**Memorandum of Agreement Template
Associate to Baccalaureate Articulation Agreement**

Introduction to the Template

This template provides sample language and appendix items that can be used to develop a Memorandum of Agreement (MOA). This template was created after reviewing various articulation agreements from partner states and/or higher education institutions. The template is not meant to be used verbatim but rather to offer sample language that can be modified to meet your unique articulation needs. As such, several options are offered under each section. Specific language choices will occur as the MOA is developed and agreed upon by both parties.

Key Stakeholders

Key stakeholders refers to those who have legal authority and responsibility for implementing the agreement. The key stakeholders for associate to baccalaureate degree articulation agreements are the institutions of higher education offering the associate degree program, the institutions of higher education offering the baccalaureate degree program, and the state agencies that regulate and approve both programs. Individual MOAs between individual institutions will define specific courses transferred and waived.

Additional stakeholders may be invited to provide input into the development of the MOA, including high school and higher education faculty, students, staff of professional associations, employers, professional development system staff, and early childhood education policy analysts and advocates.

State Context

Stakeholders working on articulation agreements between individual colleges and universities will need to share and consider the opportunities and constraints in the state and local context. Relevant information may include state rules and regulations that govern credit; course and program approval by institutions of higher education; accreditation requirements of higher education institutions and programs; rules and processes that must be met within each institution; relationships to credentials, scholarships, and other supports in the state early childhood career and professional development system; student recruitment and retention goals; and local workforce needs.

Purpose and Background

This section provides sample language that can be used or adapted to address the purpose and background of the agreement. Options vary according to the type of agreement or partner organizations involved. Not all of the following language will be needed; you will need to choose which language best addresses the purpose of your agreement.

* This Agreement is subscribed to by the [name of college/university] and [name of college/university] to establish a credit transfer protocol for students who wish to transfer from the [name of associate degree program as it appears in college catalog and college website] into the [name of baccalaureate degree program as it appears in the college catalog and college website] at [name of institution]. These institutions of higher education shall be known collectively as the “Parties” to this Agreement and singularly as a “Party.”
* [Name of entity] and [Name of entity] seek to strengthen career pathways for early childhood teachers by supporting associate degree completion and facilitating a seamless transfer process for associate degree graduates who desire to pursue the [name of bachelor degree] at [name of college/university].
* The purpose of this [title of the Articulation Agreement] is to assist students at various levels of higher education to achieve their goals in an efficient and timely way through the coordination of transfer policies, enhanced advising, and acceptance of equivalent courses.
* This Agreement supports the State Policy on Transfer and Articulation [State Statute number and title].

Partners and Responsibilities

This section provides options for sample language that can be used or adapted to address the partners and their responsibilities in the agreement. Options vary according to the type of agreement or partner organizations involved. Not all of the following language will be needed; you will need to choose which language best addresses the purpose of your agreement.

[Both or all] Parties agree to the following terms and provisions:

Student Criteria

* The student must:
* Complete the [name of associate degree program as listed above] program at [college/university listed above].
* Be in good academic, behavioral, and financial standing.
* Have an overall grade point average of [typically 2.0 or 2.5; state or institution admission requirements for degree programs leading to teacher licensure may govern this].
* Have a grade of [typically a B or C] in the following required courses: [list the courses]. A minimum grade of D is acceptable in all other courses [course grade requirements will reflect specific state or institution requirements].
* Meet any additional admission requirements for the selected program of the [name of receiving college/university].
* Complete additional lower level coursework required by specific selected tracks.
* Be accepted for program admission at the discretion of [name of receiving college/university]. The college reserves the right to deny admission; grant credit; continue matriculation; and rescind certificates, credits, or degrees already earned, with respect to any person whose participation in a [name of college/university] program imposes an undue risk of harm to him/herself or others or to the property of others or if the person is determined to have submitted false or misleading credentials; to have participated in academic dishonesty, fraud, or misrepresentation in any courses; or is otherwise determined to be ineligible for participation in the student’s selected program of study.
* Complete [x number of credits and x number of hours of student teaching] at [name of receiving college/university] in order to earn a degree from [name of receiving college/university].
* Work with advisors at both higher education institutions to plan for successful degree completion. The following guidelines will apply:
	+ Transfer credit will not be awarded for courses numbered below 100.
	+ Two courses with essentially the same content will not both be counted toward the same degree.
	+ The determination of whether 200-level courses may fulfill 300- or 400-level courses will be based on the course equivalencies agreement.
	+ To earn a [name of receiving college/university] degree, [X number] credits must be completed at [name of receiving college/university].
	+ Transfer of credit does not imply acceptance into a specific degree program. The student must meet all admission requirements of the desired baccalaureate program.

Partnership Roles and Responsibilities

* Each Party will:
* Designate an individual to serve as the liaison to administer this Agreement. Such person shall have the authority to administer the interests of the Party she/he represents in pursuit of the terms and provisions hereof.
* Encourage and maintain a high degree of cooperation between their staff members in the implementation of the terms and provisions of this Agreement.
* Inform each other of changes in degree programs, academic standards, or admission policies, as they are made. The [name of receiving college/university] reserves the right to terminate this Agreement in the event of any material changes to the degree programs or academic and admission standards.
* Communicate promptly any changes in curriculum, policy, resident credit requirements, accreditation status, or anything else that could affect this Agreement.
* Provide students with advisors, counselors, or coaches who will inform students of the articulation protocol established in this Agreement, advise students to support successful transfer, and assist in the transfer process. The [name of receiving college/university] will provide information for transfer students on its website as well as written materials for ongoing dissemination to students who express interest in this transfer opportunity.
* Cooperate in communicating with each other and with their common and respective communities concerning this relationship. Whenever possible, press releases and public statements concerning or characterizing this Agreement will be jointly reviewed and agreed to by staff designated here.
* Recognize the partner institution’s program on each institution website and via other marketing and publicity methods.
* Participate in a reverse articulation protocol, allowing students who transfer before completing the associate degree to use equivalent courses to satisfy unfulfilled associate graduation requirements. The [name of college/university] will share transcript information with college registrars to facilitate the awarding of the associate degree.
* Develop and disseminate agreed upon degree plans that identify which required and elective baccalaureate courses are waived based on this Agreement. Specify what courses need to be completed for each degree and track within degrees included in this Agreement. These degree plans will be reviewed and updated as needed every [number decided upon in negotiations] years.
* Maintain an online transfer guide that includes course equivalencies, transfer requirements, and transfer contact information, and periodically review and revise the guide, as needed. This guide will be reviewed during periodic reviews of this Agreement.
* Provide information about the process and procedure for student appeals.

Administrative and Compliance Provisions

This section provides options for sample language that can be used or adapted to address the administrative and compliance provisions of the agreement. Options vary according to the type of agreement or partner organizations involved. Not all of the following language will be needed; you will need to choose which language best addresses the purpose of your agreement.

Applicable Policies, Procedures, Laws, and Regulations

* Implementation and interpretation of this Agreement will be consistent with applicable and mandatory policies and procedures established by the appropriate college accreditation bodies, the U.S. Department of Education, and other agencies that have jurisdiction over the operation of either institution. To the extent that any provision of this MOA is inconsistent with [state] law; applicable rules and regulations, including rules or regulations from the U.S. Department of Education; or the [state higher education board], this MOA will be considered null and void.
* Both Parties shall maintain their respective individual institution and programmatic accreditation, and this Agreement shall be binding only if both Parties maintain those accreditations, including [name specific institution and programmatic accreditations required by the state or by this Agreement].
* Student performance data required by the state or by accrediting agencies will be provided via [could be carried forward in an individual student portfolio or transferred through a secure electronic data system], OR transfer students will be given an opportunity to complete missing key assessments in a capstone portfolio.
* This Agreement shall be governed by and construed in accordance with the laws of the State of [state].
* Student participation in this articulation protocol will be implemented in compliance with applicable federal, state, and local nondiscrimination laws and regulations.
* Both Parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) and any current amendments in the handling of educational records of students enrolled in their institutions.
* Specific activities that involve the transfer of money, services, or property between or among the Parties may require separate agreements or contracts to be executed.

Terms, Amendments, and Renewals

* All Parties agree to address challenges or disputes expeditiously.
* Periodic [annual, quarterly, or other] meetings will be scheduled to review progress and identify opportunities for advancing the purposes of this Agreement.
* In addition to ongoing responsibilities for communication and cooperation established here, [name of college/university] and [name of college/university] will review this Agreement every other academic year and will make reasonable adjustments and amendments, as deemed appropriate for the improvement of the transfer process and student articulation. Thus, this Agreement is a 2-year agreement.
* Either Party may terminate this Agreement by giving written notice to the chief administrative officer of the other institution at least 180 days prior to termination. Any termination of this Agreement shall not relieve either Party from completing obligations in progress prior to the effective date of the termination.
* In the event this Agreement is revised or terminated, students currently enrolled on the effective date of termination shall be allowed to continue their programs in accordance with the terms and conditions in effect prior to the termination or revision of the Agreement.
* The Agreement is effective upon [execution by state officers or upon the date indicated in this official memorandum].
* This MOA supersedes any previous agreements.

Principal Contacts

This section provides options for sample language that can be used or adapted to address the principal contacts of the agreement. Options vary according to the type of agreement or partner organizations involved.

The partner organizations designate the following individuals as principal contacts regarding this Agreement. These contacts may be changed at any time through written notice to each partner contact and partner agency.

Name of agency/education institution #1:

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Designated contact person’s name, title, affiliation, e-mail, phone, and address:

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Name of agency/education institution #2:

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Designated contact person’s name, title, and affiliation:

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Partner Signatures

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Signature of president Date

[Individual’s name and title]

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Signature of president Date

[Individual’s name and title]

Attachments and Supporting Documents

Attachments and supporting documents should include any items referenced in the final agreement. These add context and rationale to the agreement and are useful for building collaboration and understanding among cross-sector stakeholders. The following checklist describes attachments and supporting documents that may be included.

* Early childhood degree plans that note which courses are waived or deemed equivalent based on this Agreement and which will need to be completed after transfer. Include clear and transparent information for students about each degree and each track within the degrees covered in this Agreement
* Chart of training agency courses and related National College Credit Recommendation Service (NCCRS) recommended academic credits
* Statewide or institute of higher education early childhood career pathway guidance documents
* Links to programs offering student scholarships and other college entry and completion supports
* Links to applicable federal, state, and accreditation policies, laws, and regulations for institutions of higher education, public education, or early childhood training
* Links to state early childhood core knowledge and competencies and to state early childhood teacher preparation or training approval systems referenced in this Agreement
* Links to the National Association for the Education of Young Children (NAEYC) early childhood professional standards and the NAEYC higher education accreditation systems. (Programs preparing for “blended” early childhood and special education licensure should include links to both the NAEYC early childhood professional standards and the Division for Early Childhood’s [DEC] Recommended Practices.)
* NAEYC Early Childhood Associate Degree Accreditation: <http://www.naeyc.org/ecada>
* NAEYC Recognition of Baccalaureate and Graduate Degree Programs: <http://www.naeyc.org/ncate>
* NAEYC Standards for Early Childhood Professional Preparation: <http://www.naeyc.org/ecada/standards>
* DEC Recommended Practices: <http://www.dec-sped.org/recommendedpractices>
* Links to additional adult education accrediting agencies and credit review agencies. Examples follow:
* NCCRS: <http://www.nationalccrs.org>
* Council for the Accreditation of Educator Preparation: <http://www.caepnet.org>
* Distance Education Accrediting Commission: <http://www.deac.org>
* International Association for Continuing Education and Training: <http://www.iacet.org>
* Definitions/glossary