

Draft minutes 2/10/12 rev. 2/14/12 rev. 2/15/12

**Connecticut State Colleges and Universities Board of Regents (BOR) Faculty Advisory Committee (FAC)**

Meeting convened at Board of Regents Offices, 39 Woodland St. Hartford, Conn. at 1 p.m. and adjourned 4:10 p.m. Next meeting scheduled for 1:15 p.m. March 2, 2012 at Board of Regents Office

Present: Stephen Adair, Member, CCSU; Peter Bachiochi, Member, ESCU; Lisa Dresdner, Alternate, NCC; Tom Failla, Member, NCC; Joseph Fairchild, Alternate, MCC; Nick Lefakis, Member, ACC; Norma McNerney, Alternate, NCC; Patty O'Neill, WCSU, Alternate serving in place of Ilene Crawford, Member, SCSU ; Barbara Richards, Alternate, HCC; Jim Sherrard, Member, TRCC; Mary Jean Thornton, Alternate, CCC. Absent: Ilene Crawford, Member, SCSU; John DeCarlo, Member, Charter Oak; Ted Hale, Alternate, CCC.

Guests: Louise Feroe, BOR; Robert Kennedy, BOR; David Levinson, BOR

Robert Kennedy welcomed the group briefly and departed; Louise Feroe and David Levinson remained to provide the group an orientation and departed at about 3 p.m. to attend the student advisory committee meeting. Dr. Feroe said the BOR sees the FAC as a “window to the faculty”.

Discussion ensued on the election of a chair and vice chair as specified in PA 11-48 Sect. 214 establishing the Faculty Advisory Committee, the group determined by consensus that Stephen Adair and Jim Sherrard would serve as temporary co-chairs until the Mar. 2 meeting when an election would take place. Interested candidates among the seven voting members were invited to circulate their bios and statement of interest in serving. The temporary co-chairs will organize the agenda and meeting room for the March 2 meeting.

A suggestion was made that the election be by secret ballot and that by-laws be adopted to create a structure for the committee. Another suggestion was made to assure that the committee establishes a strong foundation to assure that the committee is effective in its work beyond the terms of the present members and alternates.

The group discussed the role of alternates attending meetings and being available to serve in the place of their voting member in the absence of the voting member.

Discussion turned to developmental courses and concerns expressed by lawmakers regarding the amount of time, resources and effort devoted to remedial education. David Levinson referenced recent articles from Complete College America, sponsored by the Bill and Melinda Gates Foundation. See <http://www.completecollege.org/>

The activities of the student advisory committee were briefly reviewed and their agenda for the Feb. 10 meeting was circulated

The key goals and priorities of the BOR were reviewed. See slide 9: <http://www.ctregents.org/files/pdfs/Kennedy-Board-Presentation-12-20-2011.pdf>

Because of an accelerated timeline for implementation, committee attention focused on a proposal for transfers and articulation. (see attachment)

By consensus the committee recommended that “Empirical Problem Solving Skills: including demonstration of technical competency and teamwork” be altered -- to: “Empirical Problem Solving Skills: including demonstration of technological and information literacy and teamwork”

There was brief discussion about an analysis in four states of transfer associate degrees, prepared by the Center for the Study of Community Colleges as one of the primary influencers in development of the transfer proposal for Connecticut. See study document at:

<http://centerforcommunitycolleges.org/index.php/projects-and-publications/current-projects/#Implementing>

The committee also decided by consensus to circulate the transfer and articulation proposal to solicit constructive comment and suggestions from faculty on the content and implementation timeframe with reasons why the proposal is workable or not and if not, what other approaches might be taken. The due date for comments was Feb. 24 so they can be compiled and reviewed at the Mar. 2 meeting for the committee to formulate recommendations prior to a scheduled BOR Academic and Student Activities Committee public hearing on Mar 9 (1-4 p.m. in the Old Judiciary Room of the Capitol) in preparation for the BOR meeting March 15.

Brief discussion took place about housekeeping issues related to distribution of a directory of members and alternates and their contacts, notifications of meetings and providing minutes and other documents especially related to ASA activity and availability of staff support. The temporary co-chairs said they would inquire about these items.

Respectfully submitted,

Tom Failla  
2/10/12; rev 2/14/12; rev. 2/15/12

# Connecticut State Colleges and Universities Proposed Transfer and Articulation Policy

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The demand on public higher education to produce a robust and appropriately educated workforce has been widely discussed throughout our nation, and agreement has emerged in Connecticut that this is a priority goal for public higher education. To achieve our goal, we, in the Connecticut State Colleges and Universities, must help dramatically increase the post secondary degree and certification attainment of our population. We must create a wide and transparent pathway to attainment for all of our students, and that means we must streamline the transfer processes and structures in our state colleges and universities.

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 package*
- *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*

. This proposal seeks to achieve Board of Regents approval 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 well publicized,
- 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.

We recognize that these pathways will not meet the needs of all students, and that 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.

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## **Connecticut Board of Regents: 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 the core curriculum is to enable students to gain a foundation of knowledge both of human culture and the natural world and to develop their intellectual and practical skills. The goal of this education is that all graduating students are prepared to take their place as contributing members of society. Students will demonstrate their competency both in their major field of study and in the following areas:

Communication: written, oral and visual – including second language competency

Quantitative and statistical reasoning

Critical thinking: including creative thinking, innovation, scientific inquiry and analysis

Empirical Problem Solving Skills: including demonstration of technical competency and teamwork

Personal and Social Responsibility

There shall be transfer associate degrees of 60-64 common to all of the Connecticut Community Colleges that shall include at least 36 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses, and the remaining credits articulated with major programs at the Connecticut State Universities. Earning that degree will grant its recipients junior status at each of the Connecticut State Universities and Charter Oak State College.

Successful completion of the transfer associate degree will offer the student **guaranteed admission and junior status at the receiving university or Charter Oak State College without ‘course by course’ transfer.**

Students who complete the 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. 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. To complete a baccalaureate degree in a major articulated with the associate degree at a State University, students will be required to complete no more than half of the requirements for the baccalaureate degree. These additional university requirements will be clearly spelled out and included in the degree by degree articulations.

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The faculties of the Connecticut Community Colleges and the Connecticut State Universities will agree on the transfer associate degree with its attendant competency outcomes and major by major articulations that will create a single pathway from any Connecticut Community College to a Connecticut State University for every baccalaureate major. Charter Oak State College will develop similar articulations with Connecticut Community Colleges for its concentrations/majors.

These articulations will be completed for all majors by July 1, 2013. However, the top five majors (concentrations for Charter Oak State College) by enrollment will have the articulations completed, approved by the relevant curricular committees and publicized by July 1, 2012. 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.

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.

## TIMELINE:

### **Phase 1:**

Spring, 2012 ending July 1, 2012:

Agree on common general education competency outcomes

Align top five majors to meet the above conditions\*

### **Phase 2:**

Academic Year 2012-2013:

Complete alignment for all majors offered in the state universities

Agree on assessment of 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

## Connecticut State Colleges and Universities Proposed Transfer and Articulation Policy

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### \*TOP FIVE BACCALAUREATE PROGRAMS TO ARTICULATE BY JULY 1, 2012

MAJOR PROGRAM	CURRENT CSU ENROLLMENT
Business Administration and Accounting	approx. 3500
Psychology	approx. 2200
Communication/Media Studies	approx. 1400
Criminal Justice/Justice Studies/Criminology	approx. 1200
Biology	approx. 1100

***N.B.:** Nursing, with approximately 1650 majors, was not included because the RN at the community colleges already aligns with the BSN at the universities. Education majors were also not included, as they all have “double majors”. Completion of alignment for all content majors will take place in Phase 2 (including education), utilizing existing pathways where possible.*