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?