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**Pennsylvania Department of Education  
Transfer and Articulation Oversight Committee  
Governance, Policies and Procedures  
2008-2009**

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## **Introduction**

In July 2006, the Pennsylvania Department of Education (PDE) began implementation of Article XX-C of the Public School Code of 1949. Intended to create a seamless statewide transfer and articulation system, this legislation requires Pennsylvania's community colleges and the 14 universities in the Pennsylvania State System of Higher Education (PASSHE) to adopt mandatory equivalency standards for the purpose of creating up to 30 hours of foundation courses that can be easily transferred to any of the participating institutions. State-related universities must serve on the Transfer Articulation and Oversight Committee (TAOC) and report data annually to PDE.

Legislation provides for participation by all accredited institutions of higher education in Pennsylvania. All colleges and universities may choose to participate on a yearly basis. As a participating member, institutions agree to report data annually to PDE and to submit course to the course equivalency database.

This document outlines the duties, obligations, and responsibilities of the Pennsylvania Department of Education, the Transfer Articulation and Oversight Committee and the colleges and university participating in the initiative.

# **Transfer & Articulation Oversight Committee**

## **Responsibilities**

The Transfer and Articulation Oversight Committee (TAOC) is established per legislation and charged with the following responsibilities:

1. To establish a set of course equivalency standards;
2. To identify a minimum of 30 hours of foundation courses not including developmental or remedial courses or career, technical or applied courses, at each of the 14 PASSHE and 14 community college institutions that will be accepted for transfer at each of the institutions;
3. To resolve any conflict resulting from any of the above processes;
4. To work with PDE to develop a system for the reporting of transfer data; and
5. To work with PDE to develop an ePortal system that serves as a public entryway to data and information relevant to transfer and articulation that is operational.

## **Membership**

According to the legislation, TAOC must consist of the following representation:

1. One member from each of the 14 community colleges;
2. One member from each of the 14 PASSHE institutions;
3. A PASSHE system representative;
4. A representative from the PA Commission for Community Colleges;
5. A representative from each of the state-related universities, who shall serve as a nonvoting member but shall retain all other duties associated with membership on the committee. If the State-related institution elects to participate, the member representing the State-related institution shall be entitled to vote;
6. One member representing each independent institution of higher education that elects to participate; and;
7. A committee chair designated by the Secretary of Education.

Members shall be appointed to four-year terms. Terms of committee members shall be staggered.

Experience has taught us that consistent attendance is critical to the success of TAOC. Absences or substitutions can greatly impede the progress of the group. To insure that this does not happen, individual institutions are urged to designate one individual to attend meetings. When a designee must be sent, it is the responsibility of the institution—not PDE—to orient the individual with appropriate background materials.

## **TAOC Steering Committee**

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.

The Steering Committee is comprised of:

1. Three community college representatives;
2. Three PASSHE university representatives;
3. Two representatives from representing the Office of the Chancellor for PASSHE;
4. Director of the PA Commission for Community Colleges; and,
5. Three representatives from PDE, including the Deputy Secretary for Postsecondary Education.

## **Roles & Responsibilities of TAOC Member Institutions**

### **Public Institutions** (PA Community Colleges and State-owned Universities)

- Appoint a representative to serve as the institutional point person for TAOC and to attend TAOC meetings;
- Participate in the development and implementation of equivalency standards;
- Establish and maintain records and data detailing the credits transferred to and received from other public institutions;
- Make any reasonable changes and modifications to its foundation courses, including the strengthening of the courses to ensure equivalency of those credits among the public institutions of higher education;
- Agree to accept for transfer foundation courses determined to meet TAOC equivalency standards;
- Submit existing transfer and articulation agreements annually to PDE.
- Annually submit data via the Pennsylvania Information Management System (PIMS).

### **State-Related Universities**

- Appoint a representative to serve as the institutional point person for TAOC and to attend TAOC meetings;
- Submit existing transfer and articulation agreements annually to PDE;
- Annually submit data via the Pennsylvania Information Management System (PIMS).

### **Opt-In Institutions**

An Opt-in Institution is a state-related university or an independent, regionally-accredited not-for-profit higher education institution can decide to “opt in” to the transfer and articulation system.

- Appoint a representative to serve as the institutional point person for TAOC and to attend TAOC meetings;
- Participate in the development and implementation of equivalency standards;
- Establish and maintain records and data detailing the credits transferred to and received from other public institutions;
- Make any reasonable changes and modifications to its foundation courses, including the strengthening of the courses, to ensure equivalency of those credits among the public institutions;
- Agree to accept for transfer foundation courses determined to meet equivalency standards;
- Submit existing transfer and articulation agreements annually to PDE;

- Annually submit data via the Pennsylvania Information Management System (PIMS).

### **TAOC Representatives**

An Institutional Representative serving on TAOC has the following responsibilities:

- Serve as the institution's primary point of contact for all TAOC related issues;
- Attend TAOC meetings;
- Serve as a member of at least one TAOC subcommittee;
- Share comments from the home institution concerning the statewide transfer system and TAOC with TAOC and PDE;
- Communicate information from TAOC meetings with the appropriate members of the home institution;
- Complete required TAOC tasks;
- Submit the institution's courses for review by the Curriculum Standards Subcommittees, establish course equivalencies for TAOC approved courses and maintain course equivalencies in the statewide transfer databases (or identify another institution representative to complete this task) (See Course Approval Process on page 13);
- Submit an electronic version of the institution's course catalog annually (or identify another institution representative to complete this task);
- Create and regularly update the institution's transfer college profile on the ePortal (or identify another institution representative to complete this task);
- Submit electronic versions of the institution's current articulation agreements annually (or identify another institution representative to complete this task); and,
- Ensure appropriate transfer data is submitted to PDE via the Pennsylvania Information Management System (PIMS).

**Table 1. Requirements of TAOC Members**

<u>Duty</u>	<u>Timeframe</u>	<u>Community College</u>	<u>PASSHE Institution</u>	<u>State-Related Institution</u>	<u>Opt-In Institution</u>	<u>Independent or Private Institution</u>
<b>Attend TAOC Meetings</b>	As scheduled	Required	Required	Required	Required	Not permitted, unless participating institution
<b>Vote on course equivalency standards</b>	Occurs only when changes and new standards are proposed	Required	Required	Not permitted, unless participating institution	Required	Not permitted, unless participating institution
<b>Report transfer data</b>	Once a year	Required	Required	Required	Required	Not required, unless participating institution
<b>Participate on Subcommittees</b>	During annually scheduled timeframe for submitting and reviewing courses	Required	Required	Not permitted, unless participating institution	Required after one year of membership on TAOC	Not permitted, unless a participating institution for at least one year
<b>Participate on Dispute Resolution Subcommittee</b>	Members serve in accordance to a predetermined rotation schedule.	Required	Required	Not permitted, unless a participating institution for at least one year	Not permitted, unless a participating institution for at least one year	Not permitted, unless a participating institution for at least one year
<b>Submit transfer and articulation agreements to PDE</b>	Annually	Required	Required	Required	Required	Not required, unless participating institution
<b>Submit foundation courses for review</b>	During annually scheduled timeframe for submitting and reviewing courses	Required	Required	Not required, unless participating institution	Required	Not required, unless participating institution
<b>Accept for transfer foundation courses determined to meet TAOC equivalency standards</b>	During annually scheduled timeframe for submitting and reviewing courses	Required	Required	Not required, unless participating institution	Required	Not required, unless participating institution
<b>Maintain updated information on PA TRAC, the state's transfer ePortal</b>	As requested by PDE and/or TAOC or as needed to maintain accuracy	Required	Required	Not required, unless participating institution	Required	Not required, unless participating institution
<b>Maintain individual student-level database and submit data to PDE via PIMS</b>	To be determined	Required	Required	Required	Required	Not required, unless participating institution
<b>Establish an institutional Transfer Student Appeals Policy and submit to PDE</b>	Submit policy to PDE by January 30 of each year	Required	Required	Not required, unless participating institution	Required	Not required, unless participating institution

# Opt-In Process

## Overview

A state-related university or an independent, regionally-accredited higher education institution can decide to “opt in” to the transfer and articulation system being built by the Commonwealth of Pennsylvania. Once approved by PDE, Opt-in institutions become voting members of TAOC and are subject to all of the reporting requirements and equivalency processes required of any other TAOC member institution.

## Responsibilities

1. Institutions must agree to accept the course equivalency standards developed by the Transfer and Articulation Oversight Committee (TAOC);
2. Institutions must agree to submit foundation courses to be reviewed by the Subcommittees of TAOC;
3. Institutions must appoint representatives to serve on the TAOC Subcommittees;
4. Institutions must agree to accept the courses approved by the TAOC review process;
5. Institutions must agree to identify specific course equivalencies for TAOC approved courses; and,
6. Institutions must report annual transfer data.

## Rights & Privileges

1. Institutions become part of the statewide transfer and articulation system;
2. Institutions have access to all services provided by AcademyOne and contracted by the State;
3. Institutions are listed on the state’s transfer ePortal PA TRAC ([www.patrac.org](http://www.patrac.org)) that gives students, parents, and advisors direct access to transfer information, including articulation agreements, for all participating institutions as well link them directly to AcademyOne;
4. Institutions receive a discounted subscription rate from AcademyOne; and,
5. Institutions benefit from the State’s marketing and promotion of PA TRAC.

## Costs

The costs associated with the opt-in of state-related or independent institutions are those paid directly to AcademyOne, PDE’s selected software vendor, for the set-up, implementation and annual maintenance of electronic databases and online ePortal (PA TRAC). There is no specific fee paid to PDE for joining TAOC and the statewide transfer system.

AcademyOne offers a discounted subscription rate to participating state-related and private colleges and universities after they officially join TAOC. Contracts are negotiated directly between the institution and AcademyOne. PDE does not negotiate contracts on the institution’s behalf or have control over the cost of the agreement

For more information about AcademyOne and the products and services the company provides, please contact Karen Todd at AcademyOne at 610-436-5680 or [ktodd@academyone.com](mailto:ktodd@academyone.com).

## **Opt-In Process**

Institutions interested in becoming a participating member of Transfer and Articulation Oversight Committee (TAOC) should follow the steps below:

1. Institution expresses verbal or written interest in joining TAOC by contacting PDE:

**Transfer and Articulation Programs**  
**Office of Access Initiatives**  
**Pennsylvania Department of Education**  
**333 Market Street, 12th Floor**  
**Harrisburg, PA 17126**  
**Phone: 717-772-3643**  
**Fax: 717-772-3622**  
**Email: [ra-patrac@state.pa.us](mailto:ra-patrac@state.pa.us)**

PDE then provides additional information including an outline of the Transfer Credit Framework, a sample Interagency Agreement, and information on how to participate in the Pennsylvania Information Management System (PIMS).

2. Institution reviews information provided and contacts AcademyOne concerning a contract to participate in the ePortal and associated databases. AcademyOne explains financial obligations and requirements of the contract. AcademyOne may be reached by calling Karen Todd at 610-436-5680 or emailing her at [ktodd@academyone.com](mailto:ktodd@academyone.com).
3. Institution agrees to the required responsibilities and obligations. The institution's Provost/Vice President of Academic Affairs, or an equivalent institutional administrator, signs two copies of the Interagency Agreement and returns both copies to PDE.
4. Upon receipt of the Interagency Agreement, the Deputy Secretary of Post Secondary Education signs the agreements. PDE mails one copy of the agreement to the institution along with an acknowledgement letter and an outline of the implementation process. PDE files the other copy of the agreement with the Office of Access Initiatives.
5. AcademyOne continues to work with the Institution to finalize the contract and provide access to the ePortal and related databases. Institution signs vendor agreement; AcademyOne notifies PDE that agreement is final.
6. Institution provides AcademyOne with an extract of the college's current catalog of courses. AcademyOne will provide the institution with a template and formatting instructions for this submission.
7. Institution appoints representatives to serve on TAOC and to complete various tasks associated with membership. Institution completes TAOC Representation Form and returns to PDE:
  - a. *Representative, Transfer Articulation and Oversight Committee* – This person is responsible for representing the institution at TAOC meetings and serves as the primary point of contact for the institution.
  - b. *Representative, Course Equivalency Management Center (CEMC)* – This person is responsible for submitting an institution's courses for review by the TAOC

Curriculum Standards Subcommittees. Courses are submitted once a year via a web-based system. As institutions change course descriptions and new courses receive TAOC approval, the CEMC contact will be asked to establish equivalencies for his/her institution.

- c. *Representative, Transfer Profile on ePortal* – This person is responsible for creating and maintaining an institution’s transfer college profile on the ePortal. The college transfer profile is a marketing tool as well as an information site. Students are directed to profiles when searching for basic information about your college, admissions and transfer policies and contact information. This position requires some technical knowledge as information is submitted online through AcademyOne and must be updated regularly.

See Appendix I: TAOC Representation Form.

8. Institution schedules and attends training on the ePortal and CEMC with AcademyOne.
9. Institution submits foundation courses for review by the Curriculum Standards Subcommittees. Once equivalencies are established, courses are immediately included in the CEMC database and available for viewing by the ePortal user.
10. Institution electronically submits copies of all of the institution’s articulation agreements to PDE.
11. Institution establishes course equivalencies for TAOC approved courses from other participating institutions. As a participating member of TAOC, an institution may not reject an approved TAOC course for transfer. When transferring a TAOC approved course, an institution must take one of three actions:
  - Enter the current equivalency that the institution has for a given course into the system;
  - Create a new equivalency for the course and enter that course into the system; or
  - If there is no comparable course, use a "ghost" course to indicate that the course is accepted even though there is no matching course taught at the institution.

For more information about the Course Approval Process, see page 12.

12. Institution provides a written copy of the institution’s student transfer appeal process to PDE. If no such policy exists, the institution must develop one, provide it to PDE, and publish it for transfer students to access.
13. Institution submits the Interim Report of Credit Transfers to the PDE no later than Jan. 15 of each year. Please be advised that this deadline is subject to change.
14. Institution has until **November 15** of each year to notify PDE *in writing* as to whether the Institution intends to participate in TAOC during the following academic year. An “Academic Year” is defined as the fall, spring and summer semesters.

## Timeline

**Table 2: Opt-In Process Timeline**

<b>Date</b>	<b>Task</b>
November 15	<ul style="list-style-type: none"><li>➤ Sign and return Interagency Agreement to PDE</li><li>➤ Notify PDE <i>in writing</i> as to whether the Institution intends to participate in TAOC during the following academic year</li></ul>
January 1	<ul style="list-style-type: none"><li>➤ Deadline to submit current catalog to PDE and AcademyOne in electronic form (instructions to be provided by AcademyOne)</li><li>➤ Deadline to submit courses for approval by the Curriculum Standards Subcommittees via the Course Equivalency Management Center (CEMC)</li><li>➤ Deadline to submit articulation agreements electronically to PDE</li></ul>
January 30	<ul style="list-style-type: none"><li>➤ Deadline to submit updated Transfer Student Dispute Resolution Policy to PDE</li></ul>
March 1	<ul style="list-style-type: none"><li>➤ Deadline to create college profile on ePortal, PA TRAC</li></ul>
May 1	<ul style="list-style-type: none"><li>➤ Deadline to establish course equivalencies in CEMC for approved framework courses</li><li>➤ Deadline to provide a copy of the institution's student transfer appeal process to PDE</li></ul>

# Course Submission, Review & Approval Process

## Overview

Legislation required TAOC to complete the following tasks:

- develop course equivalency standards for foundation courses;
- determine equivalent courses for at least 30 hours of foundation courses; and
- agree to accept transfer foundation courses determined to meet these standards.

To accomplish these tasks, TAOC identified six common areas of foundation courses and collected lists of courses that fell into these categories from all of the participating institutions. Subcommittees then developed equivalency standards and a list of course titles for each foundation category. Once approved by TAOC, these efforts established what is referred to as the “Transfer Credit Framework”.

## Transfer Credit Framework

The Transfer Credit Framework is a range of credits in a variety of disciplinary categories/areas that transfer and count toward graduate requirements at any of the participating institutions. The Transfer Credit Framework affects students matriculated Fall 2008 and beyond. See Table 3: Transfer Credit Framework.

The Framework includes six categories of foundation courses that cover the areas of English Composition, Public Speaking, Mathematics, Natural Sciences (must have a lab), Social and Behavioral Sciences, and Arts and Humanities. The categories are numbered 1 thru 6 and do not include subheadings since courses are placed in the categories based on standards and not course titles or departments.

Students who successfully complete 30 credits from the approved Transfer Credit Framework may transfer to any of the participating colleges and universities and have those credits counted towards graduation. A reason for not applying an approved course towards graduation is based on external accreditation requirements not internal college/university requirements. The student is responsible for working with an advisor to select appropriate courses as they relate to the major.

### **Table 3: Transfer Credit Framework**

**Note: 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.**

<b>Category 1 (3-4 credits total)</b>	<b>Category 2 (3-4 credits total)</b>	<b>Category 3 (min. 3-4 credits; max. 6-8 credits)</b>	<b>Category 4 Must include lab (min. 3-4 credits; max. 6-8 credits)</b>	<b>Category 5 (min. 3-4 credits; max. 6-8 credits)</b>	<b>Category 6 (min. 3-4 credits; max. 6-8 credits)</b>
English Composition	Public Speaking	Foundations of Mathematics	General Chemistry I (majors & non-majors courses)	General Psychology	Introduction to Music
		College Algebra	General Chemistry II (majors & non-majors courses)	Introduction to Sociology	Introduction to Philosophy
		Elementary Statistics	General Biology I (majors & non-majors courses)	American National Government	Elementary Spanish I
		Precalculus	General Biology II (majors & non-majors courses)	Educational Psychology	Elementary Spanish II
		Calculus I	General Physics I (non-calculus)	History of Western Civilization II	Painting I
			General Physics II (non-calculus)	Principles of Macroeconomics	Elementary French I
			Anatomy & Physiology I	Principles of Microeconomics	Elementary French II
			Anatomy & Physiology II	U.S. History I	Drawing I
			Introduction to Astronomy	U.S. History II	Ethics
				History of Western Civilization I	Introduction to Art
				Contemporary Social Problems	German I
				Introduction to Anthropology	German II
					Introduction to Literature (may also known as Introduction to Poetry, Interpreting Literature, Reading Literature, Theses in Literature, Topics in Literature, Current Themes in Literature)
					Survey of American Literature
					Literature of the Western World
					World Literature
					American Literature
					Survey of English Literature
					Introduction to Theatre

## **Course Approval Process**

Once a year institutions are permitted to submit courses to the Curriculum Standards Subcommittees for review. The following information details this process:

1. Institutions select courses that they believe meet the standards and requirements of the framework and electronically submit them to the appropriate Curriculum Standards Subcommittee for review. Institutions submit the courses via the Course Equivalency Management Center (CEMC) located at [www.collegetransfer.net](http://www.collegetransfer.net).
2. Subcommittee members review the submitted courses against a set of established standards (See appendices A-G for details descriptions of the standards) and electronically cast a vote of either “Approved” or “Denied”. Courses are reviewed and votes are cast via CEMC. During this review process, subcommittee members may request additional information or ask for clarification from the submitting institution.
3. Once all subcommittee members cast their votes, the course is either approved or denied as a Framework course. A minimum 2/3 vote is required for a course to be approved.
4. Approved courses are immediately noted in CEMC and on the ePortal as meeting the framework standards. Denied courses remain in the system but do not carry the framework distinction.
5. Approved courses are then electronically sent via CEMC to each participating institution so that a direct course equivalency can be established. As a participating member of TAOC, an institution may not reject an approved TAOC course for transfer. When transferring a TAOC approved course, an institution must take one of three actions:
  - a. Enter the current equivalency that the institution has for a given course into the system;
  - b. Create a new equivalency for the course and enter that course into the system; or,
  - c. If there is no comparable course, use a "ghost" course to indicate that the course is accepted even though there is no matching course taught at the institution.

**Table 4: Course Approval Process Timeline**

<b>Date</b>	<b>Task</b>
<b>January 1</b>	<ul style="list-style-type: none"> <li>➤ Institutions submit courses via CEMC to Standards Subcommittees for review</li> <li>➤ Standards Subcommittees begin reviewing courses against established standards</li> </ul>
<b>January 30</b>	<ul style="list-style-type: none"> <li>➤ Deadline for institutions to submit courses to Standards Subcommittees</li> </ul>
<b>February 28</b>	<ul style="list-style-type: none"> <li>➤ Deadline for Standards Subcommittees to review proposed foundation courses</li> </ul>
<b>April 1</b>	<ul style="list-style-type: none"> <li>➤ Deadline for current participating institutions to submit course catalog extract electronically to AcademyOne</li> </ul>
<b>May 1</b>	<ul style="list-style-type: none"> <li>➤ Deadline for institutions to establish course equivalencies in CEMC for approved framework courses</li> </ul>

## **Course Catalog Extract**

Institutions are required to submit a course catalog extract electronically to AcademyOne by **April 1** of each year. (See Table 4: Course Approval Process Timeline.) By supplying this information, the information will be added to the ePortal course databases and be made accessible to users such as students, advisors and other institutional administrators. The more information that is provided, the easier it will be for other Institutions to evaluate. The TAOC representative may need to seek the assistance of the institutions Information Technology Department and/or Registrar or Records Office to complete this task.

The Course Catalog Extract can be a tab-delimited file, a spreadsheet or Access database containing all the institution's courses. If these options do not suit the data or are difficult to create, AcademyOne can work with an institution to find an option that does work. *Comma-delimited files are discouraged because of the content of the files.* If all the information requested by AcademyOne is not found in the same location (such as a Student Information System), AcademyOne can work with the institution to accept multiple files, provided the files are well-structured for parsing and importing to a database.

Below is a brief description of the types of files that are required:

1. **Course Extract** – This required file will optimally include all the required fields, and can be extracted from a database. It consists of information publicly available in a course catalog, as well as some information typically only available in a student information system. If course descriptions are not included in the database, an additional file is required containing them.
2. **Description Extract** – This file is only necessary if the course descriptions are not included in the Course Extract. An institution will need to determine where course descriptions are stored and provide a listing of the descriptions to AcademyOne.
3. **Prefix Abbreviation Explanation** – This file is a unique list of the Prefixes offered at the institution and what the abbreviation means. (i.e., MAT=Math, ENG=English, CEN=Computer Engineering).
4. **Default Values** – There are varying fields that must be filled in, but some institutions do not have values for these fields because the institution only enters exceptions into their database.
5. **Instructional Methods Mapping** – AcademyOne has a defined set of instructional methods. If an institution has a different set, it will need to be paired with AcademyOne's set. If there is no match, that fact may be declared and the value may be added to AcademyOne's set.
6. **Term List** – Some Institutions use Terms (Fall 2006 or 200601) instead of dates (9/2006) to describe when a course is offered. If Terms are used, an institution will need to list the Term and the start and end months of each Term.

Specific directions for submitting the Course Catalog Extract will be sent by email to the TAOC representative from PDE several months prior to the April 1 deadline.

# Dispute Resolution

## Overview

Created by legislation, the Dispute Resolution Subcommittee (DRS) provides an avenue for resolving institutional disputes that emerge in TAOC or subcommittee deliberations regarding the following:

- course equivalency standards, and
- courses submitted to meet equivalency standards.

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.

## Responsibilities

The DRS will conduct the following activities:

1. Hold meetings as the needed,
2. Submit a report to the full TAOC on the specific nature and resolution of disputes as they arise and are resolved, and
3. As necessary, bring to the floor of TAOC suggestions and a rationale for changes in the Purpose, Composition, or Operating Policies and Procedures of the Standards Subcommittees.

## Membership

The DRS is comprised of a subset of voting members of TAOC. The Secretary of Education or a designee shall serve as Chair. Membership shall consist of the following:

1. Three members of the TAOC representing the 14 Community Colleges.
2. Three members of TAOC representing the 14 PASSHE institutions.
3. One member representing the independent and state-related institutions of higher education that elects to participate in the TAOC.
4. Additional members may be added by the Chair of the Subcommittee.

The DRS may also include one member representing the PA Commission for Community Colleges and one member representing the PASSHE Office of the Chancellor.

Members serve a staggered three-year term with rotation by college so that each year one member of the community college sector and one member of the PASSHE sector shall be replaced. The member representing the participating independent institutions of higher education shall serve for three years. Additional members appointed by the chair will serve for a period of three years. If a member is not available to serve at anytime during the three year term, the member may assign an alternate representative from their institution or organization.

The rotation by sector is as follows:

- *Community Colleges:* Montgomery County Community College, Community College of Beaver County, Community College of Philadelphia, Community College of Allegheny County, Northampton Community College, Harrisburg Area Community College, Bucks County Community College, Reading Area Community College, Butler County

Community College, Pennsylvania Highlands Community College, Lehigh Carbon Community College, Luzerne County Community College, Delaware County Community College, Westmoreland County Community College

- *PASSHE*: West Chester University, Shippensburg University, Millersville University, Bloomsburg University, California University of Pennsylvania, Cheyney University, Clarion University, East Stroudsburg University, Edinboro University, Indiana University of Pennsylvania, Kutztown University, Lock Haven University, Mansfield University, Slippery Rock University
- *Independent and state-related institutions*: Lincoln University (By date that the participation agreement is signed), St. Francis University, Lackawanna College, Seton Hill University.

Initial terms of committee members:

- Montgomery County Community College and West Chester University will each serve one year terms, ending June 30, 2009. Community College of Allegheny County and Bloomsburg University will begin a three year term on July 1, 2009.
- Community College of Beaver County and Shippensburg University will each serve two year terms, ending June 30, 2010. Northampton Community College and California University of Pennsylvania will begin a three year term on July 1, 2010.
- Community College of Philadelphia and Millersville University will each serve three year terms, ending June 30, 2011. Harrisburg Area Community College and Cheyney University will begin a three year term on July 1, 2011.

### **Institutional Dispute Resolution Process**

A participating TAOC institution may request a resolution by the DRS to disputes that arise relating to the transfer and application of credits. Contentious issues may include the following:

- A TAOC Curriculum Standards Subcommittee denying a course for transfer as a foundations course;
- A TAOC Curriculum Standards Subcommittee denying a new course title for inclusion on the Transfer Credit Framework; or,
- A TAOC Curriculum Standards Subcommittee approving a course that another institution deems non-transferable.

The Institutional Dispute Resolution Process is as follows:

1. The institution submits documentation in writing to the DRS Chair and indicates the details as they relate to the following:
  - a. Specific transfer and application of credits;
  - b. The efforts that the college has made to resolve the dispute; and
  - c. The desired outcome of the dispute resolution.
2. Within ten (10) days of receiving the dispute, DRS will decide if it has jurisdiction over the dispute and how to proceed.

- a. If the issue presented is one of compliance, the DRS will notify the violating institution in writing of the issue and instruct the institution on the problem needs to be corrected to bring the institution back into compliance.
  - b. If the issue does not involve compliance, then the DRS will notify the disputing parties in writing as to the next course of action.
3. The DRS Chair notifies the Institution identified in the complaint and requests a response to the complaint within ten (10) business days.
4. The DRS Chair schedules a meeting of the Subcommittee within 30 days of receiving the response and sends the dispute specifics and the rebuttal response(s) for review prior to the meeting. Any DRS members identified in the dispute will excuse themselves for that particular case. An alternate TAOC representative may temporarily be appointed to the committee by the Chair so no less than three community college representatives, three PASSHE representatives, and one independent representative are present at the meeting.
5. The DRS Chair convenes the DRS for the purpose of investigating the complaint. When a single location for the meeting is prohibitive, the meeting may be conducted via teleconference. The institution identified in the dispute has a right to be present at the meeting.
6. The DRS will propose a resolution to this dispute by consensus within ten (10) days. If a consensus cannot be reached, the DRS Chair will have the responsibility of making the final determination of the resolution. Any determination made will be binding upon the parties.
7. The institution and TAOC Curriculum Standards Subcommittee will be notified in writing by PDE as to the final decision and must abide by the final decision.

### **Student Dispute Resolution Process**

In accordance with the established guidelines for the TAOC dispute resolution process, all participating TAOC colleges and universities must develop an appeals process for students who are dissatisfied with an institution's transfer of credit. This written process shall be publicly located and clearly stated on the institution's website and PA TRAC website, at minimum. Once a dispute resolution process is in place, a copy shall be forwarded to PDE, where it will be filed for reference. Participating institutions are asked to submit new and revised Transfer Student Appeals Policies to PDE no later than **January 30** of each year.

As part of the student dispute resolution process, all participating TAOC institutions are required to establish an institutional Transfer Appeals Committee. The purpose of this committee is to address appeals from students regarding the transfer of TAOC credits.

If a resolution can not be reached at the institutional level, the student may appeal the transfer decision to PDE's Office of Access Initiatives. PDE will then determine if the institution is in compliance with the state transfer policies and notify both the student and the institution in writing of the decision. The PDE decision is final.

The Transfer Student Dispute Resolution Process is as follows:

1. A transfer student follows the process outlined in the participating institution's Transfer Student Appeals Policy.
2. If the student is not satisfied with the outcome of the institutional process, s/he may request a final resolution from PDE.
3. To begin this process, the student must submit documentation to PDE that includes the decision of the institution's Transfer Appeals Committee and the details related to the specific course transfer issue. Information may be provided electronically or in paper form.
4. Within ten (10) days of receiving the dispute, PDE will decide if the Department has jurisdiction over the dispute. If not, the student will be notified in writing.
5. If PDE does have jurisdiction, it will render its decision in writing to the student and the institution within two weeks of receipt of the request. The findings and resolution by PDE are final.

# TAOC Subcommittees

## Overview

TAOC has 6 standing subcommittees:

- Steering Committee (Refer to Steering Committee page 5 )
- Dispute Resolution Subcommittee (Refer to Dispute Resolution on page 17)
- English Composition/Public Speaking Standards Subcommittee
- Math and Natural Sciences Standards Subcommittee
- Social and Behavioral Sciences Standards Subcommittee
- Arts and Humanities Standards Subcommittee

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

## Membership

Subcommittees consist of the following members:

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

Each subcommittee has a chair and a recorder of meeting minutes.

## Role of Subcommittee Chair

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 the following:

- 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.

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

## **Standards Subcommittees**

Standards Subcommittees review courses against the approved TAOC standards. The process is completely electronic and occurs during an “open” submission period each year.

## **Responsibilities**

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.

## **Membership**

Each TAOC Member Institution must have at least one representative on a Standards Subcommittee. TAOC representatives may select with subcommittee join, based on personal, academic and professional preference.

# **Pennsylvania Transfer & Articulation Center**

**[www.PATRAC.org](http://www.PATRAC.org)**

## **Overview**

The Pennsylvania Transfer and Articulation Center (PATRAC) was established to provide current and accurate information about course transferability and the college transfer process transfer students, administrators and advisors/faculty. PATRAC is updated frequently; additional information pertaining to course transferability among the 32 participating institutions is posted as it is made available. Located at [www.PATRAC.org](http://www.PATRAC.org), the purpose of the ePortal is to support the academic advising process, not replace it.

The site contains the following information:

- Transfer college profiles for the participating institutions;
- Information about the “Transfer Credit Framework”;
- Transfer course equivalencies;
- Searchable databases; and
- Transfer tips and checklists.

Questions concerning the content found on PA TRAC should be directed to the

Office of Access Initiatives  
Pennsylvania Department of Education  
333 Market Street, 12th Floor  
Harrisburg, PA 17126  
Phone: 717-783-9531  
Email: [RA-PATRAC@state.pa.us](mailto:RA-PATRAC@state.pa.us)

## **Site Updates & Maintenance**

PA TRAC is updated and maintained by PDE and the TAOC member institutions. Updates to content are made regularly based on user feedback and needs. Member institutions are responsible for the following:

1. Submitting course descriptions and related information;
2. Establishing course equivalencies with approved framework courses;
3. Maintaining an updated college profile; and
4. Posting additional information.

## **Technical Support**

The ePortal is technically supported by AcademyOne, a third party vendor contracted by PDE. PDE is fiscally responsible for the annual subscription to AcademyOne for the 28 mandated TAOC institutions (community colleges and PASSHE institutions.) State-related and private institutions that voluntarily join TAOC are required to pay their own subscriptions and annual maintenance agreements.

For technical assistance using the website, contact

Academy One, Inc.  
601 Willowbrook Lane  
West Chester, PA 19382  
Phone: 610-436-5680  
Email: [feedback@academyone.com](mailto:feedback@academyone.com)

# Transfer Data Reporting

## Overview

All participating institutions are required to participate in the Pennsylvania Information Management System (PIMS).

The Pennsylvania Information Management System (PIMS) is PDE's data warehouse that collects, stores and provides users with reporting and analysis tools. PIMS provides Pennsylvania with the unique ability to develop a more comprehensive understanding of college students and the factors that predict their attendance, performance and retention. PAMSecureID is the system that generates unique, consistent and random student identifiers for each student regardless of where they are enrolled in the Commonwealth. When submitted to PIMS, this identifier enables longitudinal analysis of transfer students.

PIMS will allow PDE to calculate indicators of transfer activity by institution such as:

- The number of students who have transferred to the institution of higher education by institution of origin within the last academic year;
- The total number of credits completed by transfer students at the institution of origin;
- The total number of credits from each institution of origin that transferred to the institution for each academic year;
- The total number of credits accepted toward general education, major and free elective requirements; and,
- The total number of credits rejected and the reason for rejection.

In addition to the information provided in PIMS, institutions will be asked to provide the following on an annual basis:

- An explanation of the credit transfer process at the institution; and,
- Any other information related to the credit transfer process as requested by the department including the application of transfer credits.

# Assessment

## Overview

Section 2004-C (c)(3) requires TAOC to “develop an assessment/evaluation plan and identify appropriate information and collect appropriate data to ensure the effectiveness of section 2002-C and make necessary revisions thereto over time.”

# Glossary of Terms

**AcademyOne:** AcademyOne is the software vendor selected to develop the course equivalency database for Pennsylvania and to develop a one-stop electronic portal for transfer students, advisors, faculty members, and administrators. For more information about AcademyOne, go to [www.AcademyOne.com](http://www.AcademyOne.com). For an example of their web-based transfer database, go to [www.collegetransfer.net](http://www.collegetransfer.net). The corporate address is 601 Willowbrook Lane, West Chester, PA 19382. Phone number is 610-436-5680. Fax number is 610-436-5685.

**Article XX-C:** Article XX-C of the Public School Code of 1949, also referenced as 24 P.S. §§ 20-2001-C -- 20-2007-C, can be found in section of House Bill 185 that created the Transfer Articulation and Oversight Committee and mandated the related transfer policies for the PA community colleges and state-owned universities.

**Course Equivalency Management Center (CEMC):** A function provided on the ePortal by AcademyOne that enables a streamlined workflow to propose, review, evaluate, and track course credit evaluation decisions. CEMC offers a virtual workspace to manage distributed steps of course credit applicability, articulation, storage and maintenance in one solution.

**Curriculum Standards Subcommittees:** Committees charged by TAOC to create standards for the 30-credit framework and to approve course equivalencies related to that framework for participating institutions.

**Data Reporting:** Legislation mandates that all 14 Pennsylvania State System of Higher Education (PASSHE) universities, the 14 state community colleges, and the four state-related universities must submit specific transfer data to PDE at least once a year. Private institutions only have this requirement if they opt to join TAOC for that academic year.

**Dispute Resolution Subcommittee (DRS):** Created by legislation, the DRS provides an avenue for resolution between a participating TAOC institution and a TAOC equivalency standards subcommittee concerning the evaluation and transfer of a course by TAOC.

**ePortal:** The ePortal is the public face of the statewide transfer system. This web-based system provides public access to course equivalencies, transfer information and college profiles.

**Equivalent courses:** Courses determined to have generally equivalent content and level as determined by the faculty of an institution of higher education consistent with the policy at each institution.

**Foundation courses:** Courses required to be completed by students that provide an academic foundation for the degree, general education or advanced study in a major.

**House Bill 185:** The legislative mandate that houses Article XX-C of the Public School Code of 1949, also referenced as 24 P.S. §§ 20-2001-C -- 20-2007-C. This house bill created the Transfer Articulation and Oversight Committee and mandated the related transfer policies for the PA community colleges and state-owned universities.

**Independent Institution:** An institution of higher education which is operated not-for-profit, located in and incorporated or chartered by the Commonwealth and entitled to confer degrees

as set forth in 24 Pa.C.S. § 6505 (relating to power to confer degrees) and to apply to itself the designation "college" or "university" as provided for by the standards and qualifications prescribed by the State Board of Education pursuant to 24 Pa.C.S. Ch. 65 (relating to private colleges, universities and seminaries).

**Interagency Opt-In Agreement:** The office agreement signed by a state-related or private institution that decides to voluntarily join TAOC and abide by all of its policies and procedures. The agreement must be signed by an Academic Office at the institution and the Deputy Secretary for Postsecondary and Higher Education.

**Interim Report:** An annual transfer data report submitted to the PDE by all the 14 Pennsylvania State System of Higher Education (PASSHE) universities, the 14 state community colleges, the four state-related universities and the participating “opt in” institutions.

**Office of Access Initiatives:** This office of PDE houses ACT 101, administers the Technical College Program grant, and oversees Transfer and Articulation and Community College initiatives as related to the Department of Education. OAI reports to the Deputy Secretary of Postsecondary and Higher Education.

**Opt-In:** A state-related or private institution that decides to voluntarily join TAOC and abide by all of its policies and procedures.

**Pennsylvania State System of Higher Education (PASSHE):** PASSHE is the governing body of the 14 state-owned universities in Pennsylvania.

**Public Institution:** A community college or an institution which is part of the State System of Higher Education pursuant to Article XX-A.

**State-Related Institution:** The Pennsylvania State University, the University of Pittsburgh, Temple University, Lincoln University and their branch campuses.

**Student Appeal Process:** Process by which students may appeal to PDE when dissatisfied with the way credits were evaluated by a participating institution.

**TAOC Steering Committee:** A subcommittee of TAOC, this group works closely with PDE to set policy, resolve issues and make recommendations to the larger combined Transfer and Articulation Oversight Committee. The committee meets as needed either in-person or via telephone when necessary to insure the smooth implementation of the legislation.

**Transfer Agreement Management Center (TAMC):** The Transfer Agreement Management Center (TAMC) enables academic departments and administrators to collect, revise and publish transfer agreements. TAMC offers a virtual workspace to codify present agreements while preparing and maintaining new agreements. This is database feature provided by AcademyOne.

**Transfer and Articulation Oversight Committee (TAOC):** The Transfer and Articulation Oversight Committee (TAOC) was established under section 24 P.S. §20-2004-C of Article XX-C of the Public School Code of 1949. The committee reports to the Pennsylvania Department of Education. TAOC is charged with establishing course equivalency standards;

identifying a minimum of 30 hours of foundation courses for transfer at each of the 14 PASSHE and 14 community college institutions; resolving any conflict resulting from any of the above processes; working with PDE to develop a system for reporting transfer data; and working with PDE to develop an ePortal system that serves as a public entryway to data and information relevant to transfer and articulation.

**Transfer Student:** A student who has taken 12 or more college-level credits over a two-year period. This term includes students transferring from both within and outside of the state.

## **Appendix**

## **Appendix A: Article XX-C of the Public School Code of 1949**

HOUSE BILL 185 P.N. 4517      PRIOR PRINTER'S NOS. 189, 1643, 2277,  
PRINTER'S NO. 4517, 3723, 4464, 3723, 4510

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE BILL  
No. 185 Session of 2005

### **ARTICLE XX-C TRANSFERS OF CREDITS BETWEEN INSTITUTIONS OF HIGHER EDUCATION**

#### **Section 2001-C. Definitions.**

The following words and phrases when used in this article shall have the meanings given to them in this section unless the context clearly indicates otherwise:

"Career, technical or applied courses." Courses usually offered as part of an associate degree curriculum designed to prepare students for entry level professions not for transfer to baccalaureate programs for advanced studies.

"Community college." An institution created pursuant to Article XIX-A or the act of August 24, 1963 (P.L.1132, No.484), known as the Community College Act of 1963.

"Degree objective courses." Courses required for completion of a major in a subject area.

"Department." The Department of Education of the Commonwealth.

"Developmental or remedial courses." Courses typically consisting of reading, writing and math designed to prepare students for college-level courses and that are not transferable.

"Equivalent courses." Courses determined to have generally equivalent content and level as determined by the faculty of an institution of higher education consistent with the policy at each institution.

"Foundation courses." Courses required to be completed by students that provide an academic foundation for the degree, general education or advanced study in a major.

"Independent institution of higher education." An institution of higher education which is operated not for profit, located in and incorporated or chartered by the Commonwealth and entitled to confer degrees as set forth in 24 Pa.C.S. § 6505 (relating to power to confer degrees) and to apply to itself the designation "college" or "university" as provided for by the standards and qualifications prescribed by the State Board of Education pursuant to 24 Pa.C.S. Ch. 65 (relating to private colleges, universities and seminaries).

"Public institution of higher education." A community college or an institution which is part of the State System of Higher Education pursuant to Article XX-A.

"State-related institution." The Pennsylvania State University, the University of Pittsburgh, Temple University, Lincoln University and their branch campuses.

"Transfer and Articulation Oversight Committee." The committee established under section 2004-C.

**Section 2002-C. Duties of public institutions of higher education.**

- (a) Completion.--Each public institution of higher education shall complete all of the following by June 30, 2008:
  - (1) Participate in the development and implementation of equivalency standards pursuant to section 2004-C(c)(1).
  - (2) Establish and maintain records and data detailing the credits transferred to and received from other public institutions of higher education as the department may prescribe.
  - (3) Make any reasonable changes and modifications to its foundation courses, including the strengthening of the courses, to ensure equivalency of those credits among the public institutions of higher education, as recommended by the Transfer and Articulation Oversight Committee.
  - (4) Agree to accept for transfer foundation courses determined to meet equivalency standards under section 2004-C(c)(2).
- (b) Reporting requirements.--A public institution of higher education shall submit to the department a series of interim reports outlining the actions that the public institution of higher education has undertaken or intends to undertake to comply with subsection (a), which shall be filed December 31, 2006, June 30, 2007, and December 31, 2007.

**Section 2003-C. Duties of public institutions of higher education and State-related institutions.**

- (a) Agreements.--Each public institution of higher education and State-related institution shall provide the Transfer and Articulation Oversight Committee with copies of all articulation agreements for inclusion in the electronic database or software program and portal provided for under section 2005-C(4), within 180 days of the effective date of this section.
- (b) Reporting requirements.--The following shall apply to reporting requirements:
  - (1) Each public institution of higher education and State-related institution shall submit to the department a series of interim reports that describe the status of the institution's articulation agreements, which shall include all of the following:
    - (i) The number of students who have transferred to the public institution of higher education or State-related institution by institution of origin within the last academic year or since submittal of the institution's last interim report required under this section.
    - (ii) The total number of credits completed by transfer students at the institution of origin.
    - (iii) The total number of credits from each institution of origin that transferred to the public institution of higher education or State-related institution for each academic year.
    - (iv) An explanation of the credit transfer process at the institution.

- (v) Any other information related to the credit transfer process as requested by the department including the usability of transfer credits.
- (2) Each public institution of higher education and State-related institution shall submit its first interim report required under this section 180 days after the effective date of this section.
- (3) Each public institution of higher education and State-related institution shall submit a subsequent report every two years from the date of the first interim report. This paragraph shall expire on July 1, 2012.

**Section 2004-C. Transfer and Articulation Oversight Committee.**

(a) Establishment and membership.--

- (1) In order to develop and implement equivalency standards as provided for in subsection (c)(1), there is hereby established within the department, the Transfer and Articulation Oversight Committee. The committee shall be comprised of the following members:
  - (i) The Secretary of Education or his designee, who shall serve as chair of the committee.
  - (ii) Members appointed by the secretary as follows:
    - (A) one member representing each of the community colleges and one member representing the Commission for Community Colleges;
    - (B) one member representing each institution of the State System of Higher Education and one member representing the Office of the Chancellor;
    - (C) one member representing each of the State- related institutions, who shall serve as a nonvoting member but shall retain all other duties associated with membership on the committee. If the State-related institution elects to participate under section 2006-C, the member representing the State-related institution shall be entitled to vote; and
    - (D) one member representing each independent institution of higher education that elects to participate under section 2006-C.
- (2) Members shall be appointed to four-year terms. Terms of committee members shall be staggered.

(b) Dispute resolution subcommittee.--

- (1) The chair of the committee shall appoint a dispute resolution subcommittee comprised of:
  - (i) three members appointed under subsection (a)(1)(ii)(A);
  - (ii) three members appointed under subsection (a)(1)(ii)(B); and
  - (iii) one member appointed under subsection (a)(1)(ii)(D).
- (2) The chair of the committee may add members to the dispute resolution subcommittee.
- (3) The dispute resolution subcommittee shall develop dispute resolution policies and procedures to be utilized when disputes arise relating to the transfer and application of credits under this article.

(c) Duties of Transfer and Articulation Oversight Committee.--The committee shall:

- (1) Within 180 days of the effective date of this section, develop, in consultation with faculty and personnel, equivalency standards for foundation courses and provide these standards to the department, the Education Committee of the Senate, the Education Committee of the House of Representatives, the Appropriations Committee of the Senate and the Appropriations Committee of the House of Representatives.
- (2) Within one year of the effective date of this section, determine equivalent courses for at least 30 hours of foundation courses, not including developmental or remedial courses or career, technical or applied courses, in consultation with faculty and personnel.
- (3) Develop an assessment/evaluation plan and identify appropriate information and collect appropriate data to ensure the effectiveness of section 2002-C and make necessary revisions thereto over time.
- (4) Review interim reports submitted to the department and, within 90 days of receipt of each report, recommend to the department action to be taken by the committee to enable the transfer of credits among public institutions of higher education and institutions that elect to participate under section 2006-C.
- (5) Submit an annual report to the General Assembly that details the progress made by the public institutions of higher education and institutions that elect to participate under section 2006-C in furtherance of enabling the transfer of credits between such institutions and which recommends further action to be taken.

**Section 2005-C. Duties of department.**

The department shall:

- (1) Convene a meeting, within 60 days of the effective date of this section, of the Transfer and Articulation Oversight Committee.
- (2) Request information and data from the public institutions of higher education and institutions that elect to participate under section 2006-C, so as to identify foundation courses offered at the institutions and any articulation agreements currently established between the institutions that include foundation courses.
- (3) Provide technical assistance to the public institutions of higher education and the institutions that elect to participate under section 2006-C.
- (4) Provide for an electronic database or software program and portal for the purpose of providing access to all of the following information on an Internet website:
  - (i) Articulation agreements entered into by public institutions of higher education and institutions that elect to participate under section 2006-C.
  - (ii) The annual report to the General Assembly as required by section 2004-C(c)(5).
  - (iii) At the request of a public institution of higher education or an institution that elects to participate under section 2006-C, any articulation agreements.

**Section 2006-C. Participation by independent institutions of higher education or State-related institution.**

An independent institution of higher education or a State-related institution may elect to participate through the adoption of equivalency standards as provided for in subsection 2004-C(c)(1) by its governing body.

**Section 2007-C. Applicability.**

Nothing in this article shall do any of the following:

- (1) Preclude any institution of higher education from establishing institution-to-institution articulation agreements.
- (2) Void articulation agreements that have been established prior to the effective date of this section.

## Appendix B: Equivalency Standards for English

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.
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 C: Equivalency Standards for Public Speaking

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 D: Equivalency Standards for Mathematics**

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 E: Equivalency Standards for Natural Sciences**

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 F: Social and Behavioral Sciences Standards**

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 G: Equivalency Standards for Humanities and Fine Arts**

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.

## Appendix H: Interagency Opt-In Agreement

### INTERAGENCY AGREEMENT

This Agreement (the “Agreement”) is made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, by and between the Pennsylvania Department of Education (“Department”) and \_\_\_\_\_, (hereinafter called the “Institution”).

#### Recitals

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 herein as the “Articulation Program”); and

WHEREAS, the Articulation Program requires community colleges and institutions that are part of the State System of Higher Education to participate in the Articulation Program; and

WHEREAS, the Articulation Program permits independent institutions of higher education and State-related institutions, as each is defined in Article XX-C, to elect to participate in the Articulation Program; and

WHEREAS, the Department and the Institution agree that this Agreement enumerates the responsibilities, obligations, rights and privileges of the Institution, which has elected to participate in the Articulation Program.

NOW, THEREFORE, the Department and the Institution enter into this Agreement intending to be legally bound and mutually agree as follows:

1. Notwithstanding this Agreement, State-related institutions must comply with provisions of Article XX-C that are specifically applicable to State-related institutions.
2. The Institution, which has elected to participate in the Articulation Program, agrees to comply with the following responsibilities and obligations:
  - a. Accept the course equivalency standards developed by the Transfer and Articulation Oversight Committee (“TAOC”);
  - b. Submit foundation courses to be reviewed by the subcommittees of the TAOC;
  - c. Appoint representatives to serve on the TAOC subcommittees;
  - d. Accept the courses approved by the TAOC review process;
  - e. Identify specific course equivalencies for TAOC approved courses;

- f. Report annual transfer data to the Department via the Pennsylvania Information Management System (PIMS);
- g. Notify the Department on or before November 15 of each year whether the Institution intends to participate in the Articulation Program during the next school year;
- h. Participate in the Articulation Program for the entire school year that the Institution agreed to participate; and
- i. Participate in all future TAOC requirements as pertaining to rules, policies and procedures that affect participating institutions.

3. The Department agrees that the following rights and privileges are afforded to the Institution, which elected to participate in the Articulation Program:

- a. To become part of the statewide transfer and articulation system;
- b. To have access to all services provided by AcademyOne;
- c. To be listed on the statewide one-stop shopping ePortal that will give students, parents, and advisors direct access to transfer information, including articulation agreements for all participating institutions, and link them directly to AcademyOne;
- d. To receive a discounted subscription rate from AcademyOne;
- e. To benefit from the State's marketing and promotion of the one-stop portal.

IN WITNESS WHEREOF, the parties have executed this Agreement:

\_\_\_\_\_  
 DEPUTY SECRETARY (DATE)  
 OFFICE OF POSTSECONDARY/HIGHER EDUCATION

\_\_\_\_\_  
 INSTITUTION (DATE)

Approved as to form and legality.

\_\_\_\_\_  
 OFFICE OF CHIEF COUNSEL (DATE)

\_\_\_\_\_  
 OFFICE OF GENERAL COUNSEL (DATE)

\_\_\_\_\_  
 OFFICE OF ATTORNEY GENERAL (DATE)

# Appendix I: TAOC Representation Form

## Transfer Articulation & Oversight Committee Representation Form

All participating members of TAOC are required to appoint representatives to attend meetings, serve on subcommittees, and complete required TAOC tasks. Please complete the form below and identify individuals who will be serving in the roles listed. PDE and/or AcademyOne will then contact these individuals directly with additional information.

**Institution** \_\_\_\_\_ **Date** \_\_\_\_\_

### Member, Transfer Articulation and Oversight Committee

This person is responsible for representing the institution at TAOC meetings and serves as the institution's primary point of contact for all TAOC related issues. Experience has taught us that consistent attendance is critical to the success of TAOC. Absences or substitutions can greatly impede the progress of the group. To insure that this does not happen, individual institutions are urged to designate **one** individual to attend meetings. When a designee must be sent, it is the responsibility of the institution—not PDE—to orient the individual with appropriate background materials.

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

### Representative, Course Equivalency Management Center (CEMC)

This person is responsible for submitting an institution's courses for review by the TAOC standards subcommittees and by participating institutions. Courses are submitted once a year via a web-based system. As institutions change course descriptions, the CEMC contact will be notified so that courses may be re-evaluated for transfer.

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

### Point of Contact, Transfer Articulation Management Center (TAMC)

This person is responsible for....

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

### Point of Contact, College Transfer Profile

This person is responsible for creating and maintaining your institution's transfer college profile on the ePortal. The college transfer profile is a marketing tool as well as an information site. Students are directed to profiles when searching for basic information about your college, admissions and transfer policies and contact information. This position requires some technical knowledge as information is submitted online through AcademyOne and must be updated regularly. For an example of a college transfer profile, go to [www.collegetransfer.net](http://www.collegetransfer.net).

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

**Point of Contact, Institutional Program Search**

This person is responsible for....

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

**Point of Contact, Equivalency Synchronizer**

This person is responsible for....

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

**Once complete, please submit to  
Office of Access Initiatives  
c/o TAOC  
Pennsylvania Department of Education  
333 Market Street, 12th Floor  
Harrisburg, PA 1712**