



The State University
of **New York**

Transfer and Articulation, Office of Student Success
Academic Affairs, Office of the Provost

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Transfer Path Review and Establishment Procedures

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I. Introduction

The goal of seamless transfer is to enable students to complete their intended program of study on time, without unnecessary cost and/or duplication of effort. Toward this goal, SUNY Transfer Paths were developed to enable lower-division students to establish a solid disciplinary base upon which to take upper-division courses with true junior status. Transfer paths are discipline-specific lists of prototype major and cognate courses and descriptions developed by SUNY faculty to identify the foundational courses in a discipline that are typically taken during the first two years of full-time study. Transfer path courses are guaranteed to be applied to the major if a student transfers from one SUNY institution to another SUNY institution within a parallel program.

This document describes the procedures for reviewing existing transfer paths to determine when revisions or discontinuation are warranted, as well as the procedures for establishing new transfer paths.

II. Transfer Path First Principles

The following first principles frame the review, and potential revision, of existing transfer paths and the consideration of the development of new transfer paths.

1. Transfer paths are intended to support student progression, and their content should advance the ability of students to achieve their academic and professional goals in a timely and high-quality manner.
2. Transfer paths identify a set of courses for students to complete during their first two years of full-time study, or its equivalent, but they are not intended to establish full associate-to-baccalaureate equivalencies or prescribe complete four-year degree plans.
3. Transfer paths establish expectations for curriculum design and serve as guides for students; therefore, they must be structured to meet both purposes.
4. Transfer paths shall be designed for clarity, with well-defined courses and options that support consistent interpretation and effective implementation, and should not include complex course structures, complicated options, or special conditions.
5. Transfer path courses must be reasonably completable within the context of other aspects of the curriculum at both associate and baccalaureate degree levels.
 - a. Associate degree curricula must account for discipline-specific coursework in the major, general education coursework, minimum credits of liberal arts and sciences for the specific award type, the credit minimum of 60 and cap of 64, and expectations of programmatic accreditors, as applicable.
 - b. Baccalaureate degree curricula must account for discipline-specific coursework in the major, general education coursework, minimum credits of liberal arts and sciences for the specific award type, the number of upper-division credits both overall and in the major, the credit minimum of 120 and cap of 126, and expectations of programmatic accreditors, as applicable.

6. There is no specific minimum or maximum number of courses expected for each transfer path; however, in most cases, at least three but no more than eight major and cognate courses should be included in a transfer path to ensure a student is making adequate progress and to balance the transfer path requirements with other curricular expectations.
7. Transfer paths may only include lower-division courses and cannot include conventionally upper-division courses as either required or recommended coursework.
8. Transfer paths may only include courses that can be reasonably completed within the first two years of full-time study, or its equivalent, at the institution in which a student is enrolled and cannot include courses that can only be pursued at a destination campus.
9. Advising notes may be included to highlight information all students must understand to meet the requirements of a transfer path. Advising notes shall be limited to general guidance and may not include:
 - a. Conditions, recommendations, or requirements specific to individual SUNY campuses;
 - b. Additional required coursework;
 - c. Notices or requirements already established in policy; or
 - d. Guidance that is inconsistent with the SUNY Seamless Transfer policy or related policies, including the SUNY General Education Framework.
10. Licensure and/or certification and accreditation notes may be provided to highlight important information all students must know; however, because this information is subject to change, and the transfer paths are intended to be relatively stable, inclusion of this kind of information will be limited.

III. Transfer Path Subcommittee

The Transfer Path Subcommittee advises the leadership of the Office of Transfer and Articulation and the Transfer Advisory Council on the continuous evaluation and enhancement of the SUNY Transfer Path program to support seamless transfer opportunities for students. The subcommittee supports and convenes discipline-specific faculty working groups to review, revise, and improve transfer paths. It provides strategic oversight for the alignment of transfer paths and core courses with academic programs, ensuring that they meet the needs of both students and faculty. Additionally, the subcommittee plays a key role in developing procedures for the periodic review of existing transfer paths and establishing processes for the creation of new ones and provides guidance on strategies to increase awareness of transfer paths.

IV. Reviewing Existing Transfer Paths

The existing transfer paths were established through faculty work groups. While transfer paths should remain responsive to changes in academic disciplines and workforce needs in New York State, any revisions must be balanced against the need for consistency so that campuses can successfully implement the content in academic programs.

The Transfer Path Subcommittee, informed by consultation with faculty and other stakeholders via surveys, listening sessions, and other forms of outreach, will recommend to the Office of Transfer and Articulation which transfer paths to review. Factors that may prompt review include, but are not limited

to, length of time since the last revision; changes to applicable SUNY policies, state regulations, and/or accreditation standards; changes in disciplinary expectations; and implementation issues of the current transfer path.

When developing their recommendation, the Transfer Path Subcommittee shall consider the following:

1. The review of transfer paths requires effort by faculty, staff, and leadership on campuses and staff and leadership at System Administration; therefore, the review of existing transfer paths is intended to be staggered rather than all at once to balance commitments and ensure there is capacity.
2. When transfer paths are closely related (for example, adolescence education and childhood education), they may be reviewed simultaneously to ensure alignment and consistency across revisions, as appropriate.
3. Each transfer path should be reviewed at least once every seven years. Off-cycle reviews prior to the seven-year mark may be requested by faculty and other stakeholders, and a recommendation for an off-cycle review should be advanced if there is compelling reason for such a review.
4. An abridged review may be appropriate when an existing transfer path is determined to be functioning effectively and no revisions are warranted. A full review shall be conducted when an existing transfer path requires more comprehensive evaluation and revisions are likely.

The Office of Transfer and Articulation will make the final determination as to which transfer paths will be reviewed by a faculty disciplinary group in a given academic year.

V. Establishing New Transfer Paths

A new transfer path may be established when there is a clear and demonstrated need. This need may arise from the emergence of new or evolving disciplines with an increasing number of academic programs, or from the need to improve clarity by dividing an existing broad disciplinary transfer path into more specific, major-focused transfer paths. The Transfer Path Subcommittee, informed by consultation with faculty and other stakeholders via surveys, listening sessions, and other forms of outreach, will recommend to the Office of Transfer and Articulation whether a new transfer path should be considered, and the Office of Transfer and Articulation will determine whether to proceed.

When developing their recommendation, the Transfer Path Subcommittee shall consider the following:

1. There is no minimum number of sending or receiving campuses with parallel programs required to establish a transfer path; however, a total of eight would generally indicate a sufficient minimum, and instances in which there are fewer may warrant a different approach to support transfer students, such as facilitating campus-to-campus articulation agreements rather than a university-wide transfer path.
2. There is no minimum number of transfer students within the discipline required to establish a transfer path; though a small number may be an indication there is not sufficient demand but may also indicate students are transferring to non-SUNY schools because of intra-SUNY transfer challenges.

3. Faculty, department chairs, and academic deans should be consulted to assess the perspectives of disciplinary experts who can provide valuable guidance on curricular details and trends in the field that can inform the decision on whether to consider a new transfer path.

Once the Transfer Path Subcommittee has made its decision about whether to recommend consideration to establish a new transfer path, the chair of the subcommittee will provide to the Office of Transfer and Articulation the recommendation and its rationale. The Office of Transfer and Articulation, in concert with the Office of Academic Affairs, will review the recommendation and determine whether to accept the recommendation and convene a faculty disciplinary group, request more information from the Transfer Path Subcommittee, or deny the recommendation (if the latter, reasons will be provided).

VI. Faculty Disciplinary Group

Once a determination has been made by the Office of Transfer and Articulation to convene a faculty disciplinary group, the Transfer Path Subcommittee, in concert with the Office of Transfer and Articulation, will assist in coordinating the canvassing of campuses to identify participants.

Group Composition and Selection Procedures

Each campus that offers a program in the transfer path discipline shall be permitted to have one participant in the faculty disciplinary group for the transfer path under review. The Office of Transfer and Articulation, in concert with the Office of Academic Affairs, will contact each campus Chief Academic Officer (CAO) and provide instructions, which will include the following:

1. The campus CAO will inform the Campus Governance Leader (CGL) of the convening of a faculty disciplinary group.
2. Each campus shall designate, through its shared governance processes, one faculty representative in the appropriate subject area, with relevant expertise in curriculum design and student transfer, to contribute a system-wide, multi-campus perspective.
3. Before the name, title, and contact information of the selected faculty member is advanced to the Office of Transfer and Articulation, the campus CAO and CGL shall verify the selected candidate has agreed to serve on the faculty disciplinary group.
4. If a campus does not identify a faculty member for a faculty disciplinary group, the campus will not have representation on the group.

Selection of faculty disciplinary group participants is the responsibility of each campus and neither the Transfer Path Subcommittee nor the Office of Transfer and Articulation will modify campus selections.

Group Review Process and Recommendation Procedures

Each faculty disciplinary group shall be co-chaired by two faculty members, one from a community college associate degree program and one from a state-operated baccalaureate degree program. Faculty members from campuses offering both associate and baccalaureate degrees may serve in either co-chair role as appropriate and as agreed by the group members. The co-chairs shall serve as the primary points of contact with the Transfer Path Subcommittee and the Office of Transfer and Articulation. The Office of

Transfer and Articulation shall provide administrative and logistical support for the work of each group. The co-chairs shall facilitate group deliberations and submit a written summary of recommendations and supporting rationale.

The review process conducted by the faculty disciplinary group shall typically commence at the beginning of the fall semester with the goal of the group issuing its recommendations by the beginning of the spring semester of the same academic year so that the Office of Transfer and Articulation can distribute these recommendations to SUNY campuses for a comment period, through which feedback will be obtained to inform final development of the recommendations. Throughout this timeframe, the Transfer Path Subcommittee will be consulted on the developing recommendations so that there is opportunity to provide input for consideration by the group.

Deliberations of a faculty disciplinary group are not confidential. Group members are expected to communicate openly with disciplinary colleagues on their home campuses and across the system regarding the substance, direction, and implications of developing recommendations. Ongoing consultation and information-sharing with the broader disciplinary community is an essential component of the group's work.

Recommendation Review and Action

Once finalized, the faculty disciplinary group recommendations will be reviewed by the Office of Transfer and Articulation, in concert with the Office of Academic Affairs, with a recommendation for approval advanced during the spring semester to the System Provost. If approved by the System Provost, the revised transfer path or new transfer path will be communicated to campus stakeholders (for example, Chief Academic Officers, Campus Governance Leaders, Registrars, Transfer Advisors) on or about May 31, with an expectation that campuses will review program curricula and adjust as needed, including through the SUNY and NYSED approval and registration processes as applicable, to be prepared to implement the curricular changes for the first fall semester following the upcoming academic year (e.g., if a change is communicated in May 2026, the resultant curricular changes would be expected to be implemented in fall 2027).

For the SUNY Provost to approve a recommendation to discontinue an existing transfer path, the faculty disciplinary group must include with their recommendation a rationale that describes how the transfer path is no longer beneficial to students because of factors such as significant changes to coursework and programs since the path was created, few campuses offer programs to which the transfer path applies, and/or there are more beneficial ways to support student transfer. If a transfer path is discontinued, there remains an expectation to support student transfer in the discipline through articulation and/or other means. Additionally, if conditions change, a discontinued transfer path may be reinstated.

VII. Resources

The SUNY transfer website, <https://transfer.suny.edu/>, includes multiple resources, including the existing transfer paths, <https://transfer.suny.edu/paths/>, and resources for faculty and staff, <https://transfer.suny.edu/faculty-staff/>.