-placement should meet with an advisor prior to registration as outlined in the pre-registration advising section below.

Colleges and universities that offer ESOL/ESL/EAP course pathways

All colleges and universities with students who would under normal conditions have needed to take the ACCUPLACER test for Reading and Writing are strongly encouraged to administer a survey containing the three background questions below or the language background questions normally used at the college or university. Note that fluency in two or more languages does not automatically denote the need for ESOL-specific instruction. Branching profiles (i.e., determining which measures should be applied to which students) should thus be equitable and consistent and operate in concert with local placement practices to ensure the accuracy of course placement decisions for all English language learners (ELL).

1. What language did you learn to speak first?
 - a. English only
 - b. English and another language
 - c. Another language

2. Which language do you speak most often at home?
 - a. English only
 - b. English and another equally
 - c. Another language

3. How many years of education (elementary through high school) were in the United States?
 - a. 0-4
 - b. 5-7
 - c. 8-10
 - d. 11 or more

ELL who have been identified and assessed using locally determined assessments shall be placed according to the results of those assessments.

Pre-registration Advising

To the greatest extent possible, students, including those using informed self-placement, should meet with an academic advisor prior to registration to:

- review the student’s academic background and course needs;
- recommend an appropriate course placement;
- review the college or university policy for satisfactory academic progress (SAP);
- orient the student to the available academic support services;
- review the registration process; and
- review the withdrawal process and all related deadlines.

All course placement recommendations must be based on the student’s academic background, occupational experience, and relevant skills and abilities, as well as any established program requirements. **At no time should a student’s demographic status be used for purposes of course placement, including but not limited to the student’s race, ethnicity, gender, age, accent, or background.**

Should a student using informed self-placement elect to register for a course that is at a higher level than was recommended, the student should be advised of the risks associated with this decision, including, but not limited to the academic and financial consequences of being unsuccessful.

It is a recommended practice that colleges and universities retain documentation of all directed self-placement advising sessions.

Proctoring of Next Generation ACCUPLACER (NEW)

Colleges and universities may locally determine the extent to which the ACCUPLACER is administered via the approved remote proctoring process and should follow the guidance outlined above. Colleges and universities that are administering the ACCUPLACER on site must do so in alignment of local campus COVID practices and in accordance with system and Department of Health guidelines.

The Use of Additional Measures (NEW)

Per [System Procedure 3.3.1](#), locally determined measures may only be used *in addition* to the system-endorsed measures for placement into college-level reading, writing, and college algebra courses (Part 4, Subpart A). For the purposes of this interim guidance, these measures include ACT, SAT, MCA, HS GPA, and ACCUPLACER scores. When a student does not receive a college-level placement on any of these measures, a college or university may use additional measures (e.g., writing samples, oral interviews) to determine placement in reading, writing, or mathematics. These additional measures must be administered at no cost to the student and be available as an opportunity to all students (Part 4. Subpart F).

For purposes other than placement in reading, writing, mathematics, or ESOL, colleges and universities may require additional measures (e.g., computer literacy, study skills inventories, occupational-related tests, or readiness for online courses) for advising and placement purposes. These additional assessment measures must be administered at no cost to the student and be available as an opportunity to all students (Part 4. Subpart E).

Multiple Measures for Course Placement (MMCP) Phase I Implementation

Colleges and universities may implement or continue to implement the MMCP Phase I framework, using a combination of assessment data and HS GPA data to determine a student’s course placement.

However, in light of the COVID-19 pandemic, colleges and universities may postpone implementation until fall 2021.

PSEO and Concurrent Enrollment Students

High school students planning to participate in college or university courses in the 2020-2021 academic year and beyond must still meet the eligibility criteria outlined in System Procedure 3.5.1 and/or the most recent official guidance. For purposes of course placement, PSEO and concurrent enrollment students shall be placed using the measures used for the general student population outlined in this memorandum.

International Students

Each college and university should determine and document the means through which international students will be placed. This process should be posted on the college or university website and made available to students.

Retesting and Re-evaluation of Initial Placement

Due to the suspension of on-site course placement testing and the current constraints associated with ACCUPLACER remote proctoring, students requesting a re-evaluation of their initial course placement may be allowed to receive a placement decision using standalone, self-reported HS GPA, or, in the absence of a valid, reportable HS GPA, guided self-placement without being required to take the ACCUPLACER in accordance with local placement practices. At no point shall a student who is requesting a re-evaluation of their initial placement be directed to enroll in a course that is at a lower level than indicated within their initial placement.

Any student requesting to re-take the ACCUPLACER through a College Board-approved remote proctoring service shall be allowed to do so as outlined within System Procedure 3.3.1 as local capacity allows unless financial constraints or technology access limit or preclude the use of online proctoring.

Additional Considerations

Colleges and universities should identify the means and measures for obtaining alternate course placement data in the absence of ACCUPLACER scores for the following:

- Program admission requirements;
- Course pre-requisites;
- Developmental course placements;
- Higher level course placements (e.g., Calculus);
- Courses outside of reading, writing, and mathematics;
- Summer bridge program eligibility, and;
- Any other local decisions for which ACCUPLACER score data is used.

cc: Presidents
College and University Deans
Testing Directors
PSEO Directors
Concurrent Enrollment Directors