

*This draft reflects changes made by STAC at its March 22, 2002 meeting, and is intended for wider review by campus communities.*

Draft - March 22, 2002

## **Principles Guiding Statewide Transfer and Articulation\* In Indiana**

1. **Faculty Primacy.** Faculty members from both two- and four-year institutions have primary responsibility for developing and maintaining statewide articulation agreements and agreements on course-to-course transfer equivalencies.
2. **Equal Partners.** Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs and should collaboratively promote best practices in the delivery of general education curricula.
3. **Collective Responsibility.** All institutions and campuses share a responsibility for enhancing statewide transfer and articulation.
4. **Comparable Treatment of Students.** Once admitted to the institution and degree program, transfer students should be treated comparably to "native" students by the receiving institution.
5. **Course-to-Course Transfer.** Statewide articulation agreements should be formulated as much as possible on course-to-course transfer equivalencies in order to accommodate students who transfer prior to completing their associate's degree.
6. **Articulation for Majors.** To the fullest extent possible, articulation agreements should be developed for specific program majors in all liberal arts, pre-professional, professional, and occupational fields, with priority given to those majors that enroll large numbers of students.
7. **Inclusion of Independents.** Independent institutions should be encouraged to participate in statewide articulation agreements.
8. **Constructive Evaluation.** A statewide evaluation system should monitor the progress and degree completion of transfer students, the results of which should be examined to improve statewide transfer and articulation. Such a system should utilize Student Information System (SIS) data and be supplemented with additional institutional data, which should be analyzed through a coordinated, statewide effort. Participating institutions should develop procedures to monitor the progress and degree completion of transfer students, and the results should be shared and examined to improve statewide transfer.

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9. **Wide Communication.** Articulation agreements and course-to-course transfer equivalencies should be communicated in an easily understood fashion and format to a wide range of audiences, including students, faculty, counselors, advisors, and admissions officers.
10. **Currency.** Statewide articulation and course-to-course transfer equivalencies must be updated on a frequent and regular basis.
11. **Multi-Directional Transfer.** As appropriate, these principles, including the need for statewide course-to-course transfer equivalencies, should apply to all transfer directions, including "lateral" transfers (four-year-to-four-year and two-year-to-two-year institutions), "reverse" transfers (four-year-to-two-year institutions), and "swirling" transfers (students who transfer among several institutions or who enroll simultaneously at two or more institutions).
12. **Responsiveness to Student Problems.** Processes should be developed by and among institutions to address student-specific, transfer-related complaints and problems. Transfer coordinators should be identified at each campus and recurring, persistent problems of significance should be brought to the attention of STAC.
13. **Appropriate Timing of Transfer.** Students should be advised that the timing of transfer is important and the optimal time for transfer may vary depending upon circumstances\* \*

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\* As used in this document, the term articulation refers to an agreement, which is typically worked out on a course-to-course basis, by which a student who completes a two-year degree can apply all or almost all of the associate degree coursework toward meeting the requirements of a related baccalaureate degree, thus enabling the student to complete the four-year degree with two additional years of full-time study.

\* \* For some students, it may be appropriate to transfer from a two-year institution to a four-year institution as soon as possible, whereas it may be appropriate for other students to transfer after earning the associate degree. For students with significant academic deficiencies, it may be optimal to complete their remediation at the Community College of Indiana along with at least some general education courses prior to transferring.

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These principles are in part based on:

Jan M. Ignash and Barbara Townsend, "Statewide Transfer and Articulation Policies: Current Practices and Emerging Issues," Community Colleges: Policy in the Future Context (Westport, Conn.: Ablex Publishing, 2001); and Jan M. Ignash, "Transfer and Articulation in Illinois, Maryland, Missouri, and Ohio: Implications for Indiana," August 2001.

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**MOTION: Ball State University endorses the Principles Guiding Statewide Transfer and Articulation in Indiana.**