

Academic Standards and Calendar Committee

Report #5 March 22, 2018

Four items are presented to the Faculty Senate for consideration:

1. Proposed changes to some sections of Chapter 8 (Regulations for Students) of the University Manual to update the name of the Alan Shawn Feinstein College of Education and Professional Studies and to clarify some sections and to update the transfer agreement (Policy for Articulation and Transfer Between Public Institutions of Higher Education) approved by the Council on Postsecondary Education in Appendix F.

Section 8.10.50

- updated name of Alan Shawn Feinstein CEPS
- inserted “Programs” to highlight that CEPS classes are okay

Section 8.12.30

- inserted language related to advanced placement to highlight that some departments may require a score of “4” or better

Section 8.13.10

- clarified where undergraduate students transfer into depending on their credits earned; students are not directly admitted to CEPS

Section 8.13.13

- minor change to sentence structure

Section 8.15.21

- removed CEPS from being informed of changes to CLEP subject exam changes since students aren’t directly admitted to CEPS any longer
- updated reference to Publication Office (now referred to as catalog coordinators)

Section 8.16.10

- clarified that all students are admitted to UCAS

Section 8.16.11

- minor change in sentence structure
- highlight that some programs require admission at the point of matriculation

Section 8.16.13

- clarify that some majors within the same college have different admission requirements

Section 8.19.11

- updated name of Alan Shawn Feinstein CEPS
- clarify the type of courses students can be enrolled in CEPS

Appendix F

- delete old agreement (Amended 6/18/1998)
- insert new agreement approved on June 21, 2017

See attached document.

2. Seconded motion to approve the following **Accelerated Online Program Calendar for AY 23-24**

ACCELERATED ONLINE CALENDAR	2023-2024
Summer 1	
Online Registration Opens	3/13
Last day to register	4/26
Classes Begin on a Tuesday	Tuesday, May 02, 2023
Last day to ADD	5/2
DROP Period with 100% adjustment of fees	5/4
Classes End on a Monday	6/19
Final grades due in e-campus by 5:00 p.m.	6/21
Summer 2	
Online Registration Opens	3/13
Last day to register	6/28
Classes Begin on a Tuesday	Wednesday, July 05, 2023
Last day to ADD	7/5
DROP Period with 100% adjustment of fees	7/7
Classes End on a Monday	8/21
Final grades due in e-campus by 5:00 p.m.	8/23
Fall 1	
Online Registration Opens	7/17
Last day to register	8/30
Classes Begin on a Tuesday	Tuesday, September 05, 2023
Last day to ADD	9/5
DROP Period with 100% adjustment of fees	9/7
Classes End on a Monday	10/23
Final grades due in e-campus by 5:00 p.m.	10/25
Fall 2	
Online Registration Opens	7/17
Last day to register	10/25
Classes Begin on a Tuesday	Tuesday, October 31, 2023
Last day to ADD	10/31
DROP Period with 100% adjustment of fees	11/2
Classes End on a Monday	12/18
Final grades due in e-campus by 5:00 p.m.	12/20
Spring 1	
Online Registration Opens	11/20
Last day to register	1/3
Classes Begin on a Tuesday	Tuesday, January 09, 2024
Last day to ADD	1/9
DROP Period with 100% adjustment of fees	1/11
Classes End on a Monday	2/26
Final grades due in e-campus by 5:00 p.m.	2/28
Spring 2	
Online Registration Opens	11/20
Last day to register	2/28
Classes Begin on a Tuesday	Tuesday, March 05, 2024
Last day to ADD	3/5
DROP Period with 100% adjustment of fees	3/7
Classes End on a Monday	4/22
Final grades due in e-campus by 5:00 p.m.	4/24
Official date for December graduation	December 31, 2023
Commencement Ceremonies	May 18-19, 2024

3. Seconded motion to **use the reading day reserved for snow-makeup this semester (Tuesday, May 1, 2018) to make up the classes cancelled on Tuesday (1/30), 8-11am and Wednesday (3/7), after 4pm due to snowstorms.** Section 8.70.13 of the University Manual assigns this committee with the responsibility of developing “recommendations regarding rescheduling class days missed within an academic year as the result of natural calamity, work stoppage, etc.”.
4. Update on discussions related to the charge this committee was given at the 12/7/17 meeting of the Faculty Senate - to "consider all contingencies in removing references to Columbus Day from the academic calendar and replacing it with a reference to Indigenous People’s Day and report on the matter at the March [22, 2018] Faculty Senate meeting."

Our committee broadly discussed this issue, attempted to identify some of the concerns, and brainstormed some options.

Q1. Can the University, as a state institution, officially change the name of a State and Federal Holiday on its official University Calendar?

- Title 16, Chapter 32, Section 10 of the State of Rhode Island General Laws (Award of degrees – Curriculum and government) states that “The board of trustees, with the approval of the president and a committee of the faculty of the university, shall award academic degrees and diplomas and confer honors in the same manner as is customary in American colleges. It shall also be the duty of the president and a committee of the faculty, with the approval of the board of governors for higher education, to arrange courses of study conforming to all acts of Congress, and prescribe any qualifications for the admission of students and any rules of study, exercise, discipline, and government as the president and committee may deem proper. “
- The Constitution of the Faculty Senate (Appendix B of the University Manual) states that “...It [Faculty Senate] shall, with the concurrence of the President, formulate policy concerning teaching and research, study, exercise, discipline and government: for example, and without excluding others not listed, academic standards (scholastic standing, admission and dismissal policy, class attendance, grading systems, etc.), the University calendar, University-wide curriculum matters both graduate and undergraduate, and research and patent policy as they may affect the faculty as a whole.”
- Committee has spoken to a faculty member with knowledge on this issue, to the Provost’s office, and has contacted Peter Harrington, Assistant Legal Counsel to the University. This matter is on Mr. Harrington’s agenda for his March 19, 2018 staff meeting.

Q2. If a change in name is possible, what are the implications to the administrative staff and union contracts that reference “Columbus Day”?

- The following unions use “Columbus Day” in their contracts. Members are State employees.
 - o Council 94
 - o Educational Support Professionals (ESP)
 - o UNAP (United Nurses and Allied Professionals)
 - o Physicians Association
 - o Professional Staff Association (PSA)
 - o Professional Technical and Administrative Association (PTAA)
 - o Maritime Professional Association

- The following do not. Members work for the Board
 - o Graduate Assistants United (GAU)
 - o AAUP/URI (uses "official State Holiday" in some places)
 - o AAUP/PTFU (Part-Time faculty)

Q3. What are other institutions in the Rhode Island system doing?

- RIC refers to it as “Columbus Day”
- CCRI in Fall 2016 referred to it as “Columbus Day” and in Fall 2017 as “Holiday”. We contacted the Director of Records at CCRI and she stated that there was no process that she can recollect that resulted in the change of name. She spot checked some past calendars and noted that both names were used interchangeably. There is currently no discussion at CCRI to officially remove reference to Columbus Day.

Conclusion to date: The academic calendar is under the jurisdiction of the Faculty Senate with approval from the President. However, the administrative holiday is governed by the State and its name cannot be altered.

Possible Options:

Option 1: Maintain two different University calendars – one for administration/staff/contracts and one for students (academic)

Option 2: Retain one University calendar but refer to the holiday as “Columbus Day/Indigenous Peoples’ Day”. Classes are usually held on Columbus Day with offices closed.

Option 3: Rename the Wednesday before Thanksgiving “Indigenous Peoples’ Day”. Classes are often cancelled on this day with offices open.

Respectfully submitted,

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Attachment #1

Admissions, Acceptance of Credit and Internal Transfer

Chapter 8 – Regulations for Students

Part I – Regulations for Students

Part I contains academic rules and regulations governing studies at the University of Rhode Island. Rules and regulations governing discipline are found in Chapter 9. Academic rules apply to all programs including graduate programs and off-campus programs, except if their content clearly indicates they are only of limited applicability. A Graduate Student Manual summarizing University Manual regulations pertaining to graduate studies and containing additional rules enacted by the Graduate Council shall be issued by the Graduate School.

Admissions, Acceptance of Credit and Internal Transfer

8.10.10 Matriculating Students. A matriculating student is a student who has been formally admitted to University College for Academic Success or to a degree-granting program by the Dean of Admissions or the Dean of the Graduate School. A matriculating student may be either full or part-time and is entitled to full privileges as a student at the University of Rhode Island.

8.10.20 Admission Policy Statement. The University desires that its matriculating students shall be not only competent to perform well in the classroom, but also possess wide interests and positive qualities of character and personality. Students are selected for enrollment primarily on the basis of their academic competence and potential without regard to age, race, sex, creed, national origin, or disability. In accordance with Section 504 of the Rehabilitation Act of 1973, the University shall not discriminate against any student applicant who is otherwise qualified, solely on the basis of a disability. The University recognizes its very real obligation to the citizens of Rhode Island, and accordingly assigns priority in undergraduate admission to well-qualified residents of the state of Rhode Island. At the same time, the University recognizes that the intellectual horizons of its students are greatly broadened by an exchange of ideas with students from other parts of the United States and from other countries. Accordingly, places are reserved for out-of-state and international students.

8.10.21 The University recognizes that many potentially worthy candidates may have suffered educational deprivation for causes quite beyond their control in following the normal pattern of preparatory studies. This circumstance may be taken into account at the time of admission.

8.10.22 Admission to the University is determined by evaluating the applicant's record and potential. The registration of any student may be revoked if admission to the University is achieved by willful misrepresentation of material facts or any willful withholding of material information.

8.10.30 Residency. Regulations defining resident and non-resident student status and the appeal process at all public institutions of higher education in Rhode Island are under the

governance of the Board of Education. The President of the University shall designate an officer or officers to determine the residency status of students.

8.10.40 New England Board of Higher Education Compact Students are residents of other New England states qualifying for participation in certain curriculums not available at their home-state university. By cooperative arrangement with other New England state universities under a plan sponsored by the New England Board of Higher Education to avoid costly and unnecessary duplication of facilities, area residents who meet the usual entrance requirements are charged a regional tuition rate. Undergraduate applicants to this program are granted priority in admission over other out-of-state candidates.

8.10.50 Inter-institutional Student Exchange Program. Full time students matriculated at one of the other public institutions of higher education in Rhode Island may enroll for a maximum of seven credit hours of their full time schedule of study at the University at no additional expense. Summer Session registrants, Alan Shawn Feinstein ~~Continuing Education~~ College of Education and Professional Studies Special Program Courses, and off campus study are not included in this program. [#07-08-27](#)

8.11.10 Undergraduate Admissions Procedure. The applications and supporting credentials of candidates seeking admission normally must be received prior to the deadlines specified in the University Catalog. Applications are reviewed as rapidly as full credentials are available for study, and responses made to the candidate as promptly as possible thereafter.

8.11.11 Accepted candidates are requested to acknowledge within a reasonable period their invitation to register. The University subscribes to the spirit and purpose of the Uniform Candidates Reply Date which allows accepted students until May 1 to submit a financial binder in evidence of their intent to register.

8.11.12 As part of the application process, applicants shall specify a primary campus. Students may take up to six credits per semester without a fee adjustment at University of Rhode Island locations other than their primary campus. Applicants may choose a campus other than Kingston as their primary campus only if that campus offers their preferred major. [#04-05-9](#)

8.11.20 Students who seek matriculated undergraduate status on the basis of future successful completion of 15 approved credits may be admitted through the Alan Shawn Feinstein College of Continuing Education upon the recommendation of the appropriate admissions officer. Such admissions shall be termed Performance Based Admissions and shall be limited to students whose last formal education occurred three or more years ago, and for whom academic evidence demonstrating admissibility is incomplete. Students admitted under this regulation are subject to the same regulations as students admitted in the usual way.

8.12.10 Freshman Candidates. The University recognizes several categories of freshman candidates (8.12.20-8.12.42).

8.12.20 Early Admission Candidates are students who seek to begin college prior to graduation from high school. Students considered for early admission are expected to present a strong scholastic record, to give evidence of social and intellectual maturity, and be able to benefit more from beginning collegiate studies than completing a standard high school curriculum. Early admission is granted only with the recommendation of the school and, where the student is a minor, with parental permission.

8.12.30 Advanced Placement Program. The University shall award advanced placement credit to an entering freshman student when 1) the student has completed the college level courses at a secondary school participating in the Advanced Placement Program (APP) and has passed with a grade of “3” or better on the College Entrance Examination Board (CEEB) advanced placement examination. In some cases, some departments may require a score of a “4” or better to earn credits towards the major, or 2) the student has passed with a “C” or better an advanced placement examination compiled by a department. For Policy on credit by examination, [see sections 8.36.10-13](#).

8.12.31 A student who has qualified for credit award through an APP examination shall not be required to complete a departmental test to qualify for credit or placement.

8.12.32 There shall be no limit on the number of CEEB advanced placement examinations offered by an applicant for admission to the University at the time of entrance.

8.12.33 A student who has received college credit by passing a CEEB advanced placement examination shall have the number of credits granted by the University for the accepted course applied toward the total credits required for the student’s baccalaureate. No curricular requirements shall be added as a substitute for the course or courses credited by advanced placement.

8.12.34 Special Admissions. Students who do not qualify for admission following a competitive review of required academic credentials may be considered for “special admissions”. These applicants will include, but not be limited to, student-athletes, Talent Development students, and students with special talents who will enrich the University community. The Dean of Admissions will maintain formal (written) policies and procedures detailing the protocol for special admissions. [#02-03-32](#)

8.12.35 International Baccalaureate Diploma Program. The University of Rhode Island awards credit for most high-level examinations passed with a score of 5, 6, or 7. Course credit is awarded at the discretion of individual departments. No credit is awarded for standard-level examinations.

8.12.36 General Certificate of Education Advanced Level Exams (A-Level). The University of Rhode Island shall award credit for some General Certificate of Education (GCE) Advanced Level (A-Level) examinations passed with a score of A, B, or C. Accepted examinations and awarded course credit are determined at the discretion of individual departments. [#13-14-29](#)

8.12.40 High School Seniors who are enrolled in the last year of their preparatory studies shall be required to submit transcripts of all preparatory work completed and a listing of the courses in progress. Applications of high school seniors are assessed on the basis of their performance in six or seven semesters of preparatory study, a review of their scores on the required entrance tests, and their personal references.

8.12.41 Acceptances offered students on the basis of incomplete preparatory records are subject to review again at the end of the school year and may be revoked if the applicant fails to complete his/her studies satisfactorily.

8.12.42 High school seniors must file their applications prior to March 1, and processing otherwise follows the patterns described in sections 8.11.10 -8.11.11.

8.13.10 Undergraduate Transfer Candidates. A student who has earned at least 24 transferable credits, and has met all of the requirements for admission to a specific degree-granting college at the University of Rhode Island, may be admitted directly to that college. However, some students may be admitted to ~~The student, however, may elect to enter~~ the University College for Academic Success provided not more than 60 transferable credits are presented. Students with more than 60 earned credits must be admitted into a major and should not apply as undeclared.

8.13.11 Candidates previously enrolled at any other college or university are required to submit to the Office of Admissions official transcripts of all work completed, the high school record, and other evidence as may be required by the Office of Admissions.

8.13.12 The credentials of transfer students shall be reviewed by the Office of Admissions, which shall determine the admissibility of the candidates, and which shall thereafter refer the transcripts of earlier college work to the academic dean of the college in which the applicant seeks registration for a formal evaluation and determination of the transfer allowance.

8.13.13 Transfer credit may be given in those courses in which the student received a grade of "C" or better but no credit shall be given for courses in which a "C-" or lower was earned (RI Office of the Postsecondary Commissioner's policy on articulation and transfer between state institutions of higher education defines exceptions to this regulation). ~~However, the~~ transfer credits shall not be used to calculate the student's quality point average and academic standing shall be based solely upon achievement at the University of Rhode Island ([see Appendix F, Transfer Policies](#)).

8.14.10 Visiting Students are persons who qualify for undergraduate admission as regular candidates, but who are matriculated at other institutions. Such students may preregister and be enrolled for a maximum of two semesters. The appropriate academic dean shall have the authority to extend the visiting student's enrollment on a semester-by-semester basis.

8.15.10 College Level Examination Program (CLEP) General Examinations. Students who have not been pursuing formal studies for at least three years may take CLEP General Examinations to demonstrate academically measurable learning acquired in non-traditional ways. Transfer students may receive credit from CLEP General Examinations taken prior to enrollment at the University provided that their scores meet University standards and provided that their academic dean judges that the CLEP credit does not duplicate other transfer credit.

8.15.11 Eligible students are encouraged to take the CLEP General Examinations, after conferring with an advisor, before or during their first semester at the University. Students enrolled in (Bachelor of Interdisciplinary Studies) BIS 100 customarily take the CLEP General Examinations. Credits placed on the student's record as a result of passing scores for CLEP General Examinations, in combination with all other earned credit, may not exceed 45 credits.

8.15.12 Students who earn credit for CLEP General Examinations shall be allowed to apply these credits toward the General Education requirements in the following manner:

Humanities Examinations: ART 1A4 = 3 credits; ENG 1A4 = 3 credits

Natural Sciences Examination: GNED 1A1 = 6 credits

Social Science and History Examinations: SOC 1A2 = 3 credits; HIS 1A3 = 3 credits

College Composition: WRT 1B1 = 3 credits; WRT 2B1 = 3 credits

College Composition Modular: XXX 1XX = 3 credits free electives; to earn an additional 3 credits WRT 1B1, students must contact the Department of Writing & Rhetoric for optional proficiency test prior to earning 12 credits at URI

Mathematics: MTH 1B3 = 3 credits; MTH 1XX = 3 credits

#07-08-17, #12-13-2, [#15-16-28](#)

8.15.13 It is the responsibility of the academic deans to prevent students from using CLEP General Examinations to duplicate credit earned by other means.

8.15.14 The University's policies on CLEP General Examinations can be changed only by Faculty Senate legislation.

8.15.20 CLEP Subject Examinations. Academic departments may use CLEP Subject Examinations as proficiency exams to test students' mastery of the subjects taught by the department. A department which judges a CLEP Subject Examination to be a satisfactory proficiency exam will decide what credits shall be awarded within the department to students who pass the exam, will establish the minimum score for credit, will decide whether students must answer the optional essay questions supplied by CLEP, and will decide whether students must pass a supplemental departmental test, such as a lab exam. All the decisions of the department must gain the endorsement of the dean of the college to which the department belongs. A list of courses which afford credit by CLEP Subject Examination shall be included in the Undergraduate Catalog.

8.15.21 Departments may alter their standards for CLEP Subject Examinations or may withdraw their approval of an exam with the consent of the college dean. College deans will inform the

Dean of the University College for Academic Success, ~~the Dean of the Alan Shawn Feinstein College of Education and Professional Studies Continuing Education~~, the Dean of Admissions, and the ~~catalog coordinators Publications Office~~ of all changes in CLEP policies of the departments of their colleges.

8.15.22 Matriculated University of Rhode Island students must secure the approval of their academic dean prior to taking a CLEP Subject Examination for credit. It is the responsibility of the dean to prevent students from using CLEP Subject Examinations to duplicate academic credit.

8.15.23 Transfer students may receive credit from CLEP Subject Examinations taken prior to enrollment at the University, provided that their scores meet University of Rhode Island standards and provided that their academic dean judges that the CLEP credit does not duplicate other transfer credit.

8.15.24 Students who earn credit by CLEP Subject Examination for courses which satisfy the University General Education Requirement may apply their CLEP credit toward the General Education Requirement.

8.16.10 The University College for Academic Success. ~~Except for students matriculating in Alan Shawn Feinstein College of Continuing Education programs, a~~All qualified freshman students who plan to pursue a curriculum leading ultimately to a baccalaureate degree shall be admitted to the University College for Academic Success (~~see 3.21.20~~) (see 8.13.10 for admission of transfer students). ~~Students admitted to programs in the Alan Shawn Feinstein College of Continuing Education are not subject to the provisions of 8.16.11 through 8.16.16.~~

8.16.11 The University College for Academic Success shall make it possible for students to acquire education and skills basic ~~to several to any one of the several~~ baccalaureate programs at the University. ~~Some baccalaureate programs are require admission at the point of matriculation to the University thus may not be available options to continuing students.~~

8.16.12 Students who have a clear educational or professional objective when they enter the University shall be encouraged to pursue this objective as directly and rapidly as possible, subject to the educational requirements established by the various college faculties and approved by the Senate. They shall be assigned to the appropriate adviser and shall have access to advisers drawn from all University curriculums. Entering freshmen who do not know which curriculum they want to select shall be encouraged to experiment and “sample” courses in several fields of study. Such students shall also have access to an effective advising system (~~see 3.21.21~~) and shall select at an appropriate time the courses of study which will satisfy entrance requirements to one or more University colleges and curriculums. They shall be assigned to advisers by the Dean of University College for Academic Success.

8.16.13 A student may transfer from University College for Academic Success to a degree-granting college of the University after completion of at least 24 credit hours (including transfer

credits) provided that the requirements for admission to that college and major have been met. A student who has earned more than 75 credits may not be registered as a University College student. If the student has a 2.00 average or better, he or she will transfer to a degree-granting college. If the student has less than a 2.00 average and does not meet the criteria for academic dismissal ([see 8.23.12](#)), he or she may petition the Scholastic Standing Committee of the degree-granting college for an exception to the 2.00 requirement for transfer. If the petition is denied, the student will be blocked from matriculating status by the Director of Enrollment Services on recommendation of the dean and will be allowed to take courses only as a non-matriculating student (see 8.19.10 ff.).

8.16.14 A student who has transferred from University College for Academic Success but has earned no more than 75 credits may change colleges through the mechanisms provided by University College. After earning 75 credits, the student will transfer directly from degree-granting college to degree-granting college.

8.16.15 Each undergraduate degree-granting college shall specify its entrance requirements for its various degree curriculums which may each include up to, but not more than, 10 courses (approximately 30 semester credits). None of the various undergraduate colleges shall set entrance standards requiring either a quality point average higher than 2.00 for all courses or for the courses it specifies as entrance requirements, but a college may accept a student with a lower quality point average (for exception, see 8.16.16).

8.16.16 In cases where there may be more students seeking access to a program or college than can be accommodated, because of limited faculty and/or facilities and/or rapidly shifting student preferences and needs, this situation shall be reported to the Provost and Vice President for Academic Affairs by the dean of the college impacted by excess enrollment applications. The Provost must declare the impacted program officially “oversubscribed” in order to allow restricted admissions. When a program has been declared officially oversubscribed by the Provost, only those students considered to have demonstrated the highest promise for academic success will be admitted to the oversubscribed program. The Provost, in consultation with the department chairperson and dean of the college concerned, shall determine the number of students to be admitted. Oversubscribed programs shall be reviewed at least once a year. Students not being admitted shall have the choice of either entering any other college or program for which they have satisfied entrance requirements or devoting up to one year of additional study within the University College for Academic Success to satisfy entrance requirements of another program.

8.17.10 Internal Transfer. A student seeking transfer from one undergraduate college to another within the University shall submit credentials for approval to the dean of the college to which transfer is sought. The official transcript of the student’s work shall include the record of all work undertaken in all divisions of the University, and the quality point average shall reflect all work attempted at the University.

8.17.11 If a student subject to probationary or conditional status in one college is accepted for registration to another college of the University, the student must be continued on probation or conditional status in the college to which transfer is made.

8.18.10 Military Service. Veterans who have completed six months or more of active duty in some branch of the United States Armed Forces may be awarded no more than one credit in basic physical education and three credits in military science for their military experience. Credit awards will be determined by the dean of the college in which the student's degree is to be awarded. An additional credit allowance may be granted by the student's dean in accord with the recommendations of the American Council on Education handbook, A Guide to the Evaluation of Experiences in the Armed Forces, when appropriate to the student's curriculum.

8.19.10 Non-matriculating Students. A non-matriculating student is one who is enrolled for courses at the University but has not been admitted to University College for Academic Success or a degree-granting program by the Dean of Admissions or the Dean of the Graduate School or one who has been academically dismissed from a college of the University (see 8.25.10 – 8.25.18 for regulations pertaining to academically dismissed students). Although visiting students, including those on exchange programs, are considered as non-matriculating for reporting purposes, they are otherwise excluded from regulations applying to non-matriculating students (see 8.14.10).

8.19.11 With the exception of students dismissed for academic reasons, all undergraduate, non-matriculating students (i.e., those who have not earned a baccalaureate degree) enrolling for courses on the Kingston campus shall be the administrative responsibility of the Dean of University College for Academic Success; all undergraduate, non-matriculating students registering only for continuing education courses or educational opportunities through the Office of Strategic Initiatives ~~courses~~ shall be the administrative responsibility of the Dean of the College of Education and Professional Studies, Alan Shawn Feinstein College of Continuing Education.

8.19.12 These colleges will provide advising services, referring students to advisers in the department of their potential major when appropriate. Students may not register for courses in impacted programs without the written permission of the department chair, and their schedules must be approved by their dean who will determine whether they meet course prerequisites or other requirements. Non-matriculating students shall be seated last in all courses according to procedures determined by the Office of Enrollment Services.

8.19.13 The Graduate School shall have administrative responsibility for non-matriculating students in the following categories: 1) persons holding a bachelor's degree who wish to earn initial or permanent certification to teach or to fulfill other state certification requirements; 2) persons who have applied to the Graduate School for degree status but are required to do remedial work, complete prerequisites, or enroll for a trial period; 3) postdoctoral students; 4) persons pursuing nurse practitioner or other graduate certificates.

8.19.14 Non-matriculating students may enroll as full-time or part-time students. A post baccalaureate student shall not register for more than 15 credit hours per semester. Credit limitations may be imposed on previously dismissed students by their academic dean ([see 8.25.12](#)) and on students seeking admission by the Dean of Admissions. All other non-matriculating students shall enroll for no more than 18 credit hours per semester.

8.19.15 At the end of each semester, the dean will review the academic records of all non-matriculating students for whom he or she is responsible. Non-matriculating students must earn a 2.00 QPA in each semester. Further registration for students who do not achieve this level may be denied by the Director of Enrollment Services on the recommendation of the dean. Non-matriculating students who earn below a cumulative 2.00 QPA or have attempted in excess of 30 credits will receive a registration hold and will be required to meet with an academic advisor before further registration. The dean will invite non-matriculating students who are making satisfactory progress to become matriculating by admission or readmission as appropriate. [#15-16-37](#)

Appendix F: Transfer Policies

Part I: Rhode Island Office of the Postsecondary Commissioner Policy for Articulation and Transfer Between and Among Public Institutions of Higher Education in Rhode Island

(Amended 6/18/1998)

I. Introduction

Articulation between the educational programs of the Rhode Island public institutions of higher education is a matter of considerable importance. The relationships among the academic disciplines and between levels of coursework require clear understandings about content and purpose so that students may make progress toward their educational objectives without unnecessary disruption. Institutions within the system, therefore, are obliged to observe these guidelines and procedures for course and program articulation, and the transfer of credit.

II. Purpose

Articulation and transfer guidelines facilitate cooperation between higher education institutions for the purpose of accommodating the needs and interests of students who earn credit at one institution and choose to transfer to another. Successful transfer minimizes loss of time and duplication for students and optimizes the use of institutional resources. The policy recognizes that each institution has a separate and distinct mission, and that each has the responsibility to establish and to maintain academic quality within that mission. Underlying the policy is an attitude of mutual respect and cooperation among the institutions and recognition that the primary objective of articulation agreements is to benefit students.

III. Guidelines and Procedures

Institutional Requirements

Each higher education institution has the responsibility of establishing, maintaining and communicating requirements to students seeking to complete courses and programs and to earn certificates and degrees at the institution.

Transfer Student Admission

~~Admission of transfer students will be determined by the receiving institution following an assessment of academic performance and standing as well as eligibility for entrance to a specific program. Students holding associate of arts degrees oriented toward the baccalaureate degree with a grade point average of 2.4 from the Community College of Rhode Island shall be assured admission to Rhode Island College and the University of Rhode Island. If the number of transfer students seeking admission to a particular program exceeds the number that can be accommodated, program admission decisions will be based on criteria and promulgated by the institution; these criteria developed shall provide fair treatment for institutional students and for transfer students.~~

~~Direction of Transfer~~

~~The direction of student transfer (two-year to four-year college or university, four-year to two-year, and four-year to four-year) shall not affect the transferability of credit, unless so noted.~~

~~Academic Transcript~~

~~Institutions shall keep a complete student academic transcript. The transcript shall clearly identify each student and include all academic work for which the student was enrolled during each semester, the end-of-semester status in each course, grade and credit awarded. The transcript shall clearly indicate the source of credit (e.g., examination, course, assessment of experiences). A statement explaining the grading policy of the institution shall be part of each transcript.~~

~~Course Prerequisites~~

~~All requirements and prerequisites for entrance into courses and programs shall be stated in the official catalog in a consistent manner. The determination of such requirements and prerequisites is the responsibility of the institution awarding the degree. Transfer students who have completed equivalent prerequisite courses and achieved an acceptable grade should not be required to repeat such prerequisite courses.~~

~~Earned Credits~~

~~College-level credit earned with minimally acceptable grades at one public higher education institution shall be transferable to another as earned credit. Specified prerequisite-equivalent courses may require a "C" grade to serve as the equivalent prerequisite at the receiving institution; for non-equivalent prerequisite courses, a higher grade may be required.~~

~~Pass/Fail Credit~~

~~The application of pass/fail grading systems to transfer students shall be consistent with the application of those systems to students who entered the institution as freshmen. Transfer students should consult the catalog of the institution to which they are transferring regarding these policies.~~

~~Non-Traditional Learning and Evaluation for Credit~~

~~The determination of the credit value of non-traditional learning is typically achieved through an examination or other standardized or institutionally-accepted form of assessing prior learning.~~

~~An institution which examines or otherwise assesses extra-institutional learning shall clearly state its criteria for measuring and awarding credit and publish information about its credit by examination/assessment policies in its official catalog.~~

~~For credit by examination, information must be available that includes names of tests for which credit by examination is given (Advanced Placement, general and subject matter CLEP, ACT, institutional, etc.), and score levels which indicate that course work requirements comparable to classroom situations have been met. For the College-Level Examination Program (CLEP), the receiving institution will accept the American Council on Education (ACE) recommended credit-granting score for the year in which the examination was taken.~~

~~Credit awarded through examination or other forms of assessment shall be identified as such on the transcript. These transcribed credits will be honored by the receiving institution.~~

Graduate and Advanced Professional Credit

~~Decisions regarding the transfer of credit toward advanced degrees (master's, CAGS, doctorate) or advanced professional degrees rests with the faculty of the degree-granting division.~~

Resolution of Equivalency Disputes

~~From time to time there may be inter-institutional disagreements among the faculty of subject matter disciplines. These disagreements will normally be resolved at the chairperson level. Conflicts not resolved by the chairperson will be referred to the Articulation/Transfer Committee. The committee will resolve the dispute or forward a recommendation to the Postsecondary Education Executive Council (PEEC). PEEC may accept the recommendation or seek an alternate resolution.~~

IV. Transfer Guide

~~Inter-institutional agreements on course and program equivalencies shall appear in appropriate institutional publications and be compiled regularly in a single document entitled: Transfer Guide for Students (hereafter, the guide). The guide is an integral part of the articulation/transfer policy and procedures and shall be made available for use by students, faculty and staff.~~

Course Equivalencies

~~The institutions shall identify specific courses that are equivalent. This identification shall be on a discipline-by-discipline basis and shall appear in the guide. Information about course additions, changes or deletions by an institution shall be communicated by the appropriate chairperson to the corresponding chairpersons at other institutions for equivalency evaluation before or during the annual meeting of departmental chairs.~~

Program Equivalencies

~~The institutions shall specify transfer agreements on a program-to-program basis; these agreements shall appear in the guide. Program transfer plans will consist of the sequence of courses to be completed to fulfill associate degree requirements at the community college and the equivalent sequences at the college and the university, where appropriate. Chairpersons~~

~~shall agree on program to program equivalencies before or during the annual meeting of department chairs.~~

General Education Requirements

~~General education programs are determined by individual institutions, each of which has the continuing responsibility for determining the character of its own program, for its own degree purposes. General education program requirements shall be clearly stated in the institutional catalog and in the guide. Students who intend to transfer to another institution should review that institution's general education requirements and discuss their plans with admissions counselors or advisors in their intended majors.~~

V. Student Rights and Responsibilities

~~Students who intend to transfer must inform themselves of the transfer admission requirements, and the program and degree requirements of the institution to which they expect to transfer. Students who through no fault of their own encounter legitimate difficulties in transferring from one institution to another must seek resolution of these difficulties through institutional procedures, with the assistance of academic advisors. Students who have exhausted all administrative remedies available at the institution to which transfer credit is being sought and who have been unable to satisfactorily resolve the problem may appeal in writing to the articulation/transfer officer at the institution that awarded the credit. The articulation/transfer officer shall receive and consider all relevant materials and shall review the cases with appropriate representatives of the receiving institution so that a determination may be made as to the transferability of the courses or earned credits being contested.~~

~~Cases which cannot be satisfactorily resolved may be reviewed by the Articulation/ Transfer Committee.~~

~~When a student transfers under the course to course option, the articulation/ transfer agreement in place when that student initiates the second half of the associate's degree program (31 credit hours or more) will be the agreement that governs course equivalencies for that student.~~

~~When a student transfers under a program to program agreement, the student is governed by the requirements in effect at the beginning of the academic year in which the student was officially accepted into the program. These requirements will remain in effect for that student for five years regardless of changes to individual course equivalencies.~~

VI. Inter-institutional Articulation/Transfer Committee

Composition of the Committee

~~To assure compliance with and the continuing viability of the Articulation/Transfer Policy, a permanent inter-institutional committee on articulation/transfer was established. This Articulation/Transfer Committee is comprised of eleven members: three from each of the three public institutions of higher education plus a chairperson and a staff person from the RI Office of the Postsecondary Commissioner. The institutional representatives are appointed by the president and are to include the institutional articulation/transfer officer. The chairperson is appointed by the Postsecondary Commissioner. Committee appointments shall be reviewed every three years.~~

Committee Responsibilities

The Committee is responsible to the Postsecondary Education Executive Council (PEEC) for the following tasks:

- * Soliciting suggestions from administrators, faculty and students matters of articulation/transfer;
- * Providing continuous evaluation and review of institutional programs, policies and procedures, and inter-institutional relationships affecting transfer of students;
- * Recommending such revisions as are needed in institutional programs, policies, and procedures to promote the success and general well-being of the transfer student.

The Committee shall fulfill these responsibilities in the following ways:

- * Recommending policy or procedural changes that would improve articulation/transfer in higher education institutions;
- * Recommending resolution of course equivalency disputes between cooperating institutions;
- * Conducting reviews as needed of the Articulation/Transfer Policy;
- * Planning and executing the annual meeting of department chairpersons and assisting in the production of the guide.

Committee Meetings

The Articulation/Transfer Committee shall be convened, as necessary, by its chairperson.

PART II: Undergraduate Transfer Policy

(Amended 1999-00)

The University of Rhode Island prepares a formal transfer credit evaluation only after an applicant has been accepted as a degree student. Evaluations are prepared in a course-by-course manner with the course number and course title of the former school displayed on the left side of the page and the University course equivalent on the right. Most of the course evaluations are made from catalog course descriptions. An equivalent University of Rhode Island course number is assigned wherever possible provided the other college work requires the same prerequisites as those required by University departments and provided the work is comparable in content, scope, and level to University courses.

If no equivalent URI course can be designated, departmental elective credits or free elective credits may be awarded. A departmental elective may be used to fulfill major or minor credit requirements in the specific department, but may not be used for General Education. A free elective fulfills credit hours needed for graduation but does not meet department or General Education requirements.

The University usually awards the credit value of the sending institution. Excess credits are used as free electives. Courses taken in disciplines that are not represented at the University of Rhode Island are awarded free elective credit unless the courses are equivalent or nearly equivalent to courses offered by URI.

Transfer credit may be given in those courses in which the student received a grade of "C" (2.00) or better, but no credit shall be given for courses in which a "C" or lower was earned. However, the RI Office of the Postsecondary Commissioner Policy for Articulation/Transfer (Appendix F, Part I) mandates that college level credit earned with minimally acceptable grades at another public postsecondary education institution in Rhode Island shall be transferable as earned credit.

~~Credit transferred from a community or junior college is limited only by the provision that the student must earn at least half the credits required for the University of Rhode Island degree at a baccalaureate granting institution.~~

~~No course credit earned at the University or at other institutions shall be counted for graduation after eight years, except by consent of the dean of the degree granting college involved.~~

~~Advanced Placement. The University awards credits and/or course exemptions to freshmen and transfer students who present scores of 3 or higher on the College Board Advanced Placement Tests.~~

~~Art, Music, Theatre courses offered by an accredited institution are referred to respective departments for evaluation for students majoring in those areas.~~

~~Athletics. The University does not grant credit for participation in intercollegiate athletics.~~

~~Business Administration Courses. The University grants direct transfer credit for equivalent business administration courses taken at institutions that are accredited by the American Assembly of Collegiate Schools of Business. Upper level business courses taken at an institution not accredited by this Association must be validated by examination. Those courses not validated will be awarded free elective credit.~~

~~College Level Examination Program (CLEP). The University grants transfer credit for CLEP examinations taken prior to enrollment at the University of Rhode Island provided the scores meet University standards and the CLEP credit does not duplicate other transfer credit.~~

~~Regulations regarding CLEP may be found in the University Manual. CLEP credit and score minimums are delineated in the University Catalog.~~

~~Correspondence Courses offered through an accredited institution shall be evaluated for transfer provided course titles, grades and credit values appear on an official college or university transcript.~~

~~Foreign Credits. Each foreign transcript shall be evaluated independently.~~

~~International Baccalaureate Diploma Program. Academic credit may be awarded for most higher level examinations passed with a score of 5, 6, or 7. Course credit is awarded at the discretion of individual departments. The University grants no credit for standard level examinations.~~

~~Non-collegiate Educational Experiences. Academic credit may be awarded for knowledge and skills gained in non-collegiate settings. Only assessment procedures approved by academic departments, colleges and the Faculty Senate may be used.~~

~~Pass/Fail Courses. The University accepts credits offered by an accredited institution that were taken on a pass/fail basis. However, such credit cannot be used for concentration or General Education requirements.~~

~~Pre-collegiate, Remedial, Personal Development or Self-improvement Courses. The University grants no credit for these courses.~~

~~Professional Courses. (e.g. Computer Science, Dental Hygiene, Engineering, Medical Technology, Nursing, Pharmacy) as well as courses of an advanced nature, independent studies, practicums and seminars offered by an accredited institution shall be referred to appropriate faculty for evaluation and course equivalency.~~

~~Proficiency and Waiver Examinations. A student who successfully passes a departmental proficiency examination shall earn credits as well as exemption from the course. A student who~~

~~successfully passes a department waiver examination shall be exempted from the course, but shall earn no credit.~~

~~Religion Courses. Only those courses offered by accredited institutions which are planned and taught from a strictly historical, literary or comparative viewpoint as determined by the appropriate faculty shall be awarded transfer credit.~~

~~Technical, Vocational Courses. The University grants no credit for technical or vocational courses. College parallel courses taken at technical institutions may be granted credit.~~

~~Veterans. The University evaluates the Formal Service Schools of veterans in accord with the recommendations of the American Council on Evaluation handbook, A Guide to the Evaluation of Experiences in the Armed Forces and credit allowances may be granted when appropriate to the curriculum in which registration is sought.~~

POLICY FOR ARTICULATION AND TRANSFER BETWEEN PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN RHODE ISLAND

COUNCIL ON POSTSECONDARY EDUCATION State of Rhode Island and Providence Plantations

https://www.riopc.edu/static/photos/2017/06/27/S6_Articulation_Transfer_062117.pdf

I. Introduction

Articulation between the educational programs of the Rhode Island public institutions of higher education is a matter of considerable importance. The relationships among the academic disciplines and between levels of coursework require clear understandings about content and purpose so that students will make progress toward their educational objectives without unnecessary disruption or duplication. Institutions within the system, therefore, are obliged to observe these guidelines and procedures for course and program articulation, and the transfer of credit.

II. Purpose

Articulation and transfer guidelines facilitate cooperation between higher education institutions for the purpose of accommodating the needs and interests of students who earn credit at one institution and choose to transfer to another. Successful transfer minimizes loss of time, duplication of coursework and added financial impact for students and optimizes the use of institutional and system resources. The policy recognizes that each institution has a separate and distinct mission, and that each has the responsibility to establish and to maintain academic quality within that mission. Underlying the policy is an attitude of mutual respect and cooperation among the institutions, and recognition that the primary objective of articulation agreements is to benefit students.

III. Guiding Principles

A. Each higher education institution has responsibility for establishing, maintaining and communicating requirements for students seeking to complete courses and programs and to earn certificates and degrees at the institution.

B. Each college and university has the responsibility and the authority to determine the requirements and course offering of its programs in accordance with its institutional role,

internal shared governance practices, and scope and mission as established by Rhode Island statutes and the policies of the Council on Postsecondary Education.

C. The faculty of the public institutions of higher education are acknowledged as the recognized content experts in the development of curriculum and in the approval of transfer agreements.

D. Colleges will treat home institution and transfer students equitably. Transfer students and home institution students will not be advantaged or disadvantaged as a result of the transfer process. Transfer students shall meet comparable program requirements as are required of home institution students. No other or additional means of assessment will be mandated for admission to the bachelor's degree institution or for the acceptance of credit, if not required of home institution students.

E. The Presidents of the public institutions of higher education shall ensure that effective transfer and articulation are considered to be an institutional priority and that all members of the academic community and staff will honor all agreements approved by their institutions.

F. Community College students who intend to transfer and earn a bachelor's degree should have regular advising which includes information on the benefits of completing the associate degree and transferring immediately and the benefits of reverse transfer.

G. Each institution recognizes the professional integrity of the other public institutions in the acceptance of credit.

IV. Coordination of the Curriculum

A. As an addition to the institutional process for the development or revision of the curriculum, faculty and transfer advising representatives of the sending and receiving institutions shall engage in discussion of curriculum changes that are likely to have an impact on existing transfer and articulation agreements at least twice during each academic year: at least once informally during the academic year and once at the annual transfer articulation meeting. Discussions should take place allowing sufficient lead time to provide an orderly change.

B. When the community college develops new lower division courses, the college must assure that the courses articulate to Rhode Island College and the University of Rhode Island as meeting general education, major prerequisite or major requirements. Courses developed to meet major requirements for career and technical programs will be exempt from this requirement if a completion bachelor's degree is not available.

C. Prior to implementation, any changes that will impact existing transfer and/or articulation agreements should include mutual consultation by the faculty at the receiving and sending institutions and notification shall be made to all academic departments and advising offices by May 15 or when new agreements are reached.

D. Once changes in lower division degree requirements are implemented, the baccalaureate institutions shall provide flexibility in meeting new requirements as needed. This policy will apply to course and degree requirements at the institutions, schools or colleges, and departments.

E. In instances where a department chair or other designated faculty or administrator has concerns regarding the articulation agreement or to a proposed change to an agreement, an appeal may be initiated in accordance with the stated Appeal Process.

V. Transfer Student Admission

A. The receiving institution will determine the admission of transfer students following an assessment of academic performance and standing as well as eligibility for entrance to a specific program. Students holding an associate degree (AA, AS, AFA, AAS, or ATS) with at least a grade point average of 2.4 from the Community College of Rhode Island shall be guaranteed admission to Rhode Island College and to the University of Rhode Island. However, acceptance to an institution does not guarantee admittance into a particular degree-granting program, major, minor, or field of concentration. Students graduating with an AAS, ATS or AFA who intend to transfer, should consult with an advisor to maximize their ability to transfer efficiently. All students will be required to complete the same formal application process as required of other transfer students applying for admission.

B. Transfer students will be held responsible for meeting the same criteria as home institution students for admission to the college or university or into specific degrees, programs, tracks or minors. Some programs have secondary admissions requirements (such as a higher grade point average). Certain practice-based majors may be closed to transfer students; the list of closed programs will be available on the transfer admission page of each public institution of higher education and on *RI Transfers*. The list of closed programs will be reviewed annually with the intent of opening them to transfer students if possible. These additional program admissions requirements will be the same for transfer students as for home institution students. Transfer students will not be required to take an additional assessment or demonstrate a grade point average if this is not required for home institution students.

C. If the number of transfer students seeking admission to a particular program exceeds the number that can be accommodated, program admission decisions will be

based on criteria developed and promulgated by the receiving institution; these criteria shall provide fair treatment for home institution students and for transfer students.

VI. Academic records and transcripts

A. Transfer of Grades

1. The grades assigned by the sending institution shall not be calculated into the Grade Point Average (GPA) earned at the receiving institution.

B. Academic Transcript

Institutions shall keep a complete student academic transcript. The transcript shall clearly identify each student and include all academic work for which the student was enrolled during each semester, the end-of-semester status in each course, grade and credit awarded. The transcript shall clearly indicate the source of credit (e.g., examination, course, assessment of experiences). A statement explaining the grading policy of the institution shall be part of each transcript.

VII. Transfer of Credits

A. Direction of Credits

The direction of student transfer (two-year to four-year college or university, four-year to two-year, and four-year to four-year) shall not affect the transferability of credit, unless so noted.

B. Numerical value of credits

The numerical value of credits shall be maintained in transfer. The receiving institution shall grant the same total number of credits as originally assigned by the sending institution. In some cases there may be a difference in the number of credits assigned to the course by each institution. In those cases, the course will receive the number of credits assigned by the sending institution with any remaining number of credits assigned as elective credits.

C. Age of credits

In most cases, credit earned in a transferable course will be granted without regard to the date when the course was completed. However, when updated skills and/or knowledge is necessary for future success, students could be required to take another course or otherwise obtain current knowledge (such as required by professional accreditation agencies) to meet degree requirements. Courses that cannot be applied to requirements for the major, minor, track or concentration will be applied to general education requirements and if not applicable to general education, as elective credit. This policy applies to home credit and transfer credit.

D. Remedial/Developmental course credit

Credit hours earned in remedial or developmental courses are institutional credit and are not applicable to credit hours required for any certificate, associate or bachelor's degree.

E. Earned Credits

College-level credit earned with a grade of 'D' or higher at one public higher education institution shall be transferable to another as earned credit. In those instances when a grade is specified in a course as a program prerequisite or requirement, transfer students shall meet the same requirement. Credits from courses earned with D, D+, or S grades will be applicable as elective credit.

F. Pass/Fail Credit

The application of pass/fail grading systems to transfer students shall be consistent with the application of those systems to students who entered the institution as freshmen. Transfer students should consult the catalog of the institution to which they are transferring regarding these policies.

G. Graduate and Advanced Professional Credit

Decisions regarding the transfer of credit toward advanced degrees (master's, CAGS, doctorate) or advanced professional degrees rests with the faculty of the degree-granting division.

VIII. Transfer of Courses

A. Course Prerequisites

All requirements and prerequisites for entrance into courses and programs shall be stated in the official catalog in a consistent manner. The determination of such requirements and prerequisites is the responsibility of the institution awarding the degree. Transfer students who have completed equivalent prerequisite courses and achieved an acceptable grade should not be required to repeat such prerequisite courses.

B. Transferability of Courses

College-level courses that earned credit at one institution shall be granted credit at the receiving institution. The receiving institution shall determine which courses are college-level on the basis of three standards: 1) the courses are not remedial or developmental; 2) the course carries one or more credit hours; and 3) the credit hours are eligible to be counted toward graduation at the receiving institution.

C. Transfer of Technical/Vocational courses and programs

1. Technical/vocational courses offered by the community college that are comparable to courses in baccalaureate programs or are applicable to baccalaureate degree requirements as determined by the receiving institution shall be granted transfer credit. In addition, the development of articulation agreements which allow

students to apply technical courses toward baccalaureate degree requirements is encouraged.

2. Technical/vocational secondary school courses that are comparable to courses in associate degree programs or are applicable to associate degree requirements as determined by the community college shall be granted credit as appropriate. The community college is encouraged to develop articulation agreements which will allow students to apply technical/vocational courses toward associate degrees. In addition, some courses may be awarded credit through separate articulation agreements with postsecondary career/technical schools or training entities as deemed appropriate by the community college.

IX. Extra-institutional Learning and Evaluation for Credit

A. The determination of the credit value of non-traditional learning for credit, course waiver, or advanced standing is typically achieved through examinations or other standardized or institutionally-accepted forms of assessing prior learning.

B. The institutions of higher education are encouraged to develop procedures to evaluate and accept non-institutional learning. The acceptance of extra-institutional learning must be in compliance with the standards of the New England Association of Schools and Colleges (NEASC)¹.

¹ 4.35 Credit for prior experiential or non-collegiate sponsored learning is awarded only with appropriate oversight by faculty and academic administration and is limited to 25% for credentials of 30 credits or fewer. When credit is awarded on the basis of prior experiential or non-collegiate sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students.

C. The institutions will employ best practices in the awarding of credit and in providing services to students. In awarding credit for extra-institutional credit, the institutions should use recognized guides and procedures which may include but are not limited to: national standardized examinations (e.g., CLEP, DSST, Excelsior/UExcel, Advanced Placement Program); National College Credit Recommendation Service (NCCRS) or American Council on Education (ACE) guides; credit by departmental or institutional exam or review; degree-relevant extra-institutional learning credit awarded and transcribed by the Joint Services Transcripts (JST) for the Army, Coast Guard, Marines or Navy, or CCAF for the Air Force; subject matter experts, not members of the institution, who evaluate extra-institutional learning at the request of the institution; or individual portfolio assessment using the Council for Adult and Experiential Learning (CAEL) or other standardized procedures authorized with permission of the institution.

D. The public higher education institutions shall clearly state their criteria for measuring and awarding credit and publish information about its credit by examination/assessment policies in its official catalog and website.

E. For credit by examination, information must be available that includes names of tests for which credit by examination is given (Advanced Placement, general and subject matter CLEP, ACT, institutional, etc.), and score levels which indicate that coursework requirements comparable to classroom situations have been met. For the College-Level Examination Program (CLEP), the receiving institution will accept the American Council on Education (ACE) recommended credit-granting score for the year in which the examination was taken.

F. Credit awarded through examination or other forms of assessment shall be identified as such on the transcript. These transcribed credits will be honored by the receiving institution; Credits accepted at a state institution of higher education through any form of prior learning assessment will be accepted by the receiving institution and to the extent appropriate shall be applied toward meeting degree requirements.

X. Applicability of Transfer Credit

A. All degrees consist of credits that are applied toward the major, general education requirements and elective credits. Some students choose to use elective credits toward a second major, minor, track or concentration.

B. When students transfer after completing a designated transfer Associate of Arts, Associate of Science, or Associate of Fine Arts degree, the courses which have been approved with the intent of meeting bachelor's degree requirements will be accepted fully and will apply toward bachelor's degree requirements. When students transfer without having earned a transfer Associate of Arts, Associate of Science or Associate of Fine Arts degree, the courses will be evaluated as comparable courses to home courses according to the current information on RI Transfers.

C. Transfer courses that are identified as comparable or equivalent to home courses shall be applicable toward prerequisites and requirements in the same way as home courses.

D. Nonequivalent courses that have been evaluated as meeting the intent of general education courses by the receiving institution will be accepted as meeting general education requirements.

E. Courses that are college-level courses (not remedial or developmental) that are not accepted as equivalent courses or as meeting general education requirements will receive elective credit.

XI. Transfer of Associate Degrees

A. Associate of Arts, Associate of Fine Arts, Associate of Science Degrees (AA; AFA; AS)

1. The Community College of Rhode Island will develop transfer associate degrees to eliminate obstacles in transferring to Rhode Island College and the University of Rhode Island. These degrees are intended for students who plan to complete an associate degree at the community college prior to transferring. Students who graduate with the Associate of Arts, Associate of Fine Arts and Associate of Science degrees that are designated as transfer degrees will earn sixty (60) credits that transfer and apply to a baccalaureate degree program, thereby, enabling them to transfer with junior status. It is possible that certain developmental or vocational courses may not transfer and therefore, students should confirm course transferability with an advisor. It is the expectation that students who have completed a transfer associate degree will have the same degree requirements, including the total number of credits required, as other home institution students.

2. Transfer associate degrees shall be developed for all majors that require a bachelor's degree for first careers and for all majors that are popular with transfer students as determined by the community college in consultation with the baccalaureate institutions. These transfer degree programs shall include sufficient general education coursework, major coursework and elective coursework to meet the learning outcomes required to achieve junior status in that major at the baccalaureate institutions.

3. Within the first year of the approval of this policy, the Community College will develop transfer associate degrees for the five most popular majors for transferring students. Thereafter, the community college is encouraged to continue developing transfer associate degrees until at least 60% of the total number of AA, AS, and AFA degrees are transfer degrees. The community college may develop separate transfer and career-focused tracks. By September 2019 all degrees in the Community College's catalog and student information system shall be clearly identified as transfer degrees or career-focused degrees. Some degrees may be identified as both.

4. The faculty of the community college, in consultation with the faculty of the baccalaureate institutions, will develop the curriculum of the transfer degrees. The baccalaureate institutions will be responsible for developing a list of common prerequisites and lower-division courses applicable to the major within six months of the passage of this policy and for reviewing the common lower division requirements annually prior to the annual articulation transfer meeting.

5. For Associate of Arts, Associate of Fine Arts, and Associate of Science degree programs that are not designated as transfer degrees, to the fullest extent possible, the college will include courses that transfer and apply to bachelor's degree programs.

6. The Joint Admission Agreement program shall be recognized as providing a clear transfer pathway and guidance from the associate to bachelor's degree and as meeting the goals of the transfer associate degrees.

B. Associate of Applied Science, Associate of Technical Studies

1. The Associate of Applied Science (AAS) and the Associate of Technical Studies (ATS) are oriented toward career and professional preparation; the primary intent of these programs is to prepare a student for entry into a particular occupation. The curricular design differs from the Associate of Arts or the Associate of Science in intentionally having more technical courses and fewer general education courses. While not intended strictly for transfer, changes in the needs of the workplace and opportunities for career growth may require the pursuit of a bachelor's degree.

2. Every effort should be made to ensure that students with an AAS shall transfer successfully either through the development of completion baccalaureate degrees (i.e., Bachelors in Technical Studies or Applied Technology) at Rhode Island College, or tracks within BA and BS degrees, or by development of program-to-program articulation agreements. When a completion degree or program-to-program articulation agreement does not exist, students with an Associate in Applied Science, Technical Studies or other applied degrees will have courses individually evaluated for transfer.

3. When the Associate of Applied Science (AAS) or Technical Studies (ATS) is used as the first two years toward a bachelor's degree, careful planning with the assistance of an advisor is required. Students who transfer with an Associate in Applied Science or Applied Technology Studies will be required to take additional general education courses upon transferring. The community college will develop guidance documents with recommendations to enable efficient transfer from the AAS and ATS degrees.

C. Programmatic Pathway Maps

1. Guided Pathways will be developed for each associate and bachelor's degree and will include the courses (with titles and codes) required for general education, major prerequisites and the major. The plans will be formatted into a term-by-term sequence of courses required to complete the associate degree in two years and the bachelor's degree in four years. Specific milestone courses or actions will be identified by

academic term. For transfer associate degrees, the guided pathways will reflect the application of 60 credits from the associate to the bachelor's degree.

2. For Associate of Arts, Associate of Fine Arts, and Associate of Science degree programs that are not designated as transfer degrees, program transfer plans shall be developed which will show how the courses required in specific community college degree programs will transfer to specific majors at the baccalaureate institutions. Further, wherever there are options, courses that are transferable and applicable to degree requirements will be recommended.

3. When a community college major does not have a completion degree or a corresponding bachelor's degree, the colleges are encouraged to develop programmatic transfer maps, which will provide guidance to students on the best alternatives for maximizing transfer to specific baccalaureate majors.

4. The institutions of higher education are encouraged to develop program pathway maps from the associate degree for all undergraduate majors at the baccalaureate institutions. These program pathway maps shall provide guidance for community college students by listing term-specific courses that are applicable to general education requirements, prerequisites for the major and major requirements and will include other related milestones for the bachelor's degree.

5. The colleges and university will develop meta-majors with the intent of guiding students who have not chosen specific majors to select courses that will advance them toward associate and/or bachelor's degrees. Further, the colleges and university will develop guided pathways from meta-majors to associate degree and to bachelor's degree requirements.

D. Completion Degrees

1. To meet the goal of increased baccalaureate attainment and support of a prepared workforce as stipulated in the Council on Postsecondary Education's strategic plan, the public baccalaureate institutions are encouraged to work with the community college to develop completion degrees for students graduating with an Associate in Applied Science, Associate in Technical Studies and other applied or technical degrees; these applied bachelor's degrees may include a Bachelor of Applied Technology, Bachelor of Technical Studies or other bachelor's degrees. These degrees will build upon the technical skills earned in the associate degree, from industry-certified credentials, technical courses taken in career-technical secondary education, or through prior learning assessment.

XII. General Education

A. General education programs are determined by individual institutions, each of which has the continuing responsibility for determining the character of its own program and for its own degree purposes. General education program requirements shall be

clearly stated in the institutional catalog and at RI Transfers. Students who intend to transfer to another institution should review that institution's general education requirements and discuss their plans with admissions counselors or advisors in their intended majors.²

² NEASC standard 4.18: The institution ensures that all undergraduate students complete at least the equivalent of 40 semester credits in a bachelor's degree program, or the equivalent of 20 semester credits in an associate degree program in general education.

B. The public institutions of higher education are expected to be both flexible and cooperative in sharing the responsibility to maximize the transferability of general education credits. The learning outcomes that have been identified from the baccalaureate institutions' general education programs will provide the foundation for the transfer of general education credits; the receiving institutions should be flexible in interpreting transferability with the goal of identifying 30-32 credits that transfer to address the learning outcomes. The baccalaureate institutions and the community college will work together to specifically articulate how existing and future general education courses from the community college will be applied to meeting the general education transfer goals. The baccalaureate institutions will develop a written chart of the shared learning outcomes within three months of the approval of the policy.

C. The public higher education institutions will utilize the transfer database that clearly delineates transfer pathways across the public institutions to meet current and future general education learning outcomes at the baccalaureate institutions. Both the chart of shared learning outcomes and the transfer database of courses meeting these outcomes will be available at RI Transfers. All courses meeting general education outcomes in the newly developed transfer database will automatically transfer and be applicable toward the general education program at the senior institutions. To the greatest extent possible, the public colleges will identify courses that meet the learning outcomes at both of the baccalaureate institutions. Transfer students will receive an evaluation from the baccalaureate institution advising the student how the community college general education courses will apply. The goal is that students who complete these general education learning outcomes will have 30-32 credits applicable to general education at the public baccalaureate institutions.

D. The Community College, as it advances its own general education program and courses, will establish general education courses that both meet the needs of their students and satisfy the general education learning outcomes at both Rhode Island College and the University of Rhode Island. This effort will further enhance the transferability of general education credits across the three institutions. The revised Community College of Rhode Island general education program will be presented to the

Council on Postsecondary Education by no later than June 30, 2018 and implemented no later than September 1, 2019.

XIII. Course Listing

A. Courses and programs that are not intended for transfer will be clearly designated and published with a clear notation in the catalog and online.

1. Course selection for students who plan to seek a baccalaureate degree at a Rhode Island public higher education institution shall be based on degree requirements published in the governing course catalog of the institution.
2. The Community College of Rhode Island must utilize a suffix for course numbers to alert students that the course may be non-transferable for a baccalaureate degree.

XIV. Resolution of Equivalency Disputes

From time to time there may be interinstitutional disagreements among the faculty of subject matter disciplines. These disagreements will normally be resolved at the chairperson level. Conflicts not resolved by the chairperson will be referred to the appropriate deans for review and determination; conflicts not resolved at this level will be referred to the Academic Vice presidents/Provosts. Disputes that are not resolved at the institutional-level will be referred to the Interinstitutional Articulation/Transfer Committee. The committee will resolve the dispute or forward a recommendation to the Commissioner of Postsecondary Education. The Commissioner of Postsecondary Education may accept the recommendation or seek an alternate resolution.

XV. Communication of Transfer Information

A. Interinstitutional agreements on course and program equivalencies shall be compiled regularly; the information shall be made available at the state's transfer web portal, *RI Transfers* (www.ritransfers.org) and shall appear in appropriate institutional publications. The transfer information available at *RI Transfers* is an integral part of the articulation/transfer policy and procedures and shall be regarded as the official resource for transfer information, along with the transfer information made available in the college catalogs, for use by students, faculty and staff. It is the responsibility of each institution of higher education to ensure that the information available on RI Transfers is current and accurate.

B. Transferable Courses

All transferable courses will be noted at *RI Transfers*. Courses may transfer as equivalent courses, as meeting general education requirements, and /or as elective credits.

C. Course Equivalencies

The institutions shall identify specific courses that are equivalent. This identification shall be on a discipline-by-discipline basis and shall be accessible at *RI Transfers*. Information about course additions, changes or deletions by an institution shall be communicated by the appropriate chairperson to the corresponding chairpersons at other institutions for equivalency evaluation before or during the annual meeting of departmental chairs.

D. Program Transfer Plans

The institutions shall develop program-to-program transfer agreements from specific majors at the community college to complementary majors at the baccalaureate institutions; these agreements shall be accessible at *RI Transfers*. Program transfer plans will consist of the sequence of courses to be completed to fulfill associate degree requirements at the community college and the equivalent sequences at the college and the university, where appropriate. Chairpersons shall agree on program-to-program equivalencies before or during the annual meeting of department chairs.

E. Program Pathway Maps

Program Pathway Maps are guidance documents that will be developed and will include the courses required for general education, major prerequisites and the major for bachelor's degree programs. The Program Pathway Maps will be updated annually and shall be accessible at *RI Transfers* (www.ritransfers.org).

XVI. Student Rights and Responsibility

A. Students who intend to transfer must inform themselves of the transfer admission requirements, and the program and degree requirements of the institution to which they expect to transfer. Students are responsible for seeking out the information and advice needed to develop a course of study for transferring. Delay in choosing a major and a senior institution, changing the major or senior institution, or in not following the course of study may affect the applicability of transfer credit.

B. When a student transfers under the course-to-course option, the articulation/transfer agreement in place when that student initiates the second half of the associate degree program (31 credit hours or more) will be the agreement that governs course equivalencies for that student.

C. When a student transfers under a program-to-program transfer agreement, the student is governed by the requirements in effect at the beginning of the academic year in which the student was officially matriculated into the program. These requirements will remain in effect for that student for five years regardless of changes to individual course equivalencies.

D. If a student is not satisfied with a college or university transfer decision, the student may first appeal at the college or university -level and then at the system-level. The college or university transfer process will be accessible at RI Transfers.

E. College or university appeal: Each college and university shall establish a student appeal process for transfer decisions including the acceptance of courses, application of credit and transfer admission.

1. Each appeal decision must include an explanation of the decision. The decision must be provided to the student in writing within 30 days of receipt of the appeal.
2. The appeals procedure must be available in the college/university student handbook, catalog and on the website.
3. The student may request assistance from academic advisors or the transfer /articulation officer at the sending institution in preparing the appeal.
4. If upon completion of the appeals process at the institutional-level, the issue is not resolved, further appeal may be made at the system-level.

F. If a student is not satisfied with the college or university transfer appeals decision, the student may submit a request to the senior academic officer at the Office of the Postsecondary Commissioner for a systems-level appeal to the Interinstitutional Articulation Transfer Committee.

1. The student shall submit a letter of appeal and include the decision from the college/university- level, transcripts and other documentation.
2. The senior academic officer shall convene the Interinstitutional Articulation Transfer Committee.

If a member of the Interinstitutional Articulation Transfer Committee is directly involved in the dispute, the president of that institution shall appoint an interim member of the committee in consultation with the Commissioner of Postsecondary Education.

3. The committee may request further documentation from the sending and receiving institutions of higher education. The committee will consider the materials submitted by the student and the institutions of higher education within thirty (30)

days if possible and no more than forty- five (45) days from the receipt of the request for an appeal.

4. All parties to the appeal will be notified of the date, time and location of the committee's meeting. All parties to the dispute may make an oral presentation to the committee.
5. The decision of the committee will be sent to the student and the Presidents of the higher education institutions involved in the dispute within fifteen (15) of the committee's meeting.
6. The determination of the Interinstitutional Articulation Transfer Committee shall be binding on all parties.

XVII. Reporting and Assessing Transfer Outcomes

A. The Office of the Postsecondary Commissioner will be responsible for establishing monitoring and reporting systems based on uniform data collection and reporting methods to facilitate the assessment of the effectiveness of transfer policies and ensure compliance with statewide articulation and transfer policies.

B. Data collected on transfer students from the community college to a Rhode Island public institution of higher education shall include:

1. The number of students who enroll in transfer associate degree programs.
2. The number of students who complete transfer associate degrees.
3. The number of students earning transfer associate degrees that transfer to public RI baccalaureate institutions.
4. For students who transferred from the community college either with or without an associate degree, to a public baccalaureate institution:
 - a. The total number of credits earned at community college at point of transfer
 - b. The number of credits transferred
 - c. The number of students who were awarded the bachelor's degree or certificate
 - d. The students' major at the point of transfer
 - e. The students' major at the point of graduation from baccalaureate institution
 - f. The time to degree completion from baccalaureate institution
 - g. The total number of credits earned at graduation from baccalaureate institution
 - h. Comparative final cumulative grade point average earned at Community College of Rhode Island with the final cumulative grade point average earned at time of graduation from the baccalaureate institution.

C. Data collected on students who transferred from one public Rhode Island baccalaureate institution to another system baccalaureate college or university:

1. The number who transferred
2. The total number of credits earned at point of transfer
3. The number of students who were awarded a degree or certificate
4. The students' major at home institution
5. The students' major at the point of graduation from transfer institution
6. Total number of credits at graduation from transfer institution
7. Comparative final cumulative grade point average earned at home institution with the final cumulative grade point average earned at time of graduation from the transfer institution.

D. Data collected on students who transferred from a Rhode Island public baccalaureate institution to the community college:

1. The number who transferred
2. The total number of credits earned at point of transfer
3. The number of students who transferred after earning a postsecondary certificate or degree
4. The number of students who completed a degree or certificate at the community college
5. The students' major at home institution
6. The students' major at the point of graduation from the transfer institution
7. Total number of credits at graduation from the transfer institution
8. Comparative final cumulative grade point average earned at home institution with the final cumulative grade point average earned at time of graduation from the transfer institution.

E. A report will be prepared annually on the transfer outcomes and will include strategies for making further progress in assisting transfer students to complete the bachelor's degree efficiently.

XVIII. Interinstitutional Articulation Transfer Committee

A. Composition of the Committee

To assure compliance with and the continuing viability of the Articulation/Transfer Policy, a permanent interinstitutional committee on articulation/transfer was established. This Articulation/Transfer Committee is comprised of eleven members: three from each of the three public institutions of higher education plus a chairperson and a staff person from the Rhode Island Office of the Postsecondary Commissioner (RIOPC). The institutional representatives are appointed by the president of the respective institutions and are to include the institutional articulation/transfer officer. The chairperson is appointed by the

Commissioner of Postsecondary Education. Committee appointments shall be reviewed every three years.

B. Committee Responsibilities

1. The committee is responsible to the Postsecondary Commissioner for the following tasks:

Soliciting suggestions from administrators, faculty and students concerning matters of articulation/transfer;

Providing continuous evaluation and review of institutional programs, policies and procedures, and interinstitutional relationships affecting transfer of students;

Recommending such revisions as are needed in institutional programs, policies, and procedures to promote the success and general well-being of the transfer student.

Providing the system-level appeals of transfer decisions.

2. The committee shall fulfill these responsibilities in the following ways:

Recommending policy or procedural changes that would improve articulation/transfer in higher education institutions;

Recommending resolution of course equivalency disputes between cooperating institutions;

Conducting reviews as needed of the Articulation/Transfer Policy;

Planning and executing the annual meeting of department chairpersons and assisting in the review of information at RI Transfers.

Preparing a report with recommendations for developing institutional strategies that recognize the importance of transfer students, creating tailored advising support and establishing clear transfer pathways.

Reviewing information submitted as part of the system-level review of transfer decision and making a final determination.

C. Committee Meetings

1. The Articulation/Transfer Committee shall be convened, as necessary, by its chairperson.

Definition of Key Terms

1. Extra-institutional learning: study or learning conducted outside of programs or courses formally sponsored for credit by colleges and universities such as non-sponsored experiential learning or prior life or work experience.
2. General Education program: A required component of all degrees developed by each institutions of higher education by the faculty and approved by the administration and by the Council on Postsecondary Education. The general education program is intended to ensure that all graduates of an institution have a balanced core of competencies and knowledge.
3. Home credit: credit awarded by a college or university for completion of its own courses or other academic work.
4. Lower division credit: credits at a freshman or sophomore level.
5. Home institution student: a degree-seeking student who entered a given college or university as a first-time freshman from high school without first matriculating at another college.
6. New England Association of Schools and Colleges (NEASC) – the regional organization for institutional accreditation. An institutional accrediting agency evaluates the institution as a whole, applying the standards in light of the institution’s mission. Besides assessing educational programs, it evaluates areas such as governance and administration, financial stability, physical resources, library and technology, admissions, and student services. Institutional accreditation encompasses the entire institution.
7. Prior learning assessment: prior learning assessment (PLA) is the term used for the means used by higher education institutions and other organizations to assess learning

for the purposes of granting college credit or advanced standing in a postsecondary education program. (The Council on Adult and Experiential Learning)

8. Receiving institution: college or university attended by transfer student after transfer to another college.
9. Sending institution: college or university attended by transfer student before transfer.
10. Transfer credit: credit granted by a college or university for courses or other academic work completed at another institution.
11. Upper division credit: credit at a junior and senior level.