EXECUTIVE MEMORANDUM NO. 98-8

TO: Senior Vice President and Executive Vice Chancellor
Senior Vice President and Chancellors
Senior Vice Presidents
Vice Presidents
Chancellor
Secretary to the Board of Regents
State Director of Vocational Education

SUBJECT: UPDATED EXECUTIVE POLICY E5.209, UNIVERSITY OF HAWAII SYSTEM STUDENT TRANSFER AND INTER-CAMPUS ARTICULATION

I am hereby officially promulgating an updated Executive Policy E5.209, University of Hawai‘i System Student Transfer and Inter-campus Articulation. The intent of this update is to affirm the University’s commitment to make transfer a simple and more predictable process for students.

The original Executive Policy E5.209 was promulgated in March 1989 and revised in July 1994. Earlier this year, I directed that the 1994 document be updated to incorporate clarifications that will help resolve issues consistent with the philosophy and intent of Board of Regents’ policy (Section 5-2, e-f). Updates and revisions are summarized below and grouped by the major sections of the executive policy.

INTRODUCTION
• Clarifies that the BOR delegates to the President authority to promulgate this policy.
• Clarifies that the scope of the policy is limited to transfer within the UH system.

PRINCIPLES AND ASSUMPTIONS
• Emphasizes that campuses are required to eliminate unreasonable barriers.
• Clarifies that campus responsibility is exercised within BOR/Executive policy provisions.
• Rewords for clarity the statement on the role and purpose of articulation.
• Ensures that this policy conforms to WASC requirements.
• Clarifies that general education plans are approved by the Board and the status of the general education project.
• Clarifies the University’s usual practice with regard to grandfathering.
POLICY OBJECTIVES
- Clarifies that the AA degree satisfies Gen Ed requirements and admission to UH baccalaureate campuses.

POLICIES
- Clarifies that the UH Community College AA degree must: a) be completed with a 2.0 GPR; and b) conform to AA criteria. The general education requirement is met even if credits are not accepted.
- Reaffirms transfer of liberal arts courses numbered 100-plus; campuses determine liberal arts status.
- Permits technical/occupational courses numbered 100-plus to continue to transfer unless challenged; if challenged, the course is subject to articulation; final acceptance and applicability reside with the receiving campus.
- Clarifies that, except for the UHCC AA degree that fulfills admission and core requirements, the final authority for determining the applicability of liberal arts transfer credit resides with the receiving campus.
- Clarifies that previously earned credit accepted by one UH campus will be accepted in transfer by other UH campuses; applicability depends on receiving campus practices.
- Reaffirms writing intensive (WI) requirements. Campuses honor other campuses' WI designations.

LEAD RESPONSIBILITIES AND PROCEDURES
- Clarifies membership, overall coordinating role, and specific responsibilities of the University Council on Articulation (UCA); encourages more involvement of faculty/deans/provosts.
- Clarifies role and authority of faculty committees; adds a non-liberal arts committee; actions are subject to campus acceptance.
- Establishes that a faculty or staff member will be assigned to staff the UCA.
- Establishes campus responsibilities to: a) submit for articulation all liberal arts lower division courses accepted as part of their core/general education requirements; b) act on faculty committee recommendations within 90 days or the UCA acts; c) take action when a liberal arts course is not articulated; d) submit to UCA up-to-date lists of articulated courses that meet core, major, or graduation requirements.
- Establishes that requests to SAAC for policy clarification and to the UCA on articulation issues are forwarded in writing.
- Permits appeals to senior vice presidents and to the President.
- Promulgates system-wide definitions earlier developed by the Transfer Network.

This updated policy reflects extensive discussion and compromise among student service and instructional professionals whose work involves implementation of the transfer and articulation policy. I would like to acknowledge the work of the System Academic Affairs Council (SAAC), which coordinated the review effort and the many others who contributed to the process; they included members of the Transfer Network, the All Campus Council of Faculty Senate Chairs, faculty senates, the UCA Standing Committee on Written Communication, faculty, staff, and administrators.
This update supersedes Executive Policy E5.209 dated July 1994 and transmitted via Executive Memorandum 94-3 dated July 22, 1994. Like all executive policies, it is subject to revision following a period of implementation.

Earlier versions of this policy laid the foundation for transfer and articulation at UH. Your active support to implement the spirit and provisions of this updated policy are critical. All of higher education is challenged to work cooperatively on behalf of students whose academic goals cause them to transfer. The University of Hawai‘i system has a special responsibility to assist students who increasingly combine course work from several of our campuses.

Kenneth P. Mortimer
President, University of Hawai‘i, and
Chancellor, University of Hawai‘i at Mānoa

Enclosures

c: Faculty Senate Chairs, All Campuses
I. INTRODUCTION

This executive policy is promulgated in accordance with the authority delegated to the President by the Board of Regents. The provisions of this policy are designed to carry out the intent of Board of Regents’ policy to make the student transfer experience as simple and predictable as possible (Board of Regents Bylaws and Policies, Section 5-2, e-f).

This executive policy promulgates broad policy guidelines for transfer within the University of Hawai‘i system, including the (1) transfer of students, (2) transfer and applicability of academic credit, including acceptance of the University of Hawai‘i Associate in Arts degree as fulfilling UH baccalaureate admission and general education requirements, (3) articulation of the curriculum, and (4) related policy issues. This policy applies to credits transferred from institutions outside the UH system only when those credits are presented for transfer from one UH campus to another. This policy supersedes all previously issued policies on the transfer of students, credits, or articulation within the UH system.

II. PRINCIPLES AND ASSUMPTIONS

The following basic policy principles/assumptions provide the framework for this executive policy.

A. Basic Policy Principles/Assumptions

1. Functioning as a System. The University of Hawai‘i is a comprehensive statewide higher education system offering instruction in a variety of programs located at campuses on each of the major islands of the state. The University is committed to functioning effectively as a system. This requires facilitating the smooth transfer of students who desire to move among the campuses of the University of Hawai‘i system in order to meet their educational objectives. University of Hawai‘i campuses are
required by Board policy to eliminate unreasonable barriers to transfer.

2. **Campus Responsibility for Curriculum.** Within the provisions of Board of Regents’ and University executive policies, each campus of the University of Hawai‘i system has the authority and responsibility to determine its own curriculum, degree requirements, and related academic policies, and to ensure the integrity of campus-based credentials. As a result, the curricula of the University of Hawai‘i campuses and colleges are a reflection of the wide variety of available programs of study and the knowledge, skills, interests, and educational philosophy of its faculty, staff, and administration. An institution’s curriculum is not a static entity; as fields of study evolve, courses and degree programs are constantly being refined and changed.

3. **Role of Articulation.** A primary purpose of articulation is to facilitate the transfer of students and credits from one UH campus to another to meet core, major, or graduation requirements. Articulation policies and agreements are essential for a University system of campuses that operates with decentralized authority over curricula content and shared responsibility for academic policies. Such policies and procedures assure that changing curricular requirements are not a barrier to the smooth progression of students toward degree objectives.

   Articulation is a complex matter and must involve faculty, staff, and administration. By definition, articulation involves agreements that guide the transfer of students and typically addresses the transfer of credit, specific courses, packages of courses, and related academic requirements.

4. **Accreditation and Guidelines for Good Practice.** University of Hawai‘i system and campus policies and practices for the transfer of students and credits will conform to accreditation requirements of the Western Association of Schools and Colleges (WASC) and, insofar as possible, will be consistent with the Joint Statement on Transfer and Award of Academic Credit adopted by the Council on Postsecondary Accreditation (COPA), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the American Council on Education (ACE). This document is provided as Appendix A. The University has been advised by WASC that this policy and the inter-campus transfer agreement (see
Appendix B) are not in conflict with accreditation requirements and that such efforts are encouraged and supported.

B. Policy Implementation Principles/Assumptions

1. General Education Requirements. Units' overall plans for general education are approved by the Board of Regents. The intent is to ensure overall coordination of general education across UH campuses. Campus general education requirements are developed cooperatively by faculty and administrators. Any change in overall general education plans must be approved by the Board of Regents. Substantive changes, in keeping with the overall plan, are approved by the Unit senior vice presidents/chancellors and the President prior to implementation. Campus general education requirements are clearly and accurately described in official campus publications, and a current copy is on file in the Office of the President. While general education may be taught in different ways, campus policy and practice will ensure that these courses are taught by individuals qualified in the subject being taught.

2. Faculty Involvement. Faculty will be directly involved in the process of curricular articulation since they are most knowledgeable as to what constitutes degree-level competencies and comparable course work. Faculty will meet regularly with colleagues from the other campuses to discuss degree expectations and the curriculum and to exchange information on significant proposed changes in the curriculum as they are considered. Faculty were directly involved in the consideration of a system-wide coordinated approach to general education. This matter has been referred back to the campuses for consideration as appropriate.

3. Liaison and Accountability. Each University of Hawai‘i Unit will identify a single individual who will serve as the campus articulation liaison with other campuses of the system and with the system as a whole. Usually this individual will be the senior academic affairs staff officer for the Unit, i.e., UH Mānoa, the UH Community Colleges, UH Hilo, and UH-West O‘ahu. This individual will take lead responsibility for monitoring implementation of this policy and dealing with accountability issues.

4. Transfer Advising. Appropriate and timely academic advising is essential for all students and is particularly critical for students with baccalaureate goals who begin their careers at a UH Community
College. A UH system-wide Transfer Network (TN) of academic and student service officers supports this need.

5. **Program-Specific Articulation and Documentation.** In addition to the overall articulation policies, practices, and system agreement set forth here, program-specific articulation agreements are developed as needed. These specific agreements shall conform to the provisions of this executive policy and be documented in formal written agreements signed by the Senior Vice President/Chancellors of the participating Units and/or the Senior Vice President Executive Vice Chancellor at UH Mānoa.

6. **Coordination and Communication.** Changes in degree requirements, curriculum, and other academic policies at one campus which affect students transferring from other campuses must involve prior consultation with the campuses affected by the changes. Those making major changes in degree requirements at one campus shall allow other UH campuses sufficient time to consider appropriate action.

7. **Students in Progress.** “Grandfather” provisions in academic policy and curriculum changes are applicable to students at sending campuses as long as they maintain continuous enrollment in an articulated program of study. Provision may be made for medical or other emergency exceptions to continuous enrollment by appeal to the appropriate administration at the campus involved.

Campuses that determine that some aspect(s) of the University’s transfer/articulation policies require clarification or change will hold harmless students in progress until Board and/or executive policies are officially clarified, modified, or changed.

III. **POLICY OBJECTIVES**

The objectives of this executive policy are as follows.

A. To facilitate the transfer of students who move from one UH campus to another to meet their educational goals by making transfer a simpler and more predictable process for all students.

B. To develop a student-centered credit transfer policy that provides for the recognition and acceptance of the Associate in Arts degree completed at a University of Hawai‘i Community College as fulfilling admission and
general education core requirements at all UH baccalaureate degree-granting campuses.

C. To promote consistent but flexible approaches to general education across all UH campuses by encouraging ongoing faculty/staff professional dialogue, assessment of student progression, and the consideration of other articulation alternatives including the development of common general education core competencies across the system.

D. To establish common understandings, policy guidelines, and administrative procedures for the maintenance and support of program-specific student transfer and articulation policies and agreements within the University of Hawai‘i system.

IV. POLICIES

In general, students transferring from one UH campus to another have completed course work that they wish to have accepted for credit in one or more of the following categories: (1) to meet overall degree requirements; (2) to meet general education “core” requirements; and/or (3) to meet specific major/college requirements. The following policies and procedures direct the administration of student transfer across all of these areas.

A. Transfer of Students

Upon application, students may transfer between campuses of the University of Hawai‘i provided they meet the following provisions:

UH Mānoa and UH Hilo

1. Students who have never applied to or have been denied admission to UH Mānoa or UH Hilo may transfer to either campus:

   a. upon completion of requirements for admission and notification of acceptance; or

   b. upon completion of at least 24 credits in college-level transfer courses with a cumulative GPR of 2.0 or higher for all transfer-level courses completed, providing they meet requirements for admission to the program at the campus to which they wish to transfer; or

   c. upon completion of an Associate in Arts degree from a University of Hawai‘i Community College that conforms to
the University of Hawai‘i Associate in Arts Degree Criteria, as stated in Appendix C.

2. Students who have been admitted to but never attended UH Hilo or UH Mānoa may transfer prior to completing 24 credits, upon admission to a specific program or college of choice.

**UH-West O‘ahu**

Students may transfer to UH-West O‘ahu upon the completion of an Associate in Arts degree or upon successful completion of 55 credits in college-level transfer courses. Transferring students who have not completed an Associate in Arts degree will be required to fulfill the UH-West O‘ahu undergraduate general education requirements.

**UH Community Colleges**

Students who are either high school graduates or at least 18 years of age may transfer to a University of Hawai‘i Community College from any accredited college or university regardless of the number of credits completed.

**B. The Transfer and Applicability of Academic Credit**

Academic credits that are comparable in terms of the nature, content, and level of credit offered by the receiving campus are transferable. Other provisions are as follows:

1. **Courses Numbered 1-99.** Generally, within the University of Hawai‘i system, credit for courses numbered 1-99 are not transferable to a baccalaureate-level program unless such credit is specifically applicable to a degree. Should a student subsequently transfer into another program where such courses are not applicable, course credit will not count toward that program and degree.

2. **Courses Numbered 100-499.**
   a. **Liberal arts courses.** Within the University of Hawai‘i system, credit for liberal arts courses numbered 100-499 will transfer as baccalaureate-level credit. Differentiating liberal arts courses from non-liberal arts courses is the responsibility of the originating campus.
b. **Non-liberal arts courses.** Credit for all non-liberal arts courses numbered 100-plus will continue to transfer within the UH system and be listed as articulated courses unless the senior academic staff officer of the receiving Unit requests the University Council on Articulation (UCA) to undertake separate articulation of a course or courses of a discipline. See Section V.C.4. below for a description of the articulation process to be followed.

3. **The Applicability of the University of Hawai‘i Associate in Arts Degree.** Students who earn a UH Associate in Arts (AA) degree from a UH Community College that meets the following three conditions are accepted as having fulfilled the general education core requirements at all UH baccalaureate degree-granting institutions.

   a. The AA degree must be completed with a cumulative GPR of 2.0 or higher for all courses numbered 100-plus applicable to the AA degree requirements; and

   b. The AA degree must conform to the AA degree criteria detailed in Appendix C of this policy.

   c. In the rare case when the credit hours associated with a course fulfilling a general education core requirement are not accepted for transfer by a receiving campus, the requirement is still considered to have been met.

4. **The Applicability of Credit for Articulated Courses and/or Programs.** The expected outcome of course and/or program articulation is the alignment of courses from originating campuses with those at receiving campuses resulting in the transfer of equivalent credit and the fulfillment of comparable requirements.

   With the exception of the AA degree that fulfills admission and general education core requirements as described above, the final authority and responsibility for determining the applicability of transfer credit to specific campus requirements resides with the receiving campus. The following additional provisions apply:

   a. Baccalaureate-bound students, those transferring with or without an AA degree, must complete all specialized lower-division major, college, and degree/graduation requirements, including second language and
writing-intensive requirements. With proper planning, these requirements may be incorporated into an AA degree; if not, they are required in addition to the AA degree.

b. Students transferring to UH Community Colleges from UH baccalaureate institutions and seeking certificates and/or associate degrees must complete all specialized credential requirements, including applicable language and writing-intensive requirements.

c. Non-liberal arts courses numbered 100-plus very often do not have counterparts at other baccalaureate and/or two-year institutions. They may apply in degree programs that allow unspecified lower division electives. Their applicability to other major/program/graduation requirements is determined by the receiving campus (either four-year or two-year) and may involve separate course/program articulation agreements.

5. Credit and Grades. Within the University of Hawai‘i system, credits earned with a grade of D or better will transfer. The student’s grade point ratio (GPR) is not transferable from one campus to another.

6. Transfer of Previously Earned Credits. An evaluation and acceptance of credits earned at a regionally accredited non-UH-institution by any campus within the University of Hawai‘i system shall be accepted by any other University of Hawai‘i campus. This policy also applies to liberal arts credit awarded by a University of Hawai‘i campus through institutional credit-by-examination, advanced placement, correspondence courses, and College Level Examination Program (CLEP) General and Subject Exams. However, the applicability of these credits to specific core, major, or graduation requirements is subject to the examination achievement levels required at receiving campuses. All UH campuses publish and share with other UH campuses their required achievement levels by type of examination instrument. This information is made available to students at the time credit is awarded.

C. Other Transfer Policies

1. Writing Intensive (WI) Requirements. The WI designation is determined in accordance with the articulation process established
Students must fulfill the writing intensive requirement of the UH campus conferring their undergraduate credential. Classes duly designated as WI on any campus within the UH system and numbered 100-499 are recognized as fulfilling WI requirements on all campuses within the System. This policy applies even in the rare case when the credit hours associated with a WI class are not accepted by a receiving campus.

2. **Applicable General Education Core Requirements.** Except for the student who completes the Associate in Arts degree, general education core requirements that are in effect at the time a certificate- or degree-seeking student enrolls at a University of Hawai‘i campus shall apply to that student throughout his/her pursuit of that certificate or degree, providing the student maintains continuous enrollment and does not elect to choose core requirements modified by the campus subsequent to admission. A student transferring from one campus to another without a missing semester is considered to be a continuing student. Students in the undergraduate general and pre-professional classification who maintain continuous enrollment shall be eligible to graduate under the general education core requirements in place at the time of their first enrollment. Except as modified by an established articulation agreement, major requirements will be those in effect when the student declares a major at the baccalaureate campus.

3. **Academic Residency.** Each campus may set its own specific campus academic residency requirements, which should not normally exceed 45 semester credit hours. However, students must meet the graduation requirements of a given school or college, which may exceed 45 credits.

4. **Academic Suspension.** Students on academic suspension from a University of Hawai‘i campus may either sit out the semester they are suspended or attend another college or university. Students on academic suspension who choose to attend another accredited college or university must meet the admission requirements of the college they wish to enter upon returning.

5. **Residency for Admission and Tuition Purposes.** All applicants to any campus of the University of Hawai‘i must complete a
residency declaration form and, following an evaluation of the information provided, have their residency status officially determined. Students must complete a residency declaration form when they transfer to a new campus. However, students who have been continuously enrolled at a University of Hawai‘i campus shall have their previous residency status accepted without further inquiry, i.e., students do not have to submit documentation required as part of the original residency determination. If a student possesses a temporary residency status (i.e., exchange student, military exempt) or reports information that is inconsistent with the student’s previous residency status, documentation may be required.

V. LEAD RESPONSIBILITIES AND PROCEDURES

A. Executive Responsibility

Executive responsibility for implementing this policy and fostering practices that facilitate transfer of students among the campuses of the University of Hawai‘i system rests with the President and the separate senior vice presidents/chancellors. A Chancellors’ agreement sets forth the basic tenets and initiatives contained in this executive policy. This transfer agreement is appended to this executive policy as Appendix B.

B. System Academic Affairs Council (SAAC)

As directed by the President, the System Academic Affairs Council (SAAC) assists University senior executives with the development, interpretation, and modification of overall transfer/articulation policies and with the consideration of alternative approaches to student transfer. Specifically, SAAC is responsible for the review and modification of this executive policy and related practices that affect the inter-campus movement of students within the University of Hawai‘i system. SAAC oversees the work of a University Council on Articulation (UCA) and the Transfer Network and handles administrative liaison with the All Campus Council of Faculty Senate Chairs on matters related to transfer and articulation.

C. The University Council on Articulation (UCA)

1. Members, Chair, and Meetings. Members of the UCA are appointed by the President in consultation with senior executives and SAAC. The Council is comprised of two members from the Community Colleges, one member each from UH Hilo and UH-West O‘ahu, and four members from UH Mānoa. The UHM
academic affairs, UHCC, UHH, and UHWO SAAC members are routinely members of the UCA and chair it on a rotating basis. The Unit Senior Vice Presidents are encouraged to identify and recommend as the remaining members faculty/deans/provosts. UCA meets a minimum of twice each academic year.

2. **Charge and Purpose.** UCA is the University’s official forum for hearing and determining mechanisms for resolving operational issues related to the implementation of this policy. The UCA:

   a. Oversees and coordinates the UH system articulation process, including monitoring the implementation of the overall degree requirements summarized in Appendix C, and forwarding to appropriate system faculty committees campus requests to articulate and/or restrict the transferability of certain courses;

   b. Ensures maintenance and dissemination of an inventory of articulated UH courses; and

   c. Hears appeals as provided for in this policy.

3. **Specific Responsibilities.**

   a. **Referrals and dispute resolution.** Faculty, students, and administrators refer implementation issues to UCA through their senior academic staff officer. UCA will arbitrate disputes concerning the transfer of students and credits and articulation of the curriculum and may refer implementation issues to campus officers with UCA’s advice and/or recommendation for appropriate action.

   UCA calls on standing or ad hoc faculty committees to advise it on matters relating to course-by-course articulation. UCA appoints ad hoc committees of faculty and academic administrators to assist with the resolution of other articulation and transfer concerns brought to its attention.

   The UCA’s final recommendations are given considerable weight should issues be appealed further. Issues that are not resolved by UCA or require a policy and/or system-wide solution are considered by the System Academic Affairs Council.
b. **Course-by-course articulation.** UCA is responsible for coordinating and carrying out the course-by-course articulation process. This process is intended to assist students transferring without a University of Hawai‘i Associate in Arts degree, those transferring among UH baccalaureate programs, and those transferring from a non-UH campus.

The UCA arranges for meetings of system-wide faculty standing committees as needed. These committees represent academic disciplines or subject matter areas; they review curricular trends and plans for each of the campuses and review and recommend the articulation of specific courses to the appropriate campus bodies. Such meetings should take place at least once every three years. When the UCA deems it advisable, one of its members will chair the meetings; otherwise, staff will assist with this matter.

The UCA will establish, maintain, and periodically revise a list of approved courses from throughout the University of Hawai‘i system that may be used by those students without the Associate in Arts degree to meet the established “core” requirements on each of the campuses.

New, revised, and/or existing courses for which initial articulation is requested are submitted to the UCA for distribution to the appropriate standing committee or other faculty groups for review in accordance with the procedures outline here. All courses previously articulated in accordance with this policy continue as articulated courses. Requests to review the articulated status of such courses are supported by a rationale and submitted to the UCA for appropriate review and action.

c. **Major curriculum changes impacting articulation.** UCA arranges for meetings of system-wide faculty groups representing academic disciplines or subject matter areas as necessary to facilitate articulation. For example, if a baccalaureate campus intends to make major changes in a curriculum which would have a significant impact on articulation, a meeting of the appropriate system-wide faculty group should be held for informational purposes before such changes are approved and implemented. When the University Council on Articulation deems it advisable,
one of its members will chair the meeting; otherwise, staff assigned to the Council will.

d. **Specific program/major articulation.** In selected programs, it may be appropriate to develop articulation agreements which cover the transfer of students and the applicability of academic credits toward meeting specific major requirements. These agreements should be developed by committees comprised of faculty and staff from the participating programs and campuses. As necessary and appropriate, the University Council on Articulation will establish ad hoc committees to review courses and develop draft agreements for review and adoption.

Formal program articulation agreements between major units of the University must be signed by the appropriate Senior Vice Presidents/Chancellors and/or UH Mānoa Senior Vice President/Executive Vice Chancellor. Such agreements should contain provisions for periodic review and revision.

e. **Transfer handbook and web information.** UCA publishes and updates handbooks available to students and advisors and/or places and maintains on-line a transfer handbook and other transfer information. Information is provided in easy-to-understand language that includes the philosophy of articulation, procedures that a student needs to follow to transfer from one campus to another, and current lists of courses that will transfer to each campus.

4. **Role of Faculty Committees**

a. **Standing Faculty Committees.** The UCA is assisted in its work by standing committees that are assigned the task of monitoring the transfer of course work and credits in the major areas of the undergraduate curricula. These areas include:

   - Written Communication
   - Oral Communication
   - Mathematical and Logical Reasoning
   - Languages
   - World Civilization
   - Natural Sciences
Arts and Humanities
Social Sciences
Non Liberal Arts Courses

The standing committees have an equal number of representatives from baccalaureate degree campuses and from associate degree campuses, with at least one representative from each campus. Composition of the standing committees is as follows: seven representatives from the Community Colleges (one from each campus), appointed by the Senior Vice President/Chancellor for Community Colleges; one representative from UH Hilo appointed by the Senior Vice President/Chancellor of UHH; one representative from UHWO appointed by the UHWO Chancellor; and five representatives from UH Mānoa appointed by the Senior Vice President and Executive Vice Chancellor.

The standing committees, (with the exception of the committee on non-liberal arts courses), utilizing course syllabi and the established general education criteria of the receiving campus, recommend to the respective campuses those courses that may be used to fulfill general education requirements for students who transfer without the AA degree. The standing committees may also make recommendations on upper division courses.

The standing committee on non-liberal arts courses, utilizing course syllabi, reviews such courses for their appropriateness for transfer to either a two-year or four-year campus and recommends accordingly. The committee may create a sub-committee of faculty to provide specific expertise appropriate to the course.

b. Ad Hoc Faculty Committees. A series of ad hoc system-wide faculty committees is created as necessary to supplement the standing committees. These faculty committees may be charged to address separate articulation agreements needed for UH Community College technical/occupational courses and any needed course/program articulation agreements that do not fall within the purview of the standing committees. The UCA determines appropriate composition of the ad hoc
committees and ensures appropriate representation from all affected campuses.

c. Recommendations of Faculty Committees. Recommendations of the system standing and/or ad hoc faculty committees (1) on the articulation of liberal arts courses as fulfilling core requirements, and (2) on whether or not courses numbered 100 and above, for which review has been requested, transfer within the UH system are subject to acceptance by the receiving campuses. If no action is taken by the receiving campus within 90 days (during the academic year) of being notified of the system committee’s recommendation, the matter is resolved by the UCA. Appeals of UCA actions are handled in accordance with section V.F. below.

5. Staff Support

Until additional staff can be secured to support the University transfer process, staff from existing campus and system offices will support this effort. Annually, a faculty or staff member will be assigned to staff the work of the UCA. This staff support will rotate across the Major Units of the system.

D. The Transfer Network (TN)

The OVPPP arranges for regular meetings of a system-wide network of student advisor/transfer specialists. Membership is contingent on functional responsibilities that involve individuals in the transfer process. This group is charged with sharing information and developing and refining common UH practices and standards so as to ensure implementation of this policy and fair and comparable transfer procedures across UH campuses. The network develops standard information for UH student advisors/transfer specialists. It develops common communication tools (information handouts/brochures) for campuses to give to students to help them understand institutional requirements and the responsibilities students must assume in the transfer process. Recommendations of the TN are made directly to SAAC.

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1The UH Community Colleges have separately agreed to accept the decisions of the system-wide standing committees as final for all UH Community College campuses.
E. Campus Responsibilities

All UH campuses are required to submit to the UCA for system articulation all lower division liberal arts courses that the campus (itself) accepts as part of its core/general education requirements.

Once the system-wide faculty committees have made their recommendations, individual receiving campuses establish and follow campus procedures to formally articulate specific courses. If a receiving campus is unable to reach agreement on the status of a course(s) recommended for articulation and, allowing 90 days (during the academic year) for campus action, the UCA resolves the matter. See Section V.F. below.

If a liberal arts course is not articulated for core by the system standing/ad hoc faculty committee AND, if appealed, that decision is reaffirmed by the UCA, the originating campus will (1) appeal the matter further—see section V.F. below; or (2) make necessary changes to the course to ensure articulation upon resubmission; or (3) change the number and title of the course so as to avoid confusion with like-numbered and titled courses that are articulated system-wide.

It is the responsibility of all UH campuses to transmit to the UCA an up-to-date list of articulated UH courses that meet core, major, or graduation requirements. These lists of articulated courses are made available to students, faculty, and academic advisers/counselors throughout the University of Hawai‘i. Eventually access to this information should be available through the common University-wide student registration system.

F. Policy Clarification, Dispute Resolution, and Appeals

Campuses are responsible for forwarding written requests for clarification of policy issues to the System Academic Affairs Council and specific articulation issues to the University Council on Articulation. These bodies will ensure that a response is made in a timely fashion. Should any campus wish to appeal a determination on articulation of a particular course made by a second campus, the appeal should be made to the UCA, which will develop procedures for hearing such appeals and resolving the disputes.

Decisions of the UCA that resolve specific articulation issues are final unless appealed in writing to the University Unit Senior Vice President. Decisions of SAAC on policy issues are subject to promulgation by the
President. If either the UCA or SAAC are unable to reach agreement, the matter is placed before the Unit Senior Vice Presidents and/or President for final resolution.

Should any student wish to appeal a transfer decision made by a college, school, or campus, such appeal will follow established campus procedures.

G. Institutional Research

Implementation of this executive policy will be accompanied by on-going institutional research to track patterns of student progress across the UH System, with special attention to the progress of transfer students.

H. System-wide Definitions

Relevant system-wide definitions developed by the Transfer Network are provided as Appendix D and promulgated as part of this policy. UH campuses will use these definitions and make every effort to minimize disparity in terminology in catalogs, advising sheets, and other documents relating to transfer, articulation, and degree requirements.
JOINT POLICY STATEMENT ON TRANSFER AND AWARD OF ACADEMIC CREDIT

Council on Postsecondary Accreditation • American Council on Education/Commission on Educational Credit • American Association of Collegiate Registrars and Admissions Officers

This statement is directed to institutions of postsecondary education and others concerned with the transfer of academic credit among institutions and award of academic credit for extra-institutional learning. Basic to this statement is the principle that each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit. Institutions are encouraged to review their policies and practices periodically to assure that they accomplish the institution's objectives and that they function in a manner that is fair and equitable to students. Any statements, this one or others referred to, should be used as guides, not as substitutes, for institutional policies and practices.

Transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics. As their personal circumstances and educational objectives change, students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study. It is important for reasons of social equity and educational effectiveness, as well as the wise use of resources, for all institutions to develop reasonable and definitive policies and procedures for acceptance of transfer credit. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives. It is the receiving institution's responsibility to provide reasonable and definitive policies and procedures for determining a student's knowledge in required subject areas. All institutions have a responsibility to furnish transcripts and other documents necessary for a receiving institution to judge the quality and quantity of the work. Institutions also have a responsibility to advise the students that the work reflected on the transcript may or may not be accepted by a receiving institution.

Inter-institutional Transfer of Credit

Transfer of credit from one institution to another involves at least the following three considerations:

1. The educational quality of the institution from which the student transfers;
2. The comparability of the nature, content, and level of credit earned to that offered by the receiving institution; and
3. The appropriateness and applicability of the credit earned to the programs offered by the receiving institution, in light of the student's educational goals.
Accredited Institutions

Accreditation speaks primarily to the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. Users of accreditation are urged to give careful attention to the accreditation conferred by accrediting bodies recognized by the Council on Postsecondary Accreditation (COPA). COPA has a formal process of recognition which requires that any accrediting body so recognized must meet the same standards. Under these standards, COPA has recognized a number of accrediting bodies, including:

1. Regional accrediting commissions (which historically accredited the more traditional colleges and universities but which now accredit proprietary, vocational-technical, and single-purpose institutions as well);
2. National accrediting bodies that accredit various kinds of specialized institutions; and
3. Certain professional organizations that accredit free-standing professional schools, in addition to programs within multi-purpose institutions. (COPA annually publishes a list of recognized accrediting bodies, as well as a directory of institutions accredited by these organizations.)

Although accrediting agencies vary in the ways they are organized and in their statements of scope and mission, all accrediting bodies that meet COPA's standards for recognition function to assure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation.

Comparability and Applicability

Comparability of the nature, content, and level of transfer credit and the appropriateness and applicability of the credit earned to programs offered by the receiving institution are as important in the evaluation process as the accreditation status of the institution at which the transfer credit was awarded. Since accreditation does not address these questions, this information must be obtained from catalogues and other materials and from direct contact between knowledgeable and experienced faculty and staff at both the receiving and sending institutions. When such considerations as comparability and appropriateness of credit are satisfied, however, the receiving institution should have reasonable confidence that students from accredited institutions are qualified to undertake the receiving institution's educational program.

Accreditation affords reason for confidence in an institution's or a program's purposes, in the appropriateness of its resources and plans for carrying out these purposes, and in its effectiveness in accomplishing its goals, insofar as these things can be judged. Accreditation speaks to the probability, but does not guarantee, that students have met acceptable standards of educational accomplishment.
Admissions and Degree Purposes

At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student.

Institutions have a responsibility to make this distinction, and its implications, clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential.

Unaccredited Institutions

Institutions of postsecondary education that are not accredited by COPA-recognized accredited bodies may lack that status for reasons unrelated to questions of quality. Such institutions, however, cannot provide a reliable, third-party assurance that they meet or exceed minimum standards. That being the case, students transferring from such institutions may encounter special problems in gaining acceptance and transferring credits to accredited institutions. Institutions admitting students from unaccredited institutions should take special steps to validate credits previously earned.

Foreign Institutions

In most cases, foreign institutions are chartered and authorized by their national governments, usually through a ministry of education. Although this provides for a standardization within a country, it does not produce useful information about comparability from one country to another. No other nation has a system comparable to voluntary accreditation. The Division of Higher Education of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is engaged in a project to develop international compacts for the acceptance of educational credentials. At the operational level, four organizations—the Council on International Exchange (CIEE), the National Council on the Evaluation of Foreign Student Credentials (CEC), the National Association for Foreign Student Affairs (NAFSA), and the National Liaison Committee on Foreign Student Admissions (NLC)—often can assist institutions by distributing general guidelines on admission and placement of foreign students. Equivalency or placement recommendations are to be evaluated in terms of the programs and policies of the individual receiving institutions.

Validation of Extra-institutional and Experiential Learning for Transfer Purposes

Transfer-of-credit policies should encompass educational accomplishment attained in extra-institutional settings as well as at accredited postsecondary institutions.
In deciding on the award of credit for extra-institutional learning, institutions will find the services of the American Council on Education's Office of Educational Credit helpful. One of the Office's functions is to operate and foster programs to determine credit equivalencies for various modes of extra-institutional learning. The Office maintains evaluation programs for formally structured courses offered by the military, and civilian non-collegiate sponsors such as business, corporations, government agencies, and labor unions. Evaluation services are also available for examination programs, for occupations with validated job proficiency evaluation systems, and for correspondence courses offered by schools accredited by the National Home Study Council. The results are published in a Guide series. Another resource is the General Education Development (GED) Testing Program, which provides a means for assessing high school equivalency.

For learning that has not been validated through the ACE formal credit recommendation process or through credit-by-examination programs, institutions are urged to explore the Council for Advancement of Experiential Learning (CAEL) procedures and processes. Pertinent CAEL publications designed for this purpose are also listed.

Uses of this Statement

This statement has been endorsed by the three national associations most concerned with practices in the area of transfer and award of credit—the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council on Postsecondary Accreditation.

Institutions are encouraged to use this statement as a basis for discussions in developing or reviewing institutional policies with regard to transfer. If the statement reflects an institution's policies, that institution might want to use this publication to inform faculty, staff, and students.

It is recommended that accrediting bodies reflect the essential precepts of this statement in their criteria.

Adopted by the COPA Board
October 10, 1978

Approved by the American Council on Education/Commission on Educational Credit
December 5, 1978

Approved by the Executive Committee, American Association of Collegiate Registrars and Admissions Officers
November 21, 1978
UNIVERSITY OF HAWAI'I TRANSFER AGREEMENT
July 22, 1994

Preamble:

The University of Hawai‘i encompasses a system of ten campuses organized as three major Units: the UH-Community Colleges with seven campuses; the baccalaureate institutions, UH-West O‘ahu and UH-Hilo; and the founding baccalaureate, graduate and research campus, UH-Mānoa. As a unified system of postsecondary education, it is important that instructional units act in partnership to maximize the efficient utilization of resources. Through cooperative and coordinated transfer arrangements, campuses can offer wider opportunities to residents of Hawai‘i by permitting them to start their education at one campus and, through productive study in a planned program, succeed in achieving their educational objective by graduating from another campus.

STATEMENT OF AGREEMENT

Consistent with the goals and objectives established in Board of Regents' Policy, Sections 5-2.e and 5-2.f and University Executive Policy E5.209, we, the undersigned, agree:

► that, to effectively function as a system, we must make the transfer of credits from one UH institution to another a simpler, more predictable process for students;

► that a primary objective of articulation is to assure that transfer students are prepared for work at their receiving campus, and that their success will be evaluated through the collection and analysis of performance data;

► that the quality of a degree earned through matriculation at two or more institutions within the system should be comparable to a similar degree earned through matriculation at a single campus;

► that all students, transfer and non-transfer, must receive comparable treatment;

► to improve students' access to information about transfer and encourage students to plan for transfer by utilizing the information and assistance available at all campuses;

► that, at each campus, within approved system and campus mission and accreditation requirements, faculty will develop coherent, educationally sound curricula that meet general education goals and objectives;

► that faculty will be directly involved in the process of articulation since they are the experts as to what constitutes comparable course work, and that the faculty will meet regularly with faculty from other campuses to discuss curriculum;

► to exchange information on major proposed changes in the curriculum as they are being considered;
to promote compatible but flexible approaches to general education across all campuses by supporting ongoing faculty/staff professional dialogue, assessment of student progress, and the consideration of articulation alternatives including the development of a common core of general education competencies;

> to designate a single individual within our respective units as being accountable for dealing with and adjudicating student transfer and articulation problems; and

> to provide the resources necessary to support the activities and practices detailed in University Executive Policy E5.209.

**Initiatives**

We further agree that the following initiatives will serve as the foundation for future UH system articulation and transfer efforts.

> Recognition and acceptance of the Associate in Arts Degree completed at a UH-Community College as fulfilling the general education requirements at all UH baccalaureate degree-granting campuses;

> Continuation of course-by-course articulation until an alternative mechanism that simplifies transfer for all students is established;

> Continuation of Faculty Standing Committees that review campus curricular trends, recommend the articulation of specific courses, and provide the leadership for continuously improving articulation and transfer;

> Establishment of a Transfer Network of advisors charged with the task of sharing information, developing and refining common practices and standards, and communicating to students institutional requirements and student responsibilities;

> Exploration of additional campus-wide initiatives and support of program-specific initiatives directed at the continuous improvement of general education, the timely completion of major requirements, and the smooth transfer of students;

**SIGNED ON THIS DAY: July 22, 1994**

Joyce S. Tsunoda  
Senior Vice President and  
Chancellor, UH-Community Colleges

Kenneth L. Perrin  
Senior Vice President and  
Chancellor, UH-Hilo/UH-West O’ahu

Kenneth P. Mortimer  
President, University of Hawai’i and  
Chancellor, UH-Mānoa
DEGREE REQUIREMENTS

I. University of Hawai‘i Associate in Arts (AA) Degree Criteria

A. The degree will consist of at least sixty credits of baccalaureate-level courses numbered 100 and above and a cumulative grade point ratio of 2.0 or higher for all courses applicable to AA degree requirements.

B. The degree must include general education courses in the Arts and Sciences in the following areas: Written and Oral Communication; Mathematical and Logical Reasoning; World Civilization; Natural Sciences; Arts and Humanities; and Social Sciences.

C. In addition to the general education courses in the Arts and Sciences, additional degree requirements may be designated as follows:
   1. Second language graduation requirements: Up to two years of study may be required.
   2. Writing intensive graduation requirements: Up to three writing intensive courses may be required.
   3. Essential program/college requirements: In addition to designated general education core requirements, up to twelve lower division credits may be designated in advance to reflect unique college/major requirements.

D. Any non-liberal arts courses included in the AA degree as electives are transferable within the UH system in accordance with the requirements set forth in E5.209, Section IV.B.2.b and Section V.C.4.

II. Baccalaureate Degree

A. The degree will consist of at least 120 credits of baccalaureate-level courses numbered 100 and above.

B. The degree must include a general education core consisting of courses in the following areas: Written and Oral Communication; Mathematical and Logical Reasoning; World Civilization; Natural Sciences; Arts and Humanities; and Social Sciences.

C. In addition to the general education core and major program requirements, the following additional degree requirements may be designated. Students pursuing the Associate in Arts degree and/or a baccalaureate objective are advised of these requirements early in their academic career and encouraged to complete them in a timely manner.
   1. Second language graduation requirements: Up to two years of study may be required.
   2. Writing intensive graduation requirements: Up to five writing intensive courses may be required.
   3. Essential program/college requirements: In addition to designated general education core requirements, up to twelve lower division credits may be designated in advance to reflect unique college/major requirements.
The overall purpose of these definitions is to provide standardized, system-wide terms and definitions to minimize disparity and the resulting confusion in catalogs, advising sheets, articulation policies and documents, and any system-wide policies and directives relating to issues of transfer, articulation, and requirements for degrees.

For these purposes, all baccalaureate granting institutions (the University of Hawai'i campuses of Manoa, Hilo, and West O'ahu) will be abbreviated as BC, for Baccalaureate Campus, and all the UH Community Colleges will be abbreviated CC. Only those terms in **bold type** should be used in catalogs, advising sheets, and applicable system-wide policies and documents, and they should be used uniformly in accordance with these definitions.

**Graduation Requirements:** This is the broadest, most inclusive term; it includes any and all requirements for any degree at any BC or CC campus. It includes not only “degree requirements” (as defined below), but other requirements which may apply, e.g., residency requirements and applying for the degree and paying the required graduation fee by the applicable deadline.

**General Education Core Requirements:** These are campus-wide requirements which provide students with a breadth of knowledge associated with the tradition of a liberal education. This covers the BC General Education requirements of “Basic Skills and Understanding” and “Area Requirements,” and the General Education requirements for the CC Associate in Arts degree. The term “General Education Core Requirements” may be shortened to “Core” but should refer exclusively to these requirements. To avoid confusion, terms such as individual “College Core Requirements” should no longer be used.

A campus’ General Education Core Requirements may be modified or adjusted in its application by individual colleges, schools, or programs on that campus. (See “College/School/Program Requirements” below.)

**Degree Requirements:** A “Degree” is an academic credential awarded in accordance with Board of Regents’ approval and consists of the components of General Education Core Requirements; College/School/Program Requirements; Major Requirements; Electives, if any; and additional degree requirements. “Additional degree requirements” include items such as total credit requirements, minimum overall cumulative Grade Point Ratio (GPR), minimum GPR or grades for courses applied to the “major requirements;” and other related requirements such as writing-intensive and foreign language requirements.

**College/School/Program Requirements:** These are requirements deemed essential to the curriculum/curricula offered by, and the academic preparation of students enrolled within, a specific college, school, or program. “College/School/Program Requirements” may either (1) modify or adjust the application of the campus’ General Education Core Requirements (e.g., by requiring specific courses within a Core category or subcategory to be completed), or (2) constitute specific requirements which are in addition to and not parts of the campus’ General Education Core Requirements.

The term individual “College Core Requirements” should no longer be used.

In catalogs and advising sheets, “College/School/Program Requirements” which modify or vary the campus-wide Core and those which are in addition to the campus-wide Core must be separately identified and enumerated.
**Major Requirements:** These are the specific requirements within a specific field of study or academic specialization usually offered through a BC academic department or discipline or a CC discipline or department. They are intended to provide students with depth of knowledge and skills in a specific coherent field of study or discipline. A major may include a narrower, more specialized focus which may be referred to as “area of specialization or emphasis,” “option within a major,” or “track.” At UH-West O'ahu, these are termed “Areas of Concentration.” In catalogs and advising sheets, major requirements should be distinct from General Education Core and College/School/Program requirements.

In some colleges, courses specific to a program are aggregated and listed as “pre-programmatic” (e.g. “pre-Education). These should not be considered as or confused with majors.

**Minor:** An academic minor provides formal recognition of student attainment of knowledge or proficiency in a field other than that of the academic major. Although the depth or breadth of such knowledge is not as great as that found in an academic major, the academic minor certifies a minimal level that is acceptable to the academic discipline involved.

**Electives:** Additional courses or credits, whether restricted or unrestricted, which may be applied to meet the total credit requirements for a degree. Electives may be used to complement the major or to enhance breadth and diversity in total course work.

**Unit:** This term refers to the four major components of the University of Hawai‘i system. They are the UH Community Colleges, UH Hilo, UH Mānoa, and UH-West O'ahu.

**Campus:** Under the four major units, there are 10 campuses of the University of Hawai‘i system. They are as follows:

- UH Community Colleges campuses (7)
  - Hawai‘i Community College
  - Honolulu Community College
  - Kapi‘olani Community College
  - Kaua‘i Community College
  - Leeward Community College
  - Maui Community College
  - Windward Community College

- UH Hilo campus (1)

- UH Mānoa campus (1)

- UH-West O'ahu campus (1)

**Colleges, schools, departments and other UH educational service providers:** These terms refer to educational providers organizationally linked to the major units. Examples of such entities are the Employment Training Center within the UH Community Colleges, the College of Agriculture or the College of Arts and Sciences within UH Hilo; and the School of Accountancy and the Department of Journalism at UH Mānoa.

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