

## **2<sup>nd</sup> DRAFT**

# **PENNSYLVANIA STATEWIDE PROGRAM-TO-PROGRAM ARTICULATION AGREEMENT IN GEOGRAPHY**

## **I. INTRODUCTION**

In accordance with Article XX-C of the Public School Code of 1949, Act 114 of 2006, and Act 50 of 2009, institutions participating in Pennsylvania's statewide college credit transfer system agree to the following policies governing the transfer of credit earned at a participating associate degree granting institution into a Geography degree program offered at participating four-year colleges and universities with parallel bachelor degrees in Geography

Specifically, this Agreement ensures that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree in Geography, or any AA or AS degree that incorporates the required competencies, at a participating institution in Pennsylvania can transfer the full degree, its credits and coursework, into a parallel Bachelor of Arts or Bachelor of Science degree program in Geography at a PASSHE or other participating college or university with full junior standing.

Full junior-standing will be granted to students transferring a completed AA or AS degree into a parallel bachelor degree program at a participating four-year institution provided that the student has:

- successfully completed a minimum of 60 college credits;
- successfully completed all of the required competencies identified in this agreement;
- successfully completed a minimum of 9 credit hours in Geography; and
- successfully completed 30 credits of foundation courses from the Transfer Credit Framework (successful completion is defined as a grade of C or better).

[See Appendix A: Major Requirements for Program-to-Program Articulation in Geography.]

Students meeting these criteria will be considered by participating bachelor degree granting institutions to possess the content area knowledge and academic skills necessary for transfer with junior standing into a parallel bachelor degree program in Geography.

## **II. OVERVIEW**

Geography is the discipline of interpreting spatial patterns on the surface of the earth. These patterns include both those created through natural processes and those created by humans. It utilizes maps, verbal description, and Geographic Information Systems to describe, model, explain and predict how things are arranged in space, and how humans interact with this environment.

Geography degree programs vary, allowing students to focus on the general discipline, or a specific sub-discipline or application such as: Planning, GIS, Environmental Studies, Geographic Education, or International or Regional Studies. No accrediting body provides guidelines for Geography degrees, and the discipline lacks a common curricular foundation. This presents a challenge to coordinating curricula across a large number of independent institutions of higher education.

While there are not common prescribed courses, there are a number of broad subject areas that a student should be exposed to in order to be successful in advanced coursework in Geography.

According to the National Geography Education Standards developed by the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG) a student should be exposed to both natural (physical) and cultural (human) processes patterning the earth's surface, as well as regionalization and map use within a Liberal Arts curriculum, in order to succeed in advanced study (<https://netforum.avectra.com/eWeb/DynamicPage.aspx?Site=TestOne&WebCode=GeographyStandards>). The standards are somewhat general in nature and are specified for geography education at all levels. This articulation Agreement proposes a general structure, based on these guidelines, that provides a common baseline to allow students at associate degree granting institutions covered by this Agreement to transfer their associate degree to the participating four-year institutions. At the same time, this model provides four-year institutions the flexibility to identify the remaining requirements for the parallel degree programs offered at their institutions.

The most advancement in developing competency-based standards in geographic education at the university level has been in the area of geospatial technologies. In 2005, the U.S. Department of Labor recognized geospatial technologies as one of 14 existing or emerging industries that are being transformed by technology and innovation and adding a substantial number of jobs to the U.S. economy. (U.S. Department of Labor, 2005). In response, there is a competency-based effort that is underway in identifying core competencies in geospatial technology education (UCGIS). The U.S. Department of labor recently released a Geospatial Technology Competency Model which can serve as a guide for curriculum development and education (<http://www.careeronestop.org/competencymodel/>).

By completing an associate's degree that contains a minimum of **9** Geography credits as defined in this Agreement, in combination with **30** credits of foundation-level coursework from the Transfer Credit Framework (see Appendix B), students will possess the knowledge, skills and abilities required to enter a parallel bachelor degree program as a junior at a participating four-year institution.

### **III. REQUIRED Major-Specific Content**

Under this Agreement, a fully transferable associate degree in Geography must include at least nine college credits of Major-Specific coursework that incorporates all of the competencies identified in the following two broad content areas:

#### **1. Geography as a Discipline**

And all of the competencies listed identified in any two of the following three broad content areas:

- 2. Physical Geography**
- 3. Cultural Geography,**
- 4. World Regions or sub-regions**

This Agreement acknowledges that an institution may offer an associate degree that includes more than the minimum nine credits; twelve credits may be necessary to fulfill the competencies depending on the course structures. Depending upon how an institution chooses to deliver the major-specific content competencies, it may embed required competencies in Geography as a Discipline in a 4-credit lab course in Physical Geography, while another institution may embed those competencies across two 3-credit courses, while a third may offer that instruction as a stand-alone course in Geo-spatial Technologies. The specific course structure is not important; 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 advanced coursework as a junior in the parallel major at a participating bachelor-degree institution, is the only interest of this Agreement.

Students are required to earn a minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses addressing the required competencies specified in each content area. [See Appendix A: Major Requirements for Program-to-Program Articulation in Geography.]

1. Geography as a Discipline: Students beginning their junior year of study in Geography should have demonstrated understanding of basic concepts and ideas in geography through a course that required competencies in:
  - Competency 1: concepts of scale, region, location, distance, distribution & diffusion.*
  - Competency 2: spatial analytic processes & decision making.*
  - Competency 3: geographic visualization & imagination.*
  - Competency 4: thematic map interpretation.*
  - Competency 5: locational map use.*
  - Competency 6: basic history of geography as a discipline.*
2. Physical Geography: Students beginning their junior year of study in Geography should have demonstrated understanding of the natural processes that have created patterns on the earth's surface and how this affect and are affected by humans. The minimum competencies in this content area include:
  - Competency 1: topographic map interpretation.*
  - Competency 2: spatial patterns of tectonic & gradational geomorphological processes.*
  - Competency 3: spatial patterns of hydrological processes.*
  - Competency 4: spatial patterns of atmospheric & climatological processes.*
  - Competency 5: spatial patterns of ecological processes including soils & vegetation.*
  - Competency 6: natural resources & limitations for sustainability.*
3. Cultural Geography: Students beginning their junior year of study in Geography should have demonstrated understanding of the cultural processes that have created patterns on the earth's surface and how this affect and are affected by their landscapes. The minimum competencies in this content area include:
  - Competency 1: spatial patterns of cultural identity, migration, diffusion & change.*
  - Competency 2: folk, linguistic, & religious building of landscapes.*
  - Competency 3: types of political boundaries.*
  - Competency 4: effects of and effects on regional accessibility.*
  - Competency 5: spatial patterns of economic activities & land uses.*
  - Competency 6: location selection methods for business.*
  - Competency 7: spatial pattern of economic development.*
  - Competency 8: spatial pattern of demographic processes.*
  - Competency 9: examples of sustainable & unsustainable human/environment interactions.*
4. World Regional Geography: Students beginning their junior year of study in Geography should have demonstrated knowledge of the spatial patterns of physical & cultural landscapes and regionalization; the major landforms, climates, biomes, cultures, cities and land uses. The minimum competencies in this content area include:
  - Competency 1: regional patterns of mineral & biological resources*
  - Competency 2: regional patterns of human impacts on the natural environment*
  - Competency 3: regional patterns of agriculture, manufacturing & other economic activities.*
  - Competency 4: effects of and effects on regional accessibility.*
  - Competency 5: regional patterns of human population growth, decline & migration*

- Competency 6: regional patterns of economic development.*
- Competency 7: regional patterns of urban development.*
- Competency 8: regional patterns of religious, linguistic & ethnic identity.*
- Competency 9: the effects of mobility & communication on regional characteristics.*

#### **IV. RECOMMENDED Major-Specific Content Areas**

In addition to the required major competencies listed above, students transferring into a bachelor degree program in Geography would also benefit from acquiring competencies in Geographic Information Systems (GIS). Students will not be penalized for not completing competencies in this area of study, though exposure to the fundamental elements of Geographic Information Systems would greatly benefit a Geography major transferring at the junior level. See Appendix A: Program-to-Program Articulation Agreement for Geography.

##### Geographic Information Systems

Geographic information systems (GIS) is one of a set of geospatial technologies that is central to the study of spatial phenomena. GIS is used in nearly every sub-area of geography. Competencies acquired in the study of GIS at an introductory level make it possible to pursue higher-level study of GIS and to apply GIS in a subject area.

Students beginning their junior year of study in Geography should have demonstrated knowledge of and skill in the use of Geographic Information Systems. The minimum competencies in this content area include:

- Competency 1: history & components of Geographic Information Systems.*
- Competency 2: geographic & attribute data types, formats, dimensions & characteristics.*
- Competency 3: common data sources, reliability & uses.*
- Competency 4: geographic coordinate systems & geo-coding methods.*
- Competency 5: basic map components & layout.*
- Competency 6: selection by attribute.*

The student may have knowledge in the following areas:

- Competency 7: incorporating Remote Sensed & GPS data.*
- Competency 8: selection by location.*
- Competency 9: vector analysis methods.*
- Competency 10: raster analysis methods.*
- Competency 11: publication of map & text reports.*

#### **V. REQUIRED Out of the Discipline Coursework**

All of the participating institutions require students to earn credits outside of their major area of study. This coursework is often referred to as the General Education Curriculum or Distributive Requirements. In order to provide a seamless transition and to ensure that transferring students have the requisite content knowledge to pursue upper level instruction in Geography, the transferable associate's degree must include coursework from several broad areas of study outside of Geography.

General education course equivalencies will be equated through the PA TRAC system. Although credit given may be adjusted to fit in varying course descriptions by individual institutions, all criteria in the 30-Credit Transfer Credit Framework must be met.

Transfer Credit Framework

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

Through the Transfer Credit Framework, the Commonwealth’s Transfer and Articulation Oversight Committee identified six categories of foundation-level coursework that is common among the participating institutions. Each category consists of multiple course options (see Appendix B). Some Framework courses are more relevant to the field of Geography than others. A list of recommended courses in each category is included below. Students should work with an academic advisor to select the best options for their major and their transfer institution.

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 should be regarded as suggestions that could enhance a student’s academic frame of reference as a Geography major.

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

<b>Framework Category</b>	<b>Framework Requires Students to Take...*</b>	<b>Geography Majors Are RECOMMENDED to Take...</b>
<b>Category 1</b>	1 course (3-4 credits)	1. At least one course with instruction in research methods and college-level composition. Depending on the institution, this may be split between two courses
<b>Category 2</b>	1 course (3-4 credits)	1. Public Speaking
<b>Category 3</b>	1 courses (6-8 credits)	1. At least one course in College Algebra, Statistics, Pre-Calculus or College Calculus.
<b>Category 4</b>	2 courses (6-8 credits)	1. At least one lab course in Astronomy, Biology or Physics 2. An additional science lab courses in Geology, Hydrology or Meteorology may be accepted
<b>Category 5</b>	2 courses (6-8 credits)	1. At least one course in History, Anthropology or Psychology 2. An additional course in Political Science, Economics or Sociology
<b>Category 6</b>	2 courses (6-8 credits)	1. Select one course 2. Select a second course

**Note: Geography is currently not listed on the transfer credit framework. We encourage the Transfer Articulation Oversight Committee (TAOC) to include Geography in the framework. This would enable students in Geography programs to easily transfer credits among the institutions.**

Under this Agreement, a fully transferable associate degree in Geography must include six college credits of coursework that incorporates all of the competencies identified in the following two broad content areas:

- **English-** Research and composition
- **Mathematics-** Algebra or higher

Coursework in English composition and in Mathematical problem solving & modeling build skills necessary for American Geographers. Just as geographers must be able to use and produce spatial descriptions of the earth, they must be able to use and produce verbal descriptions of spatial patterns on the earth. Basic mathematical problem solving and modeling is necessary in Physical Geography, Economic Geography, and Geographic Information Systems; math is the language of science, including the social sciences. Foundational math does not include the problem solving and modeling necessary for upper-level work in Geography.

The specific required competencies in English and Mathematics include:

1. English Composition: Because of the location of study, and the volume of Geographic publications in English, students must be able to conduct research and compose English prose before beginning their junior year as Geography majors. Comparable coursework at the minimum will include:  
*Competency 1: instruction in the writing process.*  
*Competency 2: opportunity to write and revise original works.*  
*Competency 3: application of principles of effective writing in print and digital media formats.*  
*Competency 4: instruction in what constitutes plagiarism and application of strategies to avoid it.*  
*Competency 5: ability to select, integrate, evaluate, and cite secondary sources correctly.*  
*Competency 6: proofread effectively.*
2. Algebra: Many phenomena in the world have an underlying structure which follows basic algebraic rules. One of these structures is the vector space and linear algebra is the area of mathematics that has been developed to model phenomena that satisfy this structure. Competencies acquired in the successful study of algebra not only make it possible to study and understand the development of vector space models but also provide the foundation for the study of more advanced algebraic structures. The following competencies have been identified as essential for comparable preparation in this content area:  
*Competency 1: Linear Equations.*  
*Competency 2: Complex Numbers.*  
*Competency 3: Absolute Value Inequalities.*  
*Competency 4: Complex Numbers.*  
*Competency 5: Functions and their Graphs.*  
*Competency 6: Linear and Quadratic Inequalities.*  
*Competency 7: Exponential and Logarithmic Functions.*

Under this Agreement, a fully transferable associate degree in Geography is recommended to include at least six college credits of coursework outside of Geography that practice the Scientific Method in examining Natural Systems and that train students in Historical perspectives. Students may not be penalized for transferring without this recommended coursework, however.

Coursework in Natural Science laboratories and in History enhance a student's frame of reference as a Geographer. The natural sciences enhance Physical Geography, Human/Environment Interaction, and Scientific Method instruction. History enhances Cultural, Economic and Regional understanding.

Associate degree granting institutions are encouraged to incorporate recommended courses into their articulated associate degrees as part of the institution's general education curriculum (or distribution requirements), or as a requirement of the major or to fulfill required free electives.

## VI. REFERENCES

National Council for Geographic Education, *Geography for Life* National Geography Standards.  
<https://netforum.avectra.com/eWeb/DynamicPage.aspx?Site=TestOne&WebCode=GeographyStandards> accessed October 31, 2011.

U.S. Department of Labor, 2005, Geospatial Technology Competency Model  
<http://www.careeronestop.org/competencymodel/pyramid.aspx?GEO=Y> accessed October 31, 2011.

University Consortium for Geographic Information Science's (UCGIS) *Body of Knowledge*; GeoSpatial Workforce Development Center's (GeoWDC) *Geospatial Technologies Competency Model*; Geospatial Information and Technology Association (GITA)/Association of American Geographers (AAG) study, *Defining and Communicating Geospatial Industry Workforce Demand, Phase I Report Recommendations*, and existing DACUMS.

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**APPENDIX A: Program-to-Program Articulation Model in Geography**

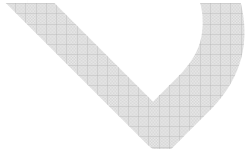
<b><u>Each of these REQUIRED Major-Specific Content</u></b>	<b>Transfer Criteria</b>
<b><u>Geography as a Discipline</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in
<b><u>Two of these REQUIRED Major-Specific Content</u></b>	<b>Transfer Criteria</b>
<b><u>Physical Geography</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in
<b><u>Cultural Geography</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in
<b><u>World Regional Geography</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in
<b><u>Geographic Information Systems</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in
<b><u>REQUIRED Out Of The Discipline Coursework</u></b>	<b>Transfer Criteria</b>
<b><u>Algebra or Higher Mathematics</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in
<b><u>English Research &amp; Composition</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in
<b><u>RECOMMENDED Out Of The Discipline Coursework</u></b>	<b>Transfer Criteria</b>
<b><u>Lab Science (Category 4)</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in
<b><u>History (Category 5)</u></b>	Minimum grade of C (equivalent of a 2.0 GPA on a 4.0 scale) or better in courses for this Agreement's required competencies in

<b>Transfer Credit Framework Category</b>	<b>Framework includes:</b>	<b>Geography Majors are REQUIRED to take:</b>	<b>Geography Majors are RECOMMENDED to take:</b>	<b>Geography Majors CONSIDER taking:</b>
<b>Category 1: Composition</b>	1 course 3-4 credits	English Composition		
<b>Category 2: Public Speaking</b>	1 course 3-4 credits			Public Speaking
<b>Category 3: Mathematics</b>	1-2 courses 3-8 credits	Algebra (or higher)		
<b>Category 4: Lab Science</b>	1-2 courses 6-8 credits		Astronomy, Biology, Physics, or Geology	
<b>Category 5: Social Science</b>	1-2 courses 3-8 credits		History, Sociology, Political Science, Anthropology, Economics or Psychology	
<b>Category 6: Humanities</b>	1-2 courses 3-8 credits			Languages

### **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.

<b>Category 1 (3-4 credits)</b>	<b>Category 2 (3-4 credits)</b>	<b>Category 3 (3-8 credits)</b>	<b>Category 4 Must include lab (3-8 credits)</b>	<b>Category 5 (3-8 credits)</b>	<b>Category 6 (3-8 credits)</b>		
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		
		Pre-Calculus	General Biology II (majors & non-majors courses)	Educational Psychology	Elementary Spanish II		
		Calculus I	General Physics I (non-calculus)	History of Western Civilization I	Painting I		
			General Physics II (non-calculus)	History of Western Civilization II	Elementary French I		
			Anatomy & Physiology I	U.S. History I	Elementary French II		
		Anatomy & Physiology II	U.S. History II	Drawing I			
		Introduction to Astronomy	Principles of Microeconomics	Ethics			
			Principles of Macroeconomics	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](http://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](http://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.<sup>1</sup>

- 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](http://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.

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<sup>1</sup> 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.<sup>2</sup>

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.

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<sup>2</sup> 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.