**Articulation Officers** and Counseling Students:

What every curriculum committee should know

**CCC Articulation Officer (AO) Roles on the Curriculum Committee**

* Review of transfer program and course proposals
1. Articulation for both campus-to-campus and systemwide
2. Compliance to legislative and Chancellor Office requirements
* Faculty resource for program and courses development and modifications
* Tracking and reporting transferable curriculum

**Notifying Other Institutions Regarding Curriculum Changes**

Articulation agreements are typically valid for a specific academic year. In addition to reporting changes via the ASSIST database quarterly, AOs are responsible for annually notifying other college and university AOs of new and/or deleted or inactivated courses as well as identifying substantive changes to transferable courses at their respective institutions. [*See last page for example*.]

Based upon the specific nature of the curriculum change, the AO at the receiving institution may request supplemental information from the AO at the sending institution (such as official course outlines of record) in order to determine whether the changes will affect the status of the existing articulation agreement. With new courses, some AOs routinely forward a copy of the new course outline with an articulation proposal or call for proposals along with the curriculum change report.

[California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (CIAC), Spring 2013, p. 23]

**The Roles and Responsibilities of an Articulation Officer**

The process of faculty review that leads to the articulation of courses between institutions is coordinated and facilitated by the articulation officer on each campus. The campus articulation officer has a vital, professional-level role that requires an extensive academic knowledge base, highly developed communication skills, and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process on the campus. This highly sensitive function requires you to quickly analyze, comprehend, and explain the nature of articulation issues to the respective parties. There will be times when you will also be called upon to diffuse conflict, and diplomatically negotiate and implement resolutions. While many of your responsibilities will be detailed throughout the *Handbook*, in general you will be expected to:

**Serve as an advocate** for the transfer student and, through the articulation process, seek to ease the student’s transition.

**Be a well-informed resource** person for students, campus faculty, administration, counseling/advising staff, and transfer center personnel on transfer curriculum, articulation, and related matters.

**Disseminate current, accurate, articulation data** to students, staff, appropriate departments, and campuses.

**Serve on appropriate campus committees** such as General Education, Curriculum, Academic Policies, and Catalog to provide input and to receive information about proposed changes in campus policy and curriculum.

**Serve as a consultant** to faculty, academic, and student services units, providing needed materials and information about course articulation proposals and acceptances.

**Facilitate campus participation in intersegmental programs** such as C-ID, regional transfer fairs, and ICC activities.

**Monitor each stage of the articulation process** and follow up with department and faculty for timely responses and decisions *(see diagrams at ends of Chapters 5, 6, and 7*).

**Manage and update campus articulation data** and provide an annual summary of transfer-related curricular changes for both internal and external recipients *(see Chapter 7).*

**Be a gatekeeper** of course outlines, IGETC, CSU GEB, baccalaureate lists, TCA Lists, , ASSIST, and other articulation-related data *(see Chapters 2, 5, 6, and 7).*

**Serve as a proactive agent** for enhancing and improving existing articulation.

**Initiate faculty-approved articulation agreements** between institutions of higher education *(see Chapters 3, 5, 6, 7, and 8).*

**Serve as an advocate for the faculty** and campus academic programs.

**Serve as an advocate for the other articulating institution**, responsible for accurately communicating and conveying information and concerns about that institution’s curriculum to the faculty.

**Serve as a moderator and mediator** of problems or disagreements between the faculties of the home campus and the articulating institutions.

**Serve as the campus liaison** to the segmental systemwide office.

**Attend and participate** in conferences and workshops on articulation issues.

California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (CIAC), Spring 2013, p. 6

**Role of Faculty in the Articulation Process**

The actual process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the faculty at the respective institutions. Faculty in each discipline are responsible for the actual review of course content, the identification of comparable courses, and the authorization of acceptance of specific courses for transferring students. Once this review, identification, and formal written acceptance process has occurred, a course (or sequence of courses) is said to have been “articulated.” Implicit in the articulation process is involvement, communication, and cooperation between the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses.

It is important to note that articulated courses are not to be construed as “equivalent” but rather as comparable, or acceptable in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus. Articulation officers can help their faculty understand this crucial distinction.

This process of course articulation between and among campuses is the foundation of the vital “transfer” function in California. Course articulation is the “roadmap” by which students “navigate” the transfer process. It creates an academic pathway that eases students’ transitions between the segments of higher education in California.

[California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (CIAC), Spring 2013, p. 5]