

A COMMISSION OF  
THE  
WASHINGTON  
COUNCIL

for High School-College Relations, Inc.  
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**INTERCOLLEGE RELATIONS COMMISSION**  
**Spring 2019 Meeting Agenda**  
**April 11 & 12, 2019**  
**Hosted by: Central Washington University**

**Thursday, April 11, 2019**

Introduction and Opening

Call to Order - Debbie Crouch at 1:00 pm.

Housekeeping – Rose from CWU. Dinner at Cornerstone Pie Restaurant at 6:00 pm.

Welcome to Central Washington University - Josh Hibbard, Associate VP of Admissions and Enrollment.

Introductions of Members and Guests

Approval of Minutes

- Cathy Schaffer moved to approve.
- Kyle Hammon second.
- Minutes approved with the correction and clarification statement of Joyce Hammer on page 2 regarding DTA/MRP.

Treasurer's Report – Kathy Yackey

- We spent \$1,500 on the Fall meeting. This was a savings of \$500. This gives us some funds for board members attending meetings and scholarship. Report is good.

Circulation of Question Box – Ariana Stafford

Reminder and Announcements – Sindie Howland

- Dinner count.
- We have cards for members to sign.
- Electing a member-at-large from CTC and secretary from BI.
- OAR committee is going to elect members from Technical College and Public BI.
- Explanation of members' dues.
- Please submit professional development ideas for future meetings in the Question Box.

***ICRC related Committee Reports:***

**Executive Committee Update:** To be a member of ICRC one must also be a member of WCHSCR. Criteria is 1) school that is accredited by NWCCU and 2) brick and mortar school in the state of Washington. We are happy to have others join our meetings. Each member institution has only one voting member.

The Chair of ICRC attends ATC, WCHSCR, and JTC. The chair may designate a member of the ICRC board to attend these meetings so that the Chair does not have to attend them all.

Eye on Equity: How do we best implement. Welcome ideas for how to implement.

Ongoing Articulation Review (OAR) bylaws on chair for committee: The question of who can be a chair of OAR was submitted at the Fall 2018 meeting. The bylaws state the committee votes for the chair of the committee. The bylaws were followed in electing the chair of the committee.

**OAR Report:** *Julie Garver* The committee has used the new questionnaires in the review of three schools. As we did each review, school representatives were invited to the meeting. We want to honor the three schools that were reviewed. They assisted with a review of the questionnaires for further revision. Schools are doing a great job providing information.

There is a new review cycle for 19/20. Please let Julie know if you have any conflicts with the timing of your scheduled review.

OAR is working on how they can be informational and transparent. They have produced an automated webinar to explain the OAR process. Schools are doing great things to communicate their policies and degree requirements that other colleges could use. OAR is going to keep a best practices document for other schools.

Provisos: There are many provisos on each degree—not just the DTA. It has been suggested that a single website with all the provisos should be created for the use of advisors, students, parents, etc. This would assist in keeping the BIs accountable. There was a commitment to work with the sectors, OAR, and WSAC to have one website with all of the provisos.

**Articulation and Transfer Council (ATC):** *Holly Smith.*

ATC is attempting to do their work with an equity lens. Their work plan includes reviewing racial inequity in transfer process using data through the State Board. Standing AB/IP/Cambridge group is mirroring the work of the BIs. They have STEM and Undergraduate research groups that are having discussion about unrestricted electives, and reviewing criminology courses request for unrestricted elective status. They have discussed how to move these requests from ATC, JTC, to ICRC for emerging subject areas. ATC puts forward classes from restricted to unrestricted. Library research was a new class moved this last year. We have new emerging fields. How do we pull these interdisciplinary areas and decide how to move them from restricted to unrestricted. There will be a discussion later in the meeting.

**Definitions:**

Non-restricted list – classes approved to transfer to 4 year school.

Restricted list – classes that are not generally transferrable to a four-year school.

## **WCHSCR:**

The Washington Council commissions ICRC. WCHSCR includes high school presidents and superintendents and CTC representatives. They organize the WCHSCR college fairs.

The Fall counselor workshop used hotels as the venue and found them expensive. September 9 is the start of the workshops for 2019-20. Fee is \$60. High School counselors can earn clock hours.

The transfer workshop this last year was at Green River. There was a discussion regarding what is the preparation for students who get Pre-Nursing and Computer Science degrees and they don't get into the programs, what happens at BIs?

They are discussing the transfer Fairs in the fall and how they can ramp them up and get more attendance. How can colleges and universities get more excitement around these fairs and get students engaged. Big event at some schools, while at some other schools this is clearly an afterthought and is not important. Need to promote to students. Attendance numbers are down.

### **Handbook Committee – Ariana Stafford**

- Provisos: If schools have any new provisos, please send right away to Ariana. A proviso is any variation from the standard DTAs for transfer to a university. Include any AP or IB credit limit restrictions (e.g., no more than x number of credits allowed for AP).
- Change to unrestricted electives list- a new library research class that has gone through ATC.
- When a new class is added, universities will accept the class for the year and then BIs may challenge the added class by contacting JTC. ICRC needs to check on the new class to see how it is working at BIs. They are going to add to the Handbook and add to the agenda to review new class evaluations.
- There was an email regarding page 13 and grade of 2.0 and "C" as being equivalent. A "D" grade is a 1.0. Page 13 – courses completed with grade of "D" or above will be accepted. Courses graded below "D" will not be accepted. Pre-2012, the .7 grade was used in degrees and accepted. A change to the minimum grade of 1.0 equating to a "D" and non-transferability of grades below "D" was clarified and communicated to CTCs by ATC in 2012.
- Winter ATC meeting request for webinar regarding ICRC handbook. Looking for volunteers to create a webinar on the ICRC Handbook.
- In handbook, there is a list of colleges and the names of their DTAs. Please send updates to Ariana.
- Next year the handbook committee will review the discussions regarding Dual Enrollment and make sure the handbook language is carefully reviewed and defined. Also look at definitions at NWCCU and looking at the cap for AP. Need to review and make sure we are all clear on the cap of what credits are accepted by the BIs.

## **Agency Reports:**

*Council of Presidents – Julie Garver*

COP is an association of Washington's six public four-year degree granting college and universities. COP's business includes those areas where Washington's public baccalaureates intersect with ICRC - transfer, dual credit, degrees, etc..

Concurrent Enrollment: The Washington Administrative Code (WAC) and the NACEP accreditation regarding College in the High Schools is in review. There was a hearing on rules on May 8 in Olympia. Public institution in the year 20/21 year will need to submit a review unless already accredited. Major change – once reviewed, reviewed every other year. There will be no more provisional status. If in the review/approval status, not accredited. Julie to send out to listserv. College in the High School FAQ is in final stages toward completion.

College Preparatory Programs with Exams (CPPE) – institutions have completed a majority of review for AP and IB. COP is doing an FAQ on these programs. FAQs are for advisors and college employees.

Outreach: Relationships are very important. There will be a Dual Credit event to get to know each other. Engage with K-12 on our work around dual credit to make sure the work we are doing around Dual credit is good for students and stays within the missions of colleges.

Transfer & Degrees: They are promoting baccalaureate transfer. They are developing a Statway Sector Statement. They are collaborating to also develop an FAQ regarding transfer and BAS degrees.

COP works with SBCTC, ICW, WSAC, and K-12 Education Partners and the Workforce Board, ERDC, and OFM. They are reviewing the degree authorization WAC, and reviewing the transfer degrees to streamline the pathway for students.

In Outreach/initiatives, COP is collaborating on Career Connected Learning, Multi-Sector Work Group Public Benefits Access, Pathways Forum, Complete Count Committee, Future of Work Task Force, Credential Engine, Action Alliance for Suicide Prevention, Washington Council, STEM Alliance, and WSAC Adult Reengagement.

2019 Legislative Session – Key Academic Policy Legislation:

SB5410 – college preparatory programs with exams – as possible and appropriate give college credit for IB scores of 4 on the standard level, grade E or higher, AP score of 3. If a student wants to know why we determine appropriate credit, they may ask in writing and schools will need to provide evaluation determination.

HB 1734 – Requires accreditation for College in the High School (CiHS) programs – supported by OSPI, State Board and BIs.

SB 5327 – Career connected Learning – necessary to implement the budget.

HB 1500 – makes changes to high school graduate requirements – changes the testing requirements for high schools.

Documents provided by Julie Garver:

- Proposed WAC rule changes for CiHS, public rule making hearing in May

- WA Public Baccalaureate Statway Statement
- OAR Schedule 2019-2020
  - Please review and let Julie know if your institution needs a different time
- Bills shared:
  - SB 5410: <http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Amendments/House/5410-S.E%20AMH%20CWD%20H2604.1.pdf>
  - HB 1734: <http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Bills/House%20Bills/1734-S.pdf>
  - HB 1599: <http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Amendments/Senate/1599-S2.E%20AMS%20WM%20S3978.1.pdf>

### **Washington Student Achievement Council (WSAC) - Gail Wootan**

State Attainment goals: All adults by 2023, will have a HS diploma or equivalent and 70% will have a post-secondary credential.

Updates: College Promise Scholarship will be the new name for the State Need Grant and it will be fully funded. 100% of students who qualify will get the funds that they qualify for. Right now it is at 75%.

Art Institute of Seattle has closed. It is WSAC's job to authorize these schools to offer courses in Washington State. WSAC had a degree authorization session to assist students after the Art Institute closed.

Adult Reengagement: There are many adults who have some credit but no degree. A Team has put together a portal for students to be reviewed to see what degrees are options for the students.

DTA/MRP reviews: WSAC convenes work groups to review Major Related Programs.

Business MRP/DTA—review is complete. The U of W advising notes will be updated. Some statistics classes will meet the requirement and some will not. U of W reached out to all CTCs to determine statistics classes to make decisions.

Pre-Nursing & Engineering MRPs—under active review. A new track is being added to the engineering degree.

Computer Science & Nursing MRPs—upcoming reviews

Engineering Technology MRP—in elimination process

Pre-Nursing DTA/MRP – This is a 2 + 2, Bachelors degree in Nursing. This MRP was designed to prepare students for nursing degrees specifically.

The following was proposed:

- Add – 5 cr. QSR to 5 Cr. Stats for total of 10cr. QSR
- Replace 5 credit Sociology with 5 credit non-psych social science with diversity focus

- Keep 5 credit public speaking (need to review for 5 credit of public speak or interpersonal communication).

The final will have:

- 5 credit stats
- Replace 5 credit Sociology with 5 credit non-psych social science with diversity focus
- Keep 5 credit public speaking or interpersonal/intercultural communication.

Gail took the feedback from ICRC's last meeting to JTC to get their thoughts on what should happen next. JTC said to bring final Pre-Nursing to ATC to get their approval and then decide if a workgroup for a new Health Sciences MRP should be formed.

ATC – will review Pre-Nursing to vote on it at the next meeting. Students need to understand it is a DTA at the base so students are able to go on to something else if not admitted to their preferred program.

Transfer Degrees – There are 13 transfer degrees right now.

Transfer Report – Are the MRPs really working? The report shows:

- Number of students completing MRPs
- Median credits to bachelor's degree for direct entry students vs. transfer students with MRP or AS-T

Students who earned Bachelors in 14/15 and 15/16, from BIs and CTCs:

- Transfer degree awards are rising
- Most MRPs and AS-Ts are effective
- Transfers who majored in engineering took the most credits.
- Most transfers do not have a major-specific transfer degree.

Future research recommendations:

- Equity lens
- Financial effect of excess credits
- Other populations
  - BAS earners
  - Running Start

Gail requested ICRC provided feedback:

1) Is this information helpful? Why or why not?

Would you value more search into how transfer degrees (and/or transfer in general) impacts persistence and credential attainment?

2) What questions do you have about WA transfer?

### **Joint Transfer Council (JTC) – Keith Klauss**

- Math pathways to completions – looking to align specific math pathways for given degrees to ensure the calculus path can be transferred to any institution. This should decrease the number of students who take extra credits for the STEM pathways.
- Transfer Institute – plan for Transfer Institute 2.0 in July in Walla Walla. Everyone is invited.
- Reverse Articulation Update – Useful for some specific students. It is working for the students that are interested in having a reverse articulation.

Eastern decreased Gen Ed requirements and Central has also decreased Gen Ed. WSU decreased in 2012. Do these smaller bodies of GE requirements at some of the 4-year schools change whether or not the DTA, with its 60-credit distribution core, is helpful to transfer students?

### **Independent Colleges of Washington (ICW) – Terri Standish-Kuon**

- Provided information on ICW and the universities. See Presentation on ICRC website.

Sector to Sector was tabled to Friday.

Meeting adjourned at 4:54 pm.

### **Friday, April 12<sup>th</sup>**

#### **Meeting called to order at 8:30 am**

Housekeeping – Rose Spodobalski-Brower

Announcements – We will vote for new ICRC and OAR Committee members later in the day:

- Need a public BI and CTC representatives for ICRC Executive Board
- Need Technical College and Public BI for OAR Committee

#### **Unfinished Business**

Use of 4- and 4.5- credit courses within the DTA distribution areas:

- Within each distribution area, no more than 1 credit deficit. (For instance, 13.5 of 15 required would not be enough for an individual distribution area.)
- Overall credits from courses that fulfill distribution would still be 60 credits with credits drawn from any distribution area to account for any 1-credit deficits in individual areas.
- Ann White will take this to ARC, the CTC Registrars group and report back at the fall ICRC meeting.

Reverse transfer through National Student Clearinghouse.

- CCS joined a pilot project through NSC with Eastern. Eastern has had some transcripts sent to CCS. Institutions need to have a process per law. If a student completes 60

credits toward degree, they are given the option to complete the 30, and then send them back to CTC. Then the AA will be accepted by the BI. Benefit to CTCs is completions.

- Students come in Fall and see that a student only needs 5 or 10 credits, then would have junior standing. The student may go back to CTC to finish, so good to have them finish at BI. Then they have benefit of Junior standing.
- For science sequencing, some students go to other school to stay on track. Great benefit to some students, but it is very individualized. A positive tool for transfer students, but it won't be a windfall for some students.
- Student story regarding reverse transfer - Son did a combination of AP, RS, CiHS so when looking to transfer, was told he could do a reverse transfer. It was clunky and his advisor didn't know. A year later, second year at school he had a new advisor who told him he missed a science lab. Spoke to an admissions person and they spoke with registration. He would have had to take another lab science if he didn't have a mother who knew how to help him.
- It is the University advisors that are able to assist students.
- There is a website on SBCTC dedicated to reverse transfer. There is a name of a person at each of the two year school designated to assist with reverse transfer.
- Record does not show they have a DTA until it is recorded at the BIs. BIs need to do some communication about it and have a person that is identified to assist.
- First generation students are devastated when they are not able to finish and they don't understand they are able to transfer credit back.
- Impact can be huge for a student, while the numbers may be low.
- Other states have implemented Reverse Transfer and are following their students. Students are finishing bachelors at a higher rate because of the reverse transfer. Other states are seeing really good outcomes.

**Agency Report: SBCTC – Ruben Flores, Policy Associate for Student Services**

Joyce Hammer has accepted a position at Centralia. Ruben Flores is here to present for SBCTC. Ruben is the Policy Associate for Student Services. He is the Liaison to ARC, F/A, DSS, and Veterans groups. He is a member of WCHSCR board and handles dual credit for the agency. He also represents CTCs with the legislature.

**Legislation:**

There is legislation regarding funding for emergency assistance and scholarships for dual credit. A pilot project for homeless and opioid overdose medication.

Budget is the main focus now. House budget is the last budget that has come out. Seeing a carry forward of what they have seen in the past. 3% raise for COLA and have an increase in tuition.

Capital budget discussions. This year is the largest request for new buildings, necessary updates, accessibility standards, looking at Senate version giving CTCs the most funding.

The Promise program regarding full funding for State Need Grant is a bill on the table. Waiting to see what will happen.

Dual credit is always a top issue during legislation. Identifying barriers nationally. WaACRAO is having a dual credit panel regarding the value of dual credit and the impact on the student. CiHS WAC is changing, to make sure there is rigor in the program and credits are being accepted.

Academic Credit for Prior Learning: WSAC reported in December about the number of awards for ACPL. Meeting with WSAC to talk about how to move forward with the scope of the workgroup.

### **New Business:**

#### **Dates and sites for Fall 2019 and Spring 2020**

- Fall Meeting: Western Washington University, October 10 and 11, 2019
- Spring Meeting: Columbia Basin in Pasco, April 16 & 17, 2020

#### **Which subject areas are used in distribution areas at the CTCs (List provided)?**

- DTA started in the 70's due to legislation.
- Question – does each subject area in the distributions need approval? No, this is up to the discretion of the colleges.
- Handbook contains the following descriptions of electives in the DTA and a definition for "Introductory

B. *Electives*. Other college-level courses, of which a maximum of 15 credits may be in college-level courses as defined by the community college and the remainder shall be fully transferable as defined by the receiving institution. Where appropriate, preparation courses for the major should be included in this course work.

1. Introductory survey courses are those that include the history, philosophy and theory of the field
  - There are new emerging areas that have been added to schools' curricula over the years. Some courses on the restricted list are in fields that have gained prominence.
  - Give people a chance to review where we are.
  - QSR – stands for Quantitative, Symbolic Reasoning. There is a question about PHIL& 120 being in some schools' Natural Science distribution, because it is Symbolic Reasoning course, not a science course.
  - Reviewed list of Natural Sciences at community colleges.
  - Reviewed list of Social Sciences at community colleges.
  - Reviewed list of Humanities at community colleges.
  - Science – undergraduate research classes – Elliot Stern led a discussion regarding these biology research classes. Will they be accepted in distribution or un-restricted?

- U of W research classes do not count for gen ed. If the research was imbedded in a biology class that has other subject and includes discipline oriented research, they do have those. If it is teaching fundamentals of research, their own courses would not apply to gen ed.
- ATC – imbedded research within a course. The research is imbedded within the course.
- Dual Credit – IB/AP, credits seminar courses- we embed into our disciplines, not courses about, AP general electives.
- Undergraduate research classes are general electives.
- Doing original research class tied to a subject matter, and how that would work. Transferrable elective or because it does carry the Biology nomenclatures, would it carry a non-lab science distribution. Would the class need a prerequisite?
- Clark – working with PSU to develop a fundamental in research class, that is not associated with a distribution. The class would focus on research methods, ethics, etc.
- College success classes, are not gen ed but are taken by the BIs as restricted elective.
- A new course approved by ATC for the generally transferable (unrestricted) electives area is a Foundations in Research class. Because it is not a commonly numbered course, how will the BIs recognize this course when it arrives on a transcript? Does ATC have information on this class regarding the subject areas?
- PHIL& 120 being used in the Natural Sciences. This is not a problem at WSU because students meet the 10 credits of science, but it is a problem at other schools, some of which would not take PHIL& 120 even for QSR outside the DTA.
- There was a PHIL& 120 discussion years ago, because of the pre-requisite of pre-algebra, it was approved. It has been moved to the Natural Science area for some schools. There is inconsistency in where it is at the CTCs.
- In the QSR it is either MATH or PHIL, so even if it is in the Natural science, students still have the Math. Because there is inconsistency, it is a good idea to have a discussion.
- It may be good to have ATC look at the lists and make suggestions for changes and send it to ICRC. The OAR committee has dipped into some pedagogy and this is not OARs responsibility. It would be helpful if CTCs could look through the list and review what is in the handbook to update the list.
- Resides at ATC to look at the list and review.
- DTA overview – SCC they are dealing with students coming in from other universities that has a P grade for English Comp. Students can then challenge the grade and pay \$120 for the course.
- P grade has to do with source of credit. AP, IB grades with P grades are accepted for Gen Ed. AP/IB private school requires a college course, not a test score. If the school does not use regular grades, then accept the P grade.

- ACPL- course challenges, crosswalks, unless taken in DTA, WSU does not take it. Eastern, if student is successful in ENGL 102
- COP will have a discussion and come back with less grey decisions.
- We need to trust the other institutions.
- We need to have a common ground on how these credits will be awarded. A transferred course needs to meet the rigor and standards of the receiving institution.
- Students who have a composition but not ENGL 101, are taken by schools.
- Some do not take credit by exam from other schools.

In 2005 a process was put into place to move classes from restrictive to unrestricted because there was not a previous process. Debbie dug through the archives and found the way the process is supposed to work. There were grids and marks, tallied, BIs had to say yes or no. The new process is appendix J. If someone at a CTC wants to raise up a course for consideration for the generally accepted electives area, they have to present to ATC for consideration and ATC must unanimously agree to reclassify the course. They then inform ICRC that the class is unrestricted. It remains in that status for at least one year and at that point a BI can bring up an issue to JTC. In 2007 the first courses moved from the restrictive to unrestricted.

ICRC has not reviewed the classes moved and it would be good to review and discuss if there are any concerns. Henceforth, at the spring meeting, ICRC will discuss classes that have moved from restricted to unrestricted classification the previous year.

Debbie presented and also sent out last week the list of courses approved by ATC since 2007.

- These are singular courses and not a complete distribution. It strikes her that Child Development and Early Childhood Education, if those courses were taught in the Psychology department would be okay.
- Each college does individual course review to transfer in and they are not sure they would all be obvious.
- Do 4 year colleges readily accept practicum courses without scrutiny as elective credit? WSU honors the courses, identifying what is the introductory survey course in this area.
- BIs have a challenge of determining which classes are the introductory survey courses.
- It is difficult for CTCs to determine if a class should be moved from unrestricted to restricted because they do not always get a response regarding transferrable from the BIs and they are not sure who to ask.
- We need a process – shoring up a process to get timely response to curriculum approval at CTCs. If we don't have information/answers, CTCs still need to move forward.
- Debbie will send out a request on ICRC to compile a list of contacts at BIs and CTCs.

We need to speak with ATC about what classes schools will transfer and schools will accept. A list of what courses are considered the Early Childhood Education survey class at the various CTCs is needed.

When these courses were approved 11 years ago, was the process followed? What do the minutes reflect regarding these courses? It was 11 years ago, have the BIs ever challenged the courses. Are they still able to challenge the courses 11 years later?

- Side note about need to keep abreast of emerging fields that may belong in distribution areas or on unrestricted electives list: In 1983 or 84 notes, there is a scan of the blue list, with statement, "Computer Science is an emerging field and will need to keep an eye on this field."
- There have been several conversations regarding process for unrestricted list.

**Definitive Answer:** If a course does not appear in the distribution areas or the unrestricted areas, it is included in the restricted list.

Vote for new ICRC and OAR Committee members:

- Need a public BI and CTC representatives for ICRC Executive Board
  - 4 year term – secretary on this body – Miguel Ovies-Bocanegra, The Evergreen State College
  - 5 year term – member at large – Rebecca Goss, Spokane Community College
  - Approved.
- Need Technical College and Public BI for OAR Committee Two OAR – Public BI and Community College
  - Kyle Hammon – Lower Columbia
  - Jean Gaffney – WWU
  - Approved

Question Box:

*Q# 1: What is the best way for a ctc Link to let BIs know about new courses? What would be the best month if you received a summary digest of changes? May for WWU, Eastern, WSU, others. BIs need this information so they can update their equivalency tables.*

Best Practice – Send changes that are being proposed to BIs and after courses are approved, send summary list in May.

*Q# 2: In OAR review, there are 2 questions in DTA and 1 in Biology DTA/MRP that asks about the inclusion of cultural aspects in foreign language classes/curriculum. OAR committee is wondering if this moves into pedagogy vs review of degrees? What do you think, you being ICRC? Will it make a difference to the BIs if it is in the description or not. BIs are assuming that the classes include the cultural requirements. If it said something about including cultural would it count for diversity. No, the diversity requirement is different. Language study does not cover diversity. There is a diversity statement regarding the BIs. Once disseminated, there is a summary regarding the diversity.*

*Q# 3: What does Junior Standing mean at your institutions? WSU - you have 60 semester credits (90 quarter credits), junior standing, and you can borrow more Stafford loans, and it depends on the major requirements.*

*Q# 4: Our college uses a conversion factor of 16.5 to calculate credit hours from clock hours. Is this conversion factor still correct? Grey are lists 16.5 credit hours to clock hours. Answer, Yes, this is correct.*

*Q# 5: For schools with international students, how do you monitor attendance for visa status? Schools are not required to take attendance.*

*Q# 6: What group is responsible for changing degree requirements? Contact JTC representative, sector representative, or Gail Wootan.*

*Q# 7: A/P English has a score of 3. Do you give elective credit and credit for ENGL 101 once the student completes the course? No, this is a repeat of the same course. May vary depending on institutional processes.*

*Q# 8: We received a DTA from a CTC with 30 credits transferred from an out-of-state college. We received the out of state transcript and all courses have amnesty. The student only received credit. We will not accept amnesty courses/credits. What would the BIs do? BIs would follow their own academic requirements. When there are issues, you should contact school Registrar, but then if there is a pattern, go to SBCTC.*

*Q# 9 and 10: We need a statewide state-funded technological advising tool to facilitate transfer planning. Would it be worthwhile to bring the folks from the Arizona Statewide Transfer mapping program back for an update as to how this is working now and pitfalls they have encountered over the past years since they were here?*

We need to educate our population on the Transfer GPS and have WSAC, State Board, COP look into a multi-sector grant. Transferology, how do we move that forward so that it actually happens. WSAC would need evidence that helps show how this would meet the degree obtainment goals. Julie Garver said the agencies can look into funding.

Professional Technical Ideas:

- Information Distribution – Can ICRC attach a day to assessment, teaching and learning conference as a way of getting transfer information to a broader audience of faculty and other CTC Personnel?
- Bias workshop or something along those lines.

Meeting adjourned – 11:55 am

Respectfully submitted,

Sindie Howland