

UNIVERSITY OF HAWAII

David McClain
President

August 25, 2006

EXECUTIVE MEMORANDUM NO. 06-05

TO: Vice Presidents
Chancellors
System Administration
Executive Administrator and Secretary of the Board of Regents
State Director for Career and Technical Education

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

I am hereby 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 smooth and transparent process for students.

The original Executive Policy E5.209 was promulgated in March 1989 and revised in July 1994 and June 1998. Updates and revisions are summarized below and grouped by the major sections of the executive policy.

INTRODUCTION:

No changes.

PRINCIPLES AND ASSUMPTIONS:

- Reaffirms that the different campuses of the UH System have different missions to meet the varying educational needs of the people of Hawai'i.
- Clarifies that curriculum is not static and courses and degree programs change in response to changes in the fields of study or to an assessment process.
- Adds a focus on transparency, i.e. to facilitate transfer of students and courses across a dynamic academic system, communication across campuses must be regular and thorough, and accurate information must be readily accessible.
- Clarifies that campuses are a confederation of schools, colleges, and degree programs, and student transfer is best understood as movement between schools, colleges and degree programs rather than between campuses.
- Emphasizes that students must be actively involved and responsible for their role in the transfer process.

POLICIES:

- Adds multi-campus articulation agreements as another avenue for articulation and transfer among UH campuses.
- Reaffirms that completing the AA from a UHCC fulfills admission and lower division general education core requirements at all UH baccalaureate degree-granting institutions.
- Clarifies that lower division general education requirements refer to basic/area requirements at UH Hilo and diversification/foundations requirements at UH Mānoa.
- Reaffirms the necessity of prior consultation with other campuses affected by proposed course/curriculum changes before a final decision is made by the originating campus.
- States that campuses implementing curricular changes that impact other campuses must provide at least one full academic year between notification and implementation of the approved change.

LEAD RESPONSIBILITIES AND PROCEDURES:

- Clarifies the executive responsibilities for course and student transfer.
- Reaffirms the role of the University Council on Articulation (UCA) to oversee and coordinate the UH system articulation process.
- Clarifies the membership, terms, and convener of the UCA.
- Establishes the UH System Academic Advising and Transfer Network to promote dissemination of information among UH campuses related to student and course transfer.
- Establishes the role of campuses in advising and counseling, proactive communication and coordination, and in developing inter-campus agreements.
- Establishes the role of the UH System in maintaining a system-wide web-based articulation/transfer information system, providing support for multi-campus communication and coordination, and tracking patterns of transfer student progress across the UH system.

This policy reflects current practice and was updated by a system-wide subcommittee of the UCA. The updated policy has been approved by UCA (12/9/05) and the Council of Chief Academic Officers (3/15/06).

This updated policy supersedes Executive Policy E5.209 dated June 1998 and transmitted via Executive Memorandum 98-8 dated June 23, 1998. Like all executive policies, it is subject to review and revision following a period of implementation.

Your active support to implement the spirit and provisions of this updated policy are critical as we work to improve student success among our campuses. We all have a special responsibility to assist students to achieve their educational goals.



David McClain

Prepared by the Office of the Vice President for Academic Planning and Policy
with the assistance of the University Council on Articulation.
This replaces Executive Policy E5.209 dated June 1998.

UNIVERSITY OF HAWAI‘I

EXECUTIVE POLICY – ADMINISTRATION

May 2006

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E5.209 University of Hawai‘i System Student Transfer and Inter-campus Articulation

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I. INTRODUCTION

The executive policy is promulgated in accordance with the authority delegated to the President by the Board of Regents. The provisions of the policy are designed to carry out the intent of the Board of Regents’ policy to make the student transfer experience as simple and predictable as possible (*Board of Regents Bylaws and Policies*, Section 5-13).

This executive policy promulgates broad policy guidelines for transfer within the University of Hawai‘i system, including (1) the principles and assumptions that provide the framework for the policy, (2) the 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 core (foundations/diversification or basic/area) requirements, (3) the transfer of students, (4) articulation of courses and programs, (5) lead responsibilities, and (6) related policy issues. 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. 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 informed and transparent transfer of students who desire to move among the various campuses, colleges, and schools 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 (see *BOR Policy*, Section 5-13).

B. Mission Differentiation

The higher education needs and desires of the people of Hawai‘i vary considerably and the contributions the campuses of the University of Hawai‘i make toward satisfying those needs and desires vary as well. All campuses can contribute to a student’s pursuit of a baccalaureate degree. Some campuses, notably the community colleges, offer Associate degrees and career and technical education as well. Other campuses offer a variety of baccalaureate and graduate degrees. The Mānoa campus is classified as a Research Extensive university and offers a number of Ph.D. degrees across a variety of disciplines. The distinct contributions that campuses make toward meeting the educational needs of the state of Hawai‘i require that campuses offer courses and course selections aligned with these functions and that they employ admission and transfer criteria consistent with their distinct functions. For students wishing to transfer efficiently throughout the system, effective advising and counseling regarding such distinctions are essential.

C. Dynamic Academic Environment

An institution’s curriculum is not a static entity; as fields of study evolve, courses and degree programs are constantly being refined and changed. In addition, University of Hawai‘i programs and departments maintain active assessment processes intended to inform curriculum management. A natural byproduct of regular assessment and curriculum management is an academic environment characterized by frequent change.

D. Focus on Transparency

In order to facilitate informed and transparent transfer of students across a dynamic academic system, communication among programs and departments across the system must be regular and thorough. Accurate information about campus, college, degree and major requirements for each campus must be readily accessible to students, faculty, counselors and advisers across the system. Likewise, advising and counseling services on all campuses must be kept updated of programmatic requirements across the University of Hawai‘i system.

E. 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 its 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 their faculty, staff, and administration.

F. School and College Responsibility for Degree Requirements

Campuses across the University of Hawai‘i system are not monolithic structures. Campuses are characterized by confederations of schools, colleges, and degree programs frequently with entrance and graduation requirements unique to their programs of study. Accordingly, student transfer is best understood as movement between schools, colleges, and degree programs rather than between campuses.

G. Role of Articulation

A primary purpose of articulation is to facilitate transfer of students and credits from one UH campus to another, one college to another, and one degree program to another, to meet core, major, degree 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 assist in the smooth progression of students toward degree programs in an environment of evolving curriculum requirements. Articulation policy and practice must be implemented in a way that is fair to students and ensures ample time for consultation with all UH campuses prior to substantive changes.

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 address the transfer of credit, specific courses, packages of courses, and related academic requirements

H. 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 the Accrediting Commission of Community and Junior Colleges (ACCJC) 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 (AACROA), and the American Council on Education (ACE) (see Appendix 1).

I. General Education

Campuses' overall plans for general education are adopted by the Board of Regents. The intent is to ensure overall coordination of general education across UH campuses. All general education and core requirements shall be approved by the Board and any changes in concept or principle must receive prior Board approval (*BOR Policy* Chapter 5, Section 5-12b).

Campus general education requirements are developed cooperatively by faculty and administrators. Changes that are consistent with the overall plan for the campus are approved by its chancellor after consultation with the Council of Chancellors.

J. Faculty Involvement

Faculty will be directly involved in the process of course/program articulation since they are most knowledgeable as to what constitutes degree-level competencies and comparable course work.

K. Transfer Advising

Appropriate and timely academic advising is essential for all students and is particularly critical for students with baccalaureate degree goals who begin their careers at UH Community Colleges.

L. Program-Specific Articulation and Documentation

In addition to the overall articulation policies, practices, and system agreements, 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 Chancellors of the participating units.

M. Coordination and Communication

Proposed changes in general education or degree requirements and other academic policies at one campus, college or program which affect students transferring from other UH campuses must involve **prior** consultation with faculty and administrators affected by the changes. Consultation implies timely and active discussion with all affected parties **prior** to a final decision on the proposed change.

Campuses implementing curricular changes must notify other UH campuses when the changes are approved. There must be at least **one full academic year** between notification and implementation of the approved change to allow other campuses to initiate appropriate curricular changes.

In addition, coordination and communication regarding curriculum changes must be undertaken to ensure no inter-campus conflicts are created via inconsistencies in course numbering systems.

N. Student Responsibilities

Smooth and informed transfer can only be effective with the active involvement of the student. Information is available and students must be willing to avail themselves of that information. As active partners in the advising process, students are expected to seek out information regarding programs/majors, create an educational plan, and see an advisor/counselor regularly for academic advising.

O. Students in Progress

Campus, college, or program curricular changes must be made under the auspices of a “Hold Unharmed” policy. Students who maintain continuous enrollment in a program of study will not be required to modify their programs of study to accommodate changes in academic policy and curriculum at campuses, colleges, or in programs that occur during their programs 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.

III. TRANSFER OF COURSES AND CREDITS

A. Policy Objectives

1. To facilitate the smooth and informed transfer of courses and credits from one UH campus, college, or program to another, while ensuring that the process is guided by nationally recognized, sound academic principles and best practices (see Appendix 1).
2. To establish policy guidelines and administrative procedures for the maintenance and support of course and program-specific articulation agreements within the UH system.

B. Policies

1. Academic courses that are comparable in nature, content, and level offered by the receiving campus are transferable.
2. A UH Associate in Arts degree (AA) degree is accepted as fulfilling lower division general education core (basic/area or foundations/diversification) requirements at all UH baccalaureate degree-granting institutions.

- a. In the rare case when the credits associated with a course fulfilling a general education requirement are not accepted for transfer by a receiving campus, the requirement is still considered to have been met.
 - b. The AA fulfills lower division general education core (basic/area or foundations/diversification); however, students who transfer from one University of Hawai'i campus to another must satisfy the general education, program, degree and graduation requirements of the campus from which they wish to graduate.
3. Campuses may also enter into multi-campus articulation agreements. Such agreements involve waiver of course-by-course review by the receiving campus according to mutually agreed upon procedures. As an example, procedures are stipulated in the 2004 Foundations Agreement (See Appendix II and Appendix III)
 4. With the exception of the AA degree, which fulfills admission and general education core (basic/area or foundations/diversification) requirements, and multi-campus articulation agreements, the final authority and responsibility for determining the applicability of transfer credits to specific campus requirements reside with the receiving campus.
 5. Courses numbered 1 - 99: Generally within the UH 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.
 6. Courses numbered 100 - 499: Within the UH system, credit for courses numbered 100 - 499 will transfer as baccalaureate-level credit. However, the credit may not always be applicable to specific degree or program requirements.
 7. Classes duly designated as Writing Intensive (W) on any campuses within the UH system and numbered 100 - 499 are recognized as fulfilling W requirements on all campuses within the system. This policy applies even in the rare case when a receiving campus does not accept the credit hours associated with a W class. (The W designation is determined in accordance with the articulation process established and promulgated as *Procedures and Policies for University of Hawai'i Writing-Intensive Programs to Provide for Inter-Campus Articulation of Writing-Intensive Course Designations*, April 1988).

8. Within the UH system, credits earned with a grade of “D” (not “D-”) or better will transfer. The student’s grade point ratio (GPR) is not transferable from one campus to another.

9. In selected programs, it may be appropriate to develop articulation agreements that cover the applicability of academic credits towards meeting specific major requirements. Committees comprised of faculty and staff from the participating programs and campuses develop these agreements.

The appropriate campus Chancellors must sign formal program articulation agreements between major units of the University. Such agreements should contain provisions for periodic review and revision.

10. **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. However, the applicability of these credits is determined by the receiving campus. All UH campuses will share a transfer database and work toward a common acceptable database.

IV. TRANSFER OF STUDENTS

A. Policy Objective

The objective of this policy is to establish guidelines and administrative procedures for the smooth and informed transfer of students among schools, colleges and degree programs within the UH system.

B. Policies

1. Transfer students may be admitted based on the following provisions:
 - a. **UH Mānoa and Hilo:** Generally speaking, transfer students will be admitted to Mānoa or Hilo
 - 1) upon completion of requirements for admission and notification of acceptance; OR,
 - 2) upon completion of at least 24 credits in college-level courses with a cumulative GPR of 2.0 or higher, as computed in a manner consistent with the receiving campus and providing the courses meet requirements for admission

to the program at the campus to which the student wishes to transfer; OR

- 3) upon completion of an Associate in Arts (AA) degree from a UH Community College with a cumulative GPR of 2.0 or higher. The AA degree affords admission to UH Mānoa or Hilo, but not necessarily into the program of the student's choice. Admissions to specific colleges, programs, or majors at UH Mānoa and Hilo may require satisfaction of additional admissions requirements.
- b. **UH West O'ahu:** Students may transfer to UH West O'ahu upon the completion of an AA 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.
 - c. **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
2. Students who transfer from one University of Hawai'i campus to another must satisfy the general education requirements of the campus from which they wish to graduate. The requirements that apply shall be those in force at the time the student entered the UH system, provided that the student has maintained continuous enrollment since that time, and does not elect to graduate under requirements adopted more recently by the campus.
 3. Baccalaureate-bound students, those transferring with or without an AA degree, must complete all specialized lower-division major, college, and degree and graduation requirements. With proper planning, many of these requirements may be incorporated into an AA degree; if not, they are required in addition to the AA degree. In addition, any upper division general education requirements must be fulfilled
 4. 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.
 5. Each campus may set its own specific residency requirements, which normally should not exceed 45 semester credit hours. However, students must meet the graduation requirements of a given program or college, which may exceed 45 semester credit hours.

6. Students on academic suspension from a UH campus may either sit out semester they are suspended or attend another college or university. Students who choose to attend another accredited college or university and wish to return to UH must meet the admission requirements of the UH campus to which they wish to return.
7. **Residency for Tuition Purposes.** All applicants to any campus of the University of Hawai‘i must complete a residency declaration form. Following an evaluation of the information provided, their residency status is 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 over course and student transfer differs as a function of whether transfer is *within* a campus (i.e., from one college, school, or degree program to another college, school, or degree program on the same campus) or *between* campuses of the UH system.

1. Executive responsibility for implementing this policy and fostering practices that facilitate informed course and student transfer *between* campuses of the UH system rests with the Chancellors of each campus. Chancellors or their designees are responsible for ensuring that all relevant information is transmitted in a timely fashion to all system campuses as well as to the Office of the Vice President for Academic Planning and Policy (OVPAPP).

The OVPAPP is responsible for supporting the coordination and communication of articulation activities and practices, ensuring the transparent flow of information between campuses, and maintaining records of articulation policies and practices which are developed between campuses.

2. Executive responsibility for implementing this policy and fostering practices that facilitate informed student transfer between colleges, schools, and degree programs *within* a campus belongs to each campus’ Chancellor. The Chancellor’s office is responsible for supporting

coordination and communication of articulation activities and practices, ensuring the transparent flow of information on the campus, and maintaining records of articulation policies and practices as they are developed.

B. The University Council on Articulation (UCA)

1. Charge and Purpose

UCA is the University's official forum for resolving operational issues related to the implementation of this policy. Recommendations of the UCA are made to the Council of Chief Academic Officers (CCAO). The UCA

- a. Oversees and coordinates the UH system articulation process;
- b. Oversees maintenance and dissemination of an inventory of articulated UH courses and programs; and
- c. Hears appeals as provided for in this policy.

Campuses are responsible for forwarding written requests for clarification of specific articulation issues to the UCA through the OVPAPP.

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 provide 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 Vice President for Academic Planning and Policy.

Campuses are responsible for forwarding written requests for clarification of policy issues to the CCAO through the OVPAPP.

Decisions of the CCAO on policy issues are subject to promulgation by the President. If either the UCA or the CCAO are unable to reach agreement, the matter is placed before the Vice President for Academic Planning and Policy or the 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.

- d. Reviews the executive policy periodically and forwards recommendations for changes to the CCAO.

2. Members, Chair, and Meetings.

Members of the UCA are appointed by the Vice President for Academic Planning and Policy on behalf of the Chief Academic Officers. The Chief Academic Officers are encouraged to identify and recommend members from among faculty and academic administrators in consultation with appropriate campus faculty governance bodies.

The UCA shall be comprised of:

- a. four members from the community colleges,
- b. one member from UH Hilo,
- c. one member from UH West O‘ahu,
- d. four members from UH Mānoa,
- e. two members from the CCAO (one representing the community colleges and one from a baccalaureate degree granting campus),
- f. two undergraduate student members (one representing the community colleges and one from a baccalaureate degree granting campus),
- g. one non-voting faculty liaison representing the All Campus Council of Faculty Senate Chairs, and
- h. one non-voting liaison representing the UH System Academic Advising and Transfer Network.

Faculty are to serve staggered three-year terms. The Vice President for Academic Planning and Policy or designee shall convene the meetings of the UCA.

C. UH System Academic Advising and Transfer Network

The purpose of this Network is to promote the dissemination of information among UH campuses pertaining to student and credit transfer. The Network serves as a forum to exchange and share information about transfer practices across the UH system and identify issues or concerns that may impact the smooth and informed transfer of students. This group will work with OVPAPP to develop common communication tools (e.g., websites, handouts) to inform and guide students in the transfer process. Recommendations of the Network are made to the CCAO.

The Network consists of two representatives from each UH campus: one advisor/counselor and one transfer specialist. The Chancellor appoints the representatives for their campus. Representatives serve two-year staggered terms

and may be reappointed. The Network will select co-chairs: one from a baccalaureate degree-granting campus and one from a community college.

The OVPAPP arranges for regular meetings of this Network. In addition, OVPAPP provides an opportunity for all UH academic counselors, advisors, and transfer specialists to meet yearly in order to network and exchange information about degree, program, or college requirements on each system campus.

D. Campus Responsibilities

1. Advising and Counseling

It is the responsibility of each campus to be current with articulation and transfer policies of programs, colleges, and campuses across the system and to have practices in place to fully inform students about what they need to navigate smoothly through the system.

2. Proactive Communication and Coordination

Department/Division Chairs and coordinators of all programs, colleges, and campuses are expected to communicate and coordinate with other units in the system to discuss degree expectations and curriculum, and to exchange information on significant proposed changes in the curriculum as they are considered. Current lists of articulated UH courses and those that meet General Education requirements are publicly displayed.

3. Inter-campus Agreements

Programs, colleges, and campuses are encouraged to enter into transfer and articulation arrangements with their counterparts at other units and to communicate these agreements widely across the UH System.

E. UH System Office Responsibilities

1. List of Articulated Courses and Programs

It is the responsibility of the OVPAPP to maintain a system-wide web-based articulation/transfer information system based on updates provided by each campus.

2. Support for Multi-campus Communication and Coordination

Ensuring informed and smooth transfer of students throughout the UH system requires significant communication and coordination across campuses. Regular and frequent meetings of professional and disciplinary colleagues are needed to initiate and maintain working relationships and

full understanding of program, college, and campus requirements. The level of communication and coordination is supported by the OVPAPP in the form of appropriate technological assistance as well as fiscal support for needed onsite meetings.

3. Institutional Research

Implementation of the 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. It is expected that responsibility for such research will be divided appropriately between the OVPAPP and the individual campuses. The System office will track overall student movement across the system, and the individual campuses will monitor student entry into their respective programs.

Joint Statement on the Transfer and Award of Credit

The following set of guidelines has been developed by the three national associations whose member institutions are directly involved in the transfer and award of academic credit: the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation. The need for such a statement came from an awareness of the growing complexity of transfer policies and practices, which have been brought about, in part, by the changing nature of postsecondary education. With increasing frequency, students are pursuing their education in a variety of institutional and extrainstitutional settings. Social equity and the intelligent use of resources require that validated learning be recognized wherever it takes place.

The statement is thus intended to serve as a guide for institutions developing or reviewing policies dealing with transfer, acceptance and award of credit. "Transfer" as used here refers to the movement of students from one college, university or other education provider to another and to the process by which credits representing educational experiences, courses, degrees or credentials that are awarded by an education provider are accepted or not accepted by a receiving institution.

Basic Assumptions

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

Transfer and award of credit is a concept that increasingly involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula with 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 for all institutions to develop reasonable and definitive policies and procedures for acceptance of such learning experiences, as well as for the transfer of credits earned at another institution. 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 sending institutions have a responsibility to furnish transcripts and other documents necessary for a receiving institution to judge the quality and quantity of the student's work. Institutions also have a responsibility to advise the student that the work reflected on the transcript may or may not be accepted by a receiving institution as bearing the same (or any) credits as those awarded by the provider institution, or that the credits awarded will be applicable to the academic credential the student is pursuing.

Inter-Institutional Transfer of Credit

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

- (1) the educational quality of the learning experience which the student transfers;
- (2) the comparability of the nature, content, and level of the learning experience to that offered by the receiving institution; and
- (3) the appropriateness and applicability of the learning experience 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 for Higher Education Accreditation (CHEA). CHEA has a formal process of recognition which requires that all accrediting bodies so recognized must meet the same standards. Under these standards, CHEA 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, distance learning providers, and single-purpose institutions as well);
- (2) national accrediting bodies that accredit various kinds of specialized institutions, including distance learning providers and freestanding professional schools; and
- (3) professional organizations that accredit programs within multipurpose institutions.

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

Accreditation thus 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.

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. In its articulation and transfer policies, the institution should judge courses, programs and other learning experiences on their learning outcomes, and the existence of valid evaluation measures, including third-party expert review, and not on modes of delivery.

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 a 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.

Additional Criteria for Transfer Decisions

The following additional criteria are offered to assist institutions, accreditors and higher education associations in future transfer decisions. These criteria are intended to sustain academic quality in an environment of more varied transfer, assure consistency of transfer practice, and encourage appropriate accountability about transfer policy and practice.

Balance in the Use of Accreditation Status in Transfer Decisions. Institutions and accreditors need to assure that transfer decisions are not made solely on the source of accreditation of a sending program or institution. While acknowledging that accreditation is an important factor, receiving institutions ought to make clear their institutional reasons for accepting or not accepting credits that students seek to transfer. Students should have reasonable explanations about how work offered for credit is or is not of sufficient quality when compared with the receiving institution and how work is or is not comparable with curricula and standards to meet degree requirements of the receiving institution.

Consistency. Institutions and accreditors need to reaffirm that the considerations that inform transfer decisions are applied consistently in the context of changing student attendance patterns (students likely to engage in more transfer) and emerging new providers of higher education (new sources of credits and experience to be evaluated). New providers and new attendance patterns increase the number and type of transfer issues that institutions will address—making consistency even more important in the future.

Accountability for Effective Public Communication. Institutions and accreditors need to assure that students and the public are fully and accurately informed about their respective transfer policies and practices. The public has a significant interest in higher education's effective management of transfer, especially in an environment of expanding access and mobility. Public funding is routinely provided to colleges and universities. This funding is accompanied by public expectations that the transfer process is built on a strong commitment to fairness and efficiency.

Commitment to Address Innovation. Institutions and accreditors need to be flexible and open in considering alternative approaches to managing transfer when these approaches will benefit students. Distance learning and other applications of technology generate alternative approaches to many functions of colleges and universities. Transfer is inevitably among these.

Foreign Institutions

In most cases, foreign institutions are chartered and authorized to grant degrees by their national governments, usually through a Ministry of Education or similar appropriate ministerial body. No other nation has a system comparable with voluntary accreditation as it exists in the United States. At an operational level, AACRAO's Office of International Education Services can assist institutions by providing general or specific guidelines on admission and placement of foreign students, or by providing evaluations of foreign educational credentials.

Evaluation of Extra-Institutional and Experiential Learning for Purposes of Transfer and Award of Credit

Transfer and award of credit policies should encompass educational accomplishment attained in extra-institutional settings. In deciding on the award of credit for extra-institutional learning, institutions will find the services of the American Council on Education's Center for Adult Learning and Educational Credentials helpful. One of the Center's functions is to operate and foster programs to determine credit equivalencies for various modes of extra-institutional learning. The Center maintains evaluation programs for formal courses offered by the military and civilian organizations such as business, corporations, government agencies, training providers, institutes, 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 Distance Education and Training Council. The results are published in a Guide series. Another resource is the General Educational Development (GED) Testing Program, which provides a means for assessing high school equivalency.

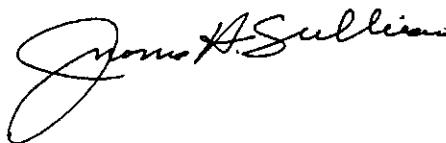
For learning that has not been evaluated through the ACE evaluation processes, institutions are encouraged to explore the Council for Adult and Experiential Learning (CAEL) procedures and processes.

Uses of This Statement

Institutions are encouraged to use this statement as a basis for discussions in developing or reviewing institutional policies with regards to the transfer and award of credit. If the statement reflects an institution's policies, that institution may wish to use these guidelines to inform faculty, staff, and students.

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

**American Association of Collegiate
Registrars and Admissions Officers**




9/28/01
(date)

American Council on Education



9/28/01
(date)

**Council for Higher Education
Accreditation**



9/28/01
(date)



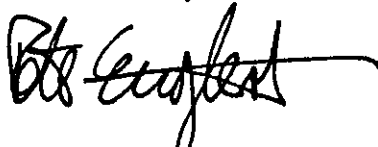
MAY 26 2004

UNIVERSITY OF HAWAII AT MĀNOAREVISEDPETER ENGLERT
CHANCELLOR

May 20, 2004

MEMORANDUM

TO: Council of Chancellors
All Campus Council of Faculty Senate Chairs

FROM: Peter Englert 
Chancellor

SUBJECT: PROCEDURES FOR ARTICULATION TO UH-MĀNOA'S GENERAL
EDUCATION FOUNDATIONS REQUIREMENTS

A March 11, 2004 memorandum from the UH-Mānoa Interim Vice Chancellor for Academic Affairs to Vice President David McClain described governing concepts for general education articulation approved by both faculty and administration. This memorandum sets forth faculty- and administration-approved procedures for campus-to-campus articulation to the foundations component of UHM's general education program.

GOVERNING CONCEPTS

As background, Interim Vice Chancellor Kim's March 11 memorandum described two approved approaches to articulation to UHM's foundations requirements: articulation of an approved foundations program and articulation of individual foundations courses. Specifically, the memorandum stated:

1. Foundations Program Option: Procedures for Articulation Among Approved Foundations Programs

Several campuses are considering adoption of general education core foundations requirements that employ the categories and hallmarks in use at UHM. The resulting emergence of a 'Common Foundations Requirement' provides us with an opportunity to extend the WI model of

Council of Chancellors
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articulation to this area. The Mānoa Faculty General Education Committee and the Senate Executive Committee have voted to support an articulation process by which campuses may establish an approved foundations program. We encourage campuses to adopt Mānoa hallmarks and enter into discussion to develop an approved program for articulation.

At the same time, Mānoa welcomes individual course proposals from all campuses. Course proposals may be submitted using procedures that are consistent with E5.209.”

GOVERNING DEFINITIONS

UHM General Education Program: UHM’s general education core (foundations and diversification) requirements and the courses approved to satisfy those requirements, plus UHM’s special graduation (Hawaiian/second language and focus) requirements and the courses approved to satisfy those requirements.

UHM General Education Core Foundations category: Requirements and approved courses in global and multicultural perspectives; symbolic reasoning; and written communication.

Common Foundations Program: Requirements “common” to those UH campuses that have adopted all of UHM’s foundations requirements for certain degrees and use UHM’s foundations hallmarks to designate courses that satisfy the requirements.

PROCEDURES FOR ARTICULATION TO UHM’S FOUNDATIONS REQUIREMENTS

Two different procedures govern the articulation of courses to meet the general education core-foundations requirement at UHM:

- A. procedures for articulation involving an entire common foundations program (for campuses that have common foundations requirements for one or more degrees), and
- B. procedures for articulation of individual courses using UHM foundations hallmarks (for campuses that do not have an approved common foundations program).

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A. Articulation Involving a Common Foundations Program

Campuses that have an approved common foundations program, as described below, will have the authority to review their own courses for foundations designations. Requests for a common foundations program approval will be submitted to a systemwide committee for consideration. Recommendations made by the systemwide committee are subject to approval by the receiving campus(es). Once a campus's common foundations program is fully approved, its students' foundations courses can be readily transferred to other UH campuses that have an approved common foundations program.

Approval criteria for a common foundations program. The systemwide foundations committee evaluates campus proposals for a common foundations program using the following criteria:

1. establishment of common foundations requirements for an Associate of Arts or Bachelor's degree, including acceptance of the UHM foundations hallmarks and UHM's interpretation of those hallmarks for purposes of course designation;
2. appropriate University approval of the foundations requirements for an Associate of Arts or Bachelor's degree;
3. appropriate campus foundations-requirement support, including adequate numbers of faculty and support personnel, attention to student needs, and budget;
4. appropriate course designation and evaluation procedures;
5. appropriate assessment of student learning outcomes and the use of the assessment to improve educational effectiveness (which is required by WASC); and
6. appropriate faculty training.

Systemwide committee membership. A systemwide committee will consist of members from each campus that has an approved common foundations requirement. Each campus selects its representative(s). The UHM Foundations Board chairperson serves as chair of the systemwide committee. Committee membership will be determined by Faculty Senates and the Council of Chancellors.

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Approval process. The UHM Office of the Vice Chancellor for Academic Affairs (OVCAA) will convey to the campuses, upon request, detailed instructions for proposing a common foundations program.

Annual review by systemwide committee. Campuses are expected to improve their common foundations requirement procedures and courses through the use of assessment data. So that evolving courses and procedures remain in compliance with the approval criteria, annual common foundations program review will be conducted by each campus and annual rearticulation by the systemwide committee will take place.

B. Articulation Involving Individual Course Review

Campuses that do not have an approved common foundations program may propose individual courses for articulation. A catalog description plus governing syllabus should be sent to the UHM OVCAA, which will oversee the review of individual courses using the appropriate foundations hallmarks. Governing procedures are spelled out in E5.209.

UHM is very interested in moving forward with both processes for articulation of foundations requirements and hope we can move quickly towards our shared vision of articulation across the system.

c: President Evan S. Dobbelle
Vice President David McClain

Appendix III

University of Hawaii

K A P I ' O L A N I C O M M U N I T Y C O L L E G E

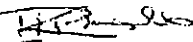
Instructional Services Office

Memorandum

September 15, 2004

TO: Neal Smatresk
Vice Chancellor
Academic Affairs

Sharon Ota
Dean of Academic Affairs
Honolulu Community College

FROM: Leon Richards 
Senior Academic Dean

SUBJECT: KapCC Foundation Board Portfolio

Per Chancellor Peter Englert's memo dated May 20, 2004, Neal Smatresk's memo dated August 16, 2004, and our discussion on September 7, 2004, we are submitting the appropriate documentations for the joint review and approval of the KapCC Foundation Board by the Multi-campus Foundations Committee.

The following materials and explanation are provided, referencing the six criteria contained in Englert's May 20, 2004, memo:

Criterion 1 – establishment of common foundations requirements for an Associate of Arts degree

- a. KapCC Faculty Senate approved "Revised AA Degree Requirements," which accepted UHM's General Education hallmarks on May 12, 2003 (Appendix 1)
- b. Excerpt of KapCC General Catalog 2003 – 2005 reflect the new AA Degree requirement (Appendix 2)
- c. Acting President McClain approved changes in KapCC's AA Degree requirement (Appendix 3)
- d. Also, please see Appendix 4 and 5 on establishment and membership on the KapCC Foundations Board.

Criterion 2 – "appropriate University approval of the foundations requirements for an Associate of Arts degree"

Please see Appendices 1, 2 and 3

Neal Smatresk and Sharon Ota
September 15, 2004
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Criterion 3 – “appropriate campus foundations – requirements support, including adequate numbers of faculty and support personnel, attention to student needs, and budget”

KapCC Foundations Board is an ad hoc Faculty Senate Committee and thus it receives the following support via the Faculty Senate and Curriculum Committee.

1. The Foundations Board chair has received three credits of assigned time for 2004 – 2005 to coordinate and facilitate the operation of the board and to assist in developing student learning outcomes.
2. A full-time APT Educational Specialist provides support for curriculum management, which entails providing support to KapCC’s Faculty Senate/Curriculum Committee and therefore, the KapCC Foundations Board.
3. KapCC Faculty Senate chair (six credits of assigned time/semester) and Curriculum Committee chair (three credits of assigned time/semester) receive assigned time to oversee and facilitate curriculum and program development procedures and processes.
4. In addition, student help funds are allocated to Faculty Senate for clerical support.

We feel that existing resources allocated for curriculum management is adequate for Foundations Board operations.

Criterion 4 – “appropriate course designation and evaluation procedures”

We are currently using UHM curricular forms and procedures for foundations course designation and evaluation.

Our Foundations Board is currently working on operational procedures and processes.

Criteria 5 and 6 – as agreed, will be a collaborative effort of the Foundations Board at HonCC, KapCC and UHM.

LR:fm

Attachments (5)

c: Dean Louise Pagotto
Chair Neghin Modavi
Instructor Nathan Dwyer