



Approved by BOR on 3/15/12

Transfer and Articulation Policy

Connecticut families deserve a system of public higher education whose primary purpose is to produce graduates who form an engaged and well-informed citizenry, as well as a robust and appropriately educated workforce. To achieve this purpose, we must demonstrate that we provide a quality education. At the same time, we must create a clearly marked pathway from admission to graduation for all students by clarifying and streamlining the degree-program structures and transfer processes in our state colleges and universities to help students complete their post-secondary certifications and degrees as efficiently as possible. The ultimate goal of this reform is that all graduating students be prepared as productive world citizens.

The primary characteristics of the statewide initiatives that have proven successful are the following – with thanks to “Implementing Statewide Transfer and Articulation Reform” by the Center for the Study of Community Colleges:

- *A common general education core*
- *Common lower division pre-major pathways*
- *A focus on credit applicability to degree*
- *Junior status upon transfer*
- *Guaranteed or priority university admission*
- *Associate and bachelor degree credit limits*

Board of Regents approval of the policy was provided to require coordination of the transfer policy from the state’s community colleges to the state universities and Charter Oak State College to create pathways for students

- that are easily accessible,
- include appropriate lower division general education,
- move students toward the competencies the states employers are looking for,
- and relate to specific majors offered at the state universities.

These pathways will not meet the needs of all students, and there remains an important mission for the community colleges to provide workforce ready certificates and degrees, not designed for transfer. The state universities will also continue to provide baccalaureate and graduate education for students who begin their career at a state university or Charter Oak State College.

Resolution Concerning Common Core and Transfer

Each Board of Regents institution that offers an undergraduate degree program shall develop its core curriculum consistent with the purpose adopted by the Board of Regents. The purpose of a core curriculum is to enable students to gain knowledge of human cultures and the physical and natural world across all academic areas. The goal of this education is that all graduating students are prepared to be

world citizens. The idea of general education in America is to give students an integrated educational experience.

Consistent with NEASC Standard 4, the Board of Regents expects the general education requirement to include a balance among “the arts and humanities, the sciences, including mathematics and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these primary domains of knowledge as well as their relationships to one another.”

General education is the hallmark of American higher education and the key to a broadly-educated citizenry. Therefore, in addition to improving the *transferability* of general education, we should also focus on the *quality* of general education. Therefore, our goal is not simply transferability but an excellent preparation for all students in their first sixty hours, including their essential general education foundation.

The general education curricula at all ConnSCU institutions should be competency based and for transferability, students should “demonstrate competence in

- written and oral communication in English;
- the ability for scientific and quantitative reasoning,
- for critical analysis and logical thinking;
- and the capability for continuing learning, including the skills of information literacy.

They will also demonstrate knowledge and understanding of

- scientific,
- historical and
- social phenomena, and a knowledge and appreciation of the
- aesthetic and ethical dimensions of humankind.” (NEASC ACCREDITATION STANDARD 4)

The alignment of general education requirements must be competency driven and include outcome assessments for continuing review.

There shall be transfer associate degrees common to all of the Connecticut Community Colleges that shall include at least 30 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses that address the common core competencies, and the remaining credits shall be articulated with degree programs at the Connecticut State Universities and Charter Oak State College. Earning a transfer associate degree will grant its recipients junior status at each of the Connecticut State Universities and at Charter Oak State College.

Successful completion of such a transfer associate degree will offer the student **guaranteed admission and junior status to the receiving university or Charter Oak State College without ‘course by course’ transfer**. Admission to particular degree programs may have additional GPA or other requirements. These requirements will be clearly spelled out in each major by major articulation.

Students who complete a transfer associate degree at a Connecticut Community College will be admitted to a Connecticut State University or Charter Oak State College as a junior and they will have demonstrated competency at the associate degree level in the above areas. Please note that some programs may have GPA eligibility standards, and/or performance criteria that limit access even if defined coursework has been completed. Any additional university requirements will be clearly spelled out and included in the degree by degree articulations.

Transfer associate degrees will include no more than 64 credits and baccalaureate degrees will include no more than 128 credits unless by Board of Regents approved exception. The Regents expect that staff will

create procedures for hearing exceptions that take into account national accreditation standards or other external professional standards that may require degrees that exceed these limits. Transfer students who have completed a prescribed transfer pathway should not have to complete more credits than students who began at a university to complete similar degrees.

The faculties of the Connecticut Community Colleges, Connecticut State Universities and Charter Oak State College will agree on transfer associate degrees with attendant competency outcomes and major (or concentration) by major articulations that will create clearly defined pathways from Connecticut Community Colleges to Connecticut State Universities and Charter Oak State College for baccalaureate majors and concentrations.

These articulations will be completed by May 31, 2013, including shared governance review and approval processes in place at each institution. The major program articulations will be reviewed by faculty committees from the community colleges and the universities and Charter Oak State College on a five year cycle, beginning in the fall of 2013, in a staggered format.

The Board of Regents will publicize the transfer agreements major by major and will offer students in the state an interactive web based vehicle to both access these specific degree requirements and to check on the transferability of any courses they may have already taken.

The Board of Regents directs the ConnSCU vice presidents with the Council of Academic Officers for the seventeen ConnSCU institutions to create a procedure for reaching the agreements on curriculum required by this policy within the prescribed timeframe. Such procedures must be consistent with the principles of shared governance.

TIMELINE:

Phase 1:

Spring, 2012 through September 30, 2012

Agree on common general education competency outcomes.

Phase 2:

Academic Year 2012-2013:

Complete alignment for all majors offered in the state universities.

Agree on assessment plans for common core competencies.

Phase 3:

Summer 2013:

Create and mount state-wide interactive transfer website.

Phase 4:

Academic Year 2013-2014:

Begin periodic program review.

Begin assessment of impact on transfer patterns.

3/15/12

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