



Managing Curricular Alignment

April 21, 2014



Or...

Facilitating Smoother Transitions

Or...

Articulation Agreements and
Best Practices in Articulation

Or...

The Details Are Important, But
It's Also About the Relationships



Common Terms

Articulated Course

- A course that is accepted by the receiving school for each student

Equivalent Course

- A course that is accepted by the receiving school for each student

Transfer Guide

- A summary of equivalences or articulated courses from one program to another

Articulation Agreement

- A contract between educational institutions that defines how a program at one school will articulate or “line up/transfer with” a program at another educational institution.



Purpose of Articulation Agreements

- To foster the smooth transition of students from one education institution to another *and back again!*



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- To promote curriculum development at another college which supports transfer of more students



Best Practices

1. Get Faculty and Advisors Involved in the Process
2. Have a designated coordinator
3. Get buy-in from institution, administration and other constituents.
4. Continue developing the relationship between faculties and the institutions.
5. Market, advertise and promote the agreements.



Best Practices

6. Review the agreements on a recurring basis or as necessary.
7. Do a degree audit and/or build the agreements into your SIS/evaluation.
8. Review the need for the agreement on a routine basis, including data on student enrollment, retention, etc.
9. Use a standard format, and deviate only as necessary.
10. Develop user friendly components of the agreement , such as advising sheets or update forms.



User friendly guides for DPP

- Consider guides at the CC that are about *Bachelor's* completion. List all credits that articulate, and information relevant to transfer
- The audience for your guides is current DPP students at both the CC and the university.
- [Examples](#)



Building Relationships

- Get to know the professional advisors well.
- Arrange faculty-to-faculty meetings focused on curricular alignment and outcomes.
- Develop a [space on the community college campus](#) focused on transfer partnerships. Try to get advisors, admissions officers, and student services to hold office hours.



Concluding Thoughts

Articulations are only effective if:

- faculty develop them together.
- advisers understand and use them.
- students access them.

It is all about the relationships!



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Discussion Question

What are the most extreme “points of confusion” you have encountered when working with transfer students?

