



Testimony by Candace Barrington and Ken Klucznik
TAP Co-Managers, Board of Regents for Higher Education
Before the Higher Education and Employment
Advancement Committee re: **SB 1091, An Act Concerning
the Board of Regents for Higher Education**
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CSCU's Transfer and Articulation Policy (TAP) ensures Connecticut Community College students can complete degree programs that transfer to Connecticut State Universities (CSU) and Charter Oak State College without either losing or generating excess credit. TAP transfer pathways are unlike current 2+2 articulation agreements between single community colleges and single CSUs or Charter Oak State University, and TAP transfer pathways are not created between one community college and the four CSUs and Charter Oak State University. TAP brings together faculty from all seventeen Connecticut State Colleges & Universities (CSCU) campuses to create one common, system-wide community college transfer pathway for each of the identified disciplines. Each pathway will transfer seamlessly to any of the CSUs or Charter Oak State University.

TAP transfer degrees concentrate on degree program level transfer rather than on course-by-course equivalency transfer for two reasons. The first is that courses across the seventeen system institutions do not always align. As an example, in Computer Science, three of the CSUs offer a course in Data Structures. The fourth CSU does not offer a single course on this topic, but rather embeds it across three other discipline courses. This difference makes it a challenge to transfer a single course in Data Structures universally. The second reason for taking a program level approach is that courses that transfer as equivalents do not always count toward a specific major. The New England Association of Schools and Colleges (NEASC), the accrediting body for the New England region, identifies the difference between "the acceptance of credit for admission purposes" and the applicability of credit for degree purposes" and urges that "institutions . . . make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential" (NEASC, "Transfer and Award of Academic Credit," 3). Even when the courses a student takes have equivalents at a receiving institution, that does not mean there is a place for each course in the final credential. A similar scenario holds for students who begin at a four-year institution – they must make certain their course choices contribute to their degree – as well as for students who transfer in from a community college. Program level transfer pathways will help to ensure that the courses students take both transfer and apply to the final credential.

During the 2011-2012 academic year, the CSCU Board of Regents (BOR) developed the "Transfer and Articulation Policy." The policy was approved by the BOR for implementation on March 15, 2012. A Transfer and Articulation Advisory Committee created an implementation plan to begin work in the summer of 2012. On May 14, 2012, the Connecticut State Legislature approved PA 12-31, an act requiring no fewer than 30 credits of transferrable general education at all state colleges and universities.

The "Transfer and Articulation Policy" approved by the BOR in March 2012 included the 30 credits of general education required by PA 12-31, but went further in requiring the development of 60 credit associate transfer degrees that would also provide for the transfer of an additional 30 credits. These credits would fulfill additional program requirements at the four-year institutions:

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 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.

(Conn SCU Transfer and Articulation Policy, 2)

Implementation of the Transfer and Articulation Policy

Summer 2012: Transfer and Articulation Steering Committee and Disciplinary Subcommittees from all 17 campuses meet and develop the TAP 30 credit general education framework and competency outcomes.

Fall 2012: Faculty at all seventeen colleges and universities vote on the framework; fifteen vote for the framework, and two vote against. Later in the term, the BOR approves the framework for implementation.

2012-2013 Academic Year: Four initial disciplinary work groups – each with a faculty representative from each of the CSCU institutions – are formed to create transfer pathways for Biology, Business/Management, Communication, and Psychology.

Spring 2013-Fall 2014: Work stalls without clear guidelines or active leadership.

August 2014: The CSCU Provost appoints TAP Co-Managers (Candace Barrington, Professor, CCSU, and Ken Klucznik, Professor, MCC) to manage the next stages of implementation. The Co-Managers are charged to provide guidance and ensure that necessary groundwork is in place for the successful completion and implementation of TAP transfer degrees.

December 2014: Sixteen work groups are meeting to create transfer pathways: Biology, Business, Management, Communication and Psychology continue work. Accounting, Chemistry, History, Political Science, Mathematics, Marketing, Sociology, Criminology, Computer Science, Social Work and English work on transfer degree pathways.

March 2014: Initial transfer degree proposal (Biology) enters the system review and approval process which includes campus and system wide governance protocols. Many of the remaining transfer degree pathways will enter the review and approval process in April and May.

Fall 2015: Additional disciplines will meet to create transfer pathways: Elementary Education, Physical Education, Exercise Science, Art, Theater/Drama.

Fall 2016: Twenty to Twenty-five transfer degree pathways will be available for students entering the CSCU system.

TAP Hallmarks

TAP sets a system-wide precedent for developing system-wide, compatible standards for general education course curriculum, content, and student-learning outcomes and competencies for the general education courses at all seventeen CSCU campuses. The TAP process provides a model for faculty collaboration across the seventeen campuses. The process is fundamentally driven by faculty and follows the shared governance review and approval processes. All content is produced by faculty. Faculty Co-Managers provide the necessary coordination.