

FINAL DRAFT

PENNSYLVANIA STATEWIDE PROGRAM-TO-PROGRAM ARTICULATION AGREEMENT IN SOCIOLOGY

I. Introduction

In accordance with the Article XX-C of the Public School Code of 1949, 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 parallel bachelor degree in Sociology offered at participating baccalaureate degree-granting college or university.

Specifically, this Agreement ensures that a student who successfully completes an Associate of Arts (AA) or an Associate of Science (AS) degree in Sociology at a participating institution can transfer the full degree into a parallel bachelor degree program in Sociology at a participating baccalaureate degree-granting college or university.

Full junior standing will be granted to students who have successfully completed a degree as specified above provided the associate degree includes:

- 15 credits, at minimum, of major-specific coursework as outlined in this agreement.
- 30 credits of foundation-level coursework from the Transfer Credit Framework, including specific courses outside of the discipline that are outlined in this agreement.

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

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 Sociology and to be eligible to enter advanced coursework in the field of study.

II. Overview

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.

III. REQUIRED Major-Specific and Related Foundation-Level Competencies

An associate degree transferable under this Agreement must include **at least 15 credits** of Major-Specific coursework as described below:

1. **General Survey of Sociology – 3 credits**
2. **Additional foundation-level coursework in Sociology – 12 credits**

1. General Survey of Sociology – 3 credits

The required foundation-level competencies are as follows:

- 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 key theoretical perspectives
- To identify and understand the primary research methods.
- To survey major sub-areas of sociology, including, but not limited to gender, sexual identity, race and ethnicity.
- To increase understanding of the processes of social stasis and social change.
- To survey major areas of sociological inquiry.
 - Social Deviance
 - Social Stratification
 - Social Institutions – Family, Religion, Education, Economy, etc.

Successfully completing the approved Principles of Sociology course from Category 5 of the Transfer Credit Framework satisfies this requirement. See Appendix B: Transfer Credit Framework.

2. Foundation-level coursework in Sociology – 12 credits

Sociologists are engaged in many areas of specialization. Hence, most Sociology curricula are quite diverse. For this reason students are required to complete 12 credits of foundation-level coursework in Sociology as part of the articulated associate degree.

Below is a sample list of courses commonly included in a foundation-level Sociology curriculum. The reader should note that courses in the list are not specifically required or recommended as part of this agreement. Likewise, the list is neither comprehensive nor inclusive of all Sociology courses offered by the participating institutions and should not be viewed as such.

The purpose of the sample list is to provide the reader with examples of common foundation-level coursework in Sociology that a student could complete as part of the articulated associate degree and transfer into a parallel bachelor degree in Sociology at receiving institution. A student should work with an academic advisor to select appropriate courses as they relate to the major and student's personal interests.

Examples of Foundation-Level Coursework in Sociology

- Contemporary Social Problems
- Social Stratification
- Sociology of Family (or Sociology of Marriage & Family)
- Urban Sociology
- Sociology of Race & Ethnicity (course name varies)
- Sociology of Gender
- Sociology of Sport & Leisure
- Sociology of Aging
- Social Psychology
- Social Movements and/or Social Change

- Sociology of Organizations/Work

IV. **REQUIRED Coursework Outside of the Discipline**

In addition to the major-specific requirements mentioned previously, the articulated associate degree must include the 30-Credit Transfer Framework. See Appendix B.

The Framework consists of a menu of courses in six broad categories: English, public speaking, math, natural sciences, the art and humanities, and behavioral and social sciences.

Some Framework courses are more relevant to the field of Sociology than others. Therefore, the following Framework courses must be included in the articulated associate degree:

- **Introductory Statistics – 3-4 credits**
- **General Psychology – 3-4 credits**
- **Introduction to Anthropology – 3-4 credits**

Framework Category	Framework Requires Students to Take...*	Sociology Majors Are Required to Take...
Category 1	1 course (3-4 credits)	English Composition
Category 2	1 course (3-4 credits)	Public Speaking
Category 3	2 courses (6-8 credits)	1. Introductory Statistics 2. One additional math course
Category 4	2 courses (6-8 credits)	Any <u>two</u> approved natural science courses with labs
Category 5	2 courses (6-8 credits)	1. General Psychology 2. Introduction to Anthropology
Category 6	2 courses (6-8 credits)	Any <u>two</u> approved courses

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

<u>REQUIRED Major-Specific Content (minimum 15 credits)</u>	Transfer Criteria
<u>General Survey of Sociology</u>	3 Credits
<u>Additional Foundation-level Coursework in Sociology</u>	12 Credits
<u>REQUIRED 30-Credit Transfer Framework</u>	Transfer Criteria
Category 1	English Composition (3-4 cr.)
Category 2	Public Speaking (3-4 cr.)
Category 3	1. Introductory Statistics (3-4 cr.) 2. One additional math course (3-4 cr.)
Category 4	Any <u>two</u> approved natural science courses with labs (3-4 cr. each)
Category 5	1. General Psychology (3-4 cr.) 2. Introduction to Anthropology (3-4 cr.)
Category 6	Any <u>two</u> approved courses (3-4 cr. each)

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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.
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.¹

- b. PDE and TAOC will exercise responsibility for monitoring the effectiveness of the Agreement and its implementation.
- c. PDE shall collect data annually from the participating institutions that will enable the Department and TAOC to assess the effectiveness of the implementation of the Agreement in fostering a seamless transfer process and the academic success of transfer students at the senior institutions.

9. Transfer Appeal Process

- a. In accordance with Pennsylvania's Statewide Transfer System, each Bachelor Degree Institution shall have a procedure through which a transfer student can appeal a decision that he/she believes is not consistent with this Agreement.
- b. The Transfer Appeal Process shall be published, at minimum, in the institution's catalog and posted to the Commonwealth's official website of the Statewide Transfer System, www.PAcollegetransfer.com.

10. Institutional Resolution of Disputes

- a. In the event that an Associate Degree Institution considers the decision of a Bachelor Degree Institution to be inconsistent with this Agreement, the Associate Degree Institution shall consult directly with the Bachelor Degree Institution and attempt to resolve the matter.

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

- 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 2013.²

Continuation of the agreement remains in effect until such time as all cooperating institutions of the Statewide Transfer System formally approve any revisions.

GLOSSARY OF TERMS

Articulation: The aligning of curriculum between institutions of higher education to ensure the efficient and effective movement of students among those institutions.

Associate of Arts (AA) and Associate of Science (AS) Degree: A degree consisting of at least 60 college-level credits and designed for transfer into a baccalaureate degree program.

Foundation Coursework: Courses at a level of comprehension usually associated with freshman and sophomore students and typically offered during the first half of a baccalaureate degree program. Such coursework typically does not have course prerequisites.

Native Student: A student who entered a given college or university without first matriculating at another college.

Parallel Baccalaureate Degree: A bachelor degree program in a comparable field of study and with similar foundation-level major-specific competencies as an associate degree program.

Receiving Institution: The college or university where a transfer student plans to enroll and to apply previously earned credit toward a degree program.

Transfer Credit: The credit granted by a college or university for college-level courses or other academic work completed at another institution.

Transfer Student: A student who enters a participating college or university after earning college-level credit at another college or university.

Transfer: The process by which a student moves from one postsecondary institution to another. Also refers to the mechanics of credit, course and curriculum exchange between institutions.

Advanced Coursework: Courses with advanced depth of content knowledge in the field of study and carry the expectation of more complex competencies identified in the expected student learning outcomes is referred to as advanced coursework. These courses often have prerequisites and are usually beyond the “Introduction to...” or “Foundation of...” level.

² Agreements approved by TAOC prior to August 31, 2011 must be implemented by the institutions by Fall 2012. Agreements approved by TAOC after August 31, 2011 but before May 1, 2012 must be implemented by the institutions by Fall 2013.

TAOC 2ND Draft Feedback to SOCIOLOGY 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
Carrie Smith	Millersville University of Pennsylvania	It is misleading to assume that elective courses in Sociology taken at the community college level are equivalent to their counterparts at a four year institution. I myself am a community college student who transferred to a four year institution. I ended up needing to audit "Social Problems" again when I eventually transferred because "Social Problems" was an upper-level course at the four year institution and went into much more depth and analysis. Many of the electives listed in the agreement are higher level courses at four year institutions where students are expected to have a much more in-depth understanding of the material. The idea that a lower level "Sociology of Gender" course is comparable to an upper level course of the same title is misleading and disingenuous.	Yes.	PAC considered this issue and added wording in subsequent versions of the agreement to help clarify. Receiving institutions determine how credits transfer and are applied toward the parallel degree.
Thomas Leamer	Lehigh Carbon Community College	Recommend removing the number "49" from the following statement to allow for courses to be added to the framework in the future without having to update the agreement: "The Framework consists of a menu of 49 courses in six broad categories: English, public speaking, math, natural sciences, the art and humanities, and behavioral and social sciences." (Page 3)	No.	PAC agrees with comment and revised agreement accordingly.
Victoria Bastecki-Perez	Montgomery County CC-Central Campus	Faculty recommend "sub-areas" and "major areas" be switched since they appear to be used in reverse order.	No. This comment appears to reflect language used in the 1 st Draft. Subsequent drafts have been revised.	
Susan Johnston	West Chester University of Pennsylvania	Sociology-specific concerns: Of the 15 credits of major-specific coursework in the articulation, only one ('General Survey of Sociology') meets a core requirement at WCU. The examples of the 'Foundation-Level Coursework' are all what our program deems as specialized requirements, such as Stratification, Urban, Gender, Work/Organizations. Transfer students thus would enter WCU without having completed four core classes (Theory, Statistics, Methods, and Seminar) and would not have much choice in upper level classes to complete the major degree requirement. Furthermore, our majors take their statistics course within the	Yes. PAC considered this issue and added wording in 2 nd Draft to clarify that listed course titles are examples only and not a comprehensive or required list.	PAC considered this issue and added wording in subsequent versions of the agreement to help clarify. Receiving institutions determine how credits transfer and are applied toward the parallel degree. Concerns related to Transfer Credit Framework requirements should be

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>department; we have some concerns about the equivalency of "Elementary Statistics", and we do not require such a course as a prerequisite to taking the sociology statistics course. The sociology major program also requires language competency, but these courses do not substitute for the general education requirements in the arts/humanities (see below). Thus, for purposes of determining what courses an entering AA or AS transfer student would need in order to complete the BA major requirements, we would need a list of the courses taken at the transferring institution.</p> <p>General concerns: I imagine these have already been discussed at some level. However, WCU requires two English composition courses; that students take courses in 2 different sciences (it's not specified in this articulation that they be different); and that students take 1 arts and 2 humanities courses (in different disciplines). These latter do not include foreign language courses. We also require an interdisciplinary course and a diverse communities course. Thus, if the intent of this articulation is to say that transfer students have taken an equivalent general education program to that required of native WCU students, it is not, and this raises the concern that we will be holding WCU students to different standards depending on whether they are native or transfers with AA/AS degrees. Many WCU major programs require, additionally, language competency; if a transfer student has taken no language prior to transfer, they will have only 4 semesters in which to achieve that requirement, which is doable but may be difficult because of sequencing and other curricular demands. As noted above, I think that WCU programs will need to be able to see what courses comprised that student's AA or AS degree program in order to appropriately advise them about the courses they need to take to achieve the bachelor's degree, such as the language courses.</p>		addressed to TAOC.
Edward Gurtis	Luzerne County Community College	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 included in any of the categories for required transfer for General Education requirements. With the growing epidemic of obesity and	No	This comment does not relate to the foundational requirements of a Sociology major. Issue should be referred to TAOC.

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>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>		