

SUNY BROCKPORT

Faculty Senate
State University of New York
College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
(716) 395-2586 (Fax) 395-2246

Resolution #21 2001-2002 FACULTY SENATE

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: *March 25, 2002*

RE: I. Formal Resolution (*Act of Determination*)
 II. Recommendation (*Urging the Fitness of*)
 III. Other, For your Information (*Notice, Request, Report, etc.*)

SUBJ: *Transfer Articulation Policy*

Signed: *Jennifer Lloyd* Date Sent: *4/3/02*
(Jennifer Lloyd, Faculty Senate President)

FACULTY SENATE
SUNY College at Brockport
MAY 2 2002
350 New Campus Drive
Brockport, NY 14420-2925

TO: The Faculty Senate

FROM: Dr. Paul Yu, College President

RE: I. Decision and Action Taken on Formal Resolution (circle)
 a. Accepted. Effective Date: *9/1/02*
 b. Deferred for discussion with the Faculty Senate on ___/___/___
 c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation/Other

- a. Received and acknowledged
- b. Comment:

DISTRIBUTION: *President's Staff, Deans Council, Faculty Senate, Karla Merrifield*

Distribution Date: *4-24-02* Signed: *Paul Yu*
(Dr. Paul Yu, President, SUNY College at Brockport)

- TRANSFER ARTICULATION POLICY -
PRINCIPLES AND IMPLEMENTATION OF THE PROPOSED SUNY BROCKPORT
GENERAL EDUCATION PROGRAM FOR TRANSFER STUDENTS

I. PRINCIPLES. In the process of crafting a new general education policy for transfer students over the past two years, the Transfer Articulation Workgroup identified several distinct—and potentially irreconcilable—principles that framed our recommendations.

1. “Seamless Transfer”

For almost 40 years, SUNY has urged the senior colleges and university centers to be sensitive to the needs of the growing number of graduates from the system’s community colleges. During that period, four separate reports were issued, each with specific recommendations, all proclaiming the need for the “seamless transfer” of students from the community colleges to the four-year campuses. Moreover, this principle has not become dead-letter law, as it was recently reiterated by the Provost and the Board of Trustees. It has been—and remains—the guiding rubric for transfer policy by each campus.

2. SUNY General Education Program

In 1998, after this faculty had begun to revise our general education program, the first major revision in almost 20 years, the SUNY Board of Trustees announced a new general education program, which contained more than thirty learning outcomes distributed among ten knowledge and skills areas, for the system. As it developed, implementation was quite different for the community colleges, for which the program was recommended but not required, and the state-supported institutions, for which it was mandatory. In time, the community college presidents, through an exchange of letters with Provost Salins, agreed that their A.A. and A.S. graduates would have completed **seven** of the specified **ten** required elements in the program. The problem is that very few community colleges changed their degree requirements to reflect the new program. Instead, they intend to resolve the issue through advisement, which has created great uncertainty about exactly which or how many of the ten students will have completed. The issue is even more difficult to predict with A.A.S. students, who we are told, should complete only **five** of the **ten**.

3. SUNY Brockport’s General Education Program

After more than two years deliberation and countless open meetings, the General Education Committee recommended our new general education program for freshmen in Fall, 1999. It was approved by the Faculty Senate and signed by the President, with the understanding that a transfer program would be created for Fall, 2002 (which was changed to Fall, 2003 for most transfer students). The Transfer Articulation Workgroup was created and charged with that task in Spring, 2000.

We were not asked to re-write the general education program, which became the basis of our work. Our task, which was not simple, was to adapt the program that had been designed for students who would be with us for at least four years, to transfers, a varied group with greatly divergent records and needs.

4. SUNY Brockport’s Transfer History

From the late 1960s through the first decade of the present century, SUNY Brockport was among the most friendly of the four-year colleges and university centers in the SUNY system to transfer students. We courted them avidly and created programs—both academic majors and distinctive general education requirements for transfer students—that recognized the quality of the work completed at community colleges throughout the state. Community college graduates have recognized this singular history and flocked to the college in large numbers. At one time, we had the largest number of transfers in the system, and in recent year, transfer students have comprised almost two-thirds of our graduates.

II. IMPLEMENTATION OF THE PROPOSED GENERAL EDUCATION PROGRAM POLICY FOR TRANSFER STUDENTS.

The following recommendations are needed to implement the proposed General Education Program policy for transfer students in Fall, 2003.

- 1. Transfer students are to be divided into four distinct entering groups: those who have been awarded an A.A. or A.S. degree by a SUNY or CUNY community college; those awarded an A.A.S. degree by a SUNY or CUNY community college or an A.A. or A.S. degree by any other community college; those with 24 or more credits; and those with fewer than 24 credits.**
- 2. The SUNY general education program will serve as the core template for the lower division elements (knowledge and skills) of our general education program for transfer students.**
- 3. The lower division elements of the program will remain as written by the SUNY Board of Trustees, with one exception: the general education committee will call for appropriate upper division courses (presumably at the 300 level) that will meet specified SUNY learning outcomes in particular areas for transfer students only.**
- 4. The Science and Technology and Diversity learning outcomes be deferred for transfer students who enter with more than 23 credits during the next three years. In 2004-05, the General Education committee will examine the feasibility of implementing the two deferred outcomes after departments have been invited to submit courses that meet Diversity and Science and Technology. The committee will then report to the Faculty Senate in the Fall, 2005 semester.**
- 5. We recommend that all Brockport students be subject to the three competency exams when they are instituted.**
- 6. Students who matriculated before Fall, 2000 at either a SUNY or CUNY college and who completed an A.A. or A.S. degree are to be regarded as having completed the general education distribution requirement.**

Faculty Senate - 3/11/02
K. O'Brien