

# **DRAFT** **Statewide Program-to-Program Articulation Agreement for**

## **MUSIC**

In Pennsylvania, Statewide Program-to-Program Articulation is intended to provide students with a seamless pathway from an Associate of Arts (AA) or Associate of Science (AS) degree into a bachelor degree in a similar field of study without loss of academic progress.

A committee of faculty and personnel from the colleges and universities that participate in the Commonwealth's college credit transfer system has developed the attached **DRAFT** articulation agreement and are asking members of the participating institutions to assist them by providing feedback by **November 18, 2011**.

The committee will then take these comments under advisement before submitting the agreement to the Pennsylvania Department of Education's Transfer and Articulation Oversight Committee (TAOC) for consideration and final vote.

### **SUBMITTING COMMENTS**

Comments **must** be submitted using the [comment form](#)<sup>1</sup> available on the [Pennsylvania Transfer and Articulation Center](#)<sup>2</sup> (PA TRAC) website located at [www.PAcollege-transfer.com](http://www.PAcollege-transfer.com).

Prior to reviewing the draft agreement and submitting feedback, it is recommended individuals review the [purpose and process of statewide articulation in Pennsylvania](#)<sup>3</sup> on the [PA TRAC website](#).

### **DEADLINE**

Comments will be accepted starting **Monday, October 31, 2011**, and ending at **11:59 PM on Friday, November 18, 2011**.

### **QUESTIONS?**

Questions concerning this **DRAFT** articulation agreement should be submitted to the committee through the [comment form](#).

Questions concerning Pennsylvania's statewide articulation process and college credit transfer system should be emailed directly to the Pennsylvania Department of Education's Office of Postsecondary and Higher Education at Pennsylvania at [ra-patrac@state.pde.us](mailto:ra-patrac@state.pde.us).

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<sup>1</sup> Draft Articulation Comment Form: <http://www.pacollege-transfer.com/PATRAC/tabid/340/Default.aspx>

<sup>2</sup> Pennsylvania Transfer and Articulation Center: <http://www.pacollege-transfer.com/>

<sup>3</sup> Pennsylvania Statewide Articulation Process:  
<http://www.pacollege-transfer.com/Administrators/StatewideProgramtoProgramProcess/tabid/1967/Default.aspx>

**Draft**  
**PENNSYLVANIA STATEWIDE**  
**PROGRAM-TO-PROGRAM ARTICULATION AGREEMENT IN**  
**MUSIC**

In accordance with Act 50 of 2009, this Agreement ensures that a student who successfully completes an Associate of Arts (AA) or Associate of Science (AS) degree at an institution participating in the Commonwealth's statewide college credit transfer system can transfer the full degree into a parallel bachelor degree program in Music at another participating college or university.

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

- The associate degree includes all of the required major competencies identified in this Agreement.
- The associate degree includes at least 30 credits of Major-Specific Content

See Appendix A: Major Requirements for Program-to-Program Articulation in Music.

Students meeting these criteria will be considered by participating bachelor degree granting institutions to have received adequate preparation for transfer with junior standing into a parallel bachelor degree in Music and to be eligible to enter advanced coursework in the field of study.

**OVERVIEW**

National accreditation is a voluntary, non-governmental process that includes an external review of a school's ability to provide quality programs. It is helpful in many aspects, from ensuring that students are learning relevant material to allowing a school access to funding. Accreditation reviews include self-evaluations, peer-reviews, committee-reviews, and the development of in-depth strategic plans. They also include reviews of a school's mission, faculty qualifications, and curricula.

The National Association of Schools of Music has been designated by the United States Department of Education as the agency responsible for the accreditation throughout the United States of free-standing institutions, and units offering music and music-related programs (both degree- and non-degree granting), including those offered via distance education. The Association has also been recognized by the Council on Higher Education Accreditation and is a member of the Association of Specialized and Professional Accreditors. The NASM Accreditation Standards were first adopted in 1924. NASM provides colleges and universities with a set of common standards for developing undergraduate and graduate-level degree programs in Music. The NASM Accreditation Standards are used as the basis to evaluate an institution's mission, operations, faculty qualifications and contributions, programs, address the special needs of the profession, and other critical areas. The standards are continually revised to ensure quality and continuous improvement in music education. The NASM Handbook clearly articulates the standards for the Music Major Transfer program in section VI.B.:

**Section VI**

**B. Standards for the Music Major Transfer Program**

**1. Curricular Purpose.** Institutions offering the music major transfer program shall maintain curricular requirements equivalent to the first two years of a four-year baccalaureate program. In this regard, the following shall serve as standards for community/junior colleges. Institutions offering programs intended to transfer to a professional baccalaureate degree must use the *Common Body of Knowledge and Skills* under Section VIII.B. and the appropriate major under Section IX. as guidelines.

**2. Basic Musicianship**

a. Basic musicianship is developed in studies that prepare the student to function in a variety of musical roles, both primary and supportive. All music major transfer programs shall therefore provide the following throughout the two-year period:

- (1) Programs for developing skills and basic understanding of musical properties such as rhythm, melody, harmony, timbre, texture, and form. Schools that offer specialized professional programs must ensure that students have opportunities to develop a comprehensive grasp of the interrelationships of these elements as they form a basis for listening, composing, and performing.

(2) Repeated opportunities for enacting in a variety of ways roles such as listener, performer, composer, and scholar, and by responding to, interpreting, and creating, analyzing, and evaluating music.

(3) A repertory for study that includes various cultures and historical periods.

b. The competencies suggested by these components might be developed in traditional courses such as sight-singing, ear-training, harmony, keyboard harmony, composition, or music literature, or in studies combining concepts and skills in varying degrees of integration.

### **3. Performance**

a. Students shall be required to study performance privately or in classes throughout the two-year period. The studies are intended to develop the highest level of performance on the major instrument and also to develop keyboard competencies. Essential experiences and goals are the following:

(1) The development of technical skills adequate to meet the needs of artistic self-expression.

(2) Performance of a cross-section of music from the various styles represented in the complete repertory of the particular performance medium.

(3) The ability to read at sight.

(4) Growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular ensemble experiences.

b. Students shall be required to participate in at least one chamber or large ensemble each semester throughout the two-year period.

**4. Basic Analysis.** Students shall be provided opportunities to develop basic analytical knowledge and skills including an understanding of music in both its cultural and historical contexts. This may be achieved in a multidisciplinary setting or in courses with a music emphasis. Students should be able to place compositions into historical and stylistic perspective.

**(Note: This section not applicable for this articulation agreement) 5. Music Education.** Students expecting to transfer to baccalaureate degree programs in music education shall be provided opportunities to gain background understanding and skills that support upper-division completion of competencies with instruments and the voice essential to the teaching specialization (see Section IX.). Normally, two-year institutions offer at least one introductory course in music education.

**6. General Studies.** The liberal arts component of a student's program shall be selected according to the requirements of each state for the specific colleges to which students will transfer, taking into consideration the NASM guidelines and recommendations for general studies listed under the standards for the various baccalaureate degrees in music.

In the NASM Handbook reference above to Section VIII.B which is the Common Body of Knowledge and Skills further defines competencies as:

### **VIII. B. Common Body of Knowledge and Skills**

**1. Performance.** Students must acquire:

a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.

b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.

c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.

d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.

e. Keyboard competency.

f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

Normally, performance study and ensemble experience continue throughout the baccalaureate program.

**2. Musicianship Skills and Analysis.** Students must acquire:

a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.

- b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- c. The ability to place music in historical, cultural, and stylistic contexts.

**3. Composition/Improvisation.** Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in nontraditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

**4. History and Repertory.** Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Section III.L.).

**5. Synthesis.** While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Many bachelor-degree granting institutions in Pennsylvania's college credit transfer system have NASM accredited programs. Therefore, the following Agreement has been designed to provide students with the foundation-level knowledge in the field of study while also respecting the accreditation standards of the bachelor degree programs offered at many of the colleges and universities where the students will transfer. Unlike most other disciplines music competencies are all a constant attrition of knowledge and skill and oftentimes cannot be slotted into a distinct three credit course components; therefore the following competencies are an overview of what one would expect in music. The four year institutions, in their audition process, will evaluate and grant appropriate classes to reach the 30 credit Major-Specific demonstrated by the student.

## **REQUIRED MAJOR-SPECIFIC CONTENT**

An associate degree transferable under this Agreement must include at least 30 credits of Major-Specific coursework that incorporates all of the competencies identified in the following three broad content areas.

### **1. Basic Musicianship**

Students who complete work in this area will be able to:

1. Identify and write in Treble, Bass, and Common C (alto, tenor) clefs
2. Discriminate among various types of meter (duple, triple, quadruple; simple vs. compound; asymmetric), metrical manipulations (hemiola, syncopation, polymeter, etc.) and rhythmic notation
3. Analyze major and minor modes
4. Create and understand basic chord structures
5. Analyze and construct diatonic and chromatic harmonies using techniques of Roman Numeral harmonic analysis, figured bass, and related symbolic nomenclatures
6. Identify and write cadences, phrases, and periods
7. Identify, analyze, and construct secondary dominants, primary, secondary, and double mixture, Neapolitan chords, augmented sixth chords, modes, non-diatonic scales (pentatonic, octatonic, and whole tone), and serial tone rows
8. Write harmonic progressions demonstrating correct voice-leading using standard elements of chromatic harmony including mixture, Neapolitans, Augmented Sixth chords, and enharmonic pivot chords.
9. Identify compositional techniques used by composers of both the late nineteenth and early twentieth centuries
10. Create and write original musical material
11. Sing any diatonic or chromatic interval ascending or descending
12. Aurally detect errors in pitch and rhythm
13. Sight-sing melodies accurately and take musical dictation by applying compatible solfege methodologies
14. Perform complex rhythms including irregular tuplets and changing meters

15. Sing and play from notation in the following areas: 1. Diatonic and chromatic melodies in all keys, incorporating both conjunct and increasingly disjunct motion
16. Identify pitch intervals by ear
17. Identify major, minor, augmented, and diminished triads in root position and all inversions, all primary and secondary
18. Identify major and all forms of minor scales ( Natural, Harmonic, and Melodic)
19. Sight-sing accurately and take musical dictation with regard to melodies and harmonies involving secondary dominants, modal mixture, Neapolitan, augmented sixth chords, modes, and non-diatonic scales (pentatonic, octatonic, and whole tone)
20. Written and played four- and eight -measure harmonic progressions including the notation of soprano and bass lines, with harmonic analysis. Notation of inner parts will be required. Proficiency will include harmonic progressions using all triad inversions and positions, all seventh chords
21. Piano Technique: All major scales: two octaves, hands together, parallel motion, at MM = 80, two notes per beat. Traditional scale fingerings are to be used.
22. Piano Technique: All harmonic minor scales: two octaves, hands together, parallel motion, at MM = 80, two notes per beat. Traditional scale fingerings are to be used.
23. Piano Technique: Chord inversion exercises: of all major and minor triads, hands together, at MM = 40-60 per chord. Root position dominant seventh chords in alternation-hand, over-under four-octave arpeggios, at MM = 80, two notes per beat. (Playing two-hand inversions of the dominant seventh chords is optional.
24. Perform blocked chord and two-hand accompaniment style cadences in all major keys and white key minors on the piano
25. Perform Transposition on the piano: Of vocal tunes having printed chordal accompaniments. Selections are to be transposed to any key within the interval of a major second, up or down.
26. Harmonization: Accompany several familiar folk tunes using the "Two-Hand Cadence" style. For each tune, provide and appropriate stylistic and metric introduction that places the melody in the right hand and uses the "Left-Hand Cadence" style for the accompaniment. Transpose each tune to one or more of the major keys
27. Score Reading: Introduction to the reading of multiple clef vocal and instrumental scores, including lines written in the C clef or for a transposing instrument. In class, both lines may be played by one student or shared by two, as a duet. At the exam, each student will perform one prepared two-line example and one sight-read single-line example, written in a C clef or for a transposing instrument.
28. Sight Reading: Examples appropriate to the student's level, with a minimum requirement of simple polyphonic, two-hand piano music
29. Perform solo piano works, printed accompaniments (instrumental and vocal). All selections should be appropriate to the skill level of the individual student.

## **2. Performance**

Students who complete work in this area will be able to:

1. Demonstrate artistic self-expression with advanced technical skills.
2. Identify and perform a cross-section of music from the various styles represented in the complete repertory of their particular performance medium.
3. Perform music at sight.
4. Participate in chamber or large ensembles and demonstrate artistry, technical skills, collaborative competence, and knowledge of repertory in ensemble experiences.

## **3. Analysis**

Students who complete work in this area will be able to:

1. Analyze theoretically the forms, styles, genres, and compositional techniques of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern Periods.
2. Identify the respective composers, instruments, musical styles, genres, and forms of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern Eras.
3. Listen and/or review an unfamiliar piece of music, place it into its historical context, hypothesize as to the given work's composer and country of origin, through acquired familiarity with musical elements unique to each period along with relevant world history background.
4. Discuss and defend aesthetic judgments about new and unfamiliar music from various historic periods.
5. Communicate ideas and opinions concerning the relationships between music, the other arts, and subjects outside the arts, clearly and concisely in both verbal and written form.
6. Identify and describe the cultural forces that affect the composition, performance, and reception of music.

7. Identify and describe the main directions in American popular music and jazz, including styles, important musicians, and cultural contexts.
8. Write a research paper in music history that demonstrates the ability to construct and support a thesis as well as to use proper bibliographic methods, including selecting and documenting scholarly sources.
9. Identify and describe historical performance practices, indicating how they may differ from contemporary practices and how they might inform interpretation.

See Appendix A: Major Requirements for Program-to-Program Articulation in Music.

In addition, an associate degree transferable under this Agreement must include 30 credits of General Education coursework that incorporates all of the competencies identified in the Transfer Credit Framework. See Appendix B: Transfer Credit Framework.

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## **Appendix A: Major Requirements for Program-to-Program Articulation in Music**

This articulation agreement defines a total of 30 credits of Major-Specific and Major-Related Content areas. In accordance to institutional policy, two-year institutions determine the remaining credits needed to award the associate degree.

<b>REQUIRED Major-Specific Content Areas</b>	<b>TRANSFER CRITERIA</b>
<b>Basic Musicianship – 12- 15 credits</b>	Transfer Students will meet the 30 credit Major-Specific Content Areas with different kinds of course work experiences. Four year institutions will evaluate and grant 30 credits of major specific levels of accomplishment within the ranges indicated in the three content areas listed in the left hand column.
<b>Performance – 6- 12 credits</b>	
<b>Analysis – 3 - 9 credits</b>	

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## Appendix B: 30-Credit Transfer Framework

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

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



**ADDENDUM**  
**GENERAL STATEWIDE PROGRAM-TO-PROGRAM**  
**ARTICULATION in PENNSYLVANIA**

WHEREAS, the General Assembly of the Commonwealth of Pennsylvania enacted Act 114 of 2006, which added to the Public School Code of 1949, Article XX-C entitled “Transfers of Credits Between Institutions of Higher Education” (referred to in this Agreement as the “Statewide Transfer System”);

WHEREAS, Act 114 of 2006 requires all community colleges in Pennsylvania and Pennsylvania State System of Higher Education (PASSHE) universities to participate in the Statewide Transfer System;

WHEREAS, Act 114 of 2006 permits independent and state-related institutions of higher education in Pennsylvania, as each is defined in Article XX-C, to elect to participate in the Statewide Transfer System;

WHEREAS, the General Assembly of the Commonwealth of Pennsylvania enacted Act 50 of 2009, which requires institutions participating in the Statewide Transfer System to accept the transfer of Associate of Arts and Associate Science degrees into parallel baccalaureate programs and recognize all competencies attained within the associate degree program;

WHEREAS, Act 50 of 2009 defines an Associate of Arts (AA) or Associate of Science (AS) degree containing a minimum of 60 college-level credits and designed primarily for transfer to a baccalaureate institution;

WHEREAS, Act 50 of 2009 requires the Transfer Articulation Oversight Committee (TAOC), as established in section 2004-C of the Public School Code of 1949, to identify Associate of Arts and Associate of Science degree programs for transfer with full junior standing into parallel baccalaureate degrees annually; and,

WHEREAS, Act 50 of 2009 requires members of the Transfer Articulation Oversight Committee established in section 2004-C of the Public School Code of 1949, to identify modifications that may be required in existing associate or baccalaureate degrees to satisfy external accreditation or licensure requirement;

All Institutions participating in the Statewide Transfer System enter into this Articulation Agreement and mutually agree as follows:

1. The statewide program-to-program articulation agreement ensures that students who complete an AA or AS degree from a participating institution will have their coursework and credits transfer into a parallel baccalaureate program with full junior standing and without the need for course-by-course equivalency.
2. Students are subject to the admissions and transfer credit policies of the participating institutions. The admissions and transfer credit policies for all of the institutions participating in Pennsylvania’s college credit transfer system can be found at [www.PAcollegetransfer.com](http://www.PAcollegetransfer.com).
3. The AA or AS degree must include a minimum of 60 college-level credits designed and acceptable for transfer, not including developmental or remedial courses or career, technical or applied courses.
4. The transfer of coursework with a grade less than a C (2.0 on a 4.0 scale) in the AA or AS will be consistent with the policies of native students at the participating college or university.
5. Students and institutional personnel will be able to find out which institutions offer articulated programs by accessing a searchable database located at [www.PAcollegetransfer.com](http://www.PAcollegetransfer.com). PDE will maintain this database through program information provided to TAOC by the individual participating institutions.

**6. Responsibilities of Associate Degree Institutions**

- a. The AA or AS degree leading to a parallel bachelor degree will include the minimum number of credits and competencies of major-specific coursework as defined by the Agreement.
- b. The AA or AS degree will meet the minimum requirements of the Commonwealth's Transfer Credit Framework ("Framework"), as defined by the Statewide Transfer System.
- c. Any remaining AA or AS degree requirements will be accepted from arts and sciences electives designed and acceptable for transfer, not including developmental, remedial, career, technical or applied courses.
- d. By awarding the AA or AS, the Associate Degree Institution is validating that the student has met the competency requirements outlined in the Agreement.

**7. Responsibilities of Bachelor Degree Institutions**

- a. The Bachelor Degree Institution will recognize all competencies attained within the AA or AS degree and accept a transfer student who has earned the associate degree with full junior standing into a parallel baccalaureate degree program.
- b. All decisions made with respect to the transfer process shall be based on the principle of equivalence of expectations and requirements for native and transfer students.
- c. A transfer student's admission into the parallel baccalaureate degree will be subject to the Bachelor Degree Institution's specific requirements for admission to that major and be consistent with such requirements for native students.

**8. Agreement Revision and Assessment**

- a. Once a statewide program-to-program articulation agreement has been approved by TAOC, no amendments to the agreement can be offered by any party within the initial six (6) months of the agreement. After that time, a TAOC member with a proposed amendment to an approved agreement should submit the change to PDE.

Amendments that are offered as clarifying or technical but do not alter the substantive portions or intent of the agreement must be forwarded to TAOC. TAOC representatives will have at least thirty (30) days to review, comment and approve or deny the proposed amendments.

Amendments that seek to alter the substantive nature or intent of the agreement in any part must be forwarded to the appropriate PAC for review and consideration. The PAC will then make a recommendation to the TAOC, and TAOC shall approve or deny the proposed amendments.<sup>4</sup>

- b. PDE and TAOC will exercise responsibility for monitoring the effectiveness of the Agreement and its implementation.
- c. PDE shall collect data annually from the participating institutions that will enable the Department and TAOC to assess the effectiveness of the implementation of the Agreement in fostering a seamless transfer process and the academic success of transfer students at the senior institutions.

**9. Transfer Appeal Process**

- a. In accordance with Pennsylvania's Statewide Transfer System, each Bachelor Degree Institution shall have a procedure through which a transfer student can appeal a decision that he/she believes is not consistent with this Agreement.
- b. The Transfer Appeal Process shall be published, at minimum, in the institution's catalog and posted to the Commonwealth's official website of the Statewide Transfer System, [www.PAcollgetransfer.com](http://www.PAcollgetransfer.com).

**10. Institutional Resolution of Disputes**

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<sup>4</sup> Approved by TAOC and added to agreement on August 18, 2011.

- a. In the event that an Associate Degree Institution considers the decision of a Bachelor Degree Institution to be inconsistent with this Agreement, the Associate Degree Institution shall consult directly with the Bachelor Degree Institution and attempt to resolve the matter.
- b. If the institutions are unable to resolve the issue, the Associate Degree Institution may submit their concern to PDE for consideration by the TAOC Dispute Resolution Committee. The Dispute Resolution Subcommittee will act according to the policies and procedures developed by TAOC as part of the Statewide Transfer System. The determination made by the Dispute Resolution Subcommittee will be binding upon the parties.

11. **Implementation Date and Applicability**

Having fulfilled the requirements outlined in the Program-to-Program Articulation Agreement, students transferring with an AA or AS degree from a participating institution will be considered by the receiving baccalaureate degree institution to have received adequate preparation in the field of study at the foundation level and therefore eligible to transfer as a junior into advanced major coursework.

Participating institutions will enact the Agreement in accordance to the timeline outlined by the TAOC, but no later Fall 2013.<sup>5</sup>

Continuation of the agreement remains in effect until such time as all cooperating institutions of the Statewide Transfer System formally approve any revisions.

### **GLOSSARY OF TERMS**

**Articulation:** The aligning of curriculum between institutions of higher education to ensure the efficient and effective movement of students among those institutions.

**Associate of Arts (AA) and Associate of Science (AS) Degree:** A degree consisting of at least 60 college-level credits and designed for transfer into a baccalaureate degree program.

**Foundation Coursework:** Courses at a level of comprehension usually associated with freshman and sophomore students and typically offered during the first half of a baccalaureate degree program. Such coursework typically does not have course prerequisites.

**Native Student:** A student who entered a given college or university without first matriculating at another college.

**Parallel Baccalaureate Degree:** A bachelor degree program in a comparable field of study and with similar foundation-level major-specific competencies as an associate degree program.

**Receiving Institution:** The college or university where a transfer student plans to enroll and to apply previously earned credit toward a degree program.

**Transfer Credit:** The credit granted by a college or university for college-level courses or other academic work completed at another institution.

**Transfer Student:** A student who enters a participating college or university after earning college-level credit at another college or university.

**Transfer:** The process by which a student moves from one postsecondary institution to another. Also refers to the mechanics of credit, course and curriculum exchange between institutions.

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<sup>5</sup> Agreements approved by TAOC prior to August 31, 2011 must be implemented by the institutions by Fall 2012. Agreements approved by TAOC after August 31, 2011 but before May 1, 2012 must be implemented by the institutions by Fall 2013.

**Advanced Coursework:** Courses with advanced depth of content knowledge in the field of study and carry the expectation of more complex competencies identified in the expected student learning outcomes is referred to as advanced coursework. These courses often have prerequisites and are usually beyond the “Introduction to…” or “Foundation of…” level.