

The Business of Higher Education-How Does It Function In Your State?

In order to craft meaningful higher education articulation agreements, a number of factors in a variety of policy arenas will likely come into play and need to be considered. This checklist can be a starting point to understanding the policy environment and background issues in your states.

General State Information	Notes
<input type="checkbox"/> Does the governor have a stated agenda for higher education? Does the agenda encompass (some or all) of the following: <ul style="list-style-type: none"> • Vocational and technical colleges • Community Colleges • BS/BA Colleges and Universities 	
<input type="checkbox"/> Does the state legislature have a stated agenda for higher education? Does the agenda encompass (some or all) of the following: <ul style="list-style-type: none"> • Vocational and technical colleges • Community Colleges • BS/BA Colleges and Universities 	
<input type="checkbox"/> Has your state had funding cuts or additions to higher education budgets? Do the budget increases or cuts impact (some or all) of the following: <ul style="list-style-type: none"> • Vocational and technical colleges • Community Colleges • BA/BA Colleges and Universities <input type="checkbox"/> Is the funding increase or decrease targeted at specific line items, content areas, or outcomes? <input type="checkbox"/> How do FTE, PT, and program head count impact state funding?	
<input type="checkbox"/> Is your state a part of any national campaigns or initiatives to increase the quantity of graduates or quality of higher education in your state?	
<input type="checkbox"/> Does your state have legislation (or policies) that mandate articulation for <ul style="list-style-type: none"> • General education credits • Core block of approved content credits • Some undefined amount of credits • Degree to degree articulation 	

Higher Education Governance	
<input type="checkbox"/> What administrative body governs higher education in your state (board of regents, higher education committee, legislative committee, etc)? Is it the same body for <ul style="list-style-type: none"> • Vocational and technical colleges • Community Colleges • BS/BA Colleges and Universities 	
<input type="checkbox"/> Does the same or a different administrative body receive and monitor higher education budgets?	
<input type="checkbox"/> Does the same or a different administrative body approve and monitor transfer and articulation agreements?	
<input type="checkbox"/> What administrative body hears/rules on student appeals beyond the specific institution?	
<input type="checkbox"/> How does your state respond to online education?	
<input type="checkbox"/> What is your state's process for reviewing/revising completed articulation agreements?	
Early Childhood	
<input type="checkbox"/> What articulation goals are important in your state? <ul style="list-style-type: none"> • 2+2+2 articulation from vocational setting to associate degree to baccalaureate degree • 2+2 articulation from associate to baccalaureate degree • Reverse articulation – often a BA/BS degree holder seeking an associate degree in a specialized field • Swirlers-Students with coursework from multiple institutions • Transfer of a significant body of courses without a completed degree • Prior Learning Assessment articulation • Articulation of community based training 	
<input type="checkbox"/> Why are your articulation goals important? (What is the driving force behind the goals?)	
<input type="checkbox"/> Is there a single ongoing committee or group that pursues articulation goals in your state? <input type="checkbox"/> Are there multiple ongoing committees or groups that pursue articulation goals? <input type="checkbox"/> Is one or more of the committees or groups officially recognized within state government?	

Early Childhood (Continued)	
<input type="checkbox"/> What stakeholders from within the early childhood community are involved in articulation discussions? <ul style="list-style-type: none"> • AEYC affiliates • DECA affiliates • Early Childhood Advisory Councils • Faculty • Head Start Associations and/or Collaboration offices • Resource and Referral affiliates • Students • Other 	
<input type="checkbox"/> What stakeholders from outside the early childhood community are involved in articulation discussions? <ul style="list-style-type: none"> • Business leaders/ Business Roundtables • Chamber of Commerce • College advising organizations • Departments within state government • Foundations, philanthropic groups • Higher Education governance groups • United Way or civic groups 	
<input type="checkbox"/> Are there existing articulation agreements in disciplines with comparable issues such as nursing, or engineering?	
<input type="checkbox"/> Do early childhood stakeholders in your state have a written plan for articulation activities in your state?	

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