Handbook & Policy Manual

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AZTransfer

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Introduction

The AZTransfer Steering Committee is the coordinating body for the statewide articulation and transfer system. It provides oversight of curricular alignment among public and tribal post-secondary educational institutions and helps ensure that students are appropriately prepared and have the support services required pursue and complete a post-secondary degree program. A major goal of the AZTransfer Steering Committee is to assist with increasing the number of Arizona students who successfully complete a baccalaureate degree.

The AZTransfer Steering Committee was established in part by the Transfer Articulation Task Force Report of 1996. The Arizona Transfer System is overseen by the AZTransfer Steering Committee and includes the people, systems and infrastructure designed to ensure "…that community college students may transfer to Arizona public universities without loss of credit towards a baccalaureate degree." (ARS 15-1824).

The AZTransfer Steering Committee reports to the Joint Council of Presidents (JCP) and is comprised of the Chief Academic Officer, or designee, from each of Arizona's public community and tribal colleges and Arizona State University (ASU), Northern Arizona University (NAU), and the University of Arizona (UA).

Articulation Transfer Components

- Course Equivalency
- Exam Equivalency
- Shared Unique Number (SUN) System
- Major Guides
- Arizona General Education Curriculum
- Common Courses
- Pathways and Degrees

Course Equivalency

- [Course Equivalency Guide](#)
- [Course Equivalency Abbreviations](#)
- [Reverse Course Equivalency Guide](#)

Course Equivalency Guide

The Course Equivalency Guide (CEG) indicates how Arizona State University, Northern Arizona University, and the University of Arizona accept transfer coursework (courses numbered 100 to 299) from Arizona public community colleges. In the CEG, the term "equivalency" does not mean that an Arizona public community college course is identical to the Arizona public university course, rather the course is considered to fulfill the requirements of the designated target institution course requirements. The CEG includes the course evaluation by each Arizona public university, which reflects how the universities accept the course credit. In some cases, the universities have designated the acceptability of courses toward general education requirements. The course evaluation and/or general education designation listed in the CEG is valid for the term in which the student is awarded credit on the transcript. Courses must be completed with a grade of "C" or better in order to transfer.

Additionally, the CEG identifies courses that fulfill Arizona General Education (AGEC) requirements, are available for dual enrollment, are Shared Unique Number (SUN) courses, and/or are eligible for credit by exam with icons representing these designations.

Applicability of the transfer credit to completion of major requirements at the universities is not indicated in the CEG. The department or college of the Arizona public university in which a student is pursuing a degree determines applicability of transfer credit toward completion of baccalaureate degree requirements.

Course Equivalency Guide

Reverse Course Equivalency Guide

The Reverse Course Equivalency Guide can be used to look up course equivalencies starting from the target institution (university).

[ASU Reverse CEG](#)
[NAU Reverse CEG](#)
[UA Reverse CEG](#)

Exam Equivalency

The Exam Equivalency Guide (EEG) helps students understand how exam scores may translate into college credit in five testing programs: Advanced Placement (AP); International Baccalaureate (IB); Cambridge International Examinations (CIE); College Level Examination Program (CLEP), and the DANTES Subject Standardized Tests (DSST). The exam matrices reflect the credit awarded by each of the colleges and universities. Faculty participants in the Articulation Task Forces are asked to discuss commensurate credit for specific exam scores. Arizona legislation requires this discussion for AP and IB exams.

The information on the exam matrices populate the application that students use when they want to see if an exam score will transfer to their intended college or university.

Exam Equivalency Guide

Shared Unique Number (SUN) System

In response to Senate Bill 1186 in 2010, Arizona developed the Shared Unique Numbering (SUN) System to identify some of the transferable lower-division courses commonly offered at the three Arizona public universities and at least two Arizona community colleges. The system ensures that a SUN course at a participating institution will be accepted as a direct equivalent to the comparable SUN course at the other participating institutions. Many of the SUN courses are AGEC courses or common courses. Each SUN System course has a single course prefix and four digit number that represent course equivalencies at the community colleges and the three public universities regardless of the course prefix or number used at the individual institutions.

Additional Information

SUN Implementation Guidelines

Senate Bill 1186

SUN Course Matrix

SUN System Workgroup Recommendations

SUN Processes

Majors Guides

For students who know their specific major but not the Arizona university to which they will transfer, the Major Guides identify the community college courses that these students can take in addition to their AGEC courses to prepare for a baccalaureate degree. The major guides are populated by information from the Common Course Matrices.

Major Guides

Arizona General Education Curriculum

The Arizona General Education Curriculum (AGEC) is a block of 35-37 credits awarded by an Arizona public community college that meets the lower division general education requirements at the state universities. Students who complete the AGEC and have a minimum 2.5 cumulative GPA are guaranteed admission to the state universities, though not necessarily to a particular major.

The Arizona General Education Curricula provide a general education core for five transfer associate degrees; Associate in Arts (AA), Associate in Business (ABus), Associate in Science (AS), and Associate in Arts in Elementary Education (AAEE), Associate in Arts in Fine Arts (AAFA). AGEC-based transfer pathways are determined by the student's declared major and the university to which the student will transfer.

Students completing the AGEC are still required to fulfill the lower-division program requirements and prerequisites within their college and major/minor area of study as well as upper-division general education requirements at the universities. Students should consult the universities' catalogs and general education websites for information about general education programs. In all cases, students have the responsibility for selecting general education coursework that is relevant to the requirements of their intended major and degree.

AGEC Course Search
Arizona General Education Curriculum

Common Courses

Common courses are identified by Articulation Task Force members and are applicable to shared majors. AZTransfer Facilitators are responsible for reviewing the courses from their respective institutions that are in the Common Course Matrices (CCM) to ensure the courses are listed in the Course Equivalency Guide with a designation of "E" (elective credit) or better. The university AZTransfer Facilitators should also confirm that the courses can be applied toward the university degree(s).

The procedural definition for a common course is as follows:

- A common course must be the appropriate lower division preparation for the university major/degree.
- A common course may be a required course, a prerequisite course, or an elective course.
- The common course(s) accompanied by the appropriate AGEC, second language (if required), and other appropriate elective courses to complete the transfer associate degree should allow the transfer student to take 56 university credits after transferring to graduate from a 120 credit degree program.
- Common courses are required for Special Requirement (SR) pathway majors/degrees and are recommended for General Requirement (GR) majors/degrees.
- A common course must be a transferable course (as designated in the CEG) to all universities with a shared major.

Pathways and Degrees

The Arizona Transfer System provides general, special, and exceptional pathways for transfer. AGEC-based transfer pathways are determined by the student's declared major and transfer institution and will usually follow either General Requirements (GR) or Special Requirements (SR) pathways. Some transfer majors may not align with AGEC/AA, ABus, AS, or AAEE pathways. Students pursuing such majors should be in contact with both community college and university advisors. Community college students may generally transfer up to one-half of the baccalaureate degree requirements plus one course, or up to 64 units/semester credit hours. However, students pursuing the Associate of Applied Science degree and the Bachelor of Applied Science degree may be able to transfer more units. Academic advisors at both the community college and university should be consulted for further information.

Degree Pathways
AA (Associate of Arts) / General Requirements
AA (Associate of Arts) / Special Requirements
ABUS (Associate of Business)/General Requirements
ABUS (Associate of Business) / Special Requirements
AS (Associate of Science) / General Requirements
AS (Associate of Science) / Special Requirements

Each of the pathway degrees listed above require 60-64 transferable credits in courses numbered 100 or above to be completed with a grade of "C" or better.

Arizona State System for Information on Student Transfer (ASSIST)

The Arizona State System for Information on Student Transfer (ASSIST) is a relational database containing enrollment and degree information on students attending Arizona's public universities and community college districts. The information is made available to participating institutions through a statewide data warehouse. ASSIST provides information to assess the effectiveness of Arizona's general education curriculum and transfer articulation model. Arizona's public post-secondary institutions have adopted a general education curriculum that if completed at the community college fulfills general education requirements at the university. The transfer model identifies specific curricular pathways for the student to follow. In order to maintain the privacy of student information, no personally identifiable information is available for use. ASSIST is in compliance with the Family Educational Rights and Privacy Act (FERPA).

See the" AZTransfer Technology Handbook":http://www.manula.com/manuals/aztransfer/technology-users-manual for details.

[ASSIST Website](#)

Arizona Course Equivalency Tracking System (ACETS)

The Arizona Course Equivalency Tracking System (ACETS) is a web-based application that tracks course equivalency decisions, including SUN courses, as the courses move through the statewide evaluation and articulation process. ACETS supports all decision-making required to establish equivalencies in Arizona beginning with the initial request for an equivalency evaluation and ending with the creation of a report to be used by Arizona university encoders. ACETS tracks the timeframe for course equivalency from source institution to target institution and triggers a report to target institutions when timelines are outside normal boundaries. A target school records its decision in ACETS within 45 days and encodes it within 15 days. Institutions can check recent information activity by querying the database.

Additionally, the ACETS includes an application for institutions to identify any changes they make to Exam Equivalency Guide. AZTransfer staff review these changes and make the appropriate changes in the EEG.

See the ACETS Step By Step Guide for more information.

Academic Curriculum Review and Evaluation System (ACRES)

The Academic Curriculum Review and Evaluation System (ACRES) provides a method of electronically submitting and routing curricular proposals. Using this system, faculty, staff, and administrators at AZTransfer member institutions can create, route, evaluate, and approve new courses, course modifications and deletions, course fees, and topics and other form types. The system also provides a way to track where a proposal is in the approval process and to access proposals from any academic unit.

ACRES also provides a means by which course information could be seamlessly transferred electronically into the Arizona Course Equivalency Tracking System (ACETS) for transfer articulation processing.

The institutions currently using ACRES are listed below.

Arizona State University
Arizona Western College
Central Arizona College
Cochise College
Coconino Community College
Maricopa Community Colleges Chandler-Gilbert Community College Estrella Mountain Community College Gateway Community College Glendale Community College Mesa Community College Paradise Valley Community College Phoenix College Rio Salado College Scottsdale Community College South Mountain Community College
Mohave Community College
Northland Pioneer College
University of Arizona

Articulation Task Forces

- [Discipline Specific ATFs](#)
- [AZTransfer Facilitators](#)
- [Academic Advising ATF](#)
- [Admissions & Records ATF](#)
- [Communities of Interest](#)
- [AZTransfer Liaisons](#)

Discipline Specific ATFs

Discipline specific Articulation Task Forces (ATFs) consist of faculty members appointed by their institutions to represent both the institution and their specific academic area(s). Discipline specific ATFs serve as a forum for public community colleges and universities to cooperatively exchange articulation information in a timely manner in order to actively participate in the implementation of the Arizona Transfer System.

How Discipline Specific ATFs Work

Discipline specific ATFs meet annually to discuss transfer, curriculum, and articulation issues. Additionally, ATFs focus on planning for the future, ensuring student success, sharing developments, collaborating on partnership programs, and designing innovative programs for Arizona constituents.

Each institution/district with courses and/or programs that transfer into the corresponding baccalaureate degree(s) designates a Lead Member with voting privileges for that ATF. Other membership categories include Member, Liaison, and Alternate.

ATF Role Definitions

Lead Member

One individual faculty member officially representing his/her institution or district and has voting privileges.

Alternate

Faculty member attending in place of the Lead Member who also has voting privileges.

Member

A faculty representative in addition to the Lead Member who does not have voting privileges.

Liaison

A non-faculty individual who attend meetings for information or observation purposes and does not have voting privileges. AZTransfer meeting facilitators are identified as liaisons for discipline ATFs for the term in which they facilitate that meeting.

Listserv Only

Representatives who do not attend meetings but desire to be on the listserv for information or observation purposes.

Historical Archive

Used when a placeholder is needed to retain a contact related to a group for historical reasons.

ATF Meeting Agendas

Specific agenda items reviewed before and during each ATF meeting include but are not limited to:

- Course Equivalency Guide (CEG) information for all associated departmental prefixes;
- Courses in the ATF Common Course Matrix (CCM);
- University degrees associated with each ATF (completed by the university AZTransfer Facilitator);
- College degrees associated with each ATF;
- Equivalencies in any related exam matrices;
- Changes in university general education requirements;
- Curricular changes in courses, programs, and degrees that impact course transfer;
- The statewide update, presented by the AZTransfer Facilitator assigned to the ATF meeting, which informs participants about changes to AZTransfer and other information that impacts student transfer;
- Status and/or results of special projects;
- Information from the AZTransfer Steering Committee;
- Items tabled from prior meetings that need to be addressed;
- Selection of next year's chair, host, meeting date, time, location, note taker, and format (e.g. face-to-face, virtual, etc.).

Outcomes / Goals of ATF Meetings

The preparation and efforts of ATF meeting participants result in the successful implementation of the Arizona Transfer System to ensure the community college students transfer to Arizona public universities with maximum application of earned college credits toward a baccalaureate degree.

Discipline specific ATFs make recommendations to:

- Confirm current baccalaureate degrees within the discipline specific ATF and categories/pathways that articulate with the two-year transfer degrees.
- Ensure, where applicable, that a minimum of six common lower-division credits for shared majors are identified (Common Courses).
- Select/affirm the appropriate Arizona General Education Curriculum (AGEC) as part of the lower division preparation for baccalaureate degrees associated with the discipline specific ATF.
- Update the Course Equivalency Guide (CEG).

Discipline specific ATFs provide mechanisms for anticipating and/or resolving transfer issues by:

- Communicating accurate information regarding university degree program requirements and the transferability of community college courses to those programs.
- Posting the completed ATF report and meeting notes within 14 days, including:
- Institutions and names of ATF members represented at the meeting.
- New, confirmed, or changed pathways.
- New, confirmed, or changed common courses.
- New, confirmed, or changed exam equivalencies.
- New agreements regarding any of the five exam programs.
- New, confirmed, or changed agreements for any of the five exam programs.
- Summary of addressed agenda items that require follow-up.
- Summary of issues to be shared with the AZTransfer Steering Committee.
- Programmatic changes under development:
- Identifying the impact of proposed programmatic changes at the tribal and community colleges or universities which may affect the transferability of credits.
- Identifying the impact of proposed changes on courses, including SUN courses.

AZTransfer Facilitators

AZTransfer Facilitators are representatives from the Arizona public community and tribal colleges and the three state universities. Each institution has responsibilities at both the institutional and statewide level for managing the operational procedures supporting transfer articulation in Arizona. These responsibilities include oversight and coordination of processes and procedures related to ongoing maintenance of course equivalencies, transfer tools in AZTransfer, and ensuring that institutional faculty and staff are familiar with the Arizona Transfer System. AZTransfer Facilitators should remain current with the components of AZTransfer by reading the meeting notes from the discipline and non-discipline specific ATF meetings.

Facilitator Training

Each summer, all AZTransfer Facilitators participate in a two-day training retreat to prepare for the fall ATF meeting season. Topics covered during this training include:

- Review of the process and steps for Facilitators
- Transfer System updates, changes, and enhancements
- Training on new tools and resources
- Review of Common Course and Exam Matrices
- ATF meeting agenda revisions and updates
- Assignment of ATF meetings

Facilitating ATF Meetings

Each AZTransfer Facilitator should plan to participate in 3-4 discipline specific ATF meetings each academic year. ATFs are required to meet once a year. Most ATFs meet in the fall. During the annual Facilitator Training Retreat, AZTransfer Facilitators determine which ATF meetings they will facilitate. An AZTransfer staff member updates the ATF meeting calendar to assign the AZTransfer Facilitator for each meeting. If for any reason the designated AZTransfer Facilitator is unable to facilitate assigned meeting(s), it is that member's responsibility to find a replacement or swap meetings with another member. If the AZTransfer Facilitators cannot reach an agreement, AZTransfer staff is contacted to resolve the issue.

Instructions for preparation before, activities during, and processes after meetings can be found here: Facilitator Duties & Responsibilities

Academic Advising ATF

The Academic Advising Articulation Task Force (AAATF) includes representatives from each Arizona public community and tribal college and university. The AAATF addresses academic concerns and problems faced by transfer students. The AAATF goals are to:

- Monitor the status of the statewide transfer system;
- Increase student utilization of institutional and statewide advising and transfer resources;
- Monitor and evaluate technological applications for academic advising;
- Encourage professional development by identifying best practices;
- Support the state conference for advising professionals;
- Ensure that students have access to appropriate advising to facilitate the transfer process from the source to the target institution.

Admissions & Records ATF

Admissions and Records ATF (A&RATF) members are designated admissions and registrar representatives from each AZTransfer institution. This task force discusses issues regarding admission to participating institutions and/or specific programs as well as policies, processes, and procedures that support the transfer and articulation systems in the state.

General Education ATF

The General Education Articulation Task Force (GEATF) coordinates content of Arizona General Education Curriculum (AGEC), reviews and makes recommendations for AGEC policies, and determines general education and student learning outcomes within the Arizona transfer system.

Communities of Interest

Communities of interest are groups of faculty, AZTransfer Facilitators, advisors, and other representatives interested in pursuing new transfer pathways and topics. These groups convene to explore opportunities to add transfer programs in new and emerging disciplines. For more information about existing communities of interest, visit:

Community of Interest & Workgroup Web Page

Establish a New Articulation Task Force

An institution or group may submit a request to establish a new Articulation Task Force (ATF).This request will be formally reviewed and voted on by the AZTransfer Steering Committee at a regularly scheduled meeting. To be considered for establishment, proposals must meet each of the following criteria:

1. At least one university must offer a bachelor's degree associated with the discipline.
2. Four community college districts must offer courses/programs associated with the university degree.
3. There must be a minimum of 120 unduplicated headcount of community college students taking courses in the prefixes associated with the discipline.

Requests to establish to a new ATF must be submitted online through this form. The primary contacts from the submission form will be contacted with the outcome of the Steering Committee decision.

Establish a New Community of Interest

An institution or group may submit a request to establish a new Community of Interest.This request will be formally reviewed and voted on by the AZTransfer Steering Committee at a regularly scheduled meeting. To be considered for establishment, the Steering Committee will consider the following information:

1. The names and institutions of those you are collaborating with to develop the new Community of Interest.
2. The rationale for developing the new Community of Interest.

Requests to establish to a new Community of Interest must be submitted online through this form. The primary contacts from the submission form will be contacted with the outcome of the Steering Committee decision.

AZTransfer Institutional Responsibilities

- Database Updates
- Review and Confirm Common Course Matrix Changes
- Facilitate Curricular Communication
- Faculty and Staff Training on the Transfer System
- Provide Staff to Facilitate ATF Meetings

Database Updates

Each year, AZTransfer Facilitators are expected to review their institutional data and send updates to AZTransfer. The links for updating your institutional data can be found on the homepage of the ATF Chatlines. Many of these updates can be made throughout the year as information changes at your college; however, it is recommended that all databases be reviewed at least each summer in preparation for the upcoming ATF season and updated accordingly. If you need more detailed instructions on how to make these updates, please contact AZTransfer.

Institutional Membership Databases

Each institution is responsible for updating their membership lists for the ATFs and other groups associated with AZTransfer. Membership records can be assigned as: Lead Member, Member, Alternate, Liaison, or Listserv Only.

1. Review your institution's contact list as shown in the membership database.
2. Verify that all faculty are still employed at your institution.
3. Verify a lead member is assigned to each active discipline (not No Program disciplines).
4. Verify all other faculty members are designated as member, alternate, or listserv.
5. Verify that non-faculty members are designated as liaison or listserv only.
6. If faculty are no longer at your institution, inactivate their profile as "historical archive" rather than deleting.
7. If new faculty have been hired or new assignments made, update their profiles accordingly. Check first for an existing profile and edit it using the Update AZTransfer Contacts link in the Chatlines.
8. If the person does not already have a profile, create one for them using the "Add a New AZTransfer Contact" link in the Chatlines.

AGEC Database (Community Colleges Only)

Each institution is responsible for maintaining and updating their AGEC database. This can be done using the following password protected web site: http://www.aztransfer.com/agec_login

1. Review your institution's AGEC data for AGEC-A, AGEC-B, and AGEC-S through the "Update AGEC Data" link in the Chatlines.
2. Confirm the courses listed in each subcategory are still available and offered at your institution.
3. If courses are no longer available, end date them by clicking on the "Edit" tab immediately preceding the course in the AGEC Database and editing the "End Year/Term" field. Do not delete them. Refresh the screen and confirm that the coursework no longer shows in the AGEC.

aztransmac2.asu.edu/cgi-bin/WebObjects/agec.woa/1/wo/gllAX...

* Prefix: AGS   *** Number:** 235

M: --Please select--   - *Match Control Indicator*
Use only for AND, OR, NOTE

* Title: Priinciples of Sonoran Horticulture

Min Credit: 3.00   **Max Credit:** 3.00

* Start Year/Term 2017 07   *Example: 2015 07 01 = Spring, 07 = Fall*

* End Year/Term 9999 99   *Example: 9999 99*

Sort Order 3

Active: ☑

SUN

4. If new courses have been added to your AGEC, please include them in the appropriate subcategories. Locate the space alphabetically where the prefix of the new course should be inserted. Click on the "Add After" tab on the line of the preceding course. Complete the required fields to add the new course.

- Physical & Biological Sciences [Refresh] [Edit] [Add Subcategory]

AGEC Subcategory: S   [Edit Subcategory] [Renumber Sort]
Choose one of the following sequences.

Edit [Sort Order]	Courses	Title	Credit	Effective Dates	Delete | Add After
Edit [1]	BIO 181 and	General Biology I	4.00	Fall 2007 to present	Delete | Add After
Edit [2]	BIO 182	General Biology II	4.00	Fall 2007 to present	Delete | Add After
Edit [3]	CHM 151 and	General Chemistry I	4.00	Fall 2007 to present	Delete | Add After
Edit [4]	CHM 152	General Chemistry II	4.00	Fall 2007 to present	Delete | Add After
Edit [5]	PHY 111 and	General Physics I	4.00	Fall 2020 to present	Delete | Add After
Edit [6]	PHY 112	General Physics II	4.00	Fall 2020 to present	Delete | Add After
					::back to top::

+ Options [Refresh] [Edit] [Add Subcategory]

5. Please update the course selection directives to include AGEC requirement details for your specific institution. This should include the number of courses a student must complete within each subcategory of the AGEC. For example, in the Social and Behavioral Sciences subcategory, the directive should say "Select xx (number) of courses from a least two different disciplines on this list," or whatever language best explains the requirements for your institution.

+ Arts and Humanities [Refresh] [Edit] [Add Subcategory]

- Social and Behavioral Sciences [Refresh] [Edit] [Add Subcategory]

AGEC Subcategory: A B S   [Edit Subcategory] [Renumber Sort]
Select courses from at least two different disciplines.

Edit [Sort Order]	Courses	Title	Credit	Effective Dates	Delete | Add After
Edit [1]	AGS 122	Natural Resources and Conservation	3.00	Spring 2012 to present	Delete | Add After
Edit [2]	AGS 204	Environmental Sustainability	3.00	Fall 2017 to present	Delete | Add After
Edit [2]	AJS 101	Intro to Admin of Justice	3.00	Fall 2008 to present	Delete | Add After
Edit [3]	AGS 235	Priinciples of Sonoran Horticulture	3.00	Fall 2017 to present	Delete | Add After
Edit [3]	AJS 123	Ethics & the Admin of Justice	3.00	Fall 2012 to present	Delete | Add After
Edit [4]	AJS 212	Juvenile Justice Procedures	3.00	Fall 2017 to present	Delete | Add After
Edit [4]	AJS 224	Poice Administration	3.00	Fall 2017 to present	Delete | Add After
Edit [4]	AJS 225	Criminology	3.00	Fall 2008 to present	Delete | Add After
Edit [5]	AJS 230	The Police Function	3.00	Fall 2017 to present	Delete | Add After
Edit [5]	AJS 270	Community Relations	3.00	Fall 2008 to present	Delete | Add After

ATF Prefix Database

Each community college and university is responsible for updating their ATF prefixes using the ATF Chatlines application.

1. Review and confirm each of the course prefixes currently affiliated with each ATF at your institution by clicking on the "Prefix List by Institution" link within the Chatlines.
2. If new prefixes have been added and need to be affiliated with ATFs, create them by clicking on the "Edit ATF Prefixes" link in the Chatlines.
3. If prefixes are no longer available at your institution, end date them appropriately rather than deleting them.

Course Bank Database

Each community college and university is responsible for updating their Course Bank data. This data appears in the CEG. Each facilitator should verify that all curricular changes are submitted through ACETS. This includes course modifications, deletions, and the creation of new courses.

CEG Course Title Not Found

1. To view a list of courses from your college that do not have title information, go to the homepage of the CEG. Click the link for "Advanced Search." On this screen, enter the words "Course Title Not Available" info the course title field. Enter your college name and click Search. This will display a list of courses in the CEG that do not have course titles.

2. Enter the title name for each course missing a title through the "Edit CEG Data" link in the Chatlines.
3. A new browser window will open with a menu from the CEG Edit screen. Select Add/Edit CEG Course Bank Records.
4. Enter the prefix for the course and click the Search button. You will see a list of all courses from your institution for that prefix.
5. If the course is in the list, click the Edit link next to the course to make updates.
6. If the course is not listed, use the Add New Course in the upper lefthand corner.
7. After all course titles have been entered, create a new list for your institution that shows CEG courses with the missing title information.
8. Confirm that there are no courses listed that are missing titles.

Review and Confirm Common Course Matrix Changes

During an ATF Meeting, you may wish to enter the proposed matrix changes. If you prefer to wait until after the meeting to enter in proposed changes to a matrix, be sure to print all of the Common Course and Exam Matrices and have them on hand during the meeting for easy note taking.

Steps for CCM Changes

Steps for Making Proposed Changes to Common Course and Exam Matrices

During an ATF Meeting, you may wish to enter the proposed matrix changes. If you prefer to wait until after the meeting to enter in proposed changes to a matrix, be sure to print all of the Common Course and Exam Matrices and have them on hand during the meeting for easy note taking.

To enter proposed matrix changes, log into the ATF Chatlines. If you cannot remember your username or password, send an email to info@aztransfer.com.

From the home page, click the Request Change to Matrix link.

FUNCTIONS

Query Page - **My Forms**
Query All Forms
Meeting Host - Update Information
Meeting Chair - Edit Agenda
Update Password
Request Change to Matrix
Proposed Matrix Changes - **1 Pending**

Next, you will see a list of ATFs. Select the ATF, or choose List Common Course Matrix Alphabetically to see a listing of all. You can also click on List Exam Matrix Alphabetically to see a listing of all exam matrices.

After you have selected your ATF, you will see a list of matrices related to that ATF. Choose the one you wish to edit.

Next you will see a version of the matrix that has clickable links for the degrees and course information. To edit a value, click in that cell and an edit window will pop up.

Common Courses

.	Calculus I	Calculus II	Gen Org Chem I & II and Labs
ASU Tempe	MAT270	MAT271	CHM233 & CHM237 & CHM234 & CHM238
NAU	MAT136	MAT137	CHM235 & CHM235L & CHM238 & CHM238L
UA	MATH124 or MATH125	MATH129	CHEM241A & CHEM243A & CHEM241B & CHE
AWC	MAT220	MAT230	CHM235 & CHM236
CAC	MAT221	MAT231	CHM235 & CHM236
Cochise	MAT220	MAT231	CHM235 & CHM236
CCC	MAT220	MAT230	N/A

Block: Common Courses
Category: Calculus II
School: AWC
Course: MAT230

Proposed Change: [MAT230AA]   *Enter the recommended change.*

Comments: *Limit 250 characters. Enter the name of the person recommending the change, and any other comments.*

[This change is requested by Dr. Smith of AWC.]

[Save Changes]

Enter the proposed change. In the comments field, be sure to enter in which member is requesting the change. Add the name and institution of this person.
Click the Save Changes button when you are finished.

If you refresh the web browser, you will now see that proposed changes appear in red on the matrix:

Common Courses

.	Calculus I	Calculus II	Gen Org Chem I & II and Labs
ASU Tempe	MAT270	MAT271	CHM233 & CHM237 & CHM234 & CHM238
NAU	MAT136	MAT137	CHM235 & CHM235L & CHM238 & CHM238L
UA	MATH124 or MATH125	MATH129	CHEM241A & CHEM243A & CHEM241B & CHEM243B
AWC	MAT220	MAT230 MAT230AA *	CHM235 & CHM236
CAC	MAT221	MAT231	CHM235 & CHM236

Proposed matrix changes can be accessed in the ATF Chatlines. It is the responsibility of the AZTransfer Facilitator to review and approve these changes.

To view your proposed changes, log into the ATF Chatlines and click the Proposed Matrix Changes link. You will then be prompted to select your school. You will then see a report similar to the one below.

Home | Logout | Start Over

Proposed Matrix Changes

SCHOOL	CHANGE TYPE	CURRENT VALUE	PROPOSED CHANGE	SUBMITTED BY	APPROVED
MCCCD	Matrix	Chemistry *Calculus II* MAT230 or MAT231	MAT230AA or MAT231AA Requested by Dr. Jones of Gateway.	Rose Rojas 07/31/2013	Mark As Approved

Facilitate Curricular Communication

Each institution's AZTransfer Facilitator communicates statewide transfer articulation policies and procedures to their appropriate internal individuals and groups. Each AZTransfer Facilitator also maintains a communication process to keep other institutions informed about curricular changes. The AZTransfer Facilitator listserv is one venue that can be used for this purpose. Each AZTransfer Facilitator provides a method to identify impacts of curricular changes on common courses, general education values, and equivalencies.

Faculty and Staff Training on the Transfer System

In order for the Arizona Transfer System to be effective, each institution must ensure that appropriate members of their campus community are informed and familiar with the system. Many AZTransfer Facilitators provide training to the institutional constituents. AZTransfer staff is also available assist with an support faculty training.

Provide Staff to Facilitate ATF Meetings

There are 43 discipline-specific ATFs. Although designed to facilitate faculty interaction, there are aspects of the meeting and certain projects and initiatives with which AZTransfer Facilitators are more familiar. Therefore, at least one AZTransfer Facilitator participates in the discipline specific ATF meetings to provide statewide updates and to act as a resource if questions arise about the Arizona Transfer System.

Arizona Transfer System Policies

- [General Policies](#)
- [AGEC Policies](#)

General Policies

- [Evaluation of Courses for Transfer](#)
- [Criteria for Upper/Lower Division Courses](#)
- [Disability Support Services at ATF Meetings](#)
- [Transfer of AAS to BAS Programs](#)
- [Common Course Change Procedure for Community Colleges](#)
- [Common Course Change Procedure for Universities](#)
- [Transferring University Credits Back to Community Colleges](#)

Evaluation of Courses for Transfer

The evaluation of courses submitted by one academic institution (the source institution) for transfer to another academic institution (the target institution) is to be conducted at the target institution by assessing the content of the course as evidenced by the course description, outline and performance objectives/competencies submitted by the source institution.

The modalities used to deliver the course by the source institution are not to be considered in the decision to accept or reject the course.

Supporting Information: Policy Language Citation – APASC Meeting Materials, February 2005 Policy acceptance – APASC Meeting Notes, February 2005

Criteria for Upper/Lower Division Courses

The assignment of courses to upper and lower-division is a difficult task. AZTransfer Steering Committee provides these guidelines to ATFs and college/university curriculum committees for their review of course level.

Lower-division courses generally focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for more advanced courses. The primary intent of lower-division coursework is to equip students with the general education needed for advanced study, to expose students to the breadth of different fields of study, and to provide a foundation for specialized upper-division coursework in professional fields. Such courses have one or more of the following four purposes:

1. To acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of professional fields.
2. To introduce essential skills of literacy (e.g., information gathering, reading, and writing), language, (e.g., oral communication and language and culture other than English), numeracy, and sciences to prepare for continuing work in any field of higher education.
3. To develop specific occupational skills designed to lead directly to employment based on a two-year program of study.
4. To lay the foundation for upper-division coursework and to begin development of analytical thinking and theoretical application.

Upper-division courses are specialized, in-depth, and advanced, and emphasize problem-solving, analytical thinking skills, and theoretical applications. These courses often build on the foundation provided by the skills and knowledge of lower-division education. Upper-division courses may require the student to synthesize topics from a variety of sources. Upper-division courses may also require greater responsibility, or independence on the part of the student. Upper-division courses require instructors with specialized knowledge and preparation. Thus, many intermediate and all advanced baccalaureate courses in a field of study are properly located in the upper-division. In addition, disciplines that depend heavily on prerequisites or the body of knowledge of lower-division education may properly be comprised primarily of upper-division courses. Such courses have one or more of the following three purposes:

1. The in-depth study or application of theories and methods and the understanding of their scope and limitations.
2. The refinement of essential skills associated with the baccalaureate.
3. The development of specific intellectual and professional skills designed to lead to post-baccalaureate employment, graduate study, or professional school.

Supporting Information: Ad Hoc Committee on Upper/Lower-Division Course Criteria Approved by APASC, January 1998

Disability Support Services at ATF Meetings

If an individual requires Disability Support Services for a statewide meeting, the chair, host and articulation facilitator should be contacted two weeks prior to the meeting with information about the specific services needed. After the two week window, the host institution and the articulation facilitator will make their 'best effort' to provide the services needed. AZTransfer Steering Committee will fund any Disability Support Services that are needed at statewide transfer meetings. If the individual requiring services cancels within 72 hours of the meeting, the individual's institution must assume the costs of the services.

Supporting Information: Approved by APASC on April 28, 2006

Transfer of AAS to BAS Programs

Students who complete an AAS (Associate of Applied Science) degree from a regionally accredited U.S. postsecondary educational institution are eligible to pursue a BAS (Bachelor of Applied Science) program at an Arizona public university offering the degree. Generally, a student who has completed an AAS degree will receive at least 60 credit hours applied toward the BAS degree. Students should explore the range of BAS concentrations/specializations available and the admission criteria at each university to identify programs compatible with their AAS degrees. The BAS is designed specifically for students who have completed AAS degrees. Students admitted to the university having completed other types of Associate degrees may be admitted to the BAS program at the discretion of the admitting institution, pending an evaluation of the degree curriculum in relation to BAS requirements.

Supporting Information: Approved by APASC October 16, 2001;
Revised and approved by APASC Nov. 16, 2007

Common Course Change Procedure for Community Colleges

When Arizona's public community colleges are considering changes to their programs which contain Common Courses, they must:

1. Consider transfer articulation, including equivalencies (CEG, EEG) and applicability (the common course matrices—CCMs);
2. Consult the operational definitions and implementation procedures for Common Courses: http://aztransfer.com/commoncourseoperationaldefinitions.htm.
3. When the discussions begin at the community colleges about changing common courses, the community college ATF members must inform their ATFs about the proposed changes so that the entire ATF membership is given the opportunity to provide meaningful input about the impact of the proposed changes. The community college ATF members must provide a timetable of the proposed changes, including the effective date of implementation.
4. If any issues arise about the proposed changes, the ATF should work these out. If the ATF cannot come to a resolution of these issues, then the matter should be forwarded to AZTransfer Steering Committee.
5. When all issues are resolved, the community college AZTransfer Steering Committee representatives will provide any additional information regarding special accommodations as a result of these changes.

Supporting Information: Approved by APASC Nov. 16, 2007

Common Course Change Procedure for Universities

When Arizona's public universities are considering changes to baccalaureate programs which contain Common Courses, they must:

1. Consider transfer articulation, including equivalencies (CEG, EEG) and applicability (the common course matrices—CCMs);
2. Consult the operational definitions and implementation procedures for Common Courses: http://aztransfer.com/commoncourseoperationaldefinitions.htm.
3. If the proposed changes include moving a Common Course from lower-division to upper-division, or from upper-division to lower-division; consult the criteria for upper-lower division courses: see above.
4. When the discussions begin at the universities about changing common courses, the university ATF members must inform their ATFs about the proposed changes so that the entire ATF membership is given the opportunity to provide meaningful input about the impact of the proposed changes. The university ATF members must provide a timetable of the proposed changes, including the effective date of implementation.
5. If any issues arise about the proposed changes, the ATF should work these out. If the ATF cannot come to a resolution of these issues, then the matter should be forwarded to AZTransfer Steering Committee.
6. When all issues are resolved, the university AZTransfer Steering Committee representatives will provide any additional information regarding special accommodations for community college transfer as a result of these changes.

Supporting Information: Approved by APASC September 7, 2007

Transferring University Credits Back to Community Colleges

Students who first enroll in a community college are encouraged to complete both an AGEC and an Associate's Degree prior to transferring to a university. Recognizing that this is not always possible, the universities and community colleges agree in principle that students may transfer courses taken at a university back to the community college to complete requirements for both the AGEC and the Associate's Degree. Policies which govern the number of credits that may be "transferred back" vary among the community colleges. Students who believe they may be able to "transfer back" credits from a university to a community college to complete requirements for either an AGEC or an Associate's Degree should consult with an advisor at the community college.

For additional information about reverse transfer processes, please visit AZTransfer Reverse Transfer.

Supporting Information: Approved by the JCC March 21, 2007

Associates Degree Elective or Better Course Policy

All courses used to satisfy Arizona General Education Curriculum (AGEC) requirements must be transferable as elective credit or better to all Arizona public universities.

All courses used to satisfy "Common Courses" must be transferable as elective or better to the universities that have the shared majors listed on a Common Course Matrix. A shared major is a university degree program that has similar academic preparation to one or more degree programs at other Arizona public universities as listed on the Common Course Matrices.

All courses used to satisfy electives must be transferable to the university or universities to which the student plans to transfer, as elective credit or better. The degrees for which this policy applies include the Associate of Arts (AA), Associate of Business (ABus), Associate of Science (AS), and Associate of Arts in Elementary Education (AAEE).

(Approved by APASC on September 18, 2009.)

AGEC Policies

Statement of Values

General education is the foundation of the America educational experience, defining a set of values, skills and ideas that give a sense of coherence and connectedness to the learning process. A General Education program provides a structure in which the accumulation of knowledge and the practice of disciplined, independent thinking combine to provide students with the understanding and tools that are the hallmark of a college education

An effective General Education program requires the exercise of the thoughtful and precise writing, critical reading, quantitative thinking, and processes of analysis and synthesis which underlie valid reasoning. Therefore, students must have a solid foundation in writing, reading, mathematics, and critical thinking. Built upon these foundational skills are the complex and varied topics that make up traditional academic disciplines in any of the traditional knowledge areas – Arts and Humanities, Mathematics, Physical and Biological Sciences, and Social and Behavioral Sciences – all critical to the central dialogues of general education.

General education also contributes to students' lives outside the educational institutions, and to the communities in which they live. Understanding and appreciating diverse cultures, mastering multiple modes of inquiry and effectively analyzing and communicating information are key skills for an effective and innovative workforce. A General Education program familiarizes students with their place in the context of humanity as a whole, promoting both self-knowledge and an awareness of their relationships to their surrounding communities. General education also grounds students in the ideas, institutions, and practices that are the foundation of a democracy and are essential for the informed exercise of local, national, and global citizenship.

Source: State of Arizona TGECC; Rev. June 17, 1993; Rev. by the GEATF, Nov. 2, 2018

000: Introduction and Definitions

001: Arizona General Education Curriculum

Effective Date: May 1, 2009; Revised February 14, 2019
Purpose: Definition of AGEC
Sources: AGEC Requirements – Overview
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

With the statement of values as common ground, the Arizona public community and tribal colleges and ASU, NAU, and UA have agreed upon a common structure for a transfer general education curriculum. This curriculum provides students attending any Arizona public community or tribal college with the opportunity to build a general education curriculum that is transferable upon completion without loss of credit to another Arizona public community or tribal college or university. This common agreement is called the Arizona General Education Curriculum (AGEC). The AGEC has three forms – the AGEC-A, AGEC-B and AGEC-S.

Institutional Implementation: GEATF

002: AGEC Oversight

Effective Date: May 1, 2009

Revised: June 15, 2017; February 14, 2019

Purpose: To summarize responsibility for AGEC oversight.

Sources: AZCAS Archives— AGEC Requirements Overview

Responsibility / Approval: GEATF, AZTransfer Steering Committee

Policy

The AGEC policies are reviewed and monitored each academic year by the General Education Articulation Task Force (GEATF). The GEATF is comprised of representatives from each Arizona public community and tribal college and ASU, NAU, and UA. The GEATF reports to the AZTransfer Steering Committee.

Institutional Implementation: GEATF

003: Communication of Changes to General Education

Effective Date: May 1, 2009
Revised: June 15, 2017
Purpose: To describe communication procedures for proposed changes in structure.
Sources: APASC Meeting Notes, June 1999
TATF commendation for resolution – TATF Meeting Notes, October 1999
JLBC report including resolution – JLBC Report, 2000
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy
Policy Changes to AGEC structure proposed by Arizona's public institutions of higher education should:

1. Consider transfer articulation, including equivalencies and general education applicability
2. Submit the proposal to the GEATF for discussion and recommendation, and
3. Include a proposed and reasonable implementation date.

The GEATF will forward its recommendation to the AZTransfer Executive and Steering Committees for consideration and approval. Agreed upon resolution will be communicated to all parties by the AZTransfer staff.

Institutional Implementation: AZTransfer Facilitator

100: Admissions and Articulation Policies

- [101: AGEC Admissions Benefits](#)
- [102: AGEC Articulation Benefits and Limitations](#)
- [103: AGEC Transfer Institutions](#)
- [104: Transferability of AGEC Courses Between Community Colleges](#)

101: AGEC Admissions Benefits

Effective Date: June 1998; Revised August 2009; Revised 2018; Revised February 14, 2019
Purpose: Summary of admissions benefits and recognized limitations of AGEC completion.
Sources: ABOR 2-102 Policy Language Citation – GEATF Meeting Notes, May 1998
APASC Discussion – APASC Meeting Notes, June 1998
ABOR policy change approved August 2000
Responsibility & Approval: AZTransfer Steering Committee / Arizona Board of Regents approval

Policy
ASU, NAU, and UA will admit all undergraduate applicants from an Arizona public community or tribal college who complete the Arizona General Education Curriculum (AGEC-A, AGEC-B, or AGEC-S) and have a minimum cumulative grade point average of 2.5 on a 4.00 = A scale [ABOR Admissions – Revised August 2009].

Institutional Implementation: AZTransfer Facilitator

102: AGEC Articulation Benefits and Limitations

Effective Date: Reaffirmed May 1, 2009; Revised February 1, 2018; Revised February 14, 2019
Purpose: To define the agreed upon articulation benefits and recognized limitations of AGEC completion.
Sources: AGEC Requirements – Overview
Responsibility & Approval: AZTransfer Steering Committee / University CAO approval

Policy

1. Completion of the AGEC will fulfill lower division general education requirements at all Arizona public community and tribal colleges and ASU, NAU, and UA, and will be fully applicable to the baccalaureate degree.

2. Beyond completion of the AGEC, individual program or degree requirements will still apply.

3. The AGEC does not replace articulation agreements developed to enhance the transfer process between specific institutions.

Implementation: AZTransfer Facilitator

103: AGEC Transfer Institutions

Effective Date: 2009; Revised February 14, 2019

Purpose: To define the institutions accepting a completed AGEC in transfer.

Sources: AGEC Requirements – Overview

Responsibility & Approval: AZTransfer Steering Committee / Arizona Public and Tribal Institutions CAO approval

Policy

The certified AGEC is transferable from any Arizona public community or tribal college to ASU, NAU, and UA as well as to any other Arizona public community or tribal college.

Implementation: AZTransfer Facilitator

104: Transferability of AGEC Courses Between Community Colleges

Effective Date: April 2003; Revised May 1, 2009; February 14, 2019
Purpose: To describe how AGEC coursework (in absence of a completed AGEC) will transfer and be applied when students attend multiple community colleges.
Sources: GEATF Meeting Notes April 2003
Policy Responsibility & Approval: AZTransfer Steering Committee / Arizona Public and Tribal Institutions CAO approval

Policy

Arizona public community and tribal colleges will accept AGEC coursework from any other Arizona public community or tribal college. AGEC requirements will be accepted and applied as defined by the source institution.The exception is where the "special requirements" are embedded (completed by a combination of courses) as the requirement may not be met in absence of a completed AGEC. Application of AGEC coursework containing embedded "special requirements" is at the discretion of the receiving institution.

Implementation: AZTransfer Facilitator

105: Evaluation of Coursework

Effective Date: February 4, 2021
Purpose: To identify processes for evaluation of coursework for equivalencies and to reaffirm criteria used in those processes.
Sources: Higher Learning Commission Criterion, Steering Committee Meeting Notes Feb 2021
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Consistent with Criterion 4.A.A from the Higher Learning Commission (HLC), each institution "maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum."

Given the obligation as part of maintaining institutional accreditation, courses at HLC-accredited institutions in Arizona are assumed to be equivalent regardless of delivery modality. All credits [within an AGEC, pathway, or transfer associate's degree] are accepted and applied regardless of whether the credit was awarded for course completion on campus or through distance learning or dual enrollment, assessment of prior learning, or via some other nontraditional learning mode.

To determine university equivalencies of community college courses, learning outcomes and course competencies are evaluated through the Arizona Course Equivalency Tracking System. Modality of instruction, campus location, and faculty credentials are not used to determine equivalency.

200: Composition of AGEC

201: AGEC Course Criteria

Effective Date: Reaffirmed May 1, 2009; Revised February 14, 2019; Revised June 6, 2019
Purpose: To describe criteria for including Arizona public community college coursework in AGEC.
Sources: AZCAS Archives: AGEC Requirements – Overview
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

In order for a course to be included in a community or tribal college's AGEC:

1. The course must be accepted for transfer credit as a direct equivalent, departmental elective, or general elective credit at ASU, NAU, and UA according to the Course Equivalency Guide for the academic year in which the course was taken. Courses applied exclusively to the Bachelor of Applied Science are ineligible for inclusion in the AGEC.

2. All courses in the AGEC block must be completed with a grade of "C" or better.

Implementation: AZTransfer Facilitator

202: AGEC-A Requirements

Effective Date: January 1, 1999; Revised February 14, 2019; Revised June 6, 2019; Revised September 5, 2019
Purpose: To define the purpose, subject area and special requirements of the AGEC-A.
Sources: N/A
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy
AGEC-A is a 35 semester-credit* lower division general education curriculum block that fulfills the lower division general education requirements of liberal arts majors (e.g., social science, fine arts, humanities). The block will transfer without loss of credit from any Arizona public community or tribal college to any other Arizona public community or tribal college or ASU, NAU, or UA, and is for students who intend to transfer into liberal arts majors.

I. Subject Area Distribution:
a. English Composition— 6 semester credits*
b. Mathematics: College Mathematics — 3 semester credits
c. Arts and Humanities— 6-9 semester credits
d. Social and Behavioral Sciences— 6-9 semester credits
e. Physical and Biological Sciences— 8 semester credits
f. Options— 0-6 semester credits

TOTAL: 32-35 semester credits*

II. Subject Area Requirements
a. ENGLISH COMPOSITION: The English Composition requirement must be fulfilled by completion of a one-year lower division English Composition sequence. Courses designed exclusively for satisfaction of preparatory composition cannot be counted toward fulfillment of this requirement. (*An exception is made for ASU's ENG 105, NAU's ENG 105, and UA's ENGL 109H, where that single course will meet this composition requirement as outlined in AGEC Policy 305.)
b. MATHEMATICS: Acceptable courses include College Mathematics with Applications (SUN MAT 1142), College Algebra (SUN MAT 1151), Pre-Calculus (SUN MAT 1187), or any quantitative course having College Mathematics with Applications, College Algebra, or Pre-Calculus as a prerequisite.
c. ARTS AND HUMANITIES: Courses that can be used to fulfill this requirement may include,but are not limited to, art, dance, humanities, literature, music, philosophy, religion, theatre arts, or western civilization. Students are encouraged to choose course work from more than one discipline.
d. SOCIAL AND BEHAVIORAL SCIENCES: Courses in this requirement may include, but are not limited to, anthropology, economics, ethnic/race/gender/class studies, history, political science, psychology, cultural geography, linguistics, or sociology. Students are encouraged to choose course work from more than one discipline.
e. PHYSICAL AND BIOLOGICAL SCIENCES: Requires two courses, both with laboratory requirements. Courses in this requirement may include, but are not limited to, astronomy, biology, botany, environmental science, chemistry, geology, physics, physical geography, or zoology.

f. OPTIONS: Includes additional courses approved for subject area or special requirements which enhance the AGEC and expand the preparation of students prior to transfer.

III. Special Requirements
An approved AGEC-A must contain an intensive writing and critical inquiry component and specified awareness area components.
a. Intensive Writing and Critical Inquiry. At least one course after the completion of one semester of the English Composition requirement shall involve the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence.
b. Awareness Areas
1) One course emphasizing ethnic/race/gender/class awareness is required.
2) One course emphasizing contemporary global/international awareness or historical awareness is required.

IV. Special Requirement Structures
The requirements for the intensive writing and critical inquiry component and the specified awareness area components may be met through one of the alternatives listed below.
a. Alternative 1 – Specific Course Alternative
i. At least 3 semester credits of course work in intensive writing and critical inquiry
ii. At least 3 semester credits of course work in ethnic/race/gender/class awareness.
iii. At least 3 semester credits of course work emphasizing contemporary global/international awareness or historical awareness.
b. Alternative 2 – Program Alternative Requirements embedded in total general education course work program.
c. Alternative 3 – Any combination of Alternative 1 and Alternative 2.

Implementation: AZTransfer Facilitator

203: AGEC-B Requirements

Effective Date: April 28, 2006; Revised February 14, 2019; Revised June 6, 2019; Revised September 5, 2019
Purpose: To define the purpose, subject area and special requirements of the AGEC-B.
Sources: N/A
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy
AGEC-B is a 35 semester-credit* lower division general education curriculum block that fulfills the lower division general education requirements of business majors. The block will transfer without loss of credit from any Arizona public community or tribal college to any other Arizona public community or tribal college or ASU, NAU, or UA, and is for students who intend to transfer into business majors.

I. Subject Area Distribution:
a. English Composition: 6 semester credits*
b. Mathematics: Brief Calculus or Calculus I: 3 semester credits
c. Arts and Humanities: 6-9 semester credits
d. Social and Behavioral Sciences: 6-9 semester credits
e. Physical and Biological Sciences: 8 semester credits
f. Computer Information Systems: Introduction to CIS / 3 semester credits
g. Options: 0-3 semester credits

TOTAL: 32-35 semester credits*

II. Subject Area Requirements
a. ENGLISH COMPOSITION: The English Composition requirement must be fulfilled by completion of a one-year lower division English Composition sequence. Courses designed exclusively for satisfaction of preparatory composition cannot be counted toward fulfillment of this requirement. (*An exception is made for ASU's ENG 105, NAU's ENG 105, and UA's ENGL 109H, where that single course will meet this composition requirement as outlined in AGEC Policy 305.)
b. MATHEMATICS: Brief Calculus (SUN MAT 2212) or Calculus I (SUN MAT 2220)
c. ARTS AND HUMANITIES: Courses that can be used to fulfill this requirement may include, but are not limited to, art, dance, humanities, literature, music, philosophy, religion, theatre arts, or western civilization. Students are encouraged to choose course work from more than one discipline.
d. SOCIAL AND BEHAVIORAL SCIENCES: Courses in this requirement may include, but are not limited to, anthropology, economics, ethnic/race/gender/class studies, history, political science, psychology, cultural geography, linguistics, or sociology. Students are encouraged to choose course work from more than one discipline.
e. PHYSICAL AND BIOLOGICAL SCIENCES: Requires two courses, both with laboratory requirements. Courses in this requirement may include, but are not limited to, astronomy, biology, botany, environmental science, chemistry, geology, physics, physical geography, or zoology.
f. COMPUTER INFORMATION SYSTEMS: Requires one introductory computer information systems course (SUN CIS 1120).

g. OPTIONS: Includes additional courses approved for subject area or special requirements which enhance the AGEC and expand the preparation of students prior to transfer.

III. Special Requirements

An approved AGEC-B must contain an intensive writing and critical inquiry component and specified awareness area components.

a. Intensive Writing and Critical Inquiry. At least one course after the completion of one semester of the English Composition requirement shall involve the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence.

b. Awareness Areas

1) One course emphasizing ethnic/race/gender/class awareness is required.

2) One course emphasizing contemporary global/international awareness or historical awareness is required.

IV. Special Requirement Structures

The requirements for the intensive writing and critical inquiry component and the specified awareness area components may be met through one of the alternatives listed below.

a. Alternative 1 – Specific Course Alternative

i. At least 3 semester credits of course work in intensive writing and critical inquiry

ii. At least 3 semester credits of course work in ethnic/race/gender/class awareness.

iii. At least 3 semester credits of course work emphasizing contemporary global/international awareness or historical awareness.

b. Alternative 2 – Program Alternative Requirements embedded in total general education course work program.

c. Alternative 3 – Any combination of Alternative 1 and Alternative 2.

Implementation: AZTransfer Facilitator

204: AGEC-S Requirements

Effective Date: April 28, 2006; Revised February 14, 2019; Revised June 6, 2019; Revised September 5, 2019; Revised February 4, 2021
Purpose: To define the purpose, subject area and special requirements of the AGEC-S.
Sources: N/A
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

AGEC-S is a 35-37 semester-credit* lower division general education curriculum block that fulfills the lower division general education requirements of majors with more stringent mathematics and mathematics-based science requirements. The block will transfer without loss of credit from any Arizona public community or tribal college to any other Arizona public community or tribal college or ASU, NAU, or UA, and is for students who intend to transfer into majors with more stringent mathematics and mathematics-based science requirements.

I. Subject Area Distribution:

a. English Composition: 6 semester credits*

b. Mathematics: 3 semester credits

c. Arts and Humanities: 6 semester credits

d. Social and Behavioral Sciences: 6 semester credits

e. Physical and Biological Sciences: 8 semester credits

f. AGEC-S Options: Mathematics or Science appropriate to major: 6-8 semester credits

TOTAL: 32-37 semester credits*

II. Subject Area Requirements

a. ENGLISH COMPOSITION: The English Composition requirement must be fulfilled by completion of a one-year lower division English Composition sequence. Courses designed exclusively for satisfaction of preparatory composition cannot be counted toward fulfillment of this requirement. (*An exception is made for ASU's ENG 105, NAU's ENG 105, and UA's ENGL 109H, where that single course will meet this composition requirement as outlined in AGEC Policy 305.)

b. MATHEMATICS: Acceptable courses include the first course in the calculus sequence or any mathematics course for which that course is a prerequisite.

c. ARTS AND HUMANITIES: Courses that can be used to fulfill this requirement may include, but are not limited to, art, dance, humanities, literature, music, philosophy, religion, theatre arts, or western civilization. Students are encouraged to choose course work from more than one discipline.

d. SOCIAL AND BEHAVIORAL SCIENCES: Courses in this requirement may include, but are not limited to, anthropology, economics, ethnic/race/gender/class studies, history, political science, psychology, cultural geography, linguistics, or sociology. Students are encouraged to choose course work from more than one discipline.

e. PHYSICAL AND BIOLOGICAL SCIENCES: 8 credits of university chemistry (SUN CHM 1151 & SUN CHM 1152), or 8 credits of university physics (SUN PHY 1121 & SUN PHY 1131), or 8 credits of university biology (SUN BIO 1181 & SUN BIO 1182) or 8 credits of geology (SUN GLG 1101 & SUN GLG 1102).

Students should select the science appropriate to the major.

f. AGEC-S OPTIONS: Includes additional courses approved for subject area or special requirements which enhance the AGEC-S and expand the preparation of students prior to transfer. Courses in this area should be selected according to lower division requirements for the student's intended Bachelor of Science degree. Courses in this requirement may include, but are not limited to, mathematics courses above Calculus I and/or science courses from astronomy, biology, botany, chemistry, computer science, engineering, environmental science, geology, physical geography,physics or zoology.

III. Special Requirements

An approved AGEC-S must contain an intensive writing and critical inquiry component and specified awareness area components.

a. Intensive Writing and Critical Inquiry. At least one course after the completion of one semester of the English Composition requirement shall involve the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence.

b. Awareness Areas

1) One course emphasizing ethnic/race/gender/class awareness is required.

2) One course emphasizing contemporary global/international awareness or historical awareness is required.

IV. Special Requirement Structures

The requirements for the intensive writing and critical inquiry component and the specified awareness area components may be met through one of the alternatives listed below.

a. Alternative 1 – Specific Course Alternative

i. At least 3 semester credits of course work in intensive writing and critical inquiry

ii. At least 3 semester credits of course work in ethnic/race/gender/class awareness.

iii. At least 3 semester credits of course work emphasizing contemporary global/international awareness or historical awareness.

b. Alternative 2 – Program Alternative Requirements embedded in total general education course work program.

c. Alternative 3 – Any combination of Alternative 1 and Alternative 2.

Implementation: AZTransfer Facilitator

205: AGEC Subject Area Breadth

Effective Date: Reaffirmed May 1, 2009

Purpose: To encourage breadth of study in general education subject areas while recognizing variation in instructional structure.

Sources: Policy Language Citation – GEATF Meeting Notes, May 1999, Jan 2008

APASC Acceptance – APASC Meeting Notes, October 1999

Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

Within the AGEC Subject Area Requirements for Arts and Humanities and for Social and Behavioral Sciences, it is recommended that institutions adopt AGEC policies and practices that encourage breadth within the general education.

Implementation: AZTransfer Facilitator

300: Substitutions in AGEC – Curricular Policies

- [301: ADA Accommodations for AGEC Mathematics Requirements](#)
- [302: Credit by Examination](#)
- [303: Transfer Credit from Non-AGEC Granting Institutions](#)
- [304: Double Dipping of AGEC and Major Courses](#)
- [305: One Semester First-Year Composition Transfer From Universities](#)

301: ADA Accommodations for AGEC Mathematics Requirements

Effective Date: Reaffirmed May 1, 2009
Revised: February 16, 2017, Revised February 6, 2020
Purpose: To describe permissible mathematics accommodation to AGEC for those with documented disability.
Sources: Policy Language Citation – GEATF Meeting Notes, May 2000
APASC Acceptance – APASC Meeting Notes, June 2000
*Responsibility & Approval: *GEATF / AZTransfer Steering Committee

Policy

1. Substitutions of coursework meeting the AGEC-A mathematics requirement will be permitted for students with a documented disability affecting their potential for success in college level math. A substitution of coursework that meets the AGEC-A Math learning outcome may be approved by a community college for individual students to satisfy the AGEC-A math requirement.

2. As math has been determined essential for the AGEC-B and AGEC-S, no substitution will be granted for these AGECs.

Implementation: AZTransfer Facilitator

302: Credit by National Standardized Examinations

Effective Date: February 2000; Revised February 4, 2021

Purpose: To describe Credit by Examination options permissible for AGEC.

Sources: GEATF Policy Language Citation – GEATF Meeting Notes, February 2000

APASC Clarification – APASC Meeting Notes, October 2000

Additional GEATF discussion re: DANTES – GEATF Meeting Notes, April 2003

General policy towards non-traditional credits – GEATF Meeting Notes, May 2000

Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

The application of Advanced Placement (AP), Cambridge International Exams (CIE), College-Level Examination Program (CLEP), DSST (formerly DANTES Subject Standardized Tests), and International Baccalaureate (IB) program credits, or any other proficiency exams approved for use by the AZTransfer Steering Committee, to the Arizona General Education Curriculum is determined by the Arizona public community or tribal college certifying the AGEC.

303: Transfer Credit from Non-AGEC Granting Institutions

Effective Date: April 2003
Purpose: To describe the AGEC applicability of transfer credit from other regionally accredited institutions.
Sources: Policy Language Citation – APASC Meeting Notes, April 2003, GEATF
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

Coursework transferred from regionally accredited non-AGEC granting institutions may be applied to AGEC as follows:

1. Transfer coursework deemed by the AGEC granting institution to be equivalent to a course on that institution's formal AGEC list may be used to satisfy AGEC in the same manner as the institution's own course.

2. Transfer coursework that is equivalent to a non-AGEC course may not be used to satisfy AGEC.

3. Transfer coursework not having a direct equivalency shall be evaluated by the AGEC granting institution using the AGEC granting institution's own institutional curricular standards for identifying AGEC courses.

Implementation: AZTransfer Facilitator

304: Double Dipping of AGEC and Major Courses

Effective Date: Reaffirmed May 1, 2009; Revised February 4, 2021
Purpose: To describe the permissibility of "double dipping" or sharing coursework between the AGEC and the major, pathway, concentration, or degree program at the community college.
Sources: Policy Language Citation – APASC Meeting Notes, April 2003, GEATF
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy
"Double dipping" is the sharing of coursework between AGEC and major, pathway, concentration, or degree program requirements which allows the student to meet both requirements with a single course.

There is no statewide policy that prohibits double-dipping between the AGEC and a major, pathway, concentration, or degree program at the community college. Permissibility of double-dipping is therefore at the discretion of the public community or tribal colleges.

305: One Semester First-Year Composition Transfer From Universities

Effective Date: Reaffirmed May 1, 2009; Revised June 6, 2019; Revised September 5, 2019
Reaffirmed: GEATF October 28, 2016
Purpose: To define how universities' single semester English Composition Courses will be applied to AGEC.
Sources: APASC Meeting Notes, April 2003, October 2004
Policy Regarding Transfer of NAU's ENG105 APASC Meeting Notes, October 2004
GEATF Discussion – GEATF Meeting Notes, April 2003
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

For the purpose of meeting the AGEC First-year English composition requirement, a student will complete English Composition I and II (SUN ENGL 1101 and SUN ENGL 1102). An exception is made for ASU's ENG 105, NAU's ENG 105, and UA's ENGL 109H, where that single course will meet this composition requirement.

Implementation: AZTransfer Facilitator

400: Transcripting and Certification Policies

- [401: AGEC Transcripting Requirements](#)
- [402: Minimum Credits in Residency](#)
- [403: Pass/Fail Coursework](#)
- [404: Quarter Credit Hours](#)

401: AGEC Transcript Requirements

Effective Date: Reaffirmed May 1, 2009; Revised February 3, 2022
Purpose: To describe the requirements for documenting AGEC completion.
Sources: Policy Language Citation – APASC Meeting Notes, April 2003, October 2004
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

Students who complete or plan to complete the Arizona General Education Curriculum (AGEC) will have the AGEC posted on their transcripts. Community colleges will make provisions to ensure that there is a process for the evaluation and review of completed coursework for inclusion in the AGEC. AGEC granting institutions will be required to indicate on the official transcript that a student has completed the requirements for the AGEC, and indicate whether it is the AGEC-A, AGEC-B, or AGEC-S.

402: Minimum Credits in Residency

Effective Date: February 2001

Purpose: To define the minimum number of credits that must be completed in residency at the AGEC granting institution.

Sources: Policy Language Citation – GEATF Meeting Notes, August, 2000

APASC Adoption of Policy – APASC Meeting Notes, February, 2001

Responsibility & Approval: Policy Language Citation – GEATF Meeting Notes, August, 2000

APASC Adoption of Policy – APASC Meeting Notes, February, 2001

Policy

The residency requirements for AGEC is set as a district prerogative. Each AGEC granting district shall determine the minimum number of AGEC credits that must be completed within the AGEC granting district in order to award the AGEC.

Implementation: AZTransfer Facilitator

403: Pass/Fail Coursework

Effective Date: September 2008; Revised March 26, 2020; Revised February 4, 2021
Purpose: To define the AGEC applicability of Pass/Fail coursework.
Sources: APASC September, 2008
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy

On an exception basis, P grades may be allowed in the AGEC for transfer credit, if documentation collected by the community college indicates that the P grade issued was the only option for the student and the P is C or Better. The P grade exception does not apply to credits awarded by Arizona public community and tribal colleges.

A grade of "Passing (P)" or "Satisfactory (S)" is not applicable to the Arizona General Education Curriculum (AGEC) except when awarded for a national standardized examination as described in AGEC Policy 302.

For Spring 2020 only, students who choose a "P" or "S" grade in an AGEC course in response to the COVID-19 emergency may use this grade to complete their AGEC requirements if allowed by their institution and where the institution defines a "P" or "S" as equivalent to a "C" or better. Arizona universities will accept "P" or "S" grades earned in AGEC courses during Spring 2020.

404: Quarter Credit Hours

Effective Date: September 2008
Revised: December 4, 2015
Purpose: To describe the applicability of quarter-hour coursework to AGEC.
Sources: GEATF, November 1999; APASC, June 2000; AZTransfer Steering Committee, December 4, 2015
Responsibility & Approval: GEATF / AZTransfer Steering Committee

Policy:
The following guidelines are for the purpose of applying course work transferred from institutions using quarter-hours to the Arizona General Education Curriculum (AGEC) and all transfer degrees in the transfer model.

1. One (1.00) quarter hour = 0.66 repeating semester hours.
2. Quarter-hour courses may be applied in each AGEC category using the following formulae:
a. No fewer than four quarter-hours of coursework are required to fulfill a 3 semester AGEC categorical requirement (4 quarter-hours for 2.67 semester credits).
b. No fewer than five quarter-hours of coursework are required to fulfill a 4 semester-hour AGEC categorical requirement (5 quarter-hours for 3.33 semester credits).
c. No fewer than eight quarter-hours of coursework are required to fulfill a 6 semester-hour AGEC categorical requirement (8 quarter-hours for 5.33 semester credits).
d. No fewer than twelve quarter-hours of coursework are required to fulfill a 9 semester-hour AGEC categorical requirement (12 quarter-hours for 8.0 semester credits).

The minimum credit hours for the AGEC (35 semester hours) must be met for the granting institution to certify an AGEC. A deficiency in an AGEC category due to quarter-hour application must be recovered by additional credits to a total of 35 AGEC credits.

Implementation: AZTransfer Facilitator

AGEC Outcomes

Composition

Students will, using writing skills, communicate information, ideas, and arguments in a clear and effective manner.

Mathematics

Students will use analytical methods to solve problems.

Arts & Humanities

Students will develop an appreciation of the arts.

Social & Behavioral Sciences

Students will assess the major concepts, theoretical perspectives, empirical findings, and historical trends in behavioral sciences.

Physical & Biological Sciences

Students will promote scientific inquiry using the scientific method.

Special Requirements

Intensive Writing and Critical Inquiry

Students will demonstrate critical inquiry through writing, by gathering, interpreting, and evaluating evidence

Ethnic/Race/Gender Awareness

Students will analyze the complexity of humanity and its significance for the individual and for society.

Global/International or Historical Awareness

Students will provide and understanding of local, national, and world issues and events from a global, multicultural, and/or historical perspective.

General Critical Thinking

Students will think critically, make informed decisions, solve problems, and implement decisions.

Statewide Meetings

- Login Information
- AZTransfer Staff Duties & Responsibilities
- AZTransfer Facilitator Duties & Responsibilities
- Timelines for Processing
- Completing the ATF Meeting Report
- Meeting Chair Duties & Responsibilities
- Meeting Host Duties & Responsibilities
- Lead Faculty Member Duties & Responsibilities
- Alternate Faculty Member Duties & Responsibilities
- Meeting Chair / Host Duties & Responsibilities for All Other Meetings

Login Information

To gain login access to restricted areas of AZTransfer.com:

1. Contact the Senior Director of Technology via email to info@aztransfer.com to request a user name and password
2. Access the Articulation Task Force web portal: http://www.aztransfer.com/atf
3. Click on ATF Chatlines Login.

AZTransfer Staff Duties & Responsibilities

Before Meetings

1. Remind AZTransfer Facilitator to update their faculty members on all appropriate ATF lists.
2. Thirty (30) days (August, September, and October) prior to the meetings, send an email to the meeting chair, host and AZTransfer Facilitator assigned to each ATF meeting that includes the following information:
   Meeting details (day, date, time, location, and responsibilities of chair and host).
   Include links to allow the chair and the host access to the Chatlines to post the agenda, directions, parking information, meal arrangements, and other details.
3. Thirty (30) days prior to the meeting, send email to all ATF members.

After Meetings

1. Contact chair and AZTransfer Facilitator if ATF meeting report is not posted within 14 days of the meeting.
2. Review ATF meeting report and meeting notes for action items.
3. Review ATF meeting report and meeting notes for items that need to be presented to the Steering Committee.
4. Review ATF meeting report and meeting notes for follow-up items.
5. If report is not posted within 30 days, alert the AZTransfer Facilitator at the chair's institution.

AZTransfer Facilitator Duties & Responsibilities

Before ATF Season

1. Provide training to ATF faculty at your institution. Training materials are available on the ATF Dashboards accessible from the Faculty and Staff Portals on aztransfer.com
2. Attend the Facilitator Training Retreat.
3. Verify ATF membership at your institution and update the ATF Chatlines.

Before Meetings

1. Thirty (30) days prior to the meeting, contact the chair (and host if appropriate) to discuss the agenda and the meeting in general. Ensure that the ATF chair understands the pathway, common course, CEG updating procedures, and the time required for these items on the agenda. Additional assistance should be provided as needed.
2. Confirm with host that meeting room is scheduled with necessary technology (computer project, internet connection, and conference phone).
3. Review prior ATF reports and meeting notes before attending the meeting to ensure that appropriate changes have been made and that any tabled agenda items from previous meetings are included on the new agenda.
4. Review Common Course Matrix for the ATF. Contact fellow AZTransfer Facilitators to discuss any discrepancies from previous years.

During Meetings

1. Present the AZTransfer statewide update; annually this will be updated and provided by AZTransfer it is also available online after the summer training on the AZTransfer Facilitator Portal http://facilitators.aztransfer.com
2. Ensure that members sign in on an attendance sheet with their name and institution.
3. It is optional to bring documents to the meeting (or ask members to bring only if there are changes) to effectively review:
   - AGEC (confirm);
   - Pathways (confirm);
   - Shared majors (confirm);
   - Common Course Matrices (see Appendix E for instructions);
   - CEG pages – be sure to announce all changes to ensure they are on the ATF Meeting Report and in the meeting notes.*
4. Identify source and target institutional ATF lead members discussing changes to CEG pages.
5. Assist with the CEG updates during this portion of the meeting:
   - While discussing any curricular changes is appropriate at ATF meetings, only changes to existing target institution equivalencies can be acted upon at the meeting and subsequently submitted through ACETS. New source institution courses, course deletions, and modified courses must be submitted through ACETS to properly process and approve the courses at the source institution. Concerns and questions about the process should be directed to their AZTransfer Facilitator.

- When target and source institutional representatives agree to target institution equivalency changes, the AZTransfer Facilitator will note the change by using the appropriate ACETS process of creating and submitting an ATF – CEG Change From. This step may be done during the meeting or immediately after the meeting, depending on the AZTransfer Facilitator's preference.
- Universities may document the agreed changes and forward the agreement to their AZTransfer Facilitator.
- All recommended CEG changes are subject to review and final approval by the target institution.

6. If faculty request to change equivalencies, the AZTransfer Facilitator will record their names, institutions, and recommended equivalency changes and enter recommendations on ATF – CEG Change Form.

7. Remind members that home institutions will review all recommendations.

8. All other CEG business (new, modified, and deletion courses) is handled through the regular ACETS process.

9. Request that each member review membership and contact AZTransfer Facilitator to report changes.

After Meetings

1. Process ATF CEG recommendations. ATF CEG recommendations are CEG equivalency changes to the target institution's existing equivalencies. These recommendations are always tentative, pending approval, and are forwarded to the respective target institution's AZTransfer Facilitator for final review and approval or denial. Within 45 days of receipt of ATF-recommended CEG changes, the target institution's AZTransfer Facilitator will follow their institutions' internal procedures to:
- Determine final approval or denial of the recommended change. This determination will include review for compliance with the criteria for upper/lower-division courses, accuracy, consistency, and statewide and institutional policies.
- Assist in the determination of general education designation, if appropriate.
- Advise the source institution's AZTransfer Facilitator of approval of, change to, or denial of the recommended change.
- Facilitate the updating of the target institution's CEG transfer articulation tables, if necessary.

2. Process AGEC, Pathway and/or Common Course Changes. Recommendations for changes to the AGEC, pathways, and/or common course matrix are relayed on behalf of ATF by the ATF report to AZTransfer staff, who ensure that the recommendations are reviewed by the community colleges and universities (according to the timelines below). Next, AZTransfer staff posts the correct version of the relevant common course matrix to the AZTransfer website.

Timelines for Processing Common Course and Exam Equivalency Recommendations

Deadline for AZTransfer staff to receive common course recommendation from ATF chair	February 1
Deadline for draft information to be posted to the administrative area of the AZTransfer website	February 10
Deadline by which community colleges and university should have reviewed common course recommendations	April 7
Deadline for re-posting matrices for Steering Committee approval	April 14

Completing the ATF Meeting Report

Preparing and Submitting the ATF Meeting Report

AZTransfer Facilitator

- During/after the ATF meeting, the AZTransfer Facilitator will initiate an ATF report by choosing the Add ATF Meeting Report option from the administrative section of the Faculty and Staff Portal.
- Generally, the AZTransfer Facilitator will complete attendance, next meeting information, changes to common course matrices, pathways, CEG changes, exam equivalencies, etc. The Facilitator will verify that common course and exam matrix changes have been entered in as Proposed Matrix Changes in the ATF Administrator formally Chatlines.
- When the meeting report is complete save changes and review than final submit the report. If you are not ready to submit the report be sure to save changes; you will be able to log in and complete later.
- The AZTransfer Facilitator may then make changes, add attachments, or just click Save Changes then Final Submit, located in the upper left corner.
- When the report is complete an email will be automatically sent to the AZTransfer staff to notify them that the report is complete and ready for review. The AZTransfer staff will review; if it is complete the report will be finalized and posted on the ATF Dashboard, if additional information is needed AZTransfer will work with you to ensure all necessary information is included.

Adding Attachments

AZTransfer Facilitator

AZTransfer Facilitators are encouraged to use the Add Attachments feature in the ATF meeting report. Types of documents that could be included are meeting notes, attendance sheets, and curriculum updates from members, ATF CEG changes, and membership updates.

Steps for adding an attachment are as follows:

1. At the bottom of the ATF meeting report, click on the Add Attachment button.
2. Click on the Browse button located to the right of the File Upload box.
3. Navigate to the file you would like to attach (similar to adding an attachment to an email).
4. Use the file type drop-down menu to identify attachment type: PDF, MS Word, RTF, HTML, and Plain Text files.
5. If adding curriculum updates from members, type Institution Name – Update Type.
6. Enter a name that explains what the attachment is.
7. Click Save Attachment.

The attachment will be accessible through ATF meeting report. Attachments to the ATF meeting report can be added after the report has been finalized. If the minutes are not prepared when the report is posted (within two weeks of the meeting), they can be added later.

Final Report Review

AZTransfer Facilitator

- If you need to return to complete the report the AZTransfer Facilitator logs back into the administrative section of the Faculty and Staff Portal (formally ATF Portal Page) to access the report by clicking the Query Page – My Forms link, then the View button next to the report.
- The AZTransfer Facilitator may then make changes, add attachments, or just click Save Changes then Set Approved, located in the upper left corner.
- When the AZTransfer Facilitator sets the report as final, the system prompts to send a automatic email to the AZTransfer office to notify them the report is complete.
- On the ATF Dashboards, under Past Meetings, members can link to the ATF meeting reports and attachments from past meetings.
- ATF meeting reports are accessible from the meeting calendar on the AZTransfer.com home page under the Faculty and Staff Portal http://aztransmac2.asu.edu/cgi-bin/WebObjects/ATF.woa

Meeting Chair Duties & Responsibilities

Before Meetings

1. Review information from AZTransfer staff.
2. Review information from the AZTransfer Facilitator assigned to your meeting.
3. Review information on your ATF Dashboard (formally portal page).
4. At least 21 days prior to the meeting coordinate details with the host.
5. At least 21 days prior to the meeting, send an email to the members regarding:
   - Meeting details;
   - Meeting agenda (and ask for agenda items);
   - Ask members to review their institutional information on the ATF Dashboard;
6. Post agenda to the meeting calendar, accessible from the Dashboard.

During Meetings

1. Identify a note taker to record the ATF meeting notes (consider rotating this task in alphabetical order by institution and alert the designated note taker in advance).
2. Distribute an attendance sheet.
3. Coordinate business items with the assigned AZTransfer Facilitator.
4. Lead the members through all other agenda items and institutional reports.

After Meetings

1. Ask the note-taker to send a draft of the meeting notes to the chair and the assigned AZTransfer Facilitator. It is optional to send the notes to the ATF membership for review.
2. Work with the assigned AZTransfer Facilitator to ensure accuracy of the ATF meeting report.
3. Ensure all documents that need to be posted to the ATF meeting report are sent electronically to the chair and/or the AZTransfer Facilitator.
4. Work with AZTransfer Facilitator to ensure that the ATF meeting report and ATF meeting notes are posted within 14 days of the meeting.
5. Represent ATF in any further discussions or meetings related to articulation issues.
6. If the ATF requests that an item to to the AZTransfer Steering Committee, the Chair may need to attend AZTransfer Steering Committee meetings on behalf of the ATF.

Meeting Host Duties & Responsibilities

Before Meetings

1. Confirm with the chair the day, date, and time for the ATF meeting.
2. Schedule a room with computer, projector and Internet access.
3. Set up teleconference / virtual meeting equipment (speakerphone, phone line, video camera, etc.) for virtual meetings and those participating by phone.
4. Make parking arrangements.
5. Signage directing members to the meeting room is helpful.
6. It is optional to provide refreshments and/or lunch or to make arrangements for a no-host lunch by providing meal options, cost, and RSVP deadline in an e-mail to members.
7. Post meeting details to the meeting calendar and ATF Dashboard (formally ATF Portal Page).
8. Send/post maps and directions to the meeting location and include parking instructions and fees.
9. Include emergency contact information in case a member gets lost.
10. Recommend lodging for members traveling long distances.
11. Make special accommodation arrangements if requested. The AZTransfer Steering Committee policy for accommodations is as follows: If an individual requires disability support services for a statewide meeting, the chair, host and articulation facilitator (AZTransfer staff) should be contacted two (2) weeks prior to the meeting with information about the specific services needed. After the two (2) week window, the host institution and the articulation facilitator (AZTransfer staff) will make their best effort to provide the services needed. The AZTransfer Steering Committee will fund any disability support services that are needed at statewide transfer meetings. If the individual requiring services cancels within 72 hours of the meeting, the individual's institution must assume the costs of the services.

During Meetings

1. Ask an administrator to give a welcome address to your guests (optional).
2. Schedule a tour of your campus or facilities relevant and of interest to your discipline (optional).
3. Review housekeeping items including location of restrooms, water fountains, coffee shop, elevators, lunch plans, special events after the meeting, other state meetings, etc.

After Meetings

No further duties.

Faculty Member Duties & Responsibilities

Before Meetings

1. Review the following information that can be linked to from your ATF Dashboard (formally ATF Portal Page):
   - Meeting details;
   - Common course matrix: pathway, AGEC, shared majors, elective and common courses, if applicable;
   - Institutional membership list for your ATF;
   - CEG pages (access by linking to the appropriate college course prefix via ATF Dashboard);
   - ATF meeting reports and notes from the prior year.
2. Prepare to provide an update about your institution and be ready to send it electronically.
3. Consult with your institutional colleagues concerning articulation issues or other agenda items.
4. Communicate concerns and issues with ATF members from other institutions so that articulation activities may be handled efficiently during the meeting.
5. Be prepared to discuss course or program changes, additions, or deletions that have been proposed or approved since the last ATF meeting.
6. Discuss with your Chief Academic Officer the possibility of volunteering to chair and/or host the next ATF meeting.

During Meetings

1. Recommend and tentatively approve changes, if needed, to current course equivalencies and provide these to the designated AZTransfer Facilitator.
2. Recommend and respond to modifications, additions, and/or deletions to common course matrices. These recommendations are to be included in the ATF meeting and communicated to each institution's AZTransfer Facilitator.
3. Confirm the accuracy of the AGEC and pathway.
4. Communicate changes regarding general education, program admission, and any changes in student transfer information that directly affect the ATF members and/or their students.
5. Provide any other appropriate institutional updates.
6. **FOR LEAD FACULTY ONLY:** Be prepared to vote on all issues on behalf of your institution. There is only one vote per institution/district.

After Meetings

1. Share appropriate information with your institution for discussion, particularly the impact of CEG, common course matrix and/or exam equivalency changes.
2. Calendar your next meeting.
3. Determine if any of the CEG, exam equivalency, common course and/or other proposed changes impact your program and/or institution. If so, communicate appropriately to your campus community members.
4. If a formal report is required/was presented, follow-up by submitting an electronic version to the chair.

5. Provide your institutional colleagues with a meeting overview and distribute information received at the meeting. As a representative of your institution, you are responsible for making sure that your colleagues and other personnel concerned with articulation have the most current information. The distribution may include, but is not limited to: AZTransfer Facilitator, department/division chair, counselors and/or program advisors.

Alternate Faculty Member Duties & Responsibilities

If the lead member is unable to attend an ATF meeting, the designated alternate will do so and carry the voting privilege of the lead member for the institution/district.

Meeting Chair / Host Duties & Responsibilities for All Other Meetings

Chair

1. Consult with meeting host on day, date, time, location, directions, food, and parking.
2. Collect items and develop agenda for the meeting.
3. Correspond with members on the following:
   - Date, time, and location of next meeting;
   - Request agenda items and provide a deadline for submission of agenda items;
   - Ask if special accommodations are needed. The chair, host, and AZTransfer staff need to be informed at least two but preferably three weeks prior to meeting if special accommodations are required.
4. Post agenda, handouts and meeting details to the meeting calendar. Within ten (10) days prior to the meeting, inform members via listserv that the documents are posted.
5. Identify/confirm note-taker, and send reminders in advance of the meeting.
6. Preside over meeting.
7. Establish subcommittees/workgroups as needed.
8. Review/edit meeting notes to ensure decisions/actions are recorded.
9. Send draft notes to listserv for review and approval at next meeting.
10. Post approved meeting notes to the meeting calendar and inform members via listserv they are posted.

Host

1. Secure a meeting room to accommodate appropriate number of attendees.
2. Schedule a room with computer, projector and Internet access.
3. Set up teleconference / virtual meeting equipment (speakerphone, phone line, video camera, etc.) for virtual meetings and/or members participating by phone.
4. Provide directions to campus and meeting room.
5. Provide parking instructions and other pertinent information and attach to meeting calendar through the ATF Chatlines application.
6. Advise attendees ahead of time whether food is available and if so, is it host or no-host. It is not an expectation that host institution pays for refreshments/meals. # The meeting room should be near food facilities for a lunch break and/or make arrangements to have lunches delivered to meeting room and let members know in # advance the amount of money they should bring.
7. Send a list of convenient lodging (hotel/motel) if necessary.
8. Arrange for special accommodations as needed.

Additional Resources & Information

Language Proficiency

The materials available here were developed by the Languages Articulation Task Force, a group of faculty members representing each of Arizona's public community colleges and universities.

Criteria for Demonstrating Language Proficiency – tells you about different ways in which Arizona students may demonstrate 4th semester language proficiency at Arizona public community colleges and universities.

CLEP Score chart – provides information about the common cut-off scores and corresponding credit granted for the College Level Examination Program (CLEP) in French, German, and Spanish (only). (cf. Criterion 3 in the Criteria for Demonstrating Language Proficiency).

Verification of Language Proficiency Form – printable form for use by Faculty to affirm verification of a student's language proficiency (cf. criterion 4 in the "Criteria for Demonstrating Language Proficiency" document above).

Learning Outcomes for Commonly Taught Languages – provides information about learning outcomes for language courses in the first 4-semester sequence (typically 101, 102, 201, and 202) of commonly taught languages (i.e., French, German, Italian, Spanish).

Learning Outcomes for Less Commonly Taught Languages – provides information about learning outcomes you should expect for language courses in the first 4-semester sequence (typically 101, 102, 201 and 202) of less commonly taught languages (i.e. Chinese, Japanese, Tohono O'odham, Navajo)

Learning Outcomes for American Sign Language – provides learning outcomes you should expect for the first 4-semester sequence (typically 101, 102, 201, 202) of courses in American Sign Language (ASL)

Upper Division Language & Cultures

- Completion of six semester hours of upper-division courses that have a Global Awareness (G) or Cultural Diversity © designation, in addition to the courses used to meet the University General Studies requirements or four (4) sequential semesters of one foreign language or two (2) semesters of a current computer language. Adjustment to upper division hours is required if lower division courses are used.

Math Competencies

Beginning Algebra
MAT 090, 091, 092

Linear

- Simplifying expressions
- Solving equations with one variable
- Solving inequalities
- Using formulas and solving literal equations
- Graphing equations
- Slope
- Function definition and notation

2×2 Systems

- Graphing
- Substitution
- Elimination

Polynomials

- Rules of exponents
- Operations with polynomials

Factoring Techniques

- GCF
- Trinomials
- Difference of squares

Intermediate Algebra
MAT 120, 121, 122

Solve Inequalities

- Compound
- Absolute Value
- Factoring Techniques
- Advanced
- Cubes

Rational Functions

- Expressions
- Equations

Radical Functions

- Expressions
- Equations

Quadratic Functions

- Discriminant
- Completing the square
- Quadratic formula
- Complex Solutions
- Graphing

Optional Topic

- Exponential and logarithmic functions

College Math
MAT 142

Topics

- Probability
- Descriptive statistics
- Normal distribution
- Finance
- Modeling
- Proportional reasoning/dimensional analysis

Competencies

- Modeling using linear, exponential, or other functions
- Demonstrate fluency with formulas
- Calculate, display and interpret measures of central tendency, variability, and position
- Solve finance problems including loans, amortization, investments
- Evaluate reasonableness of an answer
- Solve contextual problems using proportional reasoning and dimensional analysis

College Algebra

MAT 150, 151, 152

Functions

- Domain and range
- Graphing
- Composition

Complex Numbers

- Basic operations

Polynomial Functions

- Zeros
- Remainder and factor theorem
- Graphing

Rational Functions

- Graphing
- Applications

Inverse Functions

- 1-to-1
- Domain and range

Exponential and Logarithmic Functions

- Graph
- Simplify expressions
- Convert
- Solving

Systems

- Linear and/or non-linear
- Applications
- Inequalities
- Matrices

Optional Topics

- Sequences and series
- Conic sections
- Combinatorics

Pre-Calculus
MAT 187

*Note that Trigonometry/Precalculus II competencies include all of the listed Trigonometric topics denoted by *.*

Functions

- Domain and range
- Graphing
- Composition

Polynomial Functions

- Zeros and complex zeros
- Remainder and factor theorem
- Graphing

Rational Functions

- Graphing
- Applications

Inverse Functions

- 1-to-1
- Domain and range

Exponential and Logarithmic Functions

- Graph
- Simplify expressions
- Convert
- Solving

*Trigonometric Functions

- Measuring angles using degrees and radians
- Use the unit circle to define trigonometric functions
- Use right triangles to define trigonometric functions
- Graphs
- Inverse trigonometric functions (including domains and ranges)
- Solving trigonometric equations
- Applications

*Other Topics in Trigonometry

- Trigonometric identities

- Law of sines
- Law of cosines
- Introduction to vectors

Optional Topics

- Systems, linear and/or non-linear
- Inequalities
- Matrices
- Sequences and series
- Conic sections
- Combinatorics
- Introduction to limits
- Introduction to polar coordinates
- Introduction to parametric equations

SUN Implementation Guidelines

Based on the results of AZTransfer's SUN System student survey and focus groups, colleges are asked to follow these implementation and marketing tactics recommended by students:

- Integrate the SUN numbering icon in print and online course catalogs / schedules.
- Link to the SUN website on college sites in strategic locations such as student portals/online centers, transfer program pages, and news or blog sections.
- Promote SUN on college social media accounts.
- E-mail all students with an announcement introducing SUN.

The examples below are designed to help you effectively implement and market the SUN System to students in order to maximize awareness and help students select SUN courses at your institution. Examples are provided for print catalogs and online course listings.

The SUN Icon in College Catalogs

Results from a student survey about the SUN System show that 95% of students either strongly agree or agree that the SUN icon makes it easier to identify SUN courses in a printed catalog. One student said "When I select classes I want to see both the course number and the SUN in the description."

The SUN Icon Online

In online catalogs and course listings, the SUN icon can be placed prominently next to the college's course number or course name.

Transcript Samples

Below are links to transcripts from Arizona's community colleges on which both an **AGEC and associate's degree** are designated:

Arizona Western College
Central Arizona College
Cochise College
Coconino Community College
Eastern Arizona College – Page 1
Eastern Arizona College – Page 2
Maricopa Community Colleges
Mohave Community College
Northland Pioneer College
Pima Community College
Yavapai College

The links below are examples of how Arizona's community colleges display **Prior Learning Assessment** credit on a transcript:

Arizona Western College
Cochise College
Coconino Community College
Coconino Community College – Certificate Example
Eastern Arizona College
Maricopa Community Colleges
Mohave Community Colleges
Northland Pioneer College
Pima Community College
Yavapai College

Acronyms

ACRONYM	DEFINITION
AAAA	Arizona Academic Administrators Association
AAAATF	Arizona Academic Advising Articulation Task Force
AA/GR	Associate in Arts/General Requirements (Transfer Pathway)
AA/SR	Associate in Arts/Special Requirements (Transfer Pathway)
AAS	Associate in Applied Science
ABOR	Arizona Board of Regents
ABUS/GR	Associate in Business/General Requirements (Transfer Pathway)
ACETS	Arizona Course Equivalency Tracking System
ACRES	Academic Curriculum Review and Evaluation System
APASC	Academic Program Articulation Steering Committee
ASSIST	Arizona State System for Information on Student Transfer
ASU	Arizona State University
ASUE ASUM ASUW	Arizona State University East Arizona State University Main Arizona State University West
ATAC	Arizona Transfer Articulation Committee (See IAF)
ATASS	Arizona Transfer Articulation Support System
ATF	Articulation Task Force
ATP	Associate in Transfer Partnership
AzACRAO	Arizona Association of Collegiate Registrars & Admissions Officers
AZCAS	Arizona Course Applicability System
AZCIS	Arizona Career Information System
CAS	Course Applicability System
CBE	Competency-Based Education
DARS	Degree Audit Reporting System
ECAP	Education & Career Action Plan
EDI	Electronic Date Interchange

FERPA	Family Education and Right to Privacy Act
FTE	Full Time Equivalent
FTSE	Full Time Student Equivalent
GEATF	General Education Articulation Task Force
HESC	Higher Education Study Committee
IAF	Institutional Articulation Facilitator (now AZTransfer Facilitator)
IPEDS	Integrated Postsecondary Education Data System
JCC	Joint Conference Committee
JLBC	Joint Legislative Budget Committee
JRC	Joint Review Committee
MCCCD	Maricopa County Community College District
NAU	Northern Arizona University
NCA	North Central Association
PLA	Prior Learning Assessment
PARCC	Partnership for Assessment of Readiness for College and Careers
RFP	Request for Proposal
SBDCCA	State Board of Directors for Community Colleges of Arizona
SHEO	State Higher Education Offices
SPEEDE / EXPRESS	Standardization of Postsecondary Education Electronic Date Exchange Exchange of Permanent Records Electronically for Students and School
TATF	Transfer Articulation Task Force
TG/XR	Transfer Guide/Exceptional Requirements (Transfer Pathway)

Transfer Student Admissions

	Arizona State University	**Northern Arizona University**	**University of Arizona**
Are all transcripts used, even "old" ones, to establish an admission GPA?	There is no expiration date for coursework and thus all previous coursework will be included in calculation of the transfer GPA.	There is no expiration date for coursework and thus all previous coursework will be included in calculation of the transfer GPA.	There is no expiration date for coursework and thus all previous coursework will be included in calculation of the transfer GPA for admission purposes.
If a course is taken more than once, which grade or grades are used in the calculation of the admission GPA?	If the student passed the course with a C or higher (C= 2.0), then took the course a second time or more, subsequent grades are not used. If the student received a D or F and repeated the course with an equal or greater grade, the first grade is not used.	If the student passed the course with a C or higher (C= 2.0), then took the course a second time or more, subsequent grades are not used. If the student received a D or F and repeated the course with an equal or greater grade, the first grade is not used.	All attempted transferable course grades will be used in the transfer GPA calculation. Even in the case where a course grade had been used in a grade replacement by the issuing college.
How are courses numbered lower than 100 and/or remedial courses used?	Remedial courses are not used in calculation of transfer GPA. Course numbering is not the same for all institutions and thus it must be determined whether or not the course is considered remedial by the sending institution.	Remedial courses are not used in calculation of transfer GPA. Course numbering is not the same for all institutions and thus it must be determined whether or not the course is considered remedial by the sending institution.	Remedial or developmental courses are not used in calculation of transfer GPA. Course numbering is not the same for all institutions and thus it must be determined whether or not the course is considered remedial by the sending institution.
How are non-transferable courses considered?	Non-transferable courses are not calculated in the transfer GPA.	Non-transferable courses are not calculated in the transfer GPA.	Non-transferable courses are not calculated in the transfer GPA.
What if I have not completed the AGEC and/or an associates degree at the time of	Proof of AGEC / associates degree in progress will waive the high school transcript requirement. The decision will be based on delegated admission criteria.	Proof of AGEC / associates degree in progress will waive the high school transcript requirement. The decision will be based on delegated admission criteria. If there is	Proof of AGEC / associates degree in progress may be used for delegated admission consideration. Upon completion of the AGEC / associates degree

application but will have completed one by the time I enroll at a university?		no indication printed on the transcript, will not be delegated admission.	the student must provide an official transcript certifying the completion.
How are "P" grades considered?	"P" grades are not calculated in the transfer GPA.	"P" grades are not calculated in the transfer GPA.	"P" grades are not calculated in the transfer GPA.
How are "Ws" considered?	"Ws" are not calculated in the transfer GPA.	"Ws" are not calculated in the transfer GPA.	"Ws" are not calculated in the transfer GPA.
Are unofficial transcripts accepted?	No, official transcripts are required and must be sent directly to ASU from the issuing institution.	Unofficial transcripts are used to determine admissibility if they are faxed from the community college. Official transcripts are still required in addition to the fax copy.	Unofficial transcripts may be used for admissions purposes on a case by case basis. Official transcripts must be received in order for the student to receive transfer credit.

TATF Report

REPORT OF THE TRANSFER ARTICULATION TASK FORCE

ARIZONA BOARD OF REGENTS
AND THE STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA
October 30, 1996

I. INTRODUCTION

The Transfer Articulation Task Force was established by the Arizona Board of Regents and the State Board of Directors for Community Colleges in response to the charge by the 1996 Legislature, which included the following language in the appropriations for both the universities and the community colleges:

The Arizona board of regents (ABOR) and the state board of directors for community colleges (state board) shall jointly establish a study committee comprised of university and community college members who are representatives of faculty, academic administration, student services and the chief executive officers. It is the intent of the legislature that this study committee establish a seamless statewide articulation and transfer system, including the process for transfer of lower division general education credits and curriculum requirements for majors, with the objective of reaching consensus on an agreement that assures that community college students may transfer to Arizona public universities without loss of credit towards a baccalaureate degree. The ABOR and the state board shall present the agreement for review by the joint legislative budget committee by December 15, 1996.

The task force is pleased to submit the following report in response to this charge.

Community college/university transfer articulation is a complex matter, first of all, because there are different kinds of transfer students:

- Some students simply want to transfer a few courses, while others want to transfer complete associate degree programs.
- Some students know exactly what they want to major in and where, but most students either change their minds frequently or delay choosing university or major until they have had some time to explore.
- The second reason that transfer articulation is complex is that there are different kinds of majors requiring very different kinds of lower division preparation. For example,
- Many traditional liberal arts majors require the study of a second language, a requirement that is not part of many professional degrees.
- Majors in the physical and natural sciences require a solid foundation of lower division course work in mathematics and science that would be inappropriate to require of students majoring in other areas.
- The curricula in some professional programs are so specific (because of accreditation or certification requirements) that a student must follow a structured curriculum from the very first semester in order to complete the program in the minimum number of hours required.

Thus, no universal lower division transfer curriculum will serve all majors, and no single transfer tool will serve all students.

Arizona is often cited as a national leader in transfer articulation for its many-faceted efforts to ensure that community college students can move smoothly into different kinds of university programs. For over 15 years, discipline-specific "Articulation Task Forces" (ATFs), which comprise faculty representatives in the same discipline from all of the community colleges and universities, have been meeting face-to-face annually to develop, maintain, and improve various articulation tools. The tools developed so far are especially useful to students who want to transfer a few courses or who have chosen a major and a university when they start at the community college.

Course Equivalency Guide (CEG): The annual CEG shows exactly how each community college course will transfer to the different universities and therefore provides reliable information to guide the choices of students who want to transfer only a few courses.

Transfer Guides: For students who have chosen their major and university, the transfer guides provide a clear and secure transfer pathway into the major, showing exactly what courses they should take at a particular community college to meet university, college, and major requirements.

The newest transfer tool, the *Transfer General Education Core Curriculum (TGECC)*__, approved in 1992 and revised in 1993, attempted to go beyond course-by-course articulation by creating a 41-hour block of courses that any student could transfer as a block to meet the lower division university general education requirements at the three universities. Although the TGECC was an option for all students, it was intended to provide a useful pathway to ensure meaningful transfer of a substantial number of credits for students who had not selected a major or university.

The task force has undertaken to improve the range and effectiveness of these efforts to help all kinds of students to transfer efficiently from the community colleges into the different kinds of programs at the universities.

The goal is to create for community college students additional clear and secure transfer pathways—different from but parallel to the pathways followed by native university students—that will allow them to maximize their experience at the community college, to incorporate community college credits or degrees efficiently into university graduation requirements, and to complete baccalaureate majors in the minimum number of required hours.

The new transfer system proposed in this report is built upon the considerable strengths of the previous system but with a number of significant structural changes in the transfer degree model, with vastly improved tools to assist in the implementation of the model, and with a formal oversight and accountability structure to assure that the system performs as planned.

The membership of the task force is shown below.

Co-chairs:

State Board Representative
Thava Freedman

ABOR Representative
Judy Gignac

Presidential Representatives
John Klein, Central Arizona College

Clara M. Lovett, Northern Arizona University

Academic Administration Representatives
Mary Briden, Maricopa CC District
Milton Glick, Arizona State University
Bruce Stanfield, Eastern Arizona College
Paul Sypherd, The University of Arizona

Faculty Representatives
Ken Meier, Yavapai College
Steven D. Martinson, The University of Arizona
Scott Collins, Pima Community College
Thomas V. McGovern, Arizona State University West

Student Services Representatives
Terree Duncan, Coconino Community College
Patrick F. Martin, Northern Arizona University

Student Representative
James Trinidad Gregory, NAU/Yuma

II. A NEW MODEL FOR TRANSFER

The task force proposes a new model for transfer that includes new transfer degrees, new general education requirements, new common requirements for equivalent majors, the concept of transfer blocks, resulting in new pathways for transfer. The task force also proposes new limits on the amount of work that can be transferred from a community college into a baccalaureate degree. While each of these new elements borrows heavily from the existing structure (including the CEG, TGECC, Articulation Task Forces, and the like), the effect of bringing the new parts together into an integrated whole is a truly new model for transfer.

The task force is mindful of the fact that some of its proposals will require changes in the policies of the community colleges and universities. Where this is the case, the policy changes should be made as soon as is feasible.

A. New Transfer Credit Limits

A common limit on the total number of credit hours which will be accepted in transfer from a community college is needed as an umbrella under which to develop the new transfer model. While recognizing the

advantages to the transfer student of taking lower-division courses at the community college, this limit should also reflect the recent mandate from the Arizona Board of Regents that the universities' baccalaureate degree programs be reduced to a total of 120 credit hours. Therefore the task force recommends that the universities adopt one-half of the degree requirements plus one course as the limit of the number of credits that can be accepted by transfer from a community college for application to a baccalaureate degrees. (Example: For a 120-credit baccalaureate, the transfer limit would be 60 credits + one course.) A university may accept a larger number of credits if the circumstances justify doing so. (For example, in the case of an articulated 2+2 degree in a specialized field.)

B. New Transfer Degrees

The task force proposes that community colleges develop three basic transfer degrees, the Associate in Arts (AA), the Associate in Business (ABus) and the Associate in Science (AS). The general parameters of the proposed degrees are illustrated in Figure 1. See Figure 1 in the Attachments.

Students must achieve a grade of "C" or better for all courses included in the above degrees. As described in more detail later in the report, the Articulation Task Forces (ATFs) will be called upon to refine the specifications of each of these degrees. These specifications will be communicated to the Academic Program Articulation Steering Committee (APASC) who, in turn, will report to the Joint Conference Committee (JCC). The two boards (ABOR and SBDCCA) will be kept informed through the JCC.

Students who know their major and university will continue to have the option of following the appropriate transfer guide. Moreover, to serve student needs, individual community colleges and universities have and will continue to have bilateral agreements regarding articulated 2+2 transfer degree programs outside the above specifications. These special cases are accommodated under this agreement, but every effort shall be made to alter these special articulated 2+2 transfer degree programs to fit within one of the above degrees, and especially, to include one of the general education curricula described in item C, which follows.

C. New General Education Requirements

The task force proposes redefining the present 41-credit Transfer General Education Core Curriculum (TGECC) to include 35 credits for the AA and ABus degrees and 24 credits for the AS degree. The "Arizona General Education Curriculum (AA/ABus)" [AGEC] is only slightly changed from the present TGECC (41 credits to 35 credits). The "Arizona General Education Curriculum (AS)" [AGEC] is the same as the AGEC except that the mathematics and science requirements have been shifted from general education to program requirements. The task force proposes that the AGECs will transfer as a block and all credits will apply to graduation requirements of the major with which they articulate. Students will no longer have to be concerned about courses included in the AGEC also having to satisfy other program requirements.

As is now the case, each community college and each university may elect to approach general education differently. Courses that were previously approved as a part of a community college's TGECC may be incorporated into that college's AGEC without further review.

D. New Common Major Requirements for Equivalent Majors

Some, but by no means all, university majors require that students begin to specialize in the lower division. In these cases where lower division specialization occurs, the task force proposes that as many as possible but at least 6 credits of requirements common to equivalent majors at the several universities will be identified. For students who complete the common major requirements, these credits will transfer as a block and apply to the graduation requirements for that major, so that students can select a major without initially having to decide upon a university.

E. Transfer Blocks for General Education, Major Requirements and Associate Degrees

The concept of transferring blocks of courses rather than individual courses is a first step toward defining and assessing competencies rather than courses as the measure of educational achievement. The first partial application of this concept was in the original TGECC. The new AGEC and transfer degrees take this principle to a higher level. As previously stated, the AGEC is a 35-credit block and the AGEC is a 24-credit block. The AA and the AS are also blocks that, when completed, transfer in a special way.

Completed blocks are treated as a whole; the components are no longer examined separately to determine transferability. All credits are accepted and applied toward the university degree or degrees for which the block articulates whether the credit was awarded for course completion, assessment of prior learning, or via some other nontraditional learning mode. Students must achieve a grade of "C" or better in all courses in the block.

This is not the case with partial blocks. An incomplete AGEC is simply a collection of courses that the university will consider individually, as is now the case. If a student has a completed AGEC but has not completed an AA or AS degree, the AGEC will transfer as a block, but the remaining courses will be individually evaluated.

The task force also proposes that APASC be charged to determine the conditions under which community college courses will be accepted as electives within the structure of the new transfer degrees.

F. New Pathways for Transfer

The following discussion illustrates how the several new principles come together to define the new transfer process. Figure 2, Major Categories and Transfer Student Decision Points, illustrates the student's responsibility to make appropriate informed decisions, but also shows the flexibility that has been built into the system. See Figure 2 in the Attachments

Students who have completed one of the pathways described in Figure 2 will be able to transfer to the university, have "Junior" status, be certain that all credits included in the degree will apply toward graduation in the baccalaureate majors with which the pathway articulates, and will be able to compete for admission into competitive programs on the same basis as native university students.

For the purpose of this discussion, university majors into which community college students transfer are considered to be in one of six categories:

1. AA – General Requirements (AA-GR)

2. AA – Special Requirements (AA-SR)
3. ABus – General Requirements (ABus-GR)
4. AS – General Requirements (AS-GR)
5. AS – Special Requirements (AS-SR)
6. Transfer Guide – Exceptional Requirements (TG-XR)

Placement into one of these categories is in accordance with the following criteria:

AA-General Requirements. For a student who has completed the requirements of the AA degree, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. It is not necessary for the student to determine which of the majors included in this category will be selected until matriculation at the university.

AA-Special Requirements. For a student who has completed the requirements of the AA degree and has completed the specific lower division program requirements, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. The student will likely have to select one of the majors included in this category by the completion of the first year of study (30 credits).

Goal 1 – The 6 or more credits of specific lower division program requirements should be common among equivalent majors at the various universities.

Goal 2 – Each of these majors should be periodically reviewed by the appropriate ATFs to assess the feasibility of qualifying it for placement in the AA-GR category. Each ATF will report its findings to APASC, which in turn will inform the JCC.

ABus-General Requirements. For a student who has completed the requirements of the ABus degree, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. It is not necessary for the student to determine which of the majors included in this category will be selected until matriculation at the university.

+*AS-General Requirements.* +For a student who has completed the requirements of the AS degree, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. It is not necessary for the student to determine which of the majors included in this category will be selected until matriculation at the university.

AS-Special Requirements. For a student who has completed the requirements of the AS degree and has completed the specific lower division program requirements, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. The student will likely have to select one of the majors included in this category by the completion of the first year of study (30 credits).

- Goal 1 – The 6 or more credits of specific lower division major requirements should be common among equivalent majors at the various universities.
- Goal 2 – Each of these majors should be periodically reviewed by the appropriate ATFs to assess the

feasibility of qualifying it for placement in the AS-GR category. Each ATF will report its findings to APASC, which in turn will inform the JCC.

+*Transfer Guide – Exceptional Requirements.* +These majors do not qualify for placement in one of the previous categories for one or more of the following reasons.

- The major is so specialized that it is not possible to accommodate the first two years in any of the prescribed transfer degree requirements.
- The sequence of program requirements or prerequisites is so strict that a student must begin the sequence in the freshman year.
- The major is a specialized 2+2 transfer degree articulated under a bilateral agreement between an individual community college an a university.

Goal: Each major in this category should be reviewed by the appropriate ATF at least once every four years to assess the feasibility of qualifying it for placement in one of the other categories. The ATF will report its findings to APASC, which in turn will inform the JCC.

The process and target dates for placement of university baccalaureate majors into these categories are described in Attachment B. This process calls for ATFs to describe the category each major currently falls within, based upon the criteria described above, and to determine if the major should be moved to a less restrictive category, based upon the criteria described in Attachment C. These recommendations, together with information on any majors for which an ATF is not able to develop a recommendation, will be reviewed by APASC. APASC recommendations, together with any majors for which APASC is not able to develop a recommendation, will be forwarded to the JCC for review and resolution.

G. Implementation

Because of the need to resolve transfer issues that impact students as expeditiously as possible, target dates have been set to implement the new transfer model by Fall 1998, as described in Attachment B. Therefore, task forces and committees charged with responsibilities for implementing task force proposals should make a good faith effort to meet these deadlines, utilizing electronic communications where possible and scheduling additional meetings where necessary.

III. NEW SUPPORT SYSTEMS FOR THE TRANSFER MODEL

The new model for transfer represents a significant step forward for transfer articulation in Arizona. However, this new transfer model requires new management, advising and informational support systems in order to succeed in achieving the goal that community college students may transfer to Arizona public universities without loss of credit towards a baccalaureate degree.

The resource implications of these new support systems will not be insignificant. In order to ensure that resources are adequate to implement these systems and that they are managed as efficiently as possible, the State Board of Directors and the Arizona Board of Regents will complete a detailed comprehensive analysis of the resources needed for the management, advising and information systems by January 1997

A. New Management System

Currently there is an organizational structure through which transfer articulation is managed, but the task force has identified a number of concerns and issues relating to this management system. The organizational structure is perceived to be overly complex, the process of transfer articulation is viewed as being too costly, and the responsibilities of the committees and task forces which make up this structure are not well known or well coordinated. Furthermore, the articulation process is too focused upon the narrow issues of course by course articulation rather than upon broader issues such as program articulation and differentiation between lower- and upper-division courses. Also, the effectiveness of faculty interaction and decision-making needs to be enhanced, and the accountability of task forces and committees for the success of the articulation process needs to be strengthened.

To address these concerns, the task force proposes that:

the organizational structure used to manage transfer articulation be reviewed and streamlinedan Articulation Facilitator be hired and charged to coordinate the management process the responsibilities of standing committees and task forces be better definedcriteria be developed for differentiating between lower- and upper-division coursesthe ATFs broaden their focus to include issues of program articulationthe effectiveness of faculty interaction be enhanced through selection and training, andthe accountability of task forces and committees be strengthened.A more detailed description and explanation of these proposals is provided below.

1. Organizational Structure. The current organizational structure for transfer articulation, as described in Attachment D (see Attachments , is viewed by some as overly complex, confusing and poorly documented. Therefore, the task force proposes that this organizational structure be reviewed and redefined by APASC, with the goal of simplifying the structure where possible, especially in light of advances in information technology, such as the Course Applicability System (CAS) currently under development. (CAS is described in more detail in Section C1, below.) In particular, APASC should address questions such as the following:

What new organizational structures and functions will be needed to support the use of CAS?Which current organizational structures will no longer be necessary, once CAS is fully implemented?

The current ATF process is further complicated by the fact that university and community college decision-makers for particular academic programs are not always the same individuals as those who represent the institutions at discipline-specific ATF meetings. This requires the CEG Coordinators to record recommendations at an ATF meeting and then send these back to the institution for verification. In addition, the cost of the ATF process is related in large part to the travel and meeting time that is required for these face-to-face ATF meetings.

The Course Applicability System (CAS) currently being prototyped will provide a Web-based electronic communications system which can be used to address both the issues of complexity and cost while providing at the same time for more systematic and frequent ATF discussions and a more timely, efficient decision-making process.

Therefore, the task force proposes that the CAS be implemented and utilized to simplify the ATF process,

and that in order to make efficient use of the Web-based communication process offered by CAS, ATF members should:

agree to use the electronic communication system for discussions and decision-making, andbe empowered to communicate final decisions regarding the articulation of curricula.

2. Articulation Facilitator. Because of the number of institutions and other organizational entities involved in the management of transfer articulation in Arizona, APASC has recommended that a full-time position be devoted to the coordination of this management process. An APASC Facilitator was envisioned as part of the original organizational structure, but this position has not been filled in recent years. APASC recommends the broadening of this position into an Articulation Facilitator, with responsibilities for coordination of the ATFs as well as staffing the steering committee. The role of an Articulation Facilitator will also be critical in helping to simplify, enhance, and reduce the cost of the ATF process by integrating CAS into the responsibilities and functions of the ATFs and by coordinating training for task force chairs and members. The task force supports the APASC recommendation that the position of Articulation Facilitator be created, that the responsibilities of this position be defined as in the proposed job description, that the position be jointly funded and filled as soon as possible, and that clerical support be provided for the position, as necessary. Ultimately, this position might be integrated into the articulation support services structure described below in section III, C, 3.

3. Responsibilities. The responsibilities of the committees and task forces which make up this structure are not widely known, the articulation process is too narrowly focused upon course by course articulation, and there is a need for an Articulation Facilitator to help coordinate the articulation process. Therefore, the task force proposes that the responsibilities of APASC be defined by the recently developed set of APASC goals and implementation plan (see Attachment E), that the responsibilities of the Articulation Task Forces be defined according to the recently developed set of ATF recommendations (see Attachment F) and that the responsibilities of the Articulation Facilitator be defined by the recently developed position description (see Attachment G). In addition, the responsibilities of the special articulation task forces, including the Advising ATF and the General Education ATF, should be more fully defined and incorporated into the ATF process and publications.

4. Lower/Upper-Division Course Criteria. The articulation process is hampered by lack of criteria for differentiating between lower- and upper-division courses. Therefore, the task force proposes that criteria be developed for differentiating lower- from upper-division courses, as specified in the third APASC Goal. These criteria should be used to ensure consistency in the level at which new courses are offered and to coordinate changes in the level of courses from lower division to upper division (and vice versa).

5. Program Articulation. The articulation process is too narrowly focused upon course by course articulation and does not address larger issues of program articulation. Therefore, the task force proposes that the scope of ATF responsibilities be broadened to include consideration of plans for curricular changes, as specified in the second APASC recommendations for the ATFs. The intent of this proposal is to involve community college and university faculty and appropriate others in the early planning stages of any additions, changes or deletions affecting lower-division course and degree programs, as specified in the second APASC goal.

6. Faculty Selection and Training for ATFs. An ATF works best when community college and university faculty come to the table as full and equal collaborators in behalf of student learning. With the understanding that faculty are responsible for the curriculum, this partnership must always balance the intellectual expectations of faculty and taxpayers. The ATF must be grounded in accountability to our public, respect for all faculty contributions to student learning, and a commitment to continuing change and improvement in and through diverse academic communities.

The effectiveness of faculty interaction and decision-making through the ATFs needs to be enhanced. Therefore, the task force proposes that criteria be established for selection of faculty to participate in each ATF, as specified in the eighth APASC recommendation for the ATFs, and that an Articulation Facilitator be hired to coordinate training, staffing and reporting for the ATFs, as specified in the first APASC recommendation for the ATFs.

7. Accountability. The accountability of task forces and committees for the success of the articulation process must be strengthened. For this reason the task force proposes the following:

The effectiveness of each ATF needs to be closely monitored by the Articulation Facilitator.Each ATF will each provide an annual report on its actions and recommendations to APASC, with a copy to the chief academic officer of each participating institution.APASC will bring all recommendations on policy issues that impact transfer articulation through the Joint Conference Committee for first review and to the Arizona Board of Regents and the State Board of Directors for final review and approval, with copies to the presidents of each public community college and university.APASC will also provide an annual report summarizing all ATF and APASC activities to the Joint Conference Committee for acceptance and to the respective Boards for information, with copies to the presidents of each public community college and university.APASC will develop a set of statistical measures that can be used to assess the effectiveness of the new transfer model and of transfer articulation in Arizona. These measures will be implemented and included in the annual report to the JCC and the boards.The Joint Conference Committee will provide an annual report on the statewide transfer system to the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona, with copies to the JLBC, OSPB, President of the Senate, and Speaker of the House of Representatives.Facilitating oversight for transfer articulation in Arizona will become a primary responsibility of the Joint Conference Committee.Appeals of institutional curriculum decisions that impact transfer articulation will be brought by any institution to the appropriate ATF for resolution by consensus. Appeals of any ATF decision as well as appeals that cannot be resolved by the appropriate ATF will be brought by any institution's chief academic officer and/or the ATF to APASC for resolution by consensus. APASC will transmit any appeal that it cannot resolve to the Joint Conference Committee for resolution.Beginning in the year 2000, the Joint Conference Committee will publish a 5-year progress report on transfer in Arizona, based upon student data.

8. Implementation. APASC goals and recommendations for the ATFs will be reviewed by the JCC in October 1996 and approved by the boards in November 1996. An Articulation Facilitator will be hired by January 1997. The appeals process will be developed by APASC with appropriate input from the Councils of Presidents, Chief Academic Officers and ATF representatives no later than June 1, 1997. APASC will report on this process and on implementation of goals and recommendations in annual reports to the JCC and the boards, beginning in Fall 1997. Organizational review is expected to be complete by Fall 1997 and implementation of all process recommendations by Fall 1998.

B. New Advising System

The advising system detailed in this report creates a partnership between the community colleges and the universities that will improve on the current advising process. While the ultimate success of advisement depends to no small extent on the other parts of this transfer system, this new advising system will provide for enhanced advocacy for students, access of students to proactive advising, support for student decision-making, formal advising networks, staff development and support, and evaluation for continuous improvement.

1. Advocacy. Of all the groups included in the articulation/transfer system, advisors are furthest away from the administrative decision-making processes and closest to the student decision-making process; advisors are responsible, however, for communicating the administrative decisions/agreements. Complicating this situation further, the advisor, especially the community college advisor, is frequently placed in a position of advocacy without empowerment.

Based on the principle that transfer and applicability of credit issues should be solved as close to the student as possible, the task force proposes that each of the state universities and community colleges will identify a transfer student ombudsperson (TSO) to resolve problems encountered by transfer students as reported by students, advisors, faculty members, and college officials. The TSO will ensure compliance with the agreements when issues or problems concerning the transfer and applicability of credit arise. The TSO is most appropriately one of an institution's senior advising officials.

A community college TSO to whom a problem is reported will provide a written account of the problem to the appropriate university TSO within two weeks of receiving the report. The university and community college TSOs will jointly resolve the problem within two weeks of the receipt of the report by the university TSO. Should the community college TSO and the university TSO disagree on the resolution, or should the university TSO be unable to resolve a problem in the allotted time, the issue will be forwarded to the university's chief academic officer for a final decision, after consultation with the community college chief academic officer.

The Joint Conference Committee will receive an annual report developed by each university TSO, in consultation with community college TSOs, describing the number of problems, their type, and their disposition.

2. Access. An improvement in advising for students intending to transfer requires action by both the universities and the community colleges. One issue is that students intending to transfer to a university can have difficulty accessing university advising services prior to admission.

The resolution of this issue is predicated on the principle that students at the community colleges who intend to transfer should be guaranteed access to university advising services. Therefore the task force proposes that each university designate an advisor trained in pre-transfer issues. This individual will be able to provide academic information and advice to students prior to admission to the university. This individual will also facilitate contacts between pre-transfer students and university, college, and departmental offices.

Upon request from a community college, the universities will implement a system of on-site visits by pre-

transfer advisors. Also, in support of transfer student access to university information, it is proposed that the university involve appropriate staff to explore the implementation of an "800" help line or electronic advisor access.

A second issue is that community college advisors serve a diverse population of students, many of whom are not attending with an intent to transfer. Moreover, students frequently delay making timely decisions regarding their academic intentions.

The resolution of this issue is based on the principle of proactive advising. Rather than waiting for pre-transfer students to make decisions, the state's institutions must actively seek them out and advise them as to appropriate course choices and choice points. Therefore the task force proposes that each community college will continue to develop and enhance a system to identify potential transfer students. The task force recommends that all community colleges shall offer regular advising sessions for potential transfer students.

In addition, APASC is responsible for the development of resources informing students about the transfer process and for the updating of such materials in a timely manner. Such resources may be available in print or through electronic media. The community colleges advising offices are the appropriate distribution points for the print resource while the Course Applicability System may be the appropriate electronic vehicle.

3. Student Decision Making. Student decisions, decision-making skills, and commitment to a specific program and university directly impact the success of advising and transfer of credits. The transfer student shares a similar risk with the entering university freshman concerning loss of credits and additional requirements if undecided on a major or electing to change a major. However, the transfer student faces an additional risk if undecided as to university.

Satisfactory progress towards a degree requires a student to make a series of decisions at appropriate points. While we cannot require that students will never change their minds, an early effort to focus — supported by intensive advising — is vital to successful student progress.

For this reason, the task force proposes that the community colleges be responsible for notifying students declaring an intent to transfer of the following decision points and of the consequences of failing to make a decision at the appropriate point:

Transfer – A student who intends to transfer should identify himself/herself as such at the beginning of the transfer coursework. Students interested in specialized majors or who have already decided on a major should also declare their intentions at this point.Major and University – At a point no later than the semester prior to the completion of general education (i.e. after roughly 30 units of coursework), the student should declare his/her intended major and university. Application – During the year preceding transfer, the student should complete an application to the intended university and program applications where such are necessary.

Students should seek advising at each of these decision points in order to follow optimal pathways through the new transfer model, as outlined in Figure 2, Major Categories and Transfer Student Decision Points.

4. Advising Networks. Community college advisors and faculty have established informal networks to

address problems faced by transfer students. The informal process is dependent on the knowledge and, often, the seniority of the advisor, as well as the collegial relationships between individuals at both the community college and university.

The Advising Articulation Task Force (AATF) must be transformed into a more formal advising network. For this reason the task force makes the following proposals:

The AATF should be recognized as one of the state's ATFs and incorporated into the ATF structure, process and publications.The membership of the AATF should include the pre-transfer advisors and the TSOs.The AATF should meet at least twice a year and distribute its minutes and an annual report to APASC and the Joint Conference Committee.One of the ongoing responsibilities of the AATF should be the development and updating of a manual to facilitate and coordinate training about transfer advising.

5. Staff Development and Support. Knowledge and comprehension of the agreements, articulation procedures, university admission requirements, major requirements, departmental (or college) requirements/ procedures, and the tools available which support articulation and transfer, affect the success of the advising outcomes. Advisors are required to understand all of this information, and they need regular professional development opportunities to perform their duties effectively. Training and staff development opportunities are required to teach advisors about the articulation and transfer system, the use of advising tools, and the management of information. As the Course Applicability System is implemented, support will be needed to enable students and advisors to fully utilize this on-line system.

The task force proposes that all of Arizona's public higher education institutions will implement an articulated advising system, as described here, and will train advisors in transfer issues, using the materials developed by the AATF. Further, all these institutions will support implementation of the Course Applicability System so that advisors and students have access to up-to-date transfer information and decision-support tools.

6. Evaluation. The continuous improvement of services and outcomes relative to advising and transfer students is essential. Therefore, the task force proposes that, under the oversight of APASC, an evaluation system involving staff, faculty, and students from all state public higher education institutions will be developed and implemented.

7. Implementation. Assuming the availability of required resources, the implementation of these proposals could be completed by Fall 1997.

C. New Computer-Based Information Systems

The new transfer model and the new support systems described above will need enhanced information systems in order to function effectively and efficiently. Two kinds of systems are needed: one system to assist potential transfer students and advisors with academic plans and decisions and another to assist faculty and administrators with curriculum development and evaluation. The task force proposes that the Course Applicability System currently under development be supported and implemented to assist with decisions about courses, majors, and transfer institutions and that a new Transfer Student Data Warehouse be designed, supported and implemented to assist in tracking transfer students and evaluating transfer

programs.

1. Course Applicability System. While the updating and publication of the annual Course Equivalency Guide is an outstanding accomplishment that is matched by few other states, there are limitations to the effectiveness and efficiency with which this information is generated and distributed. The manual process used in reaching transfer articulation agreements and updating their documentation is paper-intensive, time-intensive, and labor-intensive, and the usefulness of printed documents such as the CEG is limited in terms of their timeliness, distribution, accessibility and applicability.

In order to overcome these limitations, the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona are currently engaged in a joint-development project with the Ohio Board of Regents and Ohio's Miami University Degree Audit Reporting System (Miami-DARS). The purpose of the joint Arizona-Ohio project is to develop a prototype computer system, known as the Course Applicability System. When implemented, the CAS will automate key aspects of the current paper-intensive articulation system. This will allow students from community colleges and universities to obtain course transfer information on-line, using the World Wide Web. It will also allow advisors, faculty, and administrators to use the Web to obtain consistent and accurate information about transfer courses. In addition, CAS will include an important new feature employing the Web to enhance communication between faculty and staff who are responsible for making decisions about how courses transfer. The result will be a more efficient, more accessible, and—ultimately—a paper-free process to help transfer students move from institution to institution and earn their degrees in a timely manner.

The prototype Course Applicability System will be completed in Spring 1997. For implementation of CAS, three elements are required: (1) an implementation steering committee, (2) funding for hardware, software, networks and personnel, and (3) full-time personnel dedicated to implementation and long-term maintenance.

A CAS implementation steering committee should be in place no later than January 1997 to work with the current CAS prototype team on the transition from prototype to implementation. The task force supports the proposal that APASC be requested to function as the CAS Implementation Steering Committee and that APASC should be supported in its steering committee role by the current CAS prototype team, by the current CEG Steering Committee, and by a specially formed technical advisory group consisting of representatives from the university and community college computer centers.

The task force proposes that the staff needed for development and maintenance of CAS be integrated into an Articulation Support Services. Statewide implementation of CAS will begin in spring 1997, with full implementation dependent upon the availability of resources.

2. Transfer Student Data Warehouse. While some data and routine reports on transfer students are exchanged between community colleges and universities under the legal umbrella of data-sharing agreements signed by the presidents, comprehensive, standardized information is not readily available in a form that is useful to analysts at each institution. This lack of readily accessible and usable data on transfer students makes it difficult to track students who transfer between and among Arizona's public community colleges and universities and to evaluate the success of their transfer programs.

The task force proposes that a "data warehouse" be developed using a relational database to store standardized data on transfer students and that this data be accessible to MAC or PC computers at each institution through client-server technology that makes use of the World Wide Web. The statewide student tracking warehouse would be structured so that each post-secondary institution would have its own database containing information on its former students.

A data warehouse does not need a large or expensive server. A server would be necessary for the warehouse, but to cut costs, a transfer student data warehouse might be housed on the same computer that is used as a server for the Course Applicability System. The data warehouse would also need a database engine and operating system, although these might be provided by the institution at which the warehouse resides. Also, staff support would be needed to create and maintain the warehouse, coordinate with institutions concerning exchange data, subscribe new users and administer security, maintain documentation, and train and help users resolve problems. To access the data warehouse, clients would need a 486 or higher computer with at least 8 megabytes of RAM (or a MAC with equivalent specifications) and an Ethernet connection.

The task force proposes that the community colleges and universities each participate in the development of a transfer student data warehouse and make plans to access it on their campuses as soon as possible. Ultimately, the resources necessary for implementation and maintenance of the transfer student data warehouse should be integrated with other related articulation support services.

3. Articulation Support Services. Although the new reporting system, and the two new information systems proposed here each require separate staff support, there are clear relationships between the needs and functions of each system. The CAS and the Data Warehouse will each provide information and decision-support tools useful to the Articulation Task Forces, and all three provide information and reports useful to students, advisors, APASC and the Joint Conference Committee. The task force proposes that the staff required to support the Articulation Task Force process, the Course Applicability System and the Data Warehouse work closely together as an articulation support services team to ensure that these three support systems are coordinated and take advantage of synergies and cost savings. The staffing duties for these support services are described in Attachment H.

4. Implementation. The prototype Course Applicability System will be completed in Spring 1997. APASC will take on responsibilities for guiding the implementation of CAS by January 1997. Full implementation of CAS will depend upon the availability of necessary resources. Design and implementation of the data warehouse could begin by January 1997, and if the necessary resources were available, data might be accessible by Fall 1997. Resource needs for both information systems will be analyzed as part of the full-cost study of all transfer support systems to be conducted by the Board of Regents and the State Board of Directors.

IV. CONCLUSION

The proposals described here build upon the strengths of the existing transfer process, while initiating a number of significant structural changes. With the addition of major student and technical support systems, including a formal oversight and accountability structure, this new transfer model provides flexible yet efficient pathways to high quality post-secondary education for students who transfer between Arizona's

public community colleges and universities. The successful implementation of this new model will enable Arizona to continue in its role as a national leader in providing statewide access for transfer students.

While these proposals address all of the current issues discussed by the task force, several additional issues were identified as likely to emerge in the next few years. One emerging issue is the need to develop standards that define the desired competencies or outcomes of learning at various educational levels. Such standards will enable the use of competency-based assessments in place of "seat-time" in specific courses as the criteria for entry into or exit from institutions and programs. A second emerging issue is the need to develop policies on the articulation of institutional programs with the variety of technology-delivered modules, courses, and programs that are currently being developed by new and existing state, regional and national entities.

These issues have not matured to the point where it would be possible for this task force to address them. Therefore, the task force's final proposal is that APASC develop new goals to address these emerging issues, once the current set of goals and task force proposals have been fully implemented.

For more information on this report, contact: Dr. Thomas H. Wickenden Arizona Board of Regents, 2020 N. Central Ave. STE 230, Phoenix, AZ 85004, (602) 229-2560

AZTransfer Bylaws

BYLAWS OF THE
AZTransfer STEERING COMMITTEE

ARTICLE I – NAME/PURPOSE

A. The name of the organization is AZTransfer Articulation Steering Committee, hereafter referred to as the "Steering Committee."

B. The Steering Committee is a coordinating body of the statewide articulation and transfer system as referenced in the Arizona Revised Statutes §15-1824. The purpose of the Steering Committee is to provide oversight and leadership to curricular alignment and transfer of credits between Arizona's public and tribal community colleges and state universities, hereafter referred to as "community college" or "community colleges" and "university" or "universities." The system is referred to as AZTransfer.

C. The mission of this organization is to support successful transfer of credits and degree completion for students in all public institutions in Arizona.

D. The Steering Committee is responsible for maintaining accurate documentation of all course articulations between these institutions and providing tools for students and their parents to easily access this information.

E. The Steering Committee oversees and convenes all Articulation Task Forces (ATFs) described in Article V, documents all ATF decisions, and develops and maintains appropriate articulation tools, web sites and software.

F. The Steering Committee supports and facilitates the work of the Arizona State System for Information on Transfer Students (ASSIST) to collect and compile statewide data regarding student transfer within Arizona.

G. AZTransfer markets and disseminates information about transfer opportunities to Arizona's current and potential students and their families.

ARTICLE II – ORGANIZATION/MEMBERSHIP

A. Membership in the Steering Committee shall consist of academic representatives (CAOs or designee) from all institutions and the Board of Regents.

a. University representation shall consist of:

i. The Chief Academic Officer (CAO) or permanent designee from each of the three universities; and

ii. A representative from the staff of the Arizona Board of Regents (ABOR).

b. Community college representation shall consist of:

i. The CAOs, or permanent designees, from all public community college districts and tribal colleges.

B. Each member of the AZTransfer Steering Committee shall have an equal vote and will make a final recommendation to the Executive Committee.

a. University representation shall consist of:

i. The Chief Academic Officer (CAO) or permanent designee from each of the three universities; and

ii. A representative from the staff of the Arizona Board of Regents (ABOR).

b. Community college representation shall consist of:

i. The CAOs, or permanent designees,from all public community college districts and tribal colleges.

C. The leadership of the Steering Committee shall consist of two (2) co-chairs, one (1) from the Arizona

public universities and one (1) from the Arizona public and tribal community colleges.

a. Co-chairs shall be selected by their respective Steering Committee representatives by caucus at the final spring meeting.

b. Co-chairs shall serve staggered two-year terms. A co-chair may serve no more than two (2) consecutive two-year terms.

ARTICLE III – MEETINGS

A. Regular meetings shall be held at least quarterly, twice in the fall and twice in the spring. The Steering Committee shall adopt and post a calendar of regular meetings for the upcoming year in a spring meeting.

B. A quorum shall consist of not less than nine (9) Steering Committee members, including at least five (5) representatives from community colleges and three (3) representatives from the universities. A quorum shall be necessary to conduct the official business of the organization.

C. Participation of Steering Committee members via electronic means, i.e. telephone or teleconferencing, shall be considered participation to meet quorum requirements.

D. Substitute representation from the Steering Committee member institution may attend the meetings but may not vote on behalf of the Steering Committee member.

E. A record of all regular meetings, including an agenda and a list of all attendees, shall be maintained in the form of meeting minutes and shall be approved at the next regular meeting of the Steering Committee.

F. All records of meetings referenced herein shall be posted on the AZTransfer Steering Committee website.

ARTICLE IV – POWERS AND DUTIES OF STAFF MEMBERS

A. The Executive Director of the AZTransfer Steering Committee is supervised by the Executive Committee and is responsible for daily management of all AZTransfer related activities including, but not limited to:

a. Coordination and management of Steering Committee and Executive Committee meetings.

b. Communication and interaction with all AZTransfer Steering Committee members;

c. Supervision of AZTransfer staff;

d. Oversight of operational expenditures of the budget;

e. Communication with external constituencies and elected officials; and

f. Convening and documenting all ATF and committee work.

g. In addition, the Executive Director will draft for review and approval an annual report to the Joint Legislative Budget Committee, as required by Arizona Statute.

ARTICLE V – COMMITTEES AND SUBCOMMITTEES

A. The AZTransfer Steering Committee Executive Committee shall consist of the two (2) Steering Committee co-chairs, the ABOR staff representative, and an additional community college representative. The Arizona Community College Coordinating Council Chief Academic Officer (AC4 CAO) group chair will serve as the additional community college representative on the Executive Committee. At least one of the community college members must be from a rural community college. The Maricopa Community College and Pima Community College Districts are the urban representatives and all other community colleges represent rural districts. This committee will meet at least twice in the fall and twice in the spring. Alternate or substitute representation is not permitted on the Executive Committee. Responsibilities of this committee shall include, but are not limited to:

a. Developing the agenda for the Steering Committee;

b. Oversight of Steering Committee ad hoc committees;

c. Resolution of ATF issues as referred by the Executive Director;

d. Developing and monitoring the Steering Committee budget and expenditures;

e. Development of the annual calendar of meetings; and

f. Supervision of the Executive Director.

B. AZTransfer Facilitators shall be designated by each community college and university. Facilitator responsibilities and duties include:

a. Serving as the institutional contact for AZTransfer staff;

b. Ensuring local understanding and participation in appropriate statewide articulation efforts;

c. Facilitating three (3) to four (4) discipline specific Articulation Task Force (ATF) meetings per year, and assisting in documenting all conversation and decision making conducted by discipline groups; and

d. Participation in fall and spring Facilitator statewide meetings to ensure consistent implementation of articulation activities statewide.

C. Articulation Task Forces

a. An ATF may be established, disestablished, or merged as required to best serve the needs of the community colleges and universities and their students. Recommendation to this end may be made by ATF membership but must be approved by a majority vote of the Steering Committee. Any vote conducted by an ATF must consist of one vote per institution, with multi-college/multi-campus institutions having only one vote.

D. Discipline Specific Articulation Task Forces

a. Shall consist of community college and university faculty members representing specific academic disciplines, e.g. English, mathematics, biology, etc. Each institution is expected to participate in all appropriate ATFs. Each ATF meets at least once a year in the fall and has the option of meeting a second time in the spring. ATF meeting business includes:

b. Discussion of curricular issues within the discipline to ensure alignment; and

c. Development and maintenance of course equivalency agreements between colleges and universities.

d. Discuss and maintenance of exam equivalency agreements between colleges and universities.

E. Non-Discipline Specific Articulation Task Forces

a. Shall consist of community college and university representatives to ensure the provision of appropriate support for Arizona transfer students. Non-discipline specific ATFs may be established, disestablished, or merged as required to best serve the needs of AZTransfer. Recommendation to this end may be made by ATF membership but must be approved by a majority vote of the Steering Committee.

b. The Academic Advising ATF (AAATF) is composed of representatives of community college and university advising staff. It is co-chaired by one representative from a community college and one from a university. The AAATF will ensure students have access to appropriate advising to facilitate the transfer process between institutions.

c. The Admissions and Records ATF (ARATF) is composed of representatives of community college and university admissions and records staff. It is co-chaired by one representative from a community college and one from a university. The ARATF shall discuss and implement policies, processes, and procedures that support the transfer and articulation systems in the state.

d. The General Education ATF (GEATF) coordinates content of the Arizona General Education Curriculum (AGEC), reviews and makes recommendations for AGEC policies, and recommends general education and student learning outcomes within the Arizona transfer system.

ARTICLE VI – FUNDING STRUCTURE

A. The annual budget of AZTransfer shall be developed and monitored by the AZTransfer Executive Committee. It shall be approved by the Steering Committee and then by the universities and community

colleges based on their internal processes.

B. The activities of AZTransfer shall be funded through dollars appropriated annually by the Arizona Legislature and matching funds provided by the state's public and tribal community colleges and universities.

C. Institutional contributions to the budget shall be determined as follows:

a. The difference between the approved Executive Committee budget and the annual appropriation from the Legislature shall be split equally between the universities and the community colleges (matching funds).

b. Each university shall pay one-third of the universities' portion (50% of the matching funds).

c. Community colleges shall each pay a share of the remaining 50% of the matching funds based upon the previous fiscal year's full time student equivalent (FTE as reported in the "Full-Time Equivalent Student Enrollment Report," by the State of Arizona Office of the Auditor General.)

D. Institutions shall receive notice of payment of their portion of the matching funds no later than the 15th of November each year. Assessment notices will be calculated by the Executive Director and reviewed by the AZTransfer Executive Committee.

E. Institutional contributions shall be deemed delinquent if not remitted within 90 days of the due date. Institutions with delinquent payments shall lose access to all AZTransfer applications and services.

F. ABOR will serve as the fiscal agent for AZTransfer and all funds will be disbursed, recorded, and audited as a function of ABOR policy and process.

ARTICLE VII – PARLIAMENTARY AUTHORITY

The rules contained in the most recent edition of Robert's Rules of Order shall guide the Steering Committee in all cases, except where they are inconsistent with these Bylaws and any special rules of order that the Steering Committee may adopt.

ARTICLE VIII – AMENDMENTS

Any changes to the Bylaws will be proposed by the Executive Committee and must be presented at a Steering Committee meeting with action to be taken at a subsequent Steering Committee meeting. The Steering Committee will be notified at least 10 calendar days in advance of proposed amendments. These Bylaws may be amended or repealed by 2/3 of the Steering Committee membership and will be effective after all voting is complete.

Revised and approved by the Steering Committee on September 8, 2016
Revised and approved by the Steering Committee on February 6, 2020
Revised and approved by the Steering Committee on June 24, 2021

Common Course Matrix Archives

Common Course Matrix archives are no longer available upon demand since the server upgrade of 2017.

If you need historical information from a matrix, please contact info@aztransfer.com with your request.

Legislation

15-249.06. College credit by examination incentive programs; incentive bonuses; report; college credit by examination development funding; program termination

15-1626. General administrative powers and duties of board; definition

15-1824. Transfer articulation; course numbering; reports

15-1898. Awarding of academic and vocational credits; current and former military members; definitions

SUN Processes

SUN WORKGROUP RECOMMENDATIONS
Approved by the CAOs – November 18, 2011

Recommendation I: Current technology will be enhanced to support changes to SUN courses:

1. Develop a SUN pre-notification/pre-approval process, utilizing ACETS, which will ensure proposed changes to SUN courses are vetted prior to those changes being implemented.
2. Establish a SUN Alert System to notify the Director of Articulation and Transfer Services when SUN pre-notification/pre-approval forms are submitted, so the process can be monitored and reviewed (currently in place).

Recommendation II: Community colleges changing SUN course content:

1. If a community college is considering changes to a SUN course, that institution will submit a SUN pre-notification/pre-approval form through the ACETS SUN Alert System, to the three universities to ensure that the changes do not result in the loss of the direct SUN equivalency.
2. If the universities accept the community college's SUN course changes, the other community colleges will continue to accept that community college's course as a SUN course.

Recommendation VIII: Tribal College participation in the SUN System:
Tribal Colleges should be invited to participate in the SUN system if:

1. They have the technology to ensure the identification of SUN courses in their printed and online documents; and
2. They are willing to comply with the standards already in place regarding the SUN system.

Recommendation IX: Continuing the SUN Workgroup
It is anticipated that in the early years of the SUN System, issues will arise which need discussion and resolution. so it is important to have a group composed of individuals who understand the curriculum and articulation processes and practices of both their institution and the statewide transfer system. Since the members of the Institutional Articulations Facilitators (IAF) typically meet this criterion, and the majority of the representatives on the current SUN Workgroup are also IAF members, it is recommended that Institutional Articulation Facilitators represent their institutions on the SUN Workgroup.

Recommendation X: Definition of the SUN System
The Shared Unique Number (SUN) System identifies some of the transferable lower-divison courses commonly offered at the three Arizona public universities and at least two Arizona community colleges, one of which is urban. The system ensures that a SUN course at a participating institution will be accepted as a direct equivalent to the comparable SUN course at the other participating institution.

Recommendation III: If the changes to a community college SUN course could result in the loss of the SUN designation for at least one university:

1. The community college will be asked to reconsider the changes to that course; or
2. The community college will work with the faculty at the universities to resolve the issues resulting in a potential lost equivalency and ensure that the additional modifications will not result in lost equivalencies from the other universities; or
3. Remove that community college SUN course from the SUN matrix, since not all community colleges are required to offer SUN courses.

Recommendation IV: Universities changing SUN course content:
If a university plans to change a SUN course, the new SUN Action Form will be submitted via ACETS, and an email will be sent to all Institutional Articulation Facilitators (IAFs) and to APASC as an information item. The other two universities will review the proposed changes. One of two processed will be followed depending on the outcome of the review by the other two universities:

1. Universities agree to retain the current CEG equivalency and its SUN designation.
   If the other universities indicate that the proposed changes are not substantive and would not affect current equivalencies, an email will be sent to the appropriate ATF, the IAFs and APASC as an information item.
2. One or both of the "receiving" universities determine that the changes are substantive and would put the course at risk of losing its SUN designation.
   University IAF representatives will be notified and will ask faculty to discuss the course further to determine if the curricular issues can be resolved so that the changes do not affect the SUN designation.
   a. If an agreement is reached, the community college ATF and IAF members will be notified of any course changes they would need to make in order to keep their SUN equivalency, if necessary. APASC will also be informed.
   b. If an agreement is not reached:
      i. APASC will be notified that a course is at risk of losing its SUN designation, the effective date of the anticipated change, and the measures the universities have taken to resolve the issue.
      ii. APASC may request further information including the number of students impacted by the proposed changes.
      iii. APASC may recommend another attempt at a resolution.
      iv. If an agreement still cannot be reached for the course to retain its SUN designation, the original SUN course will be removed from the SUN Matrix.

Recommendation V: Timeline for universities making changes to a SUN course:
The two types of SUN course changes have different timelines.

1. SUN course changes which maintain current CEG equivalencies and SUN designations.
   These non-substantive changes may occur at any time throughout the year.
2. SUN course changes which require community college to modify their course if they choose to maintain CEG equivalencies and SUN designations.
   a. Notification to all community college of university agreed upon changes must occur by October 15 to be effective the following fall term. This should allow universities time to modify their curriculum, share the proposed changes with the other universities, and negotiate with the other

universities if needed, and allow community colleges adequate time to modify their courses, submit changes through ACETS, update catalogs and/or make degree audit changes if necessary.

    b. If a university SUN course change is requested and implemented at the university after the agree upon deadline, all institutions agree to keep the current CEG equivalency and SUN designation in effect for the following academic year.

Recommendation VI: Minimum community college participation to maintain SUN designation:

1. A SUN course must have a direct course equivalent at all three universities and at least two community colleges, one of which is an urban institution (Maricopa or Pima Community College Districts).
2. If a community college removes a SUN course from its course bank, or if it changes the course such that it loses its SUN equivalency, then the course will be deleted from the institutional "cell" on the SUN Matrix. If the remaining SUN Matrix does not have two community colleges, one of which is urban, then the course will be removed from the SUN Matrix.

Recommendation VII: Adding courses to the SUN System:
There are three ways to add courses to the SUN System.

1. A SUN course exists on the matrix, but not all community colleges have a course with the SUN designation. A community college may develop a course to submit through the ACETS SUN Action Form to establish whether the new course is equivalent to the three university SUN courses. If all three universities agree to the SUN equivalencies, APASC staff will be notified and will add the course to the SUN Matrix.
2. A community college has more than one course with the same university SUN equivalencies, but only one course with a SUN designation. (e.g. Maricopa CC has three College Algebra courses with the same university equivalencies in the CEG, but only MAT 151 has the SUN designation.) All courses with the same university equivalencies should have the SUN designation. APASC staff will be notified of the additional course and will add them to the SUN matrix.
3. A new SUN course can be added to the matrix if all three universities and at least two community colleges, at least one of which is urban, have equivalent courses in the CEG. A potential new SUN course can be recommended in a number of ways (e.g. by an ATF, by an institutional representative, by APASC staff, etc.). Each university will be requested to review the identified equivalent course offered by the other universities to determine whether they will accept them as equivalent. If all the universities agree that the other university courses are equivalent, APASAC staff will be notified and will add the new SUN course to the matrix for the universities and for all the community colleges which have a course equivalent to the three universities' new SUN course.

Archived Information

AZTransfer Liaison Guidelines

As a result of the 1996 mandate from the Arizona State Legislature, the Arizona Board of Regents and the State Board of Community Colleges established a Transfer Articulation Task Force (TATF) to develop a seamless statewide articulation and transfer system that enables community college students to transfer without loss of credit toward a baccalaureate degree. Composed of university and community college representatives, this collaborative task force developed a Transfer Model that provides for enhanced support and advocacy for students with a means to resolve issues and problems encountered in the transfer process. This provision requires that each university and community college designate a Transfer Liaison, originally known as a Transfer Student Ombudsperson (TSO), to work in partnership to resolve issues arising from the transfer process as reported by students, advisors, faculty members and college officials. Therefore, the Arizona public state universities and community colleges will jointly share the responsibility for identifying and resolving problematic issues that impede a seamless transfer process.

ARIZONA STATEWIDE TRANSFER LIAISON MISSION

It is the joint mission of the state university and community college Transfer Liaisons to act as a resource for students who have met the essential and reasonable expectations of a student attempting to transfer and still perceive obstacles in their transfer process. The Transfer Liaison will act to ensure that articulation processes and any transfer processes related to articulation among the community colleges and the Arizona state post-secondary public institutions are student-centered, equitable, and logical.

Specifically, the Transfer Liaison will:
Clarify advising/transfer issues for students experiencing obstacles in the transfer process.
Explain transfer process issues and speak on behalf of a student experiencing difficulty in communicating with the transfer institution or refer a student to the appropriate Transfer Liaison.
Work collaboratively with other Transfer Liaisons to resolve problems and issues related to transfer to provide a seamless transfer process.
Serve as an on-campus clearinghouse to document issues and share at Advising ATF meetings.

TRANSFER LIAISON QUALITIES

The individual appointed as Transfer Liaison for a campus is ideally an experienced advisor who has contact with students on a regular basis and has an extensive understanding of complex 'front line' issues. The Transfer Liaison is knowledgeable about the processes within the community college and/or university and has the skills to advocate for the student within these processes. The Transfer Liaison's broad knowledge base should include the ability to resolve problems and conflicts so as to remove barriers to the student's successful transfer whenever possible. In addition, the Transfer Liaison must be easily accessible to students, faculty and staff.
The Transfer Liaison is an advocate for students seeking to transfer or who have transferred and have encountered obstacles in the transfer process. It is assumed that students will have completed the expectations listed in this document before contacting the campus Transfer Liaison. Knowledge of the transfer process will be made available to students via college catalogs, web sites, etc. Students will be encouraged to establish contact with university personnel before leaving the community college.

TRANSFER LIAISON RESPONSIBILITIES

Act jointly with other institutions to ensure that problematic articulation issues are identified and resolved to allow a smooth and seamless student transition.

Facilitate, on behalf of the student, advising issues, articulation compliance, and seamless transfer with the appropriate university/community college personnel.

Troubleshoot unresolved issues and transfer problems encountered by the student with the appropriate Transfer Liaison counterpart.

Identify transfer related training needs for advisors and staff.

Gather and document information, issues, and problems encountered by students and advisors related to transfer.

Maintain a Transfer Liaison log, listing issues and problems.

Submit to the Statewide Transfer Liaison Committee, as required, a report of the problems, articulation compliance issues, and successful experiences encountered by the Transfer Liaison or any community college representative.

In consultation with the community college Transfer Liaison, the university Transfer Liaison will compile an annual report detailing problems and resolutions to be submitted to the Advising ATF and APASC.

Attend statewide Transfer Liaison meetings to exchange ideas and discuss issues and solutions.

Provide an orientation to their successor. Notify AAATF/Transfer Liaison chairs of Transfer Liaison assignment changes.

STUDENT RESPONSIBILITIES

Students can expect a satisfactory transition experience if they have taken care of their responsibilities in the transition process. These expectations of students are essential to ensure the seamless transfer process. Students who have met these expectations and still perceive obstacles in the transfer process should contact their campus Transfer Liaison. These responsibilities are outlined below:

Declare a major and select a university. Undecided students are encouraged to work closely with the Academic Advisors, Counseling Department and/or Career Center to select a major, university and career choice.

Work with an advisor at the community college to develop an educational plan.

Select and successfully complete course work based on this educational plan.

Request all necessary documents and official transcripts from all post-secondary institutions be sent to the community college and/or university in a timely manner.

File for AGEC or AGEC in progress, as appropriate in a timely manner.

File for graduation at the community college, if appropriate, in a timely manner.

Follow guidelines for university admission and to the appropriate professional program within the particular college. This includes such things as deadlines, GPA requirements, immunizations, financial aid, and, where appropriate, any necessary requirements for a particular professional program.

Work with the appropriate university advisor to continue their educational plan.

TRANSFER LIAISON PROBLEM RESOLUTION PROCESS

To resolve issues that arise from transfer, the following process will take place: student, advisor, faculty, staff or college official will report the issue to the community college Transfer Liaison. At the discretion of the Transfer Liaison, some problems/issues (i.e. financial aid, housing, etc.) may not be documented or conveyed to a university Transfer Liaison. Instances of this nature will be referred to the appropriate source for resolution without further assistance from the Transfer Liaison. However, a process or policy determined to be an unreasonable barrier to transfer or potential issue to transfer should be documented.

All pertinent information and documentation related to the problem or issue will be gathered including dates and contacts involved.
Incident will be reported by the Transfer Liaison to the Advising ATF Co-chairs, and shared at upcoming Advising ATF meetings.

TIMELINE AND PROCESS

A community college Transfer Liaison to whom a problem is reported will provide a written account of the problem to the appropriate university Transfer Liaison.
The university and community college Transfer Liaisons will jointly resolve the problem in a timely manner.
Should the community college Transfer Liaison and the university Transfer Liaison disagree on the resolution, or should the university Transfer Liaison be unable to resolve a problem in the allotted time, the issue will be forwarded to the university's chief academic officer for a final decision.
Results will be reported to the initiating Transfer Liaison.
Outcome will be reported to the student.

DOCUMENTATION

In order to maintain a reliable bank of occurring issues for follow-up and documentation, each campus Transfer Liaison will follow protocol according to their individual institution. Each Transfer Liaison will be responsible to share this information at the following Advising ATF meeting.
Issues, recommendations or referrals determined to be urgent will be forwarded by the Transfer Liaison to appropriate individuals as soon as possible.
An annual report will be compiled by the Advising ATF Committee and will include an analysis, summary, and explanation of issues. This report will be forwarded to APASC.
Transfer Liaison issues will be a standing agenda items at the Advising ATF meetings. If the Transfer Liaison is not also the Advising ATF member, the Transfer Liaison will be invited to attend the meeting. It is the responsibility of each campus Transfer Liaison to bring transfer issues to share at the Advising ATF meeting.

TRAINING NEEDS

To support the effectiveness and professional development of Transfer Liaisons the following training resources are needed:
Regular updates of on-going changes and decisions involving transfer articulation.

Request will be made to APASC to provide Statewide Transfer Liaisons with a monthly report.

ACETS Step By Step Guide

Before You Start

- Do not submit courses below college level, remedial courses, or experimental courses, e.g. zero-level courses like ENG 012.
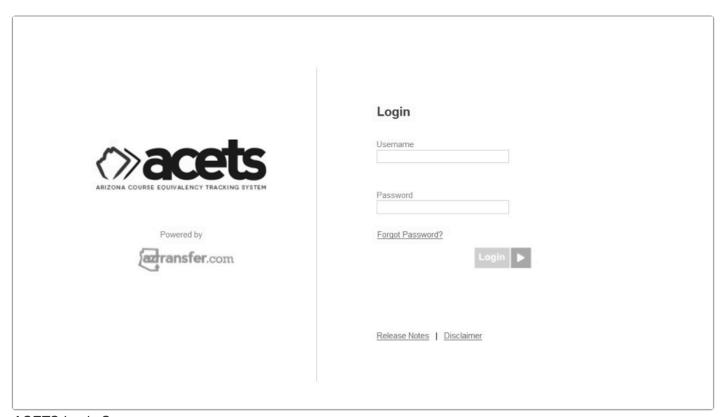- If submitting a cross-listed course, submit a form for each prefix.

Accessing ACETS

1. Direct access. Click the following link or type it into your web browser: https://aztransmac2.asu.edu/cgi-bin/WebObjects/acets

Logging In

Enter your ACETS username and password into the login screen. If you do not have your login username and password, contact the AZTransfer Sr. Director of Technology at transferhelp@asu.edu.

After successfully logging in, you will see the main screen that contains links to forms, queries, and reports.

ACETS Login Screen

ACETS Main Screen

New Course Evaluation Form

Click on New Course Evaluation Form from the main page. There will be three screens involved in processing a new course.

Screen 1 of 3

1. Populate the Prefix, Course Number, Credit Hours, and Course Title fields.
2. Copy and paste the course prerequisite(s) and the course description from the course outline into the Course Description field.
3. Populate the Effective Term and Effective Year fields.
4. Populate the Cross Listed Courses fields, if applicable.
5. In the Other field, add any comments intended for all three universities, such as "this course is intended as an AGEC course that is transferable to all three universities."
6. Click Continue.

Remember:

1. Do not submit remedial or quick start courses.
2. For module courses with special topics, submit only one evaluation form unless the course is listed separately in the catalog. Do not submit an evaluation form if you are simply adding a module.
3. If submitting a cross-listed course, submit two forms with separate prefixes.

New Course Evaluation Form, Screen 1 of 3

Screen 2 of 3

1. Select the file type.
2. Upload the course outline by clicking on the Browse button.
3. Click Continue.

New Course Evaluation Form, Screen 2 of 3

Screen 3 of 3

The final screen allows you to individualize equivalencies at each of the three universities. Check the course outline for expected equivalencies. ALWAYS complete the requested equivalency for all three universities.

1. Check boxes for any/all universities you wish to receive this form.
2. Populate the MAY Be Equivalent To fields.
3. Populate the Notes field with any notes you wish an individual university to receive when evaluating the form.
4. Review for accuracy and completeness then click Send Form.

Generally, the universities do not immediately route the submissions. Most forms can be deleted on the same day and resubmitted if errors are found after pressing the Send Form button.

You will not receive any information from the universities once the evaluation is complete. It is therefore

good practice to check pending items in ACETS at least monthly. It is prudent to check the error report a few days after submitting requests, especially when submitting a batch of evaluations.

Maricopa Community College District

New Course Evaluation Form

Step 3: This is the final step: Sending the Form. Please check only the institutions you wish to send the form to. You will not be able to edit information after the form has been sent.

If you do not wish to send the form at this time click the Cancel button. You may return to your work at any time from the Query page using the "Saved Forms - Not Yet Sent" link.

To: University CEG Coordinators
From: Molly Baird, Center for Curriculum & Transfer Articulation, (480) 731-8010
Date: August 05, 2013
Directions: Please review the following course and complete the evaluation.

Course: MAT 101 (3)
Course Title: Test
Prerequisite: TEst
Short Description: Test
Effective: Fall 2000   Cross Listed:
Other:

ASU: ☐ ASU Course Catalog
MAY be equivalent to:
Notes:

255 characters left. (Max characters: 255)

NAU: ☐ NAU Course Catalog
MAY be equivalent to:
Notes:

255 characters left. (Max characters: 255)

UA: ☐ UA Course Catalog
MAY be equivalent to:
Notes:

255 characters left. (Max characters: 255)

Send Form	Send and Add	Cancel
Click "Send Form" to route this Course Evaluation Form. The form will not be editable after sending.	Click "Send and Add" to route this Course Evaluation Form and begin adding a new form.	Click "Cancel" to return to the Home page. This form will be saved from previous, but not sent.

New Course Evaluation Form, Screen 3 of 3

Modified Course Form

Submitting a Modified Course Evaluation Form is similar to a New Course Evaluation Form, but screens one and three are different. Use this form whenever there is a change in the following:

1. Course credit value
2. Course description
3. Competencies / Student learning outcomes content
4. Outline
5. Pre-requisites / co-requisites

In rare cases, a course that is being modified was never submitted through the ACETS system, therefore it does not appear in the CEG. In this case, submit a New Course Evaluation Form.

You'll need to know whether the course being modified is a common course and/or an AGEC course. Use the query links to determine this.

From the main page, click on Modified Course Evaluation Form. There will be three screens involved in processing a modified course.

Screen 1 of 3

1. Populate the Prefix, Course Number, Credit Hours, and Course Title fields.
2. Copy and paste the course prerequisite(s) and the course description from the course outline. Include in the Course Description field any co-requisites and information lines.
3. Populate the Effective Term, Effective Year, and Cross Listed Courses fields.
4. In the Other field, add any comment intended for all three universities, such as "This course is intended as an AGEC course that is transferable to all three universities."
5. Determine if the course is a common course and/or AGEC course and check the appropriate box(es).
6. If the Prefix, Course Number, or Credit Hours are changing, populate the appropriate fields with the old information.
7. Check off the appropriate boxes indicating the information that is changing. If one of the changes doesn't have a check box, such as changes in credit breakdown (lecture, lab, or workload hours), this information can be added in the Other field.
8. Click Continue.

Maricopa Community College District

Modified Course Evaluation Form

Step 1: Enter the course information. Click the Continue button at the bottom to save and proceed, or click Cancel to return to the Home Page.

Check CEG

* Source School: Maricopa Community College District ▼

* Prefix: _____ * Course Number: _____ * Credit Hours: _____

Is upper division course: ☐

* Course Title: _____

* Prerequisite / Corequisite: _____

* Course Description: _____

* Effective Term: ▼ * Effective Year: _____

Cross Listed Course(s): _____

Other: _____

Common Course: ☐ - Common Course Query   AGEC Course: ☐ - View AGEC Lists

Reasons for Evaluation

You need only enter the OLD value if the information has changed.

Old Prefix: _____   Old Course Number: _____   Old Credit Hours: _____

Is Re-Evaluation Requested: ☐ - (No curriculum changes)

Credit Breakdown Changed: ☐

Title Changed: ☐

Prerequisite/Corequisite Changed: ☐

Description Changed: ☐

Outline Changed: ☐

Competencies Changed: ☐

Added Cross Listing Course(s): ☐

Deleted Cross Listing Course(s): ☐

Continue   Cancel

Modified Course Evaluation Form, Screen 1 of 3

Screen 2 of 3

1. Select the file type.
2. Upload the course outline by clicking on the Browse button.
3. Click Continue.

Maricopa Community College District

Modified Course Evaluation Form

Step 2: Verify the course information. If you wish to make changes, click the Edit button. Otherwise, enter the description/outline information and click the Continue button at the bottom to save and proceed.

Note: Your form has now been saved in the database. You may return to your work at any time from the Query page using the "Saved Forms - Not Yet Sent" link.

Course: MAT 101 (3)
Course Title: test
Prerequisite: test
Short Description: test
Effective: Fall 2000   Cross Listed:
Other:
Common Course: No   AGEC: No
Is Re-Evaluation Requested
(No curriculum changes):
Credit Breakdown Changed:
Old Prefix: Old Course Number: Old Credit Hours:
Old Course Title:
Old Prerequisite:
Old Description:
Outline Changed:
Competencies Changed:
Added Cross Listing Course(s):
Deleted Cross Listing Course(s):

Please add one of the following items:
- You have the option of entering the web address (if the information is available)
- You can upload a document. If you are uploading a document, the only supported file types are Microsoft Word, Rich Text Format, Plain Text Format or HTML.
- You can cut-and-paste or type the information in the "Full Description/Outline" text box below.

Web Address: [   ]

-- or --

Add Attachment: [Browse…] No file selected. [Add]

-- or --

Full Description/Outline: [   ]

[Edit]   [Continue]

Click "Edit" to make changes to the course information.

Click "Continue" to save this Course Evaluation Form and proceed. The form will NOT be routed to the universities at this time.

Modified Course Evaluation Form, Screen 2 of 3

Screen 3 of 3

1. Check the boxes for any/all universities you wish to receive this form.
2. Populate the MAY Be Equivalent To fields if known.
3. Populate the Currently Equivalent To fields with the course's current equivalency.
4. Populate the Notes field with any information you wish an individual university to receive when evaluating the form.
5. Click Send Form.
6. There is an option to add or modify SUN information if applicable.

If you are submitting multiple course modifications from the same discipline, it is easier to print the CEG for that discipline than to search the CEG individually for each course. You can also query the Common Course Matrix for a particular discipline at www.aztransfer.com/MatrixArchives.

The Course Modification Form is also used to submit the re-evaluation of a course to one or more target institutions even though the course has not been modified.

Maricopa Community College District

Modified Course Evaluation Form

Step 3: This is the final step: Sending the Form. Please check only the institutions you wish to send the form to. You will not be able to edit information after the form has been sent.

If you do not wish to send the form at this time click the Cancel button. You may return to your work at any time from the Query page using the "Saved Forms - Not Yet Sent" link.

To: University CEG Coordinators

From: Molly Baird, Center for Curriculum & Transfer Articulation, (480) 731-8010

Date: August 05, 2013

Directions: Please review the following course and complete the evaluation.

Course: MAT 101 (3)

Course Title: test

Prerequisite: test

Short Description: test

Effective: Fall 2000   **Cross Listed:**

Other:

Is Re-Evaluation Requested
(No curriculum changes):

Credit Breakdown Changed:

ASU: ☐ ASU Course Catalog

MAY be equivalent to: [   ]

Currently equivalent to: [   ]

Notes: [   ]

255 characters left. (Max characters: 255)

NAU: ☐ NAU Course Catalog

MAY be equivalent to: [   ]

Currently equivalent to: [   ]

Notes: [   ]

255 characters left. (Max characters: 255)

UA: ☐ UA Course Catalog

MAY be equivalent to: [   ]

Currently equivalent to: [   ]

Notes: [   ]

255 characters left. (Max characters: 255)

Send Form	Send and Add	Cancel
Click "Send Form" to route this Course Evaluation Form. The form will not be editable after sending.	Click "Send and Add" to route this Course Evaluation Form and begin adding a new form.	Click "Cancel" to return to the Home page. This form will be saved from previous, but not sent.

Modified Course Evaluation Form, Screen 3 of 3
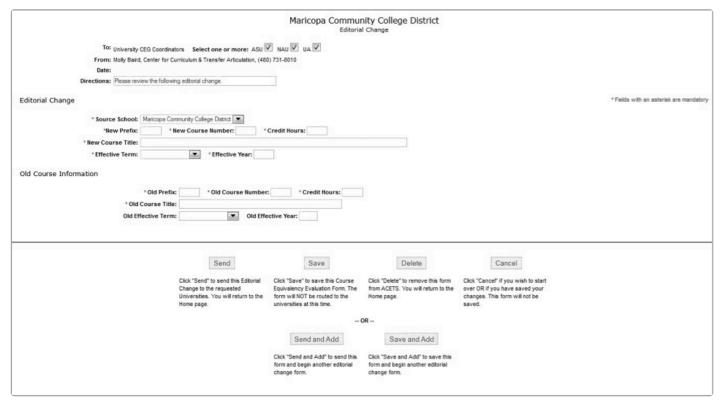
Editorial Change Form

Editorial changes are changes that do not affect the course equivalency. They are marked reviewed by each of the three universities. Submit an Editorial Change Form only for the following:

1. Course prefix change.
2. Course number change.
3. Course title change.

From the main page click on Editorial Change Form. There will be one screen to process an editorial change.

Screen 1 of 1

1. Populate all the fields with the requested information.
2. Click Send.

Editorial Change Form, Screen 1 of 1

Course Deletion Form

From the main page, click on Course Deletion Form. There is one screen involved in processing a course deletion.

Screen 1 of 1

1. Populate all the fields with the requested information. The effective term will be the last term that the course could have been offered rather than the first term the course was NOT offered.
2. Click Send.

Course Deletion Form, Screen 1 of 1

CEG Data Cleanup Form

The CEG Data Cleanup Form is used in the following instances:

1. To report possible data errors in the CEG to one or more target institutions. The CEG Data Cleanup Form can be submitted by either the AZTransfer Facilitator or the ACETS user at the source institution.
2. To remove a community college course that never existed from the CEG.
3. To correct inaccurate information on submitted ACETS forms, for example to correct an effective term or to reactivate a course for which a deletion has been recently processed.

The Explanation field is used to explain why a review is necessary and what action is requested to correct the CEG.

CEG Data Cleanup Form

Exam Review Form

This form is used to add or change a current exam equivalency for specific exam scores. The universities can use this form to route the exam information to their appropriate faculty routing groups. Community colleges can route this form to routing groups, but most will need to first set up that function (contact the AZTransfer Sr. Director of Technology). This form will also alert AZTransfer staff that a change needs to be made to the Exam Equivalency Matrix.

1. Go to dropdown menus to identify the Exam Type (AP, IB, CLEP, CIE, or DSST).
2. Link to the dropdown menu for Exam Name.
3. Include the Effective Term and Effective Year.
4. Click Get Current Value if this is not a new exam.
5. If Additional Online Content is required, designate that in the appropriate box.
6. Attachments can be added but are not required.

Maricopa Community College District
Exam Review

To: University CEG Coordinators

* Select one or more Universities to route: APASC ☑

From: Molly Baird, Center for Curriculum & Transfer Articulation, (480) 731-8010

Date:

Directions: Please review the following exam for course credit.

Exam Review

* Fields with an asterisk are mandatory

Institution: Maricopa Community College District

* Exam Type: [▼]

* Exam Name: [▼]

* Effective Term: [▼]   *** Effective Year:** [ ]

* Current Value:
[Get Current Value]

Links to Testing Program Information: These links take you to exam descriptions and to general information about the four testing programs.

- AP: http://www.collegeboard.com/student/testing/ap/subjects.html
- CLEP: http://www.collegeboard.com/student/testing/clep/exams.html
- IB: http://www.ibo.org/diploma/curriculum/
- DSST: http://www.getcollegecredit.com/downloads/examlist.pdf

Additional Online Content: [ ]

AZ Statewide Reviews: View Exam Matrix - Select Exam Type and Exam Name to view correct Exam Matrix

Add Attachment: [Browse...] No file selected.   [Add]

Suggested / New Equivalency:

[Save Exam]   [Cancel]

Click "Save Exam" to save this Exam Review Form and proceed.

Click "Cancel" to return to the Home page. This form changes will not be saved.

Exam Review Form

SUN Action Form

Submitting a SUN Action Form is similar to a Modification Course Evaluation Form, but screen one is different because there is an additional SUN Course field. Use this form for the following:

- To add a potential SUN course
- And/or plan to make changes to a designated SUN course.

From the main page, click on SUN Action Form. There will be three screens involved in processing a SUN course, but only two screens are shown in this guide.

Screen 1 of 2

1. Populate the Prefix, Course Number, Credit Hours, and Course Title fields.
2. Copy and paste the course prerequisite(s) and the course description from the course outline. Include in the Course Description field any co-requisites and information lines.
3. Populate the Effective Term, Effective Year, and Cross Listed Courses fields.
4. Populate the SUN Course field to the appropriate course prefix and number. For more information, click on the What is SUN #? link on the right of the field.
5. In the Other field, add any comment intended for all three universities, such as "this course is intended as an AGEC course that is transferable to all three universities."
6. Determine if the course is a common course and/or AGEC course and check the appropriate boxes.
7. If the Prefix, Course Number, or Credit Hours are changing, populate the appropriate fields with the old information.
8. Check off the appropriate boxes indicating the information that is changing. If one of the changes doesn't have a check box, such as changes in credit breakdown (lecture, lab, or workload hours), this information can be added in the Other field.
9. Click Continue.

Maricopa Community College District

SUN Action Form

Step 1: Enter the course information. Click the Continue button at the bottom to save and proceed, or click Cancel to return to the Home Page.

* Source School: Maricopa Community College District ▼

* Prefix: [   ]   * Course Number: [   ]   * Credit Hours: [   ]

Is upper division course: ☐

* Course Title: [   ]

* Prerequisite / Corequisite: [   ]

* Course Description: [   ]

* Effective Term: [▼]   * Effective Year: [   ]

Cross Listed Course(s): [   ]

* SUN Course: [   ]   What is SUN #

Other: [   ]

Common Course: ☐ - Common Course Query   AGEC Course: ☐ - View AGEC Lists

Reasons for Evaluation

You need only enter the OLD value if the information has changed.

Old Prefix: [   ]   Old Course Number: [   ]   Old Credit Hours: [   ]

Title Changed: ☐

Prerequisite/Corequisite Changed: ☐

Description Changed: ☐

Outline Changed: ☐

Competencies Changed: ☐

Added Cross Listing Course(s): ☐

Deleted Cross Listing Course(s): ☐

[Continue]   [Cancel]

SUN Action Form

Screen 2 of 2

1. Select the file type.
2. Upload the course outline by clicking on the Browse button.
3. Click Continue.

ACETS User Group

The ACETS User Group includes representatives from the AZTransfer postsecondary institutions that use ACETS to request and process course equivalencies and general education designations at source and target institutions.

New Members

- Contact your AZTransfer Facilitator to be added as a new member to ATF Chatlines
- Contact info@aztransfer.com to request ACETS account access
- The ACETS Users Group listserv email is ACETS@asu.edu

ACETS Forms

New Course Evaluation Form (NEW)

Used for courses that have not been sent through ACETS. This form is generally submitted to all three universities. A recommended equivalency can be included.

Modified Course Evaluation Form (MOD)

Used if a college course is significantly modified in credit hours, course description, student learning outcomes, and/or course outline/content. This form should be submitted to all three universities with the current and suggested equivalency for each university identified.

Editorial Change Form (EDU)

Used if the college course prefix, number, or title changes only. This form is generally submitted to all three universities.

Course Deletion Form

Used when a college deletes or removes a course from their course bank/catalog and the course requires an end date term and year in the CEG. This form is submitted to all three universities.

CEG Data Cleanup Form

Used to clean up the following CEG errors only: deleted courses still appearing with university equivalencies, correct equivalencies that do not appear, blank cells, typos, and incomplete information.

Exam Review Form

Used to document institutional designations for specific scores on Advanced Placement (AP) exams, International Baccalaureate (IB) exams, College Level Examination Program (CLEP) exams, and DANTES Subject Standardized Tests (DSST).

SUN Action Form

Arizona community colleges and universities use this form to add a potential SUN course and/or if they plan to make changes to designated SUN courses.

ACETS Queries / Reports

Error Reports

Used to check for recently submitted ACETS forms that have been returned and marked by the university with an error.

Notes Report

Used by community college ACETS representatives to view the university's reason for denying a requested direct equivalency.

Pending / Overdue Evaluations

Shows all ACETS form submissions pending university processing. It is a good practice to regularly check pending and overdue items in ACETS.

University Status Report

Used by the community colleges and universities to view the number of course evaluation requests for all pending, overdue, completed, and total course evaluation requests.

Equivalency Reports (Source)

Used by community colleges and universities to view their course equivalencies, i.e. previous equivalency (mods only), suggested equivalency, final equivalency, and equivalency note from the universities.

Equivalency Reports (Target)

Used by community colleges and universities to view their course equivalencies, i.e. previous equivalency (mods only), suggested equivalency, final equivalency, and equivalency note. The Equivalency Reports (Target) also includes status dates for date submitted, date reviewed, and date encoded from the universities.

Activity Report

Used for a quick view of course information, equivalencies, and where each course is in the evaluation process.

Course Activity Report

Used by community colleges to view what course(s) have been reviewed/evaluated by using a custom query option of starting and/or ending date range and form type. It shows course information and university evaluation status on a course popup link.

ATF CEG Report

Used by community colleges to view only ATF-CEG Change course form information and equivalencies using custom query options.

Add/Edit Read Only Users

Used by community colleges and universities to add/edit new users to view course information. New users will gain view-only access of course information.

Import Data From File

Used by community colleges to upload a .txt file to import course information into the ACETS database. These courses are not routed to the universities, but are placed in the Saved Forms, Not Yet Sent query link on the source school query page.

Manage Action Items

Used to track requests from ACETS users and AZTransfer Facilitators to fix bugs or enhance the ACETS database.

ACETS/CEG Processes

The Course Equivalency Guide (CEG) process includes submission of New, Modified, Deletion, Editorial, and ATF Change Forms through ACETS from source institutions to target institutions for review.

The target institutions review submitted ACETS forms, determine course evaluations (Not Transferable, Elective, Departmental Elective, or Direct Equivalency) and post the results to the CEG. The CEG is updated each week.

An Arizona public community college requesting a course evaluation with the submission of a new Course Evaluation From or a Modified Course Evaluation Form through ACETS must include an appropriate course outline that matches the requested equivalency term and year in order to ensure a comprehensive course evaluation by the respective public universities.

Rules for processing effective year/terms to course equivalency

All transactions require a 60-day processing window. The equivalency, general education designation, or ATF CEG recommendation's effective year/term are the same as the effective year/term designated by the initiating institution providing the timeline below is followed. In some cases (i.e. course deletions), retroactive effective year/term may be awarded at the discretion of the source and target institutions involved.

Initiating source institutions should provide ample planning and reaction time when initiating transfer articulation actions and should plan to provide the opportunity for students to be informed of changes before enrollment in courses, particularly in the upcoming semester.

General processing timelines for guaranteed effective year/term

Course equivalency forms may be submitted at any time and are processed year round (subject to faculty availability). In order to receive an evaluation with a guaranteed effective date of a particular term, the guidelines below are provided. Course equivalency forms and/or general education proposals received after the dates indicated below may not be processed in time to make them effective by the desired term. In that case, the target institution may generate an effective date for the equivalency of the next academic term.

General Education Designations

University-initiated equivalencies and general education values changes are typically communicated to source institutions as soon as they are made at the target institutions. These changes are processed year round, subject to faculty and resource availability.

The timeline for changes to target institution course equivalencies and general education designations follows:

- Desired effective term for target institution course equivalency or general education designation change: Fall, Spring, Summer I, or Summer II

- Deadline for source institution to receive notification of target institution change to equivalencies and general education values: April 15 November 1

Updates

To help ensure CEG accuracy, each institution is required to send their current course bank to the AZTransfer Sr. Director of Technology every semester in an Excel, .txt, or .csv file. These should be sent by August 1 for fall semester and December 1 for spring semester.

CEG Corrections

Corrections (missing course titles, incorrect department titles, etc.) may be needed if courses have not been submitted through ACETS for change or deletion and are no longer in the institutional course bank. If you see errors in the CEG, contact AZTransfer at info@aztransfer.com.

CEG Accuracy Checking Reports

Target Schools:
The High Character Count Report lists all rules from the current CEG pages in which the character length of an equivalency exceeds 250 (the maximum number of characters allowed is 255).

The Blank Cells Report lists all rules from the current CEG pages in which there is at least one blank cell in a university column. The appearance of blank cells in the CEG might reflect either an error in university or community college data or no error at all. Appropriate AZTransfer Facilitators should be contacted if errors are found.

Source Schools:
The **Title Not Available Report** lists all rules from the current CEG pages in which the text "Course Title Not Available" appears for a community college course. This text might appear due to either an error on behalf of a community college/university or appear when there is no error at all. AZTransfer Facilitators should be contacted if an error is found.

Information on university general education designations:

- [Arizona State University](#)
- [Northern Arizona University](#)
- [University of Arizona](#)

Enhancement/Action Requests

ACETS users may review and request enhancements to the ACETS by logging into ACETS and clicking on Manage Action Items at the bottom of Other Features.