

### **3 TAOC Subcommittees**

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### 3.1 Overview

TAOC is able to create subcommittees as needed to carry out its legislative charge.

TAOC's standing subcommittees are as follows:

- TAOC Steering Committee
- Equivalency Standards Subcommittees
  - English Composition/Public Speaking Standards Subcommittee
  - Math and Natural Sciences Standards Subcommittee
  - Social and Behavioral Sciences Standards Subcommittee
  - Arts and Humanities Standards Subcommittee
- Dispute Resolution Subcommittee

Additional subcommittees may be identified and created according to the tasks and related needs of TAOC.

#### 3.1.1 Subcommittee Membership

Subcommittees are representative subsets of the greater TAOC. Therefore, each committee must be comprised, at minimum, of the following members:

- At least 3 community college representatives;
- At least 3 PASSHE university representatives; and
- Appropriate representation from an independent or state-related institution that has formally joined TAOC.

Each subcommittee is to have a chairperson and a recorder of meeting minutes.

#### 3.1.2 Role of Subcommittee Chairperson

The Deputy Secretary appoints the Chairs of the Subcommittees. Unless otherwise noted, Subcommittee Chairs serve a one-year term, and must be from an institution that is a full TAOC member for at least one year.

Subcommittee chairs are responsible for organizing the activities of the subcommittees and for insuring that subcommittee membership adheres to the established TAOC guidelines. Subcommittee chairs also work with PDE to insure that the institutions represented are geographically diverse.

Responsibilities include:

- Initiating subcommittee working and keeping the group on schedule and to task;
- Arranging subcommittee meetings, either in-person, via teleconference, by e-mail exchange, or by a combination of these methods;
- Keeping committee members aware of pending deadlines and making sure that course reviews are completed in a timely manner;
- Requesting additional course information from participating institutions, if needed to complete the course review; and,
- Assisting the subcommittee with tackling in depth issues and arriving at recommendations and decisions.

#### 3.1.3 Role of Subcommittee Recorder

Subcommittee recorders will be responsible for the following:

- Keeping a record of the work of the subcommittees, not necessarily "minutes" of meetings, but summaries of the issues addressed, areas of agreement, areas of disagreement and the nature of the disagreements;
- Striving to keep the conversations on topic;

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- Reminding people of areas that have already been agreed upon;
- Helping to keep the conversations focused; and,
- Serving as the memories of the subcommittees.

## **3.2 TAOC Steering Committee**

### **3.2.1 Overview**

The TAOC Steering Committee serves as a standing committee that works closely with PDE and the Deputy Secretary to set policy, resolve procedural issues and make recommendations to the larger combined TAOC.

### **3.2.2 Membership**

The Steering Committee is comprised of the following members:

1. Three TAOC members from the community colleges
2. The TAOC member representing the PA Commission for Community Colleges
3. Three TAOC members from the PASSHE universities
4. The TAOC member from PASSHE's Office of the Chancellor
5. One TAOC member from an institution that has elected to participate
6. The chair of TAOC
7. The Deputy Secretary for PDE's Office of Postsecondary and Higher Education

## **3.3 Dispute Resolution Committee**

Created by legislation, the Dispute Resolution Subcommittee (DRS) provides a mechanism for resolving institutional disputes that emerge in TAOC or subcommittee deliberations regarding, but not limited to,:

- course equivalency standards
- courses submitted to meet equivalency standards
- statewide program articulation agreements
- articulated associate degree programs
- parallel bachelor degree programs

If the institution involved in the dispute has made a sincere effort to resolve the dispute but has been unable to do so, the DRS will act in a mediation role, when asked by the institution to do so, in an attempt to reach an outcome satisfactory to all sides.

See Section 5 Dispute Resolution Committee for more detail.

## **3.4 Equivalency Standards Subcommittees**

TAOC's Equivalency Standards Subcommittees review courses against the approved TAOC standards and either approve or reject the courses for inclusion in the Transfer Credit Framework. The process is completed electronically and occurs during an "open" submission period each year.

There are currently four Equivalency Standards Subcommittees:

- English Composition/Public Speaking Standards Subcommittee
- Math and Natural Sciences Standards Subcommittee
- Social and Behavioral Sciences Standards Subcommittee
- Arts and Humanities Standards Subcommittee

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### **3.4.1 Responsibilities**

Equivalency Standards Subcommittees are charged with accomplishing the following:

- Developing and agreeing on a set of additional standards which to evaluate potential course equivalencies against agreed upon foundation courses in their disciplinary areas;
- Initially identifying a possible list of all first-year courses and course sequences for the disciplinary areas assigned to the specific subcommittee and submitting that list as early as possible to PDE and TAOC;
- Submitting equivalency standards to TAOC for approval; and
- Reviewing courses submitted by participating institutions to determine if the course meets the agreed-upon equivalency standards.

### **3.4.2 Membership**

Each participating IHE with a voting member on TAOC must have at least one representative on an Equivalency Standards Subcommittee.

TAOC representatives may select a subcommittee member, based on personal, academic and professional preference.

## **3.5 Program Articulation Committees (PACs)**

Program Articulation Committees (PACs) are responsible for developing statewide articulation agreements in fields of study identified by TAOC. Each PAC includes faculty and personnel from participating institutions with degree programs in the PAC's assigned field of study.

See Section 8.3 Program Articulation Committees for more detail.

## **3.6 Assessment Subcommittee**

24 P.S. Section 20-2004-C (c)(3) charges TAOC to "Develop an assessment/evaluation plan and identify appropriate information and collect appropriate data to ensure the effectiveness of Section 20-2002-C and make necessary revisions thereto over time."

TAOC will charge a representative subcommittee with recommending an assessment/evaluation plan that considers, at minimum, the effectiveness of the Transfer Credit Framework and statewide program-to-program articulation.

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## Appendix A: Equivalency Standards for English Composition (2007)

The equivalency standards address 1) comparability of content, 2) level of learning material indicative of academic work (sample texts), and 3) extent of writing experience (minimum number of words).

### English Composition I (3 credits)

**Prerequisites:** Placement as determined by institution's placement procedures or successful completion of prior developmental course

#### Elements Identified as Essential for Comparable Courses

English I should focus on:

- Critical thinking, reading and analytical skills
  - Reflective written response to college-level texts
  - Development of language/communication skills for future college, career and interpersonal success
- Development of significant ideas
  - Thesis or purpose
  - Logical organization
  - Unity and coherence
- Clear and precise prose
  - Standard English usage, correct punctuation, grammar and spelling
- Sense of audience and purpose
- Multi-paragraph essays
  - Variety of rhetorical patterns, emphasizing exposition and argumentation
  - Minimum 3,000 words per semester (Quality of writing is the focus, but it is important that students have adequate time on task.)
- Writing as recursive process of pre-writing, drafting, editing, and revision
- Introduction to information literacy – students should be able to judge the scholarly value of information and understand there are databases for scholarly research
- Introduction to plagiarism
  - Recognition and handling of quotation, summary, and paraphrase

#### Sample Texts

1. Buscemi, Santi V., and Charlotte Smith. *75 Readings: An Anthology*. 10<sup>th</sup> ed. Boston: McGraw-Hill, 2007.
2. Dornan, Edward A. *The Brief English Handbook*. 8<sup>th</sup> ed. New York: Pearson/Longman, 2007.
3. Dornan, Edward A., and J. Michael Finnegan, eds. *The Longwood Reader*, 6<sup>th</sup> ed. New York: Pearson/Longman, 2006.
4. *English Composition Cornerstones: Readings for Writers*. New York: McGraw Hill, Primus, 2006.
5. Faigley, Lester. *The Brief Penguin Handbook*. New York: Longman, 2003.
6. Flachmann, Kim, and Michael Flachmann. *The Prose Reader: Essays for*
7. *Thinking and Writing*. 7<sup>th</sup> ed. New Jersey: Prentice Hall, 2005.
8. George, Diana, and John Trimbur. *Reading Culture: Contexts for Critical Reading and Writing*. 3<sup>rd</sup> ed. Longman, 1999.
9. Hacker, Diane. *Rules for Writers*. 4th ed. New York: Bedford/St. Martin's, 2001.
10. Harris, Muriel. *Prentice Hall Reference Guide*. 6<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall/Pearson, 2005.
11. Hirshberg. *Past to Present*. New Jersey: Prentice Hall,
12. Keeley, Stuart M. *Asking the Right Questions: A Guide to Critical Thinking*. 8<sup>th</sup> ed. Upper Saddle, NJ: Pearson/Prentice Hall, 2007.

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13. Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 8th ed. New York: Bedford/St. Martin's, 2001.
14. Langan, John. *College Writing Skills*. 5<sup>th</sup> ed. New York: McGraw-Hill, 2000.
15. Langan, John, and Janet M. Goldstein. *English Brushup*. New York, NY: McGraw Hill, 2003.
16. Lunsford. *The Everyday Writer*. Bedford/St. Martin's
17. McWhorter, Kathleen. *Successful College Writing*. 2<sup>nd</sup> ed. Boston: Bedford/St. Martin's, 2003.
18. Nadell, Langan, and Comodromos. *The Longman Reader*. 7<sup>th</sup> ed.
19. Strunk, William, and E.B. White. *The Elements of Style*. 4<sup>th</sup> ed.: Allyn & Bacon, *The St. Martin's Guide to Writing*
20. Trimbur, John. *The Call to Write*. Brief 3<sup>rd</sup> ed. Boston: Allyn & Bacon/Pearson, 2004.
21. Troyka, Lynn Quitman, and Jerrold Nudelman. *Steps in Composition*. New York:
22. 7<sup>th</sup> ed. Prentice Hall, 1999.
23. Williams, Joseph, et al. *The Craft of Argument*. 2<sup>nd</sup>. Ed. New York: Longman, 2003. (Includes readings)

## **Appendix B: Equivalency Standards for Public Speaking (2007)**

Significant course overlap is necessary to deem courses equivalent for purposes of transferring. Significant course overlap must be determined by examining the courses based on the guidelines listed below. These guidelines must act as the basis for the professional judgment of the committee when determining course equivalencies.

### **Similar Course Prerequisites**

To be equivalent courses should have similar prerequisites.

### **Similar Course Goals or Learning Outcomes**

Courses should provide students with the same learning outcomes even if the contents are radically different. The following represents the kinds of outcomes that are appropriate for consideration of similarity in courses which focus on principles and techniques of effective public presentation. Students should be able to:

- Apply principles of research, organization and delivery to preparation and presentation of speeches;
- Analyze the audience and speaking context and adapt as appropriate;
- Apply principles of speech which promote accuracy, logic, and clarity;
- Give various types of speeches such as informational, persuasive, entertaining, special occasion;
- Deliver a minimum of three speeches;
- Understand and apply the ethical responsibility of the speaker to inform and influence;
- Apply techniques of critical listening; and,
- Conduct critical analysis and constructive criticism of content, strategies and delivery of speeches through written communication and/or discussion.

### **Similar Course Descriptions**

Course descriptions are important to review but they do not necessarily capture the degree to which two courses overlap.

### **Sample Required Texts**

1. Gregory, Hamilton. *Public Speaking for College and Career*. 7<sup>th</sup> ed. New York: McGraw-Hill College, 2005.
2. Lucas, Stephen E. *The Art of Public Speaking*. 9<sup>th</sup> ed. New York: McGraw-Hill, 2007.
3. Pfeiffer, William S. *Pocket Guide to Public Speaking*. Upper Saddle River, NJ: Prentice Hall, 2002.
4. Zarefsky, D. *Public Speaking : Strategies for success*. 4th ed. Boston: Allyn & Bacon, 2005.

## Appendix C: Equivalency Standards for Mathematics (2007)

The equivalency standards address 1) comparability of content, 2) level of learning material indicative of academic work (sample texts), and 3) extent of writing experience (minimum number of words).

Over the course of several meetings, the subcommittee of TAOC for the area of Natural Sciences and Mathematics has agreed to the following broad equivalency standards:

To be considered equivalent, significant course overlap is necessary and only through the examination of the courses within the guidelines listed below can the extent of the overlap between courses be determined. Following the standards accepted by the Humanities and Fine Arts subcommittee, we have drafted the four guidelines listed below. These guidelines must act as the basis for the professional judgment of the committee when determining course equivalencies.

### Similar Course Prerequisites

To be equivalent courses should have the prerequisites that are of a similar level and which may include assessment testing, completion of two years of high school algebra, or the completion of the appropriate developmental mathematics coursework.

### Similar Course Goals or Learning Outcomes

Courses should provide students with the same broad learning outcomes and performance indicators to provide the proficiency for advancement to the next level even if the content of the courses are different. The focus of the mathematics being taught must be distinct from what is being taught in a high school algebra course.

The following mathematical skills and concepts are introduced or make significant use of:

- Manipulation of mathematical expressions;
- Functions and their various forms of expression (algebra, graphic, numeric);
- Problem solving using mathematics – methods are applied to find solutions to real world problems;
- Quantitative literacy (provides a clear foundation experience from which student draws for subsequent coursework); and,
- Minimum of 5,000 words per semester (Quality of writing is the focus, but it is important that students have adequate time on task.).

### Comparable Course Level

A foundation-level course is most likely not equivalent to an advanced (300 – 400) level course regardless of similar names and course descriptions.

### Similar Course Descriptions & Syllabi

Course descriptions are important to review but they do not necessarily capture the degree to which two courses overlap. Examination of the course syllabi, including textbooks and other resources, can bring additional clarity.

### Chain equivalency—If A=B and B=C then A=C

Although chain equivalency is a useful concept for seeing similarity, there was concern that blindly following chain equivalency could lead to courses that were not significantly alike being viewed as such.



## Appendix D: Equivalency Standards for Natural Sciences (2007)

Over the course of several meetings, the subcommittee of TAOC for the area of Natural Sciences and Mathematics has agreed to the following broad equivalency standards:

To be considered equivalent, significant course overlap is necessary and only through the examination of the course within the guidelines listed below can the extent of the overlap between courses be determined. Following the standards accepted by the Humanities and Fine Arts subcommittee, we have drafted the four guidelines listed below. These guidelines must act as the basis for the professional judgment of the committee when determining course equivalencies.

### Similar Course Prerequisites

To be equivalent courses should have the similar prerequisites which may include assessment testing, completion of specific high school coursework, and whether or not the course is part of a prescribed sequence.

### Similar Course Goals or Learning Outcomes

Courses should provide students with the same broad learning outcomes and performance indicators to provide the proficiency for advancement to the next level even if the content of the courses are different.

The following are outcomes that are appropriate for consideration of similarity.

- Emphasizes the mastery of basic scientific principles and concepts;
- Addresses knowledge of scientific method;
- Includes coverage of the methods of scientific inquiry that characterize the particular discipline;
- Addresses the potential for uncertainty in the scientific inquiry;
- Illustrates the use of mathematics in scientific reasoning; and,
- Lab course includes laboratory and/or field sessions that provide hands on experiences and methodology in the discipline to further enhance learning of course outcomes.

### Comparable Course Level

A foundation-level course is most likely not equivalent to an advanced (300 – 400) level course regardless of similar names and course descriptions.

### Similar Course Descriptions and Syllabi

Course descriptions are important to review but they do not necessarily capture the degree to which two courses overlap. Examination of the course syllabi, including textbooks, laboratory manuals, and other resources, can help bring additional clarity.

### Chain equivalency—If A=B and B=C then A=C

Although chain equivalency is a useful concept for seeing similarity, there was concern that blindly following chain equivalency could lead to courses that were not significantly alike being viewed as such.

## **Appendix E: Equivalency Standards for Social and Behavioral Sciences (2007)**

Courses must be comparable in order to be transferable. Comparability shall be determined by evaluating each course according to the set of official standards, as adopted by the Transfer and Articulation Oversight Committee of the Pennsylvania Department of Education. The following guidelines provide the basis for subcommittee deliberations when determining course equivalencies:

### **Comparable Course Prerequisites**

Equivalent courses shall have similar prerequisites.

### **Comparable Course Objectives or Learning Outcomes**

Equivalent courses shall provide students with similar learning outcomes, although individual course content may differ significantly. The following objectives shall serve as guidelines for judging comparability.

- Students will be able to identify the major concepts that provide insight into the breadth of the discipline (e.g., anthropology, economics, geography, history, political science, psychology, and sociology) and its relationship other disciplines.
- Students will be able to demonstrate an awareness of how the discipline (e.g., anthropology, economics, geography, history, political science, psychology, and sociology) describes, analyzes, and explains human behavior.
- Students will be able to explain how people's experiences and perspectives are shaped by gender, ethnicity, culture, or other factors.
- Students will be able to demonstrate an awareness of the social, economic, political, and/or environmental interdependence of select countries and regions of the world.
- Students will be able to identify, explain, apply and evaluate the moral and ethical codes of a social science discipline (e.g., anthropology, economics, geography, history, political science, psychology, and sociology).

### **Catalog Descriptions**

Course descriptions may provide a starting point for evaluating course equivalencies; however, the official course syllabi (viz., syllabi approved by an institution-wide curriculum committee) would supply more detailed information (e.g., the course objectives and a topical outline).

## **Appendix F: Equivalency Standards for Humanities and Fine Arts (2007)**

Significant course overlap is necessary to deem courses equivalent for purposes of transferring. Significant course overlap must be determined by examining the courses based on five guidelines listed below in priority order with “I” being the most important and “V” the least important. These guidelines must act as the basis for the professional judgment of the committee when determining course equivalencies.

### **Similar Course Prerequisites**

To be equivalent courses should have the similar prerequisites.

### **Similar Course Goals or Learning Outcomes**

Courses should provide students with the same learning outcomes even if the contents are radically different. The following represents the kinds of outcomes that are appropriate for consideration of similarity.

- Students will be able to locate, analyze, synthesize and evaluate information and ideas from a humanistic perspective (Literature, Philosophy, Art History, History)
- Students will demonstrate an understanding of the creative process and be able to analyze and interpret creative works in literature and the fine arts (Literature, Philosophy, Art, Dance, Music Theatre)
- Students will develop skills which will enable them to value humanity's worth, dignity and contributions worldwide (World History, Philosophy and Modern Languages)
- Students will demonstrate understanding of our political, economic, and social heritage (US History, American Philosophy)

### **Comparable Course Level**

A 100-level course is most likely not equivalent to a 400-level course regardless of other similarities. The differences between a 200- and 300-level course may not be substantial.

### **Chain Equivalency—If A=B And B=C, Then A=C**

Although chain equivalency is a useful concept for seeing similarity, there was concern that blindly following chain equivalency could lead to courses that were not significantly alike being viewed as such.

### **Similar Course Descriptions**

Course descriptions are important to review but they do not necessarily capture the degree to which two courses overlap.