



Transfer & Articulation Guiding Principles



All policies and procedures relating to transfer and articulation should be easily understood, readily available, and widely distributed to prospective and current students, faculty, and staff.

- A well-functioning system of transfer and articulation depends upon meaningful collaboration between sending and receiving institutions in the development of transfer and articulation agreements.
- This collaboration should include the exchange of pertinent information, such as catalogs, course syllabi, course outlines, learning outcomes, and/or curriculum guides in an open and timely fashion.
- Institutions should prioritize development of agreements with those institutions from which they receive the largest number of transfer students.
- Agreements may range in scope from entire programs to individual courses.
- To the extent possible, institutions are encouraged to address transfer, articulation, and course-equivalency issues, as well as program or degree requirements, based on learning outcomes or competencies.
- Agreements should clearly articulate any sunset provisions.
- Agreements should stipulate a review schedule for course articulation rules.
- Agreements should specify any time limits for degree completion for students after initial entry into a program, and any applicable course validity expiration dates.
- Agreements between institutions should bear institutional identification and should be signed and dated by the institutional/system chief academic officer.
- Once developed and agreed upon by the signing institutions, agreements should be binding on all parties until such time as they might be formally modified through an appropriate, multilateral, and consultative process.
- Institutions should make transfer and articulation agreements easily accessible online.
- The Coordinating Board for Higher Education (CBHE) should adopt and maintain a clear and concise Credit Transfer Policy, to be developed in consultation with institutional/system chief academic officers, who shall collectively ensure the institutions' commitment to the implementation of said policy. The policy should be reviewed in its entirety at least every five years.

The transfer process should be timely, efficient, predictable, and sensitive to student needs.

- Each institution's articulation officer has the responsibility to facilitate all communications concerning transfer and articulation. Normally, initial replies should be sent within five working days after receipt of a request. For additional assistance with contacting the institution's articulation officer, email the Missouri Department of Higher Education & Workforce Development (MDHEWD).



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- Institutions are encouraged to automate transfer articulation processes based on clearly published transfer articulation rules and to make the results available online.
- Institutions are encouraged to also make available online self-service tools for students to evaluate what-if transfer scenarios.
- Institutions should ensure transfer articulation processes result in consistent outcomes.
- Interpretation and application of agreements should be student-centered.

The transfer process should treat both native and transfer students equitably

- The catalog of record of each institution forms the basis of any transfer and articulation agreement. Transfer students should be subject to the same regulations regarding applicability of catalog requirements as are native students and should be expected to complete comparable requirements consistent with the CBHE's Credit Transfer policies.
- An institution's requirements to maintain the status of "student in good standing" may vary in such things as continuous enrollment, change of major, or admission to programs.
- In the event that an articulation agreement is modified during a student's enrollment period and that student has met appropriate enrollment and performance expectations, graduation should be permitted under the program articulation agreement operating in the best interest of the student. Additionally, institutions may change a student's catalog year if it is deemed in the best interest of the student.

The faculty role in developing and maintaining curricula should be respected; revisions to existing articulation agreements should occur in a timely fashion through a consultative and collegial process.

- In the process of developing transfer and articulation agreements, faculty within the respective disciplines should be involved in consultative and collegial processes as early as possible. Furthermore, when establishing new agreements and/or revising existing agreements, institutions should exchange information essential for informed timely decision-making by the faculty from both sending and receiving institutions.
- Colleges and universities are seeking constantly to improve the curriculum to benefit the student; therefore, orderly review, revision, and renewal in consultation with partner institutions are to be expected with such a "learning" process.
- Early disclosure of anticipated course or program changes that could lead to revisions of transfer and articulation agreements is essential in order to facilitate consultation among all parties affected by the anticipated changes.



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Transfer and articulation agreements should reinforce the respective missions of associate and baccalaureate institutions, and should make the process transparent.

- Sending and receiving institutions will maintain a written rationale for the designation of courses as upper and/or lower division and will provide detailed explanations when requested.
- Each participating institution should clearly publicize its course-numbering system. Distinctive numbering ranges should be identified for developmental courses and freshman-, sophomore-, junior-, and senior-level courses. A high level of commonality in course-numbering procedures will be sought to facilitate the interpretation of transcripts.

The transfer process should provide for the resolution of any disagreements regarding the application or interpretation of articulation agreements or practices as expeditiously as possible, and the resolution should avoid placing an undue burden on students.

- Institutions should make good-faith efforts to resolve disagreements, when possible, at the department, discipline, or institutional level.
- Issues unresolvable at the institutional level that are related to the renewal or revision of existing articulation agreements as defined in the CBHE Credit Transfer Policy or to the application of these agreements should follow the CBHE's prescribed appeals process.
- Either a sending or a receiving institution may request a review at the institutional level of another institution's transfer policy, or, if that approach is not successful, may initiate a state-level appeal for review by the CBHE Committee on Transfer and Articulation. Such reviews may be undertaken on behalf of a particular student or may be initiated directly by an institution without the involvement of a student, as provided by the CBHE's prescribed appeals process.