

# MAINE STATE LEGISLATURE

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Report to the  
Joint Standing Committee on Education & Cultural Affairs  
126<sup>th</sup> Maine Legislature

Regarding  
Maine Public Law 368 (Section EEEEE):

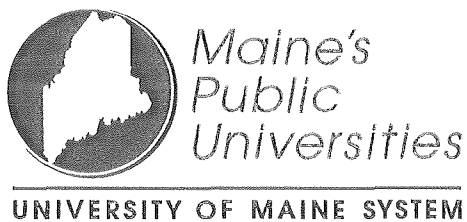
*Transfer Initiatives*

Submitted by

Dr. James Page, Chancellor  
University of Maine System

Dr. John Fitzsimmons, President  
Maine Community College System

September 1, 2014





16 Central Street  
Bangor, ME 04401



323 State Street  
Augusta, ME 04330

September 1, 2014

The Honorable Rebecca Millett, Chair  
The Honorable W. Bruce MacDonald, Chair  
Joint Standing Committee on Education and Cultural Affairs  
126<sup>th</sup> Maine Legislature  
Augusta, ME 04333

**RE: Report in Compliance with Public Law Chapter 368: "An Act Making Unified Appropriations and Allocations of the Expenditures of State Government ... (Sec. EEEEE)"**

Dear Senator Millett, Representative MacDonald, and the Members of the Joint Standing Committee on Education and Cultural Affairs:

We are pleased to present this final report on behalf of the University of Maine System (UMS) and the Maine Community College System (MCCS) to the Joint Standing Committee on Education and Cultural Affairs in compliance with the above referenced legislation. Section EEEEE, one of the many components of the workforce development bill – L.D. 90 – which was sponsored by the Joint Select Committee on Maine's Workforce & Economic Future, provides for the development of a transition process that facilitates and allows transfer of credits earned at a Maine community college to a Maine public university for use toward a baccalaureate degree in accordance with agreements developed between the UMS and MCCS.

Following you will find detail of the many components of our UMS/MCCS collaboration which are fundamental to our work now and into the future:

- ***System-to-System Agreement*** – To achieve the purposes of the workforce development bill, the MCCS and UMS have entered into a Memorandum of Understanding effective September 1, 2014 (*please see Attachment A*). The Memorandum of Understanding describes the many initiatives the systems have undertaken to ensure maximum transfer of credits for students moving between community colleges and universities.
- ***Reverse Transfer*** – A primary accomplishment in this work is the creation of a Reverse Transfer Agreement (*please see Attachment B*). This agreement is designed to facilitate reverse transfer between the MCCS and UMS so that students are able to attain all of the degrees and certifications to which they are entitled. A pilot program between Southern Maine Community College and the University of Southern Maine began in August 2014.

- **Common Course Numbering** – The systems completed a common course numbering feasibility study (*please see Attachment C*). It is our opinion based on this research that, while common course numbering seems to be a logical idea and may at some point in the future make sense for a small subset of courses, implementing this now when we have so many other important shared transfer initiatives underway would not be beneficial. We believe that our other initiatives, combined with the work we have already completed related to course equivalency, will be far more valuable to students.
- **General Education** – UMS and MCCS appointed on August 1, 2014, a Joint General Education Committee to complete the LEAP process. The goal of the Committee’s work going forward is to create a shared understanding of expected outcomes which will result in new curriculum design. Rather than comparing existing course offerings in the two systems, the Joint General Education Committee will design a new pathway for students in Associate in Arts and Associate in Science programs to assure maximum transfer of credits from one system to the next. This pathway may require the systems to make changes in order to create a truly seamless transfer from a community college to a university. The Committee will define, also, a smaller block of general education courses for transfer from an Associate in Applied Science program to a four-year program at the university level.
- **Prior Learning Assessment** – The UMS is nearing completion on alignment of its prior learning assessment components, including transportability, across the system and has shared this work with counterparts in the MCCS. The MCCS Academic Affairs Council adopted a common Prior Learning Assessment Standard and process for use in evaluating a student’s application for prior learning credit. This process is now in use at the seven community colleges and has been shared with counterparts at the UMS. A joint MCCS and UMS committee will consider further modifications and/or adoption at their October 2014 meeting. In addition, collective professional development opportunities related to prior learning assessment will be shared across the two Systems.
- **Transfer Pathways** – The MCCS recently received a \$12.5 million grant from the U.S. Department of Labor (*Maine is IT*) to implement 36 programs at the seven colleges. The colleges will share curriculum and related materials in the delivery of these credentials. Two colleges will provide test centers for use by the seven institutions. The MCCS will identify faculty members to work with the information technology faculty in the UMS to build transfer pathways related to this important work.

- ***Regular meetings of institutional transfer officers*** – Transfer officers from both MCCS and UMS are meeting each semester and will play a key role in ensuring that each System is aware of and informed about curricular changes.

We are also pleased to report that *within* each System, significant strategic initiatives are now in place in compliance with the timelines provided in the Public Law which are necessary preconditions for our joint work. An overview of this work was contained within the report delivered to the Joint Standing Committee on Education and Cultural Affairs in January 2014 (*please see Attached D*). In addition to this work already underway, the following has occurred since that time:

#### **MAINE COMMUNITY COLLEGE SYSTEM**

- ***General Education Equivalency***
  - In July of 2014, the MCCS Academic Affairs Council began a second review and update to the General Education Course Equivalency Matrix to capture recent changes and to conform to a process established by UMS in this work. The MCCS Academic Affairs Council scheduled a training session in the use of the LEAP framework for September of 2014. The Council will apply LEAP principles in categorizing general education courses for transfer to the UMS. The UMS General Education Committee employed this system in the internal review of UMS course offerings. The two resulting tables will be blended into one matrix by December of 2014.
- ***MCCS Academic Policies and Procedures***
  - The MCCS Academic Affairs Council and Presidents Council have reviewed appropriate academic policies and procedures to support transfer initiatives with the UMS. Proposed changes are currently being reviewed by the Education Committee of the MCCS Board of Trustees.

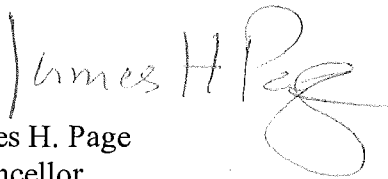
#### **UNIVERSITY OF MAINE SYSTEM**

- ***Electronic Communication Tools***
  - The web portal developed in 2013 is now entering its third phase of development. The most important component of this phase will be the introduction of program planning sheets whereby a student from a community college can easily see how the courses at their institution fit in with the requirements at one of the universities. Further, UMS is hopeful that it can develop an advisor view for transfer counselors at the community colleges to access these online and live in the computer system.

- *Block Transfer/General Education*
  - All seven university campuses have approved the concept of block transfer and will be enhancing this with a further refinement to define the essential learning outcomes (based on LEAP criteria) expected within the block.
- *Prior Learning Assessment*
  - Five of seven UMS campuses have approved processes for the transportability of Prior Learning credit. The final two campuses will take action during Fall 2014.

We are confident that the structures we have put in place will greatly improve the transfer process for students. We stand ready to supply additional supporting documentation on the items contained in this report as your needs may require. We encourage you to contact either of us with any related questions or information requests.

Sincerely,



James H. Page  
Chancellor  
University of Maine System



John Fitzsimmons  
President  
Maine Community College System





## **MEMORANDUM OF UNDERSTANDING**

**Between**

**University of Maine System (UMS)**

**and**

**Maine Community College System (MCCS)**

### **PURPOSE**

A well-educated citizenry is critical to the health and hopes of our state. Although Maine has seen a slight increase in the percentage of its citizens with a college credential in recent years, the state still lags New England, leaving too many of our citizens and employers without the skills they need to complete and prosper in an increasingly complex world.

Maine has set a goal to increase significantly the number of residents with higher education credentials, a goal critical to the state's future. This Memorandum of Understanding (MOU) between the University of Maine System and the Maine Community College System establishes a common language and vision for efforts focused on student access, success, and degree completion. The primary focus of these efforts will be to expand credential options for students studying at a Maine community college or public university, improve academic program articulation, and make more efficient use of institutional resources.

The Maine Community College System and the University of Maine System have been and will continue to be active partners, committed to working together to increase educational opportunities and improve services for students transferring between the systems. Both systems strongly support the concept of seamless transfer, embracing the principle that students should not be required to repeat competencies already achieved.

### **SHARED UNDERSTANDINGS**

#### **Program-to Program Articulation**

The Maine Community College System and the University of Maine System agree to honor all program-to-program articulation agreements already in place between the two systems and to encourage new articulation agreements where appropriate.

#### **Transfer Pathways**

The MCCS and UMS will collaborate on new transfer pathways. Initial efforts will focus on STEM\* programs. As a first step, the Systems will develop new pathways in nursing and information technology for implementation in September 2015. These two pilots will be designed to offer seamless transfer opportunities for students, and the lessons learned during



the development and implementation of these pathways will inform the development of future agreements for other programs of study.

### **Block Transfer of General Education Courses**

The MCCC and UMS are working to identify course equivalencies and align the curriculum across the two systems so that students may transfer full blocks of general education credit from their community college to the UMS. Block transfer helps to assure that all of an MCCC graduate's courses are counted towards graduation requirements when transferred to the UMS, thus assuring that an associate degree holder enters the university with junior standing. Both UMS and MCCC will notify the other party of changes in curriculum to the joint system transfer committee. This work is targeted for completion by January of 2015.

### **Reverse Transfer**

The two Systems have created a reverse transfer process to assure that students are able to attain all of the degrees and certifications to which they are entitled. Reverse Transfer allows MCCC students who enroll in a four-year program at the UMS to transfer credits back to the community college for the purpose of fulfilling the requirements for an MCCC associate degree or certification. Both Systems have agreed to eliminate any fees related to this transfer process. The Reverse Transfer Agreement will take effect in September of 2014.

### **Prior Learning Assessment**

Prior Learning Assessment (PLA) is a critical component of evaluating and awarding credit for learning that occurs outside of the traditional classroom or academic setting. It will be especially important for the 200,000+ Mainers who have some college credit but have never gained a degree or who are part of the incumbent workforce. The two Systems will work collaboratively to better align the elements of prior learning (including testing [CLEP, AP, departmental], military credit, and ultimately credential and portfolio review) such that students can carry previously approved PLA credit forward as they transfer from the MCCC to the UMS. This work is targeted for completion by May of 2015.

### **Future Initiatives**

The Systems will explore other areas for collaboration such as dual enrollment, joint grant submission, marketing, and other opportunities identified through our mutual work and as a result of the evolution of public higher education in Maine.

## **PROCESSES**

### **Collaboration**

The two Systems have created a Joint Transfer Committee of transfer counselors representing all fourteen (14) institutions. The committee will meet twice a year to exchange information about program requirements, new admissions and advising procedures, and new program

offerings. The goal of this committee is to develop and help maintain a seamless transfer process among Maine's community colleges and public universities.

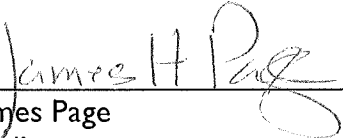
The academic leadership of each System will meet at least once a year to exchange information, explore collaboration, and discuss items of common concern. One element of their mutual work will be a feasibility study related to common course numbering (expected Fall 2014).

### **Evaluation and Data Sharing**

The MCCS and UMS will share student metrics to help assess their joint transfer initiatives and their impact on access, retention, and completion. In addition, the two Systems will work collaboratively in the formulation of reports requested from both by the Legislature's Joint Standing Committee on Education and Cultural Affairs Committee or any other legislative body. Among other metrics, both the UMS and MCCS will be reporting on and sharing measures established by the Smarter Balanced Assessment Consortium, starting in 2015.


**The MCCS and UMS jointly agree that this Memorandum of Understanding will be reviewed two years from the date on which it was fully executed, to determine its effectiveness, and then periodically as needed.**

#### **University of Maine System**

  
\_\_\_\_\_  
Dr. James Page  
Chancellor

29 August 2014  
Date

#### **Maine Community College System**

  
\_\_\_\_\_  
Dr. John Fitzsimmons  
President

9/3/14  
Date

\* STEM: science, technology, engineering, mathematics



## **REVERSE TRANSFER AGREEMENT**

*Between*

**University of Maine System (UMS)**

*and*

**Maine Community College System (MCCS)**

### **OVERVIEW**

This Reverse Transfer Credit Agreement (“Agreement”) is between the University of Maine System (“UMS”) and the Maine Community College System (“MCCS”), and is designed to facilitate reverse transfer between the two systems so that students are able to attain all of the degrees and certifications to which they are entitled.

Reverse transfer enables MCCS students who enroll in a four-year program at the UMS to transfer UMS credits back to their community college for the purpose of fulfilling the requirements for an MCCS associate degree or certification.

This Agreement is designed to establish basic guidelines and policies for reverse transfer between the MCCS and the UMS. A pilot designed to test draft policies and procedures will commence September 2014. The Chancellor of the University of Maine System and the President of the Maine Community College System will appoint a joint work group to further adopt and refine these guidelines and policies based on the experience of the pilot, for full implementation by both Systems by December 2014. As part of this Agreement, both MCCS and UMS agree to inform students about reverse transfer through various communication efforts and to advise students on the importance of an associate degree to future employment and educational opportunities.

### **GUIDELINES AND POLICIES**

For students to be eligible under this Reverse Transfer Agreement, they must have:

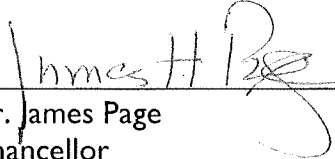
- Earned at least 15 college credit hours from an MCCS institution;
- Been enrolled as a degree seeking student at the MCCS institution prior to transferring;
- Transferred to a UMS institution directly from an MCCS institution;
- Been in “good standing” at both the UMS and MCCS institutions.

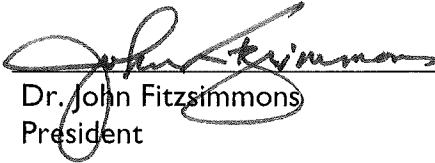
The UMS will notify students qualified for reverse transfer of the opportunity to earn a community college credential. Interested students will then sign a Reverse Transfer Participation and Transcript Request Form, and the student’s transcript will be forwarded to the community college selected on the form. The community college will then review the transcript in light of program completion requirements and will be responsible for communicating the results of the review to the student. The community college will also be responsible for any additional academic audit or future communications with the student.

The terms of this Agreement shall be for two years and shall be automatically renewed unless either party provides written notification of their intent to withdraw from the Agreement. Such notice must be provided at least 30 days prior to the Agreement's expiration date. This Agreement may be cancelled at any time by either party with or without cause upon 30 days written notice. In the event of cancellation, both parties agree to fulfill commitments to students who have already completed a Reverse Transfer Application and Transcript Request Form. This Agreement may be modified at any time with the permission of both parties.

**University of Maine System**

**Maine Community College System**

  
\_\_\_\_\_  
Dr. James Page  
Chancellor  
Date  
8/29/14

  
\_\_\_\_\_  
Dr. John Fitzsimmons  
President  
Date  
9/8/14



**Feasibility Study Results  
regarding a  
Common Course Numbering System  
between the  
University of Maine System and Maine Community College System**

**Background**

Public Law Chapter 368 (126<sup>th</sup> Maine Legislature), Sec. EEEEE-2 (7) required the Chancellor of the University of Maine System and the President of the Maine Community College System to study the feasibility of developing a common course numbering system between the two systems, and to report on the results of the study to the Joint Standing Committee on Education and Cultural Affairs not later than September 2014.

**Summary of Review**

Based on a set of recommendations (California Community Colleges, 1995) on common course numbering, combined with the experiences of other states (*please see attached*) that were reviewed, leads us to conclude that given the current state of the joint articulation and equivalency work ongoing between UMS and MCCS, we would be taking a step backward in attempting a broad based common course numbering approach at this time.

The work involved and the number of people who would need to be involved would not result in a measureable improvement in the transfer experience. In fact, such a system could lead to confusion and an inefficient use of resources. Some of the states reviewed actually did develop a third course numbering system while individual institutions maintained their own systems, which further contributed to confusion.

The MCCS and UMS currently have equivalencies in place across all appropriate courses which make the need for common core numbering unnecessary. In addition, we continue to work collectively on identifying the learning outcomes of our general education offerings in order to expand the transferability in certain categories of courses.

**Recommendation**

It is our opinion based on this research that, while common course numbering seems to be a logical idea and may at some point in the future make sense for a small subset of courses, implementing this now when we have so many other important shared transfer initiatives underway would not make sense. We believe that our other initiatives, combined with the work we have already completed related to course equivalency, will be far more beneficial to our students.

## **Models of Common Course Numbering**

### **Arizona**

The Arizona legislature passed SB 1186, which required a common course numbering system. In response, a joint council of presidents from the community colleges and universities met and created the Shared Unique Number (SUN) system. In this model, courses with established equivalences are assigned a shared unique number distinctive from the existing institutional university systems. These numbers are included in catalogs, transcripts, websites, databases, and degree audit programs. More information about the SUN system can be found at: <http://www.aztransfer.com/sun/>

### **California**

There have been a number of attempts to institute a common course numbering system in California. The latest is the Course Identification Numbering System (C-ID). This system assigns courses a C-ID number based on a course "descriptor" which is developed by intersegmental discipline faculty. Once these descriptors are developed, colleges are asked to submit their course outlines of record (COR), and CORs that match the descriptor will be granted the C-ID number and will carry the associated articulation.

This system was established for the community colleges and CSU, but the UC faculty has shown interest in using it as well. This is not a true common course numbering system (each university and community college keeps their own course numbers), but it is an additional number that provides a way to show comparability between courses to facilitate transfer.

In response to that same bill, the Academic Senates for the community colleges and CSU developed a faculty-led, stateside effort to identify course content for new associate degrees for transfer, which simultaneously award students an associate degree and prepares them for special benefits/guarantees upon transfer to CSU. A full list of these Transfer Model Curricula can be found at: <http://www.c-id.net/degreereview.html>

### **Colorado**

The Colorado Course Numbering System began in 1995 as a way to organize courses with common credits, competencies and outline. This system applies only to the community colleges. To facilitate transfer between all public colleges and universities, the state developed a general education curriculum that forms the core of most bachelor's degrees and is guaranteed to transfer between all public colleges and universities. Information on this curriculum can be found at: <http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>

### **Florida**

The Statewide Course Numbering System is used by all public postsecondary institutions in Florida and by participating non-institutions. Each participating institution controls the title, credit and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three



digits of the course numbers are assigned by members of faculty discipline committees appointed for that purpose by the Florida Department of Education. Individuals nominated to serve on these committees are selected to maintain a representative balance as to type of institution and discipline field or specialization. More information about the course numbering system can be found at [http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp)

### **Nevada**

The Board of Regents Handbook mandates that “All undergraduate courses in the Nevada System of Higher Education (NSHE) must be common-course numbered with equivalent courses offered throughout the System. To be assigned a new and unique course number at least 20 percent of the proposed course content must be unique and not found in a current or pending course within the NSHE.” This system assigns courses with the same course prefix, number, title, and credits. The full policies and procedures guiding this system can be found at: <http://system.nevada.edu/Nshe/index.cfm/administration/academics-student-affairs/common-course-numbering/guidelines-procedures/>

Courses that are not assigned a common course number are considered “unique,” and in those cases, the institution offering the course assigns the prefix, number, title, credits, and description.

## Nevada System of Higher Education Policies and Guidelines for Common Course Numbering

### **Section 19. Common Course Numbering: General Guidelines (6/2014)**

1. Except as otherwise provided, common course numbering identifies equivalent NSHE courses and labels them with the same course prefix, number, title, and credits. Common courses are defined as those that have the same course prefix and number and have comparable content with essentially common expectations regarding student performance upon completion of the course. In limited circumstances, common courses may have a variable number of credits assigned, including but not limited to internships and labs.
2. A transferring student will not be required to retake a successfully completed common course unless a higher standard for performance in the course is a published degree requirement.
3. Common course numbers will not require faculty to change or standardize their course to be equivalent with another institution's beyond the requirement for 80 percent content nor will it impact course delivery methods.
4. If an institution develops a course that is already common course numbered, its content must be 80 percent common to the existing course.
5. All undergraduate courses must be common course numbered or receive a unique course number. Courses that are not assigned a common course number will be considered "unique" courses. If a course is unique, the institution offering the course assigns the course prefix, number, title, credits, and description.
6. All courses must have a generic course description that will be part of the review in determining whether or not a course is common or unique. Institutions may develop a course description that varies from the generic description, but the description must not differ significantly in substance from the generic description.
7. All prefixes should be between two and four letters. The department name and prefix need not be the same (e.g. the department of Philosophical and Regional Studies [PRS] may offer courses with prefixes such as HIST, ECON, PHIL, etc.).
8. Common courses shall be appropriately numbered as upper or lower division and will be assigned a common course prefix, number, title, and credits

### **Section 20. Common Course Numbering: Assignment of Prefix, Number and Title (6/2014)**

1. In order for a course to be assigned a common or unique course number, all institutions that offer the discipline in which the proposed course resides must agree that at least 80 percent of the content of the proposed course is common. Every institution must be contacted to review the content of the proposed course.

2. The applicable Common Course Numbering form developed by the Department of Academic and Student Affairs must be completed for all additions, changes and deletions of undergraduate courses. In addition, the applicable form must be completed for any changes to existing course prefixes, numbers, titles or credits.
  - a. Every institution must be contacted to review the course. The point of contact for course review must be the academic administrator over the discipline or the registrar or institutional designee if there is no academic administrator. In circulating the form for review, it will be determined if the course is common or unique, and a title and number will be agreed upon for inclusion on the form.
  - b. The course information provided by the originating institution for review must include a copy of the syllabus or course outline and a course description.
  - c. The originating institution will submit the completed form to System Administration, Department of Academic and Student Affairs.
  - d. If a common course prefix, number, title, or credits cannot be agreed upon, the course will be reviewed by the appropriate System-wide Discipline Committee. If the System-wide Discipline Committee does not reach agreement, the course will be referred for review to the Common Course Numbering Committee. If agreement is not reached through the Common Course Numbering Committee, the matter will be referred to the Academic Affairs Council for resolution.
3. The Department of Academic and Student Affairs shall:
  - a. Develop and maintain a Common Course Numbering form for additions, changes and deletions.
  - b. Maintain a Common Course Numbering Master File that will include all NSHE undergraduate courses, both common and unique.
  - c. Review Common Course Numbering form submissions to determine if all criteria have been met.

If all criteria have not been met, the contact person for the originating institution must be notified within 14 business days.

If all criteria have been met, the contact person listed on the form for each institution must be notified within 14 business days and the Common Course Numbering File must be updated. If the contact person is not the registrar, the Department will also notify the registrar at the institution and any other designee for whom the institution has requested notification.

4. Institutions shall:

- a. Establish procedures reviewing new courses; proposed changes to courses, course number, prefix, or credits; and proposed deletion of courses, and for participation in the Common Course Numbering system-wide review process.
- b. Respond within 10 business days to a notification received from another institution regarding proposed additions, changes or deletions to common course numbering. If a response is not received from an institution within 10 business days of submitting a request, it will be assumed that the response is affirmative.
- c. Not include any additions or changes to undergraduate course prefixes, numbers, titles, and/or credits in class schedules or catalogs until written approval is received from the NSHE Department of Academic and Student Affairs.

5. System-wide Common Course Numbering Committee and Discipline Committees

- a. Each institution must appoint one representative to the Common Course Numbering Committee to oversee the Common Course Numbering System. The Vice Chancellor for Academic Affairs is a member of and serves as chair of the Committee.
- b. As required, System-wide Discipline Committees will be established that include institutional representatives of the disciplines. The System-wide Discipline Committees must review the course offerings within their respective disciplines system-wide periodically or at least once every ten years to determine common versus unique courses and make the appropriate changes to ensure that students are able to readily transfer from one institution to another. In addition to any scheduled review, an institution may request a System-wide Discipline Committee at any time.
- c. The NSHE Department of Academic and Student Affairs shall provide staff assistance to the Common Course Numbering Committee and the System-wide Discipline Committees.

## **California Community Colleges 1995 Recommendation on Common Course Numbering Process**

Necessary changes to CAN processes and minimum components of the process used to design the common course numbering system should include:

- a) Predominant Faculty Participation
  - 1. Discipline faculty forums
  - 2. Articulation faculty
- b) Processes and resources for faculty to determine the core curriculum content, hours/units involved, and the level of study
- c) Processes which allow and facilitate curriculum development and change in the context of the Common Course Numbering System
- d) Processes which include the appropriate faculty role in decision making
- e) Processes for addressing unresolved issues surrounding course content
- f) Guidelines for structure and function of the Common Numbering System
- g) Processes for maintenance and operation of the Common Course Numbering System.
- h) Statewide training and dissemination of information.
- i) Delineation of an operating budget and the funding source for the Common Course Numbering System

The common course numbering processes should incorporate the following assumptions:

- a) The integrity of an institution as influenced by that institution's control over its curriculum will be respected and preserved throughout the examination, development and implementation of a common course numbering system.
- b) The common course numbering system should not be highly bureaucratic.
- c) The responsibility for determining course equivalencies should lie with the discipline faculty.

California Community Colleges should consider the impact the selected process will have on existing articulation agreements with the University of California and the California State University.

**Transfer Model Curriculum**  
 June 25, 2011  
 (Updated 12/4/12)

CCC Major or Area of Emphasis: Business Administration

CSU Major or Majors: Business Administration

Total units: 23 minimum (14-15 by double counting for GE) *(all units are semester units)*

Degree Type: AS-T

**Required Core Courses (15 units):**

Title (units)	C-ID Designation	Rationale
Financial Accounting (3)	Acct 110	Commonly Required/ Essential Preparation
Managerial Accounting (3)	Acct 120	Commonly Required/ Essential Preparation
Principles of Microeconomics (3)	Econ 201	Commonly Required/ Essential Preparation/ <b>GE</b>
Principles of Macroeconomics (3)	Econ 202	Commonly Required/ Essential Preparation/ <b>GE</b>
Business Law (3) or Legal Environment of Business (3)	Bus 125 or Bus 120	Commonly Required/ Essential Preparation

**List A: Select one of the following (3 units; 3 units may be GE):**

Business Calculus (3)	Math 140	Commonly Required/ <b>GE</b>
Introduction to Statistics (3)	Math 110	Commonly Required/ <b>GE</b>
Finite Mathematics (3)	Math 130	Commonly Required/ <b>GE</b>

**List B: Select two of the following (5-7 units):**

Any course from List A not already chosen (3-4)		
Business Information Systems (3) or Computer Skills (2-3)	Bus 140/ITIS 120 or See sample	Important Preparation
Introduction to Business (3) or Business Communication (3)	Bus 110 or Bus 115	Important Preparation

**Sample course descriptions:**

Computer Skills: Introduction of computer hardware and software systems, including the impact of computers on society and related ethical issues. Focuses on the application of current computer technologies to work. Hands-on study of office productivity software includes elements of word processing, electronic spreadsheets, database, and presentation software. For example, see Fresno City College IS 15 – Computer Concepts.

## Business TMC Guiding Principles and Responses to Vetting

The guiding principle in designing the draft TMC was to provide enough flexibility for CCCs to draft degrees that work best for their students. Counterbalancing this flexibility is guidance on a set of courses that meets the needs of as many CSUs as possible, and that can be seamlessly provided by CCCs.

The selection of courses and whether they are required came from wide consultation with faculty via surveys, emails, and two Discipline Interest Group meetings -- one in San Jose and the other in Irvine. The FDRG also considered the LDTP material as well as the 2005 work of IMPAC (Intersegmental Major Preparation Articulated Curriculum).

The Core courses are required by almost every CSU, although a couple of programs have the law course in the upper, not lower, division.

The math courses cover the spectrum of requirements across the CSU. There are many ways in which these courses are required, singly and in combination. While statistics is required by 18 campuses at the lower division, some of the larger programs prefer it at the upper division. The flexibility offered with selection of math courses allows for local customization, but still makes it possible for almost all students to have taken statistics before they transfer.

"List B" provides the opportunity for transfer degrees to include the second math course. The other courses in List B came up in our discussions as being important to CCC and CSU faculty. We chose to avoid having both BIS and Computer Skills in one degree, because of their overlap. The choice between Introduction to Business and Business Communication exists because few CSUs require either, and no program requires both. Both, though, are required by two or more CSUs.

### CCC Responses

More than 94 percent of the CCC respondents indicated that their college offers courses comparable to all of the required core courses for the major. While none replied that their department likely would develop currently unoffered courses, responses showed that these courses primarily were optional within the TMC.

Three-fourths (75.9%) replied that the TMC would allow for the development of a degree that consists of the courses their faculty view as critical for the major. Although 20 people were recorded as replying "no" to this question, 23 written comments about why someone replied "no" were received. The pattern of these written comments indicated that the primary concerns were that (1) neither Introduction to Business nor Business Communication were required for all students, and (2) there was "too much math." A few related comments showed concerns about there being too much Accounting or Economics and not enough "business" courses. A few disagreements about too much or not enough Business Information Systems (BIS) material did surface.

About 79% of the respondents thought that the TMC would provide appropriate preparation for transfer. The 28 comments from the 18 who replied “no” (yes, 28 of 18), basically mirrored the written comments for the previous question.

Almost all respondents (90%) indicated that it is likely that their department/college would choose to offer a transfer degree based on the draft TMC.

#### FDRG Action Based on CCC Responses

The majority of concerns from the CCC faculty focused on Introduction to Business (Intro) and Business Communication (BComm), with eleven emphasizing the importance of these courses to the TMC. The TMC was drafted with those concerns in mind by providing flexibility to CCCs for integrating Intro or BComm into their transfer degrees so as to provide integration with the fewer-than-a-half-dozen CSUs that require lower division BComm courses and the two CSUs that require an Intro course. No CSU requires both. Local CCC/CSU needs are factored in. Therefore, we have decided not to change this element of the draft TMC.

Concerning math, the TMC requires only one math course, but provides the flexibility for transfer degrees for local campuses to include up to three. Overall flexibility in math offerings was included because of the variability of required courses across the CSUs. We have decided not to change this element of the draft TMC.

Bottom line, 90% of CCC faculty responded that it is likely that their departments “would choose to offer a transfer degree based on this TMC.”

#### CSU Responses

About two-thirds of the CSU respondents indicated that the TMC would not provide appropriate preparation for transfer. Responses showed that the most consistent concern had to do with a variety of business prep requirements at the CSU campuses as well as the 60 unit cap at both the CSU and CCC campuses.

Given that survey questions 10 and 11 were almost identical, and that the written comments for question 11 mostly said “see my comments for question 10,” we will deal with both of these questions together.

The written replies indicated that respondents believed that (1) the BIS course should be required; (2) “math course X” (or “math courses X and Y”) should be required, where X and Y varied by CSU campus; (3) Intro should NOT be required; (4) BComm SHOULD be required; (5) BComm should NOT be required; and (6) the flexibility in the TMC could result in there being too many different sets of courses being required of transfer students.

Note that, to some degree, the CSU concerns were the opposite of the CCC concerns.

#### FDRG Action Based on CSU Responses

We continue to stand by our basic philosophy about the TMC, as stated in the posted preface to the vetted draft:



“The guiding principle in designing the draft TMC was to provide enough flexibility for CCCs and their destination CSUs (and for CSUs and their feeder CCCs) to work together to craft transfer degrees that work best for their students. Counterbalancing this flexibility is guidance on a set of courses that meets the needs of as many CSUs as possible, and that can be seamlessly provided by CCCs.”

It should be noted that no CSU respondent expressed concern that any lower division course required by their CSU was missing from the options provided in the TMC. Academic advising faculty will play a role in guiding students to the appropriate courses needed for the campus that the student hopes to attend.

In addition, we believe that many of the stated concerns come from the 60-unit CSU limit, the corresponding 60 unit cap at the CCCs, and the American Institutions requirement, as opposed to there being any particular problem with the draft TMC. Therefore, we have decided not to make any changes to the TMC based on the above summarized responses.

**Transfer Model Curriculum  
Updated 12/4/12**

**CCC Major:** *Computer Science*

**CSU Major or Majors:** *Computer Science*

**Total units:** 28

**(all units indicated are minimum semester units)**

Degree Type : AS-T   X  

**“Core” Courses –**

**Minimum Units 28 units (7 units double count as GE credit)**

Title (typical units)	C-ID Designation	Rationale
Programming Concepts & Methodology I (CS1) Min. units 3	COMP 122	ACM/IEEE recommendation for a four semester introductory sequence
Programming Concepts & Methodology II (CS2) Min. units 3	COMP 132	
Computer Architecture & Organization Min. units 3	COMP 142	
Discrete Structures Min. units 3	COMP 152	
Single Variable Calculus I and II – Early Transcendentals (min. 8 units) or Single Variable Calculus I and II – Late Transcendentals (min. 8 units) or Single Variable Calculus Sequence (min. 8 units)	MATH 210 and 220 or MATH 211 and 221 or MATH 900S	Double count for GE B4
Calculus-Based Physics for Scientists and Engineers: A Min. Units 4	PHYS 205	Double count for GE B1 and B3
Calculus-Based Physics for Scientists and Engineers: B Min. Units 4	PHYS 210	

**Summary of Feedback Including Issues and Concerns - Items of concern from the vetting process that were addressed included: Requirement of Physics and Calculus. The results were that after reviewing the curricular needs students will definitely need the Physics and Calculus to be successful. There was some concern whether this TMC followed the industry standards and after discussion it was agreed that it in fact mirrored ACM standard.**

**The requirement for discrete structures was a concern for the community colleges since many of them do not offer this course, but the CSUs said that they needed to have this to fulfill their courses and the community colleges stated that they might need to either write new courses or refer students to other community colleges for fulfillment of this requirement.**





January 15, 2014

The Honorable Rebecca Millett, Chair  
The Honorable W. Bruce MacDonald, Chair  
Joint Standing Committee on Education and Cultural Affairs  
126th Maine Legislature  
Augusta, Maine 04333

RE: Report in Compliance with Public Law Chapter 368 (126th Maine Legislature)  
"An Act Making Unified Appropriations and Allocations for the Expenditures of State  
Government ... [Sec. EEEEE]"

Senator Millett, Representative MacDonald, and the Members of the Joint Standing Committee  
on Education and Cultural Affairs,

We are pleased to present this report on behalf of The University of Maine System (UMS) and the Maine Community College System (MCCS) to the Joint Standing Committee on Education and Cultural Affairs in compliance with the above referenced legislation. Section EEEEE -- one of the many components of the workforce development bill, LD 90, which was sponsored by the Joint Select Committee on Maine's Workforce & Economic Future -- provides for the development of a transition process that facilitates and allows transfer of credits earned at a community college in this State to a public university in this State for use toward a baccalaureate degree in accordance with agreements developed between the UMS and the MCCS.

Specific components of this process include:

- a) development of **articulation agreements** across majors with a priority emphasis on science, technology, engineering, and mathematics (STEM);
- b) development of **block credit** agreements between general education programs to ensure that a minimum number of credits can transfer from the MCCS to the UMS for those programs for which there is no equivalent program at the university level;
- c) development of a process whereby students who transfer from the MCCS to the UMS and subsequently gain the appropriate credits towards their associate degree can

transfer those credits back to the home MCCS institution in order to receive that degree (e.g., "reverse transfer"); and

- d) Implement a study of the feasibility of a common course numbering system across the two Systems.

We are pleased to report that *within* each System significant strategic initiatives are now in place in compliance with the timelines provided in the Public Law which are necessary preconditions for our joint work.

### **Maine Community College System**

Maine Community College initiatives have been led by the seven campus presidents under the direction of President Fitzsimmons. The work of the Academic Affairs Council and faculty has contributed to these achievements, as has the dedicated work of staff. They form a sound foundation for the joint work to be conducted over the upcoming months.

#### Internal Transfer

- In December of 2013 Maine Community College System created an internal transfer agreement, which is signed by each of the seven community college presidents. The Transfer Articulation Agreement establishes a seamless pathway for students transferring among the seven colleges of the Maine Community College System by ensuring that the maximum allowable credits for substantially similar courses earned at one community college can transfer to other colleges of the MCCS as equivalent courses, rather than as electives. The agreement requires colleges to accept the results of Prior Learning Assessments from one college to another MCCS institution. All student appeals regarding internal transfer decisions will be handled between the presidents of the respective institutions.

#### General Education Equivalency

- In November of 2013, the MCCS Academic Affairs Council reviewed and updated the General Education Course Equivalency Matrix for publication at community college websites. The Matrix provides guidance to students and personnel in the transfer process.

#### Faculty Preparedness

- In October of 2013, the MCCS held a Math Summit for instructors from the seven colleges to look at best practices in remediation, as well as college level courses. This is the first in a series of workshops designed to build relationships and share resources across campuses which will serve to enhance the transfer process.

#### STEM Alignment

- Most recently, the MCCS reviewed all STEM Programs and related CIP Codes to enable research in these areas. This work will guide future articulation efforts with the University of Maine System.

#### Articulation Agreement Inventory

- Additionally, the MCCS created an inventory of articulation agreements between community colleges and universities to determine opportunities for additional work in this area.

## University of Maine System

Reporting to the Chancellor, the UMS has created a high-level Credit Transfer Steering Committee to oversee the formation and implementation of a System-wide Credit Transfer Plan. After reviewing dozens of national best practices, the Steering Committee's change analysis process selected four (4) best transfer practices (shown below). They align closely with the provisions of Public Law. Progress on implementation of the plan's major components is reported regularly to the UMS Board.

### Electronic Communication Tools

- The development of a robust **transfer portal website** that both provides general information and guidance to potential transfer students is fundamental to streamlining the transfer process and providing the best information and tools to potential (and current) students interested in transfer.
- Embedded in the website is a comprehensive on line **course equivalency matrix** for all seven UMS campuses, all seven MCCS campuses, and selected other institutions.
- The website includes **degree audit software** applications for student use for each of the UMS campuses .
- The web portal became **fully operational** for all seven university campuses effective September 2013. It permits potential students to digitally explore transfer scenarios into any UMS program.
- The web portal serves as a platform for **intersystem web platform** which serves as a valuable online tool and resource for students transferring between our systems.

### Block transfer/General Education

- Developed a **pathway for the block transfer** of general education requirements across the seven UMS campuses for students who have completed 100-level and 200-level general education requirements.
- Conducted a General Education Workshop on national best practices for faculty/staff teams from all seven UMS campuses.
- Faculty governance bodies on all seven UMS campuses will entertain **adoption of this block transfer pathway** in January 2014.
- Once complete, this pathway will form the basis for a similar **System-to-System approach on block transfer** of general education credit.

### Major-to-Major Program Articulation (STEM)

- Updated a **comprehensive list of articulation agreements** between the 7 campuses of the MCCS and the 7 campuses of the UMS as of Dec. 2013.
- Conducted a Major-to-Major Articulation Workshop on national best practices for faculty/staff teams from all seven UMS campuses.
- Working groups established across the UMS to standardize transfer between **priority workforce development majors**: STEM (Information Technology & Computer Science), Nursing, and Business.

### Adult Degree Completion/Prior Learning Assessment

- Approval processes for **portability of Prior Learning Assessment Credit** are completed on three (3) campuses and under final review on four (4) other campuses of the UMS.

Maine's two public higher education Systems have a long tradition of working together to address mutually the educational needs of Maine's citizens and to add to the economic vitality

of the State. The seven institutions within each System have long worked together on campus-to-campus initiatives to address the needs specific to the students, programs, and regions they serve. The qualitative difference in the current effort is a shared commitment and focus on **System-to-System processes** which promote seamless transferability and better facilitate baccalaureate degree completion than the earlier, more diffuse campus-to-campus processes.

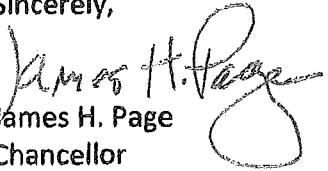
To further accomplish our shared work we have established a **joint high level leadership team**. It is comprised of the MCCS Vice President for Academic Affairs, UMS Chief Student Affairs Officer, and the chair of the UMS Credit Transfer Steering Committee (and President of UMFK). The elements of our on-going shared initiative include:


- formulation of a System-to-System agreement which will lay out the overarching expectations for collaboration and cooperation between our Systems to enable seamless transfer;
- implementing block transfer to lower level general education (a.k.a “core”) requirements;
- identification of comparable STEM areas within each System that can be aligned through articulation agreements;
- design and implementation of a plan to permit “reverse transfer;”
- development of enhanced on line tools
- revitalization and upgrading of the current credit transfer agreement (AdvantageU,) for students enrolled in the MCCS AA in Liberal Studies programs;
- development and implementation of an approach to the transferability of prior learning credit between our Systems;
- further development of regional relationships between institutions for expanded cooperation beyond articulation (ex. facility usage, collaborative work on grant projects, etc.); and
- implementation of a study of the feasibility of common course numbering across our Systems with a report to be delivered September 1, 2014.

As educators we share the intent of the framers of this section of the Public Law. Maine needs a reliable, robust college transfer system for students navigating through its community colleges to pursue baccalaureate offerings within its public university system. As described in this report we believe that this process is well begun. We look forward to providing updated reports on the further implementation of these initiatives to Joint Standing Committee on Education and Cultural Affairs in September 2014.

We stand ready to supply additional supporting documentation on the items contained in this report as your needs may require. We encourage you to contact either of us with any related questions or information requests.

Sincerely,

  
James H. Page  
Chancellor  
University of Maine System

  
John Fitzsimmons  
President  
Maine Community College System