

Resolution No. 11-02

A RESOLUTION Calling for the Improvement of Student Transfers at CUNY

WHEREAS, CUNY's current transfer system results in several problems detrimental to the continued success of its students;

WHEREAS, The system is complex, hard to understand, and uncertain, as it rests on a type of course-matching that creates inconsistencies in how courses are treated by receiving colleges;

WHEREAS, Board policy offers more guarantees to transfer students with AA or AS degrees than to students who transfer without degrees or with AAS degrees. As transfer patterns have changed, the guarantees have covered smaller proportions of transfer students;

WHEREAS, AAS students are particularly disadvantaged in the transfer process;

WHEREAS, Students can experience delays in having their transfer credits evaluated, and may not receive financial aid during these delays;

WHEREAS, Progress in the major may be hindered because of faculty members' individual assessments of the quality of other colleges' courses;

WHEREAS, Articulation agreements offer only limited solutions to transfer problems;

WHEREAS, Transfer students are particularly likely to accumulate excess credits.

THEREFORE BE IT RESOLVED THAT THE U.S.S. SUPPORTS THE FOLLOWING RECOMMENDATIONS:

- 1) General education requirements throughout CUNY should be standardized in terms of number of credits and division into broad curricular areas defined by learning outcomes;
- 2) The number of lower-division credits should be no more than what an associate degree student can complete, along with his/her major, and receive an AA or AS degree;
- 3) The number of upper-division credits should be no more than what is currently permitted by CUNY Board of Trustees policy when a student transfers to a baccalaureate program after receiving an AA or AS degree at CUNY;
- 4) Courses that meet the criteria for satisfying general education requirements will satisfy those requirements at every campus;
- 5) CUNY should establish disciplinary groups that identify the most common courses taken as pathways into the major and should insure that students who take these courses receive full credit for them as entry-level major courses or as prerequisites for such courses;
- 6) Evaluate AAS degrees where AA or AS degrees exist in related fields, to determine if the AAS degrees can be changed to AA or AS degrees;
- 7) The liberal arts courses for AAS degrees should consist of courses that satisfy the general education requirements;
- 8) Foster dual-admission programs in fields where they are appropriate;
- 9) Create mechanisms for accepting legitimate academic courses for credit even when a receiving college does not have a match for the course;
- 10) CUNY should improve its TIPPS on-line information system on course equivalencies and articulation agreements;
- 11) Create an appeals process for students who wish to contest denial of transfer credits or the receipt of fewer than they think are deserved.