

Components of Articulation Agreements

POLICIES

Issued: March 8, 2017

Responsible Official: Provost and Vice President of Academic

Official: Affairs

Responsible Office: Enrollment Management

Policy Statement

It is the policy of Austin Peay State University to create articulation agreements between the university and TCATs that are in compliance with SACSCOC.

Purpose

The purpose of this guideline is to establish the criteria and process for articulation agreements involving career-technical education by the University as governed by the Austin Peay State University Board of Trustees.

Procedures

Compliance with Accrediting Agencies

- A. All articulation agreements with community colleges and universities should be in compliance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation on Programs (reference 3.4), the Commission's Position Statement on the "Transfer of Academic Credit," and its policy on "The Transfer or Transcribing of Academic Credit."
- B. Specific articulation agreements between secondary education and the Tennessee Colleges of Applied Technology must comply with the Council on Occupational Education's Handbook of Accreditation and its Policies and Rules.
- C. Specific articulation agreements between the Tennessee Colleges of Applied Technology, the community colleges and/or the universities will comply with those policies and guidelines set forth by the Southern Association of Colleges

and Schools Commission on Colleges' Principles of Accreditation and other relevant documents.

D. Articulation agreements must be in compliance with all applicable program accrediting agencies.

Articulation Agreements

A. Articulation agreements must demonstrate compliance with the institutional policy. Articulation agreements should ensure that students are not required by university, college or TCAT procedure or regulation to pursue educational/training experiences that duplicate competencies skills the individual already possesses for the individual to acquire a credential.

B. Each articulation agreement should include:

1. Competencies that indicate that the learning outcomes specified in courses offered by the lower-level institution satisfy learning outcomes in similar courses offered by the upper-level institution. Syllabi and competency lists of the courses from the institutions involved must be maintained in the appropriate offices of both institutions.
2. Details of the working articulation procedure;
3. Descriptions of required proficiency levels and criteria for measurement;
4. The evaluation plan and process; and
5. A renewal date for the agreement (Note: Because technology changes so rapidly it is suggested that the period of review be no more than every three years).

Articulation and Challenge Assessments

If the university develops an option which permits the awarding of credit by assessment, the following requirements should be met:

1. Award by assessment may be for up to seventy-five percent (75%) of the semester credit hours required for the in accordance with SACSCOC guidelines [SC 3.5.2], unless the program's professional accreditation agency designates in policy a lower transfer percentage.
2. Credit awarded must be for specific courses.
3. The credit must be awarded only on the basis of successfully passing a challenge examination or competency-based assessment procedure for which the standards for proficiency are approved and accepted by the receiving department and the university.
4. If the university's faculty develops the challenge examination or competency-based assessment, and the content is equivalent to the regular on-site course's competency-based

assessment the institution has the option of awarding a letter grade, rather than a non-quality grade of “pass/fail,” and therefore count toward calculation of the grade point average. The award of a letter grade must be in accordance with the policies, regulations and guidelines of the institution’s accrediting agency.

General Requirements for Students

- A. Students are required to conform to all institutional requirements for admission, testing and placement.
- B. Upon enrollment in the TCAT, college or university, extra-institutional credit will be transcribed in a manner as to facilitate timely and adequate advising such that a student does not duplicate skill/competency attainment realized in the previous institution, i.e. is not required to repeat a course.

Revision Dates

APSU Policy 2:029 – Issued: March 8, 2017

Subject Areas:

Academic	Finance	General	Human Resources	Information Technology	Student Affairs
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Approved

President: signature on file