

The University of Connecticut Chapter of



THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS,
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Higher Education and Employment Advancement Committee
Regarding HB 971 - AN ACT CONCERNING THE PROMOTION OF TRANSFER AND ARTICULATION
AGREEMENTS

Members of the Higher Education Committee:

My name is Oskar Harmon Associate Professor of Economics at the University of Connecticut
and Treasurer of three Uconn Chapter of the AAUP.

I am here to testify in opposition to HB 971.

The bill requires that over the next year and a half the CT state 2-year community colleges and
the 4-year state colleges and university develop a general education core of common courses of
at least 30 credits. These courses will be taught at member institutions and be automatically
transferable among these institutions. The goal of the bill is to facilitate what can be an
arduous process for a student to transferring from one college to another.

I am here speaking as a faculty member with 35+ years of service at Uconn. The rub in
transferring is that because education institutions vary in program emphasis, strengths, and
specialties, some courses will transfer to one school but not to another. Simply put, what one
institution accepts another may not because of the program focus and the knowledge needed
to prepare its graduates for the careers the program is oriented toward.

A less restrictive version of these type of agreements is already in place.

Google it: TAP CT (Transfer Articulation Programs Connecticut). You see several dozen.

What we really need is an app: TransferMeNow. Scan the QR code of your transcript select the
school and program of interest and it will display how many courses transfer.

These articulation agreements guarantee that a student taking certain courses at one school
will have them automatically transferred to another participating institution.

As educators we are constantly working to stream line the process. At the Stamford Regional Campus where my instructional position is, I met last week with faculty and counselors at Norwalk Community College to review and update or articulation agreement. In the Economics and Business programs more upper level courses are requiring college calculus and this preparation at NCC will smooth the transition of NCC graduates into their 3 rd. year at Uconn.

In conclusion, the legislation is written much too broadly and may reach beyond the intended scope. Fiscal constraints, technological change, and global competition are strong incentives for all Connecticut state colleges to make more efficient and more targeted in preparing students with the skills demanded of the work place. Each institution works with its faculty to provide course content and teach skills that reflect its diverse faculty and its diverse student body. Imposing a uniform common core of 30+ credits is a mandate to stifle innovation and competition.