

FINAL DRAFT

PENNSYLVANIA STATEWIDE PROGRAM-TO-PROGRAM ARTICULATION AGREEMENT FOR CRIMINAL JUSTICE

INTRODUCTION

This agreement articulates standards that will allow students who earn an Associate of Arts (AA) or Associate of Science (AS) in Criminal Justice at an institution participating in the Pennsylvania's statewide college credit transfer system to fully transfer that degree into a parallel bachelor degree program at a participating institution. Consistent with Article XX-C of the Public School Code of 1949, this agreement will ensure that the articulated associate degree transfers seamlessly as the equivalent of the first two years of an institution's parallel bachelor degree in Criminal Justice.

This agreement is intended as a "program-to-program" agreement, rather than a "course-by-course" agreement. An associate degree meeting the requirements in this agreement will be accepted *in toto* as adequate preparation for advanced coursework in a parallel bachelor degree at a participating institution.

In this agreement, the term "Criminal Justice" refers to a program that focuses on the academic study of crime and the social and governmental response to it. Among the participating institutions Criminal Justice degree programs may be titled "Criminology", "Administration of Justice" or "Justice Studies".

Given the diversity of the participating institutions and the diversity of their Criminal Justice programs, this agreement does not require each associate degree program to offer the exact same courses or even the same ratio of major to non-major courses. Instead, this agreement articulates a) the 'core competencies' in criminal justice that must be addressed by all associate degree curricula, b) academic performance standards that must be met by associate degree students in criminal justice, and c) academic standards that must be met by associate degree-offering institutions in educating students to meet the core competencies in criminal justice.

Among participating Pennsylvania institutions, associate degrees in Criminal Justice that are designed to transfer into bachelor degree programs come in two types: the AA and AS. By contrast, the Associate of Applied Science (AAS) degree is generally designed as a terminal degree and intended for immediate entry into the workforce. An AAS-granting institution, however, could design its AAS program to meet the terms of this articulation agreement, if it so chose.

TERMS OF THE AGREEMENT

Students who earn an associate degree in Criminal Justice that meets all of the foundation level requirements discussed below will be well qualified to enter advanced coursework in a parallel bachelor degree program in Criminal Justice as a junior.

A. Required Foundation Level Competencies in Criminal Justice

An associate degree transferable under this Agreement must include **at least 21 credits** of Major-Specific coursework that incorporates all of the competencies identified in the following content areas:

- 1. Introduction to Criminal Justice Systems– 3 credits**
- 2. Criminology Theory – 3 credits**
- 3. Policing/Law Enforcement – 3 credits**
- 4. Juvenile Justice– 3 credits**
- 5. Ethics – 3 credits**
- 6. Corrections – 3 credits**
- 7. Law, Adjudication and Procedure – 3 credits**

Depending upon how an institution chooses to deliver the required competencies in each of content area, it is possible that an articulated associate degree could exceed the minimum 21 credits. For example, one institution may embed required competencies in Corrections in a 3-credit course, while another institution may embed those same competencies in a 4-credit course. The specific course structure is not as important as making sure that upon completion of the associate's degree, the student has achieved the competencies included in this agreement and is prepared to enter as a junior into advanced coursework in the parallel major at a participating bachelor-degree institution.

Major-specific coursework earned in an associate degree program may not fulfill more than 50% of the student's major credit requirements at the parallel bachelor degree institution.

Below is description of each competency with an expected outcome of student-learning.

1. Introduction to Criminal Justice Systems—3 Credits

The focus of this competency is to introduce students to the field of criminal justice through the examination of historical data, statistical information, theories of crime causation, social control of behavior, development of laws, and evaluation of criminal justice system policies, procedures, and trends. Students learn the terminology of the field, and gain an awareness of the methods of inquiry utilized in the field.

Students are expected to gain knowledge in the following areas:

- Identify the structure of the criminal justice system.
- Identify the major components of the criminal justice system and their purposes.
- Describe the history and development of the American criminal justice system.
- Examine various models of criminal justice and consider the impact each has on those employed in the system and those processed through the system.
- Identify and access important sources of crime statistics, and explain their importance.
- Explain and summarize the trends in crime in the United States.
- Examine issues related to the administration of justice in the United States - for example, plea-bargaining, police misconduct, and punishment of offenders.
- Discuss the tension between public safety and civil liberties and the role that the criminal justice system plays in these opposing and important goals.

2. Criminology Theory –3 Credits

The focus of this competency is to provide students with an understanding of the discipline of criminology through an examination of its theories, basic assumptions and definitions.

Students are expected to gain knowledge in the following areas:

- Define and explain the major theories and tenets of crime causation.
- Distinguish between sociological, biological, psychological and integrated theories of criminology.
- Discuss the empirical support for and criticisms of the major theories of crime causation.
- Discuss the major policy implications of each criminological theory.
- Explain the historical development of criminology.
- Explain the relationship between criminological theory and practice.
- Evaluate relevant theories and policy prescriptions with a view to identifying more effective ways to address and increase social justice.

3. Policing/Law Enforcement –3 Credits

The focus of this competency is to introduce students to the history, function, and role of law enforcement in American society. The multi-dimensional work of policing is emphasized. Practical and critical approaches to law enforcement are undertaken to explore prevailing and dissenting perspectives issues in contemporary policing.

Students are expected to gain knowledge in the following areas:

- Demonstrate an understanding of the history of policing in America.
- Identify and explain the role and organization of police in America.
- Identify and explain fundamental law enforcement concepts, theories, and organizational philosophies.
- Demonstrate the ability to apply these concepts, theories and organizational philosophies to real world settings.
- Explain the powers vested in police and limitations on those powers.
- Describe the types of patrol and responses to various community problems.
- Explain and discuss critically the influence of politics on police operations.
- Explain and describe the relationship between law enforcement agencies and other governmental bodies.
- Explain and discuss the importance and relevance of planning in relation to police operations.
- Explain and critically discuss the exercise of police discretion.
- Explain and discuss the ethical dilemmas that arise in police work and develop a framework for ethical decision-making.
- Explain the integral relationship between police work and American culture, including but not limited to race, class, gender, age, sexual orientation and disability.
- Explain and critically discuss major contemporary issues in policing.

4. Juvenile Justice—3 Credits

The focus of this competency is to introduce students to the juvenile justice system, its components and functions. Court processes, legal cases and legislative initiatives will be addressed. In addition to examining the evolution of the juvenile justice system and the transformation of the juvenile court, students will gain an understanding of the current issues in the adjudication and treatment of juveniles in the United States.

Students are expected to gain knowledge in the following areas:

- Explain and discuss the evolution of the American juvenile justice system
- Distinguish important legal, procedural and philosophical differences between the juvenile and adult court systems
- Appraise juvenile crime in relation to total crime in the United States
- Explain the various theories of delinquency and their policy implications
- Explain and assess the goals of the juvenile correctional system and strategies developed for the prevention of delinquent behavior
- Explain and discuss case law and legal initiatives relative to the juvenile justice system
- Explain various contemporary issues affecting juvenile justice and the system's response
- Compare and contrast the juvenile justice system in the United States with that of other countries

5. Ethics –3 Credits

The focus of this competency is to provide students with an overview of prominent ethical issues facing professionals in criminology and criminal justice, with an emphasis on encouraging individual students to explore their own ethical and moral systems and how they make ethical/moral decisions.

Students are expected to gain knowledge in the following areas:

- Identify and explain the differences between moral and ethical theories and codes.
- Explain and discuss a variety of ethical/moral issues, which characterize and define the different facets of criminology/criminal justice (investigation, prosecution, defense, adjudication, supervision).
- Analyze the process by which criminal justice personnel engage in ethical and moral decision-making.
- Identify how ethics and integrity influence risk in the criminal justice system.
- Apply ethical philosophies to solve problems.
- Explain and discuss contemporary ethical issues related to the criminal justice system.

- Demonstrate the art of thinking critically about the social construction of race, ethnicity and social class in crime and crime control, with special focus on the U.S.
- Explain and discuss the history of issues relating to race, class, gender and ethnicity in the criminal justice system.
- Identify patterns in the roles of people from different genders, and ethnic, racial, socio-economic backgrounds involved in the criminal justice system as victims, offenders and justice workers.

6. Corrections—3 Credits

The focus of this competency is to provide a survey and analysis of the American correctional system and its process from both a historical contemporary perspective.

Students are expected to gain knowledge in the following areas:

- Summarize the origins and history of the American system of corrections.
- Identify the concepts, functions and changing aspects of corrections.
- Identify and understand the various components of the correctional system.
- Distinguish between federal, state, county, and municipal correctional agencies, and describe their functions and practices.
- Describe and discuss the various participants and their roles within the correctional system.
- Describe and explain the roles of the various levels of government and summarize the various issues that impact the correctional system and society.
- Discuss the role of corrections and its impact on the criminal justice field and society.
- Identify, compare, and interpret current political, psychological, sociological, and economic issues confronting the correctional field.
- Identify and differentiate between the different schools of correctional thought.
- Identify and critically analyze the various sentencing alternatives and their impact on society.
- Discuss the philosophical arguments about the death penalty.
- Describe the major changes in the American corrections during the past few years.
- Identify the ways in which social and political forces affect the way organizations respond to a particular segment of the community.

7. Law, Adjudication and Procedure –3 Credits

The focus of this competency is to examine the historical background, the traditions, and the legal principles that underlie the Courts as an integral component of the American system of Criminal Justice. Both differences and similarities inherent within the State and Federal Court processes will be analyzed, and the procedures through which the criminal courts uphold the basic rights and liberties of all U.S. citizens, both victims and the accused, will be explored. A primary focus will be placed upon understanding the respective roles played by Judges, Prosecuting Attorneys, Defense Counsel, Police, and Probation Officers and other Court-related personnel in the criminal court process.

Students are expected to gain knowledge in the following areas:

- Trace the history of the criminal courts from their respective foundations within English-based common law to the contemporary models that currently underlie judicial processes at both state and federal levels.
- Identify the fundamental philosophies, legal concepts, and terminology that underlie the contemporary American court system.
- Discuss and explain the import of individual constitutional and statutory rights upon the criminal justice system in the United States.
- Identify, examine, and understand the respective professional roles of those persons who work within the criminal court system; this includes: justices and judges of the trial and appellate courts; prosecuting attorneys; defense counsel; law enforcement officers; probation officers, and other court-related personnel.
- Discuss the major issues impacting upon the criminal court systems of today, and project how such issues will likely affect the criminal courts in the future.
- Discuss and explain the procedural processes utilized by the American criminal court system.

- Compare and contrast the similarities and distinctions in and between the criminal courts at the federal and state levels, and demonstrate an understanding of the structural distinctions among courts divided into trial, appellate, and juvenile divisions.
- Assess the impact that the criminal court system has upon those who come before it: victims, defendants, criminal justice professionals, and the general public-at-large.

B. Required 30-Credit Transfer Framework

In addition to the minimum 21 credits of required major-specific coursework, the articulated associate degree must also meet the requirements of the 30-Credit Transfer Framework. See Appendix B.

Pennsylvania’s statewide college credit transfer system includes an advising tool called the “Transfer Credit Framework.” The Framework allows students to transfer up to 30 credits of foundation courses from one participating college or university to another and have those courses count toward graduation of nearly any degree program.

The Framework consists of six categories which include courses in English, public speaking, math, science, art, humanities, history and the behavioral and social sciences. To fully benefit from the Framework, students are advised to select a range of courses from all six categories. See Appendix B.

Recommended Framework Courses

Some Framework courses are more relevant to the field of Criminal Justice than others. A list of highly recommended courses in each category is included below.

These courses are recommendations only. They are not required as part of the major or the articulation Agreement. Students will not be penalized for not completing the recommended courses prior to transferring. The courses listed are merely suggestions that could enhance a student’s academic frame of reference as a Criminal Justice major.

With the assistance of an academic advisor, students are recommended to select the following Framework courses as part of their transferable associate degree program:

Framework Category	Framework Requires Students to Take...*	Criminal Justice Majors Are RECOMMENDED to Take...
Category 1	1 course (3-4 credits)	English Composition
Category 2	1 course (3-4 credits)	Public Speaking
Category 3	2 courses (6-8 credits)	Any <i>two</i> approved Math courses
Category 4	2 courses (6-8 credits)	Any <i>two</i> approved natural science courses with labs
Category 5	2 courses (6-8 credits)	Select <i>two</i> of the following three courses: <ul style="list-style-type: none"> • General Psychology • Introduction to Sociology • American Government
Category 6	2 courses (6-8 credits)	1. Introduction to Literature 2. Select <i>one</i> of the following: <ul style="list-style-type: none"> • Introduction to Philosophy • Introduction to Art • Introduction to Music

*Students are advised not to exceed the credit number indicated in each Framework Category. Credit requirements are presented as a range since actual credit number may vary by specific course and institution.

Appendix A: Program-to-Program Articulation Model for Criminal Justice

REQUIRED Major-Specific Content Areas – 21 Credits	Transfer Requirement
Introduction to Criminal Justice Systems	3 credits
Criminology Theory	3 credits
Policing/Law Enforcement	3 credits
Juvenile Justice	3 credits
Ethics	3 credits
Corrections	3 credits
Law, Adjudication and Procedure	3 credits
REQUIRED 30-Credit Transfer Framework	Criminal Justice Majors Are RECOMMENDED to Take...*
Category 1	English Composition
Category 2	Public Speaking
Category 3	Any <i>two</i> approved math courses
Category 4	Any <i>two</i> approved natural science courses with labs
Category 5	Select <i>two</i> of the following three courses: <ul style="list-style-type: none"> • General Psychology • Introduction to Sociology • American Government
Category 6	1. Introduction to Literature 2. Select <i>one</i> of the following: <ul style="list-style-type: none"> • Introduction to Philosophy • Introduction to Art • Introduction to Music

* These courses are recommendations only. They are not required as part of the major or the articulation Agreement. Students will not be penalized for not completing the recommended courses prior to transferring. The courses listed are suggestions that could enhance a student's academic frame of reference as a Criminal Justice major.

Appendix B: Transfer Credit Framework

Students who successfully complete courses from the categories below may transfer those credits toward the graduation requirements of nearly any major offered by the participating institutions. Please be aware that certain majors may have specific requirements prescribed by external agencies. Students should work with an advisor to select appropriate courses as they relate to the major.

Category 1 (3-4 credits)	Category 2 (3-4 credits)	Category 3 (min. 3-4 credits; max. 6-8 credits)	Category 4 Must include lab (min. 3-4 credits; max. 6-8 credits)	Category 5 (min. 3-4 credits; max. 6-8 credits)	Category 6 (min. 3-4 credits; max. 6-8 credits)
English Composition	Public Speaking	Foundations of Mathematics	General Chemistry I (majors & non-majors courses)	General Psychology	Introduction to Music
		College Algebra	General Chemistry II (majors & non-majors courses)	Introduction to Sociology	Introduction to Philosophy
		Elementary Statistics	General Biology I (majors & non-majors courses)	American National Government	Elementary Spanish I
		Precalculus	General Biology II (majors & non-majors courses)	Educational Psychology	Elementary Spanish II
		Calculus I	General Physics I (non- calculus)	History of Western Civilization II	Painting I
			General Physics II (non-calculus)	Principles of Macroeconomics	Elementary French I
			Anatomy & Physiology I	Principles of Microeconomics	Elementary French II
			Anatomy & Physiology II	U.S. History I	Drawing I
			Introduction to Astronomy	U.S. History II	Ethics
				History of Western Civilization I	Introduction to Art
				Contemporary Social Problems	German I
				Introduction to Anthropology	German II
					Introduction to Literature (may also be known as Introduction to Poetry, Interpreting Literature, Reading Literature, Theses in Literature, Topics in Literature, Current Themes in Literature)
					Survey of American Literature
					Literature of the Western World
					World Literature
			American Literature		
			Survey of English Literature		
			Introduction to Theatre		

ADDENDUM
GENERAL STATEWIDE PROGRAM-TO-PROGRAM
ARTICULATION in PENNSYLVANIA

WHEREAS, the General Assembly of the Commonwealth of Pennsylvania enacted Act 114 of 2006, which added to the Public School Code of 1949, Article XX-C entitled “Transfers of Credits Between Institutions of Higher Education” (referred to in this Agreement as the “Statewide Transfer System”);

WHEREAS, Act 114 of 2006 requires all community colleges in Pennsylvania and Pennsylvania State System of Higher Education (PASSHE) universities to participate in the Statewide Transfer System;

WHEREAS, Act 114 of 2006 permits independent and state-related institutions of higher education in Pennsylvania, as each is defined in Article XX-C, to elect to participate in the Statewide Transfer System;

WHEREAS, the General Assembly of the Commonwealth of Pennsylvania enacted Act 50 of 2009, which requires institutions participating in the Statewide Transfer System to accept the transfer of Associate of Arts and Associate Science degrees into parallel baccalaureate programs and recognize all competencies attained within the associate degree program;

WHEREAS, Act 50 of 2009 defines an Associate of Arts (AA) or Associate of Science (AS) degree containing a minimum of 60 college-level credits and designed primarily for transfer to a baccalaureate institution;

WHEREAS, Act 50 of 2009 requires the Transfer Articulation Oversight Committee (TAOC), as established in section 2004-C of the Public School Code of 1949, to identify Associate of Arts and Associate of Science degree programs for transfer with full junior standing into parallel baccalaureate degrees annually; and,

WHEREAS, Act 50 of 2009 requires members of the Transfer Articulation Oversight Committee established in section 2004-C of the Public School Code of 1949, to identify modifications that may be required in existing associate or baccalaureate degrees to satisfy external accreditation or licensure requirement;

All Institutions participating in the Statewide Transfer System enter into this Articulation Agreement and mutually agree as follows:

1. The statewide program-to-program articulation agreement ensures that students who complete an AA or AS degree from a participating institution will have their coursework and credits transfer into a parallel baccalaureate program with full junior standing and without the need for course-by-course equivalency.
2. Students are subject to the admissions and transfer credit policies of the participating institutions. The admissions and transfer credit policies for all of the institutions participating in Pennsylvania’s college credit transfer system can be found at www.PAcollege-transfer.com.
3. The AA or AS degree must include a minimum of 60 college-level credits designed and acceptable for transfer, not including developmental or remedial courses or career, technical or applied courses.
4. The transfer of coursework with a grade less than a C (2.0 on a 4.0 scale) in the AA or AS will be consistent with the policies of native students at the participating college or university.
5. Students and institutional personnel will be able to find out which institutions offer articulated programs by accessing a searchable database located at www.PAcollege-transfer.com. PDE will maintain this database through program information provided to TAOC by the individual participating institutions.
6. **Responsibilities of Associate Degree Institutions**
 - a. The AA or AS degree leading to a parallel bachelor degree will include the minimum number of credits and competencies of major-specific coursework as defined by the Agreement.

- b. Any remaining AA or AS degree requirements will be accepted from arts and sciences electives designed and acceptable for transfer, not including developmental, remedial, career, technical or applied courses.
- c. By awarding the AA or AS, the Associate Degree Institution is validating that the student has met the competency requirements outlined in the Agreement.

7. Responsibilities of Bachelor Degree Institutions

- a. The Bachelor Degree Institution will recognize all competencies attained within the AA or AS degree and accept a transfer student who has earned the associate degree with full junior standing into a parallel baccalaureate degree program.
- b. All decisions made with respect to the transfer process shall be based on the principle of equivalence of expectations and requirements for native and transfer students.
- c. A transfer student's admission into the parallel baccalaureate degree will be subject to the Bachelor Degree Institution's specific requirements for admission to that major and be consistent with such requirements for native students.

8. Agreement Revision and Assessment

- a. Once a statewide program-to-program articulation agreement has been approved by TAOC, no amendments to the agreement can be offered by any party within the initial six (6) months of the agreement. After that time, a TAOC member with a proposed amendment to an approved agreement should submit the change to PDE.

Amendments that are offered as clarifying or technical but do not alter the substantive portions or intent of the agreement must be forwarded to TAOC. TAOC representatives will have at least thirty (30) days to review, comment and approve or deny the proposed amendments.

Amendments that seek to alter the substantive nature or intent of the agreement in any part must be forwarded to the appropriate PAC for review and consideration. The PAC will then make a recommendation to the TAOC, and TAOC shall approve or deny the proposed amendments.¹

- b. PDE and TAOC will exercise responsibility for monitoring the effectiveness of the Agreement and its implementation.
- c. PDE shall collect data annually from the participating institutions that will enable the Department and TAOC to assess the effectiveness of the implementation of the Agreement in fostering a seamless transfer process and the academic success of transfer students at the senior institutions.

9. Transfer Appeal Process

- a. In accordance with Pennsylvania's Statewide Transfer System, each Bachelor Degree Institution shall have a procedure through which a transfer student can appeal a decision that he/she believes is not consistent with this Agreement.
- b. The Transfer Appeal Process shall be published, at minimum, in the institution's catalog and posted to the Commonwealth's official website of the Statewide Transfer System, www.PAcollege-transfer.com.

10. Institutional Resolution of Disputes

- a. In the event that an Associate Degree Institution considers the decision of a Bachelor Degree Institution to be inconsistent with this Agreement, the Associate Degree Institution shall consult directly with the Bachelor Degree Institution and attempt to resolve the matter.

¹ Approved by TAOC and added to agreement on August 18, 2011.

- b. If the institutions are unable to resolve the issue, the Associate Degree Institution may submit their concern to PDE for consideration by the TAOC Dispute Resolution Committee. The Dispute Resolution Subcommittee will act according to the policies and procedures developed by TAOC as part of the Statewide Transfer System. The determination made by the Dispute Resolution Subcommittee will be binding upon the parties.

11. **Implementation Date and Applicability**

Having fulfilled the requirements outlined in the Program-to-Program Articulation Agreement, students transferring with an AA or AS degree from a participating institution will be considered by the receiving baccalaureate degree institution to have received adequate preparation in the field of study at the foundation level and therefore eligible to transfer as a junior into advanced major coursework.

Participating institutions will enact the Agreement in accordance to the timeline outlined by the TAOC, but no later Fall 2013.²

Continuation of the agreement remains in effect until such time as all cooperating institutions of the Statewide Transfer System formally approve any revisions.

GLOSSARY OF TERMS

Articulation: The aligning of curriculum between institutions of higher education to ensure the efficient and effective movement of students among those institutions.

Associate of Arts (AA) and Associate of Science (AS) Degree: A degree consisting of at least 60 college-level credits and designed for transfer into a baccalaureate degree program.

Foundation Coursework: Courses at a level of comprehension usually associated with freshman and sophomore students and typically offered during the first half of a baccalaureate degree program. Such coursework typically does not have course prerequisites.

Native Student: A student who entered a given college or university without first matriculating at another college.

Parallel Baccalaureate Degree: A bachelor degree program in a comparable field of study and with similar foundation-level major-specific competencies as an associate degree program.

Receiving Institution: The college or university where a transfer student plans to enroll and to apply previously earned credit toward a degree program.

Transfer Credit: The credit granted by a college or university for college-level courses or other academic work completed at another institution.

Transfer Student: A student who enters a participating college or university after earning college-level credit at another college or university.

Transfer: The process by which a student moves from one postsecondary institution to another. Also refers to the mechanics of credit, course and curriculum exchange between institutions.

Advanced Coursework: Courses with advanced depth of content knowledge in the field of study and carry the expectation of more complex competencies identified in the expected student learning outcomes is referred to as

² Agreements approved by TAOC prior to August 31, 2011 must be implemented by the institutions by Fall 2012. Agreements approved by TAOC after August 31, 2011 but before May 1, 2012 must be implemented by the institutions by Fall 2013.

advanced coursework. These courses often have prerequisites and are usually beyond the “Introduction to…” or “Foundation of…” level.

DRAFT

TAOC Draft Feedback to CRIMINAL JUSTICE PAC
December 12, 2011

Submitted by	TAOC Institution	Comments:	Was this comment previously considered by the PAC? If so, how it was addressed?	Reply to TAOC from the PAC
Victoria Bastecki-Perez	Montgomery County CC-Central Campus	The Director of CJS has the following observations: 1) make Corrections course an elective instead of required; and 2) eliminate Policing/Law Enforcement course as required and replace it with a required course in substantive criminal law.	The PAC has considered this issue and the agreement reflects competencies as opposed to course to course articulation	
Jana Nestlerode	West Chester University of Pennsylvania	The "Legal Procedures" course should be retitled. It sounds too much like "Criminal Procedure" which is very different in course content. ACJS has suggested "Law Adjudication" which is not perfect, but is a better fit since the course will address adjudicatory issues (courts, etc.)	The PAC considered the issue on December 12, 2011, and came up a new title for this competency. The new title of the content area is Law, Adjudication and Procedure.	
Harvey Ellis	Bucks County Community College	<p>Members of the Committee: So that my response be absolutely clear, my review of the 2nd Draft of the Pennsylvania Statewide Program to Program Articulation Agreement for Criminal Justice, forces me to conclude that the document falls woefully short of providing a competent articulation agreement between the community colleges and the four year institutions. More importantly, it is vague and in places contradictory and does not address significant issues that affect all of the interested parties, to wit:</p> <p>1. The Introduction to the Terms of the Agreement section states unequivocally that “This program is intended as a ‘program-by-program’ agreement, rather than a ‘course-by-course’ agreement. Then, in the “Terms of the Agreement” section, it denotes the names and credit requirements, along with competencies required in each of the seven areas (courses). Does the agreement require that each student take a 3 credit course in a course entitled “Corrections” or in a course entitled “Policing Law Enforcement” Unlike the language in the “Introduction” section, Section A seemingly is contradictory. Is a student who has no interest in becoming a corrections officer or a police officer to be required to take 3 credit courses in each of these areas, or is</p>	The PAC has considered this issue and the agreement reflects competencies as opposed to course to course articulation. Also, the PAC is not placing standards on the acceptance by community colleges for life learning credits. This will be addressed in the implementation stage of this process.	

Submitted by	TAOC Institution	Comments:	Was this comment previously considered by the PAC? If so, how it was addressed?	Reply to TAOC from the PAC
		<p>it sufficient that the student be introduced to the areas in other criminal justice courses? Please be specific as to the agreements requirements.</p>		
Harvey Ellis	Bucks County Community College	<p>2. Although the original agreement was rejected partly due to the belief that the Commonwealth could not based on legislation, TAOC policy and the PAC’s scope of work, set policy on the acceptance of non-collegiate work. If true, this fact negates the usefulness of any articulation agreement. Shall we accept high school credits, credits from police academies, from the military or not? If so, how many. Shall they be course specific, or just whatever? Is there to be a second convocation where all of the two and four year post-secondary institutions come together to decide? Without addressing this issue, the document is of no value.</p> <p>Let me first apologize for my hastily written comments which were necessitated by the unacceptable short comment period. With that in mind, I am concerned that the committee is fabricating a document that will significantly affect all of our students without allowing sufficient time for the stake holders to consider the issues and to share their concerns with one another. This document as it now stands will harm our students, our programs, and ultimately the field of study that we are attempting to improve.</p> <p>Respectfully submitted, Harvey S. Ellis Assistant Professor Coordinator, Criminal Justice ,Fire Science, Emergency Services Social & Behavioral Sciences Bucks County Community College, Founders Hall 210A 275 Swamp Road, Newtown PA 18940 Phone: 215 - 497-8717 E-Mail: ellish@bucks.edu</p>		
Edward Gurtis	Luzerne County Community College	<p>I am the Dept. Chair here at LCCC of the Health, Physical Education and Exercise Sciences. I am quite concerned that a Physical Education requirement is not included in any of the categories for required transfer for General Education requirements. With the growing epidemic of obesity and</p>	No	<p>This comment does not meet the CJ PAC’s charge and scope of work. The PAC defers to TAOC for response.</p>

Submitted by	TAOC Institution	Comments:	Was this comment previously considered by the PAC? If so, how it was addressed?	Reply to TAOC from the PAC
		<p>sedentary lifestyles, I am perplexed as to why a physical education requirement would not be included. Most if not all of the 4-year state colleges require at least 2, if not in some cases, 3 credits of a health, physical education or wellness requirement. As community colleges and state public academic institutions, I feel that we should be providing not only a well-rounded cognitive academic experience but also a well-rounded and informed physically educated individual as well. I feel that a physical education requirement should be included in the transfer agreements. Thank you.</p>		