Pennsylvania Statewide
Program-to-Program Articulation Agreement in
<u>Social Work</u>

I.   Introduction

In accordance with Article XX-C of the Public School Code of 1949, this Agreement ensures that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree at an institution participating in the Commonwealth's statewide college credit transfer system can transfer the full degree into a parallel bachelor degree program in Social Work at another participating college or university.

Full junior-standing will be granted to students who have successfully completed an AA or AS degree provided that the articulated degree includes:

- All competencies found in at least three of the four Major-Specific Content areas.
- The required foundation courses from the Transfer Credit Framework as well as additional foundation-level coursework in English Composition, History and Political Science.

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 of Social Work (BSW) degree.

Under this agreement, the receiving 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. 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. 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. See Addendum: *General Statewide Program-to-Program Articulation Agreement in Pennsylvania*.

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]

II.   Overview

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

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

The majority of participating bachelor-degree granting institutions in Pennsylvania's college credit transfer system have CSWE- accredited programs. Therefore, the following Agreement is designed to provide students with the introductory-level knowledge in the field of study while also respecting the accreditation standards of the bachelor degree programs offered at the participating institutions.

In 2008, CSWE issued new Educational Policy and Accreditation Standards (EPAS) that reflect a shift from outcomes to competency-based education. The 2008 EPAS are comprised of four sections that each BSW program must address in detail: Mission and Goals, Explicit Curriculum, Implicit Curriculum, and Assessment. Within the Explicit Curriculum, field education is conceptualized as the "signature pedagogy" of Social Work education. Among other requirements of a BSW program, all students must complete a minimum of 400 hours of field practice supervised by a professional with a BSW or a Master of Social Work degree. The Explicit Curriculum contains ten core competencies students should demonstrate upon graduation from BSW programs; each competency is operationalized by practice behaviors (see Appendix C).

This Agreement makes use of the competencies articulated in the 2008 EPAS by linking them to introductory-level competencies in four major-specific content areas:
1. Introduction to Social Welfare
2. Introduction to Social Work
3. Diversity
4. Human Behavior in the Social Environment

These four major-specific competency areas form some of the key building blocks at the introductory level of Social Work education. Students from associate degree-granting institutions are able to transfer in coursework that teaches these competencies due to their introductory nature. Knowledge and comprehension of introductory concepts are transferable from associate degree-granting institutions to bachelor degree-granting institutions where students then apply and integrate them.

Undergraduate Social Work programs define "beginning generalist social work practice" as practice that is grounded in a liberal arts foundation. For this reason, this Agreement specifies liberal arts coursework that students must complete prior to transferring into the parallel bachelor degree.

This Agreement specifies content in the form of competencies, not specific course titles that will transfer. This Agreement ensures associate degree students complete a minimum credit load that will allow them to transfer into BSW programs where major-specific coursework and fieldwork intensifies in the junior and senior years.

III.   Required Major-Specific Content and Introductory-Level Competencies
Under this Agreement, a fully-transferable associate degree must include coursework that ***includes all of the competencies from at least three (3) of the following four (4) Major-Specific Content areas:***
1. **Introduction to Social Welfare**
2. **Introduction to Social Work**
3. **Diversity**
4. **Human Behavior and the Social Environment**

This Agreement specifies content in the form of competencies not courses that will transfer into the parallel bachelor degree. The Major-Specific Content Areas are intended as *general headings*, not specific course offerings, and should not be interpreted as such.

  1. **Introduction to Social Welfare**
     Coursework in this area provides students with the historical development of the knowledge and values of the Social Work profession at the introductory level.

     Objectives (with corresponding EPAS competencies) are as follows:

(1) Demonstrate an understanding of the concept that the present social welfare system is a product of historical forces. (2.1.3, 2.1.8, 2.1.9).
(2) Demonstrate an understanding of the history of social work as a profession and identify its values associated with social issues and social policies (21.1, 2.1.2, 2.1.3, 2.1.8, 2.1.9).
(3) Identify key existing social problems, especially how they relate to vulnerable populations (2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10).
(4) Identify one's own attitudes toward social issues and demonstrate an understanding of how society has chosen to cope with social issues and problems (2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10).
(5) Identify key societal components and systems that have supported the systematic devaluation of and discrimination towards certain groups in our society (2.1.1, 2.1.3, 2.1.4, 2.1.5, 2.1.8, 2.1.9, 2.1.10).

2. **Introduction to Social Work**
Coursework in this area provides students with the knowledge and values of social work at the introductory level.

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

3. **Diversity**
Coursework in this area provides students with the knowledge and values of culturally-competent social work at the introductory-level, which promotes the strengths and well-being of diverse individuals, families, groups, organizations and communities.

Objectives (with corresponding EPAS competencies) are as follows:
(1) Identify the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4).
(2) Identify knowledge of the historical perspective of racial and ethnic groups in the United States (2.1.3, 2.1.4).
(3) Demonstrate a strengths-based biological/psychological/social/spiritual/cultural understanding of people of color and knowledge of how oppression affects individuals across the lifespan (2.1.4, 2.1.7, 2.1.10).
(4) By making use of multiple perspectives and resources, describe from a holistic view how racism impacts human behavior in the dynamic social environment (2.1.4, 2.1.7).
(5) Identify the social and economic impact of unequal access to resources (e.g. housing, education, health, welfare, justice) on racial and ethnic minority groups (2.1.1, 2.1.2, 2.1.5).

4. **Human Behavior and the Social Environment**
Coursework in this area at the introductory level is focused on lifespan development in a multicultural context, and the significance of intersections of people and their environments.

Objectives (with corresponding EPAS competencies) are as follows:

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

IV.   Required Coursework Outside the Discipline

Undergraduate Social Work programs define "beginning generalist social work practice" as practice that is grounded in a liberal arts foundation. Since major-specific coursework and fieldwork intensifies in the junior and senior years, Social Work majors need to complete a majority of their liberal arts coursework in the first 60 credits of their degree program.

Therefore, a student transferring under this agreement must successfully complete:
1. **All requirements associated with the Transfer Credit Framework as outlined below in Table 1: Required Framework Courses for Social Work Majors _AND_**
2. **Additional foundation-level coursework in English Composition, History and Political Science.**

As per the Statewide Articulation Agreement, 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.

1. **The Transfer Credit Framework**
   A student transferring under this agreement must successfully complete all requirements associated with the Transfer Credit Framework as outlined below in Table 1: Required Framework Courses for Social Work Majors.

   The Commonwealth's statewide college credit transfer system includes an advising tool called the "Transfer Credit Framework". The Framework allows students to seamlessly transfer 30 credits of foundation level coursework from one participating institution to another and have those credits count towards graduation. "Foundation level coursework" is defined as the type of coursework typically completed in the first and second year of *any* bachelor degree program.

   The Framework consists of six categories which include courses in English, public speaking, math, science, art, humanities, history, and the behavioral and social sciences. To fully benefit from the Framework, students are advised to select courses from all six categories as designated in the Transfer Credit Framework Policy noted in Appendix B.

Table 1: Required Framework Courses for Social Work Majors

With the assistance of an academic advisor students are required to select the following Framework courses as part of the transferable associate degree program.

Framework Category	Minimum/Maximum Credit Criteria by Framework Category*	Social Work Majors Are REQUIRED to Take…
Category 1	3-4 credits	1. English Composition
Category 2	3-4 credits	1. Public Speaking
Category 3	Min 3-4 credits; Max 6-8 credits	1. An approved College-level math course (*Elementary Statistics recommended*)
Category 4	Min 3-4 credits; Max 6-8 credits	1. An approved General Biology course with lab (*and focus on human/animal biology*) 2. One additional approved science course with a lab
Category 5	Min 3-4 credits; Max 6-8 credits	1. An approved General Psychology course 2. An approved Introduction to Sociology course
Category 6	Min 3-4 credits; Max 6-8 credits	1. An approved course in Philosophy (*Ethics recommended*) 2. An approved Literature course OR approved Foreign Language course

*Students are advised not to exceed the credit number indicated in each Framework Category. Credit requirements are presented as a range since actual credit number may vary by specific course and institution. Students should consult an academic advisor prior to enrolling in any Framework coursework.

2. **Additional Required Coursework**

In addition to the coursework identified in Table 1, a student transferring under this agreement also must successfully complete foundation-level coursework in English Composition, History and Political Science.

1) **English Composition**

Students must complete a course in English Composition that is *in addition to and at a higher level than* the approved English Composition course used to meet the Category 1 requirement in the Framework.

2) **History**

Students must complete an approved History course from Category 5 of the Framework. This requirement is in addition to the required Category 5 courses identified in Table 1. *U.S. History is recommended.*

3) **Political Science**

Students must complete an approved Political Science course from Category 5 of the Framework. This requirement is in addition to the required Category 5 courses identified in Table 1 and the History course. *American Government is recommended.*

Appendix A: Program-to-Program Articulation Model in Social Work

REQUIRED Major-Specific Content & Competencies	Notes

All of the competencies from _at least 3_ of the following Major-Specific Content areas:
   1. **Introduction to Social Welfare**
   2. **Introduction to Social Work**
   3. **Diversity**
   4. **Human Behavior and the Social Environment**
	A fully transferable associate degree must include coursework that covers the competencies in at least 3 of the content areas.
	
	The content objectives and corresponding EPAS competencies required for each area are outlined in Section III. Also see <u>Appendix C: CSWE Educational Policy and Accreditation Standards (2008).</u>

REQUIRED Coursework Outside the Discipline	Notes

The following requirements from with the Transfer Credit Framework:
• **Category 1 – English Composition**
• **Category 2 – Public Speaking**
• **Category 3 – An approved College-level math course (_Elementary Statistics recommended_)**
• **Category 4 –**
   ○ **An approved General Biology course w/ lab**
   ○ **One additional approved science course w/ lab**
• **Category 5 –**
   ○ **An approved General Psychology course**
   ○ **An approved Introduction to Sociology course**
• **Category 6 –**
   ○ **An approved course in Philosophy (_Ethics recommended_)**
   ○ **An approved Literature course <u>OR</u> approved Foreign Language course**
	See Table 1: Required Framework Courses for Social Work Majors in Section IV and Appendix B for more details.

Additional foundation-level coursework in:
   1) **English Composition**
   2) **History (_U.S. History recommended_)**
   3) **Political Science (_American Government recommended_)**
	1) Students must complete a course in English Composition _in addition to and at a higher level than_ the approved English Composition course used to meet the Category 1 requirement in the Framework.
	2) Students must complete an approved History course from Category 5 of the Framework.
	3) Students must complete an approved Political Science course from Category 5 of the Framework.
	
	See Section IV: Required Coursework Outside of the Discipline and Appendix B for more details.

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
				Human 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
					Introduction to Theatre

Appendix C: CSWE Educational Policy and Accreditation Standards (2008)

EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly.
- PB 1: Advocate for client access to the services of social work.
- PB 2: Practice personal self-reflection and self-correction to assure continued professional development.
- PB 3: Attend to professional roles and boundaries.
- PB 4: Demonstrate professional demeanor in behavior, appearance, and communication.
- PB 5: Engage in career-long learning.
- PB 6: Use supervision and consultation.

EP 2.1.2: Apply social work ethical principles to guide professional practice.
- PB 7: Recognize and manage personal values in a way that allows professional values to guide practice.
- PB 8: Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW Statement of Principles.
- PB 9: Tolerate ambiguity in resolving ethical conflicts.
- PB 10: Apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3: Apply critical thinking to inform and communicate professional judgments.
- PB 11: Demonstrate information literacy by distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom.
- PB 12: Analyze models of assessment, prevention, intervention, and evaluation.
- PB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4: Engage diversity and difference in practice.
- PB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB 17: View themselves as learners and engage with those with whom they work as informants.

EP 2.1.5: Advance human rights and social and economic justice.
- PB 18: Understand the forms and mechanisms of oppression and discrimination.
- PB 19: Advocate for human rights and social and economic justice.
- PB 20: Engage in practices that advance social and economic justice.

EP 2.1.6: Engage in research-informed practice and practice-informed research.
- PB 21: Use practice experience to inform scientific inquiry.
- PB 22: Use research evidence to inform practice.

EP 2.1.7: Apply knowledge of human behavior and the social environment.
- PB 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB 24: Critique and apply knowledge to understand person and environment.

EP 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- PB 25: Analyze, formulate, and advocate for policies that advance social well-being.
- PB 26: Collaborate with colleagues and clients for effective policy action.

EP 2.1.9:   Respond to contexts that shape practice.
- PB 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- PB 28: Provide leadership in promoting sustainable changes in service-delivery and practice to improve the quality of social services.

EP 2.1.10a-d: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
  EP 2.1.10a: Engagement
- PB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB 30: Use empathy and other interpersonal skills.
- PB 31: Develop a mutually-agreed upon focus of work.

  EP 2.1.10b: Assessment
- PB 32: Collect, organize, and interpret client data.
- PB 33: Assess client strengths and limitations.
- PB 34: Develop mutually-agreed upon intervention goals and objectives.
- PB 35: Select appropriate intervention strategies.

  EP 2.1.10c: Intervention
- PB 36: Initiate actions to achieve organizational goals.
- PB 37: Implement prevention interventions that enhance client capacities.
- PB 38: Help clients resolve problems.
- PB 39: Negotiate, mediate, and advocate for clients.
- PB 40: Facilitate transitions and endings.

  EP 2.1.10d: Evaluation
- PB 41: Critically analyze, monitor, and evaluate interventions

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.[2]

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.[3]

   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.

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[2] Adopted by TAOC and added to the agreement on April 11, 2012.
[3] Approved by TAOC and added to agreement on August 18, 2011.

      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.

      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.[4]

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.

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[4] 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.

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.