

# The ICRC Handbook

The Intercollege Relations Commission

*A Commission of the Washington Council for High School College Relations*

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## INTRODUCTION

The Intercollege Relations Commission (ICRC) was established in 1970 as a successor to the Commission on College and University Relations under its parent organization, the Washington Council for High School-College Relations (WCHSCR).

The ICRC is a voluntary association of institutions in the State of Washington which are accredited by the Northwest Commission on Colleges and Universities. Representatives are appointed by the President of each postsecondary educational institution and by the directors of the State Board for Community and Technical Colleges (SBCTC) and the Washington Student Achievement Council (WSAC).

The ICRC exists to help facilitate the transfer of students between institutions of postsecondary education. The ICRC holds two meetings during each academic year for purposes of discussion, education, information dissemination, and to consider various means to resolve problems affecting the transfer of students and courses among its member institutions. In addition, ICRC works closely with WSAC, SBCTC, Council of Presidents (COP), Articulation & Transfer Council (ATC), Joint Transfer Council (JTC), and other groups when needed to assist with projects related to transfer articulation and higher education legislation.

## HISTORICAL DEVELOPMENT OF THE INTERCOLLEGE RELATIONS COMMISSION IN THE STATE OF WASHINGTON

During the late 1920's and early 1930's several junior colleges were founded in the State of Washington. The primary purpose of these schools was to enable students to complete the first two years of a bachelor's degree without leaving home. A major concern of these new institutions was the transferability of courses to the various colleges and universities in the state.

By 1965, the increase in transfer students between the postsecondary educational institutions created a need for improved communication and coordination. In response to this need, the presidents of public baccalaureate institutions established the Intercollege Articulation Committee (ICAC). In 1968, the Washington Council for High School-College Relations (WCHSCR) established a junior-senior college committee which included representatives from community and technical colleges and public and private baccalaureate institutions. This group met somewhat infrequently from 1968 through the spring of 1970. Perhaps the major accomplishment of these two groups was that communication about issues related to transfer students was becoming more formalized.

At their summer and fall meetings in 1970, the Washington Association of Community College Presidents (WACCP) discussed several models of organization for addressing transfer-related issues that were developing. The model finally chosen, by agreement among community and technical colleges and public and private baccalaureate institutions, was organized under the WCHSCR constitution. The first meeting of the Intercollege Relations Commission (ICRC) was held on December 10, 1970, at Bellevue Community College.

During the first year and a half, the Commission met several times each quarter in order to develop guidelines for Associate degree agreements. The first set of guidelines for what is now commonly known as the Direct Transfer Agreement (DTA) Associate degree was adopted in 1971. The Commission also developed a constitution, sponsored transfer advisor workshops, examined the College Level Examination Program (CLEP), focused on problems related to transfer of credit, established an institutional hotline, and gathered data on a variety of topics.

Only twice in its history has the ICRC met with any organized institutional opposition. During the fall of 1972, the presidents of the public baccalaureate institutions decided not to appoint Commission members until a review of Commission's activities, membership, and procedures could be undertaken. Concern was expressed that the ICRC was developing influence which might reduce, or appear to reduce, autonomy in the individual colleges and universities. Following a report by the Academic Dean from Eastern Washington State College, the presidents again appointed representatives to the Commission.

The second opposition began prior to the spring meeting of 2004 when the Inter-Institutional Committee of Academic Officers (ICAO) opposed a pending ICRC action regarding the status of restricted and unrestricted transfer courses so that the issue could be considered by another organization. The involvement of ICAO was preceded by a request at the fall 2002 ICRC meeting from the Articulation and Transfer Council (ATC) asking for guidance on how to re-categorize eight courses from the restricted transferable list to the unrestricted transferable list. The baccalaureate

institutions recommended the request be addressed to the ICRC Chair who could appoint a sub-committee of ICRC representatives.

In anticipation of a request to the ICRC Chair, the ICRC baccalaureate representatives met in January 2003. A recommendation was forwarded to the ICRC Executive Committee, and the Executive Committee proposed the creation of an ad hoc committee (also known at the time as the “rogue group”) to review requests for adding courses to the restricted or unrestricted list, or for moving courses from one list to the other. After two days of debate by the ICRC membership, a proposal was approved for selecting ICRC members to form a sub-committee to determine a transfer course review process that would be recommended to the Executive Committee at their summer 2003 meeting.

The Executive Committee received such a recommendation during the summer. At the fall 2003 meeting, a process was presented to the ICRC membership. Based on that process, a review sub-committee was appointed to consider the request from fall 2002. The review sub-committee was unofficially designated as the Restricted/Unrestricted Oversight Group and they met in February 2004. Consistent with the process, the courses were forwarded to the public and private baccalaureate institutions for individual consideration with the expectation that transferability decisions would be announced at the spring 2004 meeting.

However, prior to the spring 2004 meeting, the ICAO intervened by letter in March 2004 asking this process be held in abeyance from the spring 2004 meeting agenda in favor of continued discussion at the ICAO/Instruction Commission (IC) level. It was argued that ICAO was working through the recently constituted Joint Access Oversight Group (now named the Joint Transfer Council) to more clearly define transfer readiness and to provide direct communication between the chief academic officers of the two-year and the four-year institutions. The ICAO cited the effort among the eastside community and technical colleges and four-year institutions to implement more major-focused advising and student preparation as well as the effort between Eastern Washington University and the Community Colleges of Spokane to serve as pilot institutions for competency-based transfer. As these projects involved the categories of transferable courses, the ICAO wished to reframe the transferability discussion to provide more faculty-to-faculty involvement.

In summary, the ICAO goal was to create “a more synergistic set of common interests between our sectors.” Although the IC did not necessarily object to the ICRC following through with their process, the IC accepted the ICAO proposal to have the transferability issue referred to an environment with direct involvement by chief academic officers.

In more recent years ICRC’s efforts to help improve the transfer process have included input into a common course numbering system for the community and technical colleges, helping shape changes to the communication and math portions of the Direct Transfer Agreement (DTA) Associate degree, providing initial input as well as feedback regarding Major Related Programs developed by the Joint Transfer Council (JTC), and participating in the discussion and implementation of expanding credit for Prior Learning Assessment. On a regular basis, schools are reviewed by the Ongoing Articulation Review (OAR) Committee, a subcommittee of ICRC, which produces a confidential report to help schools evaluate their own compliance with ICRC transfer agreements, and to improve their student transfer procedures.

In 1978, 1980, 1984, 1988, 2011, and 2013 revised sets of guidelines for the DTA Associate degree were adopted by the ICRC membership. All public community and technical colleges in the State of Washington and the Northwest Indian College may offer DTA Associate degrees. Furthermore, the guidelines are subscribed to by the six public baccalaureate institutions, Northwest Indian College, and 13 of the private colleges and universities in the State of Washington.

In 2000 two versions of an Associate in Science-Transfer (AS-T) degree, the AS-T Track 1 and AS-T Track 2, were approved. These degrees, which are intended to fulfill typical lower-division math and sciences prerequisites at the baccalaureate institutions, are best suited to students who intend to major in specific science and engineering programs. The AS-T degrees have periodically been reviewed and revised based on recommendation from the higher education community. Appendices D and E outline both degrees.

In recent years, JTC has worked with task forces including representatives from two-and four- year schools to develop Major Related Program agreements (MRPs). Major Related Program agreements are degree pathways that follow one of the two statewide transfer agreements (DTA Associate degree or AS-T degree) to better prepare students to enter the junior year in high demand majors that require completion of substantial courses within the first two years of college, such as business and nursing. MRPs are subject to ongoing review, and there is a formal process for requesting revisions to these agreements. ICRC has helped to evaluate the usefulness and effectiveness of the MRPs. See Appendix E for more details.

# CONSTITUTION OF THE INTERCOLLEGE RELATIONS COMMISSION OF THE WASHINGTON COUNCIL FOR HIGH SCHOOL-COLLEGE RELATIONS

## **Preamble**

The Intercollege Relations Commission is a unit of the Washington Council for High School-College Relations (WCHSCR). The Commission was formed in 1970 as a successor to the Commission on College and University Relations.

## **Article 1—Name**

The name of this unit shall be the Intercollege Relations Commission.

## **Article II—Purpose and Objectives**

The purpose of this Commission shall be:

- a. To implement and improve communication and liaison among public and private colleges and universities in the State of Washington.
- b. To study, evaluate, and assist in the development of solutions to transfer problems which occur between educational institutions.
- c. To consider and promote activities of general concern to these institutions.

## **Article III—Membership**

The membership of this Commission shall be composed of the following:

- a. One representative from each WCHSCR higher education member institution (as defined in the WCHSCR bylaws) appointed by the president or the president's designee.
- b. Two Washington high school principals to be appointed by the chairperson of the Washington Association of Secondary School Principals (WASSP).
- c. One representative from the professional staff of the Washington Student Achievement Council (WSAC).
- d. One representative from the professional staff of the State Board for Community and Technical Colleges (SBCTC).
- e. One representative from the professional staff of the Council of Presidents (COP)
- f. The chairperson of the WCHSCR as an ex officio member.

## **Article IV—Officers**

### **Section 1**

Members of the Executive Committee shall serve a five-year term beginning with the member-at-large; then, in succession, secretary, vice-chair, chairperson, and concluding with the out going chair. Members shall serve one year in each position. Duties of the officers shall be those customarily assigned to such offices.

### **Section 2**

Elections for member-at-large shall take place at the last meeting called during each school year. The member-at-large, elected by a majority vote of those present, shall serve on the Ongoing Articulation Review (OAR) Committee. Careful consideration should be given to rotating the member-at-large between community and technical college and public and private baccalaureate institution representatives.

### **Section 3**

The Executive Committee shall also have two non-voting positions. The Treasurer shall serve a 5 year appointment and complete duties customarily assigned to such a role. The Treasurer will provide timely reports and income statements to the Executive Committee but will not have any additional time commitments related to the Executive Committee meetings. The second non-voting officer shall a Technology Support position to manage the ICRC web pages and other associated technology needs of the Commission. The position will serve a renewable 2 year term but serve no more than 4 years. The Technology Support position will not have any additional time commitments related to the Executive Committee meetings.

## **Article V—Meetings**

The Commission shall hold meetings as deemed necessary by the chairperson and/or the membership, currently bi-annually. The secretary will complete and post the executive summary of minutes to the ICRC website within one week after the meeting.

## **Article VI—Committees**

### **Section 1**

A standing committee of this Commission shall be the Ongoing Articulation Review (OAR) Committee. The OAR Committee shall consist of six members, in addition to the chair, divided equally between community/technical college and baccalaureate representatives, and also include the Executive Committee At-Large Member. The At-Large Member will cycle forward into the next Executive Committee position (Secretary) annually, following the election of a new At- Large Member. The Committee shall be chaired by an ICRC member who is elected from within the OAR Committee membership. All OAR Committee members shall serve staggered terms of no more than three years.



## Section 2

A standing committee of this Commission shall be the ICRC Handbook Review Committee (HRC). The HRC Committee shall be chaired by the Past-Chair position from the Executive Committee. The HRC Committee shall consist of at least three members: the Past-Chair, at least one community/technical college representative, and at least one baccalaureate institution representative. Agency representatives may also serve on this committee on an ad-hoc basis. All HRC Committee members shall serve at least one year but no more than three years.

## Section 3

Ad Hoc Committees shall be appointed as needed by the Commission Chairperson.

# POLICY ON INTERCOLLEGE TRANSFER AND ARTICULATION AMONG WASHINGTON PUBLIC COLLEGES AND UNIVERSITIES (UMBRELLA POLICY)

*Updated April 2017*

The “Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities” was prepared in response to substitute House Bill 790, passed in 1983. The document was developed by representatives of Washington’s public and private baccalaureate institutions, the State Board for Community College Education (SBCCE), and the Council for Postsecondary Education (CPE).

The policy was adopted by the CPE on December 4, 1984, and was endorsed by the public four-year Inter-institutional Committee of Academic Officers (ICAO) and adopted by the SBCCE (now the State Board for Community and Technical Colleges, or SBCTC). The policy was adopted on February 18, 1986, by the Higher Education Coordination Board (HECB), successor to the CPE. WSAC replaced the HECB in July 2012.

It is the policy of WSAC that the procedures involving the transfer of students and the credits they have earned will be governed by the statewide transfer policy and agreement titled “Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities.” The policy will be implemented and maintained through the cooperative efforts of the state institutions of higher education, SBCTC, and WSAC.

## **I. Introduction and Purpose**

### **A. Intercollege Transfer**

The colleges and universities of Washington have long recognized the importance of facilitating travel for students moving from one institution to another in pursuit of their educational goals. Working both directly, college-to-college, and through voluntary associations such as the Intercollege Relations Commission (ICRC), the state’s publicly supported institutions have established mutually acceptable guidelines and procedures to assist students in transition from college to college. The colleges work constantly, moreover, to obtain appropriate articulation between educational programs, to monitor transfer practices, and to improve the agreements, guidelines, and procedures that govern transfer.

The public colleges and universities in Washington wish now to record a formal agreement among themselves to establish and maintain the following policy on inter-college transfer and articulation. The statements which follow establish the policies and procedures for improving articulation between institutions and facilitating the transfer of students from one college or university to another. This agreement is an expression of the mutual respect and cooperation which prevail among the institutions of postsecondary education in Washington.

It is important to acknowledge that the State of Washington has a dual system of higher education composed of public and independent colleges and universities. A significant number of community

and technical college students complete their studies for the Bachelor's degree in the independent sector. Although the provisions of this statement apply only to transfer from a community or technical college to a public four-year institution, it should be noted that independent institutions work closely and in similar ways to facilitate transfer from community and technical colleges to these institutions. The independent institutions are commended for their sensitivity and efforts in this regard and are encouraged to continue in this pattern in the future.

## B. Intercollege Relations Commission

A permanent interinstitutional committee on articulation and transfer has been established in the State of Washington, titled the Intercollege Relations Commission (ICRC), a commission of the Washington Council for High School-College Relations (WCHSCR). This Commission is composed of representatives appointed by the presidents of community and technical colleges and baccalaureate institutions throughout the state and representatives from WSAC and SBCTC. It exists to develop sound recommendations for inter-college practices which directly affect students transferring between institutions of higher education in the State of Washington.

The Intercollege Relations Commission has the following responsibilities:

1. Facilitating the transfer of students and credits between and among community and technical colleges and baccalaureate institutions.
2. Providing continuous evaluation and review of transfer degrees, programs, policies, procedures, and inter-institutional relationships which affect transfer of students.
3. Providing ways to resolve disputes regarding degrees, course equivalencies, and other transfer-related problems between or among member institutions.
4. Promoting articulation among the programs and curricula of member institutions

The Commission fulfills its responsibilities in the following ways:

1. By establishing and maintaining Associate Degree Guidelines for interinstitutional agreements under which community and technical college transfer degrees may be used to satisfy lower division general education requirements of baccalaureate institutions in the State of Washington.
2. By reviewing policies and procedures affecting intercollege transfer and recommending changes when appropriate.
3. By sponsoring conferences, seminars and other activities that promote intercollege cooperation and articulation.

The Intercollege Relations Commission is convened at least two times during the academic year. Minutes of Commission meetings are distributed to postsecondary education institutions and appropriate state agencies.

## C. Definition of Terms

*Home credit.* Credit granted by a college or university for completion of its own courses or other academic work.

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

*Native student.* A student who entered a given college or university from high school, without matriculation first at another college.

*Transfer student.* A student who enters one college or university after completing one or more terms of study at another college or university.

*Sending institution.* College or university attended by a transfer student before transfer.

*Receiving institution.* College or university attended by a transfer student after transfer to another college.

*Extra-institutional learning.* Study or learning conducted outside of programs or courses formally sponsored for credit by colleges and universities, such as non-sponsored experiential learning or prior life or work experience.

## **II. Transfer**

### **A. Institutional Requirements**

Each college and university has the responsibility and the authority to determine the requirements and course offerings of its programs in accordance with its institutional mission. These requirements and course offerings shall be published and communicated to students and the public. Colleges and universities shall treat transfer students and native students on an equitable basis. In particular, all students shall be expected to meet equivalent standards for regular admission to programs and to satisfy comparable program requirements.

Baccalaureate institutions shall notify community and technical colleges of changes in lower division course requirements for baccalaureate degrees two years prior to their implementation for transfer students, and shall consult with community and technical college academic officers when significant changes are under consideration.

Once changes in lower division baccalaureate degree course requirements have been adopted and published, baccalaureate institutions shall allow a grace period of two years before the changes become effective for transfer students. This policy applies to lower division course requirements of all subdivisions of an institution (schools, colleges, departments, etc.).

### **B. Transfer Admission**

Admission policies and specific program requirements shall be clearly stated in official documents. Transfer student admission will be determined following an assessment of academic performance and potential on the same basis as native students.

### **C. Transfer of Courses**

College-level courses offered by regionally-accredited colleges and universities in the State of Washington shall normally be accepted in transfer by the receiving institution. In addition, some courses not normally transferable will be accepted as part of the DTA Associate degree. Information

about the transferability of college courses shall be provided by all institutions through regular advising of prospective students and through college publications.

#### D. Transfer of Credits

The numerical value of credits shall be maintained in transfer. When a course is acceptable in transfer, the receiving institution shall grant to the student the same number of credits as originally assigned to the course. When translation is required between semester and quarter credits, the conversion to be used is 1.5 quarter credits for each semester credit, or 2/3 of one semester credit for each quarter credit.

Credit earned in transferable courses shall be granted without regard to the date at which the course was completed. In some degree programs, especially in scientific and professional subjects, students may be required to acquire current knowledge or to refresh their knowledge by repeating courses taken at a prior date. Credit will not be granted a second time for such repeated courses. This policy applies equally to home credit and to transfer credit.

#### E. Transfer of Degrees

The public community and technical colleges and baccalaureate colleges and universities in Washington have adopted an interinstitutional transfer agreement based on the Direct Transfer Agreement (DTA) Associate Degree Guidelines. Under this agreement, DTA Associate degrees shall be accepted as satisfying lower division general education requirements for the baccalaureate degree at the receiving institution. Students who complete a DTA Associate degree shall normally be granted junior standing upon admission to a baccalaureate institution.

This agreement is designed to facilitate transfer between community and technical colleges and baccalaureate colleges and universities. Students who enter community and technical colleges with clear intentions regarding transfer to a particular baccalaureate college, with or without a DTA Associate degree, are urged to plan their course of study by reference to the specific degree requirements of the college or academic program in which they intend to earn the Bachelor's degree. Program planning information shall be supplied to intended transfer students by all colleges.

#### F. Transfer of Grades

The grades assigned in transferable courses by the sending institution shall not be altered by the receiving institution. Courses completed with a grade of 'D' or above shall normally be accepted in transfer (except at The Evergreen State College, where a minimum of 2.0 or 'C' is required for transfer). Non-traditional grading practices require special handling, depending on the nature and circumstances of the program from which and to which a student is transferring, but receiving institutions shall take steps to assure all students equitable treatment.

#### G. Transfer of Vocational/Technical Courses and Programs

Vocational/technical courses offered by community and technical colleges that are comparable to courses in baccalaureate programs or applicable to baccalaureate degrees as determined by the receiving institution shall be granted transfer credit. Up to 15 credits of coursework at the 100 level or above, that are otherwise non-transferable vocational/technical courses, may transfer as part of a DTA Associate degree. In addition, interinstitutional agreements have been developed which permit students in some two-year technical programs to apply their technical studies toward baccalaureate

degrees. Information about such agreements and about the transfer of vocational/technical courses shall be provided by the institution in their catalogs or transfer guides. Vocational/technical program agreements among colleges and universities shall be encouraged.

#### H. Credit for Extra-Institutional Learning and Credit by Examination

Some institutions grant credit for extra-institutional learning and credit by standardized examination when the knowledge demonstrated is applicable to a course, program, or degree. Determination of the credit value of extra-institutional learning is typically achieved through: (1) generally accepted faculty assessment procedures, (2) nationally or regionally standardized examinations (e.g., CLEP, ACT), or (3) credit formula systems (e.g., 20 hours lab = 1 credit, or 30 clinical hours = 1 credit).

Credit for extra-institutional learning granted through standardized examinations or credit formula systems should be identified as such on the permanent record. An institution using such measurement techniques shall list the tests or formula systems in its college catalog along with the minimum score levels or credit formulas. Receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students. The policies of receiving institutions on awarding such credit shall be stated in their official catalogs.

#### I. Limitations on Transfer of Courses or Credits

Transfer credit is not normally awarded for the following types of study or coursework: (1) courses taken at colleges or universities that are not regionally accredited, (2) non-credit courses and workshops, (3) remedial or college preparatory courses, and (4) sectarian religious studies.

### III. Applicability of Transfer Credit

Acceptance of courses and credits in transfer means that they are normally applicable to degree requirements of the receiving institution. When students transfer with a DTA Associate degree, general education courses taken in completion of that degree shall normally fulfill lower division general education requirements for the baccalaureate degree. When students transfer without a DTA Associate degree, transferable courses will apply toward baccalaureate requirements in the same way as comparable home courses. All transfer students must satisfy the residence credit requirement of the degree-granting institution.

#### A. Course Comparability or Equivalency

1. Institutions shall identify, to the extent possible, transfer courses that are equivalent or parallel to home courses on a discipline-by-discipline basis. Information about course comparability shall be communicated to other institutions.
2. Transfer courses identified as comparable or equivalent to home courses shall be applicable toward baccalaureate prerequisites and requirements in the same way as the home courses.

#### B. Courses and Program Prerequisites and Degree Requirements

1. The determination of prerequisites and degree requirements, including minimum qualifying grades, is the responsibility of the institution awarding the degree. Each institution shall make public such prerequisites and requirements.

2. Provided students obtain minimum qualifying grades, transfer courses which have been identified as satisfying prerequisites or degree requirements shall be applicable toward those requirements upon transfer.

## **IV. Academic Records and Transcripts**

Institutions shall keep a complete permanent record for each enrolled student. This record shall identify the student and include all courses in which the student was enrolled, the status in each course at the end of each term, grades earned, cumulative grade point averages, numbers of credits earned (where applicable), the source of all credits granted, transfer credits, and any diplomas, certificates, or degrees awarded by the home institution. (Since The Evergreen State College uses a non-traditional evaluation and record system, its practices will vary somewhat from this description.) A description of the grading system of the institution shall normally be included with each transcript.

## **V. Non-Discrimination Policy**

All the colleges and universities of Washington maintain a policy of not discriminating against students because of their age, color, sex, disability, national origin, race, or religion, as published in official institutional bulletins.

## **VI. Information Dissemination and Acquisition**

Students have the right to expect fair and equitable treatment from the public colleges and universities of Washington, both sending and receiving institutions. They have the right to expect reasonable efforts on the part of colleges to make accurate and current information available. They have, in turn, the responsibility of seeking out current information pertaining to their educational objectives and for acquiring appropriate information when they change their academic plan. When a student changes a major or degree program, the student shall assume full responsibility for meeting the new requirements. Colleges shall make every effort to help students make transitions as smooth as is feasible.

## **VII. Review and Appeal**

### **A. Student Appeals**

Students who encounter transfer difficulties shall first seek resolution through the receiving institution's transfer officer. If not resolved at this level, the student may appeal in writing to the transfer officer of the sending institution. The transfer officers shall confer and attempt to resolve the problem. In the event the transfer officers cannot resolve the issue within two weeks, the matter will be referred to the two chief academic/instructional officers for resolution. Within two weeks, after the academic officers have conferred, a decision will be rendered by the chief academic officer of the receiving institution.

## B. Transfer Liaison

WSAC is the state's Transfer Liaison, a single statewide point of contact for issues related to transfer. If students are having issues with transfer after following campus-specific processes for resolution, they may contact WSAC.

## C. Interinstitutional Disputes

In the event of interinstitutional transfer disagreements, it is the responsibility of the two transfer officers to resolve the dispute wherever possible. If not resolved at this level within two weeks, the two transfer officers will refer the matter to the two chief academic/instructional officers for resolution. Unresolved interinstitutional transfer disputes shall be referred for review and recommendation to a committee composed of three representatives appointed by the Washington Association of Community and Technical Colleges (members are community and technical college presidents) and three representatives of the Inter-institutional Committee of Academic Officers of the state's public four-year institutions. A report to the two institutions will be rendered when this committee has completed its deliberations. The chief academic officers of the affected institutions shall respond in a formal report to the committee within four weeks indicating actions to be taken in response to committee recommendations.

## VIII. Implementation and Revision of Policy

Specifications in this document are intended to be minimum standards for transferability in order to maintain institutional flexibility. This policy shall be implemented and maintained through the cooperative efforts of the state institutions of higher education, SBCTC, and WSAC. It shall be implemented no later than Fall Term, 1985.

## IX. Publication of Policy

This policy shall be published and disseminated by ICRC, WSAC, SBCTC, and the public colleges and universities of the State of Washington.

## X. Evaluation of Policy

WSAC will monitor transfer issues referred to the committee appointed to review and recommend the resolution of transfer disagreements. WSAC will present a biennial report summarizing the operation of the policy to the Governor and the Legislature.



# TRANSFER RIGHTS AND RESPONSIBILITIES

## Student Rights and Responsibilities

1. Students have the right to clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.
2. Transfer and freshman-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.
3. Students have the right to seek clarification regarding their transfer evaluation and may request the reconsideration of any aspect of that evaluation. In response, the college will follow established practices and processes for reviewing its transfer credit decisions.
4. Students who encounter other transfer difficulties have the right to seek resolution. Each institution will have a defined process for resolution that is published and readily available to students.
5. Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines.
6. Students have the responsibility to plan their courses of study by referring to the specific published degree requirements of the college or academic program in which they intend to earn a bachelor's degree.
7. When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.
8. Students who complete the general education requirements at any public four-year institution of higher education in Washington, when admitted to another public four-year institution, will have met the lower division general education requirements of the institution to which they transfer.

## College and University Rights and Responsibilities

1. Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional missions.
2. Colleges and universities have the responsibility to communicate and publish their requirements and course offerings to students and the public, including information about student transfer rights and responsibilities.
3. Colleges and universities have the responsibility to communicate their admission and transfer related decisions to students in writing (electronic or paper).

## ASSOCIATE DEGREE TRANSFER AGREEMENTS IN THE STATE OF WASHINGTON

In 1971, the Intercollege Relations Commission developed the first Associate Degree Guidelines under which an associate degree offered by Washington community and technical colleges that followed carefully designed and agreed-upon guidelines could be used to satisfy the lower division general education program of baccalaureate institutions within the state. This associate degree is now called the Direct Transfer Agreement (DTA) Associate degree, and the guidelines are now referred to as the DTA Guidelines. These Guidelines and their periodic revisions have encouraged the development of the general education component in associate degrees, with the result that the general requirements within associate degrees in Washington are currently among the most rigorous in the United States. The DTA Guidelines will continue to be reviewed and revised periodically in response to changes in direction and emphasis in higher education.

The Associate degree curriculum which best serves the objective of a general education program for transfer purposes is:

- a. Designed to develop academic skills at the college level, e.g., literacy, quantitative and critical thinking, composition, and the acquisition of information;
- b. Concerned with fundamental methodological issues, e.g., modes of inquiry basic to philosophical, scientific, mathematical, social, historical, and literary studies;
- c. Focused on fundamental and traditional areas of knowledge in the humanities and arts, natural and physical sciences, mathematics, and the social sciences;
- d. Designed to assist students in the integration of knowledge drawn from diverse areas of study;
- e. Intended to offer a general intellectual framework for understanding rather than specialized studies.

Essentially, the transfer agreements ensure that a student who completes a DTA Associate degree at a public community or technical college in the State of Washington or at Northwest Indian College will have satisfied the lower division general education (or core) requirements at the various baccalaureate institutions. The transfer student who has earned a degree covered by the DTA Guidelines will generally have junior-level standing (90 quarter credits or 60 semester credits) at the receiving institution. Students who transfer within these agreements must still meet requirements in major, minor and professional programs.

The adoption of the DTA Guidelines does not affect the autonomy of the individual institutions to introduce new courses or new programs, to establish prerequisites, to evaluate the transferability of individual courses, or to require certain levels of quality for entrance to the various institutions. It does, however, ensure that a student receiving an approved DTA Associate degree from a signatory Washington community or technical college would have satisfied all or most of the lower division general education requirements at any signatory baccalaureate institution.

The DTA Guidelines apply to students who hold a DTA Associate degree from a participating community or technical college. There is no intention in the Guidelines to limit an individual student's

mobility. However, individual objectives and circumstances are best considered by allowing each student maximum flexibility in determining the time of transfer.

The voluntary agreements suggested by these Guidelines provide mutual guarantees of institutional integrity and are consistent with the high level of voluntary cooperation that has become traditional in Washington higher education.

# CURRENT DTA ASSOCIATE DEGREE GUIDELINES 2013

*Approved August 2013—Effective January 2014*

For the purpose of these Guidelines, the Direct Transfer Agreement (DTA) Associate degree (sometimes called the Associate in Arts, Associate in Arts and Sciences, etc.) is defined as that degree awarded by a community or technical college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the DTA Associate degree should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative college-level grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90 quarter hours of transferable credit including:
  - A. A minimum of 60 quarter hours of general education courses distributed as follows:
    1. *Basic Requirements.*
      - a. Communication Skills (10 credits)
        - Must include at least five (5) credits of English composition.
        - Remaining credits may be used for an additional composition course or designated writing courses or courses in basic speaking skills (e.g. speech, rhetoric, or debate).
      - b. Quantitative/Symbolic Reasoning Skills (5 credits)<sup>1,2</sup>
        - Five (5) credits of college level mathematics (a course with a Mathematics prefix numbered 100 or above) that furnishes the quantitative skills required in the commonly recognized educational transfer pathways toward a baccalaureate degree. Accepted courses in these pathways are: Pre-calculus or higher, Mathematics for Elementary Education<sup>3</sup>, Business Pre-calculus/Finite Mathematics, Statistics, and Math in Society; or
        - Five (5) credits of a symbolic logic course that focuses on (a) sentence logic with proofs and (b) predicate logic with quantifiers and proofs and/or Aristotelian logic with Venn Diagrams.

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<sup>1</sup> For admission to the institution, the University of Washington requires completion of the course designated Algebra II (Integrated Math III; Math 098) at either the high school or community college. However, UW recognizes the new QSR requirement as fulfilling the DTA QSR requirement.

<sup>2</sup> To qualify for QSR, college level math and logic courses must require intermediate algebra course work (high school or college) with a grade of 2.0 or higher as a prerequisite.

<sup>3</sup> The University of Washington accepts Mathematics for Elementary Education for elective credit, but not as meeting its QSR requirement, since UW offers no degree pathway for which it is appropriate.

2. *Distribution Requirements.* Within the distribution requirements, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged, especially for colleges requiring a minimum of two disciplines per area.

a. Humanities<sup>4</sup> (15 – 20 credits)

- Selected from at least two disciplines.
- No more than 10 credits allowed from any one discipline. (No more than 5 credits in foreign language at the 100 level.)
- No more than 5 credits in performance/skills courses are allowed.
- Suggested disciplines include<sup>5</sup>:
  - Art
  - Drama/Theater
  - Foreign Language/American Sign Language<sup>6</sup>
  - History<sup>7</sup>
  - Literature
  - Music
  - Philosophy<sup>7</sup>
  - Speech/Communication Studies

b. Social Science<sup>4</sup> (15 – 20 credits)

- Selected from at least two disciplines.
- No more than 10 credits allowed from any one discipline.
- Suggested disciplines include<sup>5</sup>:
  - Anthropology
  - Economics
  - Geography
  - History<sup>7</sup>
  - Philosophy
  - Political Science
  - Psychology<sup>7</sup>

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<sup>4</sup> Within appropriate distribution areas, colleges are encouraged to develop curriculum which provides students with an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this may include minority, non- Western ethnic, or other area studies.

<sup>5</sup> A list of suggested disciplines is subject to review by the Intercollege Relations Commission (ICRC).

<sup>6</sup> Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

<sup>7</sup> A specific course may be credited toward no more than one distribution or skill area requirement.

- Sociology
- c. Natural Sciences<sup>4</sup> (15 – 20 credits)
  - Selected from at least two disciplines.
  - No more than 10 credits allowed from any one discipline.
  - At least 10 credits in physical, biological and/or earth sciences.
  - Shall include at least one laboratory course.
  - Suggested disciplines include<sup>5</sup>:
    - Astronomy
    - Biology
    - Botany
    - Chemistry
    - Geology
    - Mathematics<sup>7</sup>
    - Physics
    - Zoology
- B. *Electives*. Other college-level courses, of which a maximum of 15 credits may be in college-level courses as defined by the community college and the remainder shall be fully transferable as defined by the receiving institution. Where appropriate, preparation courses for the major should be included in this course work.

## Clarifications

- A. DTA Associate degrees meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community and technical colleges and baccalaureate institutions are encouraged to develop models, including interdisciplinary core requirements or vertical general education requirements with courses at the upper division level. Institutions using such alternative approaches are further encouraged to develop individual inter-institutional transfer agreements.
- B. The DTA Associate degree agreement will provide for the fulfillment of college and university general education requirements only, and it is not intended that this agreement should cause modifications of unique requirements (religion, philosophy, etc.). Further, it should be clearly understood that agreements based upon these Guidelines in no way alter admission criteria established by baccalaureate institutions.
- C. The DTA Associate degree will generally provide the transferring student with at least 90 quarter (60 semester) credits upon entry to a baccalaureate institution.
- D. Community and technical colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.

- E. Institutions developing mutual agreements must clearly identify degree titles and effective dates in order to provide clarity for students and their advisers and for transcript evaluation.
- F. Community and technical colleges agree to develop precise language concerning their DTA Associate degree and to publish this information with all degree requirement information. Baccalaureate institutions agree to publish information about the details of their DTA Associate degree agreements.
- G. Remedial courses (courses numbered below 100) shall not be included in the 90 quarter hours of the DTA Associate degree.
- H. A list of the specific courses which satisfy DTA Associate degree requirements shall be published.
- I. Community and technical colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the DTA Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

# DTA ASSOCIATE DEGREE PROVISOS AND SPECIFIC REQUIREMENTS BY INDIVIDUAL BACCALAUREATE INSTITUTIONS

*Updated April 2017*

Provisos and specific requirements are submitted by each baccalaureate institution when there are exceptions and/or additional requirements to the standard DTA Associate degree. At the Spring ICRC meeting, the executive board will call for proviso reviews and updates to be reported at the subsequent Fall meeting. Baccalaureate institutions shall notify community and technical colleges of changes in lower division course requirements for baccalaureate degrees two years prior to their implementation for transfer students (see Section II.A. of the Umbrella Policy). Changes reported at the Fall ICRC meeting will be reflected in the ICRC Handbook on the ICRC website prior to the next meeting.

## **Bastyr University**

Although a student transferring to Bastyr University who has earned a Washington State DTA Associate degree will enter Bastyr having satisfied all General Education requirements, Basic Proficiency and Science Requirements are reviewed for transfer on a case by case basis.

## **Cornish College of the Arts**

A student transferring to Cornish College of the Arts who has earned a DTA Associate degree will transfer sufficient credits to complete the Humanities and Sciences requirements for the BFA or BMus degree.

Transfer credit for major and college elective courses will be evaluated on a course-by-course basis. Courses are subject to the transfer guidelines established by Cornish College of the Arts and may be approved for transfer after the student completes a portfolio review or audition.

## **Gonzaga University**

Students with an earned DTA Associate degree have fulfilled many of the requirements of the University Core Curriculum, as well as additional requirements for the College of Arts & Sciences. University Core requirements to be completed upon transfer include: First-Year Seminar, Christianity & Catholic Traditions, and Core Integration Seminar. Students will also take a major-appropriate college mathematics course, Reasoning, Human Nature, and Ethics, unless they have already fulfilled these requirements. Communication & Speech is recommended, but not required, for students who have not completed a course in speaking skills.



## **Northwest University**

Northwest University accepts the DTA Associate degree from public community and technical colleges in Washington State. Students earning these degrees are granted an automatic 60 semester credits and junior class standing. For most degrees, the Core Curriculum Requirements, with the exception of the Biblical Literacy and Formation and Calling requirements, are satisfied. Majors with program-specific Core Curriculum requirements do not have all General Education Requirements automatically satisfied by the DTA Associate degree. Students must complete these specific courses either as part of the DTA Associate degree or at Northwest University. These program specific courses may also require higher than the C- minimum standard for transfer.

## **Pacific Lutheran University**

Students who have completed the appropriate DTA Associate degree from any community college in Washington will be admitted with junior standing (60-64 semester hours) and will be regarded as having satisfied General University Requirements, except for one Religion course (Biblical Studies or Christian Thought, History, and Experience) and one Perspectives on Diversity course. PLU's College of Arts and Sciences requirement is not fulfilled by the DTA Associate degree.

## **Saint Martin's University**

Saint Martin's University recognizes the DTA Associate degree from Washington's community and technical Colleges. Students completing the DTA Associate degree with a minimum GPA of 2.0 will be granted junior standing upon transfer. These students will have met the Saint Martin's general education requirements with the exception of a course each in philosophy (transferable) and religious studies (generally completed at Saint Martin's University).

## **Seattle Pacific University**

Upon first matriculation at SPU, students who enter with a completed DTA Associate degree will fulfill all University general education requirements except 10 upper-division credits in University Foundations.

## **Seattle University**

Students admitted to Seattle University for the first time with a completed DTA Associate degree will be granted 90 credits and junior standing. The following provisions apply: 1) Courses used to satisfy the DTA Associate degree communication skills, quantitative/symbolic reasoning skills as well as the lab science requirement must be graded C- (1.5) or higher; 2) Additional philosophy and religious studies courses will be required to satisfy lower division Core at SU; 3) Specific requirements of professional degree programs and upper division Core must be satisfied.

## University of Washington Bothell

The University of Washington Bothell transfers credit on a course by course basis. Transfer students from Washington community and technical colleges who complete approved DTA Associate degrees, will be considered to have satisfied all or most of our general education requirements with the following provisos:

- Intermediate Algebra and World Languages are the core minimum admission requirements required for transfer applicants with 40+ college credits. These can be met through high school or college coursework. If not satisfied in high school, students should be sure to include any missing core admission requirements in their education plan for the DTA Associate degree.
- 5 credits of English composition should be completed with a minimum grade of 2.0
- 10 additional writing credits (Composition or W-courses) must be completed at the University, if not completed as part of the transfer degree.
- QSR courses will transfer according to the following course equivalency tables: <http://admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide>
- All students must complete 3 quarter credits of coursework to satisfy the university diversity requirement. Upper division coursework may be used to satisfy this requirement.

## University of Washington Seattle

The University of Washington awards transfer credit on a course by course basis. Students transferring directly from a Washington community college with a DTA Associate degree will have satisfied most of the UW's university-wide general education requirements with the following exceptions:

1. In addition to the English composition requirement, all students must complete a minimum of 7 quarter credits of writing-intensive coursework. Upper division course work may be used to satisfy this requirement. See <http://www.washington.edu/uaa/advising/academic-planning/general-education-requirements/additional-writing/>.
2. All students must complete 3 quarter credits of coursework to satisfy the university diversity requirement. Upper division course work may be used to satisfy this requirement. See <http://www.washington.edu/uaa/advising/academic-planning/general-education-requirements/diversity/>.
3. Each of the University's schools and colleges has graduation requirements that meet or exceed university-wide general education requirements. Students entering the UW with a DTA Associate degree are not required to complete the additional graduation requirements prior to enrolling at the UW. Any unmet requirements may be satisfied at the upper division level upon enrolling at the UW. See <http://www.washington.edu/uaa/advising/academic-planning/general-education-requirements/requirements-by-college-and-school/>.

NOTE: Admission to the UW is competitive. Prospective students should be advised that all freshmen and transfer students must meet a set of minimum admission subject requirements which include

qualifying high school or college coursework in a world language and in mathematics. For complete information about admission subject requirements, go to <http://admit.washington.edu/apply/transfer/policies/cadr>.

## University of Washington Tacoma

The University of Washington Tacoma transfers credit on a course by course basis. Transfer students from Washington community and technical colleges who complete approved DTA Associate degrees, will be considered to have satisfied all or most of UW Tacoma's general education requirements with the following provisos:

- Prospective students should be advised that all freshmen **and** transfer students must meet a set of minimum admission subject requirements which include qualifying high school or college coursework in a world language **and** intermediate algebra. If not satisfied in high school, students should be sure to include any missing core admission requirements in their education plan for the DTA Associate degree. See <https://www.tacoma.uw.edu/admissions/transfer-admission-requirements>
- 5 credits of English composition should be completed with a *minimum* grade of 2.0. Additionally, students must complete a minimum of 10 quarter credits of *writing-intensive* coursework at the University, if not completed as part of the transfer degree, for a total of 15 credits. Upper division course work may be used to satisfy this requirement. See <http://www.tacoma.uw.edu/catalog-two/graduation-requirements-baccalaureate-degree-0>
- All students must complete 3 quarter credits of coursework to satisfy the university diversity requirement. Upper division course work may be used to satisfy this requirement. See <http://www.tacoma.uw.edu/catalog-two/graduation-requirements-baccalaureate-degree-0>
- Each of the University's schools and colleges has graduation requirements that meet or exceed university-wide general education requirements. Students entering the UW Tacoma with a DTA Associate degree are not required to complete the additional graduation requirements prior to enrolling at the UW. Any unmet requirements may be satisfied at the upper division level upon enrolling at the UW Tacoma. See <http://www.tacoma.uw.edu/catalog-two/graduation-requirements-baccalaureate-degree-0>

## Western Washington University

Satisfying Western's General University Requirements (GUR) in full requires completing English Composition with a grade of C- or better or earning an Advanced Placement (AP) score of 4 or higher on either English Language & Composition or English Literature & Composition.

## Whitworth University

Whitworth University grants junior standing to holders of the DTA Associate degree. In addition, transfer students are required to complete the one-course Biblical literature.

Requirements: one year of study in the same modern language at the college level, and one of the three interdisciplinary Western Civilization Core courses (Core 150, Core 250, Core 350).

Effective Fall term 2012 we will accept in transfer only courses that have a grade of “C” or higher. We do plan to make exception to that policy and continue to accept grades of “C-“or higher for all Washington Community College courses through Fall term 2013.

## COMMUNITY AND TECHNICAL COLLEGES IN WASHINGTON STATE THAT OFFER THE DTA ASSOCIATE DEGREE

<b>College Name</b>	<b>Name of DTA Associate degree</b>
Bellevue College	Associate in Arts and Sciences
Big Bend Community College	Associate in Arts and Science
Cascadia College	Associate in Integrated Studies
Centralia College	Associate in Arts, Associate in Liberal Arts
Clark College	Associate in Arts
Columbia Basin College	Associate in Arts and Sciences
Edmonds Community College	Associate in Arts
Everett Community College	Associate in Arts and Sciences
Grays Harbor College	Associate in Arts
Green River College	Associate in Arts
Highline College	Associate in Arts, Option A
Lower Columbia College	Associate in Arts-Direct Transfer Agreement
North Seattle College	Associate in Arts, Associate of Science
Northwest Indian College	Associate of Arts and Sciences
Olympic College	Associate of Arts-Direct Transfer Agreement
Peninsula College	Associate in Arts, Associate in Arts-Honors
Pierce College, Fort Steilacoom	Associate of Arts
Pierce College, Puyallup	Associate of Arts
Seattle Central College	Associate in Arts, Associate of Science
Shoreline Community College	Associate in Arts
Skagit Valley College	Associate in Arts, University and College Transfer
South Puget Sound Community College	Associate in Arts
South Seattle College	Associate of Arts, Associate of Science
Spokane Community College	Associate of Arts
Spokane Falls Community College	Associate of Arts
Tacoma Community College	Associate in Arts and Sciences, Option A
Walla Walla Community College	Associate in Arts

College Name	Name of DTA Associate degree
Wenatchee Valley College	Associate in Arts and Sciences
Whatcom Community College	Associate in Arts and Sciences
Yakima Valley Community College	Associate of Arts

## Notes

- Many of these schools also offer the AS-T Track 1 and AS-T Track 2. Some may also offer Major Related Programs (MRPs), which are course plans based on the DTA or the AS-T. See appendices C–E for more information.
- The following technical colleges only offer a DTA Associate degree with an MRP:
  - Bellingham Technical College
  - Clover Park Technical College
  - Lake Washington Institute of Technology
  - Renton Technical College

## BACCALAUREATE INSTITUTIONS IN WASHINGTON THAT SUBSCRIBE TO THE DTA ASSOCIATE DEGREE GUIDELINES

Bastyr University  
Central Washington University  
City University  
Cornish College of the Arts  
Eastern Washington University  
Gonzaga University  
Heritage University  
Northwest Indian College  
Northwest University  
Pacific Lutheran University  
Saint Martin's University  
Seattle University  
Seattle Pacific University  
The Evergreen State College  
University of Washington  
University of Washington Bothell  
University of Washington Tacoma  
Walla Walla University  
Washington State University  
Washington State University Tri-Cities  
Washington State University Vancouver  
Western Governors University - Washington  
Western Washington University  
Whitworth University

### Notes

- Many of these institutions apply provisos in accepting the DTA Associate degree. Please see the “DTA Associate Degree Provisos and Specific Requirements by Individual Baccalaureate Institutions” section found earlier in this handbook.
- Institutions that accept the DTA Associate degree also accept any Major Related Program (MRP) course plan based on the DTA Associate degree. If the institution did not sign the MRP agreement, it means they will accept the DTA/MRP as they would the basic DTA Associate degree. See Appendix E for more information.

## APPENDIX A

### Intercollege Relations Commission Direct Transfer Agreement (DTA) Associate Degree Course List Part I: Courses Generally Accepted in Transfer - February 2010

*Updated For Fall 2017*

Courses in the subject areas listed below will be accepted in transfer at all Washington baccalaureate colleges participating in DTA Associate degree transfer agreements provided the courses are included in an associate degree that is approved under the DTA Guidelines. Courses in some of these subject areas will not be transferable to certain institutions if presented without a DTA Associate degree.

**Please note:** This list represents an inter-college agreement, and is not meant to reflect the transfer policy of any individual institution. The list should be used to provide information to students who are uncertain about their transfer plans. Students with definite plans to transfer to a particular institution should consult the information (such as a transfer guide) published by the institution.

SUBJECT AREAS:	COMMENTS:
Accounting	ONLY Principles I, II, III
Administration of Justice (includes Criminal Justice, Law Enforcement, Police Science, Corrections)	ONLY introductory survey courses <sup>1</sup>
Adolescent Development (Effective Fall 2008) <sup>6</sup>	ONLY introductory survey courses <sup>1</sup>
Agriculture	ONLY introductory survey courses <sup>1</sup>
American Ethnic Studies/Cultural Studies	
American Sign Language	Subject to receiving institution – may or may not accept
American Studies	
Anthropology	
Art/Art History	BUT NOT commercial and advertising art and graphics; see Photography below



SUBJECT AREAS:	COMMENTS:
Astronomy <sup>2</sup>	
Biology <sup>2</sup>	
Botany <sup>2</sup>	BUT NOT horticulture
Business <sup>3</sup>	ONLY courses in introduction to business, business law, and statistical methods (with prerequisites of intermediate algebra)
Chemistry <sup>2</sup>	
Child Development (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey courses <sup>1,4</sup>
Chemical Dependency (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey course <sup>1</sup>
Communications (Radio, TV, and Film)	ONLY introductory survey courses <sup>1</sup>
Communications Studies (CMST)/Speech	
Computer Animation (Effective Fall 2008) <sup>6</sup>	ONLY introductory survey courses
Computer Science <sup>3</sup>	ONLY introductory survey courses <sup>1</sup> and introductory college level courses teaching structured programming language. Courses devoted to a single software application are not transferable.
Criminology (Effective Fall 2007) <sup>5</sup>	ONLY courses with a sociological perspective on crime.
Dance	
Digital Video Production (Effective Fall 2010) <sup>7</sup>	ONLY introductory survey course <sup>1</sup>
Drama/Theater	
Early Childhood Education	ONLY introductory survey course <sup>1</sup> and Child Development courses (Effective Fall 2007) <sup>4</sup>
Earth Science <sup>2</sup>	

SUBJECT AREAS:	COMMENTS:
Economics	
Education <sup>3</sup>	ONLY introductory survey course <sup>1</sup> , Child Development courses (Effective Fall 2007) <sup>4</sup> , and Education Practicum (Effective Fall 2007)
English: Writing/Reading	BUT NOT courses designed to prepare students for the first college level course (e.g. English 101). Acceptable courses are those designed to provide further development in writing and critical or analytical reading skills for students already at the college. English 101, or test scores indicating college-level proficiency, must be the prerequisite to such courses.
English: Literature	
Engineering (professional courses)	BUT NOT courses in career orientation and engineering technology
Environmental Sciences <sup>2</sup>	
Fisheries	ONLY introductory survey courses <sup>1</sup>
Foreign Language	
Forensics (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey courses <sup>1</sup>
Forestry	ONLY introductory survey course <sup>1</sup>
Geography	
Geology <sup>2</sup>	
Graphic Design (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey course <sup>1</sup>
History	
Human Services	ONLY survey of social welfare systems or human services <sup>1</sup>
Humanities	BUT NOT personal development and guidance
Immunology (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey course <sup>1</sup>
Interior Design (Effective Fall 2008) <sup>6</sup>	ONLY introductory survey courses <sup>1</sup>

SUBJECT AREAS:	COMMENTS:
International Studies	Includes political, economic, cross-cultural and global studies
Journalism	BUT NOT courses that are specifically designed for work on the college newspaper
Law and Justice (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey courses <sup>1</sup> in Criminal Justice and Law Enforcement, Corrections, Juvenile Justice and Criminal Law
Mathematics	
Meteorology <sup>2</sup>	
Music	
Nutrition <sup>2</sup>	ONLY courses in the scientific study of nutrition
Oceanography <sup>2</sup>	ONLY introductory survey courses <sup>1</sup>
Philosophy	
Photography	BUT NOT courses designed for commercial and technical programs
Physical Education Activities <sup>8</sup>	3 credits maximum for DTA Associate degree regardless of course's status as restricted or unrestricted (Effective Summer 2014) <sup>9</sup>
Physical Education Professional Courses	
Physical Science <sup>2</sup>	
Physics <sup>2</sup>	BUT NOT technical physics
Political Science	
Psychology	BUT NOT personal development, guidance, and career planning courses
Recreation, Leisure, Parks	ONLY introductory survey courses <sup>1</sup>
Religious Studies	ONLY introductory survey courses <sup>1</sup>
Social Services	ONLY survey of social welfare systems, or Human services

SUBJECT AREAS:	COMMENTS:
Sociology	
Special Education (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey courses <sup>1</sup>
Speech/Communication Studies (CMST)	
Women's Studies	BUT NOT personal development, guidance, and career planning courses
Zoology <sup>2</sup>	

## Notes

<sup>1</sup>Introductory survey courses are those that include the history, philosophy and theory of the field

<sup>2</sup>Courses in the biological and physical sciences that are used exclusively for technology programs are not appropriate for the DTA Associate Degree Course List.

<sup>3</sup>Though these courses are appropriate for the DTA Associate degree, they may not meet the requirements of the major degree program.

<sup>4</sup>Child Development courses only include either a two course series (Birth to 6 or 8/middle childhood to adolescent) or a single course with focus through age 8.

<sup>5</sup>Changes effective Fall 2007 may be incorporated in DTA Associate degrees awarded Spring 2008 or later.

<sup>6</sup>Changes effective Fall 2008 may be incorporated in DTA associate degrees awarded Spring 2009 or later.

<sup>7</sup>Changes effective Fall 2010 may be incorporated in DTA Associate degrees awarded Spring 2011 or later.

<sup>8</sup>PE activity courses are defined as courses which primarily involve body movement produced by skeletal muscles resulting in energy expenditures through organized group or class activities. PE courses which primarily involve curriculum which is not physically active in nature (as determined by the community or technical college) may be included in the Restricted Electives distribution area (Appendix B).

<sup>9</sup>Changes effective Summer 2014 may be incorporated into DTA associate degrees awarded Fall 2014 or later.



## APPENDIX B

### Intercollege Relations Commission Direct Transfer Agreement (DTA) Associate Degree Course List Part II: Restricted Subject Areas for Transfer - May 1995 (Sometimes Called “The Gray List”)

The following list is intended to provide Washington Community and Technical Colleges with information regarding restrictions on the transferability of courses taken in fulfillment of DTA Associate degree requirements.

**Please note:** This list represents an intercollege agreement and is not meant to reflect the transfer policy of any individual institution. It is the understanding of the representatives of participating baccalaureate colleges that associate degrees meeting the DTA Guidelines would ordinarily include no more than 15 credits in subjects on this list, unless a special agreement had been arranged with the particular receiving institution.

In addition to the subject areas listed, community college representatives should be aware that credits granted for CLEP exams, military experience and training courses, life and work experience, and other nontraditional credits are also not acceptable at most colleges, and are restricted within the same 15-credit limit as the listed subjects. Credits for College Board AP exams are generally granted directly by the receiving institution on the basis of score reports, and are not treated as transfer credits.

Accounting<sup>1</sup>

- ONLY Principles I, II, III are transferrable)

Adult Basic Education

Aeronautics/Aviation

Administration of Justice<sup>1</sup> (Criminal Justice, Law Enforcement, Police Science, Corrections)

Agriculture<sup>1</sup>

Air Conditioning/Heating/Refrigeration

Aircraft Repair

Allied Health Program

American Institute of Banking (AIB)

Animal Technology

Appliance Repair Technician

Applied Linguistics

Architectural

Auto Mechanics

Avionics

Banking and Finance

Barbering

Biomedical Equipment

Boat Building

Business and Office Technician

Career Planning/Exploration

Carpentry/Construction Methods

Chemical Dependency

Childcare

Chiropractic

Clothing & Apparel

Commercial Design

Communications (Radio, TV, Film)<sup>1</sup>

Computer Information Systems	Equine Sciences
Computer Repair	ESL (courses that are preparation in English)
Consumer Education	Family Life
Cooking and Baking	Farm and Industrial Machinery Maintenance
Cooperative Work Experience, Field Experience	Ferrier/Horseshoeing
<ul style="list-style-type: none"> <li>• ONLY Practicum in Teacher Education is transferable (Effective Fall 2007)</li> </ul>	Fashion Design and Merchandising
Cosmetology	Fire Science
Counseling Psychology	Fisheries <sup>1</sup>
Court Reporting	Fisheries Technology
Culinary Arts (Cooking, Baking)	Fitness Technology
Custodial Training/Maintenance	Floristry
Data Processing	Food Service
<ul style="list-style-type: none"> <li>• Courses in technical data processing/data entry, personal computer use and software packages and their applications are not acceptable. For acceptable courses in Computer Science, see the Course List Part I.</li> </ul>	Forest Technology
Dental Assistant	Forestry <sup>1</sup>
Dental Hygiene	General Studies
Diagnostic Ultrasound Technology	Gerontology Assistant
Diesel Mechanics	Graphics Reproduction <sup>1</sup>
Dietician	<ul style="list-style-type: none"> <li>• ONLY Introductory survey course in Graphic Arts is transferable. See the Course List Part I.</li> </ul>
Diving Technology	Hazardous Materials
Drafting	Health (First Aid)
Early Childhood Education <sup>1</sup>	Health Technologies (Radiology, Biomedical Photography, etc.)
Education <sup>1</sup>	Histotechnology
Electronics	Home Economics
Emergency Medical Technician	<ul style="list-style-type: none"> <li>• ONLY courses in the scientific study of nutrition are transferable. See the Course List Part I.</li> </ul>
Engineering Technology	Horology
English as a Second Language	Horticulture
Environmental Technology	Hospitality
	Hotel/Motel Management Human Resources

Human Services (counseling, gerontology, community health advocate, etc.)<sup>1</sup>

Independent Study

Industrial Relations, Industrial Sciences

Instructional Assistant

Instrumentation and Control

Interior Design and Merchandising

Interpreter Training

Journalism

Keypunch Operator, Data Entry

Labor Relations and Studies

- ONLY labor history and economics courses are transferable. See the Course List Part I.

Landscaping

Leadership Skills

Legal Studies

Leisure Services

Library Skills, Library Technician

Life Skills

Machining, Machine Shop

Marine Technology

Marketing<sup>1</sup>

Mechanics

Media Technology

Medical Technology

Microcomputers

Mid-Management

Military Science (lower division)

Nanny

Natural Resources

Needle Trades Technology

Nondestructive Testing

Nuclear Technician

Nursing/Nurse Aid

Nursing Home Administration

Occupational Education

Oceanography Technology

Office Occupations, Skills and Technology

Ophthalmic Dispensing and Technology

Optometric Technician

Paralegal

Paraprofessional Programs

Parent Education

Parks and Recreation<sup>1</sup>

Peer Counseling and Advising

Personal Development and Human Relations

Pharmacy Assisting

Photographic Equipment Technician

Physical Education<sup>1,2</sup>

Physical Therapy Assisting

Practical Nursing

Preschool and Parenting

Procurement/Purchasing

Professional Development

Public Works Technician

Pulp and Paper Manufacture Technology

Quality Control

Radio and Television Technology

Radiological Technology Reading

Real Estate

Recreation/Leisure Parks<sup>1</sup>

Rehabilitation



Replacement Parts	Study Skills (including speed reading, note-taking, time management, test-taking, “skimming and scanning,” and other college survival skills)
Respiratory/Inhalation Therapy	
Restaurant Management	Substance Abuse
Retail Management	Supermarket
Saddle Making	Supervision
Sales	Surgical
Satellite Communications	Surveying
Secretarial Studies	Technology Programs Auto Parts
Security	Telecommunications
Small Business Management	Tourism and Travel
Social Sciences	Transportation
<ul style="list-style-type: none"> <li>• ONLY courses that have academic content are transferable. See the Course List Part I.</li> </ul>	Upholstery
Social Services <sup>1</sup>	Veterinary Assistant
Soils	Vision Care
Special Education	Vocational Education
Stationary Steam Engineering	Waste Water
Student Government	Water Science Technology
	Welding
	Wildlife Management
	Workshop and Mini-course

## Notes

<sup>1</sup>See the DTA Associate Degree Course List Part I for exceptions. In these subjects, the introductory survey course is acceptable for transfer.

<sup>2</sup>Effective Summer 2014, a three (3) credit limit for PE activity credit regardless of course’s status as restricted or unrestricted may be applied to the DTA Associate degree. PE activity courses are defined as courses which primarily involve body movement produced by skeletal muscles resulting in energy expenditures through organized group or class activities. PE courses that primarily involve curriculum which is not physically active in nature (as determined by the community college) may be included in the Restricted Electives distribution area and are not included in the three credit limit.

## APPENDIX C

### **Associate of Science Transfer Degree Track 1: Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Science<sup>1</sup>**

*Effective Fall 2000, Updated Spring 2017*

The Associate of Science Transfer (AS-T) Degree Track 1 is designed to prepare students for upper division study in the areas of biological sciences, environmental/resource sciences, chemistry, geology, and earth science. Completing the AS-T Track 1 degree will prepare students for upper division study; it does not guarantee students admission to the major.

In order to prepare students for upper division study, the Associate of Science Transfer Degree Track 1 should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90 quarter hours of transferable credit distributed as follows:
  - A. Communication Skills (minimum 5 credits)
    1. Minimum 5 quarter credits in college-level composition course.
  - B. Mathematics (10 credits)
    1. Two courses (10 credits) required at or above introductory calculus level. (See also D.2. below.)
  - C. Humanities and Social Science (minimum 15 credits)
    1. Minimum 5 credits in Humanities; and
    2. Minimum 5 credits in Social Science; and
    3. Additional 5 credits in either Humanities or Social Science for a total of 15 credits.
  - D. Pre-major Program (45 – 50 credits)
    1. Chemistry (for science majors) sequence (15 credits)
    2. Third quarter calculus or approved statistics course (5 credits).
    3. Biology (for science majors) or physics (calculus-based or non-calculus-based) sequence (15 credits).
    4. Additional requirements: 10 -15 credits in physics, geology, organic chemistry, biology, or mathematics, consisting of courses normally taken for science majors (not for general education), preferably in a 2- or 3-quarter sequence.

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<sup>1</sup> Engineering, Computer Science, Physics, and Atmospheric Sciences majors are referred to the Associate of Science Transfer Degree Track 2.

#### E. Remaining Credits (10-15 credits)

1. Sufficient additional college-level credits so that total credits earned are at least 90-quarter credits. These remaining credits may include prerequisites for major courses (e.g., pre-calculus), additional major coursework, or specific general education or other university requirements, as approved by the advisor.

### Notes

1. Students completing this Associate of Science Transfer degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the direct transfer associate's degree and will be given junior status by the receiving institution.
2. Courses taken under D. above must come from the Intercollege Relations Commission (ICRC) Handbook's "Courses Generally Accepted in Transfer" list in order to count as GERs/GURs at the receiving institution. A graduate who has earned the Associate of Science Transfer degree will be required to complete only such additional lower division general education courses at the receiving four-year institutions of higher education as would have been required to complete the DTA Associate degree. Additional degree requirements such as cultural diversity requirements and foreign language requirements, as required by the receiving institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet D.3.
4. Biology majors should select organic chemistry or physics for the D.4. Requirement.
5. A maximum of five (5) credits from the ICRC Handbook's "Restricted Subject Areas for Transfer" list will be accepted in the remaining credits category (E. above).
6. Pre-calculus cannot be used to satisfy the mathematics requirement (B. above).
7. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.
8. Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution).

## APPENDIX D

### **Associate of Science Transfer Degree Track 2: Engineering, Computer Science, Physics, and Atmospheric Sciences<sup>1</sup>**

*Effective Fall 2009; Updated Spring 2017*

The Associate of Science Transfer (AS-T) Degree Track 2 is designed to prepare students for upper division study in the areas of engineering, computer science, physics, and atmospheric science. Completing the AS-T Track 2 degree will prepare students for upper division study; it does not guarantee students admission to the major.

In order to prepare students for upper division study, the Associate of Science Transfer Degree Track 2 should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90 quarter hours of transferable credit distributed as follows:
  - A. *Communication Skills (minimum 5 credits).*
    1. Minimum 5 quarter credits in college-level composition course.
  - B. *Mathematics (10 credits).*
    1. Two courses (10 credits) required at or above introductory calculus level. (See also D.3. below.)
  - C. *Humanities and Social Science (minimum 15 credits).* Courses taken at the community or technical college to meet the Humanities and Social Sciences requirements in the AS-T will be accepted toward those requirements and counted as General Education Requirements/General University Requirements (GERs/GURs) by the receiving institution – see Note 7.
    1. Minimum 5 credits in Humanities
    2. Minimum 5 credits in Social Science
    3. Additional 5 credits in either Humanities or Social Science for a total of 15 credits.
  - D. *Pre-major Program (25 credits).*
    1. Physics (calculus-based or non-calculus-based) sequence including laboratory (15 credits) (see Note 3).
    2. Chemistry with laboratory required for Engineering majors (5 credits). Other majors should select 5 credits of science based on advising.

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<sup>1</sup> Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Sciences majors are referred to the Associate of Science Transfer Degree #1; Mathematics majors are referred to the Math Education Major Related Program based on the Direct Transfer Agreement Associate degree.

3. Third quarter calculus or approved statistics course chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend (5 credits).
- E. *Remaining Credits (35 credits)*. The remaining 35 credits should be planned with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student selects to attend.

## Notes

1. Students completing this Associate of Science Transfer degree will receive the same priority consideration for admission to the baccalaureate institution as they would for completing the Direct Transfer Agreement (DTA) Associate degree and will be given junior status by the receiving institution.
2. Courses taken under D. above must come from the Intercollege Relations Commission (ICRC) Handbook's "Courses Generally Accepted in Transfer" list in order to count as GERs/GURs at the receiving institution. A graduate who has earned the Associate of Science Transfer degree will be required to complete only such additional lower division general education courses at the receiving four-year institutions of higher education as would have been required to complete the DTA Associate degree. Additional degree requirements such as cultural diversity requirements and foreign language requirements, as required by the receiving institution, must be met prior to the completion of a baccalaureate degree.
3. Students should be advised that some baccalaureate institutions require physics with calculus to meet D.1.
4. A maximum of five (5) credits from the ICRC Handbook's "Restricted Subject Areas for Transfer" list will be accepted in the remaining credits category (E. above).
5. Students are responsible for checking specific major requirements of baccalaureate institutions in the year prior to transferring.
6. Sequences should not be broken up between institutions (e.g., the typical three-quarter physics sequence should be taken entirely at one institution).
7. AS-T transfer students will have taken approximately the same number of GERs as their new peers took during their first two years at the baccalaureate institution, and will be expected to complete the institution's GERs on the same basis as students who started there as freshmen, thus providing comparable experience for freshman-entry and transfer students. All courses approved as GERs by the community or technical college will be accepted as GERs by the baccalaureate institution.
  - Institutions that automatically match transfer courses to comparable in-house courses will initially assign GER designations automatically.

- If this designation is different than that assigned by the community or technical college, students who believe that the community or technical college designation would be more beneficial may petition the baccalaureate institution to have the designation assigned consistent with the community or technical college designation.
- If there is no baccalaureate match for a community or technical college GER course, the baccalaureate institution will assign it to the same GER area as the sending community or technical college.
- Baccalaureate institutions may, if they do so with their freshman-entry students, disallow a specific GER when a student selects that discipline as the major. [GERs are intended to assure a breadth of academic experience, so courses supporting the in-depth learning of the major may not be used for this purpose.]

## APPENDIX E

### **Major Related Programs (MRPs) Based On DTA and AS-T**

Each MRP is a course plan based on the Direct Transfer Agreement (DTA) Associate degree or the Associate in Science-Transfer (AS-T) degree Track 1 or Track 2. MRPs can reduce the time it takes to complete a specific bachelor degree pathway. They were developed to help students prepare to transfer into high demand bachelor's degree programs that require specific courses in the first two years. Each MRP has a different set of participating schools. Baccalaureate institutions that have signed on to a specific MRP are agreeing that the MRP prepares students for that major at their institution.

Institutions that accept the DTA Associate degree or the AS-T degree also accept any Major Related Program (MRP) course plan based on those degrees. If the institution did not sign the MRP agreement, it means they will accept the DTA/MRP or the AS-T/MRP as they would the basic DTA Associate degree or AS-T degree.

Please see [www.wsac.wa.gov/transfers](http://www.wsac.wa.gov/transfers) for the most current MRP guidelines, as well as a list of four-year institutions that accept each degree.

## APPENDIX F

### Associate in Applied Science—Transfer (AAS-T) Degree

*Approved by the Instructional Commission March 8, 2002.*

The Associate in Applied Science – T (AAS-T) degree is built upon the technical courses required for job preparation and includes a college-level general education component. The general education courses for the AAS-T degree are drawn from the list of associate degree courses generally accepted in transfer. Awarding the AAS-T is at the option of each community college. Each college determines which degrees are to be so designated; not all technical degrees are appropriate for the AAS-T designation.

#### Requirements for the AAS-T Designation

In order to receive the AAS-T designation, the degree must possess the following characteristics.

##### *I. General Education*

The general education component of the AAS-T degree is to be comprised of not less than twenty credits of courses generally accepted in transfer (see the Intercollege Relations Commission (ICRC) Handbook’s “Courses Generally Accepted in Transfer” list). Many AAS-T degrees will have significantly more than the minimum 20 credits of general education courses.

At a minimum, these twenty credits must include the following:

- a. Communication Skills (5 credits)—English composition.
- b. Quantitative Skills (5 credits)—Transferrable college-level math with intermediate algebra as prerequisite.
- c. Social Sciences, Humanities, or Natural Sciences (10 credits)—Course selection will vary by field of study in the degree but must be selected from ICRC’s “Courses Generally Accepted in Transfer” list.

##### *II. Technical Courses*

Each degree will include a minimum of 70 credits in the technical field as specified by the industry advisory committee.

### Notes

Baccalaureate institutions who subscribe to DTA Guidelines for the DTA Associate degree are not required to accept AAS-T degrees that meet the above criteria. The AAS-T does not fulfill general education requirements for a baccalaureate degree. Transferability of an AAS-T degree to a given baccalaureate institution is neither implied nor guaranteed.



## APPENDIX G

### **Ongoing Articulation Review Committee Statement of Purpose**

The Ongoing Articulation Review (OAR) Committee serves to monitor the success of transferable associate degrees in meeting their goals. The OAR Committee serves four functions:

1. Review of transferable associate degrees (DTA Associate degree, AS-T 1 and AS-T 2), offered by member institutions, for compliance with the DTA Guidelines. The review will consider the presentation of degree requirements in institutional publications, the structure of the degree and credit requirements, and the types of courses which meet distribution requirements. Any discussion regarding specific courses applicable to the degree will be limited to a review of course appropriateness based upon the catalog and other descriptive materials. It is not within the purview of the OAR Committee to conduct a formal review of course quality.
2. Review of the acceptance of transferable associate degrees between member institutions for compliance with the DTA, AS-T 1 and AS-T 2 transfer agreements. The review will consider the presentation of the degree-accepting institution's agreement in its publications, the benefits provided to a transfer student holding a transferable associate degree, and the specifics of any proviso claimed by the degree-accepting institution.
3. Review of Baccalaureate Institutions to identify and correct the "drift" between policy and practice with regard to transferable associate degrees and institutional provisos.
4. Study problems and provide recommendations regarding the interpretation of the DTA Guidelines.

Reviews shall be reported to the ICRC Executive Committee and the Chief Academic Officer of the institutions involved, with a copy to the Intercollege Relations Commission representative. Suggested changes should be recommended within the report. The institution is encouraged to respond to the Chair of the Executive Committee regarding the report of the OAR Committee.

## APPENDIX H

### Legislation Governing Transfer Practices in the State of Washington

Since the Umbrella Policy was implemented in 1984, the legislature has continued to address transfer policy in Washington through several bills that have become law.

In addition, the legislature created the Washington Student Achievement Council (WSAC) on July 1, 2012 (replacing the Higher Education Coordinating Board) to “provide the focus and propose the goals for increasing educational attainment including improving student transitions from secondary to postsecondary education and training and between and among postsecondary institutions.” The Council is composed of nine voting members: five citizen members appointed by the Governor with consent of the senate, including one student member, and four sector representatives. Statutory references for the Council are located in [RCW 28B.77](#) (HB 2483, effective 2012).

Following is a compilation of statutes included in the Revised Code of Washington (RCW) that address transfer policy.

### Washington Student Achievement Council Statutes Addressing Transfer Policy

#### [RCW 28B.77.210 \(HB 2483, Sec. 113, effective 2012\) - Statewide transfer and articulation policies](#)

The council shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education. The intent of the policies is to create a statewide system of articulation and alignment between two and four-year institutions of higher education. Policies may address but are not limited to creation of a statewide system of course equivalency, creation of transfer associate degrees, statewide articulation agreements, applicability of technical courses toward baccalaureate degrees, and other issues. The institutions of higher education and the state board for community and technical colleges shall cooperate with the council in developing the statewide policies and shall provide support and staff resources as necessary to assist in maintaining the policies.

#### [RCW 28B.77.215 \(HB 2483, Sec. 114, effective 2012\) - Statewide transfer of credit policy and agreement — Requirements](#)

The statewide transfer of credit policy and agreement must be designed to facilitate the transfer of students and the evaluation of transcripts, to better serve persons seeking information about courses and programs, to aid in academic planning, and to improve the review and evaluation of academic programs in the state institutions of higher education. The statewide transfer of credit policy and agreement must not require or encourage the standardization of course content or prescribe course content or the credit value assigned by any institution to the course. Policies

adopted by public four-year institutions of higher education concerning the transfer of lower division credit must treat students transferring from public community and technical colleges the same as students transferring from public four-year institutions of higher education.

[RCW 28B.77.220 \(HB 1632, Sec. 61, effective 2013\) - Transfer associate degrees — Work groups — Implementation — Progress reports](#)

- (1) The council must convene work groups to develop transfer associate degrees that will satisfy lower division requirements at public four-year institutions of higher education for specific academic majors. Work groups must include representatives from the state board for community and technical colleges and the council of presidents, as well as faculty from two and four-year institutions. Work groups may include representatives from independent four-year institutions.
- (2) Each transfer associate degree developed under this section must enable a student to complete the lower-division courses or competencies for general education requirements and preparation for the major that a direct-entry student would typically complete in the first-year student and sophomore years for that academic major.
- (3) Completion of a transfer associate degree does not guarantee a student admission into an institution of higher education or admission into a major, minor, or professional program at an institution of higher education that has competitive admission standards for the program based on grade point average or other performance criteria.
- (4) During the 2004-05 academic year, the work groups must develop transfer degrees for elementary education, engineering, and nursing. As necessary based on demand or identified need, the council must convene additional groups to identify and develop additional transfer degrees. The council must give priority to majors in high demand by transfer students and majors that the general direct transfer agreement associate degree does not adequately prepare students to enter automatically upon transfer.
- (5) The council, in collaboration with the intercollege relations commission, must collect and maintain lists of courses offered by each community and technical college and public four-year institution of higher education that fall within each transfer associate degree.
- (6) The council must monitor implementation of transfer associate degrees by public four-year institutions to ensure compliance with subsection (2) of this section.
- (7) Beginning January 10, 2005, the council must submit a progress report on the development of transfer associate degrees to the higher education committees of the House of Representatives and the senate. The first progress report must include measurable benchmark indicators to monitor the effectiveness of the initiatives in improving transfer and baseline data for those indicators before the implementation of the initiatives. Subsequent reports must be submitted by January 10th of each odd-numbered year and must monitor progress on the indicators, describe development of additional transfer associate degrees, and provide other data on improvements in transfer efficiency.

RCW 28B.77.230 (HB 2483, Sec. 116, effective 2012) - Academic credit for prior learning — Goals— Work group — Reports

- (1) The council, the state board for community and technical colleges, the council of presidents, the four-year institutions of higher education, the private independent higher education institutions, and the private career schools shall collaborate to carry out the following goals:
  - (a) Increase the number of students who receive academic credit for prior learning and the number of students who receive credit for prior learning that counts towards their major or towards earning their degree, certificate, or credential, while ensuring that credit is awarded only for high quality, course-level competencies;
  - (b) Increase the number and type of academic credits accepted for prior learning in institutions of higher education, while ensuring that credit is awarded only for high quality, course-level competencies;
  - (c) Develop transparent policies and practices in awarding academic credit for prior learning;
  - (d) Improve prior learning assessment practices across the institutions of higher education;
  - (e) Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education;
  - (f) Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways; and
  - (g) Develop outcome measures to track progress on the goals outlined in this section.
- (2) The council shall convene the academic credit for prior learning work group.
  - (a) The work group must include the following members:
    - One representative from the council;
    - One representative from the state board for community and technical colleges;
    - One representative from the council of presidents;
    - Two representatives each from faculty from two and four-year institutions of higher education;
    - Two representatives from private career schools;
    - Two representatives from business; and
    - Two representatives from labor.
  - (b) The purpose of the work group is to coordinate and implement the goals in subsection (1) of this section.
- (2) The council shall report progress on the goals and outcome measures annually by December 31st.
- (3) For the purposes of this section, "prior learning" means the knowledge and skills gained through work and life experience; through military training and experience; and through

formal and informal education and training from in-state and out-of-state institutions including foreign institutions.

## Other Statutes Addressing Transfer-Related Policies

[RCW 28B.10.053 \(HB 1632, Sec. 52, effective 2013\) - Postsecondary credit for high school coursework — Master list of qualifying courses and qualifying examination scores — Dissemination of information.](#)

- (1) By December 1, 2011, and by June of each odd-numbered year thereafter, the institutions of higher education shall collaboratively develop a master list of postsecondary courses that can be fulfilled by taking the advanced placement, international baccalaureate, or other recognized college-level proficiency examinations, including but not limited to examinations by a national multidisciplinary science, technology, engineering, and mathematics program, and meeting the qualifying examination score or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The master list of postsecondary courses fulfilled by proficiency examinations or demonstrated competencies are those that fulfill lower division general education requirements or career and technical education requirements and qualify for postsecondary credit. From the master list, each institution shall create and publish a list of its courses that can be satisfied by successful proficiency examination scores or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The qualifying examination scores and demonstrated competencies shall be included in the published list. The requirements to develop a master list under this section do not apply if an institution has a clearly published policy of awarding credit for the advanced placement, international baccalaureate, or other recognized college-level placement exams and does not require those credits to meet specific course requirements but generally applies those credits towards degree requirements.
- (2) To the maximum extent possible, institutions of higher education shall agree on examination qualifying scores and demonstrated competencies for the credits or courses under subsection (3) of this section, with scores equivalent to qualified or well-qualified. Nothing in this subsection shall prevent an institution of higher education from adopting policies using higher scores for additional purposes.
- (3) Each institution of higher education, in designing its certificate, technical degree program, two-year academic transfer program, or first-year student and sophomore courses of a baccalaureate program or baccalaureate degree, must recognize the equivalencies of at least one year of course credit and maximize the application of the credits toward lower division general education requirements that can be earned through successfully demonstrating proficiency on examinations, including but not limited to advanced placement and international baccalaureate examinations. The successful completion of the examination and the award of credit shall be noted on the student's college transcript.
- (4) Each institution of higher education must clearly include in its admissions materials and on its web site the credits or the institution's list of postsecondary courses that can be fulfilled

by proficiency examinations or demonstrated competencies and the agreed-upon examination scores and demonstrated competencies that qualify for postsecondary credit. Each institution must provide the information to the student achievement council and state board for community and technical colleges in a form that the superintendent of public instruction is able to distribute to school districts.

[RCW 28B.10.057 \(HB 5969, Sec. 1, effective 2014\) - Academic credit for military training.](#)

- (1) Before December 31, 2015, each institution of higher education must adopt a policy to award academic credit for military training applicable to the student's certificate or degree requirements. The policy shall apply to any individual who is enrolled in the institution of higher education and who has successfully completed a military training course or program as part of his or her military service that is:
  - (a) Recommended for credit by a national higher education association that provides credit recommendations for military training courses and programs;
  - (b) Included in the individual's military transcript issued by any branch of the armed services; or
  - (c) Other documented military training or experience.
- (2) Each institution of higher education must develop a procedure for receiving the necessary documentation to identify and verify the military training course or program that an individual is claiming for academic credit.
- (3) Each institution of higher education must provide a copy of its policy for awarding academic credit for military training to any applicant who listed prior or present military service in his or her application. Each institution of higher education must develop and maintain a list of military training courses and programs that have qualified for academic credit.
- (4) Each institution of higher education must submit its policy for awarding academic credit for military training to the prior learning assessment work group convened pursuant to RCW 28B.77.230.

[RCW 28B.10.696 \(HB 1795 Sec. 11, effective 2011\) - Transfer students' credit — List of academic courses equivalent to one year of general education credit — One-year academic completion certificate — Arts and sciences degrees for students entering with junior status — Publication of recommended courses by academic major for transfer students.](#)

- (1) A graduate of a community or technical college in this state who has earned a transferable associate of arts or sciences degree when admitted to a four-year institution of higher education shall have junior standing. A graduate who has earned the direct transfer associate of arts degree will be deemed to have met the lower division general education requirements of the receiving four-year institution of higher education. A graduate who has earned the associate of science transfer degree will be deemed to have met most requirements that prepare the graduate for baccalaureate degree majors in science, technology, engineering, and math and will be required to complete only such additional lower division, general education courses at the receiving four-year institutions of higher education as would have been required to complete the direct transfer associate of arts degree.

- (2) A student who has earned the equivalent of ninety quarter credit hours and has completed the general education requirements at that four-year institution of higher education in Washington when admitted to another four-year institution of higher education shall have junior standing and shall be deemed to have met the lower division general education requirements of the institution to which the student transfers.
- (3) The community and technical colleges, jointly with the four-year institutions of higher education, must develop a list of academic courses that are equivalent to one-years' worth of general education credit and that would transfer for that purpose to any other two or four-year institution of higher education. If a student completes one-year' worth of general education credits, the student may be issued a one-year academic completion certificate. This certificate shall be accepted at any transferring two or four-year institution of higher education.
- (4) Each institution of higher education must develop a minimum of one degree within the arts and sciences disciplines that can be completed within the equivalent of ninety quarter upper division credits by any student who enters an institution of higher education with junior status and lower division general education requirements completed.
- (5) Each four-year institution of higher education must publish a list of recommended courses for each academic major designed to help students who are planning to transfer design their course of study. Publication of the list of courses must be easily identified and accessible on the institution's web site.
- (6) The requirements to publish a list of recommended courses for each academic major under this section does not apply if an institution does not require courses or majors to meet specific requirements but generally applies credits earned towards degree requirements.

[RCW 28B.50.785 \(HB 1795, Sec. 12, effective 2011\) - Publication of transferable college-level courses — Course lists for one-year academic completion certificates and transferable degrees.](#)

- (1)
  - (a) Community and technical colleges must identify and publish in their admissions materials the college-level courses that are recognized by all four-year institutions of higher education as transferable to the four-year institutions of higher education. Publication of the list of courses must be easily identified and accessible on the college's web site.
  - (b) If a four-year institution of higher education does not require courses of majors for transfer, the community and technical colleges must identify and publish the transfer policy of the institution in their admissions materials and make the transfer policy of the institution easily identifiable on the college's web site.
- (2) Community and technical colleges must create a list of courses that satisfy the basic requirements, distribution requirements, and approved electives for:
  - (a) A one-year academic completion certificate as provided for under RCW 28B.10.696; and
  - (b) A transferrable associate of arts or sciences degree as provided for under RCW 28B.10.696.

- (3) To the extent possible, each community and technical college must develop links between the lists in subsections (1) and (2) of this section and its list of courses, and develop methods to encourage students to check the lists in subsections (1) and (2) of this section when the students are registering for courses.

[28B.50.891 \(SB 6129, Sec. 4, effective 2014\) - Apprenticeship programs or certificate programs—Transferable course credits.](#)

Beginning with the 2015-16 academic year, any community or technical college that offers an apprenticeship program or certificate program for para-educators must provide candidates the opportunity to earn transferable course credits within the program. The programs must also incorporate the standards for cultural competence, including multicultural education and principles of language acquisition, developed by the professional educator standards board under RCW 28A.410.270.

[SB 6354 \(effective 2016\) – Higher Education – Reverse Academic Credit Transfer Plans](#)

- (1) Each state university, regional university, and state college jointly with the state board for community and technical colleges shall develop plans for facilitating the reverse transfer of academic credits from an institution of higher education to a community or technical college. The plan must include the following:
  - (a) A policy allowing eligible students the opportunity to transfer credits back to a community or technical college to use towards completion of a two-year academic transfer degree; and
  - (b) Procedures for notifying eligible students of their 15 eligibility for participation in the reverse transfer program.
- (2) As used in this section, "eligible students" includes all transfer students who enroll as degree-seeking students at a four-year institution of higher education before attaining an associate degree, but after completing sixty quarter credits or more of 20 transferable coursework at a Washington community or technical college.
- (3) The state board for community and technical colleges and each 2 four-year institution of higher education shall adopt plans consistent with subsection (1) of this section by December 31, 2017.
- (4) This section expires July 1, 2018.



## APPENDIX I

### **Process for Revisions and Changes to the Statewide Transfer Associate Degree Agreements - Revised 5/5/2011 (agency and group names updated 2/22/17)**

#### Policy

The procedures involving the transfer of students and the credits they have earned are governed by the statewide transfer policy and agreement titled “Policy on Intercollege Transfer and Articulation Among Washington Public Colleges and Universities,” commonly known as the “umbrella transfer policy.” This Washington Student Achievement Council (WSAC) policy is outlined in the Intercollege Relations Commission (ICRC) Handbook and states that:

*Each college and university has the responsibility and the authority to determine the requirements and course offerings of its programs in accordance with its institutional mission. These requirements and course offerings shall be published and communicated to students and the public. Colleges and universities shall treat transfer students and native students on an equitable basis. In particular, all students shall be expected to meet equivalent standards for regular admission to programs and to satisfy comparable program requirements.*

Once changes in lower division baccalaureate degree course requirements have been adopted and published, baccalaureate institutions shall allow a grace period of two years before the changes become effective for transfer students. This policy applies to lower division course requirements of all subdivisions of an institution (schools, colleges, departments, etc.).

*Baccalaureate institutions shall notify community and technical colleges of changes in lower division course requirements for baccalaureate degrees two years prior to their implementation for transfer students, and shall consult with community college academic officers when significant changes are under consideration.*

In accordance with the policy stated above, it is agreed that a “significant change” to the Direct Transfer Agreement (DTA), Associate in Science-Transfer Agreements (AS-T) tracks 1 and 2, and Major Related Program (MRP) agreements is defined as:

*a change in lower-division course requirements for entrance to a baccalaureate degree program (major program of study) or institution that could negatively impact a community and technical college student’s eligibility for entrance or timely progress to degree completion.*

The two-year grace period for significant changes begins when written notification is received by the Joint Transfer Council (JTC). WSAC and State Board for Community and Technical Colleges (SBCTC) staff members will distribute notice of significant change to all Washington

colleges, universities and groups involved in transfer. At the end of the two-year grace period, all transfer students are expected to meet the new requirements of receiving institutions.

#### Process for implementing change to transfer degrees and Major Related Programs

1. Raise as a JTC issue: Anyone with a proposed revision to statewide transfer associate degree agreements (the DTA or AS-T agreements) may ask a JTC member to place that idea or proposal on the JTC agenda.
2. JTC discussion: JTC will make a determination about the following issues:
  - How should the proposal go forward for broad discussion? Who needs to be informed of the potential change? Is the proposed change a “significant modification?”
  - How much time for discussion is needed?
  - Does the change conform to other transfer policy?
  - On what date, or by what term and year, would the change go into effect?
3. Provide written notice of intent to make a significant change to WSAC and SBCTC transfer policy staff members. The date written notification is received by WSAC and SBCTC begins the two-year notification time frame.
4. Broad discussion among stakeholders: JTC will define a process and timeline for discussions within and among institutions, ICRC, and others, including faculty, staff, and students with interests related to the proposed change.
5. Loop back to JTC and further broad discussion (if needed)
6. Share draft final recommendation among stakeholders indicating what input was or was not included in the final proposed change.
7. JTC recommendation: If the discussions result in support for a recommended change, JTC will recommend that the academic leadership of the state’s public and independent institutions party to the agreement under consideration approve the proposed changes to the agreement effective by the date set by JTC.
8. Academic leadership approvals: The Instruction Commission (IC), the Interinstitutional Committee of Academic Officers (ICAO) and representatives of the academic leadership of each independent institution party to the agreement will transmit their approval of the proposed change(s) to JTC to ensure a coordinated response.

WSAC Adoption: By virtue of WSAC staff participation in JTC and official notification of proposed significant changes to transfer agreements, WSAC will be updated on the policy discussion as the issue moves through these steps. After step 6, JTC will advise the ICAO, IC and Independent Colleges of Washington (ICW) of the community’s agreement on the proposed change(s) and will assist those leadership groups in forwarding a recommendation to WSAC for adoption of the proposed change. Policies adopted by Council resolution at a regularly

scheduled meeting become effective on the date of adoption, or other date if so specified in the resolution.

### *MRP agreements*

Major Related Program agreements are degree pathways that follow one of the two statewide transfer agreements (DTA or AS-T agreements). The MRPs are based on negotiated agreements by MRP workgroups and may be updated or altered via the following process:

1. Alert the institution's or sector's JTC member of the need for a change. When the proposed change will make a significant change to the pre-requisites to majors and thus affect lower division course taking, the JTC member will bring the issue to the group's attention. The institution seeking change will provide written notice to WSAC and SBCTC transfer policy staff members. The date written notification is received by WSAC and SBCTC staff begins the two-year notification time frame.
2. Upon discussion, JTC will establish an appropriate review process for updating the MRP agreement. In a process consistent with the initial process for development and approval of the statewide MRP agreements, changes to the agreements that affect lower-division course taking will require review by JTC and approval by those institutions signatory to the agreement.
3. If the changes under review by JTC alter the published transfer associate degrees, JTC will establish an implementation timeline appropriate to the type of proposed change with a goal of minimizing impact on students already enrolled and progressing under the existing agreement.

## APPENDIX J

### Academic Course Electives in Transfer Degrees: Criteria, Process for New Courses, Role in the Degrees and Review of Changes

*Recommended by JAOG<sup>1</sup> May 2, 2005, Updated April 2017—Subsequently approved by chief academic officers at public and independent baccalaureate institutions.*

#### 1. Criteria for Unrestricted Electives:

Academic courses accepted as transferable electives will normally include:

- Any course from a discipline in the current DTA Associate degree Guidelines Distribution Requirements (2.a.-2.c.) found in the Intercollege Relations Commission (ICRC) Handbook:
  - Humanities: Art, Music, History, Philosophy, Foreign Language/American Sign Language, Drama/Theater, Speech/Communication Studies, Literature
  - Social Sciences: History, Philosophy, Anthropology, Political Science, Economics, Psychology, Geography, Sociology
  - Sciences: Astronomy, Geology, Biology, Mathematics, Botany, Physics, Chemistry, Zoology; **Or**
- Any course that is a requirement for a Major Related Program (MRP); **Or**
- General survey courses that include appropriate foundational topics that cover basic principles and theories, and/or history and philosophy of the discipline<sup>2</sup>.

#### 2. Process for Identification of New Academic Electives by CTCs:

The CTCs are responsible for a process whereby courses can be reviewed and accepted or rejected as meeting the criteria for a transferable course elective in the transfer associate degrees. Courses regarded as transferable electives will be accepted in transfer by all community and technical colleges as academic electives applicable toward their academic degrees. The public baccalaureates and participating independent baccalaureates will accept as an academic elective any course specifically identified and accepted in transfer as an academic elective by all community and technical colleges, using the process outlined in this document.

*Who identifies potential transferable course electives?*

Any one from a community or technical college can nominate a course via their Articulation and Transfer Council (ATC) representative or other college staff member. ATC is considering an

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<sup>1</sup> Now the Joint Transfer Council (JTC)

<sup>2</sup> These include disciplines offered at the baccalaureate level at multiple, regionally accredited, baccalaureate institutions in the state. Such disciplines are not limited to those of long-standing, but include emerging disciplines that have begun to appear among the state's baccalaureate degree programs.

annual review cycle. Transferable electives must meet one of the criteria for academic courses as established jointly by the community and technical colleges, public and independent baccalaureate institutions, through JTC (see criteria above).

*Who will review the college's proposal and determine whether the course is transferable system-wide?*

ATC will establish a standing committee to review the proposal and determine if the proposed course and similar courses, if appropriate, meet the criteria. That standing committee will be responsible for recommending that all colleges, represented by the ATC membership, review the courses for the purpose of all agreeing to accept the courses listed as generally transferable electives.

*How will universal acceptance of the courses as transfer electives be assured?*

Upon recommendation from the standing committee on elective courses, the ATC will vote to forward or not forward the list to IC for unanimous approval of each course. Unanimous approval of IC will be required before a proposed course can be regarded as an academic course and thus a transferable elective.

### 3. Role of Academic Electives in Transfer:

Once the CTC system completes the above process to approve courses that each CC may include as electives within the approved transfer degrees, those classes will be accepted in transfer degrees as electives (some institutions may apply the courses as degree prerequisites or course equivalents that fit beyond the role of electives.)

Stated another way, when institutions that are signatory to this agreement accept a transfer student with an approved transfer degree including designated elective courses, those institutions will give elective credit for such courses (or other kinds of credit, if appropriate to specific degree requirements).

The course would continue to serve as an elective until at least the remainder of the academic year subsequent to discussions described below, if those discussions result in the colleges removing the course from the list of academic electives.

### 4. Process for Review of CTC Academic Electives Listing:

On a regular basis (yet to be determined) baccalaureates will review the process and resulting academic electives lists. JTC could undertake this periodic review.

Baccalaureate institutions retain the ability to raise questions and the authority, as a group, to object to the decision of the community and technical colleges to regard a course as academic. JTC would undertake hearing objections and focus on mutual agreement about the fit of the course to the criteria listed above. If agreement is reached that the course does not meet the criteria, the CTCs would be asked to remove the course from the approved list of electives and to designate that the course would not serve as a general elective in a transfer degree if taken in subsequent years.

## APPENDIX K

### Washington's Informal Transfer Network

Transfer policy is implemented and maintained through the cooperative efforts of the state institutions of higher education, the State Board for Community and Technical Colleges (SBCTC), and the Washington Student Achievement Council (WSAC) with support and guidance of statewide within-sector and cross-sector groups and offices involved in transfer policy implementation.

### List of Transfer Network Groups

WSAC actively participates with groups indicated by an asterisk.\*

Statewide cross-sector groups and offices involved with transfer

\*Joint Transfer Council (JTC)

\*Washington Council for High School –College Relations (WCHSCR)

\*Intercollege Relations Commission (ICRC)

Interinstitutional Committee of Academic Officers (ICAO) – public baccalaureate institutions

Instruction Commission (IC) – public community and technical colleges

\*Northwest Student Transfer Education Partnership (NW STEP)

\*Washington Association of Collegiate Registrars and Admission Officers (WaACRAO)

\*Dual Credit and Running Start Coordinators (high school and college advisors)

\*Academic Credit for Prior Learning (ACPL) Work Group

Within-sector groups or offices involved with transfer initiatives

*Public Baccalaureate Sector*

- Council of Presidents (COP)
- Interinstitutional Committee of Academic Officers (ICAO)
- Interinstitutional Committee of Registrars and Admissions Officers (ICORA)

*Independent Baccalaureate Sector*

- Independent Colleges of Washington (ICW)
- Private Registrars of Washington (PROW)

*Public Two-year Sector*

- State Board for Community and Technical Colleges (SBCTC)
- Instruction Commission (IC)
- Washington State Student Service Commission (WSSSC)
- Articulation and Transfer Council (ATC)
- Advising and Counseling Council (ACC)

- Admissions and Registration Council (ARC)

## Description of Organizations and Offices Addressing Transfer in Washington

Statewide cross-sector groups and offices involved with transfer  
*Washington Student Achievement Council (WSAC)*

Established as a new cabinet-level state agency on July 1, 2012, the Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington. The nine-member Council includes five citizens, a current student, and one representative from each of the state's four major educational sectors. Agency staff supports the work of WSAC, performing assigned functions previously administered by the Higher Education Coordinating Board.

WSAC has statutory authority for setting and reviewing transfer policy for the state. WSAC staff work in collaboration with other groups addressing transfer to formulate policy strategies for review by the Council and respond to legislative mandates. For information about transfer initiatives, see [www.wsac.wa.gov/transfers](http://www.wsac.wa.gov/transfers)

*Joint Transfer Council (JTC)*

The Joint Transfer Council is a standing committee with representatives from public and independent academic degree-granting institutions and WSAC. JTC was formed in 2003 (as the Joint Access Oversight Group, or JAOG), and became the JTC in 2011 in order to better describe its function. JTC meets approximately three times per year. JTC considers statewide transfer issues and recommends policy strategies for transfer, including Major Related Program agreements and other statewide communication strategies related to transfer and transfer issues.

Membership consists of:

- Public Baccalaureates - Vice provosts of Academic Affairs from each of the six public baccalaureate institutions
- Council of Presidents (COP) staff member
- Private Baccalaureates - President or appointed representative of Independent Colleges of Washington (ICW) and representatives from registration and academic planning offices
- Community and Technical Colleges (CTC) - Eight vice presidents of instruction or student services and a staff member from the SBCTC
- One Executive Board member from the Intercollege Relations Commission (ICRC).
- WSAC staff

JTC has formal communication with and works on behalf of institutions represented by the membership in collaboration with the ICRC Executive Committee and WSAC.

### *Washington Council for High School–College Relations (WCHSCR)*

WCHSCR, formed in 1957, provides an information-sharing network among members and coordinates work related to transfer through its Intercollege Relations Commission (ICRC). Its various events include: a series of fall high school counselor workshops across the state, a fall tour for community college students, a series of workshops for community college transfer advisors, spring 8<sup>th</sup> grade college workshops, and spring transfer student fairs. WCHSCR publishes a yearly update of Washington colleges and universities for high school counselors that includes financial aid information, updates from WSAC, and tables of program offerings at all colleges and universities in Washington, by major.

The Executive Committee of WCHSCR meets quarterly and holds one pro forma annual meeting for all members. WCHSCR is a voluntary, non-profit organization with members from high schools, public and independent colleges and universities, education organizations, and agencies throughout Washington. Representatives of those entities often are selected from admissions and advising leadership and policy experts. [www.washingtoncouncil.org/](http://www.washingtoncouncil.org/)

### *Intercollege Relations Commission (ICRC)*

ICRC, as a commission of the Washington Council for High School-College Relations (WCHSCR), develops and maintains statewide transfer agreements, and with its wide college and university participation, provides a means of early identification of transfer issues. The ICRC Handbook is a valuable resource for two- and four-year college and university transfer advisors.

The commission was formed in 1970 and meets twice per year. The organization is voluntary with one representative from WCHSCR-member public and independent colleges and universities as appointed by the chief academic officer at each institution. Baccalaureate representatives are often appointed from upper level policy or admissions and registrars' offices; Community and Technical College representatives are a mix of admissions and registration staff and/or academic deans of instruction or student services vice presidents.

ICRC provides an information-sharing network for the institutions represented by the membership and works in collaboration with and has formal communication with JTC and Council staff. [www.washingtoncouncil.org/icrc](http://www.washingtoncouncil.org/icrc)

### *Interinstitutional Committee of Academic Officers (ICAO) and the Instruction Commission (IC)*

A joint annual meeting of the public baccalaureate institution provosts (ICAO) and the executive committee of the community and technical colleges' Instruction Commission (IC) is held to discuss mutual interests of the public higher education colleges and universities. This meeting initiated the development of the Associate in Science –Transfer agreements, requested meetings that led to the first Major Related Program statewide agreements in secondary education, and fostered the initiation of the Joint Transfer Council (JTC).



The first meeting this group was held in 1976. Participants at the joint meeting assign responsibility for addressing areas of mutual interest to Council of Presidents (public baccalaureates) and State Board for Community and Technical College staff, to their respective JTC members, or to jointly authorized workgroups.

*Northwest Student Transfer Education Partnership (NW STEP), formerly Baccalaureate and Community and Technical College Transfer Group (BACC/CTC)*

The Washington NW STEP group is a collaborative association of professionals composed of transfer advisors and coordinators from the Washington State community and technical colleges (CTC) along the I-5 corridor and the admissions representatives of baccalaureate institutions which seek to recruit from them. The group was founded by the CTCs for the purpose of providing opportunities to connect the regionally accredited institutions to discuss issues pertaining to Washington State transfer students, provide professional development for members, and schedule community college transfer events. These events include university visits and the winter, spring and summer community college transfer fairs.

[sites.google.com/site/baccctc/home](https://sites.google.com/site/baccctc/home)

*Washington Association of Collegiate Registrars and Admission Officers (WaACRAO)*

WaACRAO is a highly inclusive organization that welcomes representatives from every institution of higher education in the State of Washington: public, private, 2-year, 4-year, traditional or emerging. Meetings are held annually with an emphasis on professional development, dissemination of information, and the exchange of ideas on statewide issues of mutual interest to member institutions. Issues concerning transfer and articulation are addressed, and networking and communication across sector barriers encouraged.

[www.waacrao.org](http://www.waacrao.org)

*Dual Credit and Running Start Coordinators*

Dual Credit programs have expanded significantly in Washington over the past several years. Dual-credit programs allow students to earn high school and college credit simultaneously. Students can earn dual credit by completing college courses (e.g. Running Start, College in the High School, and Tech Prep) or by completing standardized exams (e.g. Advanced Placement, International Baccalaureate, and Cambridge International Program).

WCHSCR has a dual credit commission that periodically convenes conferences for dual credit/running start coordinators from high school and colleges campuses. In addition, WSAC and the Office of the Superintendent of Public Instruction (OSPI) facilitate training and information sessions for coordinators.

Dual Credit and Running Start Coordinators address issues regularly via a list serve. The following state agencies work with coordinators to clarify policy and practices: the Office of the Superintendent of Public Instruction, State Board of Education, State Board for Community and Technical Colleges, the Washington Student Achievement Council, and the Attorney General's office. [www.wsac.wa.gov/college-credit-high-school](http://www.wsac.wa.gov/college-credit-high-school)

### *Academic Credit for Prior Learning Workgroup*

The Legislature is interested in helping students move through the higher education system as effectively as possible. To accomplish this they would like an increase in the number of students receiving quality credit for prior learning that will improve their efficiency in earning a degree. Legislation passed in 2010 (SSB 6357), 2011 (ESSHB 1795), and 2012 (ESSHB 2483) called for establishment of a work group to address efficiencies and improvements in the system.

The work group is convened by WSAC and participants include: State Board for Community and Technical Colleges, Workforce Training and Education Coordinating Board, Council of Presidents, other state agencies, two- and four-year public and private colleges (non-profit and for-profit), Washington legislative staff, public safety, military/Department of Defense, and workforce/apprenticeship organizations. Meetings are held quarterly, with a statewide conference convened annually. [www.wsac.wa.gov/assessments-prior-learning](http://www.wsac.wa.gov/assessments-prior-learning)

Within-sector groups or offices involved with transfer initiatives  
*Public Baccalaureate Sector*

#### **Council of Presidents (COP)**

COP is an organization representing the public baccalaureate institutions.

<http://www.councilofpresidents.org/>

#### **Interinstitutional Committee of Academic Officers (ICAO)**

ICAO consists of provosts at public baccalaureate institutions, meeting as a committee of the Council of Presidents.

#### **Interinstitutional Committee of Registrars and Admissions Officers (ICORA)**

ICORA consists of Registrars and Admissions Officers at public baccalaureate institutions. This committee reports to the ICAO and meets three times per year. ICORA meetings provide an opportunity for members to share information and ideas, and make recommendations to ICAO about admissions, registration, residency, student records, and other enrollment issues, including those related to K-12 and community and technical college articulation and transfer.

### *Public Two-year Sector*

#### **State Board for Community and Technical Colleges (SBCTC)**

SBCTC is a nine-member board appointed by the Governor and is responsible for statewide governance and policies related to community and technical colleges. The Board meets nine times per year. For information on transfer initiatives within the community and technical college sector, see <http://www.sbctc.edu/colleges-staff/programs-services/transfer/>

#### **Instruction Commission (IC)**

IC meets quarterly and membership consists of vice presidents of instruction at public community and technical colleges. IC reviews transfer issues related to community and technical colleges and approves statewide transfer agreements on behalf of the CTC system

<http://www.sbctc.edu/colleges-staff/commissions-councils/ic/>

### Washington State Student Service Commission (WSSSC)

This commission meets quarterly and membership consists of vice presidents of student services at public community and technical colleges. WSSSC members supervise staff responsible for transfer functions including admissions, advising and credential evaluation.

<http://www.sbctc.edu/colleges-staff/commissions-councils/wsssc/>

### Articulation and Transfer Council (ATC)

ATC is a council of the IC, and membership consists of deans of transfer arts and science programs at public community and technical colleges. Meetings are held quarterly, and members serve on MRP workgroups providing statewide information-sharing as proposals are developed. This council recommends transfer agreements and strategies for IC consideration and addresses issues of acceptance of courses in transfer between colleges within the CTC system. It identifies issues and recommends actions to improve transfer into specific majors at the baccalaureate institutions.

<http://www.sbctc.edu/colleges-staff/commissions-councils/atc/default.aspx>

### Advising and Counseling Council (ACC)

ACC is a council of the WSSSC and meets quarterly. Membership consists of directors of advising and counseling at public community and technical colleges, and the group recommends transfer strategies for WSSSC consideration.

<https://www.sbctc.edu/colleges-staff/commissions-councils/acc/>

### Admissions and Registration Council (ARC)

ARC is a council of the WSSSC and meets quarterly. Membership consists of Directors of Admission and Registration at public community and technical colleges. Credential evaluators who determine transfer equivalencies at the colleges typically report to ARC members.

<http://www.sbctc.edu/colleges-staff/commissions-councils/arc/>

### *Independent Baccalaureate Sector*

#### Independent Colleges of Washington (ICW)

ICW is an association that represents the interests of 10 private, liberal arts, nonprofit baccalaureate institutions in Washington.

<http://www.icwashington.org>

#### Private Registrars of Washington (PROW)

PROW consists of registrars and their office staff at the independent baccalaureate institutions in Washington. The group meets twice a year for networking, professional development, and to caucus on higher education issues, to include transfer policy and practice.

## APPENDIX L

### Acronyms Used in Washington Higher Education

AAS-T	<u>Associate in Applied Science – Transfer</u>
	Built upon the technical courses required for job preparation, this degree includes 20 general education credits generally accepted in transfer.
ACC	<u>Advising and Counseling Council</u>
	A council of the WSSSC (see below) that consists of directors of advising and counseling at public community and technical colleges. The group meets quarterly and recommends transfer strategies for WSSSC consideration.
ACPL	<u>Academic Credit for Prior Learning</u>
	Credit that is awarded for knowledge and skills gained through work and life experience, military training and experience, formal and informal education, and training from in-state, out-of-state, or foreign schools.
AP	<u>Advanced Placement</u>
	Advanced Placement Exam administered by The College Board, through which high school students may earn college credit at many Washington 2- and 4-year schools
ARC	<u>Admissions and Registration Council</u>
	Registrars and Admissions officers of the community and technical colleges
AS-T	<u>Associate of Science – Transfer</u>
	The AS-T-1 and AS-T-2 degrees are designed to prepare students for upper-division study in biology, chemistry, engineering, physics and related fields
ATC	<u>Articulation and Transfer Council (formerly ATG)</u>
	A council of the IC focusing on transfer issues, the Articulation and Transfer Council (ATC) consists of the deans of arts and science programs or transfer programs from each of the community and technical colleges within Washington State and three representatives from the Student Services Commission (WSSSC).
BI	<u>Baccalaureate Institutions</u>
	Baccalaureate members of the ICRC
CCN	<u>Common Course Numbering</u>

Common course numbering makes course transfer easy between and among Washington's 34 community and technical colleges. Common courses are those courses delivered by a number of community and technical colleges that have official college catalog descriptions similar enough to be accepted as equivalent at a receiving college for transfer purposes.

CHE Council of Higher Education

Established in 1969 to review and make recommendations on proposals for higher education degree programs. Renamed in 1975 as Council on Postsecondary Education (CPE).

COP Council of Presidents

The Presidents of the Public Baccalaureates

CPE Council on Postsecondary Education (see CHE)

Established in 1975 by renaming Council on Higher Education. Retained recommending authority, which included higher education planning and budgets. Replaced in 1985 by Higher Education Coordinating Board, which had approval and regulatory authority.

CTC Community and Technical Colleges

The 34 Public two year colleges of Washington

DTA Direct Transfer Agreement

The community and technical college degree designed to transfer to most Bachelors of Arts degrees at Washington's four-year institutions to fulfill lower division general education requirements. The DTA is used interchangeably for the agreement and for the degree, as in, "She earned her DTA at her local community college."

HECB Higher Education Coordinating Board (See CPE and WSAC)

Established by the 1985 Washington legislature to identify the state's higher education goals, objectives and priorities; develop role and mission statements for the public baccalaureate institutions and community and technical colleges; and review and recommend operating budget requests, tuition standards, and legislative actions. HECB was replaced by WSAC in 2012.

IC Instruction Commission

Chief Academics Officers of the CTC's

ICAO	<u>Interinstitutional Committee of Academic Officers</u> Chief Academic Officers of public baccalaureate institutions.
ICORA	<u>Intercollege Organization of Registrars and Admissions</u> Registrars and Admissions Officers of the public baccalaureates
ICRC	<u>Intercollege Relations Commission</u> A commission of WCHSCR
ICUS	<u>Interinstitutional Committee on Undergraduate Studies</u> ICRC members from the public baccalaureate institutions.
ICW	<u>Independent Colleges of Washington</u> An association of 10 private, nonprofit colleges in the state.
JAOG	<u>Joint Access Oversight Group (See JTC)</u>
JTC	<u>Joint Transfer Council</u>  The Joint Transfer Council was established in 2003 by the two-year and four-year public institutions to work on transfer issues. It was originally called the Joint Access Oversight Group (JAOG). The group was expanded to include the independent institutions in spring 2004. In 2012, JAOG changed its name to Joint Transfer Council. The JTC considers statewide transfer issues, recommends policy strategies, and convenes the work groups that develop Major Related Program agreements. It also works in collaboration with and has formal communications with the ICRC executive committee.
MRP	<u>Major-Related Program</u>  Degree programs that are specific variations of the DTA Associate degree and the AS-T degrees designated for transfer to specific majors at baccalaureate institutions.
OAR	<u>Ongoing Articulation Review Committee</u>  A standing committee organized by ICRC to review the compliance of community and technical colleges and baccalaureate institutions in the State of Washington to the DTA Guidelines.
PROW	<u>Private Registrars of Washington</u>  A group of registrars and associate registrars from the independent baccalaureate institutions in Washington that meets twice annually.

- SBCCE or SBCC State Board for Community College Education
- Established by the Legislature in 1967 as a community college system following the separation of community college financing from local school districts in 1963.
- SBCTC State Board for Community and Technical Colleges
- Established in 1991 by removing the remaining public vocational/technical institutes from the jurisdiction of their local school districts, designating them as technical colleges, and merging them into SBCCE, which was renamed to State Board for Community and Technical Colleges.
- TAG Transfer and Articulation Group
- A committee of ICOA to address access, demographics, major pathways and other transfer related issues
- WACTC Washington Association of Community and Technical Colleges
- The Presidents of the CTCs
- WCHSCR Washington Council for High School-College Relations
- The Washington Council for High School-College Relations is an association of collegiate institutions, high schools, professional associations, educational organizations and honorary members throughout the state of Washington. The council is organized to enable all Washington students to successfully access and engage post-secondary opportunities.
- WSAC Washington Student Achievement Council
- Established as a new cabinet-level state agency on July 1, 2012, the Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington. <http://www.wsac.wa.gov>
- WSSSC Washington State Student Services Commission
- The Chief Student Affairs officers of the CTC's