

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 1.025

Title: ARTICULATION

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I. INSTRUCTIONAL POLICIES

1. INSTITUTIONAL AGREEMENTS

A. Authorization and Encouragement.

The Board of Supervisors of the Louisiana Community and Technical College System authorizes and encourages institutions to enter into transfer, articulation and other cooperative agreements with educational entities within and outside of the State of Louisiana. The LCTCS further encourages institutions to enter into cooperative agreements with other public agencies within the State of Louisiana with respect to cooperative enterprises and undertakings related to or associated with institutional purposes and programs in accordance with applicable laws.

B. Awarding of Transfer Credit – Programmatic and Course Level Articulation.

(1) **Consideration of Students.** Institutions are strongly encouraged to establish transfer agreements with other institutions that provide maximum consideration for the individual student who has changed institutions or learning objectives

(2) **Establishing General Procedures for Transfer of Credit.** LCTCS institutions shall collectively establish and publish LCTCS Board approved procedures for transferring and awarding academic and technical credit across postsecondary institutions within and outside of the LCTCS through the LCTCS Vice-President of Instruction.

(3) **Board of Regents Higher Education Transfer Matrix.** The LCTCS institutions shall honor the matrix of transferable coursework as outlined within the Board of Regents Higher Education Transfer Matrix and as approved by the Board of Regents.

(4) **Authority to Accept the Transfer of Course Work, Credit, and/or Credentials.** Acceptance of transfer for individual student course work, credit, and/or credentials beyond the Board of Regents Higher Education Transfer Matrix remains a decision of the receiving institution.

(5) **Student Assurances.** The individual LCTCS institutions must inform students, by the end of the first semester/terms of attendance of the course work or credentials which will transfer and the amount of credit which will be awarded as well as the applicability of transferred credits toward the student's program.

(6) **Factors Governing Transferability of Courses, Credit and/or Credentials.** Transferability of programs, courses, credit, and/or credentials must assure comparable: course content, program entrance and exit competencies, Board-established academic and/or industry standards, faculty credentialing, and institutional accrediting requirements.

C. Levels of Transfer Related to Articulation: LCTCS Internal Articulation, LCTCS Institutions to Postsecondary Institutions of Other Management Boards, and Secondary to LCTCS Postsecondary.

(1) **LCTCS Internal Transferability.** The LCTCS Board of Supervisors strongly encourages all institutions of higher education to create a transfer environment, and particularly among LCTCS institutions, that is student-friendly and supports the workforce needs of the state.

a) The Board has mandated that basic General Education courses, offered by LCTCS institutions, move toward common course outlines/syllabi, course descriptions, and course numbering for courses that are not already listed and approved with the Board of Regents General Education Matrix. The LCTCS Board of Supervisors has further mandated that all faculty members teaching General Education courses, or other courses which are a part of transfer degree programs, meet the credentialing requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). With faculty credentialing meeting SACS-COC criteria and common course content, all General Education and transfer degree course work should move the LCTCS courses toward greater internal transferability/articulation.

b) Further, the Board has mandated common course numbering across all technical education courses offered at LCTCS institutions. In an effort to facilitate transfer and a career ladder approach in technical education, students enrolled at any LCTCS institution who complete a program of study in a technical education field for which there is an Industry-Based Certification or licensure and gain the associated certification or licensure, shall be eligible to transfer the equivalent credits to any institution within the LCTCS offering instruction that leads to that same credential. Institutions are expected to jointly develop and publish a comprehensive certification and licensure credit equivalency document that provides students with clear guidance on the transfer credits that can be expected upon transfer between LCTCS institutions.

(2) **Transfer of Coursework from LCTCS Instruction to Postsecondary Instruction of Other Management Board.** The LCTCS Board of Supervisors endorses and encourages its institutions to continue the multi-management board developments of the Board of Regents Higher Education Transfer/Articulation

Matrix for institutions of postsecondary education in Louisiana. The LCTCS Board of Supervisors further encourages course and programmatic articulation with postsecondary institutions of other management boards, which may not be listed within Board of Regents Higher Education Transfer/Articulation Matrix.

- (3) **Secondary to LCTCS Postsecondary Transferability.** The LCTCS Board of Supervisors endorses and encourages its institutions to continue to develop and refine course/ program alignment/ articulation development (e.g. Tech-Prep, etc.) with the secondary schools of Louisiana. Secondary students enrolled in high school may qualify to be dually/concurrently enrolled in approved postsecondary course work. Guidelines for such dual enrollment/ articulation agreements follow.

D. Specialized Transfer: Articulation Agreements.

- (1) **Definitions.** “Articulation” is defined as a process whereby courses, credit, and/or credentials are given “pre-approval” status as transferable between or among institutions. “Articulation agreements” are defined as documents created by the institutional parties granting the articulation (“pre-approval” status) or substitution of course work, credit, and / or credentials.
- (2) **Individualized Articulation Agreements.** Articulation agreements are generally developed in order to meet the needs of student cohorts rather than individual students. Quality articulation agreements are designed to minimize students duplication of instructional coursework and to streamline student’s’ courses of program study and are most effectively developed at the faculty-to-faculty coupled *with* administrator-to-administrator level.

Statewide Agreements. It is understood that articulation is best achieved through local faculty-to-faculty collaboration and planning. When common instructional agreements are developed across regions of the state or across institutions statewide, these should be outgrowths of local faculty-to-faculty collaboration and planning.

Types of Articulation Agreements

- A. **2+2 Agreements** - Formal, institutional as well as statewide articulation agreements between high schools and LCTCS institutions (2+2 agreements);
- B. **Internal System Agreements** - between and among LCTCS postsecondary institutions (assurances of internal consistency);
- C. **External System Agreements** - between and among LCTCS postsecondary institutions and postsecondary institutions outside of the LCTCS management system (postsecondary 2+2 agreements).
- D. **External Partner Agreements** - between and among LCTCS postsecondary institutions and external partners or other educational entities, which could include: branches of the U.S. military, industry curriculum packages (i.e. CISCO, ProStart, etc.)

Articulation shall be collaboratively developed, implemented, evaluated by the individual campus/institutional partners entering into the agreements(s) under the auspices of the institutional Chief Academic Officer(s). These agreements shall be in keeping with Act 151 of the First Extraordinary Session of the Louisiana Legislature of 1998, the policies of the Louisiana Board of Regents and the LCTCS Board of Supervisors, and shall be reported to the LCTCS Vice President of Instruction on an annual basis prior to the Fall term of each academic year. Such agreements are hereby encouraged.