

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

~~Board of Governors for Higher Education~~ Council on Postsecondary Education

State of Rhode Island and Providence Plantations

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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 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 and 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.

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 developed and promulgated by the institution; these criteria shall provide for 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 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 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.

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. Colleges will treat home 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 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.

- D. 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.
- E. Students attending the community college with the intent of pursuing a bachelor's degree shall be encouraged by the sending and receiving institutions to complete the associate degree and to transfer into baccalaureate study immediately after completing the associate degree.

IV. Coordination of the Curriculum

- A. As an addition to the institutional process for the development or revision of curriculum, 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. Discussions should take place allowing for sufficient lead time to provide an orderly change.
- B. When new lower division courses are developed at the community college, Community College of Rhode Island 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, may be exempt from this requirement if a completion bachelor's degree is not available.
- C. Prior to implementation, any changes that will impact on existing transfer and/or articulation agreements should include mutual consultation by receiving and sending institutions and notification shall be made to all academic departments and advising offices when new agreements are reached.
- D. Once changes in lower division degree requirements are implemented, the baccalaureate institutions shall allow at least two years before the changes become effective for transfer students. This policy will apply to course and degree requirements of institution, school or college, and department.
- E. In instances where a department chair or other designated 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. ~~Admission of transfer students will be determined by the receiving institution~~ 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 associate of arts degrees oriented toward the baccalaureate degree~~ Students holding an associate degree (AA, AS, AFA, AAS, 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 concentration.

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). These additional program requirements will be the same for transfer students as for home institution students. Transfer students will not be required to take additional assessment or evaluation 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 institution; these criteria shall provide fair treatment for institutional students and for transfer students.

VI. Academic records and transcripts

A. Transfer of Grades

1. Courses completed with a grade of 'D' or above shall be accepted and applied in the same way as home courses.
2. 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 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.

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

Credit earned in a transferable course will be granted without regard to the date when the course was completed. In degree programs, specifically in scientific or professional programs, students may be required to take another course or otherwise obtain current knowledge. 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 ~~minimally acceptable grades~~ a grade of 'D' or higher 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.~~ In those instances when home institution students are required to earn a specific grade in a course that is a program prerequisite or requirement, transfer students shall meet the same requirement.

A.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.

B.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 CoursesA. 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, awarded credit at one institution, shall be granted credit at the receiving institution. The sending institution shall determine which courses are college-level on the basis of three standards: 1) the courses are not remedial or developmental; 2) the courses carries one or more credit hours; 3) the credit hours are eligible to be counted toward graduation at the sending 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 are encouraged.
2. Technical/vocational secondary school courses that are comparable to courses in the associate degree programs or are applicable to associate degree requirements -as determined by the community college shall be granted transfer 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 accepted through separate articulation agreements with secondary schools and career/technical schools or training entities.

IX. ~~Non-Traditional Learning~~ 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 an examination or other standardized or institutionally-accepted form forms 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.~~

B. The acceptance of extra-institutional learning must be in compliance with the standards of the New England Association of Schools and Colleges (NEASC)¹.

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:- 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 exam or review, degree-relevant extra-institutional learning credit awarded and transcribed by the Joint Services Transcripts (JST) ~~another accredited institution or transcribed by ACE AARTS 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; individual portfolios using the Council for Adult and Experiential Learning (CAEL) or other standardized procedures authorized with permission of the institution.

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.

A-D. The public higher education institutions shall clearly state its 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 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.

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.

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. Transfer degrees will be developed to eliminate obstacles in transferring from the Community College of Rhode Island to Rhode Island College and the University of Rhode Island. These degrees are intended for students who plan to complete the first two years of college 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. These programs shall include thirty-four (34) credits of a common general education core, eighteen (18) credits toward the common area of emphasis (major and prerequisites for the major or programmatic field of study) and eight (8) credits to be selected from transferable electives (courses toward the major or unmet general education requirements).
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. The community college may develop separate transfer and career-focused tracks; each option shall be clearly identified in the catalog and in the institution's student information system and a career and transfer pathway provided for each.
3. The general education core shall be common to all Rhode Island public higher education institutions and shall be fully transferable as a block to satisfy lower-division general education requirements. A completed category within general education (natural sciences, social sciences, humanities) shall transfer as a block without further review.
4. The community college will develop transfer degrees which include, in addition to the general education core, 18 credits of common prerequisites and lower-division courses toward the baccalaureate requirements in the major. Where there is a difference in the prerequisite and lower-division major requirements, the baccalaureate institutions will be responsible for developing a common list of prerequisites and lower-division courses applicable to the major.
5. The baccalaureate institutions will fully accept all sixty (60) credits in the designated transfer degree programs and shall not require any additional lower-division courses in general education. Students will enter with junior status conditional upon meeting the same requirements for specific grades as home institution students with the same number of credits.
6. For students who transfer without having earned a transfer Associate of Arts, Associate of Fine Arts or an Associate of Science, courses will be evaluated on an individual basis. Advising materials shall be developed to guide these students toward the completion of courses toward general education and lower-division major requirements at the baccalaureate institutions.
7. The Associate of Arts, Associate of Fine Arts and Associate of Science degree programs that are designed for transfer will be clearly identified in the catalog. The community college will prominently identify career programs in the catalog that are not intended for students who plan to transfer into a bachelor's degree program; however, some of the courses in these degrees may be applicable toward baccalaureate degree requirements.

8. Associate of Arts, Associate of Fine Arts, and Associate of Science degree programs that are not designated as transfer degrees shall have program transfer plans 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 course options, courses that are transferable and applicable to degree requirements will be recommended.
9. For those associate degrees for which there is no corresponding bachelor's degree available, the colleges will establish transfer pathways for students seeking a bachelor's degree in another or related field.

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) or by development of program-to-program articulation agreements.
3. When the Associate of Applied Science or Technical Studies 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.

C. Programmatic Pathway Maps

1. When a community college major does not have a completion degree or a matching bachelor's degree, the colleges are encouraged to develop programmatic field transfer maps which will provide guidance to students on the best alternatives for maximizing transfer.
2. The institutions of higher education shall develop program pathway maps 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.
3. The colleges are encouraged to develop Joint Admissions Transition Plans which provide students with a course of study at the community college which will transfer and apply toward general education and major requirements at the baccalaureate institutions.

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.
2. 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 degree will have courses individually evaluated for transfer.

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 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.
- B. In order to promote liberal learning, through a common body of knowledge and academic skills, and to assist in the efficient progression to the baccalaureate degree, all associate of arts, science and fine arts degrees and all bachelor’s degrees will have a minimum of 34 credits of a common core of balanced general education. Students completing the Rhode Island Transfer General Education Core courses will not be required to take any additional lower-division general education courses upon transfer to the senior institution. The senior institutions may require an additional two courses (6-8 credits) in upper division, or capstone general education courses.²
- C. Each higher education institution shall design, develop, and implement a general education program that includes a minimum of thirty-four (34) semester hours of credits that will be considered as equivalent to the corresponding blocks of general education at the other public institutions. The faculty of the public higher education institutions will be responsible for determining which courses will meet the requirements at all of the institutions.

Category	Credits
Writing/Communication Skills	3-6 credits
Humanities	3-6 credits
Arts & Design	3-4 credits
Quantitative/Symbolic Reasoning	3-4 credits
Behavioral and Social Science	3-6 credits

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’s degree program in general education.

<u>Life and Physical Sciences</u>	<u>4-7 credits</u>
<u>Global Knowledge & Responsibilities</u>	<u>3-4 credits</u>
<u>Diverse Perspectives/Civic Responsibilities</u>	<u>3-6 credits</u>
<u>Total credits required</u>	<u>34 credits</u>

Students will take at least one course and not more than two courses in any category. The 34 credits core will be understood to meet all of the lower division general education requirements at the baccalaureate institutions. Students who transfer before earning a degree but who have completed subject-area categories within the RI General Education Core, have fulfilled the general education requirement in that subject category. The baccalaureate institutions shall be able to require up to 6 additional credits of general education at the upper division or as a capstone course.

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.

B. Common Course Numbering

1. All undergraduate courses in each institution must be common-course numbered with equivalent courses offered throughout institutions. To be assigned a new and unique course number at least 20 percent (20%) of the proposed course content must be unique and not found in a current or pending course.
2. Any additions or changes to undergraduate course prefixes, numbers, titles, and/or credits must follow the procedures established by the Office of the Postsecondary Commissioner and may not be included in class schedules or catalogs until written approval is received from the Office of Postsecondary Commissioner.
3. The common course numbering information shall be maintained by the Office of Postsecondary Commissioner in the online Transfer Guide accessed at *RI Transfer* (www.ritransfers.org).
4. Each institution shall include in its official catalog of undergraduate courses a section stating all lower-division prerequisites for each upper-division specialization or major program.
5. A system-wide course numbering rubric for all institutions shall be maintained so that baccalaureate transfer courses are clearly identified for student reference prior to registration under the following general course numbering parameters:

<u>a. Remedial/developmental courses</u>	<u>001-099</u>
<u>b. Lower-division courses</u>	<u>100-299</u>
<u>c. Upper-division courses</u>	<u>300-499</u>
<u>d. Master's-level</u>	<u>500-699</u>
<u>e. Doctoral-level</u>	<u>699-799</u>

6. Course selection for students who plan to seek a baccalaureate degree at another public higher education institution shall be based on degree requirements published in the Transfer Guide and in the governing course catalog of the institution.
7. 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.
8. Within the college’s information system, non-transferable courses must be appropriately identified for students and advisors during the registration process.

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 Articulation/Transfer Committee. The committee will resolve the dispute or forward a recommendation to the Commissioner of Postsecondary Education ~~Executive Council (PEEC)~~ ~~PEEC~~ The Commissioner of Postsecondary Education may accept the recommendation or seek an alternate resolution.

XV. ~~Transfer Guide~~ Communication of Transfer Information

~~A.~~ 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. ~~and be compiled regularly in a single document entitled: The transfer information available at RI Transfers constitutes the~~ Transfer Guide for Students. ~~(hereafter, the guide).~~ The ~~guide~~ Transfer Guide is an integral part of the articulation/transfer policy and procedures and shall be ~~made available for use by students, faculty and staff.~~ 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.

B. 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~~ Transfer 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.

C. Program ~~Equivalencies~~ Transfer Plans

The institutions shall specify transfer agreements on a program-to-program basis; these agreements shall appear in the ~~guide~~ Transfer 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.

D. Program Pathway Maps

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

E. Non-transferable Courses

Non-transferable courses will be noted in the guide.

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.~~

XVI. Student Rights and Responsibilities

- 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 or in following the course of study may affect the applicability of transfer credit.
- B. 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 Interinstitutional Articulation/Transfer Committee; the decision of the Interinstitutional Articulation/Transfer Committee shall be final. The transfer appeals process is accessible at *RI Transfers* (www.ritransfers.org).

- C. 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.
- D. 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.

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 from the community college to a public institution of higher education shall include:
1. The number and percentage of students who enroll in transfer associate degree programs.
 2. The number and percentage of students who complete transfer associate degrees.
 3. The number of students earning transfer associate degrees that transfer to public baccalaureate institutions.
 4. For students who transferred from the community college with an associate degree 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
 - d. The students’ majors at the point of transfer
 - e. The students’ majors at the point of graduation from baccalaureate institution
 - f. The time to degree completion
 - g. The total number of credits earned at graduation
 - h. Comparative final cumulative grade point average earned at the 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 at transfer institution

6. Total number of credits at graduation
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 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 at the transfer institution
7. Total number of credits at graduation
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 as 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 Higher Education (RIOHE)~~ Office of the Postsecondary Commissioner (RIOPC). The institutional representatives are appointed by the president and are to include the institutional articulation/transfer officer. The chairperson is appointed by the Commissioner of Higher Postsecondary Education. Committee appointments shall be reviewed every three years.

B. Committee Responsibilities

1. The Committee is responsible to the Postsecondary ~~Commissioner~~ Education Executive Council (PEEC) 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.

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 production of the guide.
- 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.

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. Transfer Student: A student who enters one college or university after completing credits at another college or university after high school graduation.
12. Upper division credit: credit at a junior and senior level.