

FINAL DRAFT

PENNSYLVANIA STATEWIDE PROGRAM-TO-PROGRAM ARTICULATION AGREEMENT IN HISTORY

I. BASIC INTRODUCTION

In accordance with Article XX-C of the Public School Code of 1949, this Agreement ensures that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree in pre-defined areas of the History Discipline at an institution participating in the Commonwealth's statewide college credit transfer system can transfer the full degree into a parallel bachelor degree program in History at another participating college or university.

Full junior-standing will be granted to students who have successfully completed an AA or AS degree provided that:

- The student successfully completes an associate's degree that includes at least 60 credits and all of the required major-specific content area competencies identified in this Agreement.
- The student successfully completes 30 credits of foundation courses from the Transfer Credit Framework.
- The associate's degree earned includes, at minimum, 15 credits of major-specific coursework as outlined under Major Requirements in this Agreement;
- The maximum number of major-specific coursework (credits) in the associate's degree does not exceed 50% of the major-specific coursework (credits) required by the parallel bachelor degree program offered by the four-year institution.

See Appendix A: Major Requirements for Program-to-Program Articulation in History.

Students meeting these criteria will be considered by participating bachelor degree granting institutions to have received adequate preparation for transfer with junior standing into a parallel bachelor degree in History and to be eligible to enter advanced coursework in the field of study.

II. OVERVIEW

The discipline of history plays a central role in the liberal arts curriculum. Without it, the student seeking a liberal arts education lacks the holistic value and mastery the curriculum hopes to achieve. The study of the past enables students to examine critically the values and institutions of their own culture by exposing them to alternative values and institutions found in other cultures. History also enables students to gain a more thoughtful appreciation of their own culture by exposure to that culture in its earlier forms. Furthermore, history alerts students to the influence of physical, social, economic, political, scientific/technological, and cultural (philosophical, racial, religious, aesthetic, gender) forces in shaping human activity. In the process of studying the past students are taught to think historically, learning how to evaluate evidence critically, understand and apply theories of causation, and develop interpretations to explain aspects of the past.

History as a discipline has a number of diverse sub-specialties that have helped to define the discipline over the past half-century. Despite these differences within the profession, there are a common set of expectations that unify the students' experience. The American Historical Association (AHA) recently released a task force report to the American Council on Education

that examined student learning outcomes and the need to internationalize them given the changing nature of the world in which we live. The task force report argued that competencies within introductory courses in history, whether they are Western Civilization, World Civilization, or United States History, should include:

- Ability to see contacts among societies in terms of mutual (though not necessarily symmetrical) interactions, benefits, and costs.
- Ability to look at other societies in a comparative context and to look at one's own society in the context of other societies.
- Ability to understand the historical construction of differences and similarities among groups and regions.
- Ability to recognize the influence of global forces and identify their connections to local and national developments.¹

In addition to the AHA competencies, students should also recognize that understanding human decision-making in the past is crucial to understanding historical content and thinking historically.

These common competencies serve as the basis for the Major-Specific Competency Requirements outlined in this articulation agreement.

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

Students transferring under this Agreement will be expected to have earned an associate's degree that includes a minimum of 15 credits in the content categories defined below:

1. **United States History (6 credits)**
2. **World or Western Civilization (6 credits)**
3. **History Elective (3 credits)**

III. **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. **United States History – 6 credits**
2. **World and/or Western Civilization – 6 credits**
(Students could take one World and one Western Civilization course)
3. **One history elective – 3 credits**

¹ Internationalizing Student Learning Outcomes in History: A Report to the American Council on Education, update 2008 (<http://www.historians.org/teaching/ACE/Taskforcereport.cfm#outcomes>)

History (There is no recommended sequence.)

1. United States Survey – 6 credits

Students shall attain basic historical skills and content relevant to the study of significant topics in United States history. Developmental aspects of society that are political, social, economic and/or cultural in nature are considered. Problems and alternative solutions to them provide students with critical thinking opportunities. Within this process, students will learn and demonstrate capability with content, organization, research, analysis, synthesis, evaluation, source citation, and presentation in written and/or verbal formats. These activities serve to deepen and support student skill sets for application in more advanced courses.

Comparable coursework at the minimum include:

- Instruction in historical content and processes including a broad knowledge of historical content and critical thinking about that content.
- An opportunity to apply historical scholarly techniques to course-sensitive topical areas.
- Application of principals of effective communication both within academic environments (online, classroom, lab, field) and in assessment activities.
- Accomplishment of selected course performance objectives that align with competencies for specific courses.

2. World and/or Western Civilization – 6 credits

Students shall attain basic historical skills and content relevant to the study of significant topics in World or Western Civilization history. Significant topical areas include the broad spectrum of human activities and creations subsequent to the development of writing. The World history survey challenges the student to demonstrate knowledge in cultural, social, political, economic, and religious events from a global perspective. Historical dynamics are considered such as cause/effect, conflict, consensus, continuity, and convergence. Western Civilization courses challenge students to consider the development of Western culture, thought, activities, religion, science, accomplishments and failures. Often a problem approach is applied to encourage creative and critical responses to significant historical events. Within this process, students will learn and demonstrate capability with organization, research, analysis, synthesis, evaluation, source citation, and presentation in written and/or verbal formats. These activities serve to deepen and support student skill sets for application in more advanced courses at higher levels and have application in other disciplines as well.

Comparable coursework at the minimum include:

- Instruction in historical content and processes including a broad knowledge of historical content and critical thinking about that content.
- Historical content and context external to or integrated with United States history
- An opportunity to apply historical scholarly techniques to course-sensitive topical areas including philosophy, arts, culture, music, literature, religion, political, social, and economic areas.
- Exploration of comparable and contrasting value sets across time, space, and social environments.
- Application of principals of effective communication both within academic environments (online, classroom, lab, field) and in assessment activities.
- Accomplishment of selected course performance objectives that align with competencies for specific courses.

3. History elective

The elective serves to allow students to explore historical areas of personal interest that deepen survey-level course content. This course is to encourage creativity and application of historical scholarly skills developed in the survey courses. The elective course may also encourage the application of interdisciplinary scholarship and collaborative work between faculties across academic departments. An elective course in History serves to further develop the scope and depth of skills in traditional and digital research modalities.

Comparable coursework at the minimum include:

- Ability to interrelate specialized course content with survey level content.
- Application of analytical practices and effective historical modeling to the broad possibilities of elective course concepts.
- Application of effective research in print, visual, auditory, and digital media depositories.
- Ability to identify, locate, evaluate, synthesize, and cite primary and secondary sources correctly.
- Ability to present research findings in various formats including traditional paper as well as contemporary media formats.

IV. RECOMMENDED Major-Specific Content

The Craft of History, or the process of understanding how a historian works within the profession, is an important part of the undergraduate experience. As such, several of the PASSHE universities require a historical research methods course for the major. It is strongly *recommended* that those who wish to transfer to a BA History program take a historical research methods course where available.

1. Research Methods – 3 credits

Students shall attain basic historical research skills relevant to the historical profession. This includes learning how to identify and evaluate primary sources, distinguish the differences and significance of primary versus secondary sources, formulate a thesis with a historical context, understanding historiography, and properly cite sources used.

Comparable coursework at the minimum include:

- Understanding the importance of primary sources.
- Identifying and evaluating primary sources.
- Understanding the effect of historical context upon the author of a source.
- Understanding the importance of secondary sources.
- Exposure to historiography and the significance of historical trends.
- Being able to identify secondary sources.
- The ability to analyze potential biases in a source.
- Being able to analyze a secondary work to understand its thesis.
- Formulating a thesis in an extended historical argument.
- Developing an argument based on evidence
- Using quotations from sources properly in an extended historical argument.
- Building an argument logically, with attention to topic sentences and paragraphs.
- Showing the ability to cite sources properly following the Chicago Manual of Style

V. RECOMMENDED Coursework Outside of the Discipline

Recommended Framework Courses for Students Majoring in History

All 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 Distribution Requirements.

The Commonwealth's statewide college credit transfer system includes an advising tool called the "30-Credit Transfer Framework", or simply the "Transfer Framework". The Transfer Framework consists of six categories of foundation-level coursework that can be seamlessly transferred among the participating institutions. Students may transfer up to 30 credits from the Transfer Framework among the participating institutions and have those credits count toward graduation. See Appendix B or go to www.PAcollegetransfer.com.

The Framework categories consist of multiple course options. However, some Framework courses are more relevant to the field of History than others. Therefore, in addition to the Major-Specific requirements mentioned previously, students majoring in History would benefit greatly from completing the following coursework from the Transfer Framework:

- Category 1 – English Composition
- Category 2 – Public Speaking
- Category 3 – Foundations of Mathematics or Elementary Statistics
- Category 4 – Two Natural Science courses with a lab
- Category 5 – Two courses in Social Science (excluding History courses)
- Category 6 – Two courses in a foreign language or Introduction to Literature plus one additional course in Humanities

Students are strongly encouraged to complete the recommended courses in Category 1 and Category 2. In Category 3, students should complete one mathematics course such as Foundations of Mathematics or Elementary Statistics. In Category 4 students may complete up to two natural science courses with a lab. Coursework in Category 5 should not include History courses. In Category 6 students are encouraged to complete a foreign language though any of the courses are appropriate. If students chose a foreign language other than French, Spanish, or German, they should first determine the availability of these courses at the institution to which they wish to transfer.

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 would complement and enhance the History major curriculum.

Table 1: Recommended Transfer Framework Courses for History Majors

Framework Category	Framework Requires Students to Take... ²	History Majors Are RECOMMENDED to Take...
Category 1	1 course (3-4 credits)	1. English Composition
Category 2	1 course (3-4 credits)	1. Public Speaking
Category 3	1 courses (3-4 credits)	1. History majors are recommended to take Foundations of Mathematics or Elementary Statistics.
Category 4	2 courses (6-8 credits)	1. One approved Science course with a lab 2. One additional science course with a lab, preferably in the same discipline as the first Framework science course.
Category 5	2 courses (6-8 credits)	1. One course outside of the area of History 2. A second course outside of the area of History
Category 6	2 courses (6-8 credits)	1. Any one course though a foreign language is recommended 2. One additional course, including a second course in foreign languages - or - 1. Introduction to Literature 2. One additional course in Humanities

² 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 in History

<u>REQUIRED</u> <u>Major-Specific Content</u>	Transfer Criteria
United States History	6 credits
World or Western Civilization	6 credits
Open History Elective	3 credits
Minimum Major Specific Credits = 15 credits	
<u>RECOMMENDED</u> <u>Major-Specific Content</u>	Transfer Criteria
Research Methods	3 credits
<u>RECOMMENDED</u> <u>Coursework Outside Of The Discipline</u>	Transfer Criteria
Foreign Language or English Literature	3-6 credits
<u>Recommended Transfer Credit</u> <u>Framework Courses</u>	<u>Minimum Requirements</u>
Category 1 (1 course)	English Composition
Category 2 (1 course)	Public Speaking
Category 3 (1 course)	History majors are recommended to take Foundations of Mathematics or Elementary Statistics.
Category 4 (2 courses)	One approved Science course with a lab One additional science course with a lab, preferably in the same discipline as the first framework science course.
Category 5 (2 courses)	One course outside of the area of History A second course outside of the area of History
Category 6 (2 courses)	1. Any one course though a foreign language is recommended 2. One additional course, including a second course in foreign languages - or - 1. Introduction to Literature 2. One additional course in Humanities

Appendix B: 30-Credit Transfer Framework

Students who successfully complete courses from the approved categories below can have their credits transferred and counted towards graduation at any of the participating PA TRAC colleges and universities. Please be aware that certain majors may have specific requirements prescribed by external agencies. It is the student's responsibility to 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.PAcollegetransfer.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.PAcollegetransfer.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.³

- 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.

³ Approved by TAOC and added to agreement on August 18, 2011.

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.

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 2013.⁴

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.

⁴ 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.

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.

DRAFT

TAOC 2ND Draft Feedback to HISTORY 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
Wayne Hanley	West Chester University of Pennsylvania	<p>The agreement still "recommends" a methodology course as the fifth course to be accepted. While recommend means just that, it is the only recommended course which has ominous potential for the future. As the only listed recommended course, it could easily be seen as only possible course to be accepted.</p> <p>There is still a fundamental problem related to "advanced" courses within the major. An upper level course (300 and 400 level) is not what would be offered at a community college. I have absolutely no problems with a 100- or 200-level course being allowed to be transferred. All my concerns about the credentials of those teaching upper-level courses remain (and especially the methodology course).</p> <p>In general, I've no problems with the articulation agreement, but "recommended" should never be allowed to be interpreted as "only" or "required," and the definition of advanced course needs to reflect the reality of the differences between introductory courses, designed primarily for freshmen and sophomores, and upper-level courses, designed for juniors and seniors.</p> <p>As the agreement notes, students should enter with junior standing. Junior standing means that they are eligible to take courses designed as upper-level (for juniors and seniors), not that they should come in with the those classes. I'm concern that this agreement might be reinterpreted in the future. As the current interpretations stand, I think it's okay (with the preferences that my concerns be addressed in some manner).</p>	<p>Dr. Hanley concerns were addressed in preparation of the Second Draft. He also engaged in an email exchange with Dr. Davenport. The thrust of that email exchange seemed to have resolved the initial concerns though this latest round of concerns suggests that Dr. Hanley's level of trust for the articulation agreement is low. However, as he states, Dr. Hanley has "no problem with the articulation agreement" but is simply worried that there is an underlying conspiracy at work. Members of the History PAC do not share his anxiety and would also work against some of the fears that he expresses should they be attempted.</p>	<p>The PAC respects the right of Dr. Hanley to attach his anxiety to the future meaning of "recommends" in relation to the methodology course. However, the PAC finds the concern unfounded. The course is only a recommendation. It is not required nor would a PASSHE institution be required to accept a methodology course from a community college if that PASSHE institution believed that it did not match its requirement. As was communicated to Dr. Hanley in an earlier email exchange, individual PASSHE institutions still retain their own curriculum. This articulation agreement does not impede upon that right.</p> <p>Dr. Hanley's concern about "advanced" courses within the major transfers falls into the same category. His institution determines how courses would be specifically transferred into the History major. This was true before the articulation agreement and continues to remain in effect. The PAC appreciates, if not fully shares, Dr. Hanley's concerns about the credentials of those teaching upper-level courses. This agreement does not address that issue nor would it be appropriate for it to dictate how and who taught at the community college.</p> <p>At no point does the articulation agreement interpret "recommended" as "only" or "required". It is difficult for the PAC to address a concern that does not exist in the articulation agreement.</p> <p>It is possible that students would enter with courses that have competencies at the junior or senior level but that determination would come from the each PASSHE institution based upon its Registrar's</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
				Office and the appropriate department. The articulation agreement does not require any PASSHE institution to accept junior or senior level courses. It only offers a framework for students to organize their schedule of classes at the community college level so that the 60 credits transfers will have value.
Thomas Leamer	Lehigh Carbon Community College	Please clarify: Page one indicates the 30 credit foundation must be completed as one of the conditions of the agreement. This statement does not seem to agree with the statements on page 5, indicating the framework courses are recommendations only. See: Page 1 - Successful completion of 30 credits of foundation courses from the Transfer Credit Framework. Page 5 - 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 would complement and enhance the History major curriculum. Please clarify: Should associate degree programs include one or two math courses to be compliant? See: Page 5 - • Category 3 – Elementary Statistics plus one additional math course Page 5 - In Category 3, students should complete one mathematics course such as foundation of mathematics or elementary statistics. Page 5 - Category 3 1 courses (3-4 credits) 1. History majors are recommended to take Foundations of Mathematics or Elementary Statistics Page 6 - Category 3 (1 course) History majors are recommended to take Foundations of Mathematics or Elementary Statistics.		Students are required to successful complete 30 credits of foundation courses from the Transfer Credit Framework (page 1). On page 5, the articulation agreement offers recommendations for those 30 credits. Students, however, are free not to follow the recommendations. The inconsistency on page 5, “Elementary Statistics plus one additional math course” has been revised to “Foundations of Mathematics or Elementary Statistics” in order to keep the articulation agreement consistent. To follow up on the earlier concern, a student could take Calculus rather than Foundations of Mathematics or Elementary Statistics for the Mathematics course. It would have less of a connection than statistics might for the major but it would still count in the 60-credits of the associate degree.
Barbara Lyman	Shippensburg University of Pennsylvania	1) World History vs. Western Civilization: The document does not adequately distinguish between Western Civilization and World History courses. These courses are not the same, nor does a Western		The articulation agreement does not require PASSHE institutions like Shippensburg University to accept Western Civilization courses to fulfill World History requirements. It does not suggest

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>Civilization course provide students with the global perspective offered by a World History course. This distinction is important particularly for a university like Shippensburg University where our World History courses provide students with a global cultural literacy that is the foundation of both our general education curriculum and our History major. Departments, such as the Shippensburg University History and Philosophy Department should not be required to accept Western Civilization courses to fulfill World History requirements. They are simply not the same courses.</p> <p>2) Research methods: This course is considered to be the foundation of the Bachelor of Arts in History at Shippensburg University. It serves as both a method course, but also as an introduction to the major and the discipline. Given the central importance of this course to the major, we believe it is important for the degree-granting institution to be able to ensure that its majors possess the requisite skills and training provided in this course. This course should be taken at the four-year university that will be granting the Bachelor of Arts degree. Given the importance of this course, we would prefer that it not be one of the courses transferred in from the two-year institution.</p> <p>3) Elective Courses: Currently Shippensburg University requires that our major electives be 300-level courses. This articulation agreement would require us to accept 200-level courses as restricted and free electives for the History major. This agreement would require the Shippensburg University History and Philosophy Department to revise our degrees and weaken our current requirements. We believe this will dilute the academic rigor of our existing program. We strongly oppose this provision.</p>		<p>that the two courses are the same. In fact, language was inserted in the second draft to reflect differences in the two sets of courses. Dr. Lyman should understand that Western Civilization courses could be brought to Shippensburg but not necessarily as a part of the major requirements if the Department deems that they do not fit the major. These courses, under the Transfer Framework, might fit into category 5 and serve as open electives.</p> <p>The same explanation is due for Dr. Lyman’s concern about the research methods course. The articulation agreement does not require it. It is only a recommendation. Shippensburg University is not required to accept a research methods course from a community college if it feels that its research methods course should be required for all of its majors. The course would then come in as an open elective. Again, each PASSHE institution controls its own curriculum. The articulation agreement is not suggesting otherwise.</p> <p>The articulation agreement does not require Shippensburg University to accept a 200-level open elective to replace its 300-level courses. It does not require the Shippensburg University History and Philosophy Department to revise its degree or weaken its current program. It will continue to control its own curriculum after the articulation agreement goes into effect. If a student transfers an open history elective from his/her community college and Shippensburg University determines that the course does not meet its 300-level competencies, then that course would come in as an elective. While the PAC appreciates Shippensburg University’s stance at not diluting its academic rigor of its existing program, it notes that the articulation</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
				agreement does not threaten that rigor nor would members of the History PAC formulate an articulation agreement that would dilute any of our existing academic standards.
Wade Davenport	Reading Area Community College	<p>The list of conditions in I Basic Introduction should follow parallel structure. The first two bullets should be complete sentences. “Successful competition of” in the first two bullets should be replaced with The student successfully completes an associate’s degree.....The student successfully completes 30 credits....</p> <p>The first sentence in II Overview is awkward. The discipline of history plays a central role in the liberal arts curriculum without which the liberal arts education lacks the holistic value it hopes to achieve while the individual seeking to master the liberal arts is incomplete. Is the person seeking to master the liberal arts incomplete or is it the individual's education that is incomplete? In the context of a two-year degree, attempting to master the liberal arts seems a bit grandiose. Breaking the sentence into two would make its meaning clear. I suggest the following as a possibility. The discipline of history plays a central role in the liberal arts curriculum. Without it a liberal arts education lacks the holistic value it hopes to achieve, and is doomed to be incomplete. If attempting mastery is to be retained I would suggest this. The discipline of history plays a central role in the liberal arts curriculum. Without it a liberal arts education lacks the holistic value it hopes to achieve, and the individual can only attempt an incomplete mastery of the liberal arts.</p> <p>Add "the" to the last sentence of II Overview, p.2 right after (See Appendix B) It should read. By completing an associate’s degree that contains a minimum of 15 credits of History as defined in this Agreement, in</p>		<p>1st paragraph – first two bullets are now complete sentences</p> <p>2nd paragraph – Rewritten to, “The discipline of history plays a central role in the liberal arts curriculum. Without it, the student seeking a liberal arts education lacks the holistic value and mastery the curriculum hopes to achieve.”</p> <p>3rd paragraph – added the word “the”</p> <p>4th paragraph – sentence now reads, “Problems and alternative solutions to them provide students with critical thinking opportunities.”</p> <p>5th paragraph – hyphen added</p> <p>6th paragraph – hyphen added</p> <p>7th paragraph – hyphen added</p>

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		<p>combination with up to 30 credits of foundation-level coursework from the Transfer Credit Framework (See Appendix B),the student will possess the knowledge, skills and abilities required to enter a parallel bachelor degree program as a junior at a participating four-year institution.</p> <p>In III, p. 2 the description of 1 United States Survey Use either "offer students" or "provide students with" in the third sentence. "Problems and alternative solutions to them offer students with critical thinking opportunities" should read Problems and alternative solutions to them offer students critical thinking opportunities or Problems and alternative solutions to them provide students with critical thinking opportunities.</p> <p>III. 1. second bullet on p. 3 add hyphen to course-sensitive topical areas. It should read o An opportunity to apply historical scholarly techniques to course-sensitive topical areas.</p> <p>III. 2. third bullet on p. 3 add hyphen to course-sensitive topical areas. It should read o An opportunity to apply historical scholarly techniques to course-sensitive topical areas including philosophy, arts, culture, music, literature, religion, political, social, and economic areas.</p> <p>III 3, History Elective, p. 3 first sentence add hyphen to survey-level course content. It should read The elective serves to allow students to explore historical areas of personal interest that deepen survey-level course content.</p>		
Edward Gurtis	Luzerne County Community	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		While the PAC agrees on the need for physical education and recognizes that most PASSHE institutions do have a requirement that addresses

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	College	<p>included in any of the categories for required transfer for General Education requirements. With the growing epidemic of obesity and 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>		<p>this need, it does not believe that the articulation agreement should recommend or require a physical education course as part of the articulation agreements. Students who transfer into a PASSHE institution that have physical education requirements would be able to satisfy those requirements in the 60 credits that they take at the PASSHE institution. However, the PAC maintains that a PASSHE institution should not be required to accept physical education credits into the 120 credit major if its curriculum does not have such a requirement. The 60 credits should be dedicated to courses related to the major and the liberal arts curriculum. The PAC respectfully disagrees with the suggestion while recognizing the value of physical and nutritional education.</p>