

PENNSYLVANIA STATEWIDE PROGRAM-TO-PROGRAM ARTICULATION AGREEMENT IN METEOROLOGY

Overview

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 credits from a participating associate-degree granting institution into a participating four-year college or university. This agreement specifically ensures that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree in Meteorology can transfer the full degree into a parallel Meteorology bachelor degree program at a participating four-year institution.

Full junior-standing at the bachelor degree institution will be granted to a student who successfully completes an associate degree provided that:

- The associate degree includes, at minimum, 34 credits of major-specific competencies as identified in this Agreement.
- The associate degree includes 30-credits of foundation courses from the Transfer Credit Framework, including all required Framework courses listed in this agreement.

See Appendix A: Program-to-Program Articulation Agreement in Meteorology.

It is therefore understood that students meeting these requirements will be considered by both the associate degree granting institution and the receiving bachelor's degree granting institution to possess the knowledge, skills and abilities necessary for entry as a junior into a parallel Meteorology bachelor degree program.

The American Meteorological Society (AMS) has published Guidelines for the Bachelor's Degree in Atmospheric Science (AMS, 2010). In those guidelines, AMS provides a core set of competencies resulting from completion of prerequisite courses (e.g., chemistry, mathematics, and physics). Those prerequisite competencies comprise the bulk of this agreement. Alignment between prerequisite competencies listed herein and those found within articulation agreements relating to those specific content areas is intentional.

In addition to the prerequisite competencies, it is typical for students pursuing a bachelor's degree in Meteorology to complete an introductory foundations course in meteorology that exposes the student to the breadth of required discipline specific competencies described in the AMS guidelines. Corresponding competencies associated with such a course are also listed herein.

References to courses in all agreements designate competencies and are not to be construed as making a reference to a specific course at a specific institution. Course titles in the agreements are presented for guidance in advising students as to which coursework they should take even though the course at the student's college may not have the specific title mentioned in the agreement.¹

Required Major-Specific Content Areas

Under this Agreement, a fully-transferable associate degree in the field of Meteorology must include at least 34 credits of coursework that includes competencies from the following content areas:

- 1. Foundations of Meteorology – minimum of 4 credits**
- 2. Chemistry – minimum of 4 credits**
- 3. Mathematics – minimum total of 18 credits**
 - a. Calculus – a minimum of 12 credits
 - b. Ordinary Differential Equations – a minimum of 3 credits
 - c. Probability and Applied Statistics – a minimum of 3 credits
- 4. Calculus-based Physics – minimum of 8 credits**

Institutions may determine how the competencies identified in these content areas are met. For example, one institution may choose to embed the Calculus competencies in four 3-credit courses, while another institution

¹ Adopted by TAOC and added to the agreement on April 11, 2012.

teaches the same competencies in three 4-credit courses. How an institution incorporates the competencies into the associate degree does not affect the transferability of the degree under this Agreement in so long as all of the competencies are met.

1. Foundations in Meteorology – minimum 4 credits

In addition to the prerequisite competencies, students pursuing a bachelor degree in Meteorology must complete an introductory foundations course in meteorology that exposes the student to the breadth of required discipline-specific competencies described in the AMS guidelines.

Successful completion of comparable coursework at the Calculus I level (see bullet 3 below) and the Calculus-based Physics a level (see bullet 4 below) will at the minimum yield competency in:

- Listing the primary gaseous components of the atmosphere and explaining the importance of each.
- Explaining why the atmosphere has the observed vertical temperature, density, and pressure profiles that it has.
- Applying the first law of thermodynamics and the ideal gas law to the atmosphere.
- Describing the short and longwave radiation balance of the earth/atmosphere system, and explaining how that radiation balance influences climate and weather.
- Describing the details of the earth's orbit around the sun, and explaining how this earth/sun geometry influences the seasons.
- Listing and explaining the major factors that control the daily and seasonal temperatures.
- Describing how humidity is quantified and measured, and how to convert between the various measures of humidity.
- Describe how temperature and moisture determine the stability of the atmosphere, and explain how stability influences cloud and storm development.
- Applying the skew-t diagram to determining atmospheric static stability and cloud development.
- Listing the types and characteristics of the various clouds found in the atmosphere.
- Explaining how precipitation is formed, measured, and what determines the type of precipitation reaching the ground.
- Applying Newton's second law of motion to the atmosphere.
- Quantitatively describing geostrophic, hydrostatic, and gradient wind balance, and conceptually explaining departures from a balanced state.
- Explaining how pressure gradient force, Coriolis force, and friction determine the wind direction and speed.
- Describe how the vertical wind shear of the geostrophic wind relates to the horizontal temperature gradient.
- Listing the various scales of atmospheric motion, and providing examples of each.
- Explaining how the various scales of atmospheric motion interact.
- Describing how local wind systems develop and are maintained.
- Describing how the global circulation of the atmosphere is maintained.
- Listing the characteristics of the different types of air masses, and explaining how the air masses are formed.
- Defining a front, and explaining why fronts are regions of active weather.
- Listing the cloud sequences and other characteristics of warm, cold, occluded, and stationary fronts.
- Describing the horizontal and vertical structure of a developing extratropical cyclone, and explaining why this structure exists.
- Describing the development and structure of thunderstorms and tornadoes.
- Explaining the cause of lightning, and describe the different types of lightning.
- Interpreting and plotting station models for both surface and upper-air charts.
- Interpreting coded METAR reports.
- The use meteorological software and the worldwide web to locate, display, and analyze meteorological observations and model data.
- Applying the above-mentioned competencies in a collaborative laboratory environment.

2. **Chemistry – minimum 4 credits**

A student should meet this requirement by successfully completing General Chemistry I for majors as part of the Transfer Credit Framework (see Appendix B).

Successful completion of comparable coursework will at the minimum yield competency in:

- Presenting the scientific method.
- Classifying matter on the basis of physical and chemical properties.
- Classifying matter on the basis of physical and chemical changes.
- Listing the common SI units of measurement, the values of selected prefixes, and the use of dimensional analysis to interconvert units of measurement.
- The use of the rules for significant figures for calculation problems.
- Describing the structure of the atom in terms of subatomic particles; writing the isotopic symbol for any isotope of a given element or ion.
- Describing the basic features of the periodic table.
- Writing formulas of ionic or covalent compounds from their names and from their names writing their formulas.
- Writing and balancing a chemical reaction.
- Classifying reactions into various types such as combination, decomposition, single replacement, double replacement, oxidation-reduction, acid-base, precipitation and gas forming reactions.
- The use of the mole concept to calculate the molar mass, the number of moles from the mass of a sample, the number of atoms or molecules and molarity of solutions.
- Applying the mole concept to the determination of mass %, empirical and molecular formulas.
- Applying the mole concept to reaction stoichiometry calculations including limiting reagent and percent yield.
- The use of kinetic molecular theory to account for the properties of gases and the gas laws (Boyles, Charles, Avogadro, etc.).
- The use of gas laws to calculate the pressure, volume, temperature or number of moles from appropriate data.
- The use of the Ideal gas law to determine the density or molar mass of a gas and the stoichiometry of reactions involving gases.
- Calculating of the partial pressure or mole fractions from the appropriate data of gas mixtures.
- Explaining how the properties of real gases differ from an Ideal Gas.
- Explaining the role of heat in chemical reactions (Thermodynamic Laws).
- Performing calorimetric calculations and use enthalpy tables or Hess's Law to determine the heat of a reaction.
- Explaining the relationships between the properties of electromagnetic radiation with respect to wavelength, frequency, energy and spectral region and being able to calculate the energy, frequency or wavelength from appropriate data.
- Comparing and contrasting the Bohr and quantum theories of atomic structure and how they account for location of electrons in atoms and spectral lines.
- Explaining the characteristics of atomic orbitals and the quantum numbers associated with them.
- Writing the electronic configuration of atoms and ions.
- The use of the periodic table to predict the physical and chemical properties of elements, including atomic radii, ionization energy and electron affinity.
- Writing Lewis structures for neutral atoms, ions, ionic and covalent compounds.
- The use of Lewis structures and VSPER theory to predict electronic and molecular geometries.
- The use of the principle of electronegativity to describe the characteristics of polar covalent bonds.
- The use of polar and covalent bonds and VSEPR to determine the overall polarity of a molecule.
- The use of valence bond theory and molecular geometry to determine the hybridization of atoms.
- Comparing and contrasting valence bond, molecular orbital and metallic bonding theories and how each accounts for molecular structures and properties.
- Comparing the differences between the state of matter and the changes of state that occur.
- Describing the major types of intermolecular forces and use them to explain the properties of solids and liquids such as boiling point, melting point, surface tension and viscosity.
- Describing how intermolecular forces determine solubility of polar and nonpolar substances.

- Calculating the concentration of solutions in molarity, molality, normality, mole fraction, or percent by mass and be able to interconvert between them.
- Listing the colligative properties of solutions (freezing point depression, boiling point elevation, vapor pressure lowering and osmotic pressure) and performing calculations involving them.
- Applying the above-mentioned competencies in a collaborative laboratory environment.

3. Mathematics – minimum total of 18 credits as defined in the three subcategories areas below.

a. Calculus – minimum of 12 credits

A student should partially meet this requirement by successfully completing Calculus I as part of the Transfer Credit Framework (see Appendix B).

Completion of additional coursework will at the minimum yield competency in:

- Finding the area of a region bounded by the graphs of given equations.
- Determining the volume of a solid of revolution by the disc and washer methods or by the shell method.
- Finding the length of a plane curve.
- Determining the area of the surface of revolution.
- Calculating various physical quantities such as amount of work done by a variable force over an interval, moments, centers of mass, centroids, fluid pressure and fluid force.
- Calculating the average value of a function and use the Mean-Value Theorem for Integrals
- Finding derivatives of functions involving the natural logarithmic function.
- Integrating rational functions whose antiderivatives are natural logarithmic functions.
- Finding the derivative of an inverse function.
- Differentiating and integrating natural exponential functions.
- Differentiating and integrating exponential functions that have bases other than e .
- Solving growth and decay problems.
- Differentiating inverse trigonometric, hyperbolic, and inverse hyperbolic functions.
- Integrating functions yielding inverse trigonometric, hyperbolic or inverse hyperbolic functions.
- Integrating by parts.
- Integrating powers of trigonometric functions.
- Integrating using trigonometric substitution.
- Integrating using partial fraction decomposition.
- Integrating using tables.
- Evaluating improper integrals.
- Identifying the parts (e.g., center, vertices, foci, axes, asymptotes, eccentricity, etc.) of a conic section, and graphing it.
- Finding the equation of a conic section (circle, parabola, ellipse, hyperbola) given sufficient information about its parts.
- Graphing a curve given by a set of parametric equations.
- Finding a set of parametric equations to represent a curve.
- Finding the slope of a tangent line to a curve given by a set of parametric equations.
- Finding the arc length of a curve given by a set of parametric equations.
- Transforming equations from polar coordinates to rectangular coordinates and vice-versa.
- Sketching common polar graphs.
- Determining the slope of a tangent line to a polar graph.
- Finding the area of a region bounded by a polar graph and the arc length of a polar graph.
- Writing a vector in component form or as a linear combination of standard unit vectors.
- Graphing a given a vector, unitizing it, and finding its magnitude and direction.
- Adding, subtracting, and forming scalar multiples of vectors.
- Calculating the dot (scalar) product of two vectors and using the dot product to find the angle between two vectors, the direction cosines of a vector, and the projection of one vector onto another.
- Calculating the cross product of two vectors and the triple scalar product of three vectors.
- Finding equations of lines and planes in 3-space, given sufficient data.
- Identifying and sketching planes, cylinders, and quadric surfaces, given their equations.
- Converting between rectangular, cylindrical and spherical coordinates.

- Extending the concepts of limit, continuity, differentiation, and integration to vector-valued functions.
- Graphing vector-valued functions.
- Differentiating a displacement (position) vector to find the velocity and acceleration vectors and the speed at a point.
- The use of vector-valued functions to analyze projectile motion.
- Finding a unit tangent, a unit normal, and the tangential and normal components of acceleration for a given vector-valued function,
- Finding the arc length and the curvature of a space curve described by a vector-valued function.
- Finding the first-order partial derivatives of functions.
- Finding higher order partial derivatives.
- The use of the chain rule for partial derivatives.
- Calculating the total differential.
- Finding the directional derivative.
- Finding the equation of the tangent plane to a surface at a given point.
- Finding the gradient of a function.
- Maximizing or minimizing functions of two independent variables.
- Applying Lagrange Multipliers to maximum – minimum problems.
- Evaluating double integrals.
- Evaluating double integrals by use of polar coordinates.
- Evaluating triple integrals.
- Evaluating triple integrals by use of cylindrical coordinates.
- Evaluating triple integrals by use of spherical coordinates.
- Finding areas by use of double integration.
- Locating the center of gravity and centroid of a solid.
- Finding volumes by use of multiple integrals.
- Evaluating triple integrals to solve applied problems.
- Finding surface area.
- Evaluating surface integrals.
- Evaluating line integrals.
- Finding work done in a vector field.
- Determining the path-independent line integrals.
- The use of Green's Theorem to compute line integrals or double integrals.
- The use of the Divergence Theorem to compute surface integrals or triple integrals.
- The use of Stokes' Theorem to compute line integrals or surface integrals.
- Determining whether a sequence converges or diverges.
- Finding the limit of convergent sequences.
- Determining whether a given geometric series or p-series converges or diverges.
- Finding closed expressions for the sum of terms of an infinite geometric and telescoping series.
- Testing for convergence or divergence of an infinite series of non-negative terms using, (a) direct comparison and limit comparison tests, (b) the integral test, (c) the ratio test, (d) the root test.
- Testing for absolute convergence and conditional convergence of alternating series.
- Expressing functions as power series.
- Finding the interval of convergence for power series.
- Writing Maclaurin series expansions.
- Writing Taylor series expansions.
- Computing using series expansions.
- Differentiating and integrating power series.
- The use of the Remainder Term in Taylor's Theorem to perform error estimates

b. Ordinary Differential Equations – minimum of 3 credits

Completion of comparable coursework will at the minimum yield competency in:

- Classifying differential equations as ordinary and partial; classifying ordinary differential equations (ODEs) by linearity and by order.
- Understanding the concept of solutions and verify solutions by substitution.
- Explaining the difference of the general solutions of ODEs and the solutions to initial value problems (IVPs).
- Understanding the concepts of direction fields associated with first order ODEs and integral curves.
- Sketching the direction fields and some typical integral curves for such ODEs.

- Recognizing various types of first order ODEs and find their general solutions by elementary integration.
- Finding the solution of an IVP of such equations by determining the appropriate constant. Such equations should include linear first order and separable ODEs, Bernoulli equations, homogeneous equations, and exact equations.
- Identifying simple integral factors for certain non-exact equations.
- Developing a sense of solving an ODE using appropriate substitutions.
- Determining if a first order linear IVP has a unique solution and the interval of existence.
- Understanding the result on existence/uniqueness/interval of existence of solutions of an IVP of a general first order ODE.
- Recognizing the differences between linear and nonlinear ODEs.
- Setting up and solving IVPs for various applied problems such as those involving exponential growth/decay, mixing, and mechanics/physics.
- Understanding the logistic model in population dynamics.
- Understanding stability properties of equilibrium solutions of first order autonomous equations and determine their stability properties using linear stability criteria.
- Explaining the principle of superposition and the relation between the general solutions of a second order linear homogeneous ODE and the corresponding nonhomogeneous one.
- Understanding the basic theory of second order linear homogeneous ODEs: linear dependence and independence, the Wronskian, the fundamental set of solutions; Abel's theorem and its consequences.
- Finding the general solutions of second order linear homogeneous ODEs with constant coefficient using the characteristic equations.
- Explaining and using the technique of reduction of order to find the general solution of a linear homogeneous ODE if a nontrivial solution is known.
- Explaining and applying the method of undetermined coefficients to appropriate second order linear nonhomogeneous ODEs to find particular solutions and the general solutions.
- Explaining and applying the method of variation of parameters to find a particular solution of a second order linear nonhomogeneous ODE if the general solution of the corresponding homogeneous equation is known.
- Solving appropriate applied problems related to mechanical or electric oscillations.
- Explaining the terms: free oscillations, forcing, damping, resonance, etc.
- Finding the solution to an IVP for any second order linear ODEs from the general solution.
- Determining whether a given point is an ordinary point, a regular singular point, or an irregular singular point for any given second order linear homogeneous ODE.
- Finding the two linearly independent series solutions, or at least the first several terms in each near an ordinary point.
- Determining the minimum radius of convergence of these series solutions from the coefficients of the ODE.
- Recognizing Euler ODEs and find their general solutions.
- Finding the series solutions or at least the first several terms of two linearly independent series solutions of a second order ODE near a regular singular point by Frobenius method under appropriate condition on the exponents of singularity.
- Understanding the definition of the Laplace transform, calculate the Laplace transforms of simple functions, and determining whether the Laplace transform of a given function exists.
- The use of tables and general properties (linearity, derivative, translation) of Laplace transform to find the Laplace transform or the inverse Laplace transform of a given function.
- The use of Laplace transforms to solve a nonhomogeneous second-order IVP, where the forcing function could be discontinuous (expressed in terms of unit step functions), or periodic, or involving impulse functions.
- Understanding the unit impulse function, its Laplace transform and applications in the context of ODEs.
- Defining the convolution of two functions, calculate it, and understand the convolution theorem.

c. Probability and Applied Statistics – minimum of 3 credits

A student should meet this requirement by successfully completing Elementary Statistics as part of the Transfer Credit Framework (see Appendix B). Students and advisors should ensure that the corresponding course taken at the associate degree granting institution successfully fulfills the probability and applied statistics requirement at the receiving bachelor degree granting institution.

4. Calculus-based Physics – minimum of 8 credits

Completion of comparable coursework at the minimum will at the minimum yield competency in:

(a: At the Calculus I level from the Transfer Credit Framework (see Appendix B))

- Distinguishing between scalar and vector quantities.
- The use of standard units when measuring or calculating physical quantities.
- Expressing vector quantities in terms of components and unit vectors.
- Adding and subtracting vector quantities and determining scalar and vector products.
- Determining the scalar and vector product of two vectors.
- Defining displacement, velocity, and acceleration for linear motion of a particle in three dimensions.
- Deriving the kinematic equations for the linear motion of a particle in terms of its displacement, velocity, and acceleration for the cases of constant and non-constant linear acceleration.
- Solving problems using the kinematics equation for a particle.
- Determining velocity and acceleration as a function of time by differentiation of displacement and velocity.
- Describing the difference between mass and weight.
- Calculating the weight of a mass in a given gravitation field.
- Applying Newton's Second Law in multiple dimensions.
- Solving problems involving bodies in free fall.
- Drawing correct free-body diagrams for each body in a system.
- Calculating kinetic and static friction forces and applying those to Newton's Second Law problems.
- Defining and calculating the work performed on solids, liquids, and gasses.
- Deriving the Work/Energy Theorem and applying it to the motion of solids and liquids.
- Defining and calculating gravitational and elastic potential energy.
- Defining and calculating kinetic energy.
- Solving problems applying the Conservation of Energy Principle.
- Solving problems relating impulse and change in momentum.
- Solving problems by applying the principle of conservation of momentum.
- Identifying elastic and inelastic collisions.
- Performing vector addition of momentum vectors.
- Calculate impulse by integrating force with respect to time.
- Applying rotational kinematics equations to solve problems.
- Applying the relationship between linear and angular quantities to solve problems.
- Calculating the moment of inertia of selected objects.
- Solving problems involving the rotation of a rigid body.
- Solving problems relating torque, moment of inertia and angular momentum.
- Solving problems involving rolling motion.
- Computing torque as a vector product.
- Explaining the principle of conservation of angular momentum.
- Solving problems utilizing the principle of conservation of angular momentum.
- Solving problems relating torque and the rate of change of angular momentum.
- Stating the conditions for mechanical equilibrium.
- Solving mechanical equilibrium in multiple dimensions by solving a system of equations.
- Computing the center of gravity of an object and system of masses.
- Calculating stress.
- Solving problems using the relationship between stress, strain and the elastic modulus.
- Stating the law of universal gravitation and utilize it in solving problems.
- The use of the law of gravitation to solve problems involving satellite motion.
- Applying Kepler's Laws of Motion to solve problems involving satellites.
- Calculating gravitational potential energy of a system of masses.
- Calculating the escape velocity.
- Solving problems relating force, area and pressure.

- Calculating the absolute pressure at a depth in a fluid.
- Solving problems by applying Pascal's law.
- Relating Bernoulli's equation to the concept of conservation of energy and solve related problems.
- Applying Archimedes principle to problems involving weight, mass, and buoyancy.
- Calculating the frequency, angular frequency and period for a mass-spring system.
- Calculating the frequency, angular frequency and period for a pendulum.
- Solving problems relating frequency, angular frequency and period.
- Finding velocity and acceleration as a function of time by finding the derivative of displacement as a function of time for a sine and cosine wave.
- Calculating the energy of a simple harmonic oscillator.
- The use of conservation of energy to calculate displacement and/or velocity of a simple harmonic oscillator.
- Calculating the speed of a wave in different media.
- Identifying and calculating amplitude, wave number, angular frequency, speed and acceleration in the expression for displacement as a function of time and position.
- Calculating resonance frequency.
- Showing that a particular displacement function satisfies the wave equation.
- Calculating the rate at which energy is transported by waves in a string.
- Calculating the speed of sound in various media.
- Identifying and calculating amplitude, wave number, angular frequency, speed in the expression for pressure as a function of time and position.
- Calculating the shift in frequency due to the Doppler Effect.
- Calculating the decibel level for a given intensity level and vice versa.
- Calculating the resulting wave function due to the superposition of two waves.
- Determining relationship between length of open and closed end pipes and their resonant frequencies.
- Converting between Celsius, Fahrenheit, Kelvin and Rankine units.
- Calculating the number of molecules of a given mass using the molar or molecular mass.
- Calculating the average translational kinetic energy of a monatomic gas at a given temperature.
- Calculating the root mean square speed of a monatomic gas at a given temperature.
- Solving problems using the ideal gas law.
- Calculating work done by a gas during constant volume, constant pressure and constant temperature processes.
- Solving problems involving thermal expansion.
- Solving problems involving specific heat capacity including method of mixtures.
- Solving problems involving constant pressure and constant volume specific heat for gases.
- Calculating the amount of heat required to change phase.
- Explaining the first law of thermodynamics.
- Applying the first law of thermodynamics to adiabatic, isothermal and constant volume processes.
- Solving problems involving heat transfer by conduction.
- Solving problems involving heat transfer by radiation.
- Explaining the Second Law of Thermodynamics.
- Calculating the efficiency of a heat engine.
- Calculating the efficiency of a Carnot engine.
- Describing entropy.
- Calculating the change in entropy for a system.
- Applying the above-mentioned competencies in a collaborative laboratory environment.

(b: At the post Calculus I level)

- Solving problems using Coulomb's Law.
- Solving problems relating electric force and electric field.
- Calculating the electric field vector for a system of point charges and uniformly distributed charges.
- Drawing electric field lines.
- Calculating electric flux.
- Applying Gauss' Law to find the electric field due to a distribution of charge.
- Explaining the four properties of a conductor in electrostatic equilibrium resulting from Gauss' Law.
- Calculating the Electric Potential difference between two points when given electric field.
- Calculating the value of electric potential for a distribution of charges.

- Solving problems relating change in electric potential energy and change in electric potential.
- Calculating the electric potential energy for a system of charges.
- Determining the electric field by taking the partial derivatives of the electric potential.
- Solving problems relating potential difference, charge and capacitance.
- Calculating the capacitance of a parallel plate, cylindrical and spherical capacitors.
- Finding the equivalent capacitance of capacitors in parallel and series.
- Calculating the energy stored in a capacitor.
- Solving capacitance problems which include the effect of dielectric materials.
- Determining current by taking the derivative of charge with respect to time.
- Solving problems by applying Ohm's Law.
- Solving problems relating resistance, resistivity, length and cross-sectional area.
- Calculating the effect of temperature on resistivity and resistance.
- Solving problems relating power, current, potential and resistance.
- Finding the equivalent resistance of resistors in parallel and series.
- Solving electric circuit problems by applying Kirchhoff's laws.
- Solving for values of current, charge or potential for charging and discharging an RC circuit.
- Determining the magnetic force on a moving charge by finding the cross product of velocity and magnetic field multiplied by the charge.
- Solving problems involving the speed of a charge through a velocity selector.
- Calculating the force on a current carrying wire due to a magnetic field.
- Calculating the torque on a current carrying loop of wire in a magnetic field.
- Solving problems by applying the Biot-Savart Law.
- Calculating the magnetic force between two current carrying wires.
- The use of Ampere's Law to determine magnetic field due to a current in various configurations.
- Calculating magnetic flux by using Gauss' law in magnetism.
- Explaining the source of magnetism in matter.
- Calculating induced emf using Faraday's law.
- Calculating motional emf and solve related problems.
- The use of Lenz's law to determine the direction of induced emf.
- Applying Faraday's law to solve problems involving motors and generators.
- Calculating induced emf due to a time-varying current in a circuit.
- Calculating the inductance for a solenoid.
- Solving for values of current and potential when closing an LC circuit with a potential source and then after
 - Removing the potential source.
 - Calculating the energy stored in an inductor.
 - Calculating the value of mutual inductance for two current carrying coils.
 - Solving problems involving induced emf due to mutual inductance.
 - Calculating the natural frequency for an LC circuit.
 - Calculating the natural frequency for an RLC circuit.
 - Calculating the root-mean-square values for current and potential for an AC circuit.
 - Calculating inductive and capacitive reactance and impedance.
 - Determining the phase angle between the current and potential in an AC circuit.
 - Calculating the average power for an AC circuit.
 - Explaining the term band width and calculate the quality factor for an AC circuit.
 - Solving problems involving step-up and step-down transformers.
 - Explaining and calculate displacement current due to a changing electric flux.
 - Modifying Ampere's Law to include the effect of the displacement current.
 - Listing Maxwell's equations.
 - Solving problems by relating the strength of the electric field to the strength of the magnetic field in an electromagnetic wave.
 - Determining the Poynting vector by using the cross product of the electric and magnetic fields.
 - Calculating the intensity of an electromagnetic wave.
 - Calculating the momentum and energy of an electromagnetic wave.
 - Ordering the types of electromagnetic waves from low frequency to high frequency.
 - Applying the law of reflection.
 - Applying Snell's Law of refraction.
 - Solving problems relating the speed of light in a medium to its index of refraction.

- Explaining Huygens' principle.
- Calculating the angle of dispersion for refraction involving electromagnetic waves of different frequency.
- Calculating the critical angle of incidence for a medium.
- Solving problems involving image distance, image height, object distance, object height, magnification and focal length of spherical mirrors and lenses.
- Describing how Young's double slit experiment produce bright and dark regions by constructive and destructive interference.
- Solving Young's double slit problems for position of dark bands, bright bands, wavelength and slit separation.
- Calculating the intensity of light for a given position in a Young's double slit experiment.
- Solving problems involving the change of phase due to reflection including thin-film interference and nonreflective coatings.
- Explaining how a Fraunhofer diffraction pattern is created using Huygens' principle.
- Solving Fraunhofer diffraction problems for position of dark bands, bright bands, wavelength and slit width.
- Calculating the intensity of light for a given position in a Fraunhofer diffraction pattern.
- Calculating the resolution for a slit and circular aperture.
- Solving diffraction grating problems for position of dark bands, bright bands, wavelength and slit separation.
- Solving problems using Bragg's law.
- Calculating the intensity of light after passing through polarizing lenses.
- Solving problems using Brewster's law.
- Applying the above-mentioned competencies in a collaborative laboratory environment.

30- Credit Transfer Framework

The Commonwealth's statewide college credit transfer system includes an advising tool called the "Transfer Credit Framework". The Framework (see Appendix B) allows students to seamlessly transfer up to 30 credits of foundation courses from one participating college or university to another and have those courses count toward graduation.

The Framework consists of a menu of 49 courses that fall within six broad categories: English, public speaking, math, science, fine arts and humanities, and the behavioral and social sciences. To fully benefit from the Framework, students are advised to select a range of courses according to the criteria for each category.

Students transferring under this Agreement are advised to take specific Framework courses in Category 3 and Category 4 to meet the major-specific competency requirements outlined above and to ensure adequate preparation for entry into the major as a junior.

Students are advised to work with an advisor to select courses related to their associate degree program, transfer major and personal interests. Contact should be made with an advisor at the expected bachelor's degree granting institution as soon as possible to ensure that the bachelor's degree granting institution's general education requirements are appropriately woven into the student's associate degree curriculum.

Appendix A: Program-to-Program Articulation Agreement in Meteorology

Required Major-Specific Content Areas	Minimum Credits	Notes
Foundations in Meteorology	4 credits	
Chemistry	4 credits	* Requirement may be satisfied by successfully completing General Chemistry I for majors in Category 4 of the Transfer Credit Framework. See below.
Calculus	12 credits	** Part of this requirement may be satisfied by successfully completing Calculus I in Category 3 of the Transfer Credit Framework. See below.
Ordinary Differential Equations	3 credits	
Probability & Applied Statistics	3 credits	** Requirement could be satisfied by successfully completing Elementary Statistics in Category 3 of the Transfer Credit Framework. See below.
Calculus-based Physics	8 credits	
TOTAL Major-Specific CREDITS: Minimum 34 credits		
Transfer Credit Framework	Framework Requirement	Student Transferring Under This Agreement are REQUIRED TO TAKE...
Category 1	1 course (3-4 credits)	One course to be selected by the student with the assistance of an advisor
Category 2	1 course (3-4 credits)	One course to be selected by the student with the assistance of an advisor
Category 3**	2 courses (6-8 credits)	1. Elementary Statistics 2. Calculus I
Category 4*	2 courses (6-8 credits)	1. General Chemistry I for majors 2. Calculus-based Physics a
Category 5	2 courses (6-8 credits)	Two courses to be selected by the student with the assistance of an advisor.
Category 6	2 courses (6-8 credits)	Two courses to be selected by the student with the assistance of an advisor.
TOTAL Non-Major-Specific Framework CREDITS: Minimum 18 credits (Categories 1, 2, 5, and 6)		

Appendix B: Transfer Credit Framework²

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

Category 1 (3-4 credits 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	
			Child Growth & Development	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)	
			Child Psychology	Survey of American Literature	
				Literature of the Western World	
World Literature					
American Literature					
Survey of English Literature					

² Framework chart amended on April 11, 2012 to include Child Growth & Development and Child Psychology under Category 5.

ADDENDUM
GENERAL STATEWIDE PROGRAM-TO-PROGRAM
ARTICULATION in PENNSYLVANIA
(Revised April 11, 2012)

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. References to courses in all agreements designate competencies and are not to be construed as making a reference to a specific course at a specific institution. Course titles in the agreements are presented for guidance in advising students as to which coursework they should take even though the course at the student’s college may not have the specific title mentioned in the agreement.³

³ Adopted by TAOC and added to the agreement on April 11, 2012.

7. 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.

8. 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.

9. 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.⁴

- 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.

10. 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.

11. 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.

⁴ 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.

12. **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 2013.⁵

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.

⁵ 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.