



Articulation Agreement Guidelines Manual

For Deans and Department/Program Chairs

Preface

Appalachian State University (Appalachian) is committed to maintaining a well-designed, effective process for developing and implementing articulation pathways with two-year institutions, in an effort to ensure the orderly transfer of academic credit for those students that we serve.

Appalachian solicits partnerships which will improve students' success and increase their access to advanced educational opportunities. These structured pathways are intended to help community college students to pursue a degree at Appalachian by:

- promoting curricular alignment with key strategic partners;
- designing articulation degree plans/maps for transfer students; and
- creating program-specific articulation agreements with community colleges and other institutions.

This Articulation Agreement Guidelines Manual¹ summarizes the key elements of the process used by Appalachian to create an agreement. It is designed to provide guidance to deans and department/program chairs for preparation of agreements, in order to facilitate articulated transfer work.

Contact the Appalachian State Online & Transfer Services, regarding questions about this document:

Online & Transfer Services
John E. Thomas Hall, Suite 130
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ASU Box 32166
Boone, NC 28608-2166

transfer.appstate.edu
828.262.7877

¹ The Lone Star College System has graciously given permission to Appalachian to utilize their Articulation Agreement Guidelines Manual as a reference and guide in developing our Guidelines Manual. See the Lone Star College System Articulation Agreement Guidelines Manual on their website:
http://www.lonestar.edu/departments/universityarticulation/Articulation_Manual_Handbook.pdf

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What is an Articulation Agreement?

Articulation Agreements exist between Appalachian and two-year institutions to support seamless transfer. These agreements formalize the process of developing and maintaining transfer options for students who wish to pursue a bachelor's degree. Typically, they provide students at community colleges with access to, and linkages with, Appalachian. An agreement often includes a minimum GPA requirement for admission and a minimum or maximum number of credit hours that will transfer.

Definition:

Articulation is a broad term which relates to various methods by which students can receive transfer credit for specific coursework that they have mastered.

Articulation Agreements are formal agreements between two or more educational institutions which outline the transfer of course credit from one institution to another. The agreements constitute a broad framework for more specific transfer planning that will define the articulation of baccalaureate degree program requirements at a specific program course level. The [North Carolina Comprehensive Articulation Agreement](#) is one example of a statewide articulation agreement.

A formal articulation agreement is a written document, signed by representatives of each entity, which permits credit earned through one institution's program(s) to be transferred to another (in this case, Appalachian). Credit can be applied to a degree, counting directly toward the program of study, toward general education, or as elective credit.

Goal:

The goal of an articulation agreement is to increase the number of students who complete an associate's degree and/or coursework at a community college and go on to earn a bachelor's degree by ensuring that courses successfully completed at another institution will transfer to Appalachian, some of which may not have been approved for transfer without an agreement. We assist students in reaching their educational objectives by providing information that supports a seamless transfer from a two-year institution to Appalachian. Articulation agreements should be considered 'living documents' which will go up for periodic review either every three years or whenever changes in curriculum occur--whichever comes first.

Crosswalks/Transfer Guides

Appalachian articulation agreements make it possible to properly advise students, allowing them to make more informed decisions about which courses should be completed at a partner institution, and which courses may be transferred to Appalachian. Articulation crosswalks are guides that reflect how courses transfer and show which courses need to be completed at Appalachian in both general education and in the major to meet graduation requirements. Articulation agreements and the corresponding crosswalks will be posted on the [Online & Transfer Services](#) website.

Benefits:

Upon following the requirements of an articulation agreement, students can meet the curricular requirements associated with a baccalaureate degree as efficiently as possible. Other benefits to students and partner institutions include:

- allowing students to make a smoother transition to Appalachian State;
- having more credit count toward bachelor's degree requirements;
- preventing students from taking or repeating unnecessary coursework;
- promoting consistent, open dialogue among faculty from each campus; and
- strengthening and supporting collaboration among partner institutions.

Requirements:

At Appalachian, the requirements for an articulation agreement depend on the specific agreement, itself. In general, students must meet each of the following:

- [credit limitations/minimum grade requirements](#);
- [Appalachian's residency requirements](#); and
- [admissions-specific requirements](#).

Most courses that are transferable are cognate* courses, major requirements, general education courses, or elective credit required in the major.

**Cognate courses are typically defined as courses required in the program of study but taken in another department.*

Which Principles Should Guide an Articulation Agreement?

Articulation is a process and relationship which involves the vertical and lateral movement of students through a formal education system. An agreement is based upon guidelines, policies and accreditation principles. Agreements are intended to expand and create access for our students.

Appalachian intends to enter into agreements which will:

- increase access to and attainment of students' educational/career goals;
- facilitate alignment of Appalachian majors with associates degree course offerings;
- establish a compelling interest and need for current/future students;
- serve to maximize educational opportunities and services and enhance career options for students in workforce development programs;

- provide effective and cooperative linkages to strengthen partnerships and initiatives which benefit students;
- reduce costs to students;
- be mutually beneficial to all parties; and
- align with Appalachian's [strategic plan](#).

The Southern Association of Colleges and Schools (SACS) has published a policy statement (**see Appendix B**) which addresses the quality and integrity of undergraduate degrees, along with a position statement regarding the transfer of academic credit.

What is the Value of an Articulation Agreement?

Articulation agreements maximize the transferability of credit. Students can complete a course of study with the assurance that accumulated credit will provide a skill-set for their chosen career, will result in a certificate or other degree at the first institution, and will apply, in part or in whole, to a bachelor's degree at the next institution. As a result, articulation agreements have the potential to provide a great deal of benefit to both students and institutions--including, but not limited to:

Value to Students

- making the process of transferring easier;
- accelerating progress of bachelors degree completion;
- reducing duplication of instruction;
- saving of money on tuition, fees, and books for students by eliminating repeats of courses already taken at the first institution;
- creating the opportunity to continue studies in their chosen subject or discipline,
- improving job readiness skills;
- improving job attainment potential;
- earning college credit; and
- offering motivation to continue with schooling.

Value to Educational Institutions

- improved student success;
- promoting curricular alignment;
- facilitating communication between educational institutions;
- facilitating communication between faculty and administrators;
- reducing duplication of instruction;
- expanding program content;
- enhancing public relations;

- increasing enrollment in articulated courses at the high school and college levels;
- assisting with recruitment at all levels of education; and
- promoting a more unified educational system.

What is the process for developing an Articulation Agreement?

Steps to completing an articulation agreement (**See Appendix F for quick checklist**)

Initiation

The request for an articulation agreement is first generated from either an internal or external source.

- Internally - generated from a curriculum team, department or division within Appalachian.
- Externally - originating from another institution through an Appalachian contact.

Regardless of the origin of the agreement, academic departments should consult with the Online & Transfer Services as early as possible in the process.

** A list of Community Colleges and their main point of contact in which Appalachian has existing agreements is located in **Appendix G** of this document.*

Notice of Intent to Develop an Articulation Agreement

After an agreement has been initiated, the Appalachian department chair coordinates and communicates with their respective dean's office the intent to develop an articulation agreement, then completes the *Notice of Intent to Develop an Articulation Agreement* request (**see Appendix C**). Afterward, the completed request is sent to the director of the Online & Transfer Services.

Development

Draft agreements are developed with the following considerations in mind:

- agreements should comply with the articulation agreement guidelines;
- agreements should provide opportunity for input and review from partnering institutions;
- agreements should include the General Education Office for review of the general education requirements toward the intended degree; and
- agreements should be developed in close consultation with the Online & Transfer Services.

*Academic Advisors and/or program coordinators who work closely with the program should be key participants in developing the curricular details of an agreement.

Articulation Agreement Content

To ensure quality and consistency of each agreement, Appalachian follows a standard format. A template has been provided in **Appendix D**.

Approval

The Online & Transfer Services sends a copy of a pending agreement to the community college contact for final approval from the partner institution.

Articulations agreements must have all applicable administrative reviews completed and signed by all parties prior to commencement of any duties/actions by the parties, as stipulated in the agreement. The official designee at Appalachian is the Provost/Executive Vice Chancellor. The community college designee is identified during the development of the agreement. This designee is typically the vice president of academic affairs or the president of the community college. An articulation agreement is a binding legal contract which requires review by the Office of Legal Counsel if any changes are made to the previously approved agreement.

Upon approval from both institutions, two original copies are created for signatures and sent to the Provost. Both original copies are sent to the designee at the participating community college for signature. The community college designee will return a signed agreement in the self-addressed envelope. A signed copy of the original agreement is kept in the Online & Transfer Services. Copies of the agreement are sent to the Office of Legal Counsel, the Office of Academic Affairs and the academic department in which the agreement originated.

The Online & Transfer Services will coordinate a signing ceremony with the partner institution in those instances for which it is the first time that an agreement has been signed with Appalachian (See *Promotion and Marketing*).

Note: Departments/Colleges can expect improved compliance and faster reviews by using the templates and guidelines in this document.

Renewal/Periodic Review

Articulation agreements undergo review for one of two reasons. Either:

- three years have elapsed since an agreement was last reviewed; or
- there is need for an addendum to the agreement (i.e., curriculum change)

Renewal

In the case of renewal, the Online & Transfer Services will notify the academic department program coordinator/director and the community college point of contact to begin the renewal process. If any changes to the curriculum are made by either institution, an addendum will need to be developed. The articulation agreement addendum will reflect the specific changes made to the new agreement, i.e. courses, position changes, etc. including the date of review in order to assist in maintaining the most current agreements. A copy of the original agreement is included with the amendment, change, or extension at the time the documents are processed for approval.

Review

The Office of Academic Affairs and the Online & Transfer Services may prompt departments to do an annual review with the transfer institution. However, the timeline for review will be every three years unless revisions to the program transfer agreement have been made.

Each review and/or addendum must be approved by:

- the Appalachian program director/coordinator;
- the Appalachian department chair;
- the office of the appropriate dean at Appalachian; and
- the originator in the Online & Transfer Services.

The Online & Transfer Services will conduct an annual report to inform both institutions of participation in such agreements.

Communication/Dissemination of the Agreement

Following approval and obtaining the appropriate signatures, the original agreement is archived in the Online & Transfer Services. Transfer crosswalks, along with a copy of the articulation agreement are posted to the Transfer Services website (www.transfer.appstate.edu).

Others who receive notification include:

- deans;
- departmental program coordinators/directors;
- department chairs;
- the Office of Admissions; and
- University Advising Council (UAC)

Copies of the agreement are distributed to:

- the corresponding dean's office;
- the academic department;
- Academic Affairs; and

- the Appalachian Office of Legal Counsel.

Promotion/Marketing

A **Signing Ceremony** is held to recognize the first articulation agreement signed between Appalachian and a partner institution. Subsequent agreements do not require an official ceremony. See **Appendix H** for details on signing ceremonies.

Once an agreement is complete, the Online & Transfer Services, in partnership with Enrollment Management, coordinates promotion and marketing of transfer articulation agreements to students in the following ways:

- work with University Communication to develop a press release;
- inform the Office of Admissions of new articulation agreements;
- ensure that articulation agreements and relevant transfer guides are posted on the Online & Transfer Services, the Office of Admissions, and the appropriate academic department websites;
- include a statement on transfer guides that indicates the guide represents an articulation (partnership) agreement between Appalachian State and the partner institution;
- consider other printed materials to promote agreements (e.g., brochures, college catalog, appropriate websites); and
- monitor to determine effective methods of promotion, as measured by students' use of transfer articulation agreements.

Appendix A: Types of Articulation Agreements

The state of North Carolina has defined different types of articulation agreements for consistency throughout the UNC system. Appalachian articulation examples are noted under the appropriate agreement in this section.

Articulation Agreements – Associate in Arts or Associate in Science (AA/AS)	
CAA The Comprehensive Articulation Agreement (CAA) is a statewide agreement which governs the transfer of credit from the North Carolina Community College System (NCCCS) to the University of North Carolina System (UNCS). The CAA provides certain assurances to the transferring student. For example, students who earn an Associate in Arts (AA) or an Associate in Science (AS) degree, according to the guidelines of the CAA, will be treated as juniors at the receiving UNC institution. Benefits of the CAA do not apply to either the Associate in General Education (AGE) degree, Associate's in Applied Science (AAS) degrees or AFA degrees,	
Type of Articulation Agreement	How it is Developed/Implemented?
CAA Baccalaureate Degree Plans Each UNC institution will develop, publish, and maintain four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion. Students who complete an AA or AS degree and the baccalaureate degree plan published by a UNC institution, and who are accepted into that institution and into that major within four years of initial enrollment at the community college, will continue into that major at the UNC institution with all courses fulfilling lower division general education and other degree requirements. Baccalaureate Degree Plans can be found on the Online & Transfer Services website at https://transfer.appstate.edu/transferguides	The Online & Transfer Services, in consultation with the academic department chair or program coordinator, will develop transfer guides for each program of study at Appalachian. Revisions will be made on an annual basis, as programs of study are revised. Baccalaureate Degree Plans can be found on the Online & Transfer Services website at https://transfer.appstate.edu/transferguides
CAA Bi-lateral Agreement A CAA bilateral agreement occurs when one university and one community college join in a collaborative effort to facilitate the transfer of students from a specific	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices and signed by the Provost. These agreements

AA/AS degree program to a specific baccalaureate degree program.	allow institution-specific courses to be outlined in the transfer crosswalk, along with course sequencing to promote timely degree completion at Appalachian. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
CAA Multi-lateral Agreement A CAA multi-lateral agreement occurs when a single university and two or more community colleges collaborate to facilitate the transfer of students from specific AA/AS degree programs to a single baccalaureate degree program.	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices and signed by the Provost. These agreements allow institution-specific courses to be outlined in the transfer crosswalk, along with course sequencing to promote timely degree completion at Appalachian. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
CAA Consortium Agreements A consortium agreement involves multiple universities and two or more community colleges collaborating to facilitate the transfer of students from a specific AA/AS degree program to a specific baccalaureate degree program.	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices and signed by the Provost. These agreements allow institution-specific courses to be outlined in the transfer crosswalk, along with course sequencing to promote timely degree completion at Appalachian. Potential course collaboration with other universities is possible. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
Reverse Transfer Reverse transfer agreements ensure that a North Carolina community college accepts credit earned after a student transfers to Appalachian and will apply them toward an applicable associate's degree. Eligible students will have completed at least 16 hours at a community college and must have transferred prior to completing an associate's degree.	The Reverse Transfer program is coordinated by the Online & Transfer Services and is supported by the Office of the Registrar. Students who are awarded the AA/AS degree from a North Carolina community college will meet Appalachian's general education requirements.

Articulation Agreements – Associate in Applied Science (AAS)

AAS Lateral & Consortium Agreements

AAS Lateral & Consortium Agreements stem from transfer arrangements created for individual NCCCS AAS programs to specific programs at UNC institutions. Prior naming conventions include 2 + 2 or 2 + 3 programs. The following are several types of lateral and consortium agreements. *Note: Appalachian does NOT accept AAS degrees as completing general education requirements.*

Type of Articulation Agreement	How it is Developed/Implemented?
AAS Bi-lateral Agreement An AAS bi-lateral agreement occurs when one university and one community college join in a collaborative effort to facilitate the transfer of students from a specific AAS degree program to a specific baccalaureate degree program.	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices and signed by the Provost. These agreements can allow courses that might not otherwise transfer to Appalachian because they are not part of the CAA Transfer Course List to be accepted to meet major requirements for a specific major only. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
AAS Multi-lateral Agreement An AAS multi-lateral agreement is a single university and two or more community colleges collaborating to facilitate the transfer of students from specific AAS degree programs to a single baccalaureate degree program.	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices and signed by the Provost. These agreements can allow courses that might not otherwise transfer to Appalachian because they are not part of the CAA Transfer Course List to be accepted to meet major requirements for a specific major only. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
AAS Consortium Agreements A consortium agreement involves multiple universities and two or more community colleges collaborating to facilitate the transfer of students from a specific AAS	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices and signed by the Provost. These agreements

degree program to a specific baccalaureate degree program.	allow institution-specific courses to be outlined in the transfer crosswalk, along with course sequencing to facilitate timely degree completion at Appalachian. Course collaboration with other universities is possible. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
Universal Articulation Agreements (UAA) A statewide lateral agreement would occur when all 16 UNC universities and all 58 NCCCS institutions agree on articulation from a specific AAS program to a specific baccalaureate degree program.	Examples include: RN → BSN - Associate in Nursing, AE - Associate in Engineering, ECE - Early Childhood Education http://www.ncccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements *applicable at institutions in which degrees are offered

Articulation Agreements – Associate in Fine Arts (AFA)

AFA Lateral & Consortium Agreements

AFA Lateral & Consortium Agreements stem from transfer arrangements created for individual NCCCS AFA programs to specific programs at UNC institutions. Prior naming conventions include 2 + 2 or 2 + 3 programs. The following are several types of lateral and consortium agreements.

Type of Articulation Agreement	How it is Developed/Implemented?
AFA Bi-lateral Agreement An AFA bi-lateral agreement occurs when one university and one community college join in a collaborative effort to facilitate the transfer of students from a specific AFA degree program to a specific baccalaureate degree program.	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices and signed by the Provost. These agreements allow institution-specific courses to be outlined in the transfer crosswalk, along with course sequencing to promote timely degree completion at Appalachian. Potential course collaboration with other universities is possible. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
AFA Multi-lateral Agreements An AFA multi-lateral agreement occurs when a single university and two or more community colleges join in a collaborative effort to facilitate the transfer of students	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices

from specific AFA degree programs to a single baccalaureate degree program.	and signed by the Provost. These agreements allow institution-specific courses to be outlined in the transfer crosswalk, along with course sequencing to promote timely degree completion at Appalachian. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
AFA Consortium Agreements A consortium bilateral agreement involves multiple universities and two or more community colleges collaborating to facilitate the transfer of students from a specific AFA degree program to a specific baccalaureate degree program.	Generally initiated by the academic department and in consultation with the Online & Transfer Services, this is a formal agreement that must be vetted through the department and dean's offices and signed by the Provost. These agreements allow institution-specific courses to be outlined in the transfer crosswalk along with course sequencing to promote timely degree completion at Appalachian. Potentially course collaboration with other universities is possible. <i>Use the Articulation Agreement Form found in Appendix B to begin the process.</i>
Universal Articulation Agreements (UAA) A statewide AFA lateral agreement would occur when all 16 UNC universities and all 58 NCCCS institutions agree on articulation from a specific AFA program to a specific baccalaureate degree program.	Examples include: AFA → BFA Visual Arts, Theatre, Music https://www.nccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements

Appendix B: SACS Position and Policy Statements



*Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097*

TRANSFER OF ACADEMIC CREDIT

-A Position Statement-

The Commission on Colleges of the Southern Association of Colleges and Schools, the regional accrediting body for the eleven southeastern states, recognizes that issues surrounding transfer of academic credit continue to generate debate nationally. The debate touches on questions of accountability, access, and equity in the higher education community. The Commission encourages its member institutions to review their transfer policies and procedures with a view toward making transfer of credit easier for students while continuing to honor their obligation to maintain academic quality and integrity. Institutions participating in self-regulatory, non-governmental accreditation are responsible to the public for establishing transfer processes that address both views.

Transfer of academic credit is a public policy issue for several reasons: (1) an increase in student mobility, (2) the proliferation of distance learning programs and common acceptance of their legitimacy, (3) the economics of expending public money twice for the same course, and (4) consumer protection from expending private money twice for the same course.

The Commission supports institutional autonomy in determining its own standards for transfer of academic credit while also encouraging institutions not to impose artificial impediments or meaningless requirements on the transfer process. Many systems and institutions have taken positive action such as negotiating articulation agreements, common course listings, common core curricular, and automatic acceptance of credit arrangements to facilitate the transfer of academic credit. These kinds of proactive approaches, involving qualified faculty in the decisions, ease the way toward resolving transfer of credit problems while maintaining curricular coherence and academic and institutional integrity.

The accreditation standards of this Commission require member institutions to analyze credit accepted for transfer in terms of level, content, quality, comparability, and degree program relevance. The accreditation standards do **not** mandate that institutions accept transfer credit only from regionally accredited institutions. When an institution relies on another institution's regional accreditation as an indicator for acceptability of credit, it should not be the only criterion used for acceptability nor should it be represented as a requirement of this accreditation agency, which it is not.

Maintaining academic quality and integrity remains the primary responsibility of each institution accredited by the Commission on Colleges. This position paper should not be interpreted as supporting any idea that would undermine that responsibility or as impinging on the institution's right to establish and enforce its own policies. At the same time, the Commission encourages member institutions to consider ways in which they might ease the acceptance of transfer of academic credit while maintaining an acceptable level of academic quality reflecting their unique missions.

*Approved: Commission on Colleges,
June 2003*



*Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097*

THE QUALITY AND INTEGRITY OF UNDERGRADUATE DEGREES

Policy Statement

Introduction: The national priority to sharply increase the percentage of Americans holding undergraduate degrees has resulted in a number of creative educational pathways to facilitate accomplishment of that goal. Examples of educational pathways include two-plus-two arrangements, dual admissions, consortia arrangements, degree completion arrangements, state-wide articulation arrangements, credit for work experience arrangements, diploma and certificate credits being converted into degree credits, and the like. Additionally, various “applied” undergraduate degrees are proliferating to meet the needs of career-minded students wishing to enter the work force directly after graduation.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is supportive of the innovative efforts of educational leaders to effectively address this national priority; however, SACSCOC has an obligation to ensure that these educational pathways maintain or enhance the quality and integrity of undergraduate degrees. Therefore, when reviewing an institution offering undergraduate degrees, the Commission will expect the institution to be in compliance with the relevant Principles of Accreditation and the stipulations of this policy as outlined below.

The Undergraduate Degree: For purposes of accreditation, an undergraduate degree is characterized, among other things, as a coherent body of knowledge and skills, including an appropriate general education component, all at the collegiate level. To maintain the integrity of the undergraduate degree, the degree-granting institution is responsible for the quality of all credits that constitute the degree it grants.

The higher education community has traditionally understood educational programs that are applied in nature (e.g., certificates, diplomas, AAS and other types of applied associate degree programs, and certain baccalaureate degrees) will include discipline-specific courses not intended to transfer to a traditional baccalaureate or non-applied associate’s degree. Recent innovative educational pathways have the potential to blur that commonly-held distinction between transfer programs and non-transfer programs. With the shifting paradigm, it is incumbent on institutions to provide honest and open disclosure regarding the nature of their degrees and constituent courses. Therefore, the institution must clearly disclose whether the intent of each of its undergraduate degrees is “intended for transfer” or “not intended for transfer.”

All lower-division courses within educational programs that are characterized as “intended for transfer” will be considered transfer courses and therefore, expected to meet transfer-quality accreditation standards. In some cases, institutions may elect to accept courses from programs characterized as “not intended for transfer.” In doing so, the accepting institution must demonstrate that there are comparable course content and comparable learning outcomes, and ensure that courses rise above the level of basic skills and constitute more than a training experience. All general education courses are always expected to meet transfer level quality accreditation standards. Transfer level quality accreditation standards are defined by the *Principles of Accreditation*, Core Requirement 2.7.2 (Program Content); Core Requirement 2.7.3 (General Education); Comprehensive Standard 3.4.4 (Acceptance of Academic Credit); and, Comprehensive Standard 3.7.1 (Faculty Qualifications).

All courses on the institution’s transcript for the undergraduate degree, whether taught by the institution, transferred in from a domestic or an international institution, or taught elsewhere and transcribed as the institution’s own (e.g., dual admissions, study-abroad, cross-registration, consortia) should be evaluated to ensure that the courses meet (1) the requirements for the degree the institution intends to award and (2) applicable accreditation standards. This evaluation must be carried out by persons academically qualified to make the necessary judgments.

Any baccalaureate degree in its entirety will be viewed and evaluated as a single degree, including all lower-division courses.

Educational Pathways and Blocks of Credit: All lower-division courses, including those within blocks of credit which are subject to institutionally-created educational pathways and/or state-wide transfer policy (1) are expected to meet transfer-level quality accreditation standards, or (2) where such educational pathways intentionally include the articulation of courses labeled as “not intended for transfer,” the parties to the educational pathway must demonstrate that there are comparable course content and comparable learning outcomes, and ensure that courses rise above the level of basic skills and constitute more than a training experience. All courses comprising a block of credit being articulated or transferred must be unbundled and recorded individually on the student transcript.

Institutional Information: Institutions must clarify for SACSCOC review committees transfer policies; educational pathways; the name, type, intent (Transfer or Non-Transfer), and content of various educational programs; and lower division course offerings (Transfer or Non-Transfer).

Committee Orientation: Staff supporting SACSCOC review committees should ensure that committee members have the necessary institutional information and that committee members are sensitive to the mission of the institution when applying the *Principles of Accreditation* and SACSCOC policy.

Document History

Approved: Board of Trustees, December 2011

APPENDIX C: Notice of Intent to Develop an Articulation Agreement

Notice of Intent to Develop an Articulation Agreement

Date:	
Name of Appalachian Program:	
Name of Partnering Institution:	
Type of Agreement:	☐ AAS Bi-lateral Agreement ☐ AAS Multi-lateral Agreement ☐ CAA Bi-Lateral Agreement ☐ AA/AS Bi-lateral Agreement ☐ AA/AS Multi-lateral Agreement ☐ Course by Course ☐ Other
Brief rationale to support entering into the agreement:	
Appalachian program contact (name, email, phone number):	
Partnering Institution contact (name, email, phone number):	
Approved by:	Date:

APPENDIX D: Agreement Template

(Type of Agreement) **ARTICULATION AGREEMENT**

Between

APPALACHIAN STATE UNIVERSITY

AND

(INSTITUTION)

Programs of Study

(Institution name and Degree) in **(Program)**

And

Appalachian Bachelor of (Type of Degree) in
(Major)

I. INTRODUCTION

This (type of agreement) Articulation Agreement in (Appalachian degree), a major in (academic department), formally recognizes that Appalachian (Appalachian) and (Institution) are active collaborative educational partners, committed to providing greater access, options and educational opportunities and services for students between institutions. This commitment strongly supports the concept of seamless articulation of transfer credit and assures that students from (Institution) who complete the (type of degree) in (major) with grades of “C” or better will receive (hours) transfer credit hours toward the (Appalachian credit hours) hour degree requirement in the (type of degree) in (major). This program of study is available to students who intend to enroll either (terms of agreement – fall and spring, fall only, etc.) and is effective for the (date range) academic year. A (semester(s) preferred) entry term is recommended.

II. JOINT OBLIGATIONS

- A. For the purpose of this articulation agreement, students must complete the (type of degree) degree from (Institution), apply to graduate, and have the (type of degree) posted on their official transcript.
- B. (Institution) students must apply for admission and be admitted to Appalachian to articulate appropriate course credit as outlined in this Articulation Agreement. Qualified students are admitted until the class is filled so it is important to apply as early as possible. (Specify other restrictions such as 7 openings per year, etc.)
- C. Upon acceptance to Appalachian, students should contact the Chair of (Appalachian’s academic department) of his/her intent and complete a major declaration form prior to or at orientation.
- D. The Chair of (academic department) will communicate the student’s intent to the Online & Transfer Services so coursework can be articulated to the major.

- E. Only grades of “C” or better will transfer to Appalachian.
- F. The Chair (department) at (Institution) will serve as the point of contact and coordinate all transactions regarding the articulation agreement with the chair of (academic department) at Appalachian and the Director of the Online & Transfer Services.

III. EVALUATION

- A. It is understood by both educational partners that there will be an evaluation and assessment of this Articulation Agreement between Appalachian and (Institution) every three years, the first of which will occur in (month and year). The information obtained from the evaluation will be used to improve and enhance the transfer process for the benefit of students.
- B. Appalachian and (Institution) agree to exchange relevant and appropriate data and documents that will help to identify and track students that take advantage of this educational partnership opportunity; contribute to the maintenance of this Articulation Agreement; and promote effective cooperation between both parties. The institutions will exchange admissions data obtaining appropriate permissions from the students involved and in compliance with all federal, state, and local laws.

IV. AMENDMENTS

Amendments to this Articulation Agreement must be in writing signed by authorized representatives of each party. The courses of study subject to this Articulation Agreement may be changed or expanded periodically by addendum mutually agreeable to both parties.

V. LONGEVITY

This Articulation Agreement shall be effective from the date last signed below until it is cancelled by either educational partner by submitting written notification to the other partner for at least one year prior to the identified cancellation date in order to allow students that have been admitted to Appalachian to complete their respective programs. The matriculation of this agreement begins (semester/year).

- 1. Appalachian and (Institution) enter into this Articulation Agreement in the spirit of cooperation and mutually recognize each other as quality

institutions of higher learning. Each institution, furthermore, is dedicated to serving students from all walks of life, regardless of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation.

Name

Title: VP/Provost

Institution

Date: _____

Name

Title: Provost/ Assoc Provost

Appalachian

Date: _____

APPENDIX E: Crosswalk/Transfer Guide

Appalachian State University
(Degree at Appalachian)
(Partnering Institution)
(Degree at Partner Institution)

Coursework to be Completed at Partner Institution

CC Course #	ASU Course #	ASU Course Title	Credits
General Education Requirements			
Major Requirements			
Minor Requirements (if applicable)			
Major/Program Electives			Credits
Free Electives (if applicable)			
TOTAL TRANSFERRED TOWARD _____ DEGREE			#

Appalachian Coursework Remaining

ASU Course #	ASU Course Title	Credits
General Education Requirements		
Major Requirements		
Minor Requirements (if applicable)		
Free Electives (if applicable)		
TOTAL (# REQUIRED FOR DEGREE)		#

- Residency Requirements:**
- 50 hours must be from a senior institution
 - 25% of degree must be from Appalachian
 - 18 hours in the major must be from Appalachian
 - 9 hours in the minor must be from Appalachian (if applicable)

APPENDIX F: Articulation Agreement Quick Checklist

- ☐ Initiation
 - ☐ Appalachian department contacts partnering institution or vice versa. Can also express interest to the Online & Transfer Services to initiate.
 - ☐ Department Chair notifies Dean of intention to create an articulation agreement.
- ☐ Notice of Intent to Develop an Articulation Agreement
 - ☐ Dean notifies the Office of Academic Affairs (OAA) and the Online & Transfer Services (OTS) in writing with a *Notice of Intent to Develop an Articulation Agreement* following the standard format found in Appendix C.
 - ☐ The Online & Transfer Services confirms receipt of the *Intent to Develop an Articulation Agreement* with the dean's office or academic department.
- ☐ Development
 - ☐ Deans office or department office in consultation with the Online & Transfer Services uses template in Appendix D & E to draft agreements and crosswalks with the Community College.
 - ☐ Review by General Education Department to ensure general education program requirements are met.
 - ☐ Prior to seeking approval, the academic department will consult with the Online & Transfer Services/Registrar's Office to ensure course articulations are accurate within Degree Works.
- ☐ Approval
 - ☐ Department chair and/or program coordinator/director
 - ☐ Office of Academic Affairs designee
 - ☐ Partnering institution
- ☐ Communicate/Disseminate the Agreement
 - ☐ Signed copies of the agreement are sent as a PDF to Appalachian's Office of Academic Affairs and the partnering institution. The original agreement is kept in the Online & Transfer Services.
 - ☐ OTS and appropriate academic department will post agreement on website.

- ☐ Inform/notify appropriate Appalachian units University Advising Council (UAC), General Education, Associate Deans, Registrar and Admissions Offices, etc.
- ☐ Distribute copies of the agreement to the Office of Legal Counsel, Academic Affairs, and participating academic department.
- ☐ Promotion/Marketing
 - ☐ In collaboration with University Communication, arrange for a press release/signing ceremony (if deemed appropriate). Note: One official signing ceremony for first agreement per institution.
 - ☐ Post agreement (without signatures) and crosswalk to appropriate departmental websites

**For questions regarding initiation or the review or approval of articulation agreements, please contact the Online & Transfer Services at 7877.*

A more detailed description of the process can be found on page 8.

APPENDIX G: Articulation Agreements and Points of Contact

AAS Bi-Lateral

AAS Architectural Technology/ BS Architectural Technology and Design

Contacts	
Appalachian State	D. Jason Miller ; millerdj1@appstate.edu ; (828) 262-3038
Forsyth Technical Community College	Mack Shoaf ; mshoaf@forsythtech.edu ; (336) 757-3311
Wake Technical Community College	Kathy Frederick ; ksfrederick1@waketech.edu ; (919) 866-5693
Wilkes Community College	Stacie Taylor ; sbtaylor965@wilkescc.edu ; (336) 838-6551 Daniel Triplett ; dltriplett327@wilkescc.edu ; (336) 838-6406

AAS Building Construction Technology/BS Building Sciences – Construction Management

Contacts	
Appalachian State	D. Jason Miller ; millerdj1@appstate.edu ; (828) 262-3038
Wilkes Community College	Stacie Taylor ; sbtaylor965@wilkescc.edu ; (336) 838-6551 Daniel Triplett ; dltriplett327@wilkescc.edu ; (336) 838-6406

AAS Criminal Justice Technology/BS Criminal Justice

Contacts	
Appalachian State	Jeff Holcomb ; holcombje@appstate.edu ; (828) 262-6347 Cathy Marcum ; marcumcm@appstate.edu ; (828) 262-3075
Wilkes Community College	Elisabeth Blevins (advising ctr); ekblevins580@wilkescc.edu ; (336) 838-6145 Joe Exposito (agreement) ; jmexposito094@wilkescc.edu ; (336) 838-6429

AAS Interpreter Education/ BA Interdisciplinary Studies

Contacts	
Appalachian State	Mark Nunes ; nunesm@appstate.edu ; (828) 262-3178
Western Piedmont Community College	Danette Steelman-Bridges ; dsbridges@wpcc.edu ; (828) 448-6028

AAS Speech Language Pathology/ BS Communication Sciences & Disorders

Contacts	
Appalachian State	Angela Losardo ; losardoas@appstate.edu ; (828) 262-2223
Caldwell Community College and Technical Institute	Jessica Raby ; jraby@cccti.edu ; (828) 726-2345

AAS Multi-Lateral

AAS Health & Fitness Science/ BS Exercise Science

Contacts	
Appalachian State	Travis Triplett ; triplttnt@appstate.edu ; (828) 262-7148
Asheville-Buncombe Technical Community College	Rhonda Davidson ; rhondaldavidson@abtech.edu ; (828) 398-7843
Catawba Valley Community College	Jeff Moore ; jmoore@cvcc.edu ; (828) 327-7000 x4625
Central Carolina Community College	Carl Bryan ; cbryan@cccc.edu ; (919) 718-7554
Gaston College	Dana Rudisill ; rudisill.dana@gaston.edu ; (704) 922-2279
Sandhills Community College	Shelby Basinger ; basingers@sandhills.edu ; (910) 246-4961
Wake Technical Community College	Christopher Kacyon ; cjkacyon@waketech.edu ; (919) 532-5978

AAS Architectural Technology/ BS Architectural Technology & Design (In Progress)

Contacts	
Appalachian State	D. Jason Miller ; millerdj1@appstate.edu ; (828) 262-3038
Guilford Technical Community College	Tom Gauthier; trgauthier@gtcc.edu , (336) 334-4822 ext 53098

AAS Interpreter Education/ BA Interdisciplinary Studies (In Progress)

Contacts	
Appalachian State	Mark Nunes ; nunesm@appstate.edu ; (828) 262-3178
Central Piedmont Community College	Hugh Dussek ; hugh.dussek@cpcc.edu ; (704) 330-4867

Universal Articulation Agreements

UAA/AAS

AAS Early Childhood Education/ BS Birth-Kindergarten–

Dr. Denise Brewer ; brewerdm@appstate.edu ; (828) 262-7966

AAS Nursing/ BS Nursing (RN to BSN) –

Dr. Jean Bernard ; bernardjs@appstate.edu ; (828) 262-3113

UAA/AFA

AFA Music/ BS Music-

Dr. Jay Jackson ; jacksnjc@appstate.edu ; (828) 262-6459

AFA Theatre/ BA Theatre-

Dr. Ray Miller ; millerrf@appstate.edu ; (828) 262-8176

AFA Visual Arts/ BFA Art-

Dr. Jim Toub ; toubja@appstate.edu ; (828) 262-2872

APPENDIX H: Signing Ceremony

Two sets of original documents are brought to the signing ceremony. The agenda for the ceremony includes:

- welcome and introductions of each institution's representatives;
- comments by those present;
- signing activity; and
- closing remarks and photo coverage for press release.

Those invited to attend the ceremony generally include:

- agreement development members from both institutions;
- deans and associate deans;
- program representative(s);
- department chairs;
- provosts;
- vice provosts;
- presidents; and
- other appropriate staff members.