

# **DRAFT** **Statewide Program-to-Program Articulation Agreement for**

## **SOCIAL WORK**

In Pennsylvania, Statewide Program-to-Program Articulation is intended to provide students with a seamless pathway from an Associate of Arts (AA) or Associate of Science (AS) degree into a bachelor degree in a similar field of study without loss of academic progress.

A committee of faculty and personnel from the colleges and universities that participate in the Commonwealth's college credit transfer system has developed the attached **DRAFT** articulation agreement and are asking members of the participating institutions to assist them by providing feedback by **December 6, 2011**.

The committee will then take these comments under advisement before submitting the agreement to the Pennsylvania Department of Education's Transfer and Articulation Oversight Committee (TAOC) for consideration and final vote.

### **SUBMITTING COMMENTS**

Comments **must** be submitted using the [comment form](#)<sup>1</sup> available on the [Pennsylvania Transfer and Articulation Center](#)<sup>2</sup> (PA TRAC) website located at [www.PAcollegeTransfer.com](http://www.PAcollegeTransfer.com).

Prior to reviewing the draft agreement and submitting feedback, it is recommended individuals review the [purpose and process of statewide articulation in Pennsylvania](#)<sup>3</sup> on the [PA TRAC website](#).

### **DEADLINE**

Comments will be accepted starting **Tuesday, November 15, 2011**, and ending at **11:59 PM on Tuesday, December 6, 2011**.

### **QUESTIONS?**

Questions concerning this **DRAFT** articulation agreement should be submitted to the committee through the [comment form](#).

Questions concerning Pennsylvania's statewide articulation process and college credit transfer system should be emailed directly to the Pennsylvania Department of Education's Office of Postsecondary and Higher Education at Pennsylvania at [ra-patrac@state.pde.us](mailto:ra-patrac@state.pde.us).

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<sup>1</sup> Draft Articulation Comment Form: <http://www.pacollegeTransfer.com/PATRAC/tabid/340/Default.aspx>

<sup>2</sup> Pennsylvania Transfer and Articulation Center: <http://www.pacollegeTransfer.com/>

<sup>3</sup> Pennsylvania Statewide Articulation Process:  
<http://www.pacollegeTransfer.com/Administrators/StatewideProgramtoProgramProcess/tabid/1967/Default.aspx>

## **Pennsylvania Statewide Program-to-Program Articulation Agreement**

### **Social Work**

#### **I. Introduction**

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 an institution participating in the Commonwealth's statewide college credit transfer system can transfer the full degree into a parallel bachelor degree program in Social Work 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 associate degree includes all of the required major competencies identified in this Agreement.
- The student has successfully completed 30-credits of required foundation courses from the Transfer Credit Framework. *(We would like to state these are required but are not sure this is possible? Students need to take the courses specified in order to transfer into most BSW programs under this agreement so are required. However, not sure how to reconcile some of the variations in requirements among our BSW programs—see comment under Transfer Credit Framework.)*
- The associate degree includes at least 9-12 credits of Major-Specific Content and at least 18-21 credits of Liberal Arts Coursework as detailed in this Agreement.

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 Social Work.

#### **II. Overview**

The Council in Social Work Education (CSWE) is the accrediting body for Undergraduate Social Work Programs. Accreditation in social work education serves multiple purposes, not the least of which is to protect the public. Social workers serve some of the most vulnerable populations, and the mission of social work programs is often in line with the broader mission of Pennsylvania's universities, which is to serve the citizens of the state. Two and four-year programs that teach the knowledge, values, and skills of beginning social work practice have outlined an Articulation Agreement that attempts to meet the needs of diverse constituents (a national accrediting body, state-system representatives, legislative mandates, students, and the social work profession). As "gatekeepers" of the profession, social work educators are invested in the ability of our graduates to demonstrate core competencies required of a beginning practitioner, whether at the associate's or bachelor's level.

In 2008, CSWE issued new educational policy and accreditation standards (EPAS) that reflect a shift from outcomes to competency-based education. The 2008 EPAS is comprised of four sections that each program must address in detail: Mission and Goals, Explicit Curriculum, Implicit Curriculum, and Assessment. Within the explicit curriculum, field education is conceptualized as the "signature pedagogy" of social work education. Among other requirements of a BSW program, all students must complete a minimum of 400 hours of field practice supervised by either a BSW or an MSW professional. The explicit curriculum contains ten core competencies students should demonstrate upon graduation from BSW programs; each competency is operationalized by practice behaviors (see Appendix A). This Agreement makes use of the competencies articulated in the 2008 EPAS by linking them to four (4) major-specific, foundation-level competency areas.

The four major-specific competency areas in this Agreement (Introduction to Social Welfare, Introduction to Social Work, Diversity, and Human Behavior in the Social Environment) form some of the key building blocks at the foundation level of social work education. Students from two-year institutions are able to transfer in coursework that teaches these competencies due to their introductory nature. Knowledge and comprehension of introductory concepts are transferable from two to four-year institutions where students then apply and integrate them.

Undergraduate social work programs define beginning generalist social work practice as practice that is grounded in a liberal arts foundation. For this reason, the Agreement specifies those liberal arts courses that are major-related, and outside of the current Transfer Credit Framework, as well as those within the framework.

All participating bachelor-degree granting institutions in Pennsylvania's college credit transfer system have CSWE-accredited programs (true, right?). Therefore, the following Agreement has been designed to provide students with the foundation-level knowledge in the field of study while also respecting the accreditation standards of the bachelor degree programs offered at the colleges and universities where the students will transfer.

(We have separated the competencies of Intro to Social Work and Intro to Social Welfare. Some programs combine these, some have two courses, etc. In addition, we are not specifying courses, just competencies, since course names vary among programs.)

### **III. Required Major-Specific Content and Foundation-Level Competencies (9-12 credits)**

#### **Introduction to Social Welfare (3 credits)**

Introduction to social welfare courses teach the knowledge and values of the social work profession at the beginning level. Objectives (with corresponding EPAS competencies) are as follows:

- (1) Demonstrate an understanding of the concept that the present social welfare system is a product of historical forces. (2.1.3, 2.1.8, 2.1.9).
- (2) Demonstrate an understanding of social work as a profession and identify its values associated with social issues and social policies (2.1.1, 2.1.2, 2.1.3, 2.1.8, 2.1.9).
- (3) Identify key existing social problems, especially how they relate to vulnerable populations (2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10).
- (4) Identify one's own attitudes toward social issues and demonstrate an understanding of how society has chosen to cope with social issues and problems (2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10).
- (5) Identify key societal components and systems that have supported the systematic devaluation of and discrimination towards certain groups in our society (2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.8, 2.1.9, 2.1.10).

#### **Introduction to Generalist Social Work Practice (3 credits)**

Introduction to generalist social work practice courses teach the knowledge and values of social work practice at the beginning level. Objectives (with corresponding EPAS competencies) are as follows:

- (1) Demonstrate self-awareness of who one is and why one is choosing to pursue the profession of social work (2.1.1, 2.1.4).
- (2) Demonstrate professional behavior in demeanor, behavior, appearance, communication, and role (2.1.1, 2.1.2, 2.1.4, 2.1.10).
- (3) Identify how to manage personal values in a way that allows professional values to guide practice (2.1.1, 2.1.2, 2.1.4, 2.1.10).
- (4) Describe and begin to apply generalist practice assessment models (2.1.3, 2.1.4, 2.1.10).
- (5) Demonstrate an understanding of the importance of difference in shaping life experiences (2.1.4, 2.1.5, 2.1.9).

#### **Diversity (3 credits)**

Courses that focus specifically on diversity teach the knowledge and values of culturally-competent social work practice at the beginning level, which promotes the strengths and well-being of diverse individuals, families, groups, organizations and communities. Objectives (with corresponding EPAS competencies) are as follows:

- (1) Identify the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4).
- (2) Demonstrate knowledge of the historical perspective of racial and ethnic groups in the United States (2.1.3, 2.1.4).
- (3) Demonstrate a strengths-based biological/psychological/social/spiritual/cultural understanding of people of color and knowledge of how oppression affects individuals across the lifespan (2.1.4, 2.1.7, 2.1.10).

- (4) By making use of multiple perspectives and resources, describe from a holistic view how racism impacts human behavior in the dynamic social environment (2.1.4, 2.1.7).
- (5) Identify the social and economic impact of unequal access to resources (e.g. housing, education, health, welfare, justice) on racial and ethnic minority groups (2.1.1, 2.1.2, 2.1.5).

#### Human Behavior and the Social Environment (3 credits)

The content of HBSE courses at the beginning level is focused on lifespan development in a multicultural context, and the significance of intersections of people and their environments. Objectives (with corresponding EPAS competencies) are as follows:

- (1) Describe empirically-based knowledge about human behavior in the social environment including bio-psycho-social theory of the life cycle (2.1.6, 2.1.7).
- (2) Identify concepts, assumptions, and critiques of developmental theories related to stages of life from pre/neonatal development through older adulthood (2.1.3, 2.1.7, 2.1.9).
- (3) Demonstrate beginning knowledge of the impact of diversity, including ethnicity, culture, sexual orientation, gender, class, and disability, as risk/resiliency factors on human behavior and development (2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.9, 2.1.10).
- (4) Make use of information from multiple perspectives to arrive at a holistic/complex view of human behavior in the dynamic social environment (2.1.2, 2.1.3, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10).
- (5) Describe an individual's functioning within the eco-systems perspective including impact of various social systems on human behavior, including families, groups, communities, organizations, and larger societal systems (2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.9, 2.1.10).

#### IV. Required Liberal Arts Coursework (18-21 credits)

- Writing Course (is in addition to WRT course from transfer credit framework, must be higher level than other WRT) (3 credits)
- Psychology (3 credits)
- Sociology (3 credits)
- Free Electives (9-12 credits) (Not sure about specifying electives; could call these "Other Human-Service-related Coursework" that usually cannot count towards the BSW but students have taken)

#### V. Recommended (REQUIRED??) Coursework from the Transfer Credit Framework (30 credits)

Framework Category	Framework Requires Students to Take...*	Social Work 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 course (3-4 credits)	1. College-level Math** (Elementary Statistics recommended)
Category 4	2 courses (6-8 credits)	1. At least one biology course w/ a lab that focuses on human/animal biology 2. One additional science course w/ lab
Category 5	2 courses (6-8 credits)	1. One History Course 2. One Political Science Course (American Govt)
Category 6	2 courses (6-8 credits)	1. Ethics 2. Language or Literature

\*Students are advised not to exceed the credit number indicated in each Framework Category.

\*\* (We are not sure how selection from framework works. For example, some BSW programs require statistics, others recommend it. Some programs do not accept WRT courses from outside the university. Is there a way to resolve these discrepancies in favor of the student?)

## **Appendix A: CSWE Educational Policy and Accreditation Standards (2008)**

### **EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly.**

- PB 1: Advocate for client access to the services of social work.
- PB 2: Practice personal self-reflection and self-correction to assure continued professional development.
- PB 3: Attend to professional roles and boundaries.
- PB 4: Demonstrate professional demeanor in behavior, appearance, and communication.
- PB 5: Engage in career-long learning.
- PB 6: Use supervision and consultation.
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### **EP 2.1.2: Apply social work ethical principles to guide professional practice.**

- PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.
- PB 8: Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW Statement of Principles.
- PB 9: Tolerate ambiguity in resolving ethical conflicts.
- PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.

### **EP 2.1.3: Apply critical thinking to inform and communicate professional judgments.**

- PB 11: Demonstrate information literacy by distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom.
- PB 12: Analyze models of assessment, prevention, intervention, and evaluation.
- PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **EP 2.1.4: Engage diversity and difference in practice.**

- PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB 17: View themselves as learners and engage with those with whom they work as informants.

### **EP 2.1.5: Advance human rights and social and economic justice.**

- PB 18: Understand the forms and mechanisms of oppression and discrimination.
- PB 19: Advocate for human rights and social and economic justice.
- PB 20: Engage in practices that advance social and economic justice.

### **EP 2.1.6: Engage in research-informed practice and practice-informed research.**

- PB 21: Use practice experience to inform scientific inquiry.
- PB 22: Use research evidence to inform practice.

### **EP 2.1.7: Apply knowledge of human behavior and the social environment.**

- PB 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB 24: Critique and apply knowledge to understand person and environment.

### **EP 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

- PB 25: Analyze, formulate, and advocate for policies that advance social well-being.
- PB 26: Collaborate with colleagues and clients for effective policy action.

**EP 2.1.9: Respond to contexts that shape practice.**

- PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- PB 28: Provide leadership in promoting sustainable changes in service-delivery and practice to improve the quality of social services.

**EP 2.1.10a-d: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**EP 2.1.10a: Engagement**

- PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB 30: Use empathy and other interpersonal skills.
- PB 31: Develop a mutually-agreed upon focus of work.

**EP 2.1.10b: Assessment**

- PB 32: Collect, organize, and interpret client data.
- PB 33: Assess client strengths and limitations.
- PB 34: Develop mutually-agreed upon intervention goals and objectives.
- PB 35: Select appropriate intervention strategies.

**EP 2.1.10c: Intervention**

- PB 36: Initiate actions to achieve organizational goals.
- PB 37: Implement prevention interventions that enhance client capacities.
- PB 38: Help clients resolve problems.
- PB 39: Negotiate, mediate, and advocate for clients.
- PB 40: Facilitate transitions and endings.

**EP 2.1.10d: Evaluation**

- PB 41: Critically analyze, monitor, and evaluate interventions

## 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.PAcollegetransfer.com](http://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](http://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. 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>4</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**

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<sup>4</sup> Approved by TAOC and added to agreement on August 18, 2011.

- 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.<sup>5</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.

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<sup>5</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.

**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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