

TRANSFER COLLABORATIVE

Texas's higher education strategic plan, 60x30TX, calls for at least 60% of Texans ages 25-34 to hold a certificate or degree by 2030. This is a key goal, if we, as a state, are to meet the demands for a skilled workforce that will drive our economy and support our families. Today, those Texans are 11-20 years old.

To achieve this goal, educational institutions must focus their attention on building strong partnerships that map a clear path from the endorsements that students and families embark upon in the 8th grade, to dual credit opportunities, to level one and level two certificates, to associate's degrees and beyond. The students who enter dual credit, early college high schools, collegiate academies and similar programs will have the opportunity to acquire level one and level two certificates as well as the AAS, AA, or AS degree as they simultaneously fulfill high school endorsement requirements and meet 60x30TX goals.

Because of these trends, Texas is likely to see a significant increase in the number of students who will earn academic and technical certificates and degrees in coming years.

Students who successfully earn AAS degrees have demonstrated their ability to succeed in college-level coursework and to finish what they start. These students most often represent adult, first generation, low income, and minority students, and they possess clear awareness of the marketable skills they acquire through the AAS. A pathway that provides opportunities for "stackable credentials" provides these students and their families a bridge into a better future. Unfortunately, the old paradigm that divides education into "academic" and "vocational" tracks can create a barrier that limits the long-term advancement of some students. Often, advancement into managerial and executive ranks requires, or at least favors, candidates with a bachelor's degree. Most AAS graduates are unaware that there are degree programs that will honor their technical course hours and help them progress quickly toward a bachelor's degree and beyond.

The Transfer Collaborative was created to help address this problem. The North Texas Community College Consortium, representing 225,298 enrollments (31.5% of all Texas community, junior, and technical college enrollments), in conjunction with 14 universities representing 240,497 enrollments (36.8% of all Texas public university undergraduate enrollments), have built the Collaborative.

The first-year outcome of the Collaborative was the development of a "common template" that clearly shows how AAS degrees align with BAAS degrees across North Texas. The AAS-BAAS guided pathway is not intended to replace a degree audit, but to function as a guided pathway for students, leading to informed decision-making. The template does not create policy, but rather organizes already existing information at each college into a single readable and consistent form. It is structured as a full time eight semester pathway, but can also be used as a checklist for part-time students.

The Transfer Collaborative has expanded to include academic guided pathways for Agriculture, Architecture, Business, Communications, Computer Science, Criminal Justice, Education, Engineering, Kinesiology, Music, Nursing, Psychology, and Sociology, representing 80% of transfer majors.

The Collaborative is eager to get these pathways into the hands of students and families and to get feedback from associate and baccalaureate programs, school districts, industry partners, and the community to continue to improve their usability.

[Name of Associate Degree] to
 [Name of Baccalaureate Degree – w specialization if applicable]
Guided Pathway
 Effective for the [20##-20##] Catalog

First Year – [Name of Community College]

FIRST SEMESTER	SECOND SEMESTER
CXXXX ##### – Course Title * (Core Area)	
(note: specific courses listed to complete degree core classes and other notations are added below, as needed. Courses are listed by semester, in the appropriate order.)	

Total Semester Hours:

Total Semester Hours:

Second Year – [Name of Community College]

It's best to apply to [University] a full semester before you plan to transfer. It will help if you submit a copy of this pathway with your application.

FIRST SEMESTER	SECOND SEMESTER

Total Semester Hours:

Total Semester Hours:

[Degree Type]: [Name of Degree]

You will need to apply for the associate's degree at your community college. Contact your advisor there for more information.

Third Year – [Name of University]

FIRST SEMESTER	SECOND SEMESTER
CXXXX ##### – Course Title (XXXX #####)	

Total Semester Hours:

Total Semester Hours:

Fourth Year – [Name of University]

FIRST SEMESTER	SECOND SEMESTER

Total Semester Hours:

Total Semester Hours:

This is not an official degree plan. Check with an advisor; degree plans may change in later catalogs.

Part-time students may also follow this sequence. Developmental coursework may be required.

- * You may take a different course to meet this requirement. A specific list is available from your advisor.
- C This course counts for the Core Curriculum at any public college or university in Texas.
- () Course numbers shown in parentheses are equivalent to these courses at [University].

*For questions about the University portion of this pathway,
 Contact the [XXX] Academic Advising Office at [(###) ###-#### or email @host.edu].*