Transfer & Articulation Oversight Committee Meeting

10 AM – 12:30 PM
Thursday, October 21, 2010
Dixon University, Harrisburg, PA

Remote Locations:
Montgomery County Community College
California University of PA
Indiana University of PA

Meeting Agenda

- Updates & Announcements
- New Articulation Agreements
- Statewide Articulation
- Proposed PAC Agreements
- Next Steps

Updates & Announcements

- NEW Opt-In Institutions
  - Chatham University
  - Neumann University

- Equivalency Synchronizer
  - Newest Synchronizer - Penn College of Technology
  - No additional synchronizers after June 30, 2011
  - Contact PDE to participate
Standards Subcommittee
Appointments

- Each must include at least 3 CC reps, 3 PASSHE reps & representation from the opt-ins.
- Appointments Needed by December 1:
  - English/Public Speaking – 1 PASSHE rep
  - Math/Natural Sciences – 1 Opt-in Rep
  - Social/Behavioral Sciences – 1 PASSHE Rep, 1 Opt-in Rep
  - Arts/Humanities – 1 CC rep and 1 PASSHE rep
- Subcommittees review Framework courses January-March 2011

New Articulation Agreements

At the September meeting, TAOC…

- Agreed to form 3 new PACs
  - TAOC approved 4-8 Certification as one PAC
  - Postponed identification of 2 other PACs pending additional data from PDE
- Agreed to keep the current PAC composition and appointment process for the next round of agreements.

Potential Fields of Study for New Articulation Agreements

<table>
<thead>
<tr>
<th>Area of Study In Order for Student Enrollment at PASSHE Institution</th>
<th># of CCs in Program</th>
<th># of PASSHE Reps in Program</th>
<th># of Opt In Reps</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Social Science</td>
<td>9</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>3. Visual and Performing Arts</td>
<td>6</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>4. Biological and Biomolecular Sciences</td>
<td>3</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>5. English Language and Literature Emphasis</td>
<td>2</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>6. Criminal Justice</td>
<td>10</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>7. Communication, Technology, and Related Programs</td>
<td>12</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>8. Public Administration and Social Service Professions</td>
<td>12</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>
Statewide Articulation – Outcome of September Meeting

- General Statewide Articulation Agreement
  - Use general agreement to outline “rules” as determined by TAOC
  - General Agreement will complement the program-specific agreements, either as an appendix or framework document in which the major requirements will be added

- Suggested changes to draft agreement
  - Add student-centered introduction
  - Refer to AA/AS as transferring “without loss of progress” rather than as “the first two years of a parallel degree”
  - Delete statement requiring Assoc. Degree Institutions to note on the student transcript that the degree qualifies for transfer under the agreement
  - Note implementation date in program-specific agreement

Statewide Articulation Agreement – Outstanding Issues

- Effective Date
- Process for Approving Agreements
- Process for Implementing Agreements
- Process for Maintaining Agreements

Statewide Articulation Agreement – Effective Date

- Who does this agreement apply to?
  - Students transferring to the 4-year in Fall 2011?
  - Spring 2012?

- When do the 4-year institutions begin honoring the pilot agreements?
  - Fall 2011?
  - Spring 2012?
  - No later than Fall 2011 or Spring 2012?
### Process for Approving Statewide Articulation Agreements

- How will TAOC review the agreements?
- How will the vote be taken?
- How will revisions be determined?
- How many votes are needed to approve an agreement?

### Process Used to Approve Framework Course Titles

1. Subcommittees submitted course titles to PDE.
2. PDE emailed lists to TAOC members and called for vote.
3. TAOC members emailed vote to PDE along w/ comments.
4. PDE emailed TAOC members with the vote and a list of concerns.
   - **Full consensus** allowed uncontested courses to move forward w/o discussion.
   - Contested courses were returned to the Subcommittee for revision according to major issues raised during the initial vote.
5. Subcommittees returned revised course lists to PDE.
6. Process repeated until all courses were approved.
Math Agreement – Overview

- PAC requested additional time to resolve outstanding issues, such as:
  - Major competencies vs. courses
  - Competency requirements of differential equations
  - Transfer requirements for the BA vs. BS in Math
  - Requiring non-math coursework such as computer science and physics

- PDE will work with the PAC to develop a revised timeline that allows the agreement to be completed and submitted in a timely manner

Psychology Agreement – Overview

- Based on levels of competency identified by American Psychological Association (APA) – Beginning, Developing and Advanced

- Specific Agreement Requirements:
  - Assoc. degree must include min. 15 credits of major-specific competencies.
  - Max. # of major-specific coursework in the AA/AS can not exceed 50% of the major-specific coursework required by the parallel bachelor degree.
  - Min. grade of C or better in all credits of the Research Design and Analysis content area.

Psychology Agreement – Major-Specific Competencies

- General Survey of Psychology (3 credits): Basic-level competency across all major subfields of Psych

- Major Content Categories (6 Credits): Developing-level competencies in at least two of the four major content categories defined by APA:
  - Human Development
  - Individual Processes
  - Learning and Cognition
  - Biological Basis of Behavior and Mental Process

- Research Design and Analysis (6-9 credits): Basic- and Developing-level competencies in Research Design and Analysis
Psychology Agreement – Recommended Framework Courses

- Courses are recommendations only.
- Students will not be penalized for not completing the recommended Framework courses.

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Composition I</td>
</tr>
<tr>
<td>2</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>3</td>
<td>College Algebra or Higher</td>
</tr>
<tr>
<td>4</td>
<td>At Least 1 Biology Course w/ Lab That Focuses on Human/Animal Biology</td>
</tr>
<tr>
<td>5</td>
<td>2 Courses Outside of Psychology</td>
</tr>
<tr>
<td>6</td>
<td>Ethics</td>
</tr>
</tbody>
</table>

PreK-4 Certification Agreement – Overview

- Competencies based on NAEYC & PDE standards
- Requirements include:
  - Completion of the curriculum in catalog
  - Min. grade requirements (including at the individual course level) for the certification track in which the student is transferring
  - 2 courses w/ mathematics content, not pedagogy, comparable to Elementary Mathematics 1 & 2
  - Passing score on Praxis I
  - 2-yr institution signs/forwards the transfer sheet checklist and summary page assessment of the portfolio to the 4-yr institution

PreK-4 Certification Agreement – 30-Credit General Education Core

<table>
<thead>
<tr>
<th>Gen Ed Category</th>
<th>Course (if specified)</th>
<th>Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Writing and Literature</td>
<td>6 credits</td>
</tr>
<tr>
<td>Math</td>
<td>Elementary Math 1 &amp; 2 competency</td>
<td>6 credits</td>
</tr>
<tr>
<td>Fine Arts/ Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>Sociology OR Cultural Anthropology OR General Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>History/Geography</td>
<td></td>
<td>3 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>Courses based on individual institution's general education requirements</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

- General education course equivalencies will be equated through the TAOC system.
PreK-4 Certification Agreement – 30-Credit PreK-4 Core

<table>
<thead>
<tr>
<th>Major-Specific Category</th>
<th>Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development and Learning</td>
<td>6-9 credits</td>
</tr>
<tr>
<td>Family and Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>Observation and Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>Subject and Pedagogy, including early literacy, early</td>
<td>6-12 credits</td>
</tr>
<tr>
<td>math and science, the arts and creative expression</td>
<td></td>
</tr>
<tr>
<td>Curriculum Integration</td>
<td>3 credits</td>
</tr>
<tr>
<td>Special education</td>
<td>3 credits</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>3 credits</td>
</tr>
<tr>
<td>Professionalism</td>
<td>3 credits</td>
</tr>
<tr>
<td>Field experiences at Level I and II</td>
<td>Embedded or up to 6 credits</td>
</tr>
</tbody>
</table>

- Portfolio documents the student mastered the competency at the appropriate level.
- Expected outcomes may be embedded or cross courses.

PreK-4 Transfer Checklist & Portfolio

- Vehicle that assures that the associate degree graduate has met all program requirements regardless of specific coursework.
- Portfolio is an exit requirement for the assoc. degree.
  - Reviewed assessed as part of capstone experience.
  - 2-year faculty certifies student has met program learning outcomes and that these outcomes were assessed using the common rubric.
  - Institution determines if portfolio is graded or required for graduation.
  - Portfolio must be assessed according to the rubric or student is not eligible to transfer under agreement.

PreK-4 Transfer Checklist & Portfolio
Next Steps

✓ Identify next round of PACs by Oct. 29.
✓ Appoint new PAC members by Nov. 19.
✓ Review and approve pilot PAC agreements by Dec. 1.
✓ Develop process by Dec. 2 for implementing the pilot agreements.
✓ Fill vacancies on Standards Subcommittees by Dec. 1.