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AUTHOR Kintzer, Frederick C.
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ABSTRACT

With increasing numbers of students beginning their college education in two-year institutions, a need arises to provide a smooth and continuous flow of students from the junior college to the senior college. This Topical Paper provides summaries of current articulation efforts in all of the 50 states. Both state and college officials supplied information for this paper. Background information, transfer philosophy, transfer policies and procedures, articulation problems, and a projection of the future practices in each state's higher education system is presented. (PC)

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NATIONWIDE PILOT STUDY ON
ARTICULATION

Frederick C. Kintzer

ERIC Clearinghouse for Junior Colleges
Graduate School of Education and the University Library
University of California
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11. The Person: A Conceptual Synthesis. March 1970.
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15. Nationwide Pilot Study on Articulation. November 1970.

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INTRODUCTION

As higher education enters a new decade, the growth of the two-year community-junior college continues unabated. It was signaled in the early 1960's by the President's Commission on National Goals, the Education Policies Commission, and other commissions that recommended universal higher education through the first two years of college.

Gleazer graphically summarized the development when he pointed out that:

Ten years ago, one out of five students in the nation began his work in a community college. Now the number is more than one out of three. Soon it will be one out of two (2:4).

In the 1960's, the two-year college expanded most rapidly in urban and suburban areas of major population centers. High enrollments, which had already climbed above 15,000 in Los Angeles, New York, and Chicago community colleges, were now found in St. Louis, Miami, Dallas, Cleveland, Pittsburgh, Philadelphia, Boston, and Seattle (2:4,5). Size alone compounded the difficulty of providing individualized instruction and became a major problem in the articulation process--the transfer of community college graduates to universities and senior colleges.

Articulation Defined

"Articulation" is popularly defined as a process which, at best, provides a continuous flow of students from grade level to grade level and from school to school. Implicit in this process is the need to systematize the activities influencing student progress. In its broadest definition, articulation also refers to the interrelationships between schools and colleges, quasi-educational institutions, and other community organizations--all activities that affect the movement of students.

Articulation can also be described as an attitude--the reactions of personnel responsible for student progress through an educational system and from one system to another.

The heart of the process is clearly found in major activities identified in the report of the National Project for Improvement of Articulation Between Two-Year and Four-Year Colleges: Admissions Evaluation of Transfer Courses and Grades, Curriculum Planning, Advising, Counseling and Other Student Services, and Articulation Programs (types of representation, machinery, procedures, and communication between institutions) (5). Although all elements are considered in the nationwide pilot study reported in this publication, the state-by-state accounts give primary attention to the evaluation of transfer courses and the machinery of articulation.

Significance of the Nationwide Pilot Study

As indicated earlier, the responsibility for lower-division education has rapidly shifted to the nation's community colleges.

In New York, the actual number of junior college graduates wanting to transfer to senior institutions is likely to double by 1975. At present, the two-year colleges in New York's SUNY system have approximately sixty per cent of the system's total full-time student body. By fall 1970 in California, over ninety per cent of all freshmen enrolled in public higher education systems were in the state's ninety-six community colleges. In Florida, where almost one hundred per cent of the population lives within commuting distance of a community college, two out of three begin in a two-year college.

Sweeping changes in both university and community college policies must take place to meet this rising pressure--liberalization of university admission patterns as well as an expanded variety of upper-division programs that are meaningful to the transfer student. Community colleges are, in turn, obligated to expand full-time counseling to close the existing gap in the ratio of counseling staffs to students.

Efforts to provide systematically for the transfer student have not kept pace with the tremendous increase of community college transfer enrollments. Plans are noted in scattered areas of the country, but usually in single districts or institutions rather than in regions or in states where the pressure is the greatest. Only a handful of states have developed plans for effective transfer. This situation has improved little since Knoell and Medsker made their comprehensive nationwide study in 1963-64.

The net effect of junior college development on the production of baccalaureate recipients has scarcely been considered in making master plans (4:3).

A corresponding lag was reported in a recent monograph on community college state master plans. In some nineteen state plans analyzed, Hurlburt noted a total absence of transfer policies and procedures. Few states are using this effective vehicle to establish priorities where transfer needs are greatest, thereby safeguarding statewide coordination throughout higher education (3:41).

Establishing more community colleges is a partial solution. The Carnegie Commission recently recommended the establishment of approximately 400 new community colleges by 1980, and also called for post-secondary programs that are relevant to more diverse student groups in terms of age, quality of preparation, geographic location, and ethnic origin (1).

Commitments to orderly transfer procedures in Florida and California and groups of junior and senior institutions in New York and Washington are harbingers of the future. It is abundantly clear that the community college will remain in a difficult if not untenable position if systematic statewide plans are not quickly developed.

The remainder of this publication is devoted to a Nationwide Pilot Study of Junior College/University (Senior College) Articulation--summaries of articulation efforts in all of the fifty states. Material concerning each state is

presented in a five-section format:

Background

statement on the two-year college including a brief historical development in that state, current types and numbers, administrative patterns, and, whenever possible, the identification of groups--state committees, official or otherwise--devoted to articulation

Philosophy

pertaining to transfer

Policies and Procedures

Problems

The Future

Much of the information was gathered through correspondence with educators who graciously responded to the author's requests. Many individuals--state officials, university and college directors of admissions, registrars, and community college presidents and deans--provided commentary that has been, as far as possible, included in the manuscript. Contributors are acknowledged at the conclusion of each state word-picture.

The purpose of this topical paper is to present the story of articulation efforts in the various states--to tell it as it is. Analysis and interpretation of the information will be offered in a chapter of a forthcoming book on the community college curriculum, edited by Professor C. C. Colvert, The University of Texas, and published by Jossey-Bass, Inc.

The author is planning a comprehensive project on articulation practices in the near future, envisioning an in-depth study of selected states.

Frederick C. Kintzer
Associate Professor of
Higher Education, UCLA, and
Associate Director, Office
of Relations with Schools
(Universitywide)

September 1970

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ALABAMA

Seventeen state junior colleges.

Background. While private junior colleges had existed for several decades in Alabama, public state-supported two-year colleges first became operative in 1965 under the Alabama Trade School and Junior College Authority Act of 1963. The Act specifies the functions of the state junior colleges.

Auburn University, like other senior institutions, accepts the comprehensive curriculum role of the state junior colleges and has begun to gear its own instructional program toward upper-division and graduate levels. At Auburn University, freshman admission is limited to 2,500 students annually to allow for upper-division growth.

Philosophy. Low-cost education and comprehensive curricular offerings characterize the Alabama junior college system. Academic programs are based on university and senior college curricula. Transfer from junior colleges to Auburn University operates smoothly, largely because of the mutually agreed role definitions.

Policies and Procedures. The legislative act that created the state junior college system did not include a section on course-credit acceptance. Through the years, however, Auburn University had developed a framework of transfer procedures with junior colleges. The Office of High School Relations, which now includes junior college relations, publishes a manual of transfer guidelines for all Auburn University curricula. The university deans are responsible for preparing guidelines. Major transfer policies are as follows:

1. A transfer student with ninety-six quarter hours (two years) of work with a C overall grade-point average is generally eligible for admission to Auburn University.

2. A junior college student seeking admission with fewer than ninety-six quarter hours of course work must have been eligible for the university at the time he entered the junior college. He must also have had a C overall average in junior college.

3. Credits are acceptable from junior colleges in an amount equal to the credit given for the first two years of the appropriate baccalaureate degree. Each dean has the authority to evaluate the applicability of a course to the student's curriculum.

4. A dean may reject credit for a course for which only a D grade has been earned.

5. Credits from junior colleges not yet accredited are accepted with the stipulation that a C average must be earned in the first year at Auburn; otherwise, credit is reduced a proportionate amount.

6. A junior college transfer is not required to meet curriculum changes made at Auburn if the changes are placed in his curriculum below the academic level he has already achieved.

A minimum average of C based on all college work attempted is necessary for admission to the University of Alabama. Those admitted on scholastic probation will receive no credit for D grades earned elsewhere.

No more transfer credit per semester is allowed than would normally be earned in similar work at the university. Not more than sixty-four semester hours will be transferred into the University of Alabama.

A student who has earned no more than twenty semester hours of successful collegiate work may elect to discard all credits and enter a division of the university as a beginning freshman on probation. No non-professional courses previously passed may be repeated for credit.

Future. Acceptance of the state junior colleges by the academic community, the public, and political leaders insures them of a continued educational role in Alabama. Their goals

are beginning to be realized. Continued communication and cooperation among the academic institutions of the state are the necessary ingredients to guarantee that junior college students may transfer two years of acceptable credits to four-year institutions and complete degree requirements.

Material submitted by:

Tom A. Stallworth
Assistant Registrar
Auburn University

ALASKA

Seven community colleges and one private, church-related two-year college.

Background. Community colleges in Alaska are an integral part of the University of Alaska system of higher education. While the state is responsible for operating and maintaining academic programs, local school districts such as Ketchikan, Anchorage, Kodiak, Sitka, and Juneau-Douglas finance a portion of the non-academic and non-degree programs in community colleges.

The administrative leader of each community college is the Resident Director, full- or part-time, who answers to a university provost or to the Dean of the Division of State-wide Services.

Philosophy. The university offers collegiate curricula for full academic and residence credit at community colleges. Community colleges have an open-door policy and a broad spectrum of programs to meet the needs of the people.

Policies and Procedures. A C is the minimum transfer grade. Transfer credits are evaluated by the University Registrar and, after the student is admitted, approved by the appropriate department head. Transfer students with less

than the acceptable number of units (thirty) are required to take the tests of the American College Testing Program. These tests are used primarily for determining placement.

Problems. Keeping up with the demand for programs, staff, and facilities is the most pressing problem.

Future. By 1974, there will be a community college in each of Alaska's population centers. The state will continue to increase its direct base support for non-academic credits as well as for academic credit programs, and student enrollment will continue to mount rapidly.

Material submitted by:

Arthur S. Buswell
Vice President for Public
Service
University of Alaska

David R. Knapp
Assistant Director
Anchorage Community College

ARIZONA

Eleven comprehensive community colleges, including one technical college within the Maricopa County (multi-) junior college district and one aviation institute.

Background. An independent state board for junior colleges was established in 1960. The law allows a county or combination of contiguous counties to organize a district. The state board controls curriculum and the local (county) boards employ personnel and make their own budgets.

About thirty per cent of Arizona's community college students are enrolled in occupational programs--roughly the national average. It is predicted that eight out of ten Arizona lower-division students will be in two-year colleges by 1980.

Local county governing boards are charged with responsibility for operating the local colleges under the general

supervision of the State Board of Directors for Junior Colleges. The Higher Education Coordinating Committee meets twice yearly to discuss transfer problems.

Philosophy. Community colleges in Arizona are accredited by the university. Pending completion of procedures, the university will accept full credit for community college courses passed with a C or better.

The community colleges are open-door and are designed to meet community needs in the broadest sense.

Policies and Procedures. Neither the university nor the state university will accept transfer courses in which D grades are received. A maximum of sixty-three semester hours will be accepted for transfer at Arizona State University. Authorization is made by the standing committee of the appropriate university or college. None of the community colleges, senior colleges, or universities transfer grades--only credits.

A transfer student may follow the degree requirements specified in Arizona State University catalog in effect when the student begins his community college career. Upper-division credit will ordinarily not be allowed for courses taken at community colleges. Special cases are excepted by the university upon petition.

Problems. Many problems have been called to the attention of the Higher Education Coordinating Committee:

1. A double standard has been created because of colleges not transferring grades:

- a. It is possible for a transfer student to graduate Phi Kappa Phi even though he had a poor first year academically at some junior college. Since his grades do not transfer (only credits), his grade-point average at the university is calculated on a different basis from the native student's, whereas the latter must live with his first-year grades.

b. The native student has an advantage at a university in that he can overcome a certain number of D's to graduate. The junior college transfer cannot apply the D's that he received at the junior college to graduation, since he cannot transfer them.

2. The junior colleges and the universities have different residence requirements. A student can, as a resident, attend the junior college in the state for one semester and then transfer to the university thinking that he is a resident, only to find out that he is not classified as such at the university.

3. The junior colleges have an open-door policy and, as a result, have many remedial courses not designed for transfer purposes. Students who have had to take remedial courses because of academic deficiencies graduate from the junior college only to find that, when they transfer to a university, they have less than a junior standing. The universities, as a result, are falsely accused of not accepting junior college credits.

Future. The future of the community college in the State of Arizona is very bright. The present junior college laws are being used as models in other states. While many problems still exist, they are being worked out. Support from the universities for the junior colleges has been extremely good.

There is also strong support for the junior colleges from the state legislature and from many other state leaders. Enrollments at the universities may not be permitted to grow much beyond their present number (27,000); the additional students can be accommodated through the expanding junior college program.

By 1980, as mentioned earlier, eight out of ten Arizona lower-division students are expected to be enrolled in community-junior colleges.

Material submitted by: John D. Riggs, President
Mesa Community College
Mesa, Arizona

ARKANSAS

Two public comprehensive community colleges, one two-year branch of a state university, four private junior colleges, and ten area vocational-technical schools.

Background. The Arkansas General Assembly passed enabling legislation in 1965 to permit municipalities, counties, or groups of counties to create community college districts. A Commission on Coordination of Higher Educational Finance (the State Community Junior College Board) coordinates establishment of a comprehensive two-year college, which is considered a local institution. Each Arkansas community junior college is governed by a separate local board.

The commission recently released an influential booklet, The Community Junior College Story. This document sets forth three plans for identifying potential community college areas, following the basic philosophy that all counties would eventually be served by comprehensive colleges.

Philosophy. No formal articulation agreements exist among junior and senior institutions. Transfer is less difficult in Arkansas than in many states where massive enrollments have necessitated specific agreements and selective admissions. All credit, including some vocational work, earned at an accredited community college is accepted by the University of Arkansas. For example, the University will apply ninety units of Agriculture transfer credit toward graduation.

University personnel are invited by the newly forming community colleges to act as consultants on program development.

Policies and Procedures. It is the policy of the Commission on Coordination of Higher Educational Finance to encourage ease of transfer of students from junior to senior institutions. Many students transfer to the university before receiving the associate degree, some with only a few semesters of work.

Problems. Problems related to acceptance of credits in particular programs are occasionally noted, but no major ones have developed thus far.

Future. Since the system of public community colleges is just taking shape, no major statewide articulation program is contemplated in the immediate future.

Material submitted by:

M. W. McLeod
Assistant Director for
Community Junior Colleges

Carter A. Short
Registrar
University of Arkansas

CALIFORNIA

Ninety-six comprehensive public community colleges; at least eighteen districts operating two or more colleges.

Background. California, a pioneer in the development of the junior college, established its first junior college in 1908 as a secondary school extension. The movement, initiated by the Caminetti Act of 1907, has steadily grown in size and scope. Important legislation and studies contributing to the development include: (1) the 1921 Independent District legislation (a recent regulation requires that only independent districts have community colleges), (2) The Suzzallo Study (1932), (3) The Straver Study (1947), (4) The Restudy (1954), and (5) The Master Plan for Higher Education, portions of which became law in 1960. A tri-partite system of higher education was created by The Master Plan to be coordinated by a Coordinating Council for Higher Education. While junior colleges thus legally became a part of the state's higher education system, they also remained, by constitutional authority and by statute, a part of "public education."

The 1967 State Legislature passed two important measures: one, the Junior College Construction Act, that for the first

time provided fifty per cent state funds for facilities construction; and a second act that established the Board of Governors of the California Community Colleges.

An Ad Hoc Committee on School and College Relations has recently been created by the Administrative Committee of the Articulation Conference. Independent colleges and universities are represented on this committee, which will attempt to perfect statewide articulation policies.

Policies and procedures governing articulation between the University of California (and more recently the California State College System) and the California community colleges have developed over a period of several decades largely by voluntary cooperation and negotiation rather than by unilateral declaration or legislative statute. The Articulation Conference--an informal body composed of representatives of the four segments of California public education--has figured prominently in developing the style about to be described. The Coordinating Council for Higher Education has exerted pressure on the institutions in favor of mutually acceptable policies on transferability and acceptability of general education courses and graduation requirements. (See joint statement in following section.)

Philosophy. The system developed to implement university-community college articulation is directly related to statements of function assigned to segments of higher education by The Master Plan for Higher Education, portions of which formed the Donahoe Act, 1960. The State of California Education Code, on recommendation of The Master Plan, refers to the university as "primarily academic" (section 22550). Although the Code does not specifically exclude vocational education from the scope of instruction provided by the university, it does assign such instruction to the junior colleges ". . . to prepare persons for agricultural, commercial, homemaking, industrial and other vocations" (section 7802). The Education Code also limits the public community colleges to instruction in the thirteenth and fourteenth grades only.

The California Articulation Plan also reflects mutual agreement on the basic principle that students should be able to move easily and smoothly from the community college to the university or state colleges and through the university or state colleges with normal speed. Finally, the system is an attempt to make operative the concept shared by university and community college faculties alike that establishing curricula and setting standards for the baccalaureate degree are responsibilities of the faculty.

The California State College System, according to 1969 Amendments to Title 5 (California Education Code), will accept up to forty units of general education work identified by and taken in a California community college. Any state college may name general education requirements beyond the forty-unit minimum, if these apply equally to the transfer as well as the non-transfer student and the transfer student's package has not already been certified. Some community colleges see the possibility of gaining greater recognition for certain courses, e.g., agriculture and business education.

On July 15, 1969, the Coordinating Council for Higher Education endorsed a joint statement of policy in respect to the admission of eligible applicants for transfer from California public community colleges: It is mutually agreed by the California community colleges, the California state colleges, and the University of California that all students who enter California public higher education as freshmen and maintain a satisfactory level of academic performance should be able to progress to the baccalaureate degree without encountering arbitrary barriers to their progress. To this end, the University of California and the California state colleges will give the highest admission priority to transfers from California public colleges who have completed two full years of academic work that is acceptable for the baccalaureate degree they plan to receive.

If capital or operating funds or faculty are not available, enrollment limitation may become necessary. To assure priority to eligible applicants for admission by transfer from

California public community colleges who have completed two full years of academic work, segmental quotas will be established beyond those resulting from campus or college enrollment ceilings or from program control. These quotas will reduce the number admitted from such other categories of applicant as first-time freshmen, transfers from institutions other than public community colleges, non-residents, and graduates.

Qualified community junior college transfer students who have completed two full years of academic work will receive priority for admission to each segment. Priority of admission to each university campus or state college will be consistent with the academic plans of each; thus, redirection of some eligible community college transfers may be necessary. Redirection will be accomplished with the minimum possible personal hardship.

Policies and Procedures (pertaining to the University of California only). The University of California accepts community college courses equivalent or similar to those offered to university lower-division students. It also accepts community college courses whose purpose, scope, and depth make them appropriate to a university degree, as long as they fit the legally established objectives of the University of California.

The University Academic Senate, through its Board of Admissions and Relations with Schools, has delegated to the Director of Admissions and University Registrar, university-wide, the authority to determine what courses of an applicant's previous college work may be accepted for advanced credit toward a university degree. He, in turn, has delegated some of his power to the admissions officers on the several campuses. Any investigation of the status of a community college course, therefore, begins in the admissions office.

Community college inquiries are normally addressed to the Office of Relations with Schools on the nearest university campus and are forwarded to the universitywide Office of

Admissions. If new courses are involved, the inquiry is expected to include a brief description of material covered. Copies of such inquiries are also sent to the Associate Director (Office of Relations with Schools) in charge of university-community college articulation, located on the Los Angeles campus.

If the community college course is found transferable, it is automatically applied toward a degree from any campus of the university. On some campuses, the admissions officer will designate the community college course as equivalent to a course given on that campus (e.g., X Community College's Economics 41 = UCLA Economics 5); on others (e.g., Berkeley), it will be noted simply as three units of college credit in the field of Economics. Courses with no counterpart on the campus will be accepted "by title." Both grant credit toward a university degree.

Determination of the use of such advanced-standing credit toward meeting requirements for graduation from a particular college or school of the university is the prerogative of the dean of that college or school. He is the administrative representative of the faculty that established the requirements for graduation, and is expected to be discriminating in his choice of the university courses that satisfy these requirements. The dean is not bound by the statement of equivalency provided by the office of admissions, but he is usually guided by it. He will also determine (sometimes after consultation with the appropriate departmental chairman) whether or not a community college course meets a departmental prerequisite for an academic major. The dean, and only the dean, can determine whether or not the course will satisfy a "breadth requirement" of his college or school, or a requirement for an academic major. Even when the dean's decision is negative, the student retains elective credit toward graduation.

The chart reflects admissions procedures on one University of California campus (UCLA) as they affect course articulation. These procedures vary somewhat from campus to campus:

Level of articulation	Determination of credit	University officer having final authority
Transferability	1. Non-transferable 2. Accept as elective credit or credit by title*	Universitywide Director of Admissions
Use of transferable units for advanced standing credit	Satisfaction of a specific breadth requirement of a particular school or college Satisfaction of a specific major requirement of a particular school or college	Dean of the school or college, sometimes in consultation with a department chairman Dean of the school or college, sometimes in consultation with a department chairman

*At UCLA, the Admissions Officer may also designate as equivalent to a UCLA course (e.g., Economics 41 in X College = Economics 5 at UCLA) a community college course that has already been declared transferable as an elective.

A system of internal bookkeeping on course clearance is maintained, including a code identification assigned to each request by the initiating Relations with Schools officer. These universitywide officers work directly with articulation specialists named in each community college as its liaison officers.

Problems. All segments of public higher education in California, the university, the state colleges, and the community colleges, share responsibility for difficulties that tend to block the smooth operation of the California Plan for Articulation. Differences in philosophy exist: The university, partly because of its increasingly selective role, maintains exacting entrance requirements and insists on rigorous academic performance. Community colleges, as open-door institutions, take students where they find them and allow them to move along under more flexible standards. There are signs, however, to suggest that the university is becoming more flexible and the community colleges more exacting.

Impediments on the university-state college side are the tendencies to:

1. formalize curricular changes arbitrarily rather than cooperatively
2. shift courses from lower to upper division and, in general, obliterate the separation between the two divisions. (Community colleges, as earlier indicated, cannot offer upper-division work)
3. limit the amount of transfer credit in certain fields, e.g., physical education, business education, and music
4. develop differing major fields and graduation requirements among schools and colleges on university campuses, and among the California state colleges.

Some community colleges present problems in that they:

1. fail to offer prerequisites for a course normally regarded as intermediate or specialized, or if prerequisites are established, fail to mention them in requests for recognition of the course

2. submit, for university-degree credit, courses that are at least partially vocational and, in the case of less experienced institutions, mix subcollegiate and collegiate material in transfer courses
3. fail to establish a system of managing articulation within the community college itself
4. rely on communication between community college professors and university professors rather than between articulation officers, e.g., deans of university colleges (through the University Office of Relations with Schools) and deans of instruction in community colleges.

Future--University of California System. Studies recently prepared for the Coordinating Council for Higher Education have uncovered no major obstacles facing the junior college student who plans to transfer to the university. Transferability of courses is to be determined by procedures now in effect. Junior college courses to be used in fulfilling breadth requirements are to be named by the junior college concerned, subject to review and acceptance by the faculty of the university or state college concerned.

The university will continue its efforts to encourage greater mutual acceptability of breadth requirements among the colleges of letters and science and their equivalents on all campuses and greater flexibility in accepting work completed in junior college toward fulfillment of breadth requirements.

Future--California State College system. The total agreement plan described earlier gains flexibility by avoiding the associate degree as the absolute requirement and maintains the integrity of both the community college and the state college system.

Material submitted by:

F. C. Kintzer
For the University

David Kagan
Coordinator, Admissions Services
For State Colleges

COLORADO

Twelve comprehensive community colleges, one junior college division of a state college, two community colleges operating two or more campuses.

Background. The Community College and Occupational Education Act of 1967 provided impetus to a revitalization of community college education in a state system in Colorado. A new state board, the Colorado State Board for Community Colleges and Occupational Education, brought under one organization the responsibilities for recommending and reviewing all curricula, defining degrees, approving administrators and budgets, and generally determining policies. The Colorado Commission on Higher Education remains the coordinating agency for all segments of public higher education.

All future community colleges will be a part of the state system. Existing institutions may retain their independence. There are now six institutions within and six outside the state system operating as separate local district institutions. Three of the district colleges have petitioned for entry into the state system as of July 1, 1971.

The Counselor Handbook published annually by the Colorado Council on High School-College Relations provides a wide variety of information on institutions of higher education. A "fact book" entitled Colorado Community Colleges and a newsletter entitled The Colorado Open Door also provide information about programs and events of interest to the community colleges and others interested in these institutions. Both of these publications are published by the State Board for Community Colleges and Occupational Education.

Philosophy. Statewide articulation policies need to be developed and plans are presently being made for them. Separate institutional policies presently prevail. In general, transfer credits are acceptable, but special problems exist in some areas and the lack of a coordinated approach has led to wide variation among the senior institutions and some

Policies and Procedures. An overall C average is the minimum required for transfer eligibility. The university requires an applicant with less than thirty semester hours of college work at the time of application to submit Scholastic Aptitude Test scores as well as his high school transcript.

In general, the senior institutions of the state have agreed to a liberal policy of accepting transfer students from the new and developing community colleges not yet accredited by the North Central Association. Students from such institutions can be admitted and their credits provisionally accepted pending satisfactory work in residence.

Problems. Historical differences of role and purpose and questions related to academic freedom and institutional integrity have caused a professional neglect of, if not resistance to, the kind of broad cooperative approaches essential in a period of student mobility and shrinking tax resources. (See final sentence under "Philosophy.")

Future. If the Colorado Commission on Higher Education does not provide leadership in developing cooperative approaches, time and events will probably energize the two-year college sector, which has a vital, if as yet unrecognized, stake in the issues related to articulation.

Material submitted by:

Gordon B. Fyle, Director
State Board for Community
Colleges
and Occupational Education
State of Colorado

F. D. Lillie
Assistant Director
State Board for Community
Colleges
and Occupational Education
State of Colorado

CONNECTICUT

Ten regional community colleges, four state technical colleges.

Background. A state system of higher education, including a State Board of Trustees for Regional Community Colleges, was established in 1965. Between 1926 and 1957, five independent colleges had become community-oriented institutions and three more were created by 1965. The Commission for Higher Education was established as a coordinating body for the University of Connecticut, state colleges, regional community colleges, and state technical colleges. Each segment has its own board of trustees.

Philosophy. The regional community colleges are planned as comprehensive two-year commuting institutions serving local and statewide needs for opportunities in higher education and for development of skilled manpower. They avoid duplicating the work of the state technical colleges.

Community colleges, through the state officer, have working transfer agreements with four state colleges, whereby qualified graduates may enter as juniors. The state university offers similar opportunities for transfer of students, but without a formal agreement. A comprehensive articulation study is presently under way involving both public and private colleges.

Policies and Procedures. Included as policies and guidelines for transfer of students from the regional community colleges to the state colleges are the following:

1. The state colleges of Connecticut will accept for admission, as transfer students without loss of credit, all graduates of colleges in the Connecticut System of Regional Community Colleges who have earned the degree of Associate in Arts or Associate in Science with a minimum of sixty semester credit hours (or the equivalent in quarter hours of credit) certified by the college conferring the degree, provided that:

- a. each such graduate is recommended for transfer by the community college president and meets the prerequisites

for the program or field of elected specialization

b. the application of the student is filed with the state college admissions office by April 1 for the following September

c. the student carries out the usual admissions procedures for transfer students upon request by the admissions office of the state college to which admission is granted.

2. Students who meet all the criteria stated above except the associate degree will also be accepted in a state college provided their program in the community college was specifically arranged between appropriate officials of the two colleges to meet the prerequisites for a particular program or field of study.

3. The community colleges will provide the state colleges with copies of all college transfer curricula, stating clearly the courses required for the completion of each.

4. The state colleges will provide the community colleges each year with copies of all admission requirements and changes in curricular offerings that affect the choice of courses at the freshman and sophomore levels.

5. The state college and community college presidents (1) will meet once a year to review the transfer program (aside from any other meetings or discussions) and (2) will establish and maintain a liaison committee of student personnel officials to detail procedures for correspondence and the transfer of records.

6. The liaison committee described above will meet once a year or oftener to review procedures and to recommend for consideration by the state and community college presidents any modification in the policies and procedures originally agreed on and placed in operation.

Problems. Problems in articulation are technical rather than fundamental. A policy is needed for the transfer applicant whose cumulative average is adversely affected by one or more false starts early in his career. Colleges are slow in developing a mechanism to accept credit by examination.

Traditional policy in senior institutions limits the financial aid available to graduates of community colleges. The "tyranny of prerequisites" tends to inhibit acceptance of community and technical college graduates as upper classmen in certain fields in certain institutions. Information on transfer opportunities is meager and difficult to obtain.

Future. Each passing day brings Connecticut higher education closer to the open door for graduates of public two-year colleges.

On recommendation of its statewide Task Force on Transfer, the Connecticut Commission for Higher Education will shortly publish a comprehensive handbook of information on transfer opportunities. The commission's plans for development of higher education will soon include provision for quotas of community college graduates in all state-supported senior institutions. Private institutions already have available a subsidy plan that encourages acceptance of upper-division transfers. At senior colleges, established fields of baccalaureate specialization are being expanded and new fields developed--for example, in nursing, environmental studies, and police science--to meet the needs of two-year colleges.

Material submitted by:

Bernard Shea, Academic Officer
Board of Trustees of
Regional Community Colleges
State of Connecticut

DELAWARE

One public community college with two campuses and two private junior colleges.

Background. The Delaware Technical and Community College, with northern and southern branches, is state-supported and operated. The institution, opened in 1968, has had two

graduating classes in Associate in Applied Science degree programs, primarily in business and engineering technologies. Both campuses require general education in their technical education majors.

Institutional leaders of the state meet regularly over articulation matters. While the main effort is toward career placement, counselors of the Technical and Community College assist students by writing to potential receiving institutions explaining the evaluation system and the curriculum.

Residents of Delaware may pursue the Associate in Science or Arts in the Liberal Arts program contracted to the University of Delaware. The General Studies area is a certificate course of study designed to prepare students for later degree-granting programs. It is essentially programmed, almost tutorial in nature.

Philosophy. A philosophy of reciprocal admission is maintained between the two-year and four-year institutions in Delaware. Liberal arts students at the Southern Branch of the Technical and Community College move as juniors to the Newark campus of the University of Delaware. Since the University of Delaware faculty handles instruction of liberal arts students at the two-year college, these students transfer automatically.

About a dozen baccalaureate degree-granting institutions in the general area of the Delaware Technical and Community College (Southern Branch) accept the business and engineering graduates in advanced standing. Expansion of these acceptance agreements with major senior institutions will no doubt be contingent on successful performance. Admission with advanced standing to the university requires a C average or higher. Courses completed with a C or higher are accepted, if the course itself is recognized by the university. Transfer applicants are encouraged to complete at least one full academic year of collegiate work before applying to the university.

Problems. Transfer problems remain minimal partly because the small number of university-bound students can be handled individually.

Future. Several additional campuses of the public community college are anticipated.

Material submitted by:

Ethel Lantis
Dean of Development
Delaware Technical and
Community Colleges
(Southern Branch)

Richard A. Edwards
Associate Director of
Admissions
University of Delaware

FLORIDA

Twenty-seven public comprehensive junior colleges in county-wide districts or groups of counties.

Background. Although one junior college was established in Florida in 1927, rapid growth did not occur until after 1957 legislation adopted the Community College Commission's Master Plan. Development has been explosive since that time. Two out of three freshmen now attend community colleges; a community college is located within commuting distance of the homes of ninety-nine per cent of the state's population.

Florida was the first (and still the only) state to develop and implement a statewide transfer formula of general education requirements. A special committee for articulation activities, first organized in 1957 and reconstituted in 1966, gave it impetus and direction. Articulation problems were identified and task force committees were organized in various subject areas. Statewide conferences were preceded by a statement on expected requirements of lower-division courses. The

Professional Committee gave attention to such matters as calendars, student organizations, and articulation problems in general. Recent state government reorganization has given added impetus to this committee--it is currently in the process of being reconstituted to have representation from the Chancellor's Office of the University system, from the director's office of the Division of Community Colleges, and from the State Commissioner of Education.

Philosophy. The articulation pact outlined below is based on the understanding that transfer should be accomplished without roadblocks, that institutional integrity is of crucial importance. Education is recognized as "a continuous process even though handled in separate administrative units." Emphasis has recently been given to occupational education by major increases in state funding.

The basic formula prepared and issued by the Florida State Department of Education and approved by the Board of Regents and the State Board of Education in 1965 states that:

Junior college transfers should be considered as having met the general education requirements of the receiving senior institution if the junior college has certified that the student has completed the lower-division general education requirements of the junior college. This policy should apply to all junior college transfers, both graduates and nongraduates.

Policies and Procedures. Among the supporting policies are the following:

1. Requirements for admission to upper-division colleges and schools of the Florida public universities should be the same for Florida public junior college graduates as for students who complete the first two years on a university campus. Those transferring from the public junior colleges before graduation shall be treated as any other transfer student and

must meet all university requirements for lower as well as upper divisions.

2. Admission to the upper division should be granted to any graduate of a state-accredited junior college in the State of Florida who has completed the college-parallel program and whose graduation shall normally be on the basis of an overall average of 2.00 based on the 4.00 system on all college work attempted. Junior college graduates should be permitted to make up prerequisites while in upper-division status. The university will consider exceptional cases, within the capacities of the university, on recommendation from the junior college and if space is available.

3. All credits of C or better should be received, accepted, and recorded on the transferring student's record by the receiving senior institution so that the upper-division colleges may determine how many additional hours are needed for graduation with a bachelor's degree. This would not necessitate the removal of minimum upper-division requirements for graduation but would protect the transferring student against loss of credits in excess of sixty-four hours when such courses are applicable to the degree the student is seeking.

4. The graduation requirements in effect at a receiving senior institution at the time a student enrolls at a public junior college should apply to that student in the same manner that graduation requirements of that senior institution apply to its native students, provided the student's attendance record is continuous.

5. Nothing in the above should obscure the fact that degree-granting institutions have a significant responsibility for insuring that the degree holder has a reasonable competency and an equal chance to compete in his chosen profession.

Problems. Changes in personnel are a major problem. Since articulation involves many decisions by many different people, it is difficult to keep agreements among institutions well understood and regularly implemented in the same measure.

especially when such procedures are unlike more traditional decisions.

Future. Agreements recently developed by Department of Education administrators and representatives of the Board of Regents would:

1. Establish the Associate in Arts as the transfer degree
2. Create a coordinating committee to review individual student appeals
3. Recognize institutional integrity in decision-making. Community college students receiving the A. A. degree, for example, would be admitted as juniors in the university system. Determination of the major course requirements for the B. A. degree, including lower-division major courses, would be the responsibility of the state university awarding the degree. No state university would be allowed to require additional lower-division general education courses of the transfer students in the associate in arts degree program.

Reaching agreement on which courses are to be considered suitable for transfer will probably be the most difficult problem.

Material submitted by:

Lee G. Henderson, Director
Division of Community Colleges
State of Florida

James L. Wattenbarger, Director
Institute of Higher Education
University of Florida

GEORGIA

Eleven junior colleges in the university system.

Background. Through the joint efforts of a state committee on transfer of credit and other academic committees, a core curriculum was approved in January 1967 and made effective in the fall quarter 1968. Junior colleges, senior colleges, and universities are units of the University System in Georgia and are controlled by the Board of Regents. Junior colleges offer only those technical (career) programs that require collegiate courses. Vocational-technical courses are offered by area vocational schools operated by local public school boards and the State Board of Education.

Philosophy. The Core Curriculum (ninety quarter credit hours in four areas of study--twenty hours each in Humanities, Mathematics, and Social Sciences, and thirty hours in the major field) was approved in 1967 to aid and facilitate student progress through the University system. The statement recognizes the importance of institutional responsibility to develop prescribed curricula and to innovate teaching techniques. It gives latitude to "undecided" students or "mind-changers" to make career decisions during their junior-college years. The core curriculum provides areas of study rather than specific courses, giving the institution latitude in developing its own curriculum.

Policies and Procedures. Registrars in the system are provided with the Core Curriculum Registrar's Handbook, which enables them to evaluate student transcripts in terms of the approved core curriculum of his junior college.

Specific policies stipulate that:

1. If only a fractional part is completed at the initial institution, the receiving institution shall give full credit for those hours taken, and determine which courses must be taken to satisfy its (the receiving institution's) requirement up to the ninety-hour core-total requirement. This is not to

exceed the total number of twenty hours required in each of the first three areas of the core and the thirty hours required in the major field. A transfer student should be able to graduate with the same total of credit hours as a native student.

2. Proficiency examinations in any of the core curriculum courses, when successfully passed at a sending institution (for course credit or exemption of courses), will be honored by the receiving institution.

3. Nothing in the core should be construed to mean that any specific course is required. Demonstrated achievement in the core area, as determined by the institution where the core or the fractional part thereof is taken, shall be the intent of this core curriculum.

Changes in any institution's core curriculum will be considered only in the fall quarter and must be approved by the Transfer of Credit Committee and the University System Advisory Council of Presidents.

Problems. The principal ones are:

1. Transfer of D grades
2. Faculty acceptance of the core curriculum concept
3. Difficulty in some highly specialized programs to accomplish the sixty-hour core general education in two years.

Future. The core curriculum is operating smoothly throughout the state system of approximately thirty two- and four-year institutions.

Material submitted by:

Haskins R. Pounds
Assistant Vice Chancellor
Regents of the University System
of Georgia

HAWAII

Six comprehensive community-junior colleges under the University Board of Regents.

Background. Five of the six community colleges now operating in the State of Hawaii were formerly vocational schools. Under the Community College Act of 1964, schools on Oahu (Honolulu and Kapiolani) and on Kauai, Maui, and Hawaii were, by 1969, and in varying degrees, offering transfer and general courses appropriate to their existing occupational programs. The new Hawaii Community College, for example, has few transfer programs. Leeward Community College has provided transfer education since its opening in 1968.

The University Board of Regents which, by law, is responsible for the community colleges as a segment of the state's higher educational system, has from the start emphasized the development of occupational education. The state legislature has recently named the Board of Regents as the State Board for Vocational Education. Local citizens' committees are being established to advise on the development of the new institutions.

Philosophy. Policies on transfer of courses and credits are based on the rationale that membership in the University of Hawaii system mandates a reciprocal and continuous liaison among all campuses regardless of degree levels. Students must, however, meet the program requirements of the campus to which they transfer.

Policies and Procedures. The following policies and procedures may be altered or curtailed by either the Council of Deans, Council of Provosts, or Faculty Senates:

1. Students not originally admitted to Manoa and Hilo (main university) campuses may transfer to Manoa after they complete a minimum of twenty-four credits in college transfer courses at a community college, and if they meet Manoa requirements for continued registration.

2. Students originally admitted to Manoa/Hilo who begin work at a community college need not complete twenty-four credits before transferring to the university, but they must meet the grade-point average required of university students for continued registration.

3. Students on academic suspension from Manoa/Hilo who choose to attend a community college for college transfer work must earn at that community college a minimum grade-point average of 2.00 in order to return to the university. Students who wait out the suspension semester may return to the university automatically.

4. Credit for courses numbered 1-59 (occupational and general education courses) will not be transferred from a community college to the university unless such courses meet precise needs in the student's program as designated by the appropriate Manoa department. Should a student subsequently transfer into a program where such courses are not required, they will not count toward the degree.

5. Assuming the work is a part of a university program, credit and content for courses numbered 100-299 (college-parallel courses) will transfer to Manoa/Hilo campuses, credit for the D grade will transfer, and any number of credits may be transferred from a community college to Manoa/Hilo.

6. Concurrent registration is allowed, since students are registered in the University of Hawaii system.

7. A baccalaureate degree student may meet either the catalog requirements in effect at the time he entered the system or the requirements current at the time he transfers.

8. A student may fulfill his residence requirement at a community college, but, to earn a baccalaureate degree, he must be accepted in a degree program on one of the four-year campuses.

Problems. The only ones of consequence are:

1. Grade-point transfer, which is resisted by members of the Manoa/Hilo University campuses faculty and staff, is an unresolved problem.

2. The problem of sequential courses and preprofessional courses is being studied by a faculty group representing community colleges and four-year campuses of the university system.

3. Some students, particularly vocational majors, feel the standardized and traditional transfer courses that generally must be taken interfere with their primary goal (to learn a skill) or are repetitious of high school classes.

4. The only associate in science degree programs that are, at present, transferable to the Manoa and Hilo campuses of the university are those taken by vocational teacher trainees and business education majors enrolled in the College of Education. Home economics majors are asking for credit in community college courses in clothing patterns; physics majors, for credit courses in electronics.

Future. Liberal arts offerings on all community college campuses (though to a more limited extent at Leeward) will be rapidly expanded. Clustering courses to allow a concentration of majors on particular campuses is now being considered. Professional sequences--mathematics through calculus--are also being added on all community college campuses.

Material submitted by:

John J. Prihoda
Dean of Educational
Services
Leeward Community College

Donald R. Fukuda, Director
Office of Admissions and
Records
University of Hawaii

IDAHO

Two community colleges that include technical institutes, two private two-year colleges, and three additional technical institutes, two of which belong to four-year colleges and one to a university.

Background. The State Board of Education is the coordinating agency for Idaho's two community colleges. Each institution,

however, is operated by an elected local board of trustees. Despite the fact that Boise College, long an influential two-year college, recently became a four-year institution, interest in and general support of junior college education have not appreciably diminished. Ricks College, a private church-related junior college founded in 1915, is currently the largest in the state.

Philosophy. Close articulation is maintained between the University of Idaho and the junior colleges. Although only lower-division and academic courses are normally accepted, the university admissions officer allows every possible credit earned by a student at accredited transfer institutions, and every effort is made to avoid penalizing him.

Policies and Procedures. According to specific Board of Education policy, "generally, courses offered at one institution will result in credits that will be acceptable to all other state-supported institutions." By state statute, junior college credits earned up to a maximum of one-half of the total required for the B. A. degree will be transferred.

Although not generally acceptable, a few vocational-technical courses carry an equivalency credit as determined by mutual agreement between the community college and the university. The senior institution has final authority in course acceptance matters.

The admissions officer evaluates all credit acceptable on a universitywide basis. The appropriate department or division has the responsibility for determining which credits will be used to satisfy degree requirements.

Problems. There appear to be no particular problems associated with articulation.

Future. No widespread changes in the articulation process are anticipated.

Material submitted by:

Kirk M. Sorensen
Associate Director for
Research and Planning
State Board of Education
State of Idaho

Frank Young
Director of Admissions
University of Idaho

ILLINOIS

Thirty-four comprehensive community colleges established in independent local junior college districts.

Background. Adoption in 1964 of the Master Plan for Higher Education in Illinois and subsequent legislation establishing junior colleges as institutions of higher education set the stage for a rapid resurgence of junior college education. Guided by the Illinois Junior College Board, the state system of comprehensive institutions, heavily supported by the state for both operation and construction, now covers approximately eighty per cent of the state. An Advisory Council of Presidents meets regularly with the state board staff primarily to maintain communication between the state and local board. The Illinois Association of Community and Junior Colleges has been reorganized to represent (in four coordinating divisions) boards of trustees, administrators, faculty, and students.

The Illinois Council on Articulation was created in 1966. Consisting of about twenty-five members, including public and private colleges and universities, this body has attempted to develop a common general education program. While there is as yet no common program or uniform acceptance of transfer credit, the Illinois Joint Council on Higher Education, composed of the chief executives of the eight public universities, has agreed to accept credits "without validation" from new junior colleges for a five-year period or until accreditation has been achieved.

The Illinois Board of Higher Education has recently established an Advisory Committee on Articulation to make recommendations to the Board for statewide policy.

Philosophy. The philosophy supporting two-year university articulation policies is provided in the Master Plan, Phases I and II. It indicates that lower-division education in the future rests largely in the two-year college--that transfer preference should be given community college graduates "over all other students" at Illinois state colleges and universities. No completely uniform or formalized system has been developed. Each senior institution has developed its own policies and procedures on transfer of courses and credits from the state's community colleges.

Policies and Procedures (University of Illinois only). Present policies, it should be noted, allow transfer credit equivalent to similar work taken by university students. Those concerning transfer admissions and transfer of credit include the following:

1. Credit transferred from a junior college is limited only by the provision that the student must earn the last sixty hours required for the degree at the university or at any other approved four-year institution. He must also meet the residence requirements for a degree from the university. When a school or college requires three years of preprofessional college credit for admission, at least the last thirty semester hours must be taken in an approved four-year collegiate institution.

2. Admission of transfer students to the University of Illinois is based only on transfer course work of such a nature as to prepare students to continue on to baccalaureate (or equivalent) degree programs. Such courses are normally referred to as transfer or college-parallel work. Other course work completed, such as technical courses similar in content and level to courses taught at the university, will be used in evaluation for admission only on the request of the dean of the college to which the student seeks admission.

3. The specific transfer credits acceptable toward a degree are determined by the dean of the college the student enters.

A policy approved in 1964 establishing a "prediction equation" based on pre-transfer grade-point average and the number of earned transfer credits for use in setting admission quotas has never been implemented.

Beginning in the fall of 1970, transfer eligibility is based on "baccalaureate-oriented courses" only. Technical-vocational courses may also be counted on the recommendation of the appropriate college dean. A baccalaureate-oriented list has been developed, which the director of admissions on each campus will use to determine transfer credits and entering grade-point averages. He will also determine the amount of admissions credit allowable. The dean of the appropriate college, in consultation with department chairmen or student advisers, is responsible for decisions on general education and major requirement satisfaction, and determines the credits that will apply toward the degree.

Problems. Certain practices of senior institutions present transfer difficulties:

1. General education requirements differ in the various universities and among colleges within the universities, in terms of course sequences that fulfill the general education requirements for the degree. This makes it almost impossible for a student to select appropriate courses at the junior college unless he knows to what university and to what college within it he plans to transfer.

2. Different major field and graduation requirements have been developed by the various colleges and departments on several university campuses, both public and private. The junior college is, therefore, not able to say to a student, "If you complete this curriculum you will be able to go to any of the state universities and complete a bachelor's degree in a given field with two more years of upper-division work."

Problems in transfer of credit caused by junior college practices are:

1. Some junior colleges do not specify general education requirements for all baccalaureate-oriented two-year programs.

2. Content of many junior college courses is difficult to determine. This becomes a particular deterrent in transfer to specific fields.

3. Many junior colleges do not specify whether their courses are designed for transfer or for vocational and technical students. This makes it difficult for the director of admissions to know whether these courses actually prepare the student for university degree work.

4. Some junior colleges fail to inform students that many of their vocational-technical courses are not designed for transfer.

5. Some junior colleges report only passing grades.

6. Many junior colleges have no specific definition of a transfer student.

Future. Major growth at the University of Illinois is destined to be in the upper-division and graduate programs, particularly since the Illinois Board of Higher Education's Master Plan specifies that lower-division enrollments be held to current levels on all public state university campuses (except the Chicago Circle campus of the University of Illinois and the Edwardsville campus of Southern Illinois University). Admissions policies are therefore being planned to encourage transfer at the junior level. This, it is felt, will increase the yield of bachelor degrees produced by the university system and make more effective use of the state's facilities.

Phase II of the Master Plan for Higher Education will result in the establishment of two upper-division and first-year-graduate universities, one beginning in the fall of 1970 and the other in the fall of 1971. These institutions are being especially designed to accept junior college graduates, particularly majors in the humanities, social sciences, business and commerce, and education.

Policies now under consideration by the University Committee on Admissions include priority for Illinois junior college transfers who have completed two years of college work.

Material submitted by:

E. E. Oliver
Director of School and
College Relations
University of Illinois

INDIANA

One public and two privately supported junior colleges, five campuses of the Indiana Vocational-Technical College, and ten regional branch campuses of the major universities.

Background. The State of Indiana does not have a system of public junior colleges. There is one public junior college, Vincennes University, and two private junior colleges accredited for teacher education by the Indiana Teacher Training and Licensing Commission. In addition, there are private two-year institutions, some oriented toward vocational-technical education and some toward specializations in such fields as religion and fine arts.

Vincennes University deserves special comment. Founded in 1801 as the territorial university for Indiana Territory, it is one of the oldest institutions in the Middle West. Since the 1870's, Vincennes University has been described as a junior college. A second comprehensive campus at Jasper was opened in 1970.

The four major state universities operate branch campuses in all the populated centers of the state. Career-oriented programs are offered as well as degree programs. The availability of such programs on nearly twenty campuses has blunted the demand for legislation to authorize community junior colleges in Indiana.

The Indiana Vocational-Technical College has been in existence a little more than five years, but the first two years were restricted largely to planning. Funding in subsequent years has been inadequate for establishing most of the

programs contemplated. Its mission is to develop a statewide system of post-secondary vocational and technical training. IVTC has its own state board but there are still unsolved problems of jurisdiction between this board and the Indiana Department of Public Instruction.

At least one state Policy Commission has recommended establishment of a State Community College Board, but the recommendation has not been acted on. It is difficult to say how much support may be expected for such a move.

Philosophy. The state universities are committed to accommodate state residents who are prepared to benefit from available courses. The Universities of Indiana and Purdue accept the upper half of high school graduates. Indiana State University tends to take all comers. The regional campuses are oriented largely toward bachelor's degree programs. The home campuses include advanced-degree programs. Admission is essentially open and transfer between and among divisions of the same university is practically automatic. Transfer from one institution to another is no problem, if the student's record is "reasonably satisfactory."

Policies. Indiana University and various junior colleges have had a long history of cooperation in maintaining similarity of courses and transfer of credit.

For approximately twenty-five years, Indiana University and Vincennes University operated a joint Extension Center in Vincennes. Courses of both universities were taught and credit from all such courses could be counted toward degrees in either institution. Agreements were made from time to time about the transfer of Vincennes University credit to Indiana University.

Since 1947, Indiana University and the Fort Wayne Art School have maintained an agreement providing for transfer of thirty-two semester hours from Fort Wayne Art School toward degrees at the university.

Representatives of other colleges, including junior colleges, frequently consult the Indiana University director of admissions or other officials concerning transfer of credit. Occasionally official visits are arranged, but have never been put on a formal and recurring basis because Indiana University does not wish to become an accrediting agency.

More comprehensive agreements have not as yet been required in Indiana.

Problems. Acceptance and classification of vocational-technical course credits--a perennial and universal problem--is also a problem in Indiana higher education. As occupationally oriented programs increase, pressure mounts for a solution to this dilemma.

The five public universities supply a large part of the technical education in the state. They are currently determining equivalency transfer policies of their own occupational offerings. Once this is done, the universities need to determine which other post-secondary institutions are teaching equivalent courses.

Future. A current interesting development is the merging of all Indianapolis divisions of Indiana University and Purdue University. This is calling for a fresh study of all transfer and credit policies between the parent institutions and among the several divisions of each one. By September 1971, these merging divisions are to have a unified system of admissions and record keeping. This involves identical forms, practices, and requirements in every operation from entrance to degree. Both institutions have two-year and four-year technical programs, associate, bachelor's, master's, and doctor's degrees at Indianapolis, and Indiana University has Law, Medicine, Dentistry, Nursing, Social Work, etc., all involved in the merger.

Another development, whose outcome is not now known, is the emergence of several private technical and vocational institutions. When they opened, they were not generally

oriented toward accreditation and transfer programs. The coming-of-age period involves credit-transfer problems in Indiana, just as in many other states.

Material submitted by:

William H. Strain
Director of Admissions
University of Indiana
Bloomington Campus
University of Indiana

Isaac K. Beckes, President
Vincennes University

William L. Hodge
Assistant Director, Teacher
Education and Certification
State of Indiana

IOWA

Thirty-one community colleges (both area and local) associated with area vocational schools.

Background. Iowa's long history of junior college education dates back to 1918, when Mason City opened a two-year college. A statewide system of public area community colleges and vocational-technical schools was established in 1965 by the Sixty-First General Assembly. It made vocational-technical education mandatory, insofar as area community colleges had to offer vocational-technical education, although a choice was given each district to determine if it would also become a comprehensive college. The three senior institutions in Iowa are controlled by a single Board of Regents. This board has established several Regents' Committees to deal with transfer of credits. In 1951, a Registrar's Committee on Coordination was established; in 1966, a second committee called the Regents' Committee on Educational Relations was created. The latter determines the transfer of credit policies for the three university campuses, each represented by the registrar, an academic faculty member, and someone from professional education. At the University of Iowa, an Office of Community College Affairs and a standing University Committee on Community

Articulation activities are also conducted through state-wide discipline-articulation committees encompassing all institutions of higher education in the state, including public and private two-year institutions, the three Regent institutions, and the private four-year colleges and universities. Transfer student conferences are held annually on the University of Iowa campus to inform community college counselors of changing requirements and to provide these counselors with feedback from students who have recently transferred.

Philosophy. In an effort to provide a smoothly operating state system of higher education from community college to university, the University of Iowa accepts all courses from accredited community colleges if they are degree-credit courses designed for transfer. A flexible maximum of transfer credits is maintained.

Policies and Procedures. A maximum of sixty-six semester credits is allowed in the transfer package. Before any of the final sixty credits are taken, all of the sixty-six lower-division credits must be completed. Community college courses that satisfy university general education requirements will be credited beyond the sixty-six-credit transfer maximum. D grades are accepted by the university. F grades are counted as units accepted. All hours attempted in transfer institutions are used in computing cumulative grade-point averages. A student may transfer after his freshman year.

The university admissions officer determines the acceptability and decides how transfer courses may apply toward general education requirements. Applications to major requirements are determined by the specific university departments. The Iowa Counselor Guide, published annually by the University of Iowa, names courses that will satisfy particular requirements.

Problems. The following may be listed:

1. Some courses taken at community colleges are normally taught in the upper division of the university. The nature of

the course taken at the freshman and sophomore level often differs from the course offered in the upper division because of prerequisites of the latter.

2. Work at many of the community colleges is recorded in quarter hours; the university is on a semester system.

3. As courses in community colleges and equivalent courses at the university often carry different hours of credit, the student sometimes finds himself short an odd number of hours.

Future. In the foreseeable future, community college districts with comprehensive programs will replace the present area districts and associated vocational schools.

Material submitted by:

Duane D. Anderson, Director
Office of Community College Affairs
The University of Iowa

KANSAS

Eighteen comprehensive community-junior colleges, one technical school, and five church-related two-year colleges.

Background. Four public junior colleges, of the high school extension-type, were created in Kansas by 1919 under enabling legislation passed in 1917. Two remain--at Fort Scott and Garden City. The Community Junior College Act of 1965 established a state system of two-year colleges with the state superintendent of public instruction as the state authority and an Advisory Council for Community Junior Colleges. Most of the institutions are county-wide districts. About one-fourth of the students are enrolled in vocational courses.

The state is presently engaged in a role and function study of the community junior college system, particularly in relation to area vocational-technical schools. Creation of

twenty-two taxing areas or districts has been proposed by the state superintendent.

Philosophy. Transfer students are admitted to the University of Kansas on a selective basis. An average of C is a minimum transfer requirement.

Policies and Procedures. Not more than the equivalent of the first two years in any curriculum may be transferred to the university as advanced-standing credit from a junior college.

Except in meritorious cases, no advanced-standing credit is awarded to a student for work done in a junior college after he has completed the equivalent of the first two years of work in any curriculum. In such cases, credit is not to exceed eight semester hours and must be approved by the student's dean in advance.

Courses must be substantially equivalent to courses offered by the University of Kansas. If courses are not exactly equivalent, but are transferable, they are identified as accurately as possible, and used to fulfill graduation requirements. How these or any other courses are used to fulfill degree requirements is determined by the dean of each specific school (fine arts, liberal arts, journalism, etc.).

Vocational-technical courses do not transfer.

Problems. No transfer issues were specifically identified.

Future. Changes in articulation practices are not anticipated.

Material submitted by:

Max Fuller
Director of Admissions
University of Kansas

KENTUCKY

Fourteen community colleges.

Background. Legislation mandating the University of Kentucky Community College System was enacted in 1962. Two years later, the university acted to implement its provisions. The Board of Trustees of the University of Kentucky issued a policy statement under which the university would consist of two divisions under the President and Board of Trustees--a university system and a community college system. The policy statement assigned three tasks to the community college system: (1) to provide the first two years of work leading to a baccalaureate degree; (2) to provide two-year non-baccalaureate programs leading to the granting of associate degrees or appropriate certificates in semi-professional and technical areas; and (3) to provide programs of adult education and service oriented to community interest, both vocational and cultural. As a result, a number of university "centers" became community colleges. Subsequently, additional colleges were developed, and today the system has a total of fourteen colleges.

At the present time, the chief administrative officer is a vice president who reports directly to the President of the University of Kentucky. The administrative head of each college is called a "Director." The directors report directly to the vice president. Each college has a local advisory board serving the director of the college, the vice president, and board of trustees. A system-wide catalog is published annually.

In addition to the University of Kentucky Community College System, legislation passed in 1966 authorized the four state universities to "provide programs of a community college nature in their own community comparable to those listed for the University of Kentucky Community College System."

The following remarks regarding articulation apply to the University of Kentucky Community College System.

Philosophy. The University of Kentucky Community Colleges, as previously mentioned, have been assigned three tasks. The colleges are an integral part of the university and, at the same time, relate to the needs of the communities they serve. Transfer courses in the community colleges parallel those offered on the university campus. They may be transferred directly to the Lexington campus of the university or to other public or private institutions. Technical courses designed to meet the requirements of two-year terminal programs offered by the community colleges are not transferable to the university.

Policies and Procedures. A maximum of sixty-seven hours of transfer course work taken in the community colleges is accepted by the University of Kentucky and other state universities and colleges. Technical courses are generally not transferable.

There is a trend, however, for four-year institutions to accept credits earned in technical courses. For example, the state universities that offer baccalaureate degrees in the technical areas have on occasion accepted community college technical course credits if they are appropriate to the student's major area of study. In addition, one private four-year institution in the state has announced that it will accept all credits earned in a community college including both technical and transfer course work.

Since the community colleges are a part of the University of Kentucky, the university accepts grades earned in transfer courses taken in the community colleges and includes these grades when computing the student's overall grade-point average. Other state institutions record courses taken in the community colleges, but the grades earned in these courses are not used in computing the student's overall grade-point average.

Problems. The major ones noted are:

1. Several community colleges offer lecture courses in biology and physics without lab, although the state universities require it. Consequently, in the past, some community college transfer students have had to repeat introductory course work in biology and physics. Community college counselors now make every effort to identify students who plan to transfer to the state universities and advise them to postpone biology and physics until they begin course work at the state universities.

2. In the past, technical courses ("T" prefix in the catalogue) offered at the community colleges were not accepted by the University of Kentucky; however, as noted above, state universities have occasionally accepted these courses if they related to the student's educational goals. This decision was left to the dean of the college at the state university in which the student planned to enroll and led many students, faculty, and staff to feel that the state universities were more concerned with helping the individual student than the University of Kentucky was. This matter, it is hoped, will cease to be a problem as a result of action (described below) taken by the Faculty Senate of the University of Kentucky.

Future. The following were recently approved as additions to the rules of the University of Kentucky Faculty Senate (and should soon begin to correct the foregoing problems):

1. The Community College System should be permitted to originate and/or offer courses in addition to those offered on the Lexington campus.

2. The Community College System should be permitted to drop the present "T" prefix from its courses as deemed necessary.

3. Courses taken in the Community College System, but not offered on the Lexington campus, should be evaluated for

transfer credit to the Lexington campus on the same basis as courses from any other institution.

4. The present practice of transferring grades along with credits should be continued for those courses offered on the Lexington campus with transfer credit from the Community College System.

Material submitted by:

Ellis F. Hartford
Vice President for
Community Colleges
Community College System
University of Kentucky

LOUISIANA

One public two-year institution, two pilot two-year programs connected with high schools, three two-year college campuses of Louisiana State University, a two-year branch of Southern University, three private two-year colleges, and one private community college.

Background. The State of Louisiana has one public two-year college, a municipal but chiefly state-supported institution in New Orleans that offers both transfer and occupational curricula. Three branches of Louisiana State University offer university as well as occupational programs in Alexandria, Eunice, and Shreveport. Several small private two-year institutions, including two Catholic men's colleges of long standing, are also active in Louisiana.

A recent constitutional amendment (1968) established the Louisiana Coordinating Council for Higher Education with authority to approve establishment of new programs, courses, and institutions.

Philosophy. All transfer students with fewer than thirty semester hours are enrolled in the Junior Division of Louisiana

State University. A Junior Division Council serves as liaison between that division and other university units.

Policies and Procedures. Louisiana State University catalogue lists the following policies regarding transfer students:

1. Not more than one-half the credit required for a degree may be accepted from two-year colleges.
2. A Louisiana resident with less than fifty-five semester hours of attempted college credit must have a minimum 1.75 grade-point average; a student with fifty-five hours or more must have a 2.00 minimum average on total work completed.
3. An applicant who wishes to transfer more than thirty-six semester hours and has failed to earn an overall 2.00 average within the last two semesters at a junior college may be denied admission.
4. An applicant who has not been enrolled at a transfer college for the two previous calendar years must present evidence of ability to do satisfactory work.

College credits earned in the pilot programs mentioned above will be accepted for transfer to any institutions of higher learning under the Louisiana State Board of Education.

Problems. The financing of higher education was identified as the most acute problem in Louisiana.

Future. The Coordinating Council for Higher Education is developing a master plan for higher education in Louisiana.

Material submitted by:

James McLee, Director
Teacher Education,
Certification and Placement
Department of Education
State of Louisiana

MAINE

Six vocational-technical institutes, three branch campuses of the university offering two-year terminal programs, and one private junior college for women.

Background. Maine's vocational-technical institutes are under the direction of the State Board of Education. The feasibility of a system of public community colleges was discussed in a 1966 study of higher education, but the system has not as yet been implemented.

The Augusta Campus of the university offers two-year associate degree programs in liberal studies, business or public administration, general studies, art, nursing, and law enforcement. The Orono Campus offers two-year technical programs in life sciences, agriculture, and engineering technology.

Philosophy. Admission of transfer students is on a selective basis. No transfer credit is allowed by most colleges of the University of Maine for a course in which a D grade was earned.

Policies and Procedures. No transfer credit is allowed by the College of Arts and Science, University of Maine, for courses with grades below C. The director of admissions has the responsibility for deciding transfer credit.

Problems and Future. Since the number of transfers is small, they can be handled individually. No changes in the articulation process are anticipated.

Material submitted by:

Mary E. Randall
Registrar
University of Maine

Wayne H. Ross
Executive Secretary
Higher Education
Facilities Commission
State of Maine

MARYLAND

Thirteen regional community colleges.

Background. The Maryland State Board for Community Colleges has been in operation only since August 1969. Experience with articulation is consequently limited. A statewide study on articulation is being planned to determine the success patterns of transfer students.

Although three two-year colleges existed before 1939, that date is considered the starting point of public community colleges, for, at that time, among other criteria, accreditation standards were adopted. Until 1968, local Boards of Education governed community colleges. They now have the option to change to separate Boards of Trustees whose members are appointed by the governor. Six community colleges have made this transition. The Maryland Council for Higher Education coordinates the tri-partite system.

While the community colleges have a dual purpose, transfer education still predominates.

Philosophy (of state colleges specifically). Community college students who achieve associate degrees in four semesters on a full-time basis or the equivalent on a part-time basis have priority over other transfer applicants for upper-division standing. Their credits are given liberal evaluation in terms of transfer credit and equivalency. Individual state colleges retain a high degree of flexibility in evaluation of transfer courses and credits, since community college curricula differ considerably in content and courses offered. The University of Maryland grants transfer credit on a course-by-course basis, since no formal agreements have been made.

Policies and Procedures (state colleges). Transcripts of transfer applicants are examined individually at the state colleges, with great flexibility allowed. The word "approximate" is used as a course equivalency guideline. As a general

rule, transfer students must be in residence for the final baccalaureate year. The standards committees at individual colleges may grant exemptions. In no instance, however, are D or F grades transferred as credit.

Problems. No specific problems have been identified on a statewide basis.

Future. An ad hoc Committee on Articulation has been appointed by the Maryland Council for Higher Education. Policies on transfer articulation are expected to be formulated by the council for the state's tri-partite system of higher education.

The State Board for Community Colleges also plans to work with all segments of higher education to develop policies and procedures to facilitate transfer between institutions.

Material submitted by:

Lewis R. Fibel
Executive Director
Maryland State Board
of Community Colleges

Andre M. Korus
Staff Specialist
Board of Trustees
of the State Colleges
State of Maryland

MASSACHUSETTS

Thirteen regional community colleges in the state system.

Background. Massachusetts was the first state to begin a community college system fully financed by the state and sponsored by a single board. Berkshire Community College in Pittsfield was the first college formed under the regional community college system in 1960. The Board of Regional Community Colleges is the policy body for all institutions. Policies originate primarily in the President's Council, which meets monthly with the president of the state board. Legislation provides for curricula substantially equivalent

to the first two collegiate years; post-high school vocational and adult education are also included. In lieu of a statewide transfer policy, effectiveness of transfer primarily depends on institutional relationships. Geographical proximity is an important factor.

The University of Massachusetts at Amherst is one of the few institutions in the country that publishes a Transfer Students' Handbook.

Philosophy. The University of Massachusetts is the only institution committed by public policy to accept any qualified community college student "who has completed the two-year transfer program with a satisfactory academic performance and who is recommended by the appropriate community college officials." This statement was accepted in 1967 by the University Board of Trustees.

Policies and Procedures. Community college courses, similar to the university's and completed with C grades or higher, are acceptable. Evaluation procedures are:

1. Admissions staff has sole responsibility for the evaluation of transcripts.
2. Acceptance statements sent to students include the number of transfer credits awarded and list of courses that meet requirements of or that are lacking toward graduation.
3. A copy goes to the student's major department.
4. The student returns his evaluation sheet to the department with his intended schedule of classes.
5. The department prepares a pre-registration form that is presented to the student during orientation.

The state colleges are prepared to facilitate orderly transfer under criteria voted by the Board of Presidents in June 1967. Among these are the following:

1. Complete transcripts and an official recommendation from the community college must be provided by each applicant. In the evaluation of a student's eligibility, major emphasis will be placed on the record and recommendations earned at

the community college. Personal interviews may be required.

2. The state colleges will accept credits of C or better earned at the community college in equal or comparable courses, such equality or comparability to be determined by the relevant departmental chairman in the state college. Flexibility will be encouraged in evaluating the comparability of general education courses.

3. Special pre-requisite courses of a state college during the first two years must be satisfied by transfer students. Transfer students may be granted credit for course work that fulfills the elective requirements of the four-year curriculum. A community college that does not offer pre-requisite courses will encourage the applicant to transfer at a time when he will face a minimum loss of credit.

4. State colleges will expect of transfer students the same degree requirements as of all other students. State colleges will refrain as much as possible from requiring upper-division courses in the first two years. Community colleges will refrain from offering courses normally required in upper-division studies at state colleges.

Problems. Some university and state college departments still question community college ability to offer quality education, particularly in specific subject areas. These fears are gradually being dispelled by the satisfactory performance of transfer students.

More individual transfer problems exist with state colleges than with the university branches. The Amherst Campus limits entering enrollments to accommodate more transfer students. Transfer to most of the private colleges is felt to be operating smoothly.

Future. The university may adopt lower- and upper-division programs. A full sixty-hour package could then possibly be granted to the community college transfer student regardless of grades earned.

Material submitted by:

Ernest W. Beals
Associate Dean of Admissions
University of Massachusetts

William G. Dwyer
President
Board of Regional
Community Colleges
Commonwealth of
Massachusetts

MICHIGAN

Thirty comprehensive public community colleges.

Background. Michigan's first junior college was established in 1914, following a tradition of local control and local financing that continues to the present. The most significant legislative action occurred in 1964. Among the unusual provisions was permission to attend a community college part time while attending high school full time. Non-high school students may take a variety of courses of any length. All public junior colleges are considered "community colleges."

Community colleges offer comprehensive programs; legislation allows the four existing K-12 districts as well as community college districts to offer vocational work. Curriculum innovation is emphasized in community colleges and is especially noted in health careers and business.

A State Board of Public and Community Colleges advises the State Board of Education on the supervision of the public two-year colleges. State legislation in 1965 gave organizing and bargaining rights to public employees, including community college faculties. The state has recently begun to exert control over community college curriculum planning and must grant approval of all curricula. Articulation between two- and four-year colleges is controlled by the Michigan Association of Collegiate Registrars and Admissions Officers in a cooperative and voluntary relationship.

For many years, the University of Michigan has maintained a Bureau of School Services responsible for accreditation of

secondary schools as well as for liaison with community colleges. The duties of the bureau are similar to those of the University of California's Office of Relations with Schools. The University of Michigan has an Assistant Director of Admissions for Community College Services, as do most of the other public senior institutions. Michigan State University, Western Michigan University, and Eastern Michigan University accept more community college transfer students than the University of Michigan does.

Philosophy. Voluntary articulation is basic to Michigan higher education. No statewide authority determines policy in articulation matters. The Michigan Association of Collegiate Registrars and Admissions Officers has promoted uniformity in transfer policies, particularly through the work of its articulation committee. Equivalent or similar lower-division courses are generally accepted with an earned C or better and, in an increasing number of cases, D grades are accepted. Several senior institutions, but not the University of Michigan, accept selected vocational-technical courses.

A philosophy of cooperation and flexibility is practiced among community colleges and senior institutions in Michigan. Room to maneuver is allowed to take care of unusual and individual transfer situations.

Policies and Procedures. Authority to determine course transferability rests with the receiving institution. A course syllabus may be requested and, in a small number of cases, may be referred to the appropriate university department for the transfer decision. All decisions are relayed annually to concerned institutions. The volume, Report of Acceptance and Application of Community College Credits Toward Degree Requirements at Four-Year Institutions, gives concise transfer information from most senior colleges and universities in Michigan.

At the University of Michigan, decisions on specific degree requirements are made by a board or committee of each school or college, which then follows its own guidelines.

Faculty are also consulted on such cases as seminars, independent study, and field courses.

Four types of transfer credit, as described by the University of Michigan correspondent, are recognized by most senior institutions in the state:

- | | |
|--------------|---|
| Equivalent | - credit is granted for a specific university course |
| Departmental | - content is comparable to material offered within a single department, but no equivalent course exists |
| Divisional | - course is classified as interdisciplinary because material offered draws from more than one department |
| Unspecified | - content is not comparable to courses offered in any department of the school or college; e.g., in the College of Literature, Science, and the Arts, a specified number of semester hours of applied music and art courses are acceptable as elective degree credit. |

Procedures for determining both transferability and applicability are shown below:

Transferability, Applicability	Procedure
Transferability of course toward degree program	Undergraduate Admissions Office (using faculty guidelines)
Applicability of courses toward general degree requirements	Records Office (using faculty guidelines and course determination of Admissions Office)
Applicability of courses toward concentration (major) program	Faculty advisers (using departmental or interdepartmental requirements)

Problems. Under a voluntary system such as this, numerous problems arise regarding articulation between the several types and levels of institutions of higher education. Several problems are due to the differences in institutional philosophies, others to the public and state expectations for the various institutions.

Problems at the college-university level:

1. Faculties sometimes devise concentration programs by department within single institutions without consulting other four-year or community college faculties. As a result, great diversity exists in program requirements, particularly at the University of Michigan. Increasingly throughout the state's senior institutions, a lead-time of eighteen months between announcement of change and date of change is being more carefully observed.

2. Faculty philosophies differ on the value of general or liberal education and the course requirements for such--making transfer difficult and at times impossible. This, apparently, is particularly true at the University of Michigan and Central Michigan University. Other senior institutions are evidently more likely to accept general education courses even if they (the receiving institutions) specify a different course requirement.

3. Great diversity exists in certain articulation policies and procedures, i.e., amount of credit granted, type of credit granted, acceptance of D grades, etc.

Problems at the community college level:

1. In some instances, community colleges develop transfer courses without consulting senior colleges. These situations have decreased significantly in recent years.

2. Some community colleges fail to provide adequate transfer guidelines to students either through the counseling staff or printed information.

3. Articulation between programs within some community colleges and between some senior institutions is unsatisfactory.

4. Limitations of budget and curricular programs create difficulties for students wishing to meet all requirements

necessary for transfer without loss of time or credit. This is especially true with new or small community colleges.

5. A community college student who changes his mind after a year or more at the two-year college is often in difficulty because of the diversity of program requirements in both two- and four-year institutions.

It is difficult to work with professional accrediting agencies, which ordinarily do not accept professional credits from lower-division schools. Universities in Michigan are taking the initiative in getting these agencies to provide for the transfer of community college courses (in business and journalism, for example) within the professional school accreditation agreements.

Future. Although voluntary articulation has proven successful in the State of Michigan, there is increasing evidence that the future will bring greater control by state agencies. At the present time, a bill has been proposed to amend the state constitution to limit the constitutional autonomy of state colleges and universities.

Material submitted by:

Lance Erickson
Assistant Director
of Admissions
University of Michigan

Richard E. Hensen
Associate Director of
Admissions and Scholarships
Michigan State University

MINNESOTA

Eighteen state and five private colleges, plus two two-year university centers and twenty-eight area vocational-technical schools.

Background. In 1963, the Minnesota State Legislature created a State Junior College Board charged with creating a new state system. The ten existing colleges, all invited to

participate, joined the system. Nine additional campuses have been authorized by the State Junior College Board.

The State Board is the single policy-making board for all colleges in the public system. Individual campuses are served by Advisory Boards, appointed by the State Board; they have no policy-making functions or responsibilities. The 1963 law provided for a statewide tax base instead of the local-levy provisions existing before.

Twenty-eight area vocational schools offering post-secondary vocational programs are operated by common school districts. The State Commissioner of Public Education (equivalent in other states to the State Superintendent of K-12) controls the flow of vocational monies into the post-secondary area vocational schools, with only a token sum diverted to the State Junior College System. More area vocational schools are planned under this same arrangement. There are three medium-sized and two quite small private two-year colleges, and the University of Minnesota operates two satellite two-year technical schools on sites previously used as resident agricultural high schools.

Philosophy. The stated intent of the 1963 law was to encourage the junior college system to offer university-parallel, occupational, and general education. Although the intent was to encourage the new schools to offer occupational programs along with university work, under an open-door philosophy, and although colleges have come into existence in the metropolitan area, full attention to comprehensiveness or to implementing the open door have not been possible because of the uncoordinated nature of the total post-secondary effort mounted by the state.

Policies. Existing colleges are visited by committees from the University of Minnesota to work out the setting and maintenance of standards. Articulation practices with the state college system are conducted on an individual institution basis. Four of the public schools are already accredited by

the North Central Association, and two of the private colleges are going through accreditation procedures.

Overall operating policies concerning course adoption, faculty additions, and facility planning and building are adopted by the state board and implemented through a chancellor's office. This presents a tightly centralized operation.

Problems. The overriding problem is the separate-institution approach to post-secondary education. There is virtually no articulation between area schools and junior colleges. Because of this, the national trend to comprehensive community colleges has not really begun in Minnesota. Area schools with separate facilities, separate programs, separate administrative units, and separate state boards for evaluation are often built side by side. In other cases, area vocational-technical schools will be planned and built in the same city but on sites separated by miles from an existing junior college.

Although there are strengths flowing from a state system with tightly controlled administration procedures, the campus presidents are often reduced to the role of high school principals. How to give real administrative authority and responsibility to these campus presidents while retaining the efficiencies of centralized operations is a real problem.

Community participation in policy making is difficult to achieve under the existing arrangement, for local boards have no policy-making functions. This central control will make it difficult for Minnesota to move toward comprehensive community colleges. Such a comprehensive program is denied by the present competing systems and the community surrounding a college is rendered inarticulate in the policy-making process.

Future. State junior colleges may be expected to move ahead rapidly in Minnesota. The Higher Education Coordinating Commission has recommended the establishment of six new state junior colleges.

The existing parallel systems must, however, move toward closer articulation of administration and operation. Professional expertise is needed to advise the legislature.

Material submitted by:

Don A. Morgan
Associate Professor of
Higher Education and
Educational Administration
University of Minnesota

MISSISSIPPI

Nineteen comprehensive public junior colleges and seven private junior colleges offering academic programs.

Background. Mississippi's public junior colleges developed from the county agricultural high schools of the early part of the century. Some of these became regular high schools; others developed into junior colleges. The present Junior College Commission was created in 1928. Since 1964, every county has been included in one of the existing junior college districts. Most counties levy taxes for operation and for capital improvements.

Public two-year colleges in Mississippi are controlled by a local board of trustees. The State Board of Education and the Junior College Commission have supervisory and coordinating responsibilities.

A Junior-Senior College Conference is held annually, and articulation problems are freely discussed.

Philosophy. Junior college transfer credits are accepted by the state's senior colleges and universities without question. Excellent coordination exists between state agencies, the university, and the junior colleges. Junior colleges in Mississippi basically endorse the philosophy of the open door for all prospective students.

Policies and Procedures. An overall C average is required on transfer credits at both the University and State University. At the State University, a maximum of one-half the total University degree requirements is allowed in transfer. Applicability of courses is decided by the dean of the appropriate college. Grades are accepted at face value.

Problems. Financing is one of the most significant problems confronting Mississippi Public Junior Colleges. The shortage of money at the local, state, and federal levels makes it extremely difficult for administrators to provide essential facilities, student services, and academic leadership.

Because of tensions stemming from the recent court-ordered integration of the public elementary and secondary schools, it is unlikely that any junior college district will be able to increase taxes at the local level for any purpose in the near future. This trend will place more stress on the state legislature in raising revenue from an already over-taxed public.

Future. The future of the system of Mississippi public junior colleges is encouraging for several reasons. Public awareness of the benefits accruing from a junior college education system is increasingly evident. Job-entry programs of vocational-technical training for youth and adults have done much toward creating a favorable public image for junior colleges.

The articulation of junior college graduates into senior colleges or universities has improved immeasurably during the last ten years. All senior institutions have begun vigorous recruiting programs. The Junior-Senior College Conference, held each fall, has done much toward eliminating the problem of transfer credits. Studies of junior college graduates indicate that, at the senior college or university, they do as well as or better than those who begin as freshmen at the senior institutions. The unique partnership between agencies of the state and local government has stood the test of experience during the last half century. This cooperation, plus an

increased amount of federal financial assistance in the immediate future, should insure a generation of better trained youth--at the same time offering opportunity for retraining and upgrading many talented but untrained adults in a more competitive society.

Material submitted by:

M. Ray Busby
Supervisor of Student
Activities
Department of Education
State of Mississippi

Miss Mamie B. Franks
Associate Registrar--
Admissions
University of Mississippi

MISSOURI

Sixteen public community colleges in twelve districts, eight independent and church-related private junior colleges, including two military academies.

Background. When the Junior College Law was enacted in 1961, Missouri had six public junior colleges operated by high school districts. By 1969, only two were so organized; the others had been reorganized in enlarged new districts. Six additional colleges had been created, including campuses of the Junior College District of St. Louis-St. Louis County, the first district established under the new law.

A special Ad Hoc Articulation Committee was appointed by the Missouri Junior College President's Council. Recommendations are indicated below, under Policies and Procedures.

Philosophy. Many four-year institutions in Missouri are accepting associate degrees without further evaluation, particularly the state colleges. Two articulation conferences have been held in the past year. Discussions strongly favored communication and cooperation among student personnel administrators as the avenue for implementation.

Policies and Procedures. Advanced-standing credit may be allowed by the University of Missouri, insofar as the work satisfies requirements of the appropriate university division. Graduates of accredited junior colleges will be admitted to junior standing if the work has paralleled the first two years of a particular university college. Claims must be made within one semester after entrance. Junior college transfers receive credit for D grades as follows:

1. At Northwest Missouri State College the accumulated credits earned there and at the colleges previously attended are averaged together and applied to the student's record.
2. These records are counted at Southwest Missouri State College after the student has earned fifteen hours with forty-five grade points after transferring.
3. The University of Missouri at Columbia and Rolla grant credit for such grades in some of their schools.
4. Central Missouri State College gives credit for D grades for junior college graduates.

Problems. Problems exist, particularly at the departmental level in senior institutions. Most frequently mentioned are (1) loss of credits, (2) making up general requirements, (3) failure to accept some courses as equivalents, and (4) failure to accept any course with a technical designation. Research on the problems seems adequate; implementation of changes is slow.

Future. Discussion continues on the matter of accepting degrees from junior colleges at face value as appropriate credentials for transfer. The following policy statement has been recommended by a special Articulation Committee appointed by the Missouri Junior College President's Council. The statement has been submitted to the Missouri Association of Collegiate Registrars and Admissions Officers:

1. Students who have completed a college-transfer program culminating in an associate degree from an accredited

junior college will be granted full credit for a maximum of fifty per cent of the total number of semester hours normally needed to complete the baccalaureate degree.

2. These students will be admitted in good standing by the university, college, and/or any division or department that normally accepts transfer students at the junior level.

3. These students will be placed in their major area in accordance with their preparation.

4. The associate degree will certify the attainment of an adequate core of general education courses.

5. These transfer students will, therefore, be required to pursue only upper-level general education courses.

Material submitted by:

Carroll S. Price, Director
of Administrative Services
Metropolitan Junior College
District
Kansas City, Missouri

R. L. Martin, Assistant
Director
Junior College Education
State Department of Education
State of Missouri

MONTANA

Three public junior colleges.

Background. Montana is a newcomer to the junior college movement. Legislation passed in 1965 establishes separate community college districts to be organized on a county or multiple-county basis. The State Board of Education is the supervising agency and is currently beginning a status study of community college education. Approval of programs and credit transfer will be specifically considered. As yet, there is no state master plan for education.

Philosophy. A comprehensive curriculum was recommended in 1966 by a special committee of the state board, and the several public colleges are beginning to offer a greater variety of occupational programs. At present, university

acceptance of community college credit is based on recommendations found in the publication, Report of Credit Given by Educational Institutions, issued by the American Association of Collegiate Registrars and Admissions Officers. Equivalent or similar courses are uniformly accepted by the three university branches. Technical course credit may be transferred if authorized by a departmental chairman. Additional credits over a normal maximum will be accepted upon approval of a dean or chairman.

The Montana University system operates with an open-door freshman admission policy similar to that of community colleges.

Policies and Procedures. The University Directors of Admissions are authorized by the faculty senate subcommittees on admission, graduation, and academic standards to determine which community college courses will transfer. Such credits apply toward graduation but only as lower-division work. They may not exceed one-half the total number required for a university degree. Their application to major field requirements is decided at the departmental level. To enter a university branch, a transfer student must present an official transcript and a statement of honorable dismissal. Non-residents must show at least a 2.00 cumulative grade-point average on all credits submitted.

Problems. The following have been noted:

1. Some professors still feel that community college courses are generally not equivalent to their university counterparts.
2. University upper-division courses are sometimes found in the lower-division community college, causing problems with some departments.
3. No statewide plan for course articulation or specific credit acceptance has been formulated.
4. Communication between university and community college faculties needs to be improved.

Future. A statewide study of community college education is now under way.

Material submitted by:

Jack L. Hoover Director of Admissions University of Montana	H. G. Cockrum Director of Admissions Montana State University	Dolores Colburg State Superintendent of Public Instruc- tion State of Montana
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NEBRASKA

Six public junior colleges, three state-supported vocational-technical institutes designated as post-high schools, five area-supported vocational-technical institutes, and one private junior college.

Background. Nebraska's junior colleges may be operated by a secondary school district or an independent junior college district. Although three of the six public colleges were established in the 1920's, the development of the movement has not been extensive. Several unusual provisions are found in the Nebraska junior college legislation: (1) only nine junior colleges will be authorized; (2) non-contiguous school districts may form a junior college district, or a junior college district may annex non-contiguous secondary school districts; (3) the Commissioner of Education can dissolve a junior college with less than forty students; and (4) tuition is established by a board composed of the presidents of all junior colleges.

While local boards operate the colleges, the State Department of Education accredits them and approves programs.

Articulation of instructional programs of the junior colleges and the four-year institutions is being improved. This year, the Nebraska Association of Collegiate Registrars and Admissions Officers prepared the first advisers' handbook for use in junior colleges. The University of Nebraska at Omaha

and the Nebraska Association sponsored the second annual articulation conference on the Omaha campus in May 1970.

Philosophy. Junior colleges and four-year institutions agree that students should be able to move easily and smoothly from the junior colleges to the private colleges, the state university system, and the four state colleges.

Policies and Procedures. The maximum number of credits transferred from an approved junior college is sixty-six semester units. D grades are unacceptable; a C cumulative grade average is required. Scores on College Entrance Examination Board and Scholastic Aptitude Tests are considered in the transfer process.

In general, the four-year colleges accept junior college hours up to a maximum of sixty-six for application on the B. A. or B. Sc. degree. Junior colleges suggest that all passing hours in transfer courses be accepted. The suggestion is still being considered.

Instruction in the vocational-technical group is not recognized for transfer credit by the University of Nebraska, except that hours may be recognized by the Department of Industrial Education of the University's Teachers College to be used on an Industrial Education major. Other students entering the university from vocational-technical institutions may receive credit by examination.

Problems. No statewide issues were identified.

Future. A Coordinating Council on Higher Education is being considered to coordinate higher education throughout the state.

Material submitted by:

John Aronson
Director of Admissions
The University of
Nebraska

NEVADA

One community college, two branches of the university offering some technical education programs, and one technical institute specializing in sub-collegiate vocational education.

Background. Nevada opened its first community college in 1967 as a part of the Elko County School District. No state funds were provided for this pilot project. A state master plan is now being developed. The president of the community college at Elko reports personally to the director of the Community College Division of the University of Nevada System. A local advisory board has been appointed by the Board of Regents to assist the college.

Philosophy. Community colleges will probably develop as part of the University of Nevada system as in Hawaii, Kentucky, and several other states. The principle of university course-equivalency would therefore remain as the transfer standard.

Policies and Procedures. Current transfer guidelines include the following:

1. The accreditation of the institution and the graded listing published in the current American Association of Collegiate Registrars and Admissions Officers' Report of Credit Given govern the acceptance of transfer credit: A listing--credit accepted; B listing--credit accepted after the first fifteen credits in residence are completed with a C average or above; C listing--credits accepted after the first thirty credits in residence are completed with a C average or above; E listing--credit not accepted.
2. Duplication, excessive credit, or repeated credit is not allowed.
3. Credits transferred from an accredited junior college may be accepted up to a maximum of one-half the corresponding university curricula for the degree.
4. Credits transferred from an accredited four-year educational institution may be accepted to within thirty semester

credits of the total credits required for the degree.

5. Credit may be granted for lower-division courses from other institutions if they are comparable to University of Nevada upper-division courses. Such credit may be applied toward satisfying the individual college's upper-division credit or specific course requirements if approved by the dean of the college concerned.

6. Graduates from a one-year professional course in an accredited normal school are granted one year's credit of advanced standing in only the Colleges of Arts and Science, Business Administration, and Education.

7. All advanced-standing credits are posted to the permanent record with the actual grades earned, but the total number of transfer grade points that may be applied toward graduation may not exceed two grade points for each acceptable credit attempted.

8. Transfer credit in excess of that granted for a similar university course is not allowed.

9. A maximum of fifteen semester hours may be earned by examination by acceptable correspondence, extension, or United States Armed Forces Institute courses. Such credit cannot be applied to the residence requirement.

The University Office of Admissions evaluates the transcript and records the specific course title, number, credits, and grades. The evaluation form is distributed to the office of student affairs, the academic dean, the academic adviser, the records office, and the student. The specific credit that may be applied toward satisfying degree requirements in the assigned college is determined by the adviser and/or dean of the college. Appeals are resolved by the admissions officer and the dean of the appropriate college.

Problems. A few students have attempted to circumvent the university's admission policies by enrolling in a community college for one or two courses, hoping to transfer on the strength of these.

Future. The Board of Regents is likely to modify its policy regarding admissions to allow any student graduated from Elko Community College with an A. A. or A. S. degree to be regularly enrolled in a university baccalaureate-degree program.

Material submitted by:

John A. Halvorson
Assistant Director
of Admissions
University of Nevada
(Reno)

Charles Donnelly, Director
Community College Division
University of Nevada System
State of Nevada

NEW HAMPSHIRE

No public community colleges, three private junior colleges, and seven vocational-technical institutes including the New Hampshire Technical Institute.

Background. In addition to the university, the state of New Hampshire has two four-year colleges located at Keene and Plymouth; they offer both lower- and upper-division programs. The technical institutes scattered across the state provide occupational training. Fee structures are comparatively high in both types of institution. Community college development is being discussed by a committee of university trustees and members of the State Board of Education.

Philosophy. A "comparable course" philosophy is used by the university in making transfer decisions. The American Association of Collegiate Registrars and Admissions Officers' document, Report of Credit Given by Educational Institutions, is the basic transfer guide.

Policies and Procedures. Transfer credit will be awarded to students who have taken comparable courses and have earned C grades in them.

Problems. Since numbers are small, unusual transfer cases are handled on an individual basis.

Future. Although discussions are being held, the state has no definite plans for creating a community college system.

Materials submitted by:

Eugene A. Savage
Director of Admissions
University of New Hampshire

NEW JERSEY

Thirteen county colleges with comprehensive curricula.

Background. The State of New Jersey is another newcomer to the community college movement. Although several so-called experimental junior colleges were opened in the early Thirties, concerted action did not begin until late 1958, with the establishment of the Office of Community and Two-Year College Education. Recommendations of a state study committee were translated into legislation: the County College Bill of 1963, which created a system of two-year comprehensive institutions under the Department of Higher Education. The Council of County Colleges is advisory to the Department Chancellor.

Phase I of the State Master Plan has been completed; Phase II, on the role and function of the county colleges, was to be published in summer 1970. An articulation conference that may become like California's is under way. An initial blue-ribbon conference on transfer procedures, held in January 1970, resulted in the appointment of a steering committee to attack some of the problems discussed. The conference discussed a cluster plan in which a senior college would develop an agreement with nearby two-year colleges as an alternate to the formation of statewide subject-area articulation committees.

In addition to the thirteen county community colleges, a quasi-public county community college* resulted from legislation

enacted in 1968. It established a Union County Higher Education Coordinating Agency, thus enabling it to receive state support beginning with the fiscal year 1970.

Philosophy. Section I of the master plan announces ten goals of New Jersey's higher education system, several of which have particular relevance for the community college: (1) elimination of financial barriers, (2) more diversity and flexibility, and (3) implementation of programs to meet community needs. It is agreed that diversity among institutions should be complemented by diversity within. A greater number of out-of-state students was recommended. Higher education in the state had tended to segregate students of differing ability levels at different institutions.

Policies and Procedures. Policies and procedures on transfer vary considerably among senior institutions:

1. Some will accept an entire package of general education; others will not take all credits earned at a county college. Typing, bookkeeping, and elementary algebra are most frequently on the unacceptable list.
2. Rutgers University will accept D grades in sequential courses when the student shows proficiency in advanced courses. D grades are acceptable within the various schools at Rutgers.
3. Four-year colleges erase grade-point averages from transcripts from two-year colleges.
4. Most accept credits for advanced placement. Several accept College Level Examination Program tests as advanced placement credit.
5. The Curriculum Coordinating Committee presently reviews all courses offered at the county colleges.

Princeton University selects transfer candidates with strong academic records and demonstrated academic promise in fields where the university is underpopulated. Credit hours are not counted; students are admitted as sophomores or juniors.

A volunteer committee composed of Department of Higher Education staff and institutional representatives from public

and private two- and four-year colleges has worked since October 1969 to accomplish several objectives:

1. develop a uniform system of transfer mechanics
2. develop a timetable and uniform system for adequate data collection on transfer students, so that predictions can be made far enough in advance to accommodate all qualified students seeking transfer
3. develop strategies to place the June 1970 transfer aspirants
4. examine all such aspects of transfer as geographic location of institutions, major area of curricular study, individual counseling and transfer procedures at local institutions, institutional quotas, financial assistance, and relationship of the public and private sectors of education
5. formulate future plans for the committee consisting of such tentative activities as:
 - a. becoming an organization officially approved by the Board of Higher Education rather than a volunteer organization
 - b. starting curricular program articulation conferences based on transfer student demands
 - c. drawing up articulation and transfer guideline sheets for high school to college and for two-year to four-year colleges
 - d. publishing a student guidebook to New Jersey community colleges
 - e. conducting research on the academic success of the transfer student
 - f. examining available scholarship assistance and the rate of use by students.

Problems. The Steering Committee is examining the following problems in addition to those implied in the previous section:

1. "double standards"--quality of county college courses, but not that of other four-year schools, is examined by senior institutions

2. integration of specific disciplines, i.e., county college chemistry with senior college chemistry

3. two-year college students attempting to meet general education requirements listed in a senior college catalogue are held up by a different set when they are ready to transfer.

Future. Institutional cooperation is identified as a trend in New Jersey's articulation activities. A marked increase in such cooperation within the system of higher education is the promise of the future.

Material submitted by:

David H. Tucker
 Patricia B. Young
 Assistant Directors
 Community College Program
 Department of Higher Education
 State of New Jersey

H. Dennis Gray
 Assistant Dean of
 the College
 Princeton University

NEW MEXICO

One junior college, six universities or state universities, two with branches (2 branches of Eastern New Mexico University are called community colleges), one military academy providing academic transfer courses, no private junior colleges, but four private senior institutions.

Background. The first two-year college, independent of university control, was established in 1965 in Hobbs and opened in 1967. The junior college district board, with taxing privileges, works in conjunction with the State Board of Education to offer a limited vocational program along with academic curricula. The branch community colleges also have local advisory boards, but are directly responsible to the university board of regents. Each university has considerable autonomy with its own board. The State Board of Educational Finance is responsible for coordination of higher education.

The independent junior college is not a free extension of the New Mexico public school system, though tuition is less for in-district students. There is considerable discussion about establishing a junior college in the Albuquerque area, which the University of New Mexico faculty has approved in principle. Branch college and residence centers of universities are also being established throughout the state.

New Mexico Military Institute at Roswell offers two-year transfer curricula as well as military science. Its students frequently transfer to four-year institutions as juniors.

Philosophy. The State Board of Educational Finance approves only graduate-level courses. Actual control of curriculum development remains with individual institutions.

State appropriations are not made on a line-item basis. If the State Board does not provide funds for a degree program, an institution, if it can provide the funds, may proceed with the program on its own.

The University of New Mexico is the reporting institution for the American Association of Collegiate Registrars and Admissions Officers. The AACRAO publication, Report of Credits Given by Educational Institutions, is generally used as a guide by all state-supported and private universities in New Mexico.

Policies and Procedures. The pattern of credit acceptance followed by New Mexico universities is essentially the same as that of most other state universities:

1. C average minimum transfer admission
2. sixty-hour maximum of academic work only, plus four physical science activity courses
3. course-equivalency for transfer.

Transfer courses are evaluated by the Office of Admissions, and the evaluation is sent to the appropriate university college. The college then prepares a course-equivalency sheet with a statement of remaining degree requirements for the student.

Problems. Problems with the articulation process were not identified. State financing was, however, mentioned as a critical issue in the possible expansion of the two-year college movement in New Mexico.

Future. Expansion of all types of colleges and universities is anticipated. No reference was made to changes in the articulation process.

Material submitted by:

J. C. MacGregor
Director of Admissions
and Registrar
The University of New Mexico

NEW YORK

Forty-four two-year colleges: thirty-eight community colleges, six agricultural and technical colleges, and at least four technical schools. (Not included in this total are two-year campuses of the New York City University System.)

Background. The junior college movement was given official recognition in 1948 with the passage of the Community College Act. Community colleges authorized under this legislation were obliged to include technical-vocational training. Because of this legal mandate, institutions in the New York system have larger enrollments in semi-professional programs than in the liberal arts.

Documents developed in 1964--master plans of the Board of Regents (the state's most influential educational unit), the City University, and the State University--all place the community colleges in the New York higher educational system. Each public community college is sponsored by local governmental bodies, which have taxing powers. A local board of trustees is responsible for educational policy and institutional management.

A Transfer Advisory Board, established in 1968 at the State University of New York at Buffalo, the largest campus in the SUNY system, has been meeting regularly to develop closer rapport with community colleges and to encourage, sponsor, and disseminate transfer student research. Student-led visit teams have been organized by this board, which is made up of selected University Center staff.

State University Colleges at Brockport, Cortland, New Paltz, and Plattsburgh are giving special attention to transfer students, particularly in orientation. University Centers at Albany and Stony Brook have strong liaison with surrounding community colleges and two-year campuses of the New York City University System.

Philosophy. According to the 1968 Master Plan of the state university, "every qualified graduate of a two-year program should be assured of an opportunity to continue his education with the university." Implied in this statement is an understanding that two-year college graduates should have preference over those who took their two years at a four-year school. A "qualified graduate" is apparently any student who has successfully completed a parallel program at the associate degree level.

Beyond this quoted statement and implied directions for SUNY institutions, there are apparently no specific statewide policies or procedural statements binding member universities. The State University at Buffalo appears to be more actively engaged in determining its role in accepting transfer students than any other SUNY institution. A document (at present in draft form, dated May 5, 1970) entitled Proposed Transfer Admissions Policies for the State University at Buffalo, represents the thinking of the Ad Hoc Committee on Transfer Policy at Buffalo.

Policies and Procedures (recommended for the State University at Buffalo by the Ad Hoc Committee, chaired by M. Frances Kelly). Though the university presently relies on certain

policies regarding transfer admissions, they are neither fully developed nor formally approved by the Faculty Senate of the University. The Ad Hoc Committee on Transfer Policy of the Division of Undergraduate Studies recommends the continuation of certain policies:

1. selective admissions, based primarily on the standard of potential for academic success
2. differential admissions bases and norms for transfer applicants as against freshmen
3. a universitywide minimum grade-point average for transfer applicants, but--and this is new--only for those with less than three semesters' work (and with exceptions to the minimum approved by the Faculty Senate).

Some changes in present policies are also recommended:

1. some form of departmental, school, or faculty approval for transfer applicants with three semesters' or more of prior work
2. solicitation of additional evidence beyond transcripts or test scores to evaluate academic potential (e.g., samples of work, autobiographies) and the general principle that the university always welcomes exceptional students who give promise--by whatever measurement--of academic success
3. priorities in transfer admission, with highest priority going to SUNY junior college students in transfer programs who will have completed requirements for an Associate of Arts or Science degree (providing their qualifications match those of non-SUNY applicants); next highest priority to applicants from other four-year colleges (SUNY or not) with more than three semesters' work at the time of application; and lowest priority to students from either two- or four-year colleges (SUNY or not) with less than three semesters' work
4. specific guidelines for evaluating transfer credit (though many of these preserve current operating guidelines) and the general principle that, while all of a student's prior work at another school (and within a transfer program) may count toward the baccalaureate requirements, not all of it will necessarily count toward fulfilling departmental pre-requisites or requirements

5. specific duties assigned to the Faculty Senate, the Office of Admissions and Records, and the Division of Undergraduate Studies, making them responsible for (a) reporting to the Senate on current transfer policies and problems of transfer students and (b) establishing, on a year-to-year basis, with the approval of the senate, broad percentages of transfer students to be admitted to each faculty within a given year.

Admissions standards, forms, and measurements:

1. The primary standard for admission to the university is the same for transfer students as for freshmen--i.e., potential for academic success.

2. The University does, however, recognize that different bases for and norms of evaluating academic potential are required for transfer applicants as against freshmen and hence will continue to rely on such differences--at present, for freshmen, a high school grade-point average of close to A and high scores on a variety of admissions tests; for transfer applicants, a grade-point average in post-high school courses of no less than C or C+ for work done at another institution and test scores only in marginal cases or for the purpose of financial assistance.

3. In the belief that academic potential is not specific to a particular major for the first year or so of a student's career, transfer applicants with less than three semesters' work at another school should be admitted simply on the basis of a universitywide grade-point minimum, presently 2.50 (C+).

a. In view of the growing constraints on university resources, transfer students with three semesters' work or more--i.e., students who will be juniors or seniors on admission to the university--should be admitted on the basis of both the minimum grade-point average and some form of departmental approval.

b. Departmental exceptions in either direction from the minimum admission norm for transfer students should be allowed, with the approval of the faculty senate.

c. Catalogue copy for transfer admission should continue to state that the actual grade-point average used

in admitting transfer students may be considerably higher than the minimum grade-point average, because of competition for the limited number of spaces available.

4. Transfer applicants should be encouraged to submit additional information beyond their transcripts or test scores that might indicate academic potential and capacities or desires understated or unrecognizable by other measurements.

Relationships of the university to other institutions:

1. In accordance with the declared SUNY policy that guarantees all qualified graduates of a SUNY two-year institution a place in an upper-level institution, preference must be given to any of them who have received an A. A. or A. S. degree (but not an A. A. S. career degree) by the time of their admission to the university (if their qualifications equal those of a non-SUNY graduate).

2. To encourage the autonomy of SUNY junior colleges, the university should give preference to those students who have actually completed, or will complete by the time of their admission to the university, the A. A. or A. S. degree (as against those SUNY junior-college students who may have the same grade-point average, but on the basis of less than the two years required for the A. A. or A. S.).

3. Applicants with an Associate in Applied Science degree from a junior college will be considered for admission to the university, but on an individual basis rather than the blanket basis.

4. In descending order, priority in transfer admission should be given to students from other four-year colleges (SUNY or not) with more than three semesters' work at the time of application, and then to students from either two- or four-year colleges (SUNY or not) with less than three semesters' work.

Evaluation of credits:

1. Since the university aims to respect the integrity of A. A. and A. S. programs at the junior college (and indeed hopes to encourage junior colleges to develop independent transfer programs on the basis of their own understanding of what constitutes the first two years of work at a university level), it

will accept for full transfer credit any work in programs designated as university- or college-equivalent (transfer or parallel programs) by the junior college itself.

a. The university will grant credit hours as a block for all courses that a student has taken within the normal time required for completing the A. A. or A. S. degree as defined by the granting institution. (For example, if a two-year school requires 70 hours for an A. A. in liberal arts, all credits are potentially transferable.)

b. Liberal arts courses taken in career or technical programs are also fully transferable, under the procedure outlined above.

c. At the option of individual departments, academic credit applicable to major or distribution requirements may also be given for career or vocational courses.

2. Credit hours and courses that transfer may thus be classified in two groups:

a. Departmental course requirements: courses acceptable by a department or program to be counted toward requirements or pre-requisites of a major. (It should be noted that courses not acceptable by a department toward its major requirements may be acceptable by the Division of Undergraduate Studies toward elective or distribution requirements. See Section 4b immediately following.)

b. Elective credits: hours acceptable to the Division of Undergraduate Studies as elective credits toward the minimum 128 hours required for graduation (and apart from those acceptable by a department toward its own requirements), some of which may be used in satisfying the thirty-two-hour distribution requirement (as determined by the Division of Undergraduate Studies).

3. The present Ad hoc Committee on Transfer Policy should be made a permanent standing committee of the Division of Undergraduate Studies by action of the Policy Committee of the Division and should be charged with two broad responsibilities: to conduct regular studies of the transfer situation and make recommendations to the faculty senate on the basis of these

studies (and/or on the basis of problems brought to its attention by individuals or groups within the university); and to establish on a year-to-year basis broad percentages for transfer students to be admitted to each faculty of the university.

4. Grade transfer:

a. All types of evaluations of a student's performance transfer from the sending institution as credited by it. At present, this includes plus and minus, satisfactory/unsatisfactory, written evaluations, grades of A-F.

b. Grades of incomplete ("I") shall remain on a transfer student's record until changed by omission of a grade change by the course instructor at the school involved. The number of hours attempted for "I" grades will not be counted in the grade-point average.

c. If a transfer student repeats a course at the sending school, and his grade-point average is thereby altered, the University of Buffalo shall honor the policy followed at the sending school concerning grade-point average calculation. In most cases and at this university, a student cannot earn credit if he repeats a course in which he has already received passing grades (A-D, S).

d. Pass-fail grading has important benefits, but they may conflict with the necessity of choosing comparatively among several candidates for the limited space available at the university; translation into a letter grade may thus be required, either by the original instructor or school, or by judgment of the student's actual work at a previous school by a faculty member in an appropriate department of the University of Buffalo.

e. Credit hours that transfer may be categorized in terms of

(1) hours acceptable as elective credits, some of which may be used in satisfying the thirty-two-hour distribution requirement

(2) hours acceptable by a department or program, to be counted toward requirements of a major.

f. For most departments, faculty, or universitywide requirements, the number and kind of courses rather than the number of credit hours may be considered for equivalency; e.g., a three-hour introductory chemistry course should be considered as equal to a four-hour University of Buffalo course, and the student should not be made to repeat the course to satisfy the chemistry department's requirements.

Problems. Problems related to the question of transfer admission include the growing volume of transfer applications and acceptances, SUNY guidelines on articulation among units of the statewide system, general goals of a meaningful transfer policy, and the relationship of transfer admission policies to the proper allocation of the University of Buffalo's resources. In general, these all point to the question of what limits should be set on the number of transfer students admitted to the university and what guidelines should be created for their selection.

Three other problems should be mentioned here, though we do not propose to examine them in detail: (1) the ambiguity about who sets transfer policies and guidelines; (2) the authority of, and articulation among, all parties within the university concerned with transfer admissions; and (3) the absence of any monitoring of, or feedback from, the various parties concerned with transfer students.

Future. Articulation efforts are likely to continue under negotiated policy commitments between individual state universities of New York, state university colleges, and the four-year campuses of the New York City University System with clusters of community colleges.

Material submitted by: M. Frances Kelly
Assistant to the Dean
State University of
New York at Buffalo
and

Leonard W. Feddema
Assistant Professor in
Personnel Administration
New York State College
of Agriculture
Cornell University

Louis A. Schultz
Assistant Director
of Admissions
Rensselaer Polytechnic
Institute

NORTH CAROLINA

Thirteen comprehensive community colleges, twenty-two independent technical institutes, and fifteen contracted technical institutes featuring basic and occupational training for adults.

Background. All two-year, post-high school institutions in North Carolina are supervised by one state agency--the State Board of Education. A Community College Advisory Council advises it on policy matters, including articulation. Each school, community college, technical institute, or contracted technical institute has a local Board of Trustees. These changes from a dual state-agency system were included in the 1963 Higher Education Act.

Two years later, a Joint Committee on College Transfer Students was appointed. Resembling the California and New Jersey plans, an intricate system of articulation study committees involving about 1,000 educators has evolved. Regular articulation conferences are held. Guidelines were published in 1967 for each of the following study areas: admissions, biological sciences, English, foreign languages, humanities, mathematics, physical education, physical sciences, and social science.

A Bachelor of Technology degree was approved in August 1969 at the University of North Carolina. Students holding Associate in Science degrees in appropriate fields may transfer.

Philosophy. Supervision by one state agency, it is felt, is more effective, more efficient, and more economical than supervision of academic and occupational education by separate

bureaus. Of maximum importance in the new single state-agency system is the student's ability to transfer without loss of time or credit. Academic performance is the most important admission criterion since it is the best single predictor of success.

Policies and Procedures. Articulation guidelines for transfer admissions include the following:

1. Junior college students who are ineligible to enter a four-year institution at the freshman level because of poor high school records should not be denied admission as transfer students on these grounds. It is recommended that the original college consider use of standardized tests, given at the end of the third or beginning of the fourth semester or sixth quarter, to guide those students seeking entrance to another institution.

2. Aptitude and achievement test scores may be useful to counselors as supplementary information in assisting junior college students to make wise decisions about transfer. However, applicants who qualify for transfer on the basis of their grades in junior college should not be denied admission solely on the basis of test scores.

3. Except in unusual circumstances, students entering a two-year institution should complete their program at that same school.

4. Senior colleges should consider all grades earned by the prospective transfer. Acceptance or rejection of courses passed with a grade of D should be at the discretion of the receiving institution. Transfers from junior or senior colleges should be able to transfer at least one-half the hours required for graduation.

5. Students with satisfactory records seeking to transfer from institutions not accredited should be accepted provisionally by the senior institution pending satisfactory completion of at least one full semester's work.

Problems. Some emerging areas of difficulty include the transfer of technical courses, high school or sub-standard college-level courses, and courses normally taught at the junior level. It is difficult to draw a definite line between college-parallel and technical courses. At present, there is no transfer of technical courses, although some senior institutions are beginning to consider the possibility for certain types of technical courses. Some two-year colleges are beginning to offer sub-standard courses, award college credit, and expect that same credit to be awarded for such work at the senior-college level.

A few courses at the upper level are being taught in community colleges, and senior institutions are encountering difficulties with regulations on the transfer of such credit from two-year institutions in North Carolina.

Future. It is anticipated that enrollment in community colleges will continue to increase. As these institutions gain in maturity, the instructional standards will be more stabilized and the students will receive better preparation for transfer to senior institutions. The community colleges are also finding that they will have to work more closely with four-year schools in establishing programs for transfer credit.

Material submitted by:

John H. Horne
Dean of Admissions
East Carolina University

NORTH DAKOTA

Seven two-year colleges, three public and private junior colleges, two specialized state institutional branches, and one two-year center of the university.

Background. Junior college education in North Dakota was introduced in 1903 with the opening of the State School of

Science at Wahpeton, one of the oldest public two-year colleges in the nation. A comprehensive institution with a number of occupational programs, it is the largest and most influential of the several two-year schools. Two-year college coordination is maintained by the State Board of Higher Education. All seven of the two-year colleges have some occupational (trade and/or technical) programs.

Philosophy. Guidelines adopted by the State Board of Higher Education are used by senior institutions to accept transfer students. Programs for accepted students are developed on an individual basis, often in consultation with the head of the student's major department.

Policies and Procedures. Transfer students from junior colleges to North Dakota state-supported, degree-granting institutions under the Board of Higher Education must have achieved academic standards equivalent to comparable resident students in that institution, and must complete a minimum of sixty semester hours or ninety quarter hours of their baccalaureate degree requirements at degree-granting institutions. Transfer credits from two-year colleges will be counted only in those courses offered at the degree-granting institution as freshman or sophomore courses. The above stipulations do not apply to vocational students.

The University of North Dakota at Grand Forks enrolls transfer students with fewer than twenty-four semester hours in the "university college." Those transferring with more than twenty-four but fewer than sixty hours may enter the "degree college," but still must meet general graduation requirements. Transfer credit is still provisional and subject to revision at the end of the first year.

Problems and Future. The transfer system is working well. No changes are contemplated in transfer policies or in the development of junior colleges.

Material submitted by:

Richard L. Davison
Director of Research
State Board of Higher
Education
State of North Dakota

OHIO

Four comprehensive community colleges and ten technical institutes.

Background. Two-year off-campus programs were first initiated in 1945 and operate as satellites of various universities. The first of four community colleges opened in 1963 under a local county board of trustees. Technical institutes have separate governing boards. All three types of two-year institutions, along with public universities, are coordinated by the Ohio Board of Regents.

Philosophy. Standards developed by the Board of Regents on faculty competency, student services, curriculum, library, etc., for technical and general education apply equally to all two-year institutions, regardless of structure.

Policies and Procedures. While no specific articulation plan has been approved, an advisory committee has recently been appointed by the Board of Regents to deal with transfer of general education courses and so-called introductory professional curricula. Transfer cases are handled by university admissions on an individual basis.

Problems. The question of transfer of credits between two-year technical education programs and four-year baccalaureate programs is the single most difficult problem. Conflicting philosophies about the objectives of technical education result in an ambiguous situation for graduates of two-year technical

education programs. Several state universities in Ohio have developed four-year technology programs that accept most of the credits from a two-year technical education program. There is no uniform policy, however, among Ohio's state universities on the acceptance of two-year credits in non-traditional courses. This has been confusing to students and educators alike.

Future. The Ohio Board of Regents has retained a consulting firm to initiate a major study of Ohio's various two-year institutions of higher education. This study, to be completed in 1970, will be addressed to a number of problems dealing with organization, articulation, and curricular programs generally. The results of this study may well have great impact on the course of two-year education in Ohio. It is possible that the Ohio two-year program will evolve eventually into a system of state community colleges.

Material submitted by:

James M. Furman
Executive Officer
Ohio Board of Regents
State of Ohio

Charles E. Chapman
President
Cuyahoga Community
College District
Cleveland, Ohio

OKLAHOMA

Seven public state-supported junior colleges and six public municipal colleges--thirteen community-junior colleges (seven additional vocational-technical schools are not classified as "higher education").

Background. The State of Oklahoma has a dual system of public two-year colleges. The state-supported schools are coordinated by the Oklahoma State Regents for Higher Education. Each, however, has a Board of Regents responsible for administration of the college. The community-junior colleges are

operated by local school districts, but coordinated at the state level by the regents. They are jointly financed by the state and the local district.

The academic-transfer role in all institutions is much stronger than the vocational-technical role. One more college in each of the two categories will open in 1970. All curricula are approved by the State Regents, who also set admission and retention standards.

A Role and Scope study of guidelines for the 1970's was published in February 1970 as the forerunner of a master plan for Oklahoma's higher education system. Among its recommendations is the creation of a statewide system of comprehensive junior colleges, combining state junior colleges, community colleges, and technical institutes into an administrative unit for each of eleven districts called junior college-technical education districts. A separate board supervises the present area vocational schools, which serve primarily pre-collegiate students and adults.

Philosophy. The two-year institutions do not grant credit for subcollegiate work and remain largely academic in philosophy. About four out of five junior college students are enrolled in college-parallel programs. The two new community colleges to open in September 1970 will be located in urban areas, and will probably be comprehensive in character.

Policies and Procedures. Most senior colleges and universities have common core requirements for the first two years of undergraduate major and professional programs and have formed agreements with two-year colleges on general education requirements. Any transfer student with a 2.00 grade-point average is eligible for admission.

The Inter-College Transfer Council meets periodically to consider transfer problems.

Unusual regulations governing advanced standing at the University of Oklahoma (particularly in the College of Arts and Sciences) are:

1. The first sixty-four hours of college credit (departmental chairmen make decisions on acceptability of technical work) may be transferred from an accredited two-year college. Not more than fifteen semester credits will be accepted for each semester's work in a junior college.

2. Work accepted from other institutions (including junior colleges) is subject to validation by satisfactory completion of at least thirty credits in residence.

Problems. Students cannot transfer from an area-vocational school to a junior college, even in the same technology, or to a senior institution, since the educational programs of those institutions are not accredited as collegiate level. In some instances, those students who transfer to colleges are able to receive credit through advanced-standing examinations. Transfer problems among institutional members of the state system are at a minimum now and will eventually be eliminated.

Future. Oklahoma is moving toward a system of state-supported colleges governed at the institutional level by a Board of Regents and coordinated at the state level by the Oklahoma State Regents for Higher Education.

Material submitted by:

Gerald F. Williams
Community College Coordinator
Oklahoma State Regents for
Higher Education
State of Oklahoma

OREGON

Twelve comprehensive community colleges and two private junior colleges.

Background. Until a community college law was passed in 1957, several two-year colleges operated as high school

extensions. The unique new law provided that instructors as well as transfer courses must be approved by the State System of Higher Education. This obligation ends when the college is accredited by the Northwest Association of Secondary and Higher Schools.

After a 1961 law allowed area-district colleges to be created, twelve of the institutions became area-district in organization. One is a technical-vocational college with adult-continuing education and community service courses being added in the fall of 1970. Approximately sixty-five per cent of students enrolled in the twelve community colleges take courses in vocational education.

Approximately fifty per cent reimbursement is provided by the state--twenty-five per cent through property tax and twenty-five per cent from student tuition.

All areas of the state should soon be in a community college district.

Philosophy. In a unique program, Oregon State University awards a Junior Certificate to those who complete junior standing requirements, and certificates in agriculture and engineering on completion of two-year curricula.

The community colleges are all comprehensive, student-guidance oriented, and open-door in nature.

Policies and Procedures. At both Oregon State University and the University of Oregon:

1. C average of all work taken at a junior college is required.
2. Junior college credits may be included only in the first ninety-three hours. Course requirements may be satisfied after the ninety-third transfer credit.

Community college transfer courses must be approved by the State Board of Education and, if the college is not regionally accredited, by the State Board of Higher Education as well. If the course is not on a Basic Course List for newer institutions, further information is required. Approved curriculum areas are

listed in a document called Oregon Community Colleges Policies and Procedures: Course and Instructor Approval. Course applications normally include a description stating the intended coverage, class and laboratory hours per week, hours of credit, and prerequisites. Community college people are active in maintaining the Basic Course List.

The course approval system outlined above helps to control unnecessary proliferation. Community college administrators are apparently satisfied with it.

Problems and Future. Three or four more community college districts will be activated in the Seventies, and present enrollments should double by 1980.

Material submitted by:

Carrol de Broekert
Associate Superintendent
Community Colleges
Oregon Board of Education

PENNSYLVANIA

Thirteen comprehensive community colleges, fourteen private junior colleges, and eighteen state university campuses offering two-year programs.

Background. A statewide system of community colleges in the State of Pennsylvania was created by the Community College Act of 1963. It became a reality with the opening of Harrisburg Area Community College the following year. While Pennsylvania had long been recognized as a state with an imposing number of universities and colleges, most of them were privately endowed, featuring high tuition and selectivity. Little vocational education, other than engineering technology, offered beyond high school. Comprehensive community colleges are now beginning to fill the gap.

The Master Plan for Higher Education established a four-part system of higher education (the university, state college, private two- and four-year colleges, and the community college segments) coordinated by the Council for Higher Education.

The university--currently a twenty-campus system--is well integrated. Colleges and departments have single, unified faculties who also serve on the eighteen Commonwealth Campuses, which offer two-year programs. The Capitol Campus is limited to upper-division and graduate work and, beginning in 1971, the Behrend Campus will offer the junior and senior years in a limited number of majors.

Philosophy. The Pennsylvania State University System has few articulation problems, since two-year graduates of Commonwealth Campuses transfer automatically to the University Park or other upper-division campuses. For example, credits are not transferred to the Capitol Campus on a course-by-course basis. All approved applicants are admitted as beginning juniors. Credit is granted for two years of college work on the basis of an associate degree. Credit is also granted for two years of college work as a whole on the basis of sixty academic semester hours credit for those students admitted from four-year institutions. Rapid development of community colleges is increasing the need for statewide efforts toward articulation and program coordination. Comments on the philosophy of the Capitol Campus of the State University follow:

Traditional admissions policies tend to place all the emphasis on the total academic average a student earns and on standardized test results rather than on the progress a student has made and his potential success if admitted to his choice of program and college. However, experience and research reveal that one of the best criteria for evaluating success in the articulation of two-year college students is the academic progress at the two-year college. Standardized test scores or the high school record is not used in the evaluation. Grades earned in subjects relevant to the upper-level program and the progress a student has made in his previous college

studies are the primary areas of concern. Applicants are admitted if their records suggest that they can successfully pursue an upper-level program. Another important consideration is the opinion of the dean of students of the two-year college. One of the greatest assets in evaluating credentials is the open line of communication maintained between him and his colleagues. By knowing their programs, being acquainted with their counselors, and keeping an open line of communication, deans can evaluate the credentials from those junior colleges more realistically than if they rely on a traditional course-by-course method of evaluation and on the cumulative academic average and standardized test results.

Policies and Procedures. Although statewide articulation policies and procedures do not exist, guidelines such as the following are being considered:

1. The four-year college awards the baccalaureate degree in the student's major and, therefore, must be in a position to require most of the specialized major work at the senior institution.
2. Two-year colleges should discourage students who plan to transfer from concentrating on a major program to the exclusion of general requirements during the first two years, e.g., taking five two-semester courses (thirty or more semester credits) in one subject such as accounting, science, sociology, or the like.
3. Four-year colleges should be more flexible in accepting course offerings of two-year colleges for elective credit, e.g., they should accept a course similar to one offered in the four-year college in the third year for elective credit. This would help to relieve the feeling of the two-year student that he is permitted to take only survey courses for transfer and would give him the opportunity to take a course of special interest during his first two years.
4. New students should be admitted to the university system only in the fall term.
5. A minimum cumulative average of 2.00 is mandatory

for admission. In computing the average, the credit hours and grades in all college-level studies attempted must be averaged, even though a course may have been repeated and a higher grade earned the second time. For students transferring from an associate degree program in technology into the bachelor of technology program, a minimum cumulative average of 2.40 is required. Since admission to upper-division campuses is highly competitive, minimum requirements are often not sufficient for admission.

Problems. The following were noted:

1. Making the Associate of Arts degree an absolute requirement for university admission is too inflexible. Special needs of the student should be considered more than the degree he has earned.
2. Insisting on a detailed community college course investigation before granting transfer credit is highly questionable.
3. D grade acceptance policies should be the same for both transfer and native students.
4. Many students who graduate from community college technical programs lose too much credit when transferring to senior institutions.
5. Two-year colleges still hesitate to offer for transfer courses that are not closely equivalent to senior-college courses.
6. Orientation programs of four-year institutions have overlooked special needs of the two-year college transfer.
7. Occasionally, a student may prepare for one institution only to be diverted to another because the college of his first choice has no room for him.
8. Community college transfers are sometimes required to have a higher grade-point average than native students to become juniors.

Future. Students admitted to the Capitol Campus, on the average, do not experience a significant change in academic performance from their junior college success patterns. This

tends to justify a continuation of the philosophy described.

Material submitted by:

K. L. Holderman
Vice President for
Commonwealth Campuses
The Pennsylvania State
University

Walter M. Slygh
Academic Services Officer
The Pennsylvania State
University
(Capitol Campus)

James P. Murphy, Chief
Division of Academic Programs
Bureau of Community Colleges
Department of Public Instruction
Commonwealth of Pennsylvania

RHODE ISLAND

One public junior college (Rhode Island Junior College) and three private junior colleges all offering transfer and occupational programs.

Background. The Rhode Island Junior College was founded under authority of an act of the Rhode Island legislature passed in the January session of 1960. This action followed closely the recommendations made by the Commission to Study Higher Education. The commission recommended the establishment of a statewide system of junior colleges with facilities in the Pawtuxet Valley, Blackstone Valley, and the Mount Hope area of Rhode Island. The first of the State System Junior Colleges was established in 1964 under the name of Rhode Island Junior College, with temporary quarters in the University of Rhode Island Extension Building. The college opened with 325 students.

By the fall of 1968, enrollment had increased to 1,000 and student recreation facilities were begun. Construction of the megastructure, the single multi-structure building that will house the total facilities of college life--academic, cultural, recreational, and social--was started in January, 1969. This Stage I complex of the Knight Campus in Warwick

is planned for a student body of 3,000 in the fall of 1972.

The curriculum has expanded both in collegiate and non-collegiate areas of instruction and each year sees the college offering new services to the students of Rhode Island. Vocational-technical programs are sponsored and financed by the State Board of Education under a cooperative compact.

During the 1968-69 academic year, master planning was started for the second permanent campus in the State System of Rhode Island Junior Colleges. It will be located in the Blackstone Valley area of Rhode Island.

On July 1, 1970, a new body, the Board of Regents, brought into being under the Education Act of 1969, officially replaced the former governing body of higher education in Rhode Island (the Board of Trustees for State Colleges).

Philosophy. Rhode Island Junior College has broad purposes, is creative in design, and is service-oriented. The university restricts the number of transfer students from Rhode Island Junior College (and others) to available space. Efforts to increase accommodations for junior and senior-level transfers raised the number of transfers, in just two years, from 187 to more than 450 in the 1969-70 year.

Policies and Procedures. Rhode Island Junior College enjoys open lines of communication on transfer policies with its sister institutions, Rhode Island College and the University of Rhode Island. It also enjoys excellent rapport with the state's private four-year colleges.

In most instances, an incoming junior college freshman can be advised about specific academic requirements at either the college or university and arrange his program of studies accordingly. At the time of graduation, this student, if he qualifies academically, should find admission at either four-year institution quite likely with a minimum loss of credits (usually from three to nine semester hours). Because of inter-institutional communication involving deans or department heads of the junior college and their corresponding colleagues in

upper-level institutions, most courses offered for transfer credits at Rhode Island Junior College are equivalent to courses given on the four-year level or draw elective credit.

Through mutual agreement among the three public institutions of higher learning, a junior college student will be given serious consideration for transfer to either Rhode Island College or the University of Rhode Island if he maintains a 2.50 or higher cumulative index (based on a 4.00 scale). Generally, grades of C or better are given transfer credit by the accepting institutions.

D grades are not acceptable, nor are course credits given for freshman or sophomore work at a junior college when such courses are restricted to the upper division (junior and senior) at the four-year unit. At each four-year institution, the dean of admissions, in concert with deans or department heads, rules on the admissibility of a junior college transfer candidate. All junior college inquiries are sent directly to the office of admissions.

Problems. The three problems of most concern are:

1. Space for students who wish to transfer to four-year institutions is a problem. Each year, however, has shown an increase in the allotment of space for transfers. Any student who qualifies on an academic basis will usually gain admittance, although in some instances he may have to wait a semester before admittance. This is especially true of January graduates.

2. The Education Act of 1969 charges the Board of Regents "to exercise all the functions, powers and duties heretofore vested in the Board of Trustees for State Colleges." The Board of Regents differs from its predecessor in that it is charged with the task of overseeing all of public education from kindergarten through graduate school. Since the newly installed board has not had sufficient time to present its philosophy and policies on higher education, no change in procedure has yet been instituted at any of the state's three institutions of higher learning, but the future is open to

possible changes in operational procedure and resultant adaptations at any level, including transfer policies.

3. Each of the four-year public institutions of higher learning is undergoing major curriculum revisions. Such changes will necessitate new plans for acceptability of courses by upper-level institutions and also in the program planning of junior college students. There is a clear need for cooperative planning by joint junior college-university curriculum committees to insure greater integration of programming.

Future. Continuing discussions among the three institutions of higher learning, in conjunction with the Board of Regents, will continue to address the issue of available space for transfer students. Transferability of courses will continue under present criteria, but will be updated and evaluated by appropriate officers at both junior and senior college levels. Again, if a student qualifies for transfer academically, he should be assured of acceptance by the institution of his choice with minimum loss of credits.

Material submitted by:

James W. Eastwood
Dean of Admissions
University of Rhode Island
State of Rhode Island

Harry C. Keenan
Assistant to the Dean
Rhode Island Junior College

SOUTH CAROLINA

No public junior colleges, three private junior colleges, twelve technical institutes, nine University of South Carolina two-year regional campuses, and two Clemson University branches.

Background. South Carolina does not have a system of public two-year colleges. Private junior colleges have served the state since 1927. A dozen technical institutes cover most areas. Local committees give the offerings a community orientation. Academic work is provided locally by regional campuses

or branches of the University of South Carolina and Clemson University.

Philosophy. The universities accept courses from junior colleges as long as they are college-level and similar to university courses. Transfer schools must be accredited. Regulations controlling admissions to the regional campuses of the university are the same as those to the regular university. In general, courses designed as terminal or for associate degrees will not transfer.

Policies and Procedures. Credit by examination in terminal and associate-degree courses will be allowed if approved by the dean of the appropriate school, but grades and quality points validated by examination will not count.

Acceptance of credit in courses with the lowest passing grade is the prerogative of the dean of the receiving university college. A maximum of sixty-five credits will be transferred to the university from a regional campus or branch.

Problems. Since the two-year campuses are directly connected with a higher institution in the state, there are no policy problems.

Future. Recommendations recently presented to the legislature by the Commission on Higher Education could bring South Carolina a step closer to a system of community colleges. University branches and centers, as well as the technical institutes, should be operated by state agencies under the overall control of the Commission on Higher Education.

Material submitted by:

George W. Hopkins
Director, Office of
Teacher Education
and Certification
Department of Education
State of South Carolina

Arthur S. West
Associate Director
University of South
Carolina

SOUTH DAKOTA

No public, but two private, junior colleges, and five area vocational-technical schools.

Background. Although South Dakota has two church-related junior colleges and five area vocational-technical schools with programs of less than collegiate grade, the state does not have community colleges. Thirteen four-year colleges and universities are located in most of the larger cities, and the few communities large enough to justify a community college are already served by a senior institution. A 1967 law, however, authorizes independent school districts to establish junior colleges.

Philosophy. The private junior colleges are accredited by the University of South Dakota at Vermillion for purposes of accepting transfer credit. Other senior institutions in the state usually accept the evaluation of the university and, in turn, accept credits earned at the junior colleges. There is no movement at present to develop articulation agreements.

Policies and Procedures. An average of C or an upper fifty-per-cent placement on the American College Testing Program or similar test battery is the minimum requirement for transfer acceptance in senior institutions. At Northern State College, Aberdeen, transfer credit from junior colleges is not accepted for graduation in excess of two years' credit or over one-half the hours required for the baccalaureate. South Dakota State University limits junior college credit to a maximum of sixty-eight semester hours.

Problems and Future. Problem situations are few and can be handled individually. Development of a system of public community colleges is not anticipated.

A High School-College Relations Council is being formed in South Dakota. A Master Plan for Public Higher Education

has been under consideration for some time and should be adopted in the near future. Consideration of junior-senior college articulation could very well develop from either of these steps.

Material submitted by:

F. R. Warek
Deputy State Superintendent
Department of Public Instruction
State of South Dakota

TENNESSEE

Six public and seven private junior colleges; three state technical institutes.

Background. While private junior colleges have been operating for some time in Tennessee (Martin Junior College became a junior college in 1914), public two-year colleges were first authorized in 1965 by the State Board of Education. A higher education commission has recently been appointed to coordinate the development of several community colleges, in addition to the three now operating. A state master plan is now being prepared.

A newly organized Committee on Articulation with other schools of the University of Tennessee is primarily concerned with articulation with Level-I colleges--the state's two-year or junior colleges--whose students have difficulty beginning their upper-division work.

Philosophy. The university does not limit the number of hours it accepts from an accredited junior college. Advanced-standing admissions are handled on an individual basis. The university recognizes its growing commitment to transfer students.

Policies and Procedures. A cumulative C average is required to begin upper-division work. A student wishing to

transfer any credit from a junior college must complete the last ninety quarter credits in an accredited senior college.

Problems. In an attempt to determine the kinds of problem encountered in advising students who transfer to the University of Tennessee, the various colleges were asked by the Committee on Articulation to submit a list of the difficulties each had encountered in working with transfer students. The major problems reported are listed below:

1. Transfer credit is often very difficult to evaluate. In many cases, the course the student actually had bears little resemblance to the description of the course given in the catalogue--particularly in the case of foreign languages.

2. Course descriptions are the same as those of courses at the university, but the content differs considerably.

3. Courses are presented at different levels. For example, certain courses in chemistry, which are junior-level courses at the university, are often given in a junior college as sophomore-level courses, and the students transferring such courses expect upper-division credit for them.

4. Students transferring from Level-I colleges are usually deficient in mathematics and the physical sciences.

5. It is often difficult to mesh the courses taken at other institutions into the required university course framework--for example, fractional credits resulting from translating semester hours to quarter hours.

6. The various university departments have practically no knowledge of what is being done in the corresponding departments of the colleges in the state.

7. The university knows very little about the transfer student other than the names of the courses he is transferring and the grades made in each; the student is apparently given little advice or counsel regarding articulation of his junior college courses with university requirements.

Future. The Committee on Articulation concluded that the real articulation is up to department heads, key faculty

members, and academic administrators. Representatives of these groups must meet face to face and deal with real issues involving curriculum and admissions articulation. The University of Tennessee at Knoxville must encourage its staff to visit feeder institutions.

Guidelines for improving communication were submitted to complete the committee report (dated June 24, 1970):

1. Publish clear catalogue statements regarding policies on transfer admission and evaluation of credit.
2. Have preprofessional curricula listed in the catalogues of all two-year colleges in the state and in the catalogues of the four-year colleges that are willing to cooperate.
3. Provide a pre-evaluation of all courses offered by each two-year college in the state.
4. Furnish printed guidelines for the use of high school and junior college counselors to help their graduates wishing to continue their college training to select a senior college best suited to their needs.
5. Send an annual bulletin to each two-year college in the state calling attention to any changes that have been made in the various programs at the University of Tennessee.
6. Identify critical areas of information and academic course work at the university. These should be discussed with administrative and academic personnel in the state junior and senior colleges from which the university receives transfer students. Selected personnel should visit other campuses to discuss common concerns. One or more academic contact persons should visit all two-year colleges in the state once a year and should be on call to these colleges at all times.
7. Hold a statewide meeting of the top admissions administrators, registrars, and representatives from the colleges, at least biennially, to coordinate admission policies, credit evaluation, and academic requirements as they pertain to transfer students between campuses. The University of Tennessee should start such a program as soon as possible by acting as host and inviting these people for a one- or two-day meeting. There should then be annual regional meetings of academic deans

and especially chosen departmental representatives to discuss in further detail articulation as it concerns their departments and colleges.

8. Designate particular university faculty members as advisers of transfer students, and provide them with information and guidance concerning the problems they encounter, the possible solutions, or access to the people who have the solutions.

Material submitted by:

William G. Smyth, Jr.
Director of Admissions
The University of Tennessee
(Knoxville)

Eugene F. Tragesser
Director of Admissions
The University of Tennessee
(Memphis)

TEXAS

Forty-four public comprehensive junior colleges; six of fifty-three proposed regions with more than one college.

Background. The State of Texas has a long history of junior college education. Decatur Baptist College, in 1898, may well have been the first institution established as a two-year college. Two years earlier, Blinn College, now a public junior college, had offered a two-year business administration course. Other two-year state-supported colleges that opened in the early 1900's became senior colleges.

With the creation of the Coordinating Commission on Higher Education in September 1965, all Texas institutions of higher education were placed under a common coordinating agency. Under the direction of this board, a master plan, Challenge for Excellence: A Blueprint for Progress in Higher Education, has been produced, and a Core Curriculum for Public Junior Colleges in Texas has been adopted.

Historically, junior-senior college articulation agreements were negotiated between institutions. With modifications,

notably with the core curriculum, this voluntary system is favored over state intervention.

In recent years, technical-occupational education has been emphasized, primarily by heavy financial support from the state.

Philosophy. Principles of articulation are found in the core curriculum document:

1. The phrase "freely transferable," used in the enabling legislation, is interpreted to signify that course credits that are really freely transferable must apply toward degree requirements at the senior colleges.
2. Since baccalaureate-degree requirements vary widely, the core curriculum should also vary from major to major.
3. The coordinating board clearly states that senior colleges should be allowed to innovate or experiment with curricula, course content, and teaching methods, and that junior colleges should be allowed to offer additional courses beyond those listed.

Policies and Procedures. Admission policies and procedures are generally standard in Texas public senior colleges and universities. Universitywide authority for granting transfer credit is given to the Director of Admissions. Department chairmen usually make degree-requirement and course-equivalency determinations.

This general policy is made specific in guidelines in a document on the core curriculum:

Each Texas public senior college or university shall accept credits earned by any student transferring from an accredited Texas public junior college, provided such credits are within the core curriculum of the student's declared major field.

The senior college or university shall grant the student full value toward degree requirements as stated in the catalog of the senior institution and as they apply to the student's declared major.

Other provisions of the core curriculum pertaining to the transferability of community college credits are:

1. Inasmuch as the core curriculum necessarily depends on the student's major, he is required to declare his major field no later than the end of his first year of attendance at the junior college and on request for admission by transfer to a senior institution.

2. The student shall not be required to complete the entire core curriculum for it to be valid and freely transferable, but any sub-item shall also be freely transferable, provided such item was completed prior to original registration in the senior institution.

3. The senior institution shall give any student transferring to it from a junior college the same choice in the catalogue designating the degree requirements as the student would have had if his dates of attendance at the senior institution had been the same as his dates of attendance at the junior college.

4. The core curriculum places no limitations on the admission of a student transferring from a junior college or any other senior institution, but it does require the senior institution to evaluate transferred credits of admissible transfer students on the same basis as if the work had been taken at the senior institution. Courses having no university equivalent are given elective credit in a particular area. If a junior college course transfers as equivalent to an advanced course (junior or senior level), the credit is denoted "unadvanced." Evaluated equivalent courses required for a degree must be applied toward it.

5. Senior institutions shall give at least one calendar year's notice to all junior colleges before implementing course or curriculum changes that affect the first two years of collegiate course work. The coordinating board is instructed to establish a procedure for such notification.

6. Each junior college shall clearly identify on a student's transcript those courses that are terminal in nature or are so limited as to make them not generally acceptable as

credit toward a bachelor's degree. It shall be the responsibility of the junior college to fully advise students of the limitations of transferring such courses for application to a bachelor's degree.

7. Concerning credits earned by a student in a junior college, no senior institution shall be required to accept by transfer or toward a degree more than sixty-six semester credit hours, or one-half the degree requirements if these constitute less than sixty-six hours. In addition to the courses listed in the core curriculum, the senior institutions may count additional lower-division courses that are generally acceptable in the student's major to give the total of sixty-six hours, or one-half the degree requirements if these constitute less than sixty-six hours. Although no senior institution is required by this policy to accept more than sixty-six hours, the senior institution may accept additional hours under provisions allowable by accreditation standards of the Association of Texas Colleges and Universities.

8. The senior college shall recognize credits earned by advanced-standing examination in the junior college, but such advanced-standing credit shall be a part of the core curriculum and shall not serve to extend or enlarge the number of credits transferable.

Problems. The following are reported:

1. Senior institutions do not uniformly agree on the lower-division placement of certain courses. Junior colleges are occasionally denied transfer credit for courses they consistently offer in lower division.

2. Major changes in curriculum are sometimes made by senior colleges without advance announcement to junior college administrators.

3. Junior colleges find it difficult to meet requirements of the various senior colleges.

4. Junior college counselors do not seem to warn their students that vocational courses will not transfer.

Future. The Coordinating Board, Texas College and University System, intends to review regularly its policies on the core curriculum, adding curricula in such fields as agriculture, education, and the fine arts when developed by advisory groups.

Material submitted by:

David L. Norton
Junior College Director
Coordinating Board
Texas College and
University System
State of Texas

W. Bryon Skipp, Registrar
and Director of Admissions
University of Texas

M. B. Swiss
Director of Admissions
University of Houston

UTAH

Three comprehensive community colleges and two technical colleges.

Background. The Mormon Church has been instrumental in developing two-year colleges in Utah. Three of the church's academies were given to the state and were declared state junior colleges by legislative action. Each operated under a different board: The Board of Regents of the University of Utah, Board of Trustees of Utah State University, and the State Board of Education. In July 1969, a State Board of Higher Education was created and the Coordinating Council of Higher Education was disbanded. A master plan developed by the Coordinating Council is now being reviewed by the new State Board.

Philosophy. While avoiding extensive duplication with the system's two technical colleges, the state system's two-year colleges are designed to provide pre-matriculation, general, vocational, and transfer options. They are intended

to serve as viable, productive two-year institutions, providing general educational opportunities as well as the transfer options.

Policies and Procedures. No transfer credit is allowed for courses graded below C. To be considered for admission to the university, applicants must have a total grade-point average of C with at least thirty-six transferable hours or the equivalent of completion of the University General Studies Program. Any student who receives an Associate Degree in Arts or in Science from a junior college in Utah and then transfers to the University of Utah will be considered as having fulfilled requirements for the following parts of the 1968-69 general education program of the university: Physical Education, Health Education, Biological Sciences, and Humanities. To complete the requirement in English composition and speech, the student must take the junior-level composition course required of all students at the university. To complete the requirements in Social Science, the student must have completed any three courses in this area listed at his school, including a course that meets the legislative requirements in American Institutions. The third course can be taken either at the junior college or at the university. To complete the Physical Sciences, the student must have taken any three courses in this area listed at his school. The third course may be taken either at the junior college or the university.

The number of hours taken in a general education area is no longer relevant at the University of Utah. General education requirements are viewed as graduation requirements, allowing the student to pursue these courses throughout his undergraduate program. The student is placed in his declared major as soon as he enrolls. Completion of the general education requirements is not prerequisite to pursuing a major.

Problems. The number of university transfer students is comparatively small. Their problems can be handled individually with minimal difficulty. The Associate in Arts or

118

Science degree transfer policy appears to be operating smoothly.

Future. Since Utah has a number of senior colleges (one of which, Weber College, has a large technical program), the two-year college program will probably not be expanded.

Material submitted by:

Jay J. Campbell
Deputy Superintendent
Post High School Services
Utah State Board of Education

VERMONT

One technical college and four private junior colleges.

Background. The Vermont Technical College, a part of the state system of public higher education, is the only institution serving the vocational-technical needs of the state. Although a plan for a community college system of five institutions has been developed (in a dissertation completed at the University of Florida)*, no action has been taken.

Philosophy. The university, the state colleges, and private junior colleges are operated by different boards of trustees and, while a few students transfer each year, the university is not obliged to accept transfers from state or junior colleges.

Policies and Procedures. Advanced credit is provisional pending satisfactory completion of the first semester's work at the university.

*Donald Lee Harbert. "A Proposed Master Plan for Public Comprehensive Community Junior Colleges for the State of Vermont." The University of Florida, 1968.

A D grade will not be transferred unless a more advanced course is completed with a higher grade in the same institution. Course credit toward graduation requirements is awarded on approval of the department chairman and academic dean.

Problems. Lack of admission guidelines is a problem for both the university and state colleges--for example, should class rank and Scholastic Aptitude Test scores be used in transfer admissions?

Future. The governor has recently appointed a committee to study higher education in Vermont. Recommendations should be forthcoming.

Material submitted by:

Robert B. Vail, Director
Teacher Education Services
Department of Education
State of Vermont

VIRGINIA

Seventeen comprehensive community colleges; two area technical institutes.

Background. Prior to the enactment of the Community College Act in 1966, the State of Virginia had twelve two-year colleges operating as branches of the state university system, three technical institutes operated by state colleges, and several area vocational-technical schools belonging to local school districts. The State Council of Higher Education is the coordinating agency for all higher education.

In 1967, an Advisory Council on two-year/four-year college articulation published guidelines on transfer of credits. To implement these guidelines, the University of Virginia published a booklet, Admission by Transfer, in March 1968. A joint meeting of state council and local board members, community

college presidents, and directors of the Virginia Community College System was held in the fall of that year. A general education subcommittee of the Two-Year/Four-Year Articulation Advisory Committee was appointed. It held its first meeting in February 1970.

Philosophy. Guideline One of the series authorized by the State Council of Higher Education may be taken as a statement of philosophy on articulation:

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

Senior colleges and universities generally accept community college courses on an equivalency basis. Community colleges believe that lower-division work should be primarily general education--a philosophy consistent with the new teacher certification plan, which declares that the two lower-division years be general studies and that the upper division concentrate on professional education courses and subject major requirements.

Policies and Procedures. Guidelines developed by the Articulation Advisory Committee of the State Council of Higher Education serve as policy on transfer of credits. The last two statements were approved in December 1969:

1. Two-year college students should be encouraged to choose as early as possible the four-year institution and program into which they expect to transfer, in order to plan programs that will include all the lower-division requirements of the four-year institution.

2. Performance in the college transfer program offered by two-year colleges is the best single predictor of success

in four-year institutions and should therefore count heavily in the evaluation of transfer applicants.

3. Admission standards of four-year institutions should be stated in such a way that two-year college students may know whether they can be considered for transfer.

4. Transfer applicants from new two-year colleges in the process of being accredited should be evaluated on the same basis as applicants from regionally accredited two-year colleges.

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

6. The satisfactory completion of an appropriate two-year associate degree transfer program should normally assure upper-division standing at the time of transfer.

7. Achievement and attitude testing of transfer students may be used to assist in their placement at appropriate levels in various sequences of courses.

8. Transfer students should be given the option of satisfying graduation requirements that were in effect at four-year institutions at the time they enrolled as freshmen, subject to the same conditions or qualifications that apply to native students.

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

10. Community college transfer students are encouraged to complete their two-year Associate in Arts or Associate in Science Degree before transferring to a senior college.

11. Under unusual circumstances, applications of community college students will be considered by a senior college at the end of one year of community college work and, in such cases, the secondary school transcript and College Entrance Examination

Board test scores may be required of the transfer applicant by the senior college.

University and senior college admissions officers and deans determine the appropriateness of community college transfer courses. Uniform course numbering, title, and credit system in community colleges assist the evaluation process. Core courses are basic to all associate-degree curricula.

The following excerpts are taken from the University of Virginia document on transfer of credit, Admission by Transfer:

Students in the Virginia Community College System will be admitted in the same manner as all other students admitted by transfer into the university.

1. Students admitted by transfer to the University of Virginia from an accredited Virginia community college will be granted credit for courses in programs at the University of Virginia.
2. Credit hours will be granted up to, but not exceeding, the credit-hour valuation in the corresponding course at the University of Virginia. No credit will be given for courses in which the students received a grade of D, or the lowest passing grade at the college from which he is transferring.
3. Students who transfer from an unaccredited Virginia community college may earn validation of transferable credit by successfully completing one full academic year in a degree program at the University of Virginia.

The university describes "transfer status" thus:

To the transfer student, the most obvious question is: What is my academic-year status? The normal assumption is that, on having completed two years in the community college, he is now academically a third-year student. However, determination of exact student status is based on several factors. Of primary importance in determining the status of the student are the curriculum in which he wishes to enroll and the number of credit hours transferable to that curriculum already earned.

Thus, the exact place a student holds in the curriculum into which he wishes to transfer should be a greater concern to him than his class standing by year.

Problems. The four listed below were noted:

1. Although senior college and university faculties are generally supportive, some (including department heads; think of two-year colleges as inferior.
2. Senior college and university curricula, particularly prerequisites, vary widely. Matching these in any one community college is almost impossible.
3. Lack of baccalaureate credit for technical courses hampers some students who decide to continue.
4. Many parents and citizens seem to expect all community college credits to transfer. It is sometimes difficult to explain logically why certain occupational course credits do not transfer.

Future. Four-year colleges and universities have taken an interest in working closely with the community colleges and are establishing on-campus meetings to discuss their programs with community college representatives. The State Council of Higher Education is very active with advisory committees in analyzing problems. As the community colleges prove their success through full accreditation and the success of transfer students, four-year colleges and universities will more readily accept their students and course credits, including some occupational course credits as electives or as applicable to specific technically oriented baccalaureate-degree programs.

Material submitted by:

Fred L. Wellman
Vice Chancellor
Department of
Community Colleges
State of Virginia

Ernest H. Ern
Dean of Admissions
University of Virginia

WASHINGTON

A state system of twenty-five comprehensive community colleges, three state colleges, and two universities.

Background. The first permanent junior college in the State of Washington was established in 1925 at Centralia as an extended secondary school. Early junior colleges were entirely self-supporting and existed because of the dedicated efforts of local educators, interested businessmen, and lay support. The first junior college law, enacted in 1941, provided a limited measure of state support. Legislation in 1943 and 1945 permitted the junior college to elect to become a part of the common school system as the thirteenth and fourteenth years. It was at this point that the State Board of Education defined three types of extended secondary education that would be eligible for state support. This administrative style evolved until, in 1961, the two-year colleges were reconstituted as "community colleges" with emphasis on comprehensive programs. Under a 1967 amendment, the state was divided into twenty-two independent districts. The Coordinating Council for Occupational Education, with three members from the State Board for Community Colleges, is responsible for distribution of federal vocational funds in Washington.

In recent years, attitudes to junior/senior college articulation have changed sharply, from intense scrutiny of courses by senior institutions to general acceptance and greater flexibility. All public senior institutions accept credits from community colleges in a comparable manner. The way transfer credit is then applied to institutional requirements is markedly different in each of the four-year colleges, though still more similar than different. The University of Washington Office of College Relations pioneered in establishing the good relationships and effective procedures for developing transfer of credit policies and each four-year institution has field representatives who have collectively contributed to the climate of easy transfer.

Both Western Washington and Central Washington State Colleges use the Associate in Arts degree in meeting general requirements. The Coordinator of College Relations, appointed in 1964, has been responsible for "successful migration" of community college students into and through Western College. The concept is gaining momentum throughout the state.

The state has an unusually good climate for communication in articulation matters, resulting in a notable decrease in transfer problems. All the state's senior institutions--including the University, the State University, and Central, Eastern, and Western Washington State Colleges--have added elements of flexibility to their transfer policies.

Philosophy. A volume published annually by the University of Washington Office of College Relations, Mobility of Undergraduate College Students Between Washington Colleges and Universities, has been instrumental in changing attitudes on articulation. This document, which reports mobility data for the fall quarter of the present and past years, has encouraged formation of inter-college articulation groups and development of policies. The prevailing philosophy is that voluntary and cooperative articulation guidelines, based on mutual respect, are significantly more effective than mandatory statewide policies enforced by a centralized state authority.

Policies and Procedures. Three state organizations are concerned primarily with articulation: The Council of Presidents (senior college and university presidents only), Washington Association of College Presidents (senior college, university and community college presidents), and the Council on Higher Education (which has major influence). Two special committees are directly responsible for transfer policies: The Inter-College Articulation Committee, established by the Council of Presidents and the Two-Year/Four-Year Articulation Committee established by the Washington Council on High School-College Relations.

The booklet, Community College Transfer Programs, published annually by the University Office of College Relations, contains a two-column listing of University of Washington courses with community college transfer and/or equivalent courses. These listings, compiled each summer to up-date equivalency ratings, are computer-augmented and photographically transcribed on different-colored sheets to identify particular community colleges. Departmental and major requirements are also included in this important volume. Washington State University produces a similar booklet.

A. Transfer of credit from a community college

A maximum of one-half the credits required to earn a baccalaureate degree are transferable from two-year colleges. This figure ranges from ninety to ninety-six quarter hours. Each senior institution in the state allows for exceptions if warranted.

A new policy, made necessary by limited expansion resources at the University of Washington, was inaugurated in April 1970. Some of the details are included here, since the problem of space versus numbers is widespread in major universities throughout the country.

Transfer students are required to present a specific number of collegiate-level credits, which vary among the different colleges or schools. Preference is given to those who have completed much of their general lower-division work (except for the School of Nursing and College of Pharmacy, where professional studies begin in the lower division), e.g.:

1. Applicants for transfer must present the high school units specified or the equivalent introductory college courses with five quarter credits treated as the equivalent of one high school unit. Moreover, the academic record must show an overall college grade-point average of at least 2.00 for residents and 3.00 for out-of-state students. Regardless of the high school record, preference will be given to those who have completed no less than the number of credits specified by the college to which the student is applying.

2. An applicant with a high school deficiency that has not been removed by college courses will be expected to present a grade-point average of 3.00 or above as well as total credits to meet the minimum acceptable by the college to which he is applying.

3. Admissibility may be determined even with two quarters' work outstanding, provided the student has habitually carried a normal course load of fifteen quarter credits.

4. As indicated earlier, preference will be given to the applicant who has completed the number of credits indicated below by the college to which he is transferring.

5. Dissatisfied applicants may appeal to the Board of Admissions with assurance that any substantive item of evidence will be carefully reviewed.

B. Types of transfer credits

The four types of transfer credits described below are comparable in all senior institutions. Terminology differs somewhat:

1. Direct equivalency.
2. Departmental (X) credit (has no direct equivalency, or may be upper-division). This credit may be used:
 - a. to fulfill proficiency requirements
 - b. as distribution requirements (general education)
 - c. toward electives
 - d. for credit toward completion of the major (with adviser's approval).
3. X credit--elective designation only. Nine quarter credits are not a standard limitation. The amount applicable to a bachelor's degree depends on the degree and the courses the student has chosen. In some areas, such as computer science or data processing, only a few credits would be allowable. In other areas, such as photography, a maximum of nine credits is permitted, while in broad standard disciplines, such as the humanities and social sciences, a student may apply considerably more than nine elective credits toward the degree.

4. No-transfer credit may include:
 - a. remedial work
 - b. high school duplication
 - c. sub-freshman work
 - d. vocational-technical courses and work experience
 - e. community service classes
 - f. denominational religious courses.

The Director of the University of Washington Office of College Relations, in cooperation with the admissions office and departmental advisers, assigns transfer credit. Community colleges submit brief course outlines to that office with new course approval requests. The office maintains a strong liaison with the state's two-year institutions.

C. Special transfer policies

As indicated earlier, Western and Central Washington State Colleges use the Associate in Arts degree in meeting general education requirements. The plan developed at Western is outlined for the consideration of other senior institutions interested in examining package transfer agreements.

Associate degrees (full ninety units, by mutual agreement) may be used to meet lower-division general education requirements (fifty-four units of Western's fifty-eight general education requirements are lower division). Such contract agreements are currently authorized with nine community colleges. Transfer students are accepted in junior standing without course and credit scrutiny. All collegiate courses that even vaguely relate to a traditional liberal arts curriculum are acceptable (numbered 100 or above). Western is now considering the acceptance of courses in technical, mid-management, and computer science. Similar agreements exist between eight or nine community colleges and Seattle University and Central Washington State College.

The Seattle University Associate in Arts degree policies are based on a slightly different concept. The degree itself is not used automatically to meet the lower-division general education requirements. Students who hold the Associate in

Arts degree can transfer all their credits. Seattle University also issues a transfer-guidelines listing similar to those produced by the public universities.

Western and Central Washington State Colleges and Seattle University are among the few institutions in the nation to have moved this far voluntarily and independently.

Problems (reported from the University of Washington).

1. Some faculty members of the university and other senior institutions feel that associate degrees are inappropriate for transfer, since the university in particular has no lower-level undergraduate programs.
2. It is difficult to maintain accurate evaluations for so many transfer courses.
3. Interpretation of transfer course objectives and content is not exact.
4. Policy is lacking at both the institutional and state levels on acceptance and rejection of community college programs that may have value for baccalaureate degrees, i.e., data processing, aviation, real estate, agriculture, police science, and field courses. (See Western Washington State College material under Special Transfer Policies.)
5. Constant change makes up-to-date documentation difficult.

Future. The university and other senior institutions appear to be moving closer to a total acceptance of the associate degree or the ninety-unit package just described. The case for continuing in that direction is based partly on the fact that it is the usual procedure for transfer at the same level from other senior colleges and universities. The community colleges would determine the student's preparedness for upper-division work, thus eliminating individual course-equivalency evaluation. Washington correspondents agree that the acceptance of the associate degree would greatly expedite transfer procedures that now require extensive personnel.

130

Material submitted by:

Hugh Wiese, Director
Office of College Relations
University of Washington

A. A. Canfield, Director
State Board of Community
College Education

C. E. Mathews
Associate Registrar
Coordinator of College Relations
Western Washington State Colleges

Stan Berry
Director of Admissions
Washington State University

WEST VIRGINIA

Three branches of West Virginia University, two branches of West Liberty State College, Marshall University, and three private junior colleges.

Background. As indicated above, West Virginia has no community colleges. Branches of two universities provide transfer and occupational education. Most students at Potomac State College (which, since 1935, has been supervised by the University Board of Governors) continue at the university for their baccalaureate degree.

Philosophy. Transfer students are admitted to the university at any stage of their training after one semester or summer term. Students in the centers or branches are enrolled in the university. No transfer of records is therefore necessary. The exception is Potomac State College of the West Virginia University, where an application is made and the full record is transferred when acceptable.

Policies and Procedures. Credit from junior colleges is limited to seventy-two semester hours of lower-division courses. The cumulative grade-point average must be at least C. Grades of D will transfer in first-sequence courses if the second course grade is C or better.

Problems. Only one specific problem exists in transfer

from Potomac State. The student is actually enrolled in West Virginia University while, at the same time, Potomac operates as a separate entity as far as applications and records are concerned.

Future. There are apparently no immediate plans for changing the procedures of transfer as they apply to the branches of the university or the junior colleges of West Virginia.

Material submitted by:

Stanly R. Harris
Registrar
University of West Virginia

WISCONSIN

Thirteen county campuses of the University of Wisconsin, three campuses of Wisconsin state universities, two technical schools (also offering transfer programs), and several technical institutes specializing in occupational education.

Background. Historically, the post-secondary educational needs of the State of Wisconsin were reasonably served by a system of technical institutes, two-year county teachers colleges, four-year state teachers colleges, the University of Wisconsin in Madison, and the University of Wisconsin Extension Division, which offered correspondence study and evening classes throughout the state. As needs increased, they were met through the addition of two-year campuses of the University of Wisconsin, and an additional four-year University of Wisconsin campus in Milwaukee (a 1956 merger of the Milwaukee State Teachers College and the University's Milwaukee extension) rather than through the establishment of a state-wide system of community colleges. Subsequent expansion has

included additional two-year University of Wisconsin campuses, the addition of two-year campuses to the system of nine state teachers colleges (now the Wisconsin State University System), two new four-year University of Wisconsin campuses, and approval for three technical colleges to offer college-transfer as well as technical programs. At present only three institutions in Wisconsin can be considered community colleges--Milwaukee Area Technical College, Madison Area Technical College, and Nicolet College and Technical Institute in Rhinelander, which opened in September 1970.

The Wisconsin Association of Collegiate Registrars and Admissions Officers (WACRAO) is the organization that considers articulation problems.

Philosophy. Wisconsin is one of the few states where the two primary functions of the community colleges--academic and occupational--are developed in separate groups of institutions, and where the name "community" or "junior" college is not found. The degree-granting universities, however, accept with minimum difficulty the courses completed at the various two-year institutions. The University of Wisconsin Center System takes the initiative in solving transfer problems.

The three "community colleges" accommodate those students who can not meet admission requirements at existing institutions, those who have failed at a senior university, those who are unsure of their majors (technical or academic), and those who wish to begin college at the least possible expense.

Policies and Procedures. A maximum of sixty credits is generally accepted in transfer to university-degree programs. The university is generally more liberal than the state universities, since it automatically allows one-half the specific degree requirements. Course-equivalency questions are handled in meetings between the Office of Admissions of the receiving school and the Center System Registrar. The judgment of the Office of Admissions is ordinarily accepted

on both transfer and equivalency matters. Academic deans and department chairmen are brought in to solve the serious problems. Work taken in vocational-technical institutes generally does not transfer.

Problems. The three following are the chief ones:

1. Keeping abreast of changing courses and degree requirements
2. Non-transferability of most vocational courses
3. Vocational schools offering "collegiate" work but not eligible for WACRAO, which handles articulation discussions in the state.

Future. Although numerous technical colleges throughout the state would like to add college-transfer programs, it does not appear that they will be authorized to do so, since most of them are located in cities where two-year campuses of either the University of Wisconsin or the Wisconsin State University system are located.

Material submitted by:

Robert E. Miller
Assistant Director of Admissions
University of Wisconsin--Madison

L. H. Adolfson, Chancellor
University Center System
The University of Wisconsin

WYOMING

Seven comprehensive community colleges.

Background. The Wyoming Community College Commission is responsible for the state's seven community colleges. Each is in an independent district and therefore has its own local operating board. Occupational programs are offered at all community colleges. Since most occupational programs are associate-degree programs, some state funds are provided.

Philosophy. The university receives junior college transfer applications on a regular basis. Summer sessions may be used by transfer students slightly below the C average standard on a limited trial basis.

Policies and Procedures. An average of C for all previous collegiate work taken is a requisite for transfer admission. Transfer credits should not exceed one-half the baccalaureate-degree requirements. Students classified as juniors or seniors may, with a dean's permission, take lower-division work at a junior college for credit.

Problems. The greatest problem is financing. The community college districts usually do not have adequate evaluation.

Future. Community colleges have a great potential in Wyoming and more are needed.

Material submitted by:

Morris B. Zempel
Director of Admissions
University of Wyoming