

PENNSYLVANIA STATEWIDE PROGRAM-TO-PROGRAM ARTICULATION AGREEMENT IN ENGLISHⁱ

In accordance with Act 50 of 2009, this Agreement ensures that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree at a participating institution can transfer the full degree into a parallel degree program in English at another participating college or university.

Full junior-standing will be granted to students who have successfully completed an associate's degree provided that:

- The associate's degree includes, at minimum, 15 credits of major-specific coursework as outlined under Major Requirements in this Agreement;
- The maximum number of major-specific coursework in the associate's degree does not exceed 50% of the major-specific coursework required by the parallel bachelor degree program offered by the four-year institution;

Students meeting these criteria will be considered by the four-year institution to have received adequate preparation for a parallel bachelor degree and to be eligible to transfer into advanced coursework in English.

Overview

English as a discipline has a number of diverse specialty areas including creative writing, linguistics, secondary education, composition and rhetoric, and literature. Despite this Agreement, the lack of a common curricular foundation for the major poses a challenge when coordinating curricula across a large number of independent institutions of higher education. Save for a very few areas of study (e.g., introductory coursework that exposes students to college-level writing, major periods, and major theoretical perspectives), few topics in the field are universally agreed upon as "required" coursework for the major. What is agreed upon, however, is that at the undergraduate level the curriculum for an English major should be a balance between exposure to a broad range of content areas and in-depth exploration of a small number of content areas. The nature of this agreement is designed to accommodate any student transferring to an English degree program, regardless of the track or area of specialization.

The National Council of Teachers of English (NCTE), the International Reading Association (IRA), and the Council of Writing Program Administrators (CWPA) have collaborated to establish a series of competencies relating to both writing and critical reading for students who wish to earn a college degree. Examining the standards for writing, it is to be expected that students will be able to demonstrate these skills and proficiencies relating to writing:

- Rhetorical awareness of the purposes for writing;
- Awareness of audience/readers needs relating to written communication;
- Integration of critical thinking into reading and writing processes;
- Knowledge and ability to practice writing conventions appropriate to crafting documents for multiple readers;
- Ability to identify, retrieve and select reliable sources of information to support written work;
- Competence to design, edit and comment on written work in virtual workspaces;
- Ability to interpret information from charts, graphs and tables and incorporate into original compositions; and,
- Compositional awareness of how to effectively compose documents for print and non-print media environments.

Regarding standards for reading and critical analysis of texts, students should be able to do the following:

- Identify the distinguishing characteristics of literary genres;
- Understand the historical and cultural environments in which literary texts have been created;
- Be familiar with a range of reading strategies necessary to effectively understand texts;
- Effectively employ the language of rhetorical and literary analysis in classroom conversations and in written/oral communication;
- Conduct research in appropriate sources to enhance understanding of texts; recognize how to use

- language to convey ideas relating to textual interpretation;
- Demonstrate critical reasoning skills in the selection, identification and evaluation of secondary sources needed in writing effectively about literature;
- Participate in activities that permit reflective and creative knowledge regarding textual analysis to emerge and be practiced;
- Recognize the role of visual literacy and visual rhetoric in literary analysis;
- Compose original work in digital spaces;
- Demonstrate effective writing and research skills as gained by experience in writing literary research papers; and
- Know and apply correct documentation and citation style to academic writing.

In evaluating competency in these areas, Bloom's New Taxonomy is a useful tool. Appendix A identifies three levels of competency within any given content area (Beginning, Developing, and Advanced) that may readily and easily be applied to the articulation agreement.

Critical to the understanding of competency in English Studies and Writing Studies is recognizing that the degree in English requires competency in oral and written communication, critical reading, textual analysis and creative and critical thinking skills. Applying Bloom's New Taxonomy, the competency areas may be described as follows:

- *Beginning*: these are benchmark, initial understandings of the relationship of writing to expressing complex ideas and the role of information literacy in developing critical thinking skills as routinely found in composition and introductory composition and literature courses.
- *Developing*: these are milestones in students' abilities to apply in an emerging way knowledge of the writing process and of writing about texts to their own writing; an awareness of readers' expectations for writing in textual analysis; an ability to apply critical theory to textual analysis; the ability to develop new insights in textual studies; understanding and exposure to digital literacies; and, the appropriate use of MLA documentation, combined with an awareness of how to avoid plagiarism.
- *Advanced*: these are the capstones in the students' consistent ability to conceive of a writing project as a critical enterprise; to write textual analysis in light of historical, cultural, and linguistic knowledge; demonstrate expertise in critical reasoning relating to use of secondary sources; show facility in working in a variety of composing spaces; be conversant with genres of texts; and, engage in reflective and creative articulation of content knowledge.

By completing an associate's degree that contains a minimum of 15 credits as outlined in this agreement, in combination with at least 30 credits of foundation-level coursework from the Transfer Credit Framework (see Appendix B), students will possess the knowledge, skills and dispositions required to enter a parallel bachelor's degree program as a junior in a participating four-year institution.

Major Specific Competency Requirements

Students transferring under this Agreement will have completed at least 15 credits of coursework in the following broad content areas:

1. **Composition – 3 credits**
2. **Literary Analysis or Advanced Writing about Literature – 3 credits**
3. **Content Categories – 9 credits:**
 - a. **British Literature (3 credits)**
 - b. **American Literature (3 credits)**
 - c. **World Literature (3 credits)**

1. **Composition – 3 credits**

Students shall attain basic writing competency with understanding the writing process as critical thinking, application of effective organizational and language skills, effective techniques in information literacy and the essence of revision as hallmarks. These courses typically focus on new media and print media composing strategies, the elements of audience analysis and organization, emphasis on documentation and documentation styles. While literary texts may be included in the coursework, the primary aim of these courses is to teach writing strategies and skills.

Comparable coursework at the minimum will include

- instruction in the writing process
- opportunity to write and revise original works
- application of principles of effective writing in print, non-print and digital media formats
- instruction in what constitutes plagiarism and application of strategies to avoid it
- ability to select, integrate, evaluate, and cite secondary sources correctly
- proofread effectively

2. **Literary Analysis or Advanced Writing about Literature – 3 credits**

Students shall attain developing level competencies in textual research and analysis through close reading and analysis of literary works; exposure to the elements of literary theory; exposure to and opportunity to apply the language of literary criticism to multiple texts; and an opportunity to apply historical, cultural and linguistic knowledge to the interpretation of texts. These competencies may be met in various ways: taught in a two-semester Composition/ Composition and Literature Sequence or as stand alone courses in “Literary Research and Analysis,” or “Introduction to Literary Studies,” or other courses that contain the elements below.

Comparable coursework at the minimum will include:

- Multiple opportunities to write and research literary texts
- Instruction in major critical movements
- Instructions in historical, cultural, and linguistic environments that produce texts
- Instruction in MLA documentation
- Instruction in effective strategies to quote, paraphrase and summarize from primary and secondary sources
- Instruction in selection, evaluation and integration of secondary sources into original compositions
- Instruction in writing literary research papers
- Instruction in role and use of digital media for literary analysis
- Instruction in basic and advanced search methodologies and opportunities to exercise judgment in the evaluation of information collected in the searches.

3. **Major Content Areas – 9 credits**

- **British Literature (3 credits)**
- **American Literature (3 credits)**
- **World Literature (3 credits)**

These credits constitute the distribution area in literary texts and may be filled by literary survey courses. The nature of the survey courses varies as discrete topics courses, such as “introduction to Literature,” and as chronological surveys, such as “American Literature to 1865.” Students will attain developing skills leading to capstone mastery in literary studies and in writing studies by successfully completing the survey courses.

The specific content of these courses will vary and may include historical or chronologically arranged period courses, courses in literary genres, courses in language or linguistics, and courses in major authors. The following competencies should be developed in these content courses and provide the student with domain knowledge suitable to entry into advanced courses. Students should be able to

- Recognize and articulate the differences between literary genres and strategies for writing
- Apply close reading and advanced literary analysis skills reflective of awareness of literary theory
- Distinguish between and apply schools of literary theory to interpretation of literary texts and to the creation of original texts in textual analysis

- Understand the role of language in its historical, cultural and critical dimensions
- Analyze the themes and ideas reflected in literary texts
- Compose effective, thoughtful and creative original critical works in multimedia and in print-based texts
- Apply the elements of writing to compositions, demonstrating awareness of effective use of information literacy and critical thinking strategies to fully develop ideas
- Accurately quote, summarize and paraphrase from primary and secondary sources following MLA documentation style
- Argue critical points or positions in relation to literary analysis
- Articulate the differences between literary periods and styles of writing
- Write research essays about literary themes and topics
- Identify major authors by contribution to English studies.

Recommended Coursework Outside of the English Major

In addition to the major-specific requirements mentioned previously, students majoring in English would benefit greatly from completing foundation coursework in the following areas:

- **History – 3-4 credits**
- **Arts and Humanities (in an area other than English/Literature) – 3-4 credits**

Coursework in History and the Arts and Humanities enhance a student's academic frame of reference as an English major. Institutions are advised to incorporate recommended coursework into the articulated associate degree either as part of the institution's general education curriculum (or distribution requirements), as a requirement of the major or to fulfill required free electives.

Recommended coursework could also be fulfilled by completing approved courses in Category 5 and Category 6 of 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.

The Framework consists of six categories which include courses in English, public speaking, math, science, art, humanities, history and the behavioral and social sciences. Each category consists of multiple course options. However, some Framework courses are more relevant to the field of English than others. Students should work with an academic advisor to select the best options for their major of interest. See Appendix B.

Students who do not complete recommended coursework prior to transferring will not be penalized by the receiving bachelor-degree institution.

References

1. Survey of PAC English Departments, March 2011 (conducted via email).
2. Council of Writing Program Administrators, "WPA Outcomes Statement for First-Year Composition," 1999.
3. International Reading Association and National Council of Teachers of English, "Standards for the English Language Arts," 1996.
4. NCTE/NCATE Standards for the English/Language Arts, 2003.
5. Rhodes, Terrel L., ed. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. American Association of Colleges and Universities, 2010.
6. Anderson, L. W. and David R. Krathwohl, D. R., et al., eds. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston: Allyn & Bacon, 2001.
7. PA Statewide Articulation Agreement for Psychology. Thanks for your work, which we used as a model for ours.

Appendix A: Knowledge Base of English

Outcome Area	Basic <i>Remembering and Understanding</i> <i>Students should be able to...</i>	Developing <i>Analyzing and Applying</i> <i>Students should be able to...</i>	Advanced <i>Evaluating and Creating</i> <i>Students should be able to...</i>
Writing	Demonstrate competence in sentence and essay formation, incorporating outside sources correctly and using correct grammar and usage.	Develop complex arguments, and write from sources about literature. Apply theoretical approaches to literature appropriately in writing.	Students edit and revise their own work for clarity and correctness. They should be able to craft an original interpretive essay about literature.
Language	Demonstrate knowledge of terminology associated with grammar and linguistics.	Write using standard English correctly (punctuation, capitalization, usage), using a variety of structures as appropriate.	Recognize complex structures in texts and demonstrate capacity to use in writing. Evaluate when to use what kind of structure for effectiveness.
Speaking	Demonstrate understanding of different speaking strategies (audiences and purposes) as in writing.	Apply concepts of oral communication to a variety of settings, including small group discussions and collaborative team projects.	Demonstrate ability to critique others' speaking effectiveness and develop the competence to speak confidently about ideas, both learned and original.
Literary Analysis	Know terminology and approaches to understanding literary genres, periods, and regions	Apply literary approaches to a variety of texts, analyzing literary works in a variety of ways.	Evaluate effectiveness of theoretical approaches to individual texts and put forth original interpretations of texts.
Literature	Demonstrate competence in recognizing major periods, authors, and genres.	Compare, contrast, and analyze literature, within and across genres, periods, and regions.	Evaluate the effectiveness of texts as literature, and be able to defend their opinions.

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 total)	Category 2 (3-4 credits total)	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. The AA or AS degree will meet the minimum requirements of the Commonwealth’s Transfer Credit Framework (“Framework”), as defined by the Statewide Transfer System.

- c. 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.
- d. 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.PAcollegetransfer.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.
- 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.

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

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

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.