

# **DRAFT**

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

### **SOCIOLOGY**

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 **November 18, 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.PAcollege-transfer.com](http://www.PAcollege-transfer.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 **Monday, October 31, 2011**, and ending at **11:59 PM on Friday, November 18, 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.pacollege-transfer.com/PATRAC/tabid/340/Default.aspx>

<sup>2</sup> Pennsylvania Transfer and Articulation Center: <http://www.pacollege-transfer.com/>

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

**DRAFT**  
**PENNSYLVANIA STATEWIDE**  
**PROGRAM-TO-PROGRAM ARTICULATION AGREEMENT IN**  
**SOCIOLOGY**

In accordance with 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 Sociology program offered at participating four-year colleges and universities with parallel bachelor degrees in Sociology.

Specifically, this Agreement ensures that a student who successfully completes an Associate of Arts (AA) or an Associate of Science (AS) degree in Sociology, or an area of study that includes course areas that are common to Sociology, at a participating institution can transfer the full degree into a parallel Bachelor of Arts or Bachelor of Science degree program in Sociology at a participating four year college or university.

Full junior standing will be granted to students who have successfully completed a degree as specified above, provided that:

- The associates degree includes, at minimum, 15 credits of major-specific coursework as outlined below under "Major Requirements."
- The number of credits for major-specific coursework does not exceed 50% of the total number of credits required for the Bachelors degree at the receiving institution.
- The student earns a minimum grade of C or better (2.0 or higher on a 4.0 scale) in all major coursework to be transferred.
- Courses in Research Methods and/or Statistics must have been taken from the Sociology department or related Social Science curriculum (as opposed to Business or Mathematics).

While Sociology as a discipline has a number of diverse specialty areas, undergraduate major programs tend to have a fair amount of commonality. The main required areas are Introductory Sociology, Social Theory, Research Methods, Statistics, and a Capstone course, such as a Seminar. Beyond these areas many programs simply require students to take a number of elective courses in the discipline to complete the major. Even in the elective area there is substantial commonality among programs in the types of courses typically offered.

According to the American Sociological Association:

Departments should infuse the empirical base of sociology throughout the curriculum, giving students exposure to research opportunities across several methodological traditions, providing repeated experiences in posing sociological questions, developing theoretical explanations, and bringing data to bear on them.

Sociologists generally agree that the sociological perspective incorporates three central aspects: (1) the preeminence of social structures and their influences as well as micro and macro-level social processes; (2) the value of empirical analysis; and (3) the link, in C. Wright Mills' (1959) terms, between private troubles and public issues, between individual experience and larger social forces. The curriculum in the major should offer multiple experiences by using the sociological perspective to link students' lives to larger social processes, in building and testing theory, and in collecting and evaluating

data. Education in sociology depends on empirical as well as theoretical analyses, and the sociological perspective grows from active learning experiences in both. Sociology, then, must be viewed as a “lab science”—some of its courses require appropriate technology, facilities, and small class size akin to science laboratories to allow students to engage in both quantitative and qualitative research.

## **REQUIRED Major-Specific and Related Competencies**

### **1. General Survey of Sociology – 3 credits**

This course is generally called Introduction to Sociology or Principals of Sociology.

Course Objectives:

- To understand the meaning and essential elements of the sociological perspective, including the relationship between structure and agency
- To identify and explain the significance of key sociological concepts
  - Culture – material and non-material culture, symbols, language
  - Society – roles, statuses, norms, values, etc.
  - Socialization – the process of integrating new members
- To survey the major early theoretical and methodological contributions to Sociology
- To identify and explain the three key theoretical perspectives: Functionalism, Conflict Theory, and Symbolic Interactionism (Social Constructionism)
- To identify and understand the primary research methods
- To enhance understanding of majority-minority relations through an historical application of the sociological perspective
- To increase understanding of the process of social change through the application of the Cultural Materialism/Ecological-Evolutionary perspective
- To survey major areas of sociological inquiry
  - Social Deviance
  - Social Stratification
  - Social Institutions – Family, Religion, Education, Economy, etc.

### **2. Classical/Contemporary Social Theory – 3 credits**

Course Objectives:

- Define and explain key concepts and theories from classical sociological theory
- Apply and evaluate these concepts and theories to contemporary social issues and, in doing so, demonstrate a solid ability to think critically in one’s applications and evaluations
- Explain the historical development of classical sociological theory.
- Examine how theory is influenced by personal biography
- Trace linkages from classical to contemporary social theory
- Survey the major paradigms and the theories/theorists associated with them

### **3. Basic Methods of Social Research**

Course Objectives:

- Understanding of the Scientific Method as a way of knowing, and why it is used in social research
- Relationship between Theory and Research
- Knowledge of the purposes of research (exploration, description, prediction)
- Knowledge of the steps in the design of research
- Understanding of the concept of Dependent and Independent variables
- Experience conducting a literature review
- Experience generating ideas and hypotheses for research

- Knowledge of the construction and use of indexes and scales
- Exposure to Qualitative and Quantitative styles of research
- Types of research (Survey, Experiment, Field Study, Unobtrusive)
- Understanding the concepts of validity and reliability in research
- Understanding of research ethics and the Institutional Review Board (IRB)
- Understanding the difference between random and systematic error and the implications of each
- Knowledge of various methods for measuring the dependent variable
- Knowledge of and experience with writing a research proposal

#### **4. Statistics**

Course Objectives:

- Understanding the relationship between samples and populations (Statistics & Parameters)
- Identification of levels of measurement
- Using frequency distributions to summarize data
- Using frequency data to create graphs and charts
- Identification and computation of appropriate measures of central tendency
- Identification and computation of appropriate measures of dispersion
- Computation and interpretation of z-scores
- Understanding and uses of the standard normal curve (Central Limit Theorem)
- Construction and interpretation of confidence intervals
- Computation and interpretation of one and two sample hypothesis testing
- Understanding the 5-step hypothesis testing process
- Identification, computation, and interpretation of appropriate correlation coefficients
- Computation and interpretation of the least-squares regression line
- Interpretation of the proportion of variance accounted for
- Basic understanding of elementary probability and sampling theories
- Understanding of The Null and Alternative Hypotheses
- Using Statistical Software Packages (e.g. SPSS, SAS, Excel) to analyze data
- Computation and interpretation of the chi-square tests for nominal data
- Computation and interpretation of measures of association for nominal, ordinal, and interval data

#### **5. Seminar/Capstone Course**

Course Objectives:

- Students will apply skills acquired from the major to the successful completion of a capstone project/research paper.
- Students will develop skills in writing cover letters and preparing resumes.
- Students will gain knowledge and skills in networking, interviewing, and other matters related to career development.
- Students will be exposed to elements of the graduate school application process, as well as the expectations of graduate schools, the application process, etc.

## **RECOMMENDED Major-Specific Content**

Sociologists are engaged in many areas of specialization. Hence, most sociology curricula are quite diverse. The courses listed here are those most commonly found in sociology departments. Any or all of these may be transferred into a four year Sociology degree granting institution. Note that this is only a list of commonly offered courses – other courses may also be transferable.

### **1. Social Problems**

Course Objectives:

- Students will be exposed to a variety of current and ongoing issues in the political, social & economic spheres of social life.
- Political issues – the deep rift between left & right in the US and across the globe
- Social Issues – social polarization over ongoing issues such as healthcare, abortion, capital punishment, separation of church & state, education, etc.
- Economic Issues – jobs, globalization, free trade, etc.

### **2. Social Stratification**

Course Objectives:

- Exposure to the concept of social strata
- History/Evolution of Social Inequality
- Consideration of historic and contemporary theories of stratification
- Social class – how is it determined – who gets what and why?
- Distribution of power & privilege under different systems
- Cross-national comparisons
- Stratification by Race, Gender, Age, Ethnicity, Religion, etc.

### **3. Sociology of Family (or Marriage & Family)**

Course Objectives:

- Students will be able to identify content areas/topics which are relevant to the study and understanding of family process.
- Students will be familiar with key concepts within these content areas.
- Students will be aware of diverse attitudes and values regarding the influence of the family on other aspects of life.
- Students will be exposed to the impact of race/ethnicity on the form and function of families

### **4. Sociology of Race & Ethnicity (course name varies)**

### **5. Sociology of Gender**

### **6. Sociology of Sport & Leisure**

### **7. Sociology of Aging**

### **8. Urban Sociology**

Course Objectives:

- Students will be conversant with the origin and evolution of urban areas
- Students will be exposed to the major theories/perspectives of urbanization
- Students will be aware of current areas of urban study – such as urban enclaves, urban cultural conflicts, mega-cities, etc.

### **9. Social Psychology**

### **10. Social Movements and/or Social Change**

### **11. Sociology of Organizations/Work**

**Appendix A: Program-to-Program Articulation Model in Sociology**

<b><u>REQUIRED</u></b> <b><u>Major-Specific Content</u></b>	<b>Transfer Criteria</b>
<b><u>General Sociology (Intro, Principles, etc.)</u></b>	3 Credits – Must cover most of the major areas to be found in the typical introductory textbook.
<b><u>Social Theory</u></b>	3 Credits (Focus may be general, or may focus on either classical or contemporary theory)
<b><u>Basic Research Methods</u></b>	3 Credits – Must emphasize the major common styles of social research, research design, and typical elements of the research process.
<b><u>Statistics</u></b>	3 Credits – Must be taken from a Sociology/Social Science/Social & Behavioral Science department (as opposed to Math or Business)
<b><u>Capstone/Senior Seminar</u></b>	3 Credits
<b><u>RECOMMENDED</u></b> <b><u>Coursework Outside Of The Discipline</u></b>	<b>Transfer Criteria</b>
<b><u>General Psychology</u></b>	3 Credits
<b><u>Intro to Political Science</u></b>	3 Credits

## 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**

- 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>4</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>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.

**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>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.