

THE CITY UNIVERSITY OF NEW YORK
PREPARATION OF ARTICULATION AGREEMENTS

[ATTACHMENT C] – Revised Fall 2000

FOREWORD

Formal articulation agreements are common practice among colleges and Universities in the United States. They facilitate the smooth passage of students from one college to another by: (1) detailing the course of study to be followed in order to transfer into a specific program; (2) ensuring the maximum number of credits upon transfer; and (3) spelling out the conditions under which transfer may take place. In addition, formal articulation assists faculty and administrators to establish and maintain communication, as well as an ongoing working relationship on behalf of the many students who each year transfer from one college to another.

The Board of Trustees' 1993 Policy on Academic Program Planning contains two resolutions that emphasize the importance of articulation. The first reaffirms the importance of inter-college collaboration in offering academic programs, and calls upon the colleges to pursue college-to-college articulation agreements. The second reaffirms the importance of strong and effective University-wide policies and procedures regarding articulation in order to ensure the maximum transfer of credits.

Though the Office of Academic Affairs has for many years required new programs to articulate with other CUNY institutions (see *A Faculty Handbook for the Preparation of New Academic Programs, Spring 1989*), it has never provided guidance about the content or the format of articulation agreements, resulting in agreements with varying degrees of specificity. Generally, the more specific the agreement, the more useful it is for both the students and the institution.

This document identifies the basic elements that should be included in all agreements and provides a model format for consideration by faculty involved in the negotiating process. Both were derived from common elements in existing CUNY articulation agreements. They are not intended to limit the scope of agreements, but rather to assist faculty and staff involved in their preparation.

Articulation agreements should conform to the relevant Board policies on transfer of credit. These are: 1973 Policy on A.A.S. Transfer; 1985 Policy on the Transfer of Liberal Arts and Science Courses (also Administrative Guidelines for the 1985 Policy); 1993 Policy on Academic Program Planning; and the 1995 Policy on Degree Credit Limitation.

NEW PROGRAM ARTICULATION: DIFFERENT DEGREE PROGRAMS

Ideally, institutions strive to facilitate a seamless transfer from one program to another. Some programs are, however, more difficult to articulate than others for a variety of reasons. For example, programs that have to meet professional accreditation requirements may have specific requirements for the degree that make a smooth transfer difficult or impossible.

The guidelines below for the submission of articulation agreements with new program proposals reflect these considerations, within the framework of Board policies:

Undergraduate Liberal Arts and Science Programs (A.A., A.S., B.A., B.S.): At least one CUNY articulation agreement must be included in new program proposals. Additional CUNY agreements are encouraged.

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Undergraduate Professional Programs: At least one CUNY articulation agreement must be included in new program proposals. Professional programs that have to meet certification or accreditation requirements may not be able to articulate seamlessly. These programs should, however, negotiate "best fit" agreements that ensure a maximum number of transfer credits toward the degree.

Occupational and Career-Specific A.A.S. Programs: At least one CUNY articulation agreement must be included in A.A.S. new program proposals that have parallel or related programs at the senior colleges. Those programs without parallel or related programs at the senior colleges are not required to submit agreements.

Graduate Programs: In general, graduate programs are not required to submit articulation agreements with new program proposals. Exceptions are: (1) doctoral programs that are integrally linked to master's programs either through accreditation requirements or because they grant transfer credit for master's or doctoral level work completed in the master's programs and, (2) master's programs that are integrally linked to undergraduate programs either through accreditation requirements or because they grant transfer credit for undergraduate or master's level work completed in undergraduate programs.

Unique Undergraduate Programs: Programs that are unique to one institution, without related programs at other CUNY colleges, are not required to submit CUNY articulation agreements with new program proposals. Agreements with non-CUNY institutions are encouraged.

DEVELOPING ARTICULATION AGREEMENTS

1. Letter of Intent

Discussions regarding the articulation of the proposed program with other CUNY institutions should have begun prior to drafting the Letter of Intent. The *Curriculum* section of The Letter of Intent should contain a brief statement of the intent to articulate the proposed program with a minimum of one CUNY institution, and should report on progress to date, if negotiations have begun. The CUNY college, department and program with which the formal articulation agreement(s) will be negotiated should be named. Non-CUNY prospects for articulation may also be identified.

2. Proposal

The *Curriculum* section of the proposal should summarize the articulation agreement(s). Please append the agreement(s) to the proposal. You may wish to use the attached Recommended Articulation Agreement Format.

Minimally, articulation agreements should address the following areas:

- Names of articulating institutions, degrees, programs and departments affected by the agreement;
- Program admission requirements of receiving college, such as minimum GPA, auditions/portfolios;
- Total transfer credits granted toward the baccalaureate degree;
- Total additional credits required at the senior college to complete baccalaureate degree;
- List of lower division courses and credits, including general education and prerequisite requirements. Include course-to-course equivalency information (with transfer credit granted.)* In

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some agreements, a block of credits may transfer instead of individual courses. In that case, there is no need to list course equivalencies. *[Note]: Course equivalency information will be entered in the *University Course Guide* database and made available through the Website.

- List of upper division courses (prerequisite and major courses as well as remaining general education requirements, with credits) for completion of the baccalaureate degree;
- Procedures for reviewing, updating, modifying or terminating agreement (generally, this will occur when the programs undergo regular, periodic program reviews);
- Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the agreement and their success (generally, this will form part of outcomes assessment for the programs, departments, or college);
- Procedures developed by both sending and receiving colleges for publicizing agreements, e.g., college catalog, transfer advisors, Website, etc.;
- Effective date of agreement;
- Dated signatures of Department Chairpersons and Chief Academic Officers.