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for High School-College Relations, Inc.
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THE ICRC HANDBOOK 2004

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THE INTERCOLLEGE RELATIONS COMMISSION
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A Commission of the
Washington Council
on
High School-College Relations

**THE ICRC HANDBOOK
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I. 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 on High School-College Relations.

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 the 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.

II. 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 university 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 on High School-College Relations established a junior-senior college committee which included representatives from community 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 colleges and public and private baccalaureate institutions, was organized under the constitution of the Washington Council on High School-College Relations. 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 was adopted in 1971. The Commission also developed a constitution, sponsored transfer advisor workshops, examined the College Level Examination Program, focused on problems related to transfer of credit, established an institutional hotline, and gathered data on a variety of topics.

Only once in its history, during 1972, has the ICRC met with any organized institutional opposition. During the fall of that year, 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.

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, 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 expansion of credit for Prior Learning Assessment. On a regular basis, schools are reviewed by the Ongoing Articulation Review Committee (OAR), a subcommittee of ICRC, which produces a confidential report to help schools evaluate their own compliance with transfer agreements, ICRC and to improve their student transfer procedures.

In 1978, 1980, 1984, 1988, 2011, and 2013 revised sets of guidelines have been adopted by the ICRC membership. All public community colleges in the State of Washington and the Northwest Indian College have direct transfer Associate degrees that meet the ICRC guidelines. Furthermore, the guidelines were subscribed to by the six public baccalaureate institutions and twelve of the private colleges and universities in the State of Washington.

In 2000 two versions of a transferable Associate in Science degree, the AS-T1 and AS-T2, were approved. These degrees are best suited to students who intend to major in specific science and engineering majors and are intended to help students fulfill most of the math and science prerequisites for the chosen major typically completed in the first and second year of college. The AST degrees have periodically been reviewed and revised based on recommendation from the higher education community.

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 or AS-T agreements) 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.

III. CONSTITUTION OF THE INTERCOLLEGE RELATIONS COMMISSION OF THE WASHINGTON COUNCIL ON HIGH SCHOOL-COLLEGE RELATIONS

PREAMBLE

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

ARTICLE I – 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 accredited public and private institution of higher education in the State of Washington appointed by the president of each institution. (Accredited shall mean accredited as per the description of Article III of the WCHSCR constitution.)
- b. Two Washington high school principals to be appointed by the chairperson of the Washington Association of Secondary School Principals.
- c. One representative from the professional staff of the Washington Student Achievement Council.
- d. One representative from the professional staff of the State Board for Community and Technical Colleges.
- e. The chairperson of the WCHSCR as an ex officio member.
- f. One representative from each of the Washington public technical colleges accredited by the State Board of Education and/or the Northwest Commission on Colleges and Universities.

ARTICLE IV – OFFICERS

Section 1.

The officers of the Commission shall be a chairperson, a vice-chairperson/treasurer, a secretary, and a member-at-large, who shall be elected by a majority vote of the members present at the meeting designated for such elections. Duties of the officers shall be those customarily assigned to such officers. The term of office shall be one year.

Section 2.

Elections shall take place at the last meeting called during each school year.

Section 3.

The Executive Committee shall consist of the chairperson, the vice-chairperson/treasurer, the secretary, the past chairperson, and a member-at-large elected by the Commission.

Section 4.

The officers shall be elected so as to provide the Commission with a continuity of leadership. The vice-chairperson shall be considered as chairperson-elect, succeeding the chairperson following the incumbent's term of office. Careful consideration should be given to rotating the office of chair between community college and baccalaureate institution representatives.

ARTICLE V – MEETINGS

The Commission shall hold meetings as deemed necessary by the chairperson and/or the membership.

ARTICLE VI – COMMITTEES

Section 1.

A standing committee of this Commission shall be the Ongoing Articulation Review Committee (OAR). The OAR Committee shall consist of six members, in addition to the chair, be 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.

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

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

Higher Education Coordinating Board (replaced in July, 2012 by the WASC, Washington Student Achievement Council: www.wsac.wa.gov), 917 Lakeridge Way, Olympia, WA 98504-3430

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 four-year Inter-institutional Committee of Academic Officers and adopted by the SBCCE. The policy was adopted on February 18, 1986, by the Higher Education Coordination Board (HECB), successor to the CPE.

It is the policy of the HECB 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, the State Board for Community and Technical Colleges (SBCTC), and the HECB.

A. 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 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 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 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 inter-institutional 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 on High School-College Relations. This Commission is composed of representatives appointed by the presidents of community colleges and baccalaureate institutions throughout the state and representatives from the HECB 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 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 college transfer degrees may be used to satisfy 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

1. Home credit: credit granted by a college or university for completion of its own courses or other academic work.
2. Transfer credit: credit granted by a college or university for courses or other academic work completed at another institution.
3. Native student: a student who entered a given college or university from high school, without matriculation first at another college.
4. Transfer student: a student who enters one college or university after completing one or more terms of study at another college or university.

5. Sending institution: college or university attended by a transfer student before transfer.
6. Receiving institution: college or university attended by a transfer student after transfer to another college.
7. 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 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.

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 a 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 colleges and baccalaureate colleges and universities in Washington have adopted an interinstitutional transfer agreement based on the DTA Associate Degree Guidelines developed by the Intercollege Relations Commission. Under this agreement, DTA Associate degrees that fulfill the terms of the ICRC Guidelines shall be accepted as satisfying general education requirements for the baccalaureate degree at the receiving institution. Students who complete a transfer Associate degree meeting the ICRC Guidelines shall normally be granted junior standing upon admission to a baccalaureate institution.

This agreement is designed to facilitate transfer between community colleges and baccalaureate colleges and universities. Students who enter community colleges with clear intentions regarding transfer to a particular baccalaureate college, with or without a DTA Associate degree, are urged to plan their course 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 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 meeting the ICRC Guidelines. In addition, inter-institutional 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 DTA, an Associate degree that meets the ICRC Guidelines, general education courses taken in completion of that degree shall normally fulfill general education requirements for the baccalaureate degree. When students transfer without an 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. STUDENT RIGHTS AND RESPONSIBILITIES

- A. 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.
- B. 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.

VI. 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. 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 inter-institutional transfer disputes shall be referred for review and recommendation to a committee composed of three representatives appointed by the Washington Association of Community College Presidents and three representatives of the Interinstitutional 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.

VII. 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, the State Board for Community and Technical Colleges and the Higher Education Coordinating Board. It shall be implemented no later than Fall Term, 1985.

VIII. PUBLICATION OF POLICY

This policy shall be published and disseminated by the Intercollege Relations Commission, the Higher Education Coordinating Board, the State Board for Community and Technical Colleges and the public colleges and universities of the State of Washington.

IX. EVALUATION OF POLICY

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

V. ASSOCIATE DEGREE TRANSFER AGREEMENTS IN THE STATE OF WASHINGTON

The Intercollege Relations Commission has developed Associate Degree Guidelines under which an Associate degree offered by Washington community colleges may be used to satisfy the lower division general education program of baccalaureate institutions within the state. 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 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 an Associate in Arts degree (or other designated direct transfer degree) at a public community college in the State of Washington 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 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 ICRC Associate Degree 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 direct transfer Associate degree from a signatory Washington community college would have satisfied all or most of the general education requirements at any signatory baccalaureate institution.

The ICRC Guidelines apply to students who hold an appropriate degree from a participating community 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.

VI. CURRENT DTA ASSOCIATE DEGREE GUIDELINES 2013
(Approved August 2013—Effective January 2014, with a two-
year grace period for students ending in January 2016)

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 college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the Associate degree 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 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)¹
 1. Five (5) credits of college level mathematics (a course with a Mathematics prefix numbered 100 or above²) 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 Education³, Business Pre-calculus/Finite Mathematics, Statistics, and Math in Society; or
 2. 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.

¹ 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.

² 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.

³ 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. Humanities¹ (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 include³:

Art	Music
History ²	Philosophy ²
Foreign Language/American	Drama/Theater
Sign Language ⁴	Speech/ CMST
Literature	

b. Social Sciences¹ (15 – 20 credits)

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

Suggested disciplines include³:

History ²	Philosophy ²
Anthropology	Political Science
Economics	Psychology
Geography	Sociology

c. Natural Sciences (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 include³:

Astronomy	Geology
Biology	Mathematics ²
Botany	Physics
Chemistry	Zoology

3. 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.

NOTES:

¹Within 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.

²A specific course may be credited toward no more than one distribution or skill area requirement.

³A list of suggested disciplines is subject to review by the ICRC.

⁴Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

CLARIFICATIONS:

- A. Associate degrees (DTA) meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community 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 Associate degree (DTA) 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 Associate degree will generally provide the transferring student with at least 90 quarter (60 semester) credits upon entry to a baccalaureate institution.
- D. Community 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 colleges agree to develop precise language concerning their direct transfer Associate degree and to publish this information with all degree requirement information. Baccalaureate institutions agree to publish information about the details of their Associate degree agreements.
- G. Remedial courses (courses numbered below 100) shall not be included in the 90 quarter hours of the Associate degree.

- H. A list of the specific courses which satisfy Associate degree requirements shall be published.
- I. Community colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

VII. PROVISOS
SPECIFIC REQUIREMENTS BY INDIVIDUAL
BACCALAUREATE INSTITUTIONS
(Updated through July 2014)

Bastyr University

Although, a student transferring to Bastyr University who has earned a Washington State Direct Transfer Associate degree (DTA) 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 Direct Transfer Associate degree (DTA) 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

The AA-DTA fulfills the core requirements for the College of Arts and Sciences. The *University* core is fulfilled, except for the following: college mathematics course above intermediate algebra, Introduction to Speech, and six courses in Philosophy and Religious Studies.

AS-T coursework is evaluated on a course-by-course basis. Those students wishing to transfer to Gonzaga with an AS-T are advised to contact the Transfer Counselor well in advance for assistance with course selection.

Northwest University

Northwest University accepts the ICRC approved transfer Associate in Arts degree (DTA-AA) from public community 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 transfer AA. Students must complete these specific courses either as part of the AA transfer 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 Degree Transfer Agreement (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 College of Arts and Sciences requirement is not fulfilled by the DTA Associate Degree.

Saint Martin's University

Saint Martin's College recognizes the articulated Direct Transfer Associate degree (DTA) from Washington Community Colleges. Students completing the designated 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 College).

Seattle Pacific University

Upon first matriculation at SPU, students who enter with a completed DTA 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 Associate transfer degree (DTA) will be granted 90 credits and junior standing. The following provisions apply: 1) Courses used to satisfy the DTA 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.

Trinity Lutheran College

Trinity Lutheran College accepts the AA-DTA degree from Washington community colleges. Students entering Trinity with a completed DTA will be granted junior standing and be considered to have completed all general education requirements, excluding Trinity's Biblical Core.

University of Washington Seattle Updated Proviso (7-7-14)

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.
<http://www.washington.edu/uaa/advising/degreeplanning/writreqs.php>
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.
<http://www.washington.edu/uaa/advising/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.

<http://www.washington.edu/uaa/advising/degreeplanning/oasudr.php>

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/Admission/Transfer/CADR>

University of Washington – Bothell

The University of Washington Bothell transfers credit on a course by course basis. Transfer students from Washington community 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:

- 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>

University of Washington – Tacoma

The University of Washington Tacoma transfers credit on a course by course basis. The University agrees that direct transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UW Tacoma Office of Admissions, will be considered to have satisfied the University of Washington Tacoma's general education and proficiency requirements with the following provisos:

1. For guaranteed admission to the University of Washington Tacoma, students must earn a cumulative grade point average of at least 2.75 for all transferable academic course work at the time the first associate degree was completed and at the time of admission. The guarantee of admission does not apply to admission to any school or program nor to any particular major or professional field of study within the University. The minimum cumulative grade point average for guaranteed admission includes course work completed at all colleges attended.
2. Two years of one foreign language in high school or two quarters of a single foreign language at the college-level are required.

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 College

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

requirement; one year of study in the same modern language at the college level; one of the three interdisciplinary Western Civilization Core courses (Core 150, Core 250, Core 350). Whitworth University has adopted a change to our transfer grade policy. 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.

VIII. COMMUNITY COLLEGES IN WASHINGTON WITH A DIRECT TRANSFER DEGREE THAT MEETS THE ICRC GUIDELINES.

There are 30 community colleges in Washington with a direct transfer degree that meets the ICRC Guidelines. The names of the colleges and their direct transfer degrees are listed below:

Bellevue College..... Associate in Arts and Sciences
Big Bend CC..... Associate in Arts and Sciences
Cascadia CC..... Associate in Integrated Studies
Centralia CC..... Associate in Arts, Associate in Liberal Arts
Clark CC..... Associate in Arts
Columbia Basin CC..... Associate in Arts and Sciences
Edmonds CC..... Associate of Arts
Everett CC..... Associate in Arts and Sciences
Grays Harbor C..... Associate in Arts
Green River CC..... Associate in Arts
Highline CC..... Associate in Arts, Option A
Lower Columbia C..... Associate in Arts-Direct Transfer Agreement
North Seattle College..... Associate in Arts, Associate of Science
Northwest Indian College..... Associate in Arts and Sciences
Olympic C..... Associate in Arts-Direct Transfer Agreement
Peninsula C..... Associate in Arts, Associate in Arts-Honors
Pierce C, Ft. Steilacoom..... Associate in Arts
Pierce C., Puyallup..... Associate in Arts
Seattle Central College Associate in Arts, Associate of Science
Shoreline CC..... Associate in Arts
Skagit Valley C..... Associate in Arts, Univ. and College Transfer
South Puget Sound CC..... Associate in Arts
South Seattle College..... Associate in Arts, Associate of Science
Spokane CC..... Associate of Arts
Spokane Falls CC..... Associate of Arts
Tacoma CC..... Associate in Arts and Sciences, Option A
Walla Walla CC..... Associate in Arts
Wenatchee Valley C..... Associate in Arts and Sciences
Whatcom CC..... Associate in Arts and Sciences
Yakima Valley C..... Associate in Arts

IX. BACCALAUREATE INSTITUTIONS IN WASHINGTON THAT SUBSCRIBE TO THE ICRC GUIDELINES

There are 22 baccalaureate institutions that subscribe to the ICRC Guidelines, as listed

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

Many of these institutions apply provisos in accepting the transfer Associate degree. Please see the provisos list in Section VII.

X. APPENDICES

APPENDIX A INTERCOLLEGE RELATIONS COMMISSION ASSOCIATE DEGREE COURSE LIST PART I: COURSES GENERALLY ACCEPTED IN TRANSFER February 2010 (Updated for Fall 2010)

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

<u>SUBJECT AREAS:</u>	<u>COMMENTS:</u>
Accounting	Only Principles I, II, III
Administration of Justice (includes: Criminal Justice, Law Enforcement, Police Science, Corrections)	ONLY introductory survey courses ¹
Adolescent Development (Effective Fall 2008)	ONLY introductory survey courses
¹ Agriculture	ONLY introductory survey courses
¹ American Ethnic Studies/Cultural Studies	
American Sign Language	Subject to receiving institution – may or may not
American Studies	
Anthropology	
Art/Art History	BUT NOT commercial and advertising art and graphics; see photography below
Astronomy ²	
Biology ²	
Botany ²	BUT NOT horticulture
Business ³	ONLY courses in introduction to business, business law, statistical methods (with prerequisites of intermediate algebra)
Chemistry ²	
Child Development (Effective Fall 2007)	ONLY introductory survey courses ^{1,4}

Chemical Dependency	ONLY introductory survey course ¹
Communications (Radio, TV, Film)	ONLY introductory survey courses ¹
Communications Studies (CMST)/Speech	
Computer Animation (Effective Fall 2008)	ONLY introductory survey courses ¹
Computer Science ³	ONLY introductory survey courses ¹ and introductory college level courses teaching structured programming language. Courses devoted to a single software application are not transferable
Criminology (Effective Fall 2007)	ONLY courses with a sociological perspective on crime.
Dance	
Digital Video Production (Effective Fall 2010)	ONLY introductory survey
course ¹ Drama/Theater	
Early Childhood Education	ONLY introductory survey course ¹ and Child Development courses (Effective Fall 2007) ⁴
Earth Science ²	
Economics	
Education ³	ONLY introductory survey course ¹ , Child Development courses (Effective Fall 2007) ⁴ 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 ²	
Fisheries	ONLY introductory survey courses ¹

Foreign Language	
Forensics (Effective Fall 2007)	ONLY introductory survey courses ¹
Forestry	ONLY introductory survey course ¹
Geography	
Geology ²	
Graphic Design (Effective Fall 2007)	ONLY introductory survey course ¹
History	
Human Services	ONLY survey of social welfare systems or human services ¹
Humanities	BUT NOT personal development and guidance
Immunology (Effective Fall 2007)	ONLY introductory survey course ¹
Interior Design (Effective Fall 2008)	ONLY introductory survey courses ¹
International Studies	Includes political, economical, cross- cultural and global studies
Journalism	BUT NOT courses that are specifically designed for work on the college news- paper
Law and Justice (Effective Fall 200)	ONLY introductory survey courses in Criminal Justice and Law Enforcement, Corrections, Juvenile Justice, and Criminal Law ¹
Mathematics	
Meteorology ²	
Music	
Nutrition ²	ONLY courses in the scientific study of nutrition
Oceanography ²	ONLY introductory survey
courses Philosophy	
Photography	BUT NOT courses designed for Commercial and technical programs
Physical Education Activities	3 credits maximum for DTA regardless of course's status as restricted or unrestricted
Physical Education Professional Courses	

Physical Science ²	
Physics ²	BUT NOT technical physics
Political Science	
Psychology	BUT NOT personal development, guidance and career planning courses
Recreation, Leisure, Parks	ONLY introductory survey courses ¹
Religious Studies	ONLY introductory survey courses
Social Services	ONLY survey of social welfare systems, or Human services ¹
Sociology	
Special Education (Effective Fall 2007)	ONLY intro survey courses ¹
Speech/ Communication Studies (CMST)	
Women's Studies	BUT NOT personal development, guidance and career planning courses
Zoology ²	

NOTES

- 1 Introductory survey courses are those that include the history, philosophy and theory of the field
- 2 Courses in the biological and physical sciences that are used exclusively for technology programs are not appropriate for the Associate Degree Course List.
- 3 Though these courses are appropriate for the Associate degree, they may not meet the requirements of the major degree program.
- 4 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.
5. Changes effective Fall 2007 may be incorporated in Associate degrees awarded by community colleges for degrees awarded Spring 2008 or later.
6. Changes effective Fall 2008 may be incorporated in associate degrees awarded by community colleges for degrees awarded Spring 2009 or later.
7. Three (3) credit limit for **PE activity** credit regardless of course's status as restricted or unrestricted may be applied to the DTA.- Effective Summer, 2014.(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 college] may be included in the Restricted Electives distribution area.)

APPENDIX B
INTERCOLLEGE RELATIONS COMMISSION 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 colleges with information regarding restrictions on the transferability of courses taken in fulfillment of 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 ICRC 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.

Accounting¹ ONLY Principles I, II, III are transferable
Adult Basic Education
Aeronautics/Aviation
Administration of Justice¹ (Criminal Justice, Law Enforcement, Police Science, Corrections)
Agriculture¹
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 and Apparel

Commercial Design
 Communications (Radio, TV, Film)¹
 Computer Information Systems
 Computer Repair
 Consumer Education
 Cooking and Baking
 Cooperative Work Experience, Field Experience
 ONLY Practicum in Teacher Education is transferable (Effective Fall 2007)
 Cosmetology
 Counseling Psychology
 Court Reporting
 Culinary Arts (Cooking, Baking)
 Custodial Training/Maintenance
 Data Processing
 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 Associate Degree Course List Part I.
 Dental Assistant
 Dental Hygiene
 Diagnostic Ultrasound Technology
 Diesel Mechanics
 Dietician
 Diving Technology
 Drafting
 Early Childhood Education¹
 Education¹
 Electronics
 Emergency Medical Technician Engineering
 Technology English as a Second Language Engineering
 Technology Environmental
 Technology Equine Sciences
 ESL (courses that are preparation in English)
 Family Life
 Farm and Industrial Machinery Maintenance
 Ferrier/Horseshoeing
 Fashion Design and Merchandising
 Fire Science
 Fisheries¹
 Fisheries Technology
 Fitness Technology
 Floristry¹
 Food Service
 Forest Technology
 Forestry
 General Studies
 Gerontology Assistant
 Graphics Reproduction¹ ONLY Introductory survey course in Graphic Arts in transferable
 Hazardous Materials
 Health (First Aid)
 Health Technologies (Radiology, Biomedical Photography, etc.)
 Histotechnology
 Home Economics EXCEPT courses in the scientific study of nutrition are transferable
 Horology
 Horticulture

Hospitality
 Hotel/Motel Management
 Human Resources
 Human Services (counseling, gerontology, community health advocate, etc) ¹ 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 EXCEPT labor history and economics courses are transferable
 Landscaping
 Leadership Skills
 Legal Studies
 Leisure Services
 Library Skills, Library Technician
 Life Skills
 Machining, Machine Shop
 Marine Technology
 Marketing ¹
 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 ¹
 Peer Counseling and Advising
 Personal Development and Human Relations
 Pharmacy Assisting
 Photographic Equipment Technician
 Physical Education I
 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 Parks¹
Rehabilitation
Replacement Parts
Respiratory/Inhalation Therapy
Restaurant Management
Retail Management
Saddlemaking
Sales
Satellite Communications
Secretarial Studies
Security
Small Business Management
Social Sciences

EXCEPT some courses listed under this title have
academic content and are transferable

Social Services¹
Soils
Special Education
Stationary Steam Engineering
Student Government
Study Skills including speed reading, note-taking, time management, test-taking, “skimming
and
scanning,” and other college survival skills
Substance Abuse
Supermarket
Supervision
Surgical
Surveying
Technology Programs Auto Parts
Telecommunications
Tourism and Travel
Transportation
Upholstery
Veterinary Assistant
Vision Care
Vocational
Education Waste
Water
Water Science Technology
Welding
Wildlife Management
Workshops and Mini-courses

¹ See the Associate Degree Course List Part I for exceptions. In these subjects the introductory
survey course is acceptable.

Note:

1. Three (3) credit limit for PE activity credit regardless of course’s status as restricted or
unrestricted may be applied to the DTA.- Effective Summer, 2014. (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 college] may be included in the Restricted Electives distribution area.)

APPENDIX C

Associate in Applied Science – Transfer (AAS-T) Degree

Approved by the Washington Community and Technical College Association (President's group) 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 (Appendix B). 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 (Appendix A). 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)
College-level math with intermediate algebra as prerequisite⁴
- 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 the list of courses in Appendix B.

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 ICRC 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.

¹. Should an alternative to the elementary algebra, intermediate algebra, college algebra sequence be developed, the college-level courses in the alternative sequence would meet this requirement.

APPENDIX D

ASSOCIATE OF SCIENCE TRANSFER DEGREE #1

Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Science ¹

(Effective Fall 2000)

The Associate of Science Transfer (AS-T) Degree #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 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 #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)
Minimum 5 quarter credits in college-level composition course.
 - B. Mathematics (10 credits)
Two courses (10 credits) required at or above introductory calculus level.
(See also D2 below.)
 - C. Humanities and Social Science (minimum 15 credits)
Minimum 5 credits in Humanities; and
Minimum 5 credits in Social Science; and
An additional 5 credits in either Humanities or Social Science for a total of 15 credits.
 - D. Pre-major Program (45 – 50credits)
 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.
 - E. Remaining Credits (10-15credits)

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 Engineering, Computer Science, Physics, and Atmospheric Sciences majors are referred to the Associate of Science Transfer Degree #2; Mathematics majors are referred to the DTA Associate Degree.

CLARIFICATIONS:

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 current ICRC distribution list (Appendix A) in order to count as General Education or General University Requirements (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 direct transfer associate of arts degree. Additional degree requirements such as cultural diversity requirements and foreign language requirements, as required by the transfer 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) quarter credits of restricted elective courses (Appendix B) 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 E

ASSOCIATE OF SCIENCE TRANSFER DEGREE #2

Engineering, Computer Science, Physics, and Atmospheric Sciences ¹

(Effective Fall 2009)

The Associate of Science Transfer (AS-T) Degree #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 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 #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)

Minimum 5 quarter credits in college-level composition course.

B. Mathematics (10 credits)

Two courses (10 quarter credits) required at or above introductory calculus level. (See also D3 below.)

C. Humanities and Social Science (minimum 15 credits)

Minimum 5 credits in Humanities; and
Minimum 5 credits in Social Science; and
An additional 5 credits in either Humanities or Social Science for a total of 15 credits.

D. Pre-major Program (29 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.
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 (31 credits)

The remaining 31 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. For Engineering disciplines, these credits should include a design component consistent with ABET

accreditation standards. For further advising details for the AST2, go to http://www.sbctc.ctc.edu/college/studentsvcs/asoc_science_track2.pdf

NOTES:

¹ 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 Direct Transfer Associate's Degree.

CLARIFICATIONS:

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 DTA associate degree and will be given junior status by the receiving institution.
2. Courses taken under D. above must come from the current ICRC distribution list (Appendix A) in order to count as General Education or General University Requirements (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 direct transfer associate of arts degree. Additional degree requirements such as cultural diversity requirements and foreign language requirements, as required by the transfer 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 of restricted elective courses (Appendix B) 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).

APPENDIX F
ON-GOING ARTICULATION REVIEW COMMITTEE
STATEMENT OF PURPOSE

(Rev. 5/12/92)

The On-going Articulation Review (OAR) committee serves to monitor the success of the Associate Degree Transfer Agreement in meeting its goals. The OAR Committee serves three functions:

1. Review of transferable Associate degrees, offered by member institutions, for compliance with the Associate Degree 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 Associate Degree Transfer Agreement. The review will consider the presentation of the degree-accepting institution's agreement in its publications, the benefits provided to a transfer student holding an Associate degree, and the specifics of any proviso claimed by the degree-accepting institution.
3. Study problems and provide recommendations regarding the interpretation of the Associate degree Guidelines of the Associate Degree Transfer Agreement.

Review of Associate transfer degrees and acceptance policies 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 G

LEGISLATION GOVERNING TRANSFER PRACTICES IN THE STATE OF WASHINGTON

Historical Perspective

The “Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities” (Umbrella Policy) 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 four-year Inter-institutional Committee of Academic Officers and adopted by the SBCCE. The policy was adopted on February 18, 1986, by the Higher Education Coordination Board (HECB), successor to the CPE.

On July 1, 2012 the Higher Education Coordinating Board was abolished and the Student Achievement Council (WSAC) created. 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](#).

In creating the Council, the legislature recognized that increasing educational attainment is critical to the social and economic well-being of Washington. It asked the Council 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. ([RCW 28B.77.001](#)).

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

HB 1795 Section 11, effective August 24, 2011

(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.

Washington Student Achievement Council Statutes Addressing Transfer Policy

[RCW 28B.77.210 - 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 - 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 colleges the same as students transferring from public four-year institutions of higher education.

[RCW 28B.77.220 - 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 - 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:

(i) One representative from the council;

(ii) One representative from the state board for community and technical colleges;

(iii) One representative from the council of presidents;

(iv) Two representatives each from faculty from two and four-year institutions of higher education;

(v) Two representatives from private career schools;

(vi) Two representatives from business; and

(vii) Two representatives from labor.

(b) The purpose of the work group is to coordinate and implement the goals in subsection (1) of this section.

(3) The council shall report progress on the goals and outcome measures annually by December 31st.

(4) 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.10.057 - 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 - 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.](#) (HB 1795 Section 11, effective August 24, 2011)

(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-years' 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 - 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.

[RCW 28B.10.053 - 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.

APPENDIX H

PREVIOUS DTA ASSOCIATE DEGREE GUIDELINES

a. ASSOCIATE DEGREE GUIDELINES (Adopted by ICRC April 26, 1971)

Recommended Guidelines for Development of Inter-institutional Agreements in which the Associate in Arts Degree Offered by Community Colleges May be Utilized in Satisfying General Education Requirements of Four-Year Colleges and Universities in the State of Washington

The following text has been developed, approved, and recommended by the Intercollege Relations Commission. This Commission is composed of representatives appointed by presidents of colleges and universities throughout the state, in addition to representatives from the Council on Higher Education and the State Board for Community College Education, and exists to develop sound recommendations for intercollege practices which directly pertain to those students who transfer to and from Washington collegiate institutions.

I. RATIONALE

1. Within the State of Washington, opportunities for higher education exist in institutions, public and private, two-year and four-year, and these institutions jointly share a responsibility for insuring an orderly progression of qualified students toward completion of degree requirements at all levels.
2. Community college students need assurance that, if admissible, they will have an opportunity to transfer at an appropriate level of advanced standing to a four-year institution.
3. Most four-year institutions have general education requirements which can be fulfilled in the first two years of academic work, and the community colleges offer the kinds of academic courses which can constitute this sort of general education.
4. The community colleges offer Associate degrees which require completion of general education course work, and several of these degree programs are now accepted in satisfaction of the general education requirements of some four-year institutions.
5. It seems desirable and reasonable that there be a concerted effort at agreements whereby such Associate degrees offered by a Washington community college could be accepted in satisfaction of the general education requirements of any four-year institution in Washington.
6. The transfer student who has earned an Associate degree covered by such agreements should be assured of equal consideration with all other students for continuance at the junior level.
7. It is not intended that an Associate degree agreements should cause modification of the special requirements (e.g., religion) or unique programs (e.g., pharmacy, engineering) of any four-year institution.
8. Periodic review of such agreements will provide a meaningful process for interinstitutional communication regarding fulfillment of the responsibility for ensuring orderly progression toward completion of degree requirements.
9. 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.

II. PRESUPPOSITIONS

The following considerations were accepted by the Commission as a basis on which guidelines for the utilization of the Associate in Arts degree were developed.

For the student, such an agreement shall:

1. Generally provide for the fulfillment of college or university general education requirements (it is anticipated that individual institutions may impose certain additional requirements such as religion, philosophy);
2. Provide the transferring student with at least 90 quarter credits (or 60 semester credits) upon entry to the four-year institution;
3. Provide the transfer student with junior-level standing at entrance.

DEFINING THE ASSOCIATE IN ARTS

The Associate in Arts (sometimes called the Associate in Arts and Sciences or Associate in Arts) degree is defined as that two-year college degree offered by the community college to students who completed a transfer curriculum. So that it may be used to fulfill general education requirements for a baccalaureate degree, this Associate in Arts degree should possess the following characteristics:

1. Be issued only to students who have earned a cumulative grade point average of at least 2.00.
2. Include 90 quarter hours of transferable credit.
 - a. Approximately two-thirds (a minimum of 50 quarter hours) of the required credits for this degree shall be completed in general education (also called General University Requirements, Distribution Requirements, Breadth Requirements, etc.) with a reasonable distribution among the following areas:
 - 1) Communication skills
 - 2) Humanities
 - 3) Natural sciences
 - 4) Social sciences
 - b. A maximum of 40 quarter hours of unprescribed electives, of which a maximum of 15 quarter hours may be completed in any college course which the community college will approve for credit toward the Associate in Arts degree.

II. CONSIDERATIONS

1. An Associate in Arts agreement applies to general education. Students who transfer within this agreement must still meet lower division requirements in major, minor, and professional programs.
2. Institutions developing mutual agreements must clearly identify degree titles, effective dates, and so forth to provide clarity for students and their advisers and for transcript evaluation.

III. PROCESS

It is recommended that all institutions wishing to enter into agreements as recommended in these guidelines establish and announce channels through which said agreements may be reached.

b. ASSOCIATE DEGREE GUIDELINES(Adopted by ICRC October 27, 1978)

Recommended Guidelines for Interinstitutional Agreements in which the Associate Degree Offered by Community Colleges May be Utilized in Satisfying General Education Requirements of Four-Year Colleges and Universities in the State of Washington

The following text has been developed, approved, and recommended by the Intercollege Relations Commission. This Commission is composed of representatives appointed by the presidents of two- and four-year colleges and universities throughout the state, in addition to representatives from the Council for Postsecondary Education and the state Board for Community College Education, and exists to develop sound recommendations for intercollege practices which directly pertain to those students who transfer among the institutions of higher education in the State of Washington.

INTRODUCTION

This document, approved by ICRC October 27, 1978, supersedes the original recommended guidelines approved by ICRC April 16, 1971. The original guidelines contained rationale and definitions which provided the basis on which many cooperative agreements have been achieved. This revision contains modifications which are designed to strengthen intercollege Associate degree agreements among Washington institutions of higher education.

DEFINING THE ASSOCIATE IN ARTS

For the purposes of these guidelines, the Associate degree (sometimes called the Associate in Arts, Associate in Arts, Associate in Arts and Sciences, etc.) is defined as the two-year college degree offered by the community college to students who have completed a transfer curriculum. In order to fulfill general education requirements for a baccalaureate degree, this Associate degree should possess the following characteristics:

1. Be issued only to students who have earned a cumulative grade point average of at least 2.00.
2. 90 quarter hours of transferable credit including:
 - a. A minimum of 60 quarter hours reasonably distributed among and within the areas of:
 - 1) Communication Skills
 - 2) Humanities
 - 3) Math/natural sciences
 - 4) Social sciences

A list of specific course alternatives which satisfy these distribution requirements should be prescribed and published.

- b. A minimum of an additional 30 quarter hours of college-level courses, of which a maximum of 15 credits may be in normally non-transferable courses as approved at the discretion of the community college for the Associate degree. Such courses are then fully transferable to four-year schools.

CONSIDERATIONS

1. In various institutions, general education requirements are referred to as General University Requirements, Distribution Requirements, Breadth Requirements, or other similar designations.
2. 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.
3. The Associate degree agreements 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.) or special programs (pharmacy, engineering, etc.). Further, it should be clearly understood that agreements based upon these guidelines in no way alter admission criteria established by four-year institutions.
4. The Associate degree will normally provide the transferring student with at least 90 quarter credits (or 60 semester credits) upon entry to the four-year institution.
5. The transfer student who has earned an Associate degree covered by such agreements is normally assured of junior-level standing upon entrance.
6. An Associate degree agreement applies specifically to general education requirements. Students who transfer within these agreements must still meet lower division requirements in major, minor, and professional programs.
7. Community colleges should strictly enforce state requirements, without undue use of waivers, substitutions, or exceptions.
8. Institutions developing mutual agreements must clearly identify degree titles, effective dates, and so forth, to provide clarity for students and their advisers and for transcript evaluation.
9. Periodic review of such agreements will provide a meaningful process for interinstitutional communication and ensure the student's orderly progression toward completion of degree requirements.

c. ASSOCIATE DEGREE GUIDELINES (Adopted by ICRC October 16, 1980)

Recommended Guidelines for Interinstitutional Agreements in which the Associate Degree Offered by Community Colleges may be Utilized in Satisfying General Education Requirements of Four-Year Colleges and Universities in the State of Washington

The following text has been developed, approved, and recommended by the Intercollege Relations Commission. This Commission is composed of representatives appointed by the presidents of two- and four-year colleges and universities throughout the state, in addition to representatives from the Council for Postsecondary Education and the State Board for Community College Education, and exists to develop sound recommendations for intercollege practices which directly pertain to those students who transfer among the institutions of higher education in the State of Washington.

INTRODUCTION

This document, containing modifications approved by the ICRC February 14-15, 1980, and May 1-2, 1980, supersedes the revised recommended guidelines approved by ICRC October 27, 1978, and the original guidelines approved by ICRC April 26, 1971. The original guidelines contained rationale and definitions which provided the basis on which many cooperative agreements have been achieved. This revision contains modifications which are designed to strengthen intercollege Associate degree agreements among Washington institutions of higher education.

DEFINING THE ASSOCIATE IN ARTS

For the purpose of these guidelines, the Associate degree (sometimes called the Associate in Arts, Associate in Arts, Associate in Arts and Sciences, etc.) is defined as that two-year college degree offered by the community college to students who have completed a transfer curriculum. In order to fulfill general education requirements for a baccalaureate degree, this Associate degree should possess the following characteristics:

1. Be issued only to students who have earned a cumulative grade point average of at least 2.00.
2. 90 quarter hours of transferable credit including:
 - a. A minimum of 60 quarter hours reasonably distributed among and within the areas of:
 - 1) Communication Skills
 - 2) Humanities
 - 3) Math/Natural sciences
 - 4) Social sciences

A list of course alternatives, specified by department and by course number, which satisfy these distribution requirements should be prescribed and published.

- b. A minimum of an additional 30 quarter hours of college-level courses, of which a maximum 15 credits may be in courses that do not traditionally transfer and are approved at the discretion of the community college for the Associate degree. Such courses are then fully transferable to four-year institutions.

CONSIDERATIONS

1. In various institutions, general education requirements are referred to as General University Requirements, Distribution Requirements, Breadth Requirements, or other similar designations.
2. 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.
3. The Associate degree requirement 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.) or special programs (pharmacy, engineering, etc.). Further, it should be clearly understood that agreements based upon these guidelines in no way alter admission criteria established by four-year institutions.
4. The Associate degree will normally provide the transferring student with at least 90 quarter credits (or 60 semester credits) upon entry to the four-year institution.
5. The transfer student who has earned an Associate degree covered by such agreements is normally assured of junior-level standing upon entrance.
6. An Associate degree agreement applies specifically to general education requirements. Students who transfer within these agreements must still meet lower division requirements in major, minor, and professional programs.
7. Community colleges should strictly enforce stated requirements, without undue use of waivers, substitutions, or exceptions.
8. Institutions developing mutual agreements must clearly identify degree titles, effective dates, and so forth, to provide clarity for students and their advisers and for transcript evaluation.
9. Community colleges agree to develop precise language concerning their direct transfer Associate in Arts degree and to publish this information with all degree requirement information, explaining for which students each degree is intended and which is the direct transfer degree. Four-year schools agree to publish information about the details of their Associate degree agreements.
10. All community colleges agree to state in their catalogs the maximum of CLEP credit allowable toward the direct transfer degree for general and /or subject exams, including also the percentile score for which credit may be granted. Four-year schools agree to publish in their catalogs their practices in regard to acceptance of CLEP exams, noting limitations on credit, percentile scores

required, whether both general and subject exams are allowed, whether exam scores are required directly from CLEP or if credit will be treated as transfer work when included in an A.A. and if it will be treated as transfer work without the A.A.

11. Periodic review of such agreements will provide a meaningful process for interinstitutional communication and ensure the student's orderly progress toward completion of degree

**d. ASSOCIATE DEGREE GUIDELINES EFFECTIVE FALL
1984 (Approved by ICRC May 12-13, 1983)**

For the purpose of these guidelines, the Associate degree (sometimes called the Associate in Arts, Associate in Arts, Associate in Arts and Sciences, etc.) is defined as that two-year college degree offered by a community college to students who have completed a transfer curriculum. In order to fulfill general education requirements for a baccalaureate degree, this Associate degree should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00.
- II. Be based on 90 quarter hours of transferable credit including:

A. A minimum of 60 quarter hours of general education courses⁷ distributed as follows:

1. Basic Skills (14 credits)

a. Communication Skills (9 credits)

Must include at least two courses in English composition which total at least six credits. Remaining credits, if any, may be an additional composition course or designated writing courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate).

b. Quantitative Skills¹

Must be at the level of intermediate algebra or above or other college level course emphasizing quantitative or symbolic reasoning.

2. Humanities^{2,4} (15-20 credits)

Selected from at least three disciplines.

No more than 10 credits allowed from any one discipline.

No more than 5 credits in performance/skills courses are allowed.

Suggested disciplines include⁵:

Art
History³
Foreign Language⁶
Literature
Music
Philosophy³
Drama/Theater
Speech/**CMST**

3. Social Sciences^{2,4} (15-20 credits)

Selected from at least three disciplines.

No more than 10 credits allowed from any one discipline.

Suggested disciplines include⁵:

History³
Anthropology
Economics

Geography
Philosophy³
Political Science
Psychology
Sociology

4. Natural Sciences⁴ (15-20 credits)
Selected from at least three disciplines.
No more than 10 credits allowed from any one discipline.
Shall include at least one laboratory course.
Suggested disciplines include⁵:
- Astronomy
 - Biology
 - Botany
 - Chemistry
 - Geology
 - Mathematics³
 - Physics
 - Zoology

- B. 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. Remedial courses shall not be included in the 90 quarter hours of the Associate degree.

NOTES:

¹ No later than 1987, the Quantitative Skills requirement will be reviewed.

² Within appropriate distribution areas, students are encouraged to develop an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this should include non-Western ethnic, minority, or other area studies.

³ A specific course may be credited toward no more than one distribution or skill area requirement.

⁴ Within each distribution area, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged.

⁵ A list of suggested disciplines is subject to review by the ICRC.

⁶ Faculty teaching first-year foreign language courses are encouraged to include cultural aspects of study in their courses.

⁷ A list of course alternatives specified by department and number should be prescribed and published.

e. ASSOCIATE DEGREE GUIDELINES

(Approved by ICRC May 5, 1988---- Effective Fall 1990)

For the purpose of these Guidelines, the Associate degree (sometimes called the Associate in Arts, Associate in Arts and Sciences, etc.) is defined as that two-year college degree offered by a community college to students who have completed a transfer curriculum. In order to fulfill general education requirements for a baccalaureate degree, the Associate degree should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00.
- II. Be based on 90 quarter hours of transferable credit including:

A. Minimum of 60 quarter hours of general education courses distributed as follows:

1. Communication Skills (9 credits)

Must include at least two courses in English composition which total to at least six credits. Remaining credits, if any, may be an additional composition course or designated writing courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate).

2. Quantitative Skills (5 or 10 credits)

Intermediate Algebra (0 or 5 credits)

May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of a mathematics course for which intermediate algebra is a prerequisite.

One of the following (5 credits)

- (1) Symbolic reasoning course
- (2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.

3. Humanities^{1,3} (15-20 credits)

Selected from at least three disciplines.

No more than 10 credits allowed from any one discipline.

No more than 5 credits in performance/skills courses are allowed.

Suggested disciplines include⁴:

Art
History
Foreign Language⁵
Literature
Speech/cmst
Music
Philosophy²
Drama/Theater

4. Social Sciences^{1,3} (15-20 credits)

Selected from at least three disciplines.
No more than 10 credits allowed from any one discipline. Suggested disciplines include⁴:

History²
Philosophy²
Anthropology
Economics
Psychology
Geography
Sociology
Political Science

5. Natural Sciences³ (15-20 credits)

Selected from at least three disciplines.
No more than 10 credits allowed from any one discipline. Shall include at least one laboratory course.
Suggested disciplines include⁴:

Astronomy
Geology
Biology
Botany
Chemistry
Zoology
Mathematics²
Physics

B. 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. Remedial courses shall not be included in the 90 quarter hours of the Associate degree.

NOTES:

¹ Within appropriate distribution areas, students are encouraged to develop an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this should include non-Western ethnic, minority, or other area studies.

² A specific course may be credited toward no more than one distribution or skill area requirement.

³ Within each distribution area, integrative, synthesizing courses and programs, including interdisciplinary courses and linked sequences of courses, are to be encouraged.

⁴ A list of suggested disciplines is subject to review by the ICRC.

⁵ Faculty teaching first-year foreign language courses are encouraged to include cultural aspects of study in their courses.

⁶ A list of course alternatives specified by department and number should be prescribed and published.

CLARIFICATIONS:

- A. Associate degrees meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community 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 interinstitutional transfer agreements.
- B. In various institutions, general education requirements are referred to as General University Requirements, Distribution Requirements, Breadth Requirements, or other similar designations.
- C. 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.
- D. The Associate Degree will provide for the fulfillment of college and university general education requirements only, and it is not intended that this agreement should cause modification 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.
- E. The Associate Degree will normally provide the transferring student with at least 90 quarter (60 semester) credits upon entry to a baccalaureate institution.
- F. The transfer student who has earned a degree covered by the Associate Degree Guidelines is normally assured of junior-level standing upon entrance.
- G. An Associate degree agreement applies specifically to general education requirements. Students who transfer within these agreements must still meet lower division requirements in major, minor, and professional programs.
- H. Community colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.
- I. 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.
- J. Community colleges agree to develop precise language concerning their direct transfer Associate degree and to publish this information with all degree requirements information, explaining for which students each degree is intended and which is the direct transfer degree.
- K. Community colleges agree to state in their catalogs the maximum of CLEP credit allowable toward the direct transfer degree for general and/or subject exams, including the percentile score for which credit will be granted. Baccalaureate institutions agree to publish in their catalogs their practices in regard to acceptance of CLEP exams, including limitations on credit, percentile scores required, whether both general and subject exams are allowed, whether exam scores are required directly from CLEP, and whether credit will be treated as transfer work when included in an Associate degree only, or whether it is fully transferable.
- L. Periodic review of such agreements will provide a meaningful process of inter-institutional communication and ensure the student's orderly progression toward completion of degree requirements.

f. DTA ASSOCIATE DEGREE GUIDELINES

(Approved by ICRC October 10, 1996 – Effective Fall 1998)

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 college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the Associate degree should possess the following characteristics:

III. 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.

IV. Be based on 90 quarter hours of transferable credit including:

B. A minimum of 60 quarter hours of general education courses distributed as follows:

2. Basic Requirements

b. Communication Skills (10 credits)

Must include at least two courses in English composition which total to at least six credits. Remaining credits, if any, may be an additional composition course or designated writing courses or courses in basic speaking skills (e.g., speech, rhetoric, or debate).

c. Quantitative/Symbolic Reasoning Skills (5 credits)

2. One of the following (5 credits)

(1) Symbolic reasoning course

(2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.

3. Intermediate Algebra Proficiency

All students must be proficient in intermediate algebra. May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of an intermediate algebra course (to be numbered below 100) or a mathematics course for which intermediate algebra is a prerequisite.

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.

d. Humanities¹ (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 include³:

Art	Music
History ²	Philosophy ²
Foreign Language/American	Drama/Theater
Sign Language ⁴	Speech/ CMST
Literature	

e. Social Sciences¹ (15 – 20 credits)

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

Suggested disciplines include³:

History ²	Philosophy ²
Anthropology	Political Science
Economics	Psychology
Geography	Sociology

f. Natural Sciences (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 include³:

Astronomy	Geology
Biology	Mathematics ²
Botany	Physics
Chemistry	Zoology

4. 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.

NOTES:

¹Within 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.

²A specific course may be credited toward no more than one distribution or skill area requirement.

³A list of suggested disciplines is subject to review by the ICRC.

⁴Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

CLARIFICATIONS:

- J. Associate degrees (DTA) meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community 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 interinstitutional transfer agreements.
- K. The Associate degree (DTA) 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.
- L. The Associate degree will generally provide the transferring student with at least 90 quarter (60 semester) credits upon entry to a baccalaureate institution.
- M. Community colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.
- N. 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.
- O. Community colleges agree to develop precise language concerning their direct transfer Associate degree and to publish this information with all degree requirement information. Baccalaureate institutions agree to publish information about the details of their Associate degree agreements.
- P. Remedial courses (courses numbered below 100) shall not be included in the 90 quarter hours of the Associate degree.
- Q. A list of the specific courses which satisfy Associate degree requirements shall be published.
- R. Community colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

g. DTA ASSOCIATE DEGREE GUIDELINES 2011
(Approved May 2011—Effective May 2011)

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 college to students who have completed a transfer curriculum. In order to fulfill most general education requirements for a baccalaureate degree, the Associate degree should possess the following characteristics:

- V. 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.
- VI. Be based on 90 quarter hours of transferable credit including:
 - C. A minimum of 60 quarter hours of general education courses distributed as follows:
 - 3. Basic Requirements
 - d. 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).
 - e. Quantitative/Symbolic Reasoning Skills (5 credits)
 - 5. One of the following (5 credits)
 - (3) Symbolic reasoning course
 - (4) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.
 - 6. Intermediate Algebra Proficiency

All students must be proficient in intermediate algebra. May be satisfied by completion of high school mathematics through second year algebra, by course challenge or other examination demonstrating mastery of intermediate algebra skills, or by completion of an intermediate algebra course (to be numbered below 100) or a mathematics course for which intermediate algebra is a prerequisite.
 - 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.

g. Humanities¹ (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 include³:

Art	Music
History ²	Philosophy ²
Foreign Language/American	Drama/Theater
Sign Language ⁴	Speech/CMST
Literature	

h. Social Sciences¹ (15 – 20 credits)

Selected from at least two disciplines.

No more than 10 credits allowed from any one discipline.

Suggested disciplines include³:

History ²	Philosophy ²
Anthropology	Political Science
Economics	Psychology
Geography	Sociology

i. Natural Sciences (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 include³:

Astronomy	Geology
Biology	Mathematics ²
Botany	Physics
Chemistry	Zoology

7. 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.

NOTES:

¹Within 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.

²A specific course may be credited toward no more than one distribution or skill area requirement.

³A list of suggested disciplines is subject to review by the ICRC.

⁴Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

CLARIFICATIONS:

- S. Associate degrees (DTA) meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community 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 interinstitutional transfer agreements.
- T. The Associate degree (DTA) 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.
- U. The Associate degree will generally provide the transferring student with at least 90 quarter (60 semester) credits upon entry to a baccalaureate institution.
- V. Community colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.
- W. 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.
- X. Community colleges agree to develop precise language concerning their direct transfer Associate degree and to publish this information with all degree requirement information. Baccalaureate institutions agree to publish information about the details of their Associate degree agreements.
- Y. Remedial courses (courses numbered below 100) shall not be included in the 90 quarter hours of the Associate degree.
- Z. A list of the specific courses which satisfy Associate degree requirements shall be published.
- AA. Community colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the Associate degree, receiving institutions shall grant credit for extra-institutional learning on the same basis for transfer students as for native students.

APPENDIX I
TRANSFER TASK FORCE
TRANSFER AGREEMENT
(Adopted by the Higher Education Coordinating Board June, 1994)

PRINCIPLES

- It is the purpose of this agreement to ensure that there is a transfer opportunity for all resident Washington community college transfer students who have completed a transferable associate's degree, 90 transferable hours, or who have otherwise progressed as far as they can at the community college.
- Increasing demand and limited resources exacerbate the need for collective approaches to higher education access. The community colleges and the baccalaureate institutions seek to develop cooperative and collaborative solutions to address the issues facing higher education.
- Baccalaureate institutions must maintain a balance of upper and lower division students in order to preserve their mission and goals.
- While this agreement among the public institutions focuses on transfer students, it recognizes that there are many other students with an equal interest in obtaining a baccalaureate education. In order to ensure fair educational opportunities for all students, this agreement must consider their needs.
- An increase in system capacity is essential, and an increase in the capacity and programs offered at the upper division branch campuses is fundamental to the success of this agreement. Increased enrollment and improved retention at the community colleges create transfer pressure at the baccalaureate institutions that should be taken into account when planning for enrollment growth in the system.
- Local agreements among institutions which are consistent with this agreement are encouraged. Nothing in this agreement is meant to interfere with any such local agreement.

AGREEMENT

- Each baccalaureate institution will maintain its current proportion of community college transfer student admissions. The numbers will be monitored by the HECB. The branch campuses will continue to serve students seeking to continue their education beyond the first two years and, therefore, proportionality does not apply to them.
- Within these proportions of community college transfer students, the baccalaureate institutions will grant priority in admissions to those who have completed an associate's degree, 90 hours or otherwise have progressed as far as they can at the community college over those who may continue to make progress at the community college.
- In order to provide a suitable placement for every qualified community college transfer student, community colleges, baccalaureate institutions and the HECB will design an effective mechanism to ensure students a suitable transfer placement when they are not admitted to their first choice.
- The parties to this agreement will be convened at least annually by the HECB.

APPENDIX J

Washington State Board for Community and Technical Colleges GUIDELINES FOR COLLEGE IN THE HIGH SCHOOL

Preamble

The state of Washington has a long history of high school-college cooperation dating back to the creation of the community college system in 1967. Since 1990, efforts of education reform have encouraged further development of joint programs including Running Start and Tech Prep to address the needs of advanced students in the junior and senior years of high school. More recent discussion with high school representatives and legislators have strongly encouraged two and four year colleges to consider developing or expanding the programs often referred to as the College in the High School program. This program would address the needs of high school juniors and seniors who are unable to leave the high school campus to participate in higher education classes. Currently, community and technical college boards of trustees may establish such programs in cooperation with local school district boards under the authorization of RCW 28B.50.530, which states:

“Agreements for use of services of facilities between district boards of trustees and school boards. The district boards of trustees and the common school boards are hereby authorized to enter into agreements for the use by either of the other’s services, facilities or equipment and for the presentation of courses of either for students of the other where such agreements are deemed to be in the interests of the education of the students involved.”

The following recommendations are meant to serve as guidelines in the development of local school and college board agreements. The recommendations consider requirements for transferability of courses to the public university and colleges of the state and the requirements of the Northwest Association of Schools and Colleges.

Purpose and Goals

College in the High School programs are designed to provide college level courses in high school locations to serve qualified eleventh and twelfth grade students at the high school.

All college courses taken by high school students must be college level, included in the college’s catalog or appropriate supplement, and taught as part of the college curriculum.

All college courses taken by high school students must be taught by qualified faculty selected according to college criteria and holding an appropriate appointment at the college. Faculty will be evaluated according to regular college faculty evaluation procedures.

The college offering the course(s) must be regionally accredited.

The course must use the same student grading and transcript policies that apply to courses in the offering college’s regular curriculum.

The college shall collect sufficient fees to cover the full cost of operating the program. Colleges in adjacent geographic areas are encouraged to establish a similar fee. Within two years, a standard fee or formula will be considered for all two-year colleges.

For College in the High School programs, local college entrance assessment policies will be consistently applied.

Student outcomes in CHP courses will be assessed by the same standards as student outcomes in regular on-campus courses.

Institutions offering a CHP will conduct studies of student outcomes to compare students completing courses in high school and those completing courses in regular college settings.

For the College in the High School program, the K-12 educational district shall be responsible for assuring compliance with federal and state laws concerning reasonable accommodations for disabled students and the development of the individualized education program (IEP).

Library and other learning support services will meet college standards. Local agreements will specify which institution is responsible for providing these individual services.

For students enrolled in a College in the High School program or course, regular college and high school policies and regulations regarding student performance and classroom behavior shall apply. Normally, college student behavior policies will apply to all regular college classroom activities. High school policies will apply for activities outside the college classroom. Within the overall agreement, the local institutions will develop a joint statement to address this issue and include an appeal process to ensure due process for students.

To explore establishment of a College in the High School program, it is expected that school districts will contact their local community or technical college. The local college may provide the service or work with the high school to contact a nearby college that is able to provide the classes.

APPENDIX K

Associate in Business - DTA

Articulated Agreement

Revised May 7, 2012; effective July 1, 2012

Statewide Business DTA Major Related Program (MRP) Agreement Update

This pathway is applicable to students planning to prepare for various business majors at universities in Washington¹. Effective July 1, 2012 this agreement cancels and supersedes the existing statewide Business DTA agreement dated Summer 2003 and revised April 2006. Prior to July 1, 2012, parties to the 2006 and 2003 Business DTA MRP agree to continue to honor that agreement until July 1, 2014. This agreement shall be subject to review and renewal by all parties not later than September 2016.

This document represents the business DTA/MRP agreement that meets all requirements of Washington's Direct Transfer Agreement, between the baccalaureate institutions offering a bachelor's of science or bachelor's of arts in business administration including accounting, management, and management information systems and the community and technical college system. Baccalaureate institutions party to this

agreement are: Central Washington University, Eastern Washington University, University of Washington (all campuses), Washington State University (all campuses), Western Washington University, Gonzaga University, Heritage University, Pacific Lutheran University, Saint Martin's University, Seattle Pacific University, Seattle University, Walla Walla University, and Whitworth University.

In order to fulfill most general education requirements for a baccalaureate degree and lower division business requirements, the Associate in Business - DTA degree should possess the following characteristics:

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.0, as calculated by the degree awarding institution.

Minimum grade-point average requirements are established by each institution. Meeting the minimum requirements does not guarantee admission. Business programs are competitive and may require a higher GPA overall, a higher GPA in a selected subset of courses or a specific minimum grade in one or more courses.

- II. Be based on 90 quarter hours of transferable credit including a minimum of 60 quarter hours of general education courses distributed as follows:

1. Basic Requirements

1.a. Communication Skills – 10 credits

Must include at least five credits (5) 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).

Note 1: To meet current EWU requirements, the second English Composition course must be equivalent to EWU's English 201-College Composition: Analysis, Research, and Documentation.

1.b 1. Quantitative/Symbolic Reasoning Skills (5 credits). One of the following
(1) Symbolic reasoning course
(2) Quantitative reasoning course in computer science, statistics, mathematics, or other discipline for which intermediate algebra is a prerequisite.

1.b.2. Intermediate Algebra Proficiency:

Must include 5 credits of business calculus, calculus I or a higher level math that includes calculus as a prerequisite.

May include finite math or pre-calculus prerequisites for calculus or other courses to prepare for business calculus.

2. Distribution Requirements. Within 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.

2a. Humanities (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.

Note 2: Students intending the international business major should consult their potential transfer institutions regarding the level of world language required for admission to the major. Five (5) credits in world languages may apply to the Humanities requirement.

Note 3: Students are encouraged to include a speech or oral communication course (not small group communication.)

2.b. Social Sciences (15-20 credits)

Selected from at least two disciplines. No more than 10 credits allowed from any one discipline.

15 credits in Social Sciences, specifically:

5 credits Microeconomics
5 credits Macroeconomics
5 credits additional social science

2.c. Natural Sciences (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.

15 credits in Natural Sciences include:

5 credits in statistics (business statistics preferred)
10 credits physical, biological and/or earth science, including at least one lab course

Note 4: Students intending the manufacturing management major at WWU should consult WWU regarding the selection of natural science courses required for admission to the major.

3. 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.

3.a. Business

courses 20 credits

5 credits Financial Accounting I
5 credits Financial Accounting II
5 credits Managerial Accounting
5 credits Business Law

Universities with a lower division Business Law requirement: UW (all campuses), WSU (all campuses), EWU, CWU, WWU, Gonzaga, SMU, SPU, Whitworth.

The following institutions do not require a **lower division** Business Law course and agree to accept the course taken as part of this degree as a lower division elective, but generally not as an equivalent to the course required at the upper division: Heritage, PLU, SU, and Walla Walla University.

Note 5: International students who completed a business law course specific to their home country must take a business law course at a U.S. institution in order to demonstrate proficiency in U.S. business law.

3.b. General Electives

5 credits of non-business electives except as noted below:

Note 6: Four institutions have requirements for admission to the major that go beyond those specified above. Students can meet these requirements by careful selection of the elective University Course Equivalent to:
WSU (all campuses): Management Information Systems MIS 250
Gonzaga: Management Information Systems BMIS 235
PLU: Computer applications CSCE 120, either an equivalent course or skills test
WWU: Introduction to Business Computer Systems MIS 220 (for transfer students entering fall 2014)

CLARIFICATIONS

- A. This articulated AB-DTA agreement is specific to public institutions, however since the degree follows the statewide DTA agreement and DTA is designated in the title on the transcript; it will be accepted for admission to private institutions in the same manner as any other DTA degree.
- B. For program planning purposes, students are advised that the lower-division requirements for individual Washington public university business schools may vary.
- C. Admission to Washington public baccalaureate business schools is not guaranteed to students holding an Associate in Business – DTA Degree. Please note that admission for many business schools is competitive, and higher grade-point averages and course grades are often required. It is strongly recommended that students contact the baccalaureate-granting School of Business early in their Associate in Business – DTA program to be advised about additional requirements (e.g., GPA) and admissions procedures.
- D. The minimum grade for business courses is a 2.0. These courses are denoted by an asterisk (*).
- E. UW Bothell requires a minimum of 2.0 in all prerequisite courses.
- F. See also Clarifications and Provisos, section VII.

APPENDIX L

Process for Revisions and Changes to the Statewide Transfer

Associate Degree Agreements

Revised 5/5/2011

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 Higher Education Coordinating Board policy is outlined in the 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 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, Associate in Science-Transfer Agreements (track 1 and 2), and Major Related Program 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)¹. HECB and 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.

1 The Joint Access Oversight Group (JAOG) was renamed Joint Transfer Council effective October 2011 to reflect more clearly its purpose – consideration of statewide transfer issues, recommendation of policy strategies for transfer, and communication strategies related to transfer.

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.

- 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 the HECB and SBCTC transfer policy staff members. The date written notification is received by the HECB and SBCTC begins the two-year notification timeframe.

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 CTC 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.

HECB Adoption: By virtue of HECB staff participation in JTC and official notification of proposed significant changes to transfer agreements, the HECB will be updated on the policy discussion as the issue moves through these steps. After step 6, JTC will advise the ICAO, IC and ICW of the community’s agreement on the proposed change(s) and will assist those leadership groups in forwarding a recommendation to the HECB for adoption of the proposed change. Policies adopted by Board resolution at a regularly scheduled meeting become effective on the date of adoption, or other date if so specified in the resolution.

MRP agreements: 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 HECB and SBCTC transfer policy staff members. The date written notification is received by HECB 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 M

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).

APPENDIX N

ACRONYMS USED IN WASHINGTON HIGHER EDUCATION

- AAS-** TAssociate in Applied Science – Transfer
Built upon the technical courses required for job preparation, this degree includes 20 general education credits generally accepted in transfer.
- ACC** Advising and Counseling Council
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.
- AP** Advanced Placement
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** Admissions and Registration Council,
Registrars and Admissions officers of the CTCs
- AS-** TAssociate of Science – Transfer
The AST-1 and AST-2 degrees are designed to prepare students for upper-division study in biology, chemistry, engineering, physics and related fields.
- ATC** Articulation and Transfer Council (formerly ATG)
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** Baccalaureate Institutions
Baccalaureate members of the ICRC
- CCN** Common Course Numbering
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. For more information, see: http://www.sbctc.edu/college/e_commoncoursenumbering.aspx
- COP** Council of Presidents
The Presidents of the Public Baccalaureates
- CTC** Community and Technical Colleges
The 34 Public two year colleges of Washington
- DTA** Direct Transfer Agreement
The community college degree designed to transfer to most bachelors of arts degrees at Washington's four-year institutions to fulfill general education requirements. "DTA" is used interchangeably for the agreement and for the degree, as in, "She earned her DTA at her local community college."

HECB	<u>Higher Education Coordinating Board (See WSAC)</u> 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 colleges; and review and recommend operating budget requests, tuition standards, and legislative actions. HECB was replaced by WSAC in 2012.
IC	<u>Instruction Commission</u> 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 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 who report to ICAQ.
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 JAOG was established on 2003 by the two-year and four-year public institutions to work on transfer issues. The group was expanded to include the independent institutions in spring, 2004. In 2012, the council changed its name to Joint Transfer Council (JTC). The JTC considers statewide transfer issues and recommends policy strategies. The JTC convenes the work groups that develop Major Related program agreements. JTC works in collaboration with and has formal communications with the Executive committee of ICRC.
MRP	<u>Major-Related Program</u> Degree programs, which are specific variations of DTA and AST 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 colleges and baccalaureate institutions in the State of Washington to the ICRC Associate Degree Guidelines.
PLA	<u>Prior Learning Assessment PLA</u> Washington is a group convened by the Washington Student Achievement Council to help accomplish legislation that calls for an increase in the number of students receiving quality Prior Learning credit that will improve their efficiency in earning a degree.
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.

SBCTC	<u>State Board for Community and Technical Colleges</u> The Governing Board for the CTC's
TAG	<u>Transfer and Articulation Group</u> A committee of ICOA to address access, demographics, major pathways and other transfer related issues
WACTC	<u>Washington Association of Community and Technical Colleges</u> The President of the CTC's
WCHSCR	<u>Washington Council on High School-College Relations</u> 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	<u>Washington Student Achievement Council</u> 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	<u>Washington State Student Services Commission</u> The Chief Student Affairs officers of the CTC's

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