



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

THE INTERCOLLEGE RELATIONS COMMISSION

<http://www.washingtoncouncil.org/ICRC.html>

A Commission of the
Washington Council on
High School-College Relations

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Includes updates through April 2012

THE ICRC HANDBOOK
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I. Introduction

The Intercollege Relations Commission (ICRC) is a voluntary association of institutions in the State of Washington which are accredited by the Northwest Association of Schools and Colleges. Representatives are appointed by the President of the various postsecondary educational institutions and by the directors of the State Board for Community and Technical Colleges and the Higher Education Coordinating Board.

The ICRC exists to facilitate the transfer of students between institutions of postsecondary education. The ICRC holds two meetings during each academic year to discuss issues, to plan and review projects, and to consider various means to resolve problems affecting the transfer of students and courses among its member institutions.

The ICRC was established in 1970 under its parent organization, the Washington Council on High School-College Relations.

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.

During recent years, ICRC has focused on improving the transfer process. This effort involves the formation of committees charged with developing basic skills requirements in English and math, defining elective courses more precisely, reviewing compliance of the various colleges with the guidelines, and studying Alternatives for the Transfer of Occupational Programs (ATOPS). Several schools per year are visited by the ICRC Transfer Review Committee, which produces a confidential report to help schools improve their student transfer procedures.

In 1978, 1980, 1984, and 1988, 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 private colleges and universities in the State of Washington.

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 of 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 Higher Education Coordinating Board of the State of Washington (or its successor).
- 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 Association of Schools and Colleges.

ARTICLE IV – OFFICERS

Section 1.

The officers of the Commission shall be a chairperson, a vice-chairperson, and a secretary/treasurer 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, the secretary/treasurer, 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/Treasurer) 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. 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.

V. CURRENT DTA ASSOCIATE DEGREE GUIDELINES (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:

- 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. 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.

2. 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.

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
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 interinstitutional 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.

PROVISOS September 2004
(Updates through April 2012)
(SPECIFIC REQUIREMENTS BY INDIVIDUAL BACCALAUREATE
INSTITUTIONS)

Bastyr University

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.

Central Washington University

Central Washington University accepts the AA-DTA degree from Washington State community colleges and regionally accredited (NWCCU) schools. Students transferring with a complete DTA will normally transfer in junior standing and satisfy the Basic & Breadth Requirement at CWU. Students seeking a BA degree must complete two years of high school study or one year of college/university study of a single foreign language. CLEP exams are approved for the foreign language requirement.

Cornish College

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 at Cornish College of the Arts. This transfer credit will satisfy Cornish's Literature, English Composition, Western Civilization, Science, Social Science, Philosophy of Art, and Humanities and Sciences electives.

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

Eastern Washington University

Eastern Washington University recognizes the approved ICRC transfer degrees from Washington community colleges as fulfilling the university basic skills requirements, general education core requirements, and university competencies with the proviso that courses equivalent to intermediate algebra and EWU English 101 (English composition) be completed with a minimum grade of 2.0.

Students must also meet university proficiency requirements in English and Math, Cultural and Gender Diversity, International Studies, and the Liberal Arts Enrichment as set forth by the EWU implementation schedule. Many of these courses may be incorporated into the approved AA degree.

Gonzaga University

Students who have completed the AA-DTA and AS-T degrees from Washington State community colleges are granted junior standing.

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.

Heritage College

Students who have completed the appropriate Associate in Arts transfer degree from Washington community colleges are admitted with junior standing at Heritage College and have satisfied general college requirements provided that a logic/critical thinking course and a world history course are included. Transfer students who have not completed the Associate in Arts transfer degree must satisfy the general college requirements of Heritage College. This agreement is effective for students beginning classes for the first time at Heritage College in Spring 1991.

Northwest University

Northwest University will accept a student who transfers with an AA degree (direct transfer program) from any public community college in Washington as having met the general college requirements, but not the religion component of the GCR.

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

Students who have earned, prior to matriculation at SPU, an approved direct transfer associate are considered to have completed the Exploratory Curriculum and University Core (but not University Foundations) requirements, as well as the foreign language and English composition requirements of SPU. Most students who have earned an approved Direct Transfer degree enter with 90 credits and junior class standing. However, courses that do not meet SPU's minimum grade policies (no grade lower than D, defined numerically as 1.0) will not be transferred, nor will students receive credit for test scores below SPU's published minimum standards. Students with the DTA transfer degree who transfer with fewer than 90 credits will be awarded all of the privileges of the degree except those directly related to junior standing. In practical terms, this means that these students will be required to complete five additional credits in University Foundations coursework and may be required to complete 5 additional credits in "W" (Writing Across the Curriculum) coursework.

Seattle University

Students admitted to Seattle University for the first time with a completed Associate transfer degree 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.

The Evergreen State College

Any student presenting the transfer Associate degree (DTA) will be granted junior status and considered as having met all general education requirements at The Evergreen State College.

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

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

1. If the transfer degree requires 45 credits of distribution (15-15-15), in order to satisfy the Arts and Sciences Areas of Knowledge requirement, students will be required to take up to an additional 5 credits in each area plus an additional 15 credits drawn from their choice of one or more of the three areas.
2. Up to 15 credits in the student's major may be applied towards the 75 credit Areas of Knowledge requirement.
3. Students who complete first-year language courses as a part of the transfer degree distribution requirement, and later use that foreign language to satisfy the Arts and Science language proficiency requirement (see item 5), will not be allowed to use those foreign language credits towards the Arts and Science Areas of Knowledge requirement.
4. Aside from the above exceptions, approved degree-holders may count transfer courses toward the UW Areas of Knowledge requirements comparable to those the community college used toward associate degree distribution requirements, even if those courses would not otherwise be allowed toward specific Areas of Knowledge requirements.
5. Students will be required to complete foreign language study through the 103-level or to demonstrate language proficiency at the 103-level through an examination.
6. Ten credits in courses emphasizing writing (W-courses or English composition) are required in addition to the 5 credit English composition requirement. W-courses must have attributes as defined by Arts and Sciences. If not completed as part of the transfer degree, this requirement must be completed at the University

University of Washington – Bothell

Earning a transfer associate degree does not guarantee admission to UW Bothell. Students who transfer within this agreement must still meet program requirements to be considered for admission to a degree program.

The University of Washington Bothell transfers credit on a course by course basis. The University of Washington Bothell agrees that transfer students from Washington community colleges who complete approved associate degree programs, as determined by the UWB Office of Admissions will be considered to have satisfied general education and proficiency requirements and will generally have junior-level standing with the following provisos:

1. Courses equivalent to intermediate algebra and UW English composition be completed with a minimum grade of 2.0.
2. Successful completion of two years of high school study or successful completion of two quarters (through the 102 level) at a college/university of a single foreign language.
3. 100 level foreign language courses will only be transferred as electives
4. History, philosophy, journalism and communication courses will be transferred according to the course equivalency tables listed at:
<http://admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide>
5. If the transfer degree requires 45 credits of distribution (15-15-15), in order to satisfy the Arts and Sciences Areas of Knowledge requirement, students will be required to take up to an additional 15 credits from Humanities, Social Science, and Natural Sciences subject areas.

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.

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Western Washington University

To substitute fully for WWU's General University Requirements (GURs) the DTA degree must include 90 credits, 75 of which must be on the Associate Degree Course List. Transfer distribution courses should be completed on a lettered or numeric grading scale, not P/F. Note: English 101 must be completed with a grade of C- or better.

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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.

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

Higher Education Coordinating Board, 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.

I. INTRODUCTION AND PURPOSE

A. Intercollege Transfer

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

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

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

VI. 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 degrees that meets the ICRC Guidelines. The names of the colleges and their direct transfer degrees are listed below:

Bellevue C.....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, Option II
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 and Sciences, Plan B
North Seattle CC.....Associate in Arts, Associate of Science
Northwest Indian College.....Associate in Arts and Sciences
Olympic C.....Associate in Arts and Sciences, Option A
Peninsula C.....Associate in Arts, Associate in Arts-Honors
Pierce C, Ft. Steilacoom.....Associate in Arts
Pierce C., Puyallup.....Associate in Arts
Seattle Central CC.....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 CC.....Associate in Arts, Associate of Science
Spokane CC.....Associate in Arts
Spokane Falls CC.....Associate in 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

VIII. 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 V.

IX. APPENDICES

- A. OAR Committee Statement of Purpose
- B. Associate Degree course List Part I: Courses Generally Accepted in Transfer
- C. Associate Degree Course List Part II: Restricted Subject Areas for Transfer
- D. 1988 Associate Degree Guidelines
- E. 1984 Associate Degree Guidelines
- F. 1980 Associate Degree Guidelines
- G. 1978 Associate Degree Guidelines
- H. 1971 Associate Degree Guidelines
- I. Transfer Task Force Agreement
- J. Guidelines for College in the High School

APPENDIX A

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 B

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.

SUBJECT AREAS:

COMMENTS:

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
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 2007)	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
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 introductory survey courses ¹
Speech	
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.

APPENDIX C

INTERCOLLEGE RELATIONS COMMISSION ASSOCIATE DEGREE COURSE LIST PART II: RESTRICTED SUBJECT AREAS FOR TRANSFER

(May 1995)

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
 Farrier/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 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

APPENDIX D

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 exists 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.

APPENDIX E

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.

APPENDIX F

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

APPENDIX G

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
 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.

APPENDIX H

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

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.

APPENDIX I

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

- c. 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).

- d. Quantitative/Symbolic Reasoning Skills (5 credits)

- 6. 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.

- 7. 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
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

8. 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.

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 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 B). 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 prerequisite¹
- 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 L

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 – 50 credits)
 1. Chemistry (for science majors) sequence (15 credits).
 2. Third quarter calculus or approved statistics course (5 credits).
 3. Biology (for science majors) or physics (calculus-based or non-calculus-based) sequence (15 credits).
 4. Additional requirements: 10 -15 credits in physics, geology, organic chemistry, biology, or mathematics, consisting of courses normally taken for science majors (not for general education), preferably in a 2- or 3-quarter sequence.
 - E. Remaining Credits (10-15 credits)

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 B) in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, 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 C) 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 M

ASSOCIATE OF SCIENCE TRANSFER DEGREE # 2

Engineering, Computer Science, Physics, and Atmospheric Sciences ¹

(Effective Fall 2000)

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 D4 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. Computer Programming: Minimum four (4) credit course in a programming language chosen with the help of an advisor based on the requirements of the specific discipline at the baccalaureate institution the student plans to attend (4 credits).
 4. 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.

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 B) in order to count as General Education or General University Requirements (GERs/GURs) at the receiving institution. Additional general educational requirements, 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 C) 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 N

Associate in Business - DTA Articulated Agreement

Approved by the Executive Committee of the Instruction Committee of Washington Community and Technical Colleges May 28, 2003. Approved by the Interinstitutional Committee of Academic Officers (ICAO) and the Deans of Business June 27, 2003.

The Associate in Business - DTA agreement provides a template for colleges that wish to develop degrees for students who desire to transfer in the area of business. Degrees developed under this agreement meet and follow the Direct Transfer Agreement (DTA) Guidelines and all of its provisos outlined in section VI of this Handbook. This transfer agreement ensures that a student who completes a Washington community college's qualifying Associate in Business - DTA degree will have satisfied the lower division general education (or core) requirements and lower division business requirements at the baccalaureate institutions, subject to the provisos listed in this Handbook.

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. Please see "Business School Admission" section below.
- II. Be based on 90 quarter hours of transferable credit including:
 - C. A minimum of 60 quarter hours of general education courses distributed as follows:
 1. Basic Requirements
 - a. Communication Skills – 10 credits
*10 quarter credits - English composition
 - b. Quantitative/Symbolic Reasoning Skills – 5 credits
5 credits - *Calculus or *Calculus for Business and Economics
(¹) for EWU & CWU requirements, see note below.
 2. Distribution Requirements
 - a. Humanities – 15 credits
(²) for WSU requirements, see note below.
(³) International business majors or students entering the University of Washington, see note below.
 - b. Social Sciences – 15 credits
*Microeconomics – 5 credits

*Macroeconomics – 5 credits

⁽⁴⁾ for WSU and UW Tacoma requirements related to the additional 5 credits, see note below.

c. Natural Sciences – 15 credits

At least 10 credits in physical, biological and/or earth sciences. Shall include at least one laboratory course

*Statistics (stats for business or math based course) – 5 credits

⁽⁵⁾ for WSU requirements, see note below.

⁽⁶⁾ for WWU requirements see note below.

3. Business Specific Courses - 20 credits

*Introduction to Financial Accounting – 5 credits

*Financial Accounting II – 5 credits

*Managerial Accounting – 5 credits

*Business Law or Introduction to Law ⁽⁷⁾ (see note below) – 5 credits

4. General Electives - 10 credits

⁽³⁾ Foreign Language course (see note below)

NOTES:

(1) EWU's business program requires Math 200 Finite Math. EWU will also accept a course equivalent to EWU's Math 115, Math Reasoning, courses equivalent to EWU's Math 105 and 106, Pre-calculus I and II, or a course equivalent. **CWU requires course equivalents to Finite Math, business Statistics, and Business Calculus or Business Pre-Calculus (MATH 130, BUS 221, and MATH 170 or MATH 153).**

(2) WSU's business school requires 5 quarter credits of public speaking; transferable courses must include formal, coached public speaking instruction with written and oral feedback; students must have multiple opportunities for presentations and at least one-half of a course must include those components in order for it to be acceptable for transfer

(3) For admission to UW Seattle, Bothell and Tacoma, two years of high school foreign language or two quarters of college level foreign language are required. Students not admitted to the Business School at UW Seattle and selecting an alternate major from the College of Arts and Sciences will be required to demonstrate foreign language proficiency (Grade of 2.0 in third quarter of foreign language.) Students interested in International Business should consult each four-year institution to determine the level of foreign language required for admission and graduation.

(4)) WSU's business school requires a political science courses for admission to the program and encourages prospective transfers to take 5 credits in psychology or sociology; UW Tacoma's business school encourages prospective transfers to take 5 credits in psychology, sociology or anthropology.

(5) WSU's business school requires computers course comparable to MIS 250 (Managing Information Technology (The role of managing information systems in business.)

(6) WWU's Manufacturing Management requires Intro Chem. and Intro Physics.

(7) University of Washington requires Introduction to Law (MGMT 200); EWU requires a course equivalent to EWU's Accounting 261; WWU requires a course equivalent to MGMT 271; CWU requires a course equivalent to Business Law (BUS 241); either course will satisfy the requirements at UW Bothell, UW Tacoma, and WSU.

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 VI.

APPENDIX O

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 time frame.

4. Broad discussion among stakeholders: JTC will define a process and timeline for discussions within and among institutions, ICRC, and others, including faculty, staff, and students with interests related to the proposed change.

5. Loop back to JTC and further broad discussion (if needed)

6. Share draft final recommendation among stakeholders indicating what input was or was not included in the final proposed change.

7. JTC recommendation: If the discussions result in support for a recommended change, JTC will recommend that the academic leadership of the state’s public and independent institutions party to the agreement under consideration approve the proposed changes to the agreement effective by the date set by JTC.

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

1. Alert the institution's or sector's JTC member of the need for a change. When the proposed change will make a significant change to the pre-requisites to majors and thus affect lower division course taking, the JTC member will bring the issue to the group's attention. The institution seeking change will provide written notice to 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 P

ACRONYMS USED IN WASHINGTON HIGHER EDUCATION

AAS-T	<u>Associate of Applied Science – T</u>
AB-DTA	<u>Associate in Business Direct Transfer Agreement</u>
ARC	<u>Admissions and Registration Council,</u> Registrars and Admissions officers of the CTC,s
AS-T	<u>Associate of Science - Transfer</u>
ATC	<u>Articulation and Transfer Council</u> Council of the IC focusing on transfer issues (formerly ATG)
BI	<u>Baccalaureate Institutions</u> Baccalaureate members of the ICRC
COP	<u>Council of Presidents</u> The Presidents of the Public Baccalaureates
CTC	<u>Community and Technical Colleges</u> The 34 Public two year colleges of Washington
DTA	<u>Direct Transfer Agreement</u>
DTA-B	<u>Direct Transfer Agreement – Business Majors</u>
HECB	<u>Higher Education Coordinating Board</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.
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>

JAOG	<u>Joint Access Oversight Group</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. The JAOG considers statewide transfer issues and recommends policy strategies. The JAOG convenes the work groups that develop Major Related program agreements. JAOG 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.
PROW	<u>Private Registrars of Washington</u> Registrars at independent baccalaureate institutions
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.
WSSSC	<u>Washington State Student Services Commission</u> The Chief Student Affairs officers of the CTC's

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