

11-2004

Developing Articulation Agreements - Slides

Hank Lehrer

Embry-Riddle Aeronautical University Professor, retired, lehrerh@erau.edu

Brent D. Bowen

Embry-Riddle Aeronautical University, bowenb6@erau.edu

Follow this and additional works at: <https://commons.erau.edu/ni-s4a-articulation-agreements>

Scholarly Commons Citation

Lehrer, H., & Bowen, B. D. (2004). Developing Articulation Agreements - Slides. , (). Retrieved from <https://commons.erau.edu/ni-s4a-articulation-agreements/2>

This Presentation without Video is brought to you for free and open access by the Outreach, Evaluation and Research Outcomes at Scholarly Commons. It has been accepted for inclusion in Tribal College / School Articulation Agreements by an authorized administrator of Scholarly Commons. For more information, please contact commons@erau.edu, wolfe309@erau.edu.

Developing Articulation Agreements

Tribal Colleges and Universities Geospatial Curriculum Conference

By

Hank Lehrer, Ph.D.

University of Nebraska Omaha

The Basic Steps

- **Who: What institutions will be partners in the agreement?**
 - TCU and university-system, individual college/university, or specific academic department
- **Why: What are the reasons for doing an agreement articulation?**
 - There must be a win-win for all parties involved
- **How: What is the mechanism that is to be used?**
 - One-time agreement or yearly revisions?

Overarching Reasons

- To provide new educational options
- To strengthen the cooperative bond between two schools
- To eliminates redundancy, loss of credit, delay and confusion for students
- To inspire students to aspire to higher educational goals



How to Begin

- Decide what academic program at your school would benefit by having an articulation agreement
- Consider a 4 year institution that has an academic program that could provide upper level study
- At first blush, are the two programs complimentary or competitive?
- If complimentary, proceed!



The View from the University

- The bulk of general education should occur at the 100-200 level
- Basic technical skills are taught at the 100 and 200 level
- Upper level courses deal with advanced content/applications and/or management and supervisory operations
- There should be no remediation needed for a transfer student



Who do you talk to first?

- At UNO, the department is the major academic unit so start there
- Begin with a phone visit to establish mutual interests (but do your homework before the call!!!!)
- Follow with a personal visit to campus and be sure to bring your catalogue (many agreements are made just through catalogue review) but have a plan
- Invite university administrators and faculty to your school
- Establish the middle ground!

A Course Matrix in the Major

TCU Offering	Content	University Required	Content
ACH 124	Basic knowledge....	TAG 136	A Match
DST 156	Applications of ...	TEC 228	Partial
ACH 222	Basic	SIV 335	PROBLEM
???????	PROBLEM	SDV 145	Study of
DVD 124	Tribal	??????	PROBLEM

Where do you go from here?

- This is where the real work comes in because you must:
 - Determine where there are matches and mismatches
 - Resolve any conflicts
 - Eliminate redundancy
 - Work to ensure a seamless instructional path for the student
 - Be sure that the academic integrity of all programs is protected



Some Observations

- Each partnership agreement will be different
- Strive to forge a Letter of Agreement or a Memorandum of Understanding (MOU) ASAP
- Be ready to meet in the middle
- Remember, this is all about the students; leave your egos at the door



Comments from Various Institutions

- “We are recognizing the quality of their faculty and courses
- “Our partner has the same high academic standards as our institution”
- “The quality of course content and the rigor must be the same”
- “Articulations are a written contractual agreement between two accredited institutions, are degree and catalogue specific and must be updated yearly”

