

## **Proposed Statewide Program-to-Program Articulation Agreement –**

### **PSYCHOLOGY**

#### **Comments Solicited via PA TRAC Website from 9/9/10 – 9/29/10**

**Jim Meek, Administrator, Lock Haven University, 9/14/2010**

I am concerned about possible ambiguity of the word "or" in the following statement: "This agreement ensures that a student . . . can transfer 60 credits into a parallel Bachelor of Arts or Bachelor of Science degree program in Psychology at a participating public four-year college."

Lock Haven University currently requires that students in its BS program receive grades of B- or better in several courses covered by the agreement; students in the BA program simply need to pass these courses. The agreement, however, requires students to have only a minimum grade of C, enough for the LHU BA, but not the BS. It is unclear whether the agreement means that students may transfer C-graded credits into LHU's BS or only into the BA.

When the agreement states that students can transfer into a BA "or" BS program, does that mean that students can transfer credits into at least one of the university's baccalaureate programs or into either program (student's choice)? Put another way, does the agreement promise that students can transfer all credits into a baccalaureate psychology program or into any baccalaureate psychology program at a public university?

This decision does not directly affect me. I am simply concerned that the documents be clear -- both to students and schools.

Overall, this is an impressive piece of work for which the participants should be commended. Thanks.

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**David Bailey, Faculty, Community College of Allegheny County, 9/14/2010**

Upon review of the document for psychology, I find it sound and have nothing to add or critiques

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**Tara Mitchell, Faculty, Lock Haven University, 9/16/2010**

The agreement requires 6 - 9 hours of research design and analysis, which appears to include both statistics and research methods. However, the Transfer Framework suggests/recommends College Algebra or higher for Category 3. How will students get the required statistics knowledge if they can take College Algebra for Category 3?

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**Emily Wagner, Staff, Kutztown University of Pennsylvania, 9/21/2010**

In reviewing the proposed articulation agreement in psychology, I noticed that in the second paragraph, it states, "at a participating public four-year college". Since there are some private colleges in TAOC who will adhere to these agreements, I would propose eliminating "public" from the verbiage.

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**Diane Edmond, Faculty, Harrisburg Area Community College-HACC, 9/21/2010**

I am in agreement of the current proposal.

My only concern is that it places students in a situation where they must complete an associates at the community college level before they are able to utilize this same equivalency. For example, I understand that students often have difficulty transferring a 200 level course at a community college to the 300 level equivalency at a 4-yr college but under this proposal a student that completed the associates would be able to do so but the student who completed many course at the community college but not a full associates would not be given the same option.

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**Donald Bowers, Faculty, Community College of Philadelphia, 9/21/2010**

Our new psychology curriculum at the Community College of Philadelphia meets all of Pa. State transfer requirements. We believe that the model that TAOC used, that was based on the APA guidelines, is an excellent one and we support it. The faculty do have a few concerns about the relationship between our program and the state requirements. The general issue we face is that, as a community college, we have limited resources and only a limited number of Psychology majors. Therefore, we are not able to offer a large number of specialized courses because the courses would get sufficient enrollment. In addition, four year colleges have often preferred that transfer students take their advanced classes at the four year college.

Here is a list of our concerns.

1. Our new Psychology program meets the basic psychology requirements, but we believe that there should be flexibility in what courses are included in the area of Research and Design and Analysis. The Community College of Philadelphia, like most community colleges, does not have an experimental psychology class. What we have developed instead, is our Psychology 110, Introduction to Applied Psychology: Principles of Behavior in everyday life. This course gives students research experience doing real world descriptive research such as surveys. Students develop research questions and then design and run surveys. They then analyze the data collected and present it to the college. This has been an excellent research experience for students.

TAOC asks for a statistics class that uses SPSS. We are currently planning to use a Math statistics class. That is a good course, but does not use SPSS.

2. We can easily meet all the Gen. Ed requirements. The state is more specific than we are. The state asks for a Biology lab course. We have required a science laboratory class and recommend Biology. TAOC recommends that you take an ethics class. We did not include that course, but it is a good idea. We are incorporating discussion of ethical issues into our Psychology classes. We could consider adding Philosophy 211, Ethical Problems to the program.

3. Major Content Categories. While do not have a learning and cognition class or a biological psychology class, we do easily meet the State requirement for courses in two of four major categories. The department is also designing a new Learning and Cognition course for the education curriculum. That course could be added to the psychology program. It would be a good additional elective choice for the curriculum.

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**Anne Dailey, Faculty, Community College of Allegheny County, 9/27/2010**

This is an excellent start. My only problem is with the research methods. At CCAC, that content is in a statistics course taught by the Math Department and PSY290 Research Methods and Applications taught by the Psychology Department. I believe that adding the statistics to an already full course in research methods will reduce the amount of time for the research methods component.

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**Wilma Starr, Faculty, Bucks County Community College, 9/28/2010**

Re the APA model, we would like to comment on the "Research Design and Analysis" (6-9 credits) section: 1) non-parametric w/ordinal data is discussed briefly in our PSYC 215: Psychological Statistics course but students do NOT calculate any statistics in that category; 2) In our PSYC 270: Experimental Psychology course, our College does NOT have an IRB; thereby, our students limit data collection to the students in the course. The instructor approves their research design to make sure they are doing the most innocuous research possible and then students get experience running live participants by using the class as participants. As a result, our students do NOT meet the "knowledge of and experience with writing research proposals." Without an IRB, there is no necessity of writing a formal research proposal. The instructor for the course is a full-time faculty member who has been discussing with our Institutional Research department about the IRB so, possibly, in the near future our students will be able to conduct data on "live" participants. With the exception of these two concerns, we believe our Liberal Arts: Psychology Pre-Professional Emphasis meets the competencies listed. Our second psychology major, Liberal Arts: Interpersonal Emphasis, does NOT require our students to take PSYC 215 nor PSYC 270.

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**Susan Boland, Faculty, Lock Haven University, 9/28/2010**

The minimum grade requirement of a C fits the requirements of our BA in psychology degree, but is lower than the minimum grade requirement in some courses in our BS psychology degree.

Will we be meeting the requirements of the articulation agreement if we accept a students' credits in the BA program, but not into the BS program if the grades are below our BS minimum requirements? The student could still pursue the BS, but would be required to retake classes to meet the higher grade requirements.

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**Allison Barash, Faculty, Community College of Allegheny County, 9/28/2010**

I don't agree with the requirements for Research Methods. Statistics should be taught by the math department and there is too much heavy content for a three credit course.

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**Maria Breiner, Adjunct Instructor, Montgomery County Community College-Central Campus, 9/28/2010**

I have been teaching PSY 101 for about 3 years, which amounts to approximately 8 sections. I agree that it is necessary to arrive at some standards for what should be taught in PSY 101 and mastered by the PSY 101 student. I have always included the understanding of research in my curriculum. I also include information on clinical research in my PSY 215 (Abnormal Psychology) course. I have always been interested in adding a laboratory component to my PSY 101 courses. My undergraduate institution made psychology a "lab science." This method was effective in helping students to understand that psychology

is, in fact, a science. The hands-on approach was very valuable in teaching application of theory to "real life." And, of course, was effective in mastering the "scientific method." Unfortunately, my college does not have the facilities or the overall scheduling structure, in terms of time allotted for class, etc., to implement this. I know some colleges have a PSY 101 I and PSY 101 II, to make up for time/scheduling issues. Perhaps some of these ideas could be implemented if research methods become an important part of criteria for transferring credits. I am in favor of these ideas - and I would be happy to include them in my gen psych and higher level courses.

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**BARBARA RADIGAN, FACULTY, Community College of Allegheny County, 9/28/2010**

I have followed the work that has been done and feel that you have done a good job in mirroring the guidelines of the APA in the selection of appropriate undergraduate courses.

At CCAC we have several offerings at the Developmental Level:  
Child, Developmental, Adulthood and Aging, Adolescence, and Death and Dying.

Individual Processes can be addressed with our Social Psychology and Personality Processes.

General Survey of Psychology is covered with our Introduction to Psychology course.

Cognitive Development was offered here and then pulled when the state four-year schools on our Advisory Board recommended we leave this course for their schools. They actually felt that we were overstepping our bounds and cutting into their course offerings. It has been off the schedule here for 3 - 4 years but can be reinstated without too much trouble.

We offer Research and Development but if we are to include the content you are suggesting it will need to be addressed and changes made at our Curriculum Committee. There is some dissent in the department about this. Some faculty don't agree that this can be taught as one 3 credit course to undergraduates at this level.

Statistics seems to have a history here. I certainly believe that we can take another look at offering the course in the Behavioral Science Department. What is offered in our Math Dept course would not really be an alternative here. To date I don't believe we have had a faculty member comfortable with the Statistics course. I am and willing to make a case for it if need be.

Overall the plan looks like something that CCAC will be able to agree on. (with some changes to be made at our end). I would though like to hear what the other community colleges are doing about the statistics/research issue.

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**Robin Musselman, Associate Professor, Lehigh Carbon Community College, 9/29/2010**

I think overall that the program looks great and seems to emulate the APA model. I would question College Algebra as the required math. I would prefer to see Probability and Statistics required. What is the highest level of math required for the BA/BS? That would then point to the appropriate math at the AA/AS level - just seems to me that a good stats course will serve Psychology majors well.

Well done! Thanks for all this hard work.

**Janis Wilson Seeley, Faculty, Luzerne County Community College, 9/29/2010**

The criteria appear to be sound and appropriate from a community college perspective.

Re: Research Design and Analysis. Would a basic stat course which meets the competencies offered by the math department be accepted or would the stats course need to be from the Social Sciences department? Since it is a program to program articulation, my assumption is that as long as the competencies are met it would not matter in which department the course is offered.

In anticipation of the future and since LCCC currently has an AS in Social Science not in Psy, I wonder if the research competencies would also be included in a Sociology degree. This would increase demand at the Community College for the research Design and analysis courses.

**Helena Tuleya-Payne, Faculty, Millersville University of Pennsylvania, 9/29/2010**

The following represents the views of faculty from the Department of Psychology at Millersville University concerning the Pilot Program-to-Program Articulation Project in Psychology-Initial Proposal.

Our understanding was that that the articulation agreement would focus on what is included in the first paragraph of the document, i.e., "Competencies within the discipline of Psychology and Competencies outside of the Major that students should experience within the first two years."

What seems to dominate, however, is a suggested psychology organizational structure for all PASSHE institutions and other opt-in schools which may or may not align with a department's current curriculum. It is also unclear how the proposed curriculum leads to an articulation process.

An imposed structure such as indicated in the proposal's "Overall Structure of Psychology Major for PA PASSHE and "Opt-In Institutions and Community Colleges" that would be replicated by all PASSHE schools would seem to violate the shared governance which underlies our work as faculty. The curriculum in our department was developed by our faculty and approved through the curricular process here at Millersville.

Our student outcomes are informed by our department and university mission as well as outside standards such as the APA Guidelines for the University Major . We continually assess our student learning outcomes to determine if we are meeting out department goals for students as well as the mission of the university. Variances from one PASSHE psychology department to another reflect individual department objectives and university mission and, in our view, broaden the learning opportunity choices for students. We argue that the individuality of the PASSHE psychology programs should be maintained.

We have related concerns about the section of the proposal entitled "Foundation Courses outside of the Major in Psychology." These recommendations would greatly expand upon our "Required Related" areas and would even seem to go beyond our overall Gen Ed requirements and those of the PASSHE system. As with our psychology course offerings, we monitor our required related courses and modify as necessary. Our current structure of degree specific and general education requirements allows curriculum flexibility such as adding a minor.

We strongly suggest that a proposal be developed that focuses on the competencies needed in the first two years of study rather than a re-vamping of a psychology major at a PASSHE school or opt-in institution. One strategy would be to look at the kinds of coursework required by the opt-in schools in the freshman and sophomore years and discuss the extent that the community colleges provide those curricular experiences. Upon request, we submitted a checklist of courses that our majors take in their freshman, sophomore, junior, and senior years. (An attachment with the checklist accompanies these

comments.) It is probable that a checklist was submitted by all of the PASSHE psychology departments. Examination of the first two years' coursework would be helpful in determining what those early learning experiences should be.

A related area of discussion could be whether there are areas where opt-in schools are finding that students from the community college lack the foundational skills so as to continue in the opt-in curriculum. If, for example, a research class is a pre-requisite for a course taken typically in the junior year in opt-in schools, it would be helpful to have a pre-requisite course or courses as part of the psychology Associate degree program. It appears that most community colleges do have such research courses but not all.

We fully support dialogue that would facilitate the entry of Pennsylvania's community college students into the PASSHE schools and other opt-in institutions. In fact, we have had very fruitful discussions and agreements with the faculty at Harrisburg Area Community College concerning the research and statistics series. We strongly believe, however, that focus should be on identifying the competencies covered in the Associates degree rather than restructuring the psychology major at the opt-in institutions.

Submitted by,  
Helena Tuleya-Payne, D.Ed.  
Chair, Department of Psychology  
Millersville University

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**Helena Tuleya-Payne, Faculty, Millersville University of Pennsylvania, 9/29/2010**

In our earlier response, we reported that the Psychology Department course checklist would be included. Please see the following:

**Millersville University Psychology Major Guidelines**

The following is a listing of courses and their recommended sequence. Students and their advisors should use this form along with Major Sequence and Degree Requirement sheet, the Four Year Program of Study sheets, and other relevant materials in planning a degree completion schedule. Students should be mindful of any course pre-requisite or restriction when planning a schedule.

Freshman Year First Semester PSYC 100; Required Related Courses: PHIL 100, BIOL 100. Second Semester Developmental Course (i.e., PSYC 227, 228, 229); Required Related Courses: MATH 100, 101 or 130, Sociology

Sophomore year First Semester PSYC 211; PSYC Elective(s) : Choose from following: PSYC 227, 228, 229, 234, 256, 311, 319, 329, 335, 337, 346, 356. Second Semester PSYC 212; PSYC Elective(s): Choose from courses listed above.

Junior year First Semester Advanced Lab: PSYC 314, 315, or 316; PSYC Elective(s): Choose from courses listed above and/or PSYC 317, 318, 403, 415, 427, 447, 454, 462. Second Semester PSYC Elective(s): PSYC 417, Choose from electives listed above.

Senior year First Semester PSYC Elective(s) or Advanced Lab: Choose from courses listed above and/or PSYC 495, 496, 498. Second Semester: PSYC Elective(s): Choose from electives listed above and/or PSYC 495, 496, 498.

Advising Notes PSYC 211, PSYC 212, and the Advanced Lab courses (PSYC 314, 315 or 316) must be taken consecutively and students must satisfy the minimum grade requirement to move to the next course in the sequence (C-).

Students may take more than one Advanced Lab course depending on their advising plans as discussed

with their advisor. Additional advanced lab courses may be counted as core electives. Students admitted into the Psychology Department Honors Program need to complete a three semester course sequence before graduation: PSYC 489, 490, and 499. Students typically begin this sequence in their Junior year.

Students are required to take Required Related Courses and they should be completed as early in the program as possible: BIOL 100, MATH course excluding 090, 104, 105, 110, 313, 304, or 305), PHIL 100, and SOCY elective.

Some courses are only offered in the summer including PSYC 350 and PSYC 462.