DOCUMENT RESUME

ED 138 326 JC 770 255

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TITLE Report on Articulation Agreements; A Progress Report. to the Governor and the General Assembly of Virginia. House Document No. 6.
INSTITUTION Virginia State Council of Higher Education, Richmond.
PUB DATE 77
NOTE 35p.; Prepared in response to House Joint Resolution No. 17 of the Virginia General Assembly

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Articulation (Program); Associate Degrees; College Admission; College Credits; Community Colleges; Consortia; Guidelines; *Higher Education; *Interinstitutional Cooperation; *Junior Colleges; State Standards; State Surveys; *Transfer Policy; Transfer Students
IDENTIFIERS *Virginia

ABSTRACT

This document is a progress report on the status of postsecondary articulation agreements in Virginia. Although final decision on admission still rests with the receiving institution, eleven of the fifteen senior public institutions in Virginia have formal policies regarding community college transfer students which are published for students in handbook or guide form. The remaining four institutions also have written policies and procedures governing transfer admission although these policies are not specifically directed to the Virginia Community College System. Six regional consortia within the state supplement the policies and procedures of their participating members and serve to coordinate interinstitutional matters, including articulation. These consortia guidelines are in turn supplemented by those of the State Council of Higher Education. Articulation in Virginia has, overall, followed the national norm, and in many instances is more advanced than in other states. Although obtaining the Associate degree is recommended by senior institutions to students wishing to transfer, the general policy is to evaluate each course taken to determine its transferability. Two tables of statistics on transfer applications and acceptances are included in the report, and Virginia articulation guidelines and a brief listing of state articulation agreements throughout the nation are appended. (JDS)

REPORT ON ARTICULATION AGREEMENTS

A PROGRESS REPORT TO THE GOVERNOR AND THE GENERAL ASSEMBLY OF VIRGINIA

House Document No. 6

COMMONWEALTH OF VIRGINIA
Department of Purchases and Supply
Richmond
1977

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

700 Fidelity Building, 9th and Main Streets

Richmond 23219

REPORT PREPARED BY

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A progress report prepared in response to House Joint Resolution No. 17 which directed the Council of Higher Education for Virginia, in cooperation with public and private colleges in Virginia, to develop articulation agreements between public community colleges and senior colleges and universities and to assist private colleges in Virginia to develop similar agreements.

PROGRESS REPORT ON ARTICULATION AGREEMENTS TO THE GOVERNOR AND THE GENERAL ASSEMBLY OF VIRGINIA

INTRODUCTION

This progress report is a result of the directive contained in House Joint Resolution No. 17 passed by the 1976 Session of the General Assembly as follows:

HOUSE JOINT RESOLUTION NO. 17

Directing the Council of Higher Education for Virginia, in cooperation with public and private colleges in Virginia, to develop Commonwealth Articulation Agreements.

WHEREAS, the education of the citizens of Virginia is of utmost concern to the General Assembly; and

WHEREAS, the Virginia community colleges are responsible for providing freshman and sophomore courses in arts and sciences that meet standards acceptable for transfer to baccalaureate degree programs; and

WHEREAS, a recent report of the Joint Legislative Audit and Review Commission found that while a few articulation agreements exist with public and private schools, articulation agreements have not been developed between the Virginia Community College System and public four-year colleges and universities in the Commonwealth; and

WHEREAS, that same report found that many community college students have difficulty transferring freshman and sophomore level course credits to four-year colleges; and

WHEREAS, that same report concluded that an orderly system of credit transfer would promote more efficient and effective higher education in the Commonwealth; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the State Council of Higher Education, in cooperation with the State Board for Community Colleges and the public and private four-year colleges and universities, immediately undertake steps to develop Commonwealth Articulation Agreements that will permit the orderly transfer

of credits earned in freshman and sophomore university parallel courses from community colleges to four-year institutions funded by the Commonwealth and to develop the necessary parallel course information that will facilitate and encourage private colleges and universities in the Commonwealth to adopt similar agreements.

The State Council of Higher Education shall report its progress toward establishing such an agreement to the Governor and the General Assembly not later than November one, nineteen hundred seventy-six.

TASK FORCE TO STUDY ARTICULATION AGREEMENTS

The Council of Higher Education appointed a Task Force to Study Articulation Agreements to assist it in meeting the requirements of House Joint Resolution 17. The members of the Task Force are:

Mr. Keith McLoughland, Dean of Admissions, Christopher Newport College
Mr. George E. Culbertson, Associate Dean, Clinch Valley College
Dr. Vergil H. Dykstra, President, George Mason University
Dr. Carolyn Wells, Vice-President for Academic Affairs, Longwood College
Dr. Harrison B. Wilson, President, Norfolk State College
Dr. Donald N. Dedmon, President, Radford College
Dr. John T. Casteen, III, Dean of Admissions, University of Virginia
Dr. M. P. Lacey, Dean of Admissions and Records, Virginia Polytechnic Institute and State University
Dr. William S. Edmonds, Dean of Graduate Studies, Virginia State College
Dr. Norman D. Fintel, President, Roanoke College
Dr. Lambuth Clark, President, Virginia Wesleyan College
Mr. Thomas Pollard, Director of Admissions, University of Richmond
Dr. S. A. Burnette, President, J. Sargeant Reynolds Community College
Dr. George Pass, President, Tidewater Community College
Dr. Max F. Wingett, President, Southside Virginia Community College
Dr. Victor B. Ficker, Dean of Instruction, Paul D. Camp Community College
Dr. James P. Hill, Jr., Dean of Instruction, Piedmont Virginia Community College
Dr. R. Wayne McCubbins, Dean of Instruction, Danville Community College
Dr. Max Bassett, Dean of Student Services, Northern Virginia Community College
Dr. Johnnie E. Merritt, Dean of Student Services, Central Virginia Community College
Mr. Don W. Galbreath, Acting Director, Educational Programs Division, Virginia Community College System

I. Introduction

The Council of Higher Education for Virginia has the statutory responsibility "to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in Virginia." In establishing the Council of Higher Education as a coordinating agency for public higher education in Virginia, it was the intent of the General Assembly that admissions policies remain the responsibility of the individual institutions and their respective boards of visitors. This intent is clearly indicated in Sections 23-9.6:1 (b) and (d) of the Code of Virginia.

Consistent with its legislative charge, the Council has worked cooperatively with public institutions of higher education to promote articulation through the development of state-wide guidelines. In 1967, the Council established an Articulation Advisory Committee for two-year/four-year articulation and published its first set of guidelines for the transfer of credits. The guidelines were up-dated in 1969 and again in 1972. The 1972 guidelines were broadened to deal with articulation between two-year colleges and public and private senior colleges and universities in Virginia (see Appendix I).

The process of articulation in the Commonwealth of Virginia is basically inter-institutional. Individual community colleges deal with each senior college to establish transfer agreements within the state-wide guidelines. Although this is often viewed as a slow and tedious process, it is reflective of the diversity among the public institutions of higher education in Virginia. The varying missions and unique programs that have been established by the senior public colleges in Virginia often require different admission standards and, consequently, interinstitutional efforts are viewed by most participants as appropriate to Virginia.

However, it is recognized by the Council of Higher Education and the institutions that additional efforts should be made toward providing the means for the orderly transfer of credit between all segment of Virginia's system of higher education. In The Virginia Plan for Higher Education, published in 1974, the Council committed itself to assisting institutions in developing a full credit transfer policy between the Virginia Community College System and the State's senior institutions for students holding the Associate in Arts or Associate in Science degree.

Efforts in this direction have been largely directed through the six regional consortia for continuing education established by the Council of Higher Education. One of the primary functions of the consortia has been to facilitate the transfer of academic credit between member institutions. All public colleges are members of at least one consorti

During the 1975-76 academic year, each of the consortia developed and submitted to the Council a plan for the long-range development of the consortia. Four of the six consortia have included specific reference to articulation between community colleges and senior institutions. Although the Council has accepted the plans as representing substantial progress in coordinating regional efforts, additional efforts to encourage articulation between institutions were recommended by the Council.

II. Status of State-wide Articulation

Through both formal and informal means, institutions of higher education and state officials throughout the nation have done much to facilitate the transfer of academic credit between two-year and four-year institutions.

Thirty-nine of the fifty states and the District of Columbia have taken action to implement various types of articulation agreements. Some of these arrangements have tended toward specific state-wide policies and procedures, while the majority have tended toward more general state-wide guidelines. Virginia falls within this latter category. As can be expected, the nature and structure of articulation varies according to historical and other factors unique to each state and/or region.

Appendix III provides a brief description of the status of state-wide articulation in the fifty states and the District of Columbia. The information in Appendix III is excerpted from a recent book by Frederick C. Kintzer. Council staff found this publication to be the best summary on state-wide articulation efforts available at this time.

III. Articulation in Virginia

In June 1976, the Council of Higher Education requested that each public senior institution of higher education in Virginia provide the Council with copies of policies and procedures governing the transfer of students and any specific materials related to the transfer of students from Virginia's community colleges. Each of the senior colleges submitted the requested materials.

In a review of the materials provided, the Council found that eleven of the fifteen senior institutions have available handbooks or transfer guides for community college students. The eleven institutions are: Christopher Newport College, Clinch Valley College, Longwood College, Madison College, Mary Washington College, Old Daminion University, Radford College, Virginia Commanwealth University, Virginia Military Institute, Virginia Polytechnic Institute and State University, and Virginia State College. The remaining four institutions do have written policies and

procedures governing transfer admission, but not specifically in relation to the Virginia Community College System. The University of Virginia is currently developing such a transfer guide for community college students which should be available during the 1976-77 academic year.

The guides each contain information on the policies and procedures governing the transfer of students and academic credit from the community colleges to the senior institutions. Each guide also contains information on the courses which are available at the community colleges and for which equivalent courses exist at the senior institutions.

The policies and procedures governing the transfer of credit from Virginia community colleges to public senior institutions varies in accordance with the diverse missions of the senior institutions. All but one of the senior institutions require for admission as a transfer student an overall grade point average of "C". This is in conformity with the generally accepted guidelines published by the Joint Committee on Junior and Senior Colleges.[1] In nearly all instances, a student who has completed an associate degree in a college transfer program will be admitted to any of the senior institutions assuming the student meets the grade-point admission requirement and space is available. In some instances, competition for a limited number of available spaces prevents the institution from accepting all transfer students who apply.

Four of the senior institutions state in their policies that a student holding an associate degree in a university parallel program, and who meets the minimum grade point average requirements, will be granted junior status. These institutions are Mary Washington College (liberal arts transfer programs only), Norfolk State College, Virginia Polytechnic Institute and State University, and Virginia State College. In

[1]This committee was jointly established by the Association of American Colleges, the American Association of Junior Colleges, and the American Association of Collegiate Registrars and Admissions Officers.

addition, Old Dominion University declares that a student holding an associate degree in a university parallel program will be accepted and will be considered as having met the school's general degree requirement. The other institutions provide for granting the transfer of credit on an equivalency basis and most allow for a student to transfer approximately 50 percent or more of the credits required for graduation.

Supplementing institutional policies and practices are the efforts made by the six regional consortia to coordinate interinstitutional matters such as articulation. As mentioned earlier, the six consortia submitted long-range plans to the Council in the Spring of 1976. Four of the six consortia included in their plans specific reference to articulation between community colleges and senior colleges and universities, Appendix II lists the members of each of the six consortia and contains excerpts from the four plans noted above.

Only the Tidewater Consortium has developed a consortia-wide policy governing the transfer of students from community colleges to senior instiutions. With the exception of the University of Virginia and The College of William and Mary, members of the Tidewater Consortium recognize the A.A. or A.S. degree from on accredited Virginia community college or junior college as fulfilling the lower division general institutional requirements or meeting the requirements for junior standing. The remaining plans make mention of many interinstitutional efforts and indicate a commitment to maximizing the transferability of credits.

In July 1976, the Council evoluated the plans and noted the progress being made by the consortia. However, the Council recommended that each consortium more specifically address certain issues, including articulation.

Data show that the rate of acceptance of students who apply for transfer from the community colleges to public senior institutions is quite high. For Fall 1975, approximately 82 percent of the transfer applicants were accepted by senior institutions. Rates of acceptance for sophomore and junior level transfer applicants is even higher, slightly in excess of a 90 percent acceptance rate. Table I provides data for Fall 1975 community college applicants to public senior institutions, the number of applicants accepted, and the number of those accepted who enrolled in 1975.

As the data in Table I indicate, the longer a student remains in a community college, the greater the likelihood of being accepted as a transfer student to a senior institution. Consistent with this phenomenon is the fact that a student who completes an associate degree transfer program is more likely to be accepted as a transfer student. Table II provides data for Fall 1975 on the number of students who apply for transfer holding an Associate degree and those who have not completed an Associate degree program. Students with an Associate degree were accepted at a rate over 90 percent and those not holding the Associate degree were accepted at a rate of 79 percent. However, it should be noted that a large majority of community college students wishing to transfer do not complete the transfer degree.

The problem of evaluating the transferability of specific courses is magnified for the senior institutions when such a large number of students apply for transfer without completing the Associate degree. The transfer guides developed by the senior institutions are an attempt to alleviate this problem and to provide guidance to students.

Several representatives of senior institutions on the Task Force maintain that the Department of Community Colleges' State Curriculum Guide should be revised in a manner which would identify which courses are designed for college transfer purposes

Table 1

Applications from Virginia Community Colleges to Virginia Senior State Institutions
Fall 1975

	Number of Applicants	Number of Applicants Accepted	Accepted and Enrolled
Freshman Applications	918	507 (55.2%)	319
Sophomore Applications	1,202	1,090 (90.6%)	822
Junior Applications	1,684	1,518 (90.1%)	1,189
Total	3,804	3,115 (81.8%)	2,330

Source of Data: SCHEV Form B-8, Applications for Fall Undergraduate Admissions, Fall 1975.

Table II

Applications from Virginia Community Colleges to
Virginia Senior State-Supported Institutions of Higher Education
Fall 1975

Institutions	Applications		Applications Accepted	
	With A.A. or A.S.	Other	With A.A. or A.S.	Other
Christopher Newport	26	155	26	149
Clinch Valley	13	25	13	25
George Mason	117	444	117	431
Longwood	1	46	1	44
Madison	33	243	32	192
Mary Washington	8	47	8	39
Norfolk State	15	89	12	53
Old Dominion University	3	539	3	521
Radford	161	349	160	277
University of Virginia	153	51	84	23
Virginia Commonwealth University	NA[1]	303	NA[1]	215
Virginia Military Institute	-	5	-	2
VPI & SU	350	508	350	253
Virginia State	4	55	4	44
William and Mary	32	29	20	17
All Senior Colleges	916[1]	2,888	880[1] (91%)	2,285 (79%)

[1] Data for Virginia Commonwealth University concerning applications with associate degree not available.

Source of Data: SCHEV Form B-8, Applications for Fall Undergraduate Admissions, Fall 1975.

and which are designed for terminal degree or limited purposes. If this were done, it is argued, the necessity of evaluating each course taken by a transfer applicant from a community college student would be greatly reduced. Further, an annotation of the Department's Curriculum Guide would provide additional guidance to students in the community colleges who may be planning to transfer to a senior institution. The Joint Legislative Audit and Review Commission's 1975 evaluation of the community colleges also recommended that the State Curriculum Guide be annotated in this fashion.

Representatives of the Department of Community Colleges on the Task Force strongly feel that such an annotation of the Curriculum Guide would in fact provide an obstacle to the smooth transfer of academic credit. They argue that if a course is specifically designated as not being designed for transfer, senior institutions would seldom accept the credits earned in that course. This would limit the flexibility with which institutions approach the question of evaluating transfer credits. Several senior institutions now allow for the transfer of credits earned in courses not designed for transfer and an annotation such as that called for in the JLARC report would, it is argued, inhibit this practice.

A related matter of concern to the senior institutions are the variations among community colleges within the system. Some senior institutions have found that in certain curricula students from one community college do not perform as well as do their counterparts from other community colleges. Representatives from the Department of Community Colleges on the Task Force have strongly urged senior colleges to provide them with this information in order that corrective actions, if necessary, can be taken.

The flow of students from the community colleges to public and private senior colleges and universities is only one dimension of the question of transfer and articulation. Large numbers of students throughout the nation also transfer from senior colleges to community colleges. There is little reason to doubt that this is also occurring in Virginia. Members of the Task Force have indicated the "reverse transfer" phenomenon is growing in Virginia and requires evaluation.

IV. Summary

Articulation in Virginia has followed the national norm and, in many instances, is further advanced than in other states. Articulation agreements often are initially interinstitutional documents based in part on the acceptance of two year degree programs toward completion of baccalaureate general education requirements. Four Virginia institutions -- Mary Washington College, Norfolk State College, Virginia State College, and Virginia Polytechnic Institute and State University -- declare in their policies and procedures governing the transfer of students that a student holding an Associate degree in a college transfer program and whose cumulative grade point average equals the minimum acceptable for admittance will be accepted with junior status. Although obtaining the Associate degree is recommended by senior institutions to students wishing to transfer, the general policy is to evaluate each course taken to determine its transferability.

In other states informal arrangements are generally supplemented by state-wide guidelines. This is also true in Virginia where many interinstitutional efforts have been undertaken. These, in turn, are supplemented by state-wide guidelines developed by the State Council of Higher Education.

Eleven public senior institutions in Virginia currently have transfer guides available to students and counselors which explain in detail the institutions' policies and procedures governing the transfer of credit from the community colleges. Each guide also provides information on the courses which are acceptable and their equivalent counterparts at the senior institutions. One other senior institution is developing a similar guide bringing the total to eleven. It is the Council's view that these transfer guides constitute the basis for "articulation agreements" as specified in House Joint Resolution 17.

Interinstitutional efforts at articulation are many and varied. The regional consortia have been directed to pay particular attention to matters related to articulation and their efforts, although limited at present, can provide an additional impetus to improved articulation among community colleges and senior institutions of higher education.

The data available to the Council indicate that students in good academic standing are having little difficulty in being accepted as transfer students in a senior public institution. On the other hand, there is general agreement that the acceptability of credit for transfer is not uniform throughout the state.

There exists general agreement among institutions of higher education in Virginia that the existing system is appropriate to Virginia, maximizing the transfer of students while maintaining the flexibility traditionally associated with institutions of higher education in Virginia. The Council concurs in this judgment.

V. Implementation's of House Joint Resolution No. 17

Articulation is both a matter of procedure and attitude. The current status of articulation in Virginia indicates that, procedurally, articulation between public

institutions has been improved upon dramatically albeit on an informal basis. Much of the effort toward greater articulation has been interinstitutional. These interinstitutional efforts should be encouraged but a more systematic regional and state-wide effort needs to be undertaken to assure both access to Virginia's institutions of higher education and the smooth flow of students among the various segments of Virginia's system of higher education.

Problems of attitude occur primarily because of inadequate communication and understanding between community colleges and senior institutions. Efforts such as the annual conference on articulation held by the University of Virginia, the actions and efforts conducted by the six regional consortia, and interinstitutional joint efforts such as now being undertaken between George Mason University and Northern Virginia Community College are the most appropriate means to induce the attitudinal change that will make administrations and faculty sensitive to the needs of transferring students. Many of the problems now existing could be alleviated if the regional consortia would take a more active role in developing articulation guidelines.

The establishment of the Task Force to Study Articulation Agreements has helped to focuse state-wide attention on matters relating to articulation. The Task Force has indicated that the state of articulation in Virginia is generally healthy and that existing mechanisms are adequate to address any problems related to articulation.

However, the Task Force did note several matters of concern that need to be examined. For example, although community college students are not experiencing any great difficulty in transferring to a senior college in Virginia, it appears that the transferability of college transfer credits earned in a community college is not uniform throughout the state.

The Council of Higher Education and public institutions of higher education in Virginia have available several mechanisms with which to monitor and facilitate articulation. Two of these in particular are the regional consortia and the Council's Admissions and Articulation Advisory Committee. Partially because of other priorities, this latter group has not been active during the past two years. The Council will take immediate steps to reactivate this advisory committee and coordinate some of its activities with the regional consortia.

House Joint Resolution No. 17 directs that articulation agreements between public community colleges and senior colleges and universities in Virginia be developed and that the necessary information on parallel courses be developed to assist private colleges and universities to develop similar agreements. It is the Council's judgment that the transfer guides currently available form the basis of such articulation agreements. To fully implement the requirements of House Joint Resolution No. 17, the Council suggests that the following actions be taken:

The Task Force to Study Articulation Agreements should:

1. Assist institutions to formalize the existing transfer guides and establish them as articulation agreements. These should be made available to community college students on a wide basis. The Task Force should also work with those senior institutions not having transfer guides and assist them in developing articulation documents. This should be completed by June, 1977;

2. Examine the best manner possible to assist private colleges in Virginia to develop similar articulation agreements;

3. Examine the desirability of annotating the Community College Curriculum Guide and make recommendations to the Department of Community Colleges;

4. Examine the feasibility of each senior institution developing an inexpensive brochure describing its transfer policy and procedures that can be made readily available to all community college students; and

5. Recommend to the Council of Higher Education matters related to articulation that require additional study.

The Admissions and Articulation Advisory Committee should:

1. Reevaluate the existing state-wide guidelines on articulation and recommend any changes that are necessary;

2. Collect data on the transfer of credit;

3. Establish liaison with the regional consortia to facilitate regional articulation; and

4. Conduct such studies as are deemed necessary and make recommendations to the appropriate bodies.

The Council of Higher Education believes that substantial progress has been made by Virginia's public institutions of higher education in meeting the requirements of House Joint Resolution No. 17. The Council will continue to monitor articulation efforts through the mechanisms suggested in this report and will work cooperatively with the Department of Community Colleges, and public and private senior institutions of higher education in Virginia to fully implement the requirements of House Joint Resolution No. 17.

APPENDIX I

GUIDELINES FOR PROMOTING ARTICULATION BETWEEN TWO-YEAR COLLEGES AND FOUR-YEAR COLLEGES AND UNIVERSITIES IN VIRGINIA

Consistent with its responsibility to develop and maintain a coordinated system of higher education in Virginia, the State Council of Higher Education at its April 3, 1967 meeting approved guidelines designed to promote the smooth transfer of students completing appropriate college transfer programs in two-year colleges to the four-year colleges and universities in Virginia. The Articulation Advisory Committee has conducted continuous follow-up since 1967 and the State Council has updated these guidelines at its December 11, 1969 meeting and again at its June 8, 1972 meeting. The updated set of Guidelines follows:

I. In order to assist students in evaluating their general progress and the appropriateness of their educational objectives, four-year institutions and two-year colleges should work jointly and establish systematic procedures to provide counselors and advisors with current and continuing information about comparable courses, curriculum changes, requirements for admission, student characteristics, student services, and performance of transfers.

II. Two-year college students should be encouraged to choose as early as possible the four-year institution and program into which they expect to transfer in order to plan programs which may include all lower division requirements of the four-year institution. Transfer students should be given the option of satisfying graduation requirements which were in effect at four-year institutions at the time they enrolled as freshmen, subject to conditions or qualifications which apply to native students.

III. Performance in the college transfer program offered by two-year colleges is the best single predictor of success in four-year institutions and, therefore, should count heavily in the evaluation of transfer applicants.

IV. Admissions standards of four-year institutions should be stated clearly to assist two-year college students in planning for transfer.

V. Transfer applicants from institutions which have institutional approval from the State Council of Higher Education should be evaluated on the same basis as applicants from regionally accredited institutions.

VI. The evaluation of transfer courses by four-year institutions should serve to inform the individual student at the time of admission how far he has advanced toward his degree objective and what residence and subject requirements must still be met.

VII. The satisfactory completion of an appropriate two-year associate degree transfer program should normally assure upper division standing at the time of transfer although this does not unconditionally guarantee transfer of all credits.

VIII. Two-year college students are encouraged to complete their Associate in Arts or Associate in Science Degree before transferring to a senior college except in specialized curricula where it would be to the students' advantage to transfer earlier.

IX. The Two-Year/Four-Year Articulation Advisory Committee composed of representatives from public and private two-year and four-year institutions should meet at least semi-annually to consider appropriate problems, suggest needed studies, and recommend to the State Council of Higher Education additional guidelines for effective articulation.

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APPENDIX II

In the Spring of 1976, each of the six regional consortia submitted plans for cooperative efforts to the Council of Higher Education. Four of the six consortia made specific mention of articulation. The following material on articulation and related matters is excerpted from those plans:

Capital Consortium for Continuing Higher Education

The Capital Consortium plan notes that each member institution has a policy regarding transferability of credits. Mention is made of agreements between several institutions concerning transferability of credit in certain fields. In addition to the Virginia Commonwealth University transfer guide for community college students, John Tyler Community College and Virginia State College have initiated steps to establish transfer agreements between the two institutions.

The last of the six consortia to be established; the Capital Consortium has established an Academic Programs Committee which will work to implement the Consortium's commitment to assuring greater transferability of credit.

Virginia Tidewater Consortium for Continuing Higher Education

The Tidewater Consortium's Articulation Committee developed a policy on the transfer of credits from community colleges which has been accepted by each senior college member of the Consortium with the exception of the University of Virginia and The College of William and Mary. The policy states that each senior college member with the exceptions noted above, recognize the A.A. and A.S. degrees from accredited Virginia community colleges or junior colleges as fulfilling the lower-division general instruction requirements of meeting the requirements for junior standing.

The Consortium views the adoption of policies leading to greater flexibility in credit transfer as one of its primary functions.

Valley of Virginia Consortium for Continuing Higher Education

In its charter statement, the Board of Directors of the Valley Consortium pledged to work for complete transferability of credit among member institutions. Complete transferability of programs among institutions has been provided for.

Several interinstitutional arrangements have been approved including arrangement between Lord Fairfax Community College and University of Virginia, Madison, Virginia Commonwealth University, and the community colleges, and Virginia Polytechnic Institute and State University and Blue Ridge Community College.

Western Regional Consortium for Continuing Higher Education

Graduate students may transfer up to one-half of the credits in their master's program among member institutions. A priority item for the Western Regional Consortium is the transfer of credit and articulation of programs between community colleges and senior institutions. Some member institutions provide for the full transfer of an associate degree from a community college carrying with it junior class ranking.

Appendix II

CONSORTIA FOR CONTINUING HIGHER EDUCATION

1. WESTERN REGIONAL CONSORTIUM FOR CONTINUING HIGHER EDUCATION

Virginia Polytechnic Institute and State University (focal institution)
Clinch Valley College
Radford College
University of Virginia - Roanoke Center
Dabney S. Lancaster Community College
Danville Community College
Mountain Empire Community College
New River Community College
Patrick Henry Community College
Southwest Virginia Community College
Virginia Highlands Community College
Virginia Western Community College
Wytheville Community College
Emory and Henry College
Roanoke College
Averett College

2. VALLEY OF VIRGINIA CONSORTIUM FOR CONTINUING HIGHER EDUCATION

Madison College (focal institution)
Virginia Military Institute
Blue Ridge Community College
Germanna Community College
Lord Fairfax Community College
University of Virginia - Madison Center
Virginia Polytechnic Institute and State University
Eastern Mennonite College

3. CENTRAL VIRGINIA CONSORTIUM FOR CONTINUING HIGHER EDUCATION

University of Virginia (focal institution)
Central Virginia Community College
Longwood College
Mary Washington College
Piedmont Virginia Community College
Rappahannock Community College
Southside Virginia Community College
Virginia Polytechnic Institute and State University

Appendix II

CONSORTIA FOR CONTINUING HIGHER EDUCATION (Continued)

4. CAPITOL CONSORTIUM FOR CONTINUING HIGHER EDUCATION

Virginia Commonwealth University (focal institution)
Virginia State College
J. Sargeant Reynolds Community College
John Tyler Community College
Richard Bland College

5. VIRGINIA TIDEWATER CONSORTIUM FOR CONTINUING HIGHER EDUCATION

Old Dominion University (focal institution)
University of Virginia - Hampton Center
Christopher Newport College
Norfolk State College
The College of William and Mary
Eastern Shore Community College
Paul D. Camp Community College
Thomas Nelson Community College
Tidewater Community College
Eastern Virginia Medical School
Virginia Polytechnic Institute and State University

6. CONSORTIUM FOR CONTINUING HIGHER EDUCATION IN NORTHERN VIRGINIA

George Mason University (focal institution)
Northern Virginia Community College
University of Virginia - Northern Center
Virginia Polytechnic Institute and State University
Marymount College of Virginia

Appendix III

STATUS OF STATEWIDE ARTICULATION AGREEMENTS[1]

Alabama

While the legislative act that created the state two-year college system did not include a section on course credit acceptance, the universities and state colleges have developed transfer procedures. The University of Alabama is taking leadership in involving all junior and senior institutions, both public and private, in articulation discussions.

Alaska

Alaska's nine public community colleges, which are a part of the University of Alaska system, are beginning to offer extensive noncredit courses and community service opportunities. The university's executive vice president provides statewide coordination and liaison.

Arizona

The higher education coordinating council recently published the Higher Education Equivalency Guide, containing specific course and credit equivalencies accepted by the three major state universities. This document has promoted credibility and trust within the higher education system. Articulation problems are now confined largely to departmental and major field areas rather than admission and general education.

Arkansas

The state department of higher education, in conjunction with all state-supported colleges and universities, is working on articulation guidelines. The state university currently accepts transfer credits, including some vocational-technical courses.

California

Articulation in California is coordinated by the state's "Articulation Conference", made up of representatives of education, both public and private, and government.

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[1]Frederick C. Kintzer, Emerging Patterns of Statewide Articulation Transfer Agreements (Santa Monica: California, 1976).

The University of California continues to accept community college courses on an equivalent or similar basis. The state university and college system will accept the entire 40-unit minimum of credit from any regionally accredited college when so certified by the president or his delegated representative. A transfer credit review board with equal membership of the state university and colleges and the California community colleges has been established to receive student complaints.

Colorado

A broad policy statement serves as the basis for interinstitutional agreements. Vocational-technical credits are occasionally transferred in certain applied-degree programs offered by senior institutions.

Connecticut

The university and state college systems both have transfer agreements with the regional community colleges. The relationships between the two-year branches of the university and the state college system and between the state technical colleges and other postsecondary institutions, however, are not as clearly defined. In 1973, the board for state academic awards was created to plan and operate an external degree program.

District of Columbia

Although transfer agreements remain ad hoc arrangements between individual institutions, public institutions are planning formal arrangements for two-year college transfers applying to district universities in considerable numbers from Maryland and Virginia.

Delaware

Recent developments include a cooperative career technology program between Delaware Technical and Community College and Salisbury State College; a bachelor of technology degree at Delaware State College; servicemen's opportunity college programs on the Kent Campus of the Technical and Community College; and a bachelor of science degree program in occupational teacher education, involving a consortium of institutions.

Florida

Florida was the first state (1965) to reach a statewide agreement that programs, rather than courses, would be uniformly transferred among the public

state institutions. A state coordinating committee serves as an appeals court to settle problems filed by students or institutions under the system. A task force is currently analyzing transfer arrangements between community college and universities. A standard academic record form for transfer students has been in use since September 1973. An articulation coordinating committee operates in the state department of education.

Georgia

According to Georgia's transfer plan, transfer and native student groups are treated equally, all courses included in the "core curriculum" are transferable, details of course and credit transfer are consistent, proficiency examinations are widely used and institutional autonomy is guaranteed in naming requirements and core courses.

Hawaii

As members of the University of Hawaii system, the seven community colleges are treated as equal partners in the university's liberal arts program. Guidelines on general education requirements are being developed so that parallel courses are transferable among institutions. An "articulation ombudsman" attached to the president's office handles individual student problems.

Idaho

Articulation and transfer in Idaho continue as an interinstitutional relationship. The state board of education has specified that up to half of the total credits required for a baccalaureate degree may be earned in a community college.

Illinois

The development of an articulation plan was recommended in the 1964 Master Plan for Higher Education and given legal authority by the 1965 Junior College Act. The state community college board has recently appointed an ad hoc committee of administrators, faculty, and students to draft a statewide general education compact. Articulation coordinators are active in both community colleges and universities, but authority relationships between the state board and local community college boards continue to be a problem.

Indiana

Although A Pattern for the Future, released in June 1973 by the commission for higher education, contains institutional mission statements, it does not

mention articulation. Decisions are made by individual institutions or groups of colleges and universities.

Iowa

The three state universities accept all degree courses offered by area community colleges. Up to half of the total number of credits required for the baccalaureate can be transferred.

Kansas

Kansas implemented a transfer plan this year, giving junior standing to community junior college graduates, who may be obligated to complete lower-division courses to meet major or minor requirements. Vocational-technical courses may be transferred only if they are of collegiate quality and the receiving institution offers an appropriate degree.

Kentucky

The university's two-year campuses are now called "community colleges" rather than "university centers" in an attempt to provide communitywide educational opportunities and enhance the individuality of the colleges. Community college courses not offered in the university are evaluated for transfer in the traditional way.

Louisiana

While the six junior and community colleges send few transfer students to the universities, there is considerable transferring throughout the university system. A 1974 senate resolution directed the board of regents to develap a uniform statewide credit transfer policy. At present virtually all credits are accepted from recognized institutions, but not all will apply toward degree requirements.

Maine

The state university's board of trustees adopted a policy statement on articulation and transfer in 1974. All undergraduate credits obtained at any unit of the university are transferable to any other unit if they are accepted at the point of admissions. Intercampus memoranda for each coordinated transfer program are being developed.

Maryland

The Maryland Council for Higher Education accepted the first statewide articulation and transfer policy for public institutions in 1972. The associate in arts degree serves as the equivalent of lower-division general education requirements, and community college transfer credits are limited generally to half the baccalaureate requirement. The final section of the document contains an appeal system whereby student complaints go to a statewide committee on articulation.

Massachusetts

The Massachusetts Commonwealth Transfer Compact (1974) assures an applicant holding an associate degree acceptance of the entire degree program. The compact, now endorsed by all public higher education institutions and some private colleges, is seen as a step toward a total agreement that will include policies on transferring individual courses and packages of courses prior to degree completion.

Michigan

The Articulation Agreement and Guidelines, effective 1973-74, has been approved by faculties of 29 public and private senior institutions and 24 public community colleges. It provides transfer applicants with program security and planning flexibility, including flexibility in determining the time of transfer, and a detailed student petition process.

Minnesota

The higher education coordinating commission has endorsed a series of recommendations on credit transfer developed by a statewide transfer study committee, including acceptance of the associate degree as equivalent to a receiving institution's liberal or general education requirements. The committee report favors voluntary cooperation over legislative edict.

Mississippi

Fourteen of the 16 public junior college districts have implemented a system of identifying courses in all parallel curricula at the college level.

Missouri

The state council an public higher eduction adapted a statement prepared by the state articulatian caardinating committee in which institutians retain autonomy far policy and decisian making within the framewark of a ratified agreement. Completion af an associate degree is basic ta automatic transfer; vocotional-technical caurse transfers are still negotiated separately.

Montana

A committee an articulation appointed by the state baard af regents has submitted guidelines cavering the acceptance af community college credits and autharizing receiving institutians ta make transfer determinatians.

Nebraska

The state's articulatian council is preparing guidelines far institutional ratificatian. The council establishes policy, provides guidance ta institutians, and initiates research and develapment programs an the process af transfer as well as an problems and successes.

Nevada

A state university system articulatian baard established in 1974 reviews individual cases and student appeals. The cammunity college and university articulatian policy af the Nevada System Cade cantains transfer guidelines, with university equivalency far parallel caurses as the transfer standard.

New Hampshire

Fifteen juniar calleges and technical-vacatianal institutes affer associate degrees, including a branch af the University af New Hampshire. Institutians are autonomous in negatiating the transfer af caurses.

New Jersey

A 1973 "full-faith-and-credit" transfer policy includes policies an bath graduates and nangraduates af approved programs. Transfer student graduates are protected in basic upper division admissian and general educctian completian. Nangraduates are technically eligible far transfer. Graduates and nangraduates of "nantransfer" programs are entitled ta enrallment in state calleges where appropriate programs are affered.

New Mexico

Since transfer applicants are few, the state university offices of admission make transfer decisions on an individual basis. College deans determine course equivalencies and circulate transfer requirements.

New York

Education Beyond High School, the 1974 progress report of the state board of regents, pledged strong support for policies facilitating transfer of students and credits. The City University of New York (CUNY) guarantees full transfer of all associate degrees from within the city university system. A position paper published in 1974 presents 17 models describing current examples of articulation, including a regional learning service encompassing an 11-county area and an external high school diploma. The Regents External Degree Program offers additional options for transfer of credit. In March 1975 the state education department released tentative guidelines on credit for knowledge gained from life experience.

North Carolina

A set of guidelines on credit transfer has been developed by a statewide committee on college transfer students. Community colleges can contract with senior institutions to offer courses beyond the core curriculum, and those offering programs without contractual agreements receive letters from the universities indicating credit transferability.

North Dakota

According to state board of education guidelines, lower-division courses count for lower-division credit at the university and are transferable for this purpose, but a minimum of 60 semester hours must be earned at the senior institution.

Ohio

The state board of regents recently adopted a statement on transfer of credits from two- to four-year institutions. Transfer students may enter specific general studies programs without substantial losses. The statement calls for conferences to develop mutually satisfactory curriculum design standards, course content, and instructional quality.

Oklahoma

Articulation guidelines similar to the Florida plan are now being implemented. Several two- and four-year institutions have reached agreement on statements that recognize the associate degree as satisfying the lower-division general education requirements for the baccalaureate. The state regents have adopted a statement recognizing non-collegiate learning experiences, work experience, proprietory school education, and military training or experience.

Oregon

The maximum number of credits that can be transferred per quarter was recently raised in Oregon. The university provides community colleges with a master list of chief advisers for professional fields to encourage close communication. Two state agencies are responsible for reviewing statewide transfer policies.

Pennsylvania

Two pertinent documents were released by the department of higher education in 1973, one relating to associate degree graduates entering state four-year institutions, and the other, An Articulation Model for Pennsylvania, directed toward a statewide program of public higher education articulation.

Rhode Island

Rhode Island College and Rhode Island Junior College have developed a transfer policy equating completion of the associate of arts degree with satisfying all requirements of the baccalaureate general studies plan except the general studies senior seminar. The agreement has yet to be officially released by the board of regents.

South Carolina

South Carolina has increased credit transfer from programs at the technical education centers to public four-year colleges and universities. Credit transfer already is possible from other two-year colleges and regional campuses of the University of South Carolina.

South Dakota

Although South Dakota does not have public community colleges, four of the senior institutions in the state offer one- and two-year college transfer programs.

Requests for transfer from the four independent junior colleges continue to be processed individually at the university.

Tennessee

The state published a master plan for postsecondary education in 1973. A steering committee on community college and university articulation has been established, and agreements have been worked out in two subject areas thus far.

Texas

A 1974 policy supports the prerogative of senior institutions to innovate and experiment with curricula and teaching methods, as well as the right of community colleges to provide courses in addition to those listed in the three general groups of the core curriculum.

Utah

While general education is apparently not a transfer problem, "major" requirements continue to be a concern of the state board for higher education. Problems also exist in the transfer of vocational-technical credits from high schools to higher education institutions.

Vermont

While the university and state colleges are not obliged to accept transfers from junior colleges, their policy is to admit qualified transfer applicants.

Virginia

Community colleges and senior institutions establish agreements within statewide guidelines, with community college courses accepted on an equivalency basis. A uniform course numbering, title, and credit system in the community colleges assists in this process. Articulation was expedited by 1973 legislation establishing regional consortia, legally charged to work out credit transferability.

Washington

Institutions generally accept academic credit from community colleges, and some have begun to accept a limited number of vocational-technical credits toward general education electives. The Intercollege-Relations Commission, the

guiding force in statewide articulation, has not published guidelines but has developed an ombudsman system of individual troubleshooters for each transfer and receiving institution.

West Virginia

The board of regents has released guidelines covering the full transferability of parallel college courses. Agreements between individual institutions, including course equivalency tables, are in the process of development.

Wisconsin

Only 3 of the 16 vocational, technical, and adult education districts offer parallel college programs. The centers and the districts may generally transfer half of the number of credits required for the baccalaureate. A well-developed plan for coordinating secondary and postsecondary curriculum is now operating.

Wyoming

Prompted by the Wyoming Admissions and Records Association, the state university and the seven community colleges are replacing informal agreements with written statements. A statewide transfer guide is currently under development.