

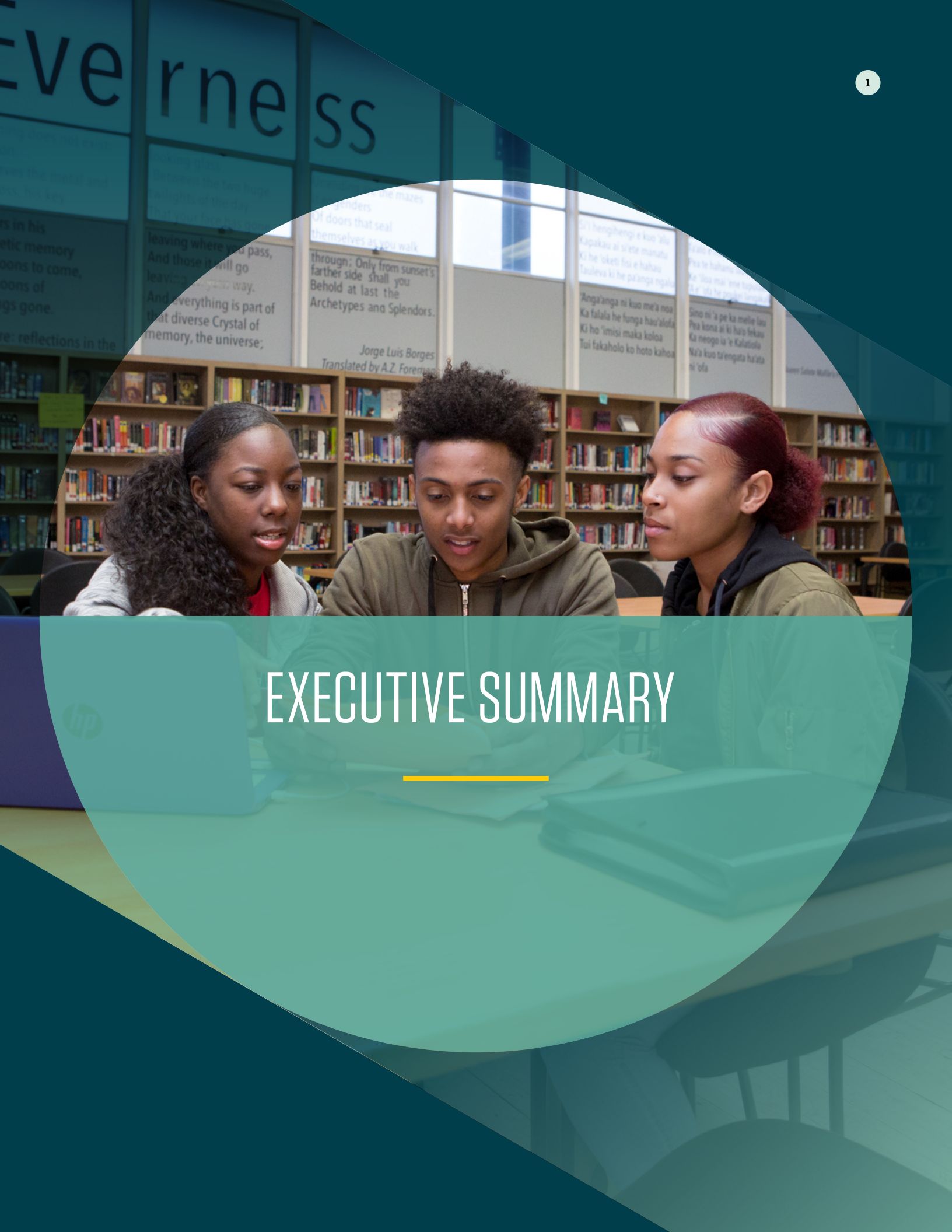


FROM CREDIT TRANSFER TO **APPLICABILITY**

**Building State Systems That
Help Dual Enrollment
Students Succeed**

TABLE OF CONTENTS

Executive Summary	1
Introduction	3
Recommendations	
Ensure Credit Transfer Building Blocks Are In Place	15
Improve Dual Enrollment Credit Applicability Through Advising Policy	18
Design Transparent Dual Enrollment Transfer Options for High School Students	23
Conclusion.....	28
About the Author	29
Appendix.....	30

A circular inset image shows three students (two women and one man) sitting at a table in a library, looking at a laptop. The background of the entire page is a blurred image of a library with bookshelves and a large circular graphic overlay.

EXECUTIVE SUMMARY

Dual enrollment holds significant promise as a strategy for expanding college access and accelerating student progress, but that promise is only realized when the credits students earn in high school actually count toward their postsecondary goals. Students and families value the time and money saving potential that dual enrollment offers, yet those savings depend on whether credits not only transfer to a new institution but apply toward the student's chosen major or pathway.

Debate over dual enrollment's ability to save students time and money tends to fixate on credit transfer and whether a receiving institution accepts and posts a credit. But the evidence shows that credits largely do transfer, and at a very high rate. A [2024 AACRAO/NACEP survey](#) found 98% of institutions accept dual enrollment transfer credit, and most treat it no differently than any other transfer credit. The real challenge is credit applicability, and whether transferred credits count toward general education, major, or program requirements, rather than being relegated to elective or excess credit. A credit that transfers but doesn't apply does nothing to move a student closer to a degree. Therefore, it is applicability, not transfer, that determines whether dual enrollment delivers on the value proposition that many students and their families are hoping to realize.

This distinction matters for states as well as students. When credits transfer but fail to apply, students risk graduating with excess credits, undercutting the time-and-cost savings families expect, creating system inefficiency, and risks wasting taxpayer resources. For states investing heavily in dual enrollment amid mounting budget pressures, credits that don't advance students toward a credential represent a return on investment unrealized.

Drawing on a 50-state policy scan, interviews, and stakeholder input, this report offers three recommendations for state policymakers to close the applicability gap:

- 1** **Ensure credit transfer** building blocks are in place, including common course numbering, approved lists of guaranteed-transfer courses, and statewide transfer blocks or associate's degrees.
- 2** **Improve credit applicability** through advising policy by requiring that students and parents receive clear information on how credits will apply, and establishing check-in points tied to course selection.
- 3** **Design transparent transfer pathways** for high school students that focus offerings on broadly transferable and applicable coursework, branding core transfer blocks for use in high schools, and guaranteeing CTE credit applicability across institutions offering the related program of study.



INTRODUCTION

Dual Enrollment Credit Transfer & Applicability: Defining the Problem

Dual enrollment holds significant promise as a strategy to enhance college access and success for more students, particularly those who are less likely to pursue postsecondary education after high school. And while research indicates that there is inherent value in the act of participating in a college course in high school — regardless of what a student does with the credit when they graduate — in order to maximize the benefits of dual enrollment students should be in a position to use the college credits they earned in high school to help them advance their postsecondary journey into college and career.

This is especially important when the information environment around dual enrollment — what students and parents hear — focuses on its ability to help students save time and money. Accrual of college credits can help support a student in shortening their time (and therefore cost) to degree, but the research is more tenuous on the connection between participating in college courses in high school and saving time and money. There are many factors that contribute towards whether a student will save time and money towards a degree from their dual enrollment, but one key factor underpinning that ability is whether students can seamlessly transfer their credits to a new institution of higher education after they graduate high school and have those credits apply towards their chosen major or pathway. Many of these factors extend beyond transfer systems themselves to include advising, pathway design, course options, and other elements of program quality.

This is also important from a state policy perspective. Many states are investing funds into subsidizing students' ability to accumulate college credits in high school through dual enrollment. However, states are not maximizing the efficiency of their investments if students' college credits earned in high school are not helping the student advance towards their chosen degree pathway, credential, or program of study after high school graduation. There are significant budget pressures on state education budgets that are requiring state policymakers to engage in discussions about how to ensure existing state investments are providing the expected return on investment, as well as growing pressure from the federal government to demonstrate the return on investment of higher education. And in this arena, that means dual enrollment credits should provide tangible benefits to students in advancing them towards a degree or credential.

Defining Dual Enrollment

For purposes of this report, “dual enrollment” is an umbrella term used to refer to college courses offered to high school students, regardless of instructor type (faculty or approved high school teacher), course location (high school or postsecondary campus) or modality (face-to-face, hybrid, or fully online). In instances in which states use specific terms to denote specific dual enrollment delivery models, the term in usage in the state is referenced.

Dual enrollment credit transfer is a topic that generates a lot of strong opinions. Within the ecosystem of secondary and postsecondary practitioners and policymakers who work on dual enrollment, generalized concern about the state of dual enrollment credit transfer abounds. Are students successfully transferring their credits? Are they receiving value out of dual enrollment? Are colleges making it hard for students with dual enrollment credits to use them? Are their credits applying towards their chosen major or program of study?

In the dual enrollment credit transfer literature, there are two primary schools of thought:

- Dual enrollment credit transfer is not a significant issue facing dual enrollment because most national and state-level survey data show most dual enrollment credits successfully transfer, and should be de-emphasized as an area that still needs state and system level interventions to advance.
- Dual enrollment credit transfer is a significant issue facing dual enrollment because too many students are finding their credits are not transferring or being applied in the way that they hoped, and state and system level interventions are essential to address big challenges students have with using their dual enrollment credits.

The confusion arises because both schools of thought are making different points about credit transfer; whether the credits transfer or whether they are applied towards the student's chosen major or program of study.

The reality is that the credits likely do transfer, but there is still work to be done at the state and system level to promote credit applicability, which is a wider issue than credit transfer systems alone can address.

CREDIT TRANSFER

The process by which a receiving institution accepts postsecondary credits earned at another institution (including credits earned through dual enrollment in high school) and records them on the student's transcript. Credit transfer governs only whether the credit is accepted and posted; it does not determine whether the credit advances the student toward a credential.

CREDIT APPLICABILITY

The degree to which transferred credits count toward a student's specific academic requirements — general education requirements, major or program-of-study requirements, or a credential pathway — rather than being relegated to elective or excess credit. Applicability determines whether a credit meaningfully reduces a student's time and cost to degree, making it the truer measure of dual enrollment's value than transfer alone.

The key difference between **credit transfer** and **credit applicability** is whether the dual enrollment credit contributes meaningfully to the student's journey towards a postsecondary degree or credential.

Many students graduate college with more credits than were needed for that specific degree or credential, and dual enrollment could exacerbate that issue. States need to focus their credit transfer policy work on more than just transfer; these transferred credits may end up being excess credits once the student graduates. Instead, the focus needs to be on credit applicability, and how to ensure students are participating in courses that result in meaningful advancement of their college and career plans.

This paper attempts to build on existing work that has been done to assess the state of dual enrollment credit transfer, and provide a system-level analysis and state policy recommendations for advancing dual enrollment credit transfer and applicability. It is designed to provide a more thoughtful approach in how we frame dual enrollment credit transfer, where the issues (such as they exist) really lie, how state policy already supports this work, and how states and systems work to advance dual enrollment credit transfer through the lens of maximizing student benefit.

Dual Enrollment Credits Are Mostly Treated Like All Other Higher Education Credit

There is some debate about transfer of higher education credits. A Government Accountability Office study in 2017 estimated that students between 2004 and 2009 lost on average 43% of their higher education credits in transfer. However, these debates revolve around all higher education credit and not dual enrollment credit specifically. As a result, improving dual enrollment credit transfer largely tracks alongside efforts to improve higher education transfer as a whole. If a national or state-level initiative is focused on improving higher education credit transfer, it will positively benefit dual enrollment credits as well because those credits are treated the same as other higher education credits by almost all institutions of higher education.

Looking at dual enrollment credit transfer specifically, the evidence is clear that dual enrollment credits are not treated differently from other transfer credits in higher education. A 2024 survey of nearly 300 higher education institutions conducted jointly by the American Association of College Registrars and Admissions Officers (AACRAO) and the National Alliance of Concurrent Enrollment Partnerships (NACEP) investigated a variety of institutional perceptions and practices in and around dual enrollment found that 98% of responding higher education institutions reported accepting transfer credit earned through dual enrollment. Additionally, the vast majority of responding institutions use transcript practices for dual enrollment students that were identical to those used for non-dual enrollment students transferring credit.

98%
Institutions accept
dual enrollment
transfer credit

The AACRAO/NACEP survey findings add further evidence to other analyses and data collection investigating student transfer outcomes, including the University of Connecticut Credit Transfer Database, which has been collecting, cataloging, and maintaining a star-ranked database of institutions and their likelihood of credit acceptance based on student

reported outcomes and direct analysis of institutional policies. NACEP's *Online, On Purpose* publication includes a section "Rare but Real: Institutions with Restrictive Credit Acceptance Policies," that similarly concludes that while some institutions maintain standing policies limiting acceptance of dual enrollment credit, they represent exceptions rather than the norm. Taken in aggregate, these data points help to reinforce the notion that dual enrollment credits are treated by colleges like any other transfer credit.

In addition to the survey findings, recent state level quantitative analyses of dual enrollment credit transfer reinforce these findings. A recent study of North Carolina administrative data from the Early College Research Center shows that 87% of dual enrollment courses in which the student earned a qualifying grade of C or higher transferred to the student's next institution of higher education between school year 2012–2013 and 2021–2022. And another recent study of Texas data shows that approximately 85% of dual enrollment courses were accepted by the student's next institution of higher education, with no differences in acceptance rates between courses taken as dual enrollment and courses taken after high school.

But the fact that dual enrollment credits transfer the same as other higher education credits — that 98% of institutions of higher education reported accepting dual enrollment credits in transfer in the 2025 AACRAO/NACEP study is an improvement on the 86% who responded affirmatively to the same question when the survey was run by AACRAO in 2016 — does not mean that despite this progress there is not still work to be done specific to dual enrollment. The North Carolina study found gaps in dual enrollment credit acceptance for male students, underrepresented students, economically disadvantaged students, and rural students. And the Texas study found that while dual enrollment credits were accepted at the same levels as college credits earned after high school, the reasons why credits were accepted or denied differed between dual enrollment credits and credits earned after high school. The study indicates that further analysis should distinguish institutional policy acceptance from applicability to program requirements.

These findings reinforce the survey results, which find that while 98% of institutions of higher education reported accepting dual enrollment credit as transfer credit, 36% of respondents perceived there to be "difficulties with credit acceptance at other institutions." And the narrative persists in op-eds, papers, and focus groups that credit transfer challenges in dual enrollment are real. So if the challenge is not with transferring dual enrollment credits, where does the issue lie?

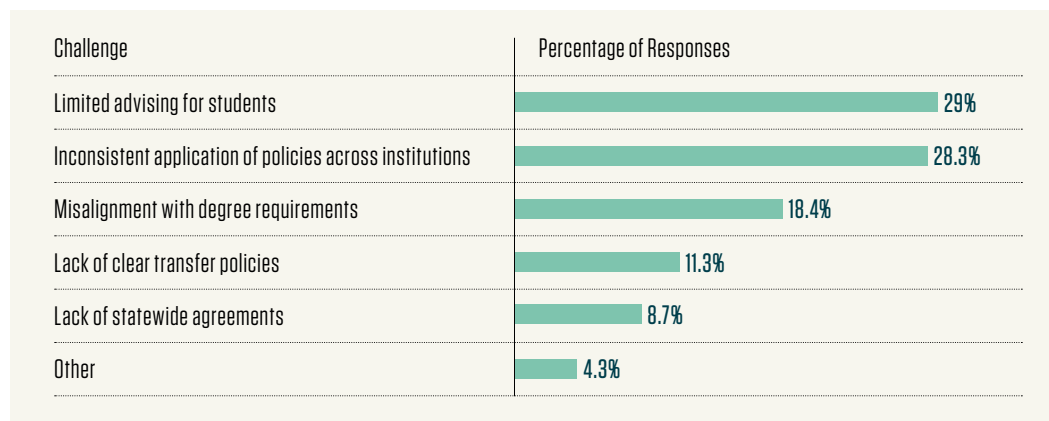
Policy Needs to Turn Its Attention to Dual Enrollment Credit Applicability

Dual enrollment credits may transfer like other higher education credits, but that does not mean there are no issues related to dual enrollment credit transfer that need to be addressed. Dual enrollment has less of a credit transfer problem, because by and large the credits do seem to transfer, and more of a credit applicability problem. That is, did the credits a student earned through dual enrollment get applied towards the student's general education requirements, chosen major, or program of study?

This is a key question because higher education credits that transfer but don't apply towards meeting general education, major requirements, or fulfill the program of study requirements are credits that are not doing anything substantial to put the student any closer to graduation with their chosen degree or credential. These transferred credits, which may be accepted only as elective credit, can result in the student graduating with credits in excess of the number necessary for the degree or credential, which runs counter to student and family perceptions about the value of dual enrollment and creates inefficiency within the system.

There is greater evidence of a challenge in dual enrollment with credit applicability. While there is less specific research on this topic for dual enrollment (and high quality research should be conducted on the extent to which dual enrollment specifically contributes to excess credit), the problem of excess credit is well established in traditional higher education. And while we may currently lack specific data on dual enrollment's contribution to student graduation with excess credit, survey results and focus group data from dual enrollment policymakers and practitioners point to the existence of this challenge specific to dual enrollment.

CHSA ran a national survey on dual enrollment credit transfer in the spring of 2025, and received responses from a broad subset of secondary and postsecondary respondents across 36 states and the District of Columbia, and found the biggest challenges with dual enrollment credit transfer all focused on some notion of credit applicability:



Nearly 76% of responses focused on limited advising for students, inconsistent application of policies across institutions, and misalignment with degree requirements. These responses point to concerns around whether credits will apply more than whether they will transfer, as they relate to dynamics such as how students are advised about the dual enrollment courses they select and how they will help students advance towards a degree or credential. Notably, these findings closely mirror the Readiness and Relevance dimensions identified in *Beyond Rigor*, suggesting that many of the perceived transfer challenges raised by practitioners are rooted in broader questions of advising, pathway alignment, and program design rather than transfer policy alone. What courses students choose will directly impact whether the courses will be applied towards the degree pathway they have chosen, and so it is notable that the plurality of responses from the survey identified limited advising for students as either the biggest or second biggest challenge related to dual enrollment credit transfer.

How Dual Enrollment Credit Applies Is Essential to Realizing Its Value

Identifying issues in dual enrollment around credit applicability is an important finding for state policymakers, because it directly impacts the value of dual enrollment courses for the students who participate in them and the states who invest in them. If college credits earned in high school through dual enrollment transfer and apply to students' program of study upon postsecondary matriculation, the promise of dual enrollment to reduce time and cost to degree is fulfilled, and states maximize the return on their increasing investments aimed at minimizing or eliminating student-borne dual enrollment participation costs.

Alternatively, instances when enrollment credits do *not* apply to degree requirements when students matriculate after high school may perpetuate student and family narratives that motivate some students to pursue early postsecondary credit through Advanced Placement (AP) instead of dual enrollment. Many students, parents, and high school counselors believe the myth that AP exam scores will always transfer and apply at out-of-state institutions, and dual enrollment will not. Yet in reality, not all institutions — public, private, in-state or out-of-state — will apply AP exam scores towards degree requirements. Clearer dual enrollment transfer and applicability policies — and better communication to students, parents, high school counselors, and others — are necessary in order to debunk this myth and generate the outcomes that students and parents are seeking.

In addition, excess credits accumulated through dual enrollment programs that ultimately don't apply to a student's program of study can also negatively impact a student's future eligibility for state or federal financial aid. Anecdotal evidence suggesting that dual enrollment credits do not transfer and apply to degree requirements upon matriculation may lead state policymakers to rethink the value of the state's investment in dual enrollment, and reduce or remove funding support.

Excess Credit Policies Also Reinforce the Importance of Dual Enrollment Credit Applicability

A number of states and colleges have excess credit policies that either block students from accessing additional financial aid once they have accumulated a certain number of credits or charge them out-of-state tuition rates above those thresholds. These policies were designed to help encourage students not to linger too long in school, and move efficiently and expeditiously towards completing their degree or credential.

A 2017 study found that nine states have some version of an excess credit policy. A relevant example is Texas, where the state will not contribute funding for students who exceed 115 percent of their degree program requirements, and institutions may charge those students out-of-state tuition rates.

These policies can have a negative impact on dual enrollment students. If students are able to transfer their dual enrollment credits, but those credits do not apply towards the student's general education requirements, chosen major, or program of study, then the student will need to earn more than a full degree or credential's worth of credits in order to successfully

complete that degree or credential. If the student has taken a lot of dual enrollment courses, and none of those courses apply, the student may end up running into danger of exceeding the state or program's excess credit restrictions.

While these state-level policies are comparatively rare, they may become more common as states seek to find budgetary efficiencies during times of increased budget strain.

BEYOND TRANSFER

Why Students End Up with Credits that Don't Apply

Understanding why students end up with credits that don't apply requires looking beyond transfer systems to the broader program and policy decisions that shape students' dual enrollment experiences.

This broader perspective is explored in *Beyond Rigor: Closing the Quality Gap in State Dual Enrollment Policy*, a report from the National Alliance of Concurrent Enrollment Partnerships (NACEP) based on an analysis of dual enrollment policy and practice across all 50 states and the District of Columbia. The report identifies the systems needed to produce consistent, high-quality student experiences. Its findings suggest that whether credits ultimately transfer and advance students toward their educational goals depends not only on transfer policy, but also on the quality of dual enrollment programs and the systems that support them.

One of the report's central findings is that expanding access to rigorous college courses is not enough. The quality of the course matters, but so does the quality of the program surrounding it.

Clear statewide expectations for program quality shape what students experience through dual enrollment participation and help determine whether students ultimately realize the value of the courses they take. Elements such as academic advising, intentional course offerings, degree and workforce alignment, and transition support all influence whether students earn credits that meaningfully advance their educational goals. Yet only a handful of states establish these program quality expectations through statewide policy or guidance.

Beyond Rigor organizes these broader program quality expectations into three balancing elements: Rigor, Readiness, and Relevance. Each contributes to the ultimate value students receive from dual enrollment. Credit transfer acceptance depends on receiving institutions' confidence that students completed an authentic, academically rigorous college course equivalent to one offered on campus (Rigor). Credit applicability sits at the intersection of Readiness and Relevance. Students need advising and support to make informed course selections (Readiness), and they need opportunities that are intentionally connected to real pathways, degree requirements, and college-connected career opportunities (Relevance). Thus, both transfer acceptance and applicability can be influenced by state- and system-level policy structures for ensuring program quality.

Viewed through a systems design lens, improving credit applicability requires more than stronger transfer policies. It requires state policies that establish clear expectations for program quality by connecting transfer mechanics with advising, pathway alignment, course offerings, and student supports.

Ultimately, transfer policy determines whether students keep their credits. Program quality determines whether those credits keep their value.

Report Methodology

In early 2025, under contract with CHSA, Zinth Consulting, LLC conducted a scan of state statute, regulations, K–12 and higher education policy documents and guidance, and state agency/system office websites in the 50 states and DC to identify current policies and procedures governing dual enrollment credit transfer. State-level dual enrollment and postsecondary transfer leads (state agency and system office staff) in each state were sent the policy findings for their state, to confirm the accuracy of the information gathered, or suggest any edits.

The findings of this scan were used to identify diverse states in which to conduct remote interviews of state and institution-level stakeholders. Interviewees were invited to share their views on the efficacy of, best practices, and lessons learned from their state's policy approaches to dual enrollment credit transfer once high school graduates matriculate. Eight interviews were conducted in five states — Colorado, Idaho, Indiana, Louisiana, and Maine.

CHSA invited its members to participate in one of two remote focus groups in March 2025 on various dual enrollment credit transfer topics. Focus group participants, all knowledgeable about the transfer of dual enrollment credits, represented K–12 and postsecondary state agencies and postsecondary system offices; school districts; two- and four-year institutions; local, state and national policy research and advocacy organizations; university-based research centers; and philanthropies. About 35 focus group members were queried on the perceived strengths and weaknesses of their state's dual enrollment credit transfer policies, student populations experiencing greater challenges in transferring dual enrollment credit, the effectiveness of student advising, and the effectiveness of statewide transfer agreements.

To gather broader feedback, in spring 2025 CHSA sent an email to its network inviting CHSA stakeholders to share their perceptions on an array of dual enrollment credit transfer issues. Overall, 212 survey responses were received from representatives of role groups similar to those included in the remote focus groups from 37 states and Washington, DC. Findings from the state policy scan, interviews, focus groups, and survey results were synthesized to develop the present report.

State Policies That Support the Transfer and Applicability of Dual Credits When Students Matriculate

State policies in the 50 states and District of Columbia were researched and coded on the following topics:

DUAL ENROLLMENT POLICY

- **Information and advising:** State policy requires that dual enrollment students and their parents be informed or advised on the transfer and applicability of college credit earned in high school to the requirements of the student's intended degree.
- **Guaranteed transfer:** State policy specifies that postsecondary credits earned through dual enrollment programs transfer and apply to degree requirements in the same manner as those same credits when earned by regularly matriculated students.

POSTSECONDARY CREDIT TRANSFER POLICY

State has one or more of the following mechanisms to facilitate credit transfer and applicability:

- **Common course numbering system**
- **Approved list of courses guaranteed to transfer:** State has identified and communicated a set of postsecondary courses that individually are guaranteed to transfer and apply to degree requirements at all or a subset of public postsecondary institutions (and, as applicable, participating independent institutions)
- **Statewide transfer block or statewide transfer associate's degree:**
 - A common set of courses that fulfill general education requirements at all or a subset of public postsecondary institutions. Students successfully completing some or all of these credits cannot be required to take additional coursework at the receiving institution that replicates general education coursework already completed at the sending institutions **or**
 - A statewide transfer associate of sciences or associate of arts degree that must be recognized as fulfilling the first 60 hours of a bachelor's degree within a specific major at the receiving institution.
- **Guaranteed transfer of CTE credits:** State has identified credits in specified programs of study that are guaranteed to transfer and fulfill credit requirements towards a certificate or degree at another state institution offering the same or similar CTE program of study.

Priorities for Improving Dual Enrollment Credit Transfer & Applicability

While there will never be a perfect system for credit transfer and applicability, particularly since high school students are young and still working out how they want to spend the rest of their lives and what postsecondary opportunities would best allow them to do that, there is much more work that can be done. Policymakers need to put more attention towards building the most efficient system possible to facilitate credit transfer and applicability that allows students taking dual enrollment courses to maximize the benefits of taking college courses in high school.

Based on the 50-state research, interview findings, and the CHSA network survey data, the following three recommendations provide clear direction for state policymakers looking to advance dual enrollment credit transfer and applicability.

- 1 Ensure Credit Transfer System Building Blocks Are In Place
- 2 Improve Dual Enrollment Credit Transfer & Applicability Through Advising Policy
- 3 Design Transparent Dual Enrollment Transfer Options for High School Students



RECOMMENDATION 1

RECOMMENDATION 1

Ensure Credit Transfer Building Blocks Are In Place

In recent years, a number of states have adopted or improved measures to support the seamless transfer of postsecondary credit — regardless of whether that credit was awarded before or after high school graduation. These measures include:

Common course numbering systems

34 states have adopted common course numbering systems to facilitate credit transfer and applicability. Common course numbering systems vary in scope. Depending upon the state, common course numbers might be assigned to a subset of courses (such as some lower-division courses), courses offered within a specific system (such as a community college system), all lower-division courses (including those offered at four-year institutions), a significant number of courses offered by public two- and four-year institutions (including general education coursework as well as 300- and 400-level courses in the most popular majors), or all undergraduate courses offered by public postsecondary institutions.

Generally, states with common course numbering systems assign concurrent enrollment courses the same course number as would be assigned the equivalent on-campus offering.

Approved lists of individual courses guaranteed to transfer and apply in the same manner across public postsecondary institutions

42 states have established a list of individual courses that must transfer and apply to degree requirements across public postsecondary institutions in the same manner as those courses when completed at the receiving institution. Courses on these lists might be any course assigned a common course number, courses that fulfill general education requirements across a system or state, or a significant number of courses offered across public two- and four-year institutions, including 300- and 400-level courses in popular majors.

Statewide transfer blocks or statewide transfer associate's degrees

44 states have approved a statewide transfer block or one or more statewide associate's degrees. A statewide transfer block typically fulfills general education requirements across public postsecondary institutions, meaning that receiving institutions cannot require students completing the statewide transfer block to complete additional courses to fulfill general education requirements. A statewide transfer associate's degree usually fulfills all lower-division requirements for a given four-year degree, while a state transfer pathway fulfills lower-division requirements for a specific major, but may be completed entirely through public four-year institutions. A student completing a statewide transfer associate's degree or statewide transfer block is typically admitted to a four-year institution as a junior.

As the findings show, while state approaches that facilitate credit transfer are becoming increasingly common, they are not universal. In order to improve higher education credit transfer and applicability, including for dual enrollment, states that have not already done so should strengthen their transfer policies.

To strengthen credit transfer and applicability, states should implement one or more of the following strategies:

- Common course numbering, at a minimum for the most commonly-taken lower-division, courses at community colleges, which offer the vast majority of dual enrollment coursework,
- A set of individual courses guaranteed to transfer among public two- and four-year institutions,
- A statewide transfer block, and
- One or more state transfer associate's degrees.



RECOMMENDATION 2

RECOMMENDATION 2

Improve Dual Enrollment Credit Applicability Through Advising Policy

To improve the applicability of credits that students take when they participate in dual enrollment, more counseling and advising is necessary while students make their course selections.

Students need to have a clear understanding of how the dual enrollment courses they select align with, support their advancement along, or run counter to whatever level of plan they have made for whether and where to continue their postsecondary journey after high school graduation. This reflects a broader understanding that advising is not simply a transfer support service — it is a core element of dual enrollment program quality that helps students realize the full value of the credits they earn.

This is a hard challenge for state policy alone to solve, as policy is a blunt instrument that will never be able to ensure that in every counselor-student conversation the level of time, effort, and nuance is included in the discussion so that students have a very clear understanding of the value of the dual enrollment courses they choose to participate in. The value of highlighting advising in state policy is the message it conveys to the field about the state's expectations for programs and their practitioners on where and how to invest their efforts. The challenge is compounded by the fact that many dual enrollment programs operate with limited staffing capacity, making it difficult to provide the individualized advising that effective credit applicability often requires.

State policy for dual enrollment needs to show that advising is a critical component of a student's dual enrollment experience, particularly if they are taking more than one course, through codifying into state policy the importance of advising around dual enrollment. It is too much to expect, given the complexity of the system, that students and parents will be able to make these decisions fully informed without the support of a counselor or advisor who can guide them in making sense of the complexity. And there are current models in state policy for how states can signal the importance of dual enrollment advising and set a baseline expectation that it be provided to students.

The importance of state funding for dual enrollment can also not be dismissed here. About half of states provide some funding to support the costs of offering dual enrollment, but these funds are largely provided to support the participation of students in dual enrollment without significant regard for what courses the students are taking, the quality of those courses, or how they are being used by students to advance their college and career plans. States should therefore refine their funding models to incentivize student advising, but also have additional policy options available to them to promote the deployment of student advising, including in states where there is no additional funding to support this work.

Require That Dual Enrollment Students and Parents Receive Information or Advising on the Transfer and Applicability of Credits

While many states specify that students and parents receive information about the benefits of dual enrollment participation and steps to participate, relatively few states require that students and parents be notified before or at the time of course enrollment on whether and how credits will transfer and apply to a student's intended postsecondary program of study.

BEST PRACTICE SPOTLIGHT Colorado & Arkansas

In Colorado, the term “concurrent enrollment” refers to postsecondary courses offered to high school students under parameters established in statute; “dual enrollment” refers to courses offered outside the confines of state statute. Colorado statute requires that each local education provider [school district, charter school, or board of cooperative services] provide written notice to each high school student and parent on the availability of concurrent enrollment courses, including “the number and transferability of course credits that a qualified student may earn by enrolling in the concurrent enrollment courses.”

Colorado statute also requires that secondary and postsecondary concurrent enrollment partnerships limit their course offerings to valuable college credit opportunities, such as:

- A credit that applies towards a CTE certificate or degree.
- A course approved by the Colorado Department of Higher Education for transfer from a two-year to a four-year institution to fulfill prerequisites for a major.
- A course approved for statewide transfer. [C.R.S.A. § 22-35-104](#)

In Arkansas, state policy requires students and parents to be notified if a dual enrollment course is not broadly transferable and applicable. Arkansas [Concurrent Enrollment Policy](#) indicates that general education courses offered for concurrent credit should be listed in the Arkansas Course Transfer System (ACTS). Students taking general education concurrent credit courses that are not ACTS courses must be notified by the institution and the high school that the course may not be transferable to another public postsecondary institution in the state.

POLICY IMPLEMENTATION CONSIDERATIONS

Stakeholders in one state noted that work remains to be done on communicating to students and parents how credits will apply. Some school districts in this state have a very organized and accessible way to review dual enrollment courses being offered (and how those credits will transfer and apply), while others don't. Without dedicated funding to support these communication efforts, school districts are left to evaluate what resources they can commit to that communication.

Several states observed that in spite of their communication efforts, students often aren't aware that they need to submit the transcript from each institution they earned dual credit from in order for the credit to be transferred and applied at the institution at which they ultimately matriculate. Students often mistakenly believe that if the dual enrollment course appears as a college course on their high school transcript, the receiving college will use the high school transcript to award transfer credit and award credit towards their degree.

Even if students are aware they need to submit college transcripts, other challenges remain. Students may not know the processes for requesting and submitting college transcripts, or may not be sure which colleges they earned credits from if their high school partners with multiple institutions. The cost of requesting a transcript from multiple colleges may pose a barrier for low-income students.

Adopt Measures to Ensure Information for Students and Parents Is Useful and Accessible

By and large, state web resources for dual enrollment students and parents do not include information on whether and how postsecondary credits earned in high school will transfer and apply to a student's postsecondary program of study. As part of work to enhance the state's overall credit transfer system in higher education, they should seek to ensure that students and families have easy access to information on credit transfer and applicability that is complete, accurate, up-to-date, and parsed in terms they can readily understand.

Building upon research and recommendations from a 2024 [study](#), states should:

- **Run statewide peer focus groups to inform the development of enhanced dual enrollment communication mechanisms.** These focus groups should test approaches to improving student and parent knowledge about dual credit transfer and applicability, identify the media platforms they would turn to for reliable information about dual credit transfer, and test messages that might most effectively address knowledge gaps and misinformation.
- **Develop and broadly disseminate resources on dual credit transfer and applicability.** These resources based on the focus group findings may differ by audience. However, these resources most likely should include a website geared to students and parents, parsed in language that individuals who are not higher education professionals can easily understand.

BEST PRACTICE SPOTLIGHT Colorado

By [statute](#) (C.R.S.A. § 22-35-113(1)), Colorado maintains a concurrent enrollment [website](#) targeted to students and parents that must include specific content, including “the transferability of postsecondary credits earned through concurrent enrollment, including any limits on transferring the credits[.]”

The website includes a homepage tab, “How will my credits transfer?” The credit transfer [page](#) on the concurrent enrollment website includes a short video called “Transferability vs. Applicability” as well as headers with such key recommendations as, “Think about your career path before choosing your Concurrent Enrollment course,” “Review college degree plans or use online tools,” and “Send your college transcripts and contact college advisor.”

Require Student Check-In Point(s) on Course Selections, Including Related to Course Transferability

High school counselors—especially those in high schools offering college courses through multiple postsecondary providers—may be challenged to speak to how courses will transfer and apply to specific degree requirements. Students are well-served when, after completing a certain number of dual enrollment courses, they are required to check in with a high school counselor or postsecondary advisor on the transferability and applicability of these courses.

These check in points can also be linked to student funding in states that make funding available to students to access dual enrollment course opportunities. This provides additional incentives for the dual enrollment programs to ensure that the legally required counseling check ins happen, as students will not be able to continue further (and provide additional funding to the institution) without completing their check in.

BEST PRACTICE SPOTLIGHT

Idaho

Idaho [statute](#) requires that a student who has earned 15 postsecondary credits through the [Advanced Opportunities program](#) and wants to complete additional credits must first identify their postsecondary goals. Counselors advise students who want to take dual credit courses how they align to the student’s career pathway plan. Additionally, Idaho colleges provide college level advising to students.

The Idaho Department of Education has developed a series of 10 short online modules as one means for students and counselors to fulfill the requirement that students identify their postsecondary goals and receive advising by the time they have completed 15 state-paid postsecondary credits. The modules deliver basic information on postsecondary terminology and processes, including whether and how dual credits will transfer and apply.

In addition, Idaho [statute](#) establishes for each public school student in grades 7–12 an Advanced Opportunities fund of \$4,625 that may be used to pay dual credit tuition. After having completed 15 postsecondary credit hours through Advanced Opportunities, students must indicate in the Advanced Opportunities portal that they have completed the aforementioned counseling requirement, either through the 10 online modules or through an in-person meeting with a high school counselor or college advisor. Only after students have confirmed they have completed the counseling requirement are they able to access state funds to earn additional credits.



RECOMMENDATION 3

RECOMMENDATION 3

Design Transparent Dual Enrollment Transfer Options for High School Students

States should not only implement and align credit transfer policies and provide high-quality advising about dual enrollment course selections, but also make credit transfer options simple and easily understood by the students, parents, and counselors who must navigate them.

In addition to building the transfer mechanisms called for in Recommendation 1, states should seek to package transfer blocks and brand them in a simple way for high schools that makes it easy to communicate to students the value of taking the courses in that block, their transferability, and their applicability.

The work called for this in this recommendation is not unique to dual enrollment – building a statewide core transfer block will benefit all students and not just high school students – but given the importance of the transfer block to dual enrollment students it should be designed thoughtfully with high schools as a core audience for the use of the block. This makes it easier for high schools to understand which courses the state and higher education system considers high value and most applicable for students, and creates space for practitioners to discuss with policymakers whether there are barriers to offering those specific courses that also require policy solutions to address.

Credit transfer tools that allow users to input their dual enrollment courses and see where and how those course transfers are useful and valuable, but it is a big ask to assume that every student and every counselor will be competent in using those tools, be able to interpret the information that the tool is providing, and act upon it. As a result, states need to pay close attention to how the system is set up to facilitate high school student access to college courses, and what the system as a whole is communicating to students about course selection.

There are several options for how to operationalize this recommendation.

Consider Focusing Dual Enrollment Course Offerings on Highly Transferable and Applicable Coursework

Given the complexity of dual enrollment credit transfer and applicability, states may wish to consider limiting the courses to which students have access to just those courses that are highly transferable and applicable in multiple degree pathways. Ensuring that availability of courses are limited to those that apply towards most institutions' general education requirements or are broadly transferable CTE courses ensures that, regardless of what students might choose to focus on in their postsecondary studies after high school, the chances of the courses they took for dual enrollment applying are higher than if students had

access to a wider range of courses. And while this may end up limiting some course choices for students in dual enrollment, that may be a worthwhile consequence of ensuring students have access to the most transferable and applicable course experiences that will allow them to pursue the most degree pathways possible upon college matriculation.

BEST PRACTICE SPOTLIGHT

Indiana

In Indiana, “dual credit” refers to college courses offered at the high school by an approved high school instructor. Institution-specific dual credit coursework, consisting primarily of “Priority” [liberal arts] courses, fulfills the [Indiana College Core](#), a 30-credit-hour block of general education coursework that is guaranteed to transfer across all public two- and four-year institutions. In addition, all priority dual credit courses (except two world languages) are in the [Indiana Core Transfer Library](#), a set of courses that transfer among all public two- and four-year institutions in the state, as well as five independent institutions.

Meanwhile, CTE dual credit courses are embedded in [Next Level Programs of Study](#) (NLPS), the CTE course sequences offered in all high school CTE programs statewide and that lead to an industry-recognized credential.

Indiana provides financial incentives for students to pursue priority dual and CTE dual credit coursework. Low-income students’ tuition is waived for priority and CTE dual credit courses. Non-low-income students may be charged no more than \$25 per credit hour, although in practice, many institutions waive dual credit tuition for all students, regardless of family income.

The state also provides modest financial incentives for institutions to offer priority and CTE dual credit. Every biennium, public institutions receive a partial reimbursement from a legislative appropriation based on reported credit hours earned in priority and CTE dual credit courses. In the 2026–2028 biennium, the reimbursement rate is approximately \$40 per credit hour.

BEST PRACTICE SPOTLIGHT

Colorado

The concurrent enrollment agreement between a secondary and postsecondary education provider must include that the concurrent enrollment courses specify as one of the following:

- A gateway course that applies towards completion of developmental education requirements
- Credit that applies toward a CTE certificate or degree
- Credit that transfers from a 2- to 4-year institution to fulfill a prerequisite for a specific major
- Statewide transfer credit
- Credit in a statewide transfer degree agreement

Create a Branded Core Transfer Block For Dual Enrollment and Market it to High Schools

A number of states have transfer blocks of courses that are widely transferable and applicable, but many of these transfer blocks are underutilized in dual enrollment. Typically, these transfer blocks apply to a specific set of courses, such as general education requirements, and vary in size. For example, the Indiana College Core is 30 credits, while the Washington 45 encompasses 45 credits. These transfer blocks were largely built originally to facilitate transfer between community college and four year institutions of higher education, and allow students who completed less than a full associate's degree to seamlessly transfer the courses they had completed to a four year institution to work towards a bachelor's degree. But there is significant value in deploying these transfer blocks in high schools as well, and creating or tweaking transfer blocks to ensure they're most appropriate for the high value experiences for high school students.

States should consider developing clearly defined transfer blocks of general education credits that are specifically designed and marketed for dual enrollment students. These structured sets of courses give high schools and students an easy-to-follow pathway for earning college credit that will reliably transfer across institutions. By packaging transferability into a simple, transparent framework, states can reduce confusion, strengthen alignment between high school and college coursework, and help students make meaningful progress toward a degree before they graduate high school.

These transfer blocks can also take a lot of the mystery out of dual enrollment, particularly for the high schools. College and high school partnerships often struggle to determine which courses to offer students, and oftentimes the decisions around which courses get offered may come down to specific factors related to the capacities of the high school and college, such as what credentialed teachers the high school has who can teach dual enrollment, or what courses the state requires for high school graduation that can be easily offered for dual credit.

Incentivizing programs to offer a specific transfer block will not overcome all of those challenges, but it will give the high school and college partnership a clear understanding of what the highest value courses are for their high school students and give them a starting point to focus on offering those courses to students. This also does not preclude programs from offering students access to courses outside of the block, but does make it easier for the dual enrollment partnerships to design course access and availability for the most transferable and applicable courses.

BEST PRACTICE SPOTLIGHT Indiana

The Indiana College Core (ICC) serves as an effective transfer block for dual credit because it gives high schools and students a clear, easy-to-understand roadmap for earning college credits that are guaranteed to transfer. By outlining a defined set of general education

courses — totaling 30 credit hours — the ICC removes the guesswork from credit transfer and ensures that students who complete it will not have to retake those courses once they enroll in college.

For high schools, the ICC simplifies program design and advising, providing a ready-made framework to align dual credit offerings with statewide transfer guarantees. For students and families, it builds confidence that their early college work will count toward a degree, saving both time and money.

More broadly, it's good policy for states to establish clearly branded transfer blocks that are specifically marketed to high schools and dual enrollment participants. Doing so helps demystify a complex credit transfer landscape, promotes equitable access to college-level opportunities, and gives students a tangible goal — a full year of college credit — that they can see and achieve while still in high school.

Identify a Set of CTE Credits or Pathways Guaranteed to Transfer and Apply at Other Institutions Offering the Related Program of Study

Establishing a set of career and technical education (CTE) credits or pathways that are guaranteed to transfer provides students with clear, dependable opportunities to earn postsecondary credit while pursuing workforce-aligned studies in high school. Without such guarantees, students risk losing the value of their hard work when transitioning between institutions or into related college programs. A statewide transfer mechanism for CTE ensures that credits apply consistently toward certificates or degrees in the same field, reducing duplication and saving students time and money.

For high schools and postsecondary partners, this approach simplifies program planning and advising by clearly identifying which CTE courses carry guaranteed value in college. For students and families, it creates confidence that early CTE coursework will meaningfully advance them toward a credential or degree, reinforcing the connection between secondary programs and real postsecondary and career outcomes.

BEST PRACTICE SPOTLIGHT

Ohio

Ohio has developed Career-Technical Assurance Guides (CTAGs), whereby a student in a high school or Ohio Technical Center who completes an approved CTE course and achieves a minimum score on the related end-of-course exam earns college credit. Students who enroll in an Ohio postsecondary institution offering the related program of study within three years of completing the secondary program, and who grant permission for the CTAG credit to be posted, will automatically have their college credit recognized by the receiving institution. (For some programs of study, a student will need to document to the receiving institution that the student earned a credential in the secondary program.)



CONCLUSION

Conclusion

Dual enrollment has the potential to be one of the most powerful tools for expanding equitable access to postsecondary education and accelerating student progress toward meaningful credentials and careers.

Yet this potential is only realized when the credits students earn count toward their futures. While the national debate over “credit transfer” continues, the findings of this report reveal that the real challenge lies in credit applicability — ensuring that courses taken in high school help students advance efficiently and intentionally toward their educational goals.

States cannot design a perfect system that guarantees every credit will transfer and apply, particularly for students who are still exploring their career and college options. But they can design better systems: ones that simplify the transfer landscape, strengthen advising, and ensure that the most commonly taken dual enrollment courses are those with the greatest value across institutions and programs of study. Doing so requires viewing credit applicability not simply as a transfer challenge, but as the product of intentionally designed dual enrollment systems that connect course quality, advising, pathway alignment, and student supports.

Ultimately, improving credit transfer and applicability is not just a technical or administrative challenge — it is a question of equity. When students, particularly those from underrepresented or low-income backgrounds, take college courses in high school, they are making an investment in their futures. States must ensure that investment pays off. By building stronger, more coherent transfer and applicability systems, policymakers can make good on the promise of dual enrollment: to help every student move confidently from high school to college to career, with every credit counting along the way.

ABOUT THE AUTHOR

This paper was authored by Alex Perry of Foresight Law + Policy and the College in High School Alliance and Jennifer Zinth of Zinth Consulting LLC, with contributions from Amy Williams of the National Alliance of Concurrent Enrollment Partnerships (NACEP) and Nick Mathern of Achieving the Dream. It is based on research and a 50-state analysis conducted by Jennifer Zinth of Zinth Consulting LLC. Thanks to the state policymakers and dual enrollment practitioners who participated in interviews, focus groups, and the survey that informed this paper's findings.



APPENDIX

APPENDIX

50 State Analysis of Dual Enrollment Credit Transfer & Applicability

The following tables define the criteria used to classify states across six areas of postsecondary credit transfer and applicability. States are rated as Yes, Partial, or No according to the definitions provided below. For ease of viewability, more detailed explanations for the state's policies connected to these determinations [are available here](#).

State policy requires that dual enrollment students and parents receive information, advising on dual credit transfer and applicability before or during dual enrollment program participation

Rating	Criteria
YES 	State dual enrollment policy requires that all participating students (and ideally their parents) receive information and/or advising about whether and how credits will transfer to other public (and possibly private) institutions in the state. Such information may include how credits will apply to a particular program of study.
PARTIAL 	- Dual enrollment policy does not require that all dual enrollment students receive information and/or advising about whether and how credits will transfer; however, other state policies are aimed at communicating to all secondary students whether and how dual enrollment credits will transfer. - State policy calls for a high school staff person to coordinate various dual enrollment program aspects, including course transferability; however, it is unclear whether all participating students receive information on whether and how credits will transfer and apply upon postsecondary matriculation.
NO 	- State policy requires that all dual enrollment students (and possibly parents) receive information and/or advising on dual enrollment; however, policy does not specify that this information or advising addresses whether and how credits will transfer and apply when students matriculate. - State policy is silent on requiring that all dual enrollment students (and possibly parents) receive information and/or advising on dual enrollment.

Credits earned through dual enrollment are guaranteed to transfer and apply in the same manner as those credits earned by regularly matriculated students

Rating	Criteria
YES 	- State policy directs public two- and four-year institutions to award transfer credit for dual enrollment coursework and apply those credits to a student's program of study requirements in the same manner as those same credits earned by regularly matriculated students. - State policy specifies that dual credits are postsecondary credits and must be transcribed as such upon course completion.

Rating	Criteria
PARTIAL ●	• State policy requires that a subset of postsecondary courses — completed either by postsecondary students generally or by high school students — are guaranteed to transfer and apply in the same manner across public institutions statewide. • Postsecondary courses outside the subset — regardless of whether they are taken by a regularly matriculated student or high school student — are not guaranteed to transfer and apply in the same manner across public institutions statewide.
NO X	• State policy allows public postsecondary institutions to determine whether to award transfer credit for dual enrollment coursework.

State has postsecondary common course numbering system

Rating	Criteria
YES ✓	• State has a postsecondary common course numbering system that guarantees that courses assigned a common course number will transfer and apply in the same manner across public institutions, either within a given system or statewide. State responses range from common course numbers for a subset of lower-division courses to common course numbers for all undergraduate level courses offered by public postsecondary institutions.
PARTIAL ●	• State has a course classification system other than a common course numbering system under which there may be variation in how credits transfer and apply across public institutions statewide.
NO X	• State does not have a postsecondary common course numbering system.

State has set of broadly transferable courses, including when taken in high school

Rating	Criteria
YES ✓	• State has determined a set of broadly transferable courses that are guaranteed to transfer across public two- and four-year institutions in the state, including when those courses are taken in high school.
PARTIAL ●	• State has identified broadly transferable courses, but they are not guaranteed to transfer and apply in the same manner across public postsecondary institutions, e.g., credits may transfer, but not be applied to degree requirements, even when applicable to the same program of study at the receiving institution. • Public postsecondary institutions opt in to awarding credit for these designated courses; public institutions may choose not to participate in awarding credit for courses in the set, or participating institutions may deny transfer credit for courses in the set.
NO X	• State has not determined a set of broadly transferable courses that are guaranteed to transfer across public two- and four-year institutions in the state.

State has statewide transfer block or AA/AS

Rating	Criteria
YES 	• State has designated a statewide general education transfer block. Students who complete general education requirements at the sending institution are considered to have fulfilled general education requirements, and the receiving institution cannot require them to take additional coursework to meet general education requirements. • State requires that students completing a designated associate's degree are considered to have fulfilled lower-division requirements at the receiving four-year institution and cannot be required to earn additional lower-division credits unless the completed lower-division credits are not applicable to the student's degree at the receiving institution (e.g., student's liberal arts associate's degree is not applicable to student's STEM major at the receiving institution).
PARTIAL 	• State has statewide transfer block that is applicable to a small subset of majors, rather than general education or four-year degree programs across public postsecondary institutions statewide.
NO 	• State has not designated a statewide general education transfer block that fulfills general education requirements, or a designated associate's degree guaranteed to have fulfilled lower-division requirements for certain majors at public four-year institutions.

State guarantees transfer and applicability of CTE credits at other institutions offering the related program of study

Rating	Criteria
YES 	• The state has identified a broad set of CTE credits that will transfer and apply in the same manner across public two-year institutions offering the same program of study. Transfer may be guaranteed through statewide transfer agreements, common course numbering for specified CTE courses, or other mechanisms.
PARTIAL 	• Some CTE courses are assigned common course numbers; those CTE courses not assigned common course numbers are not guaranteed to transfer, even to the same program of study at the receiving institution. • Two-year colleges may elect but are not required to participate in state-level initiatives to ensure CTE courses transfer and apply in the same manner from one public two-year institution to another in the same program of study. • State policy provides for CTE courses completed at public two-year institutions to apply to baccalaureate degree programs in the same program of study; however, these CTE courses are not guaranteed to transfer and apply in the same manner from one public two-year institution to another in the same program of study.
NO 	• State policy is silent on whether receiving institutions must award transfer credit for CTE coursework in the related program of study and apply such coursework towards completion of certificate or degree requirements. • State policy explicitly allows receiving institutions to determine whether or not to award transfer credit for CTE coursework. • Local articulation agreements are the primary mechanism through which CTE credits transfer.

Policy Categories

The state comparison table uses the following abbreviated category names:

- **Information & Advising:** State policy requires that DE students and parents receive information, advising on dual credit transfer, applicability before or during DE program participation
- **Transfer & Applicability:** Credits earned through DE are guaranteed to transfer and apply
- **Common Course Numbering:** State has postsecondary common course numbering system
- **Broadly Transferable Courses:** State has set of broadly transferable courses, including when taken in HS
- **Transfer Block or AA/AS:** State has statewide transfer block or AA/AS
- **CTE Transfer & Applicability:** State guarantees transfer and applicability of CTE credits at other institutions offering the related program of study

For complete information on each state's policies under each category, [please click here](#).

State	Information & Advising	Transfer & Applicability	Common Course Numbering	Broadly Transferable Courses	Transfer Block or AA/AS	CTE Transfer & Applicability
AL	X	✓	✓	✓	✓	X
AK	X	✓	Unclear	✓	✓	Unclear
AZ	X	✓	✓	✓	✓	X
AR	✓	✓	✓	✓	✓	X
CA	X	✓	✓	✓	✓	✓
CO	✓	✓	✓	✓	✓	X
CT	X	✓	X	✓	✓	X
DE	X	X	X	X	X	X
FL	✓	✓	✓	✓	✓	Unclear
GA	X	✓	✓	✓	✓	✓
HI	X	✓	✓	Unclear	✓	Unclear
ID	✓	✓	✓	✓	✓	✓

State	Information & Advising	Transfer & Applicability	Common Course Numbering	Broadly Transferable Courses	Transfer Block or AA/AS	CTE Transfer & Applicability
IL	✓	✓	✓	✓	✓	X
IN	X	✓	✓	✓	✓	✓
IA	✓	✓	✓	Unclear	✓	Unclear
KS	✓	✓	✓	✓	●	X
KY	X	✓	✓	✓	✓	●
LA	✓	✓	✓	✓	✓	✓
ME	X	✓	✓	Unclear	✓	Unclear
MD	X	●	X	X	●	X
MA	X	✓	✓	✓	✓	Unclear
MI	Unclear	Unclear	Unclear	✓	Unclear	Unclear
MN	✓	✓	●	✓	✓	●
MS	●	Unclear	Unclear	✓	●	Unclear
MO	X	●	✓	✓	✓	X
MT	Unclear	Unclear	✓	●	✓	Unclear
NE	X	✓	X	✓	✓	X
NV	X	✓	✓	✓	✓	✓
NH	●	✓	X	●	●	X
NJ	X	X	X	●	✓	X
NM	X	✓	✓	✓	✓	X
NY	X	Unclear	Unclear	✓	✓	Unclear
NC	X	✓	✓	✓	✓	Unclear

State	Information & Advising	Transfer & Applicability	Common Course Numbering	Broadly Transferable Courses	Transfer Block or AA/AS	CTE Transfer & Applicability
ND	X	✓	✓	✓	✓	🕒
OH	🕒	✓	✓	✓	✓	✓
OK	X	✓	✓	✓	✓	X
OR	✓	✓	✓	✓	✓	Unclear
PA	X	✓	X	✓	✓	✓
RI	X	Unclear	Unclear	Unclear	Unclear	Unclear
SC	🕒	✓	✓	✓	✓	X
SD	X	Unclear	✓	✓	✓	Unclear
TN	✓	✓	✓	✓	✓	X
TX	X	Unclear	✓	✓	✓	✓
UT	✓	✓	✓	✓	✓	✓
VT	X	✓	X	✓	✓	✓
VA	X	✓	✓	✓	✓	X
WA	🕒	✓	✓	✓	✓	✓
WV	X	✓	X	✓	✓	X
WI	✓	✓	X	✓	X	X
WY	🕒	Unclear	✓	✓	Unclear	Unclear

