

# The ICRC Handbook

The Intercollege Relations Commission

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

Revised October 2025

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# INTRODUCTION

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

The ICRC is a voluntary association of institutions in-Washington which are accredited by the Northwest Commission on Colleges and Universities. Institutional representatives are appointed by their respective institutional vice president of instruction, provost or chief academic officer and agency representatives are appointed by their respective agency or organization.

The ICRC exists to help facilitate the transfer of students between institutions of postsecondary education. The ICRC holds three meetings (Fall and Spring in person and Winter online) during each academic year for purposes of discussion, education, information dissemination, and consideration of various means to resolve problems affecting the transfer of students and courses among its member institutions. In addition, ICRC works closely with the Council of Presidents (COP), Independent Colleges of Washington (ICW), Joint Transfer Council (JTC), State Board for Community and Technical Colleges (SBCTC) and Washington Student Achievement Council (WSAC) - and other groups when needed - to assist with projects related to transfer articulation and higher education legislation.

## HISTORICAL DEVELOPMENT OF THE INTERCOLLEGE RELATIONS COMMISSION IN WASHINGTON

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

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

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

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

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

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

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

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

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

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

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

In more recent years ICRC’s efforts to help improve the transfer process have included input into a common course numbering system for the community and technical colleges, helping shape changes to the communication and math portions of the Direct Transfer Agreement Associate degree, providing initial input as well as feedback regarding Major Related Programs (MRPs) developed by the JTC, and participating in the discussion and implementation of expanding credit for Prior Learning Assessment (PLA). On a regular basis, colleges and universities are reviewed by the Ongoing Articulation Review (OAR) Committee, a

subcommittee of ICRC, which produces a report that is shared with the college or university to help institutions evaluate their own compliance with ICRC transfer agreements, and to improve their student transfer procedures.

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

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

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

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

## Preamble

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

## Article 1—Name

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

## Article II—Purpose and Objectives

The purpose of this Commission shall be:

- a. To implement and improve communication and liaison among public and private colleges and universities in Washington.
- b. To study, evaluate, and assist in the development of solutions to transfer problems which occur between higher educational institutions.
- c. To consider and promote activities of general concern to these institutions.
- d. To employ an equity lens in our work together, promoting policies, practices and programs that support underrepresented and traditionally underserved student groups to include but not be limited to race, ethnicity, sexual orientation and gender identity, economic disadvantage, disabilities, and first-generation college students.

## Article III—Membership

To be a member of ICRC, an institution or organization must be eligible for WCHSCR membership per the WCHSCR [Bylaws](#). The ICRC membership shall be composed of the following representatives:

- a. One voting representative from each WCHSCR higher education member institution (as defined in the WCHSCR bylaws) appointed by their respective institutional vice president of instruction, provost or chief academic officer, or designee.
- b. Two Washington high school principals to be appointed by the chairperson of the Association of Washington School Principals (AWSP).
- c. One representative from the professional staff of the Washington Student Achievement Council.

- d. One representative from the professional staff of the State Board for Community and Technical Colleges.
- e. One representative from the professional staff of the Council of Presidents.
- f. One representative from the professional staff of the Independent Colleges of Washington.
- g. The chairperson of the WCHSCR as an ex officio member.

## Article IV—Officers

### Section 1: Membership and Terms

The ICRC Executive Committee consists of six voting members. The members include the Past Chair, Chair, Vice Chair, Secretary, Treasurer and Member-at-Large.

All members, except for the Treasurer, serve five-year terms. Each member of the Committee will progress through each position as identified below and will serve no longer than one year in each position.

- Year One: Member-at-Large
- Year Two: Secretary
- Year Three: Vice Chair
- Year Four: Chair
- Year Five: Past Chair

The Treasurer will serve a five-year term and will not rotate to other Executive Committee positions.

The Member-at-Large position also serves on the Ongoing Articulation Review (OAR) Committee.

### Section 2: Elections

Elections for the position of Member-at-Large shall take place at the last meeting called during each academic year. The Member-at-Large shall be elected by a majority vote of those present. Careful consideration should be given to rotating the Member-at-Large position between community and technical college and public and private baccalaureate institution representatives.

The Treasurer will be elected at the last meeting called during the Treasurer's fifth year of service. The Treasurer shall be elected by a majority vote of those present.

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In the event of an unplanned vacancy, the Executive Board is authorized to fill that board position to serve the remainder of term. The Board will give preference to appointing a member from the same sector as the outgoing member.

Section 3: Technology Support Position

The ICRC Executive Committee may appoint the Technology Support Position and determine length of service. The Technology Support is a non-voting position and will have no role beyond the tasks identified in this section. The position will not have any additional time commitments related to the Executive Committee or their meetings. In the case that an ICRC member is not willing to participate in this capacity, the Executive Committee may hire an individual to serve as Technology Support person.

The Technology Support position will manage the ICRC webpages and other associated technology needs of the Commission.

Article V—Meetings

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

Article VI—Committees

Section 1: [Ongoing Articulation Review](#) Committee

A standing committee of this Commission shall be the ICRC Ongoing Articulation Review Committee. The OAR Committee shall consist of six members, one of whom will be the Executive Committee Member-at-Large. The OAR members shall be divided equally between community/technical colleges and baccalaureate representatives. An agency or organization representing community or technical colleges, or baccalaureate institutions may serve as one of the six members of the OAR Committee.

The Committee chair shall be elected from within the OAR Committee membership. On an annual basis the Member-at-Large will cycle off the Committee following the election of a new At-Large Member and in alignment with the progressive terms of Executive Committee positions identified in Article IV Section 1. All OAR Committee members shall serve staggered terms of no more than three years.

OAR will hold Committee meetings and conduct its work during the fall, winter and spring terms of an academic year. The Chair of OAR will present the work of the Committee during each fall and spring ICRC meeting.

The OAR is responsible for the:

- Review of transferable associate degrees (DTA, AS-T Track 1, AS-T Track 2 and

MRPs), offered by Washington community and technical colleges, for compliance with 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.
  - Publications include the institutional academic catalog, website and degree advising documents.
  - 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 material. It is not within the purview of the OAR Committee to conduct a formal review of course quality.
- Review of the acceptance of transferable associate degrees between Washington community and technical colleges and baccalaureate institutions for compliance with the DTA, AS-T Track 1, AS-T Track 2 and MRPs.
  - The review will consider the presentation of the degree-accepting institution's agreement in its publications, the benefits provided to a transfer student holding a transferable associate degree, and the specifics of any proviso claimed by the degree-accepting institution.
  - Publications include the institutional academic catalog, website and degree advising documents.
  - The intent is to identify and correct the "drift" between policy and practice regarding transferable associate degrees and institutional provisos.
- Study problems and provide recommendations to ICRC members regarding the interpretation of the DTA Guidelines.

## Section 2: Handbook Review Committee (HRC)

A standing committee of this Commission shall be the ICRC Handbook Review Committee (HRC). The HRC Committee shall consist of no fewer than three members to include: the Executive Committee Past Chair; a community and technical college representative; and a baccalaureate representative.

The Committee shall be chaired by the Past Chair member. An agency or organization representing community or technical colleges or baccalaureate institutions may serve on the Committee on an ad hoc basis. The Past Chair member will cycle off the Committee following the election of a new At- Large Member and in alignment with the progression of terms of Executive Committee positions identified in Article IV Section 1. All HRC Committee members shall serve staggered terms of no more than three years.

HRC will hold Committee meetings and conduct its work between ICRC meetings. The HRC is responsible for preparing proposed edits to the Handbook to be presented at the ICRC meetings. Edits will be based on the Committee's work between meetings and questions, edits and clarifications presented at the fall and spring meetings by the larger ICRC membership.

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The HRC fall and spring meetings will be open to all ICRC members. ICRC members who wish to participate in the fall and spring HRC meetings should come prepared to present questions, suggest edits, ask for clarification and learn more about the Handbook. HRC meetings will take place in conjunction with the fall and spring ICRC meetings, and may have additional meetings as needed. The Chair is responsible for ensuring representation and participation includes at a minimum one community and technical college representative, one public baccalaureate representative and one private baccalaureate representative in each meeting.

The HRC will present proposed edits to the full ICRC membership at the fall or spring ICRC meeting. Action is required by the full ICRC membership and will be taken on the proposed edits at the following ICRC meeting.

Section 3: Ad Hoc Committees

Ad Hoc Committees may be convened as needed by the ICRC Chair.

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

*Updated April 2017*

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

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

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

## I. Introduction and Purpose

### A. Intercollege Transfer

The colleges and universities of Washington have long recognized the importance of facilitating travel for students moving from one institution to another in pursuit of their educational goals. Working both directly, institution-to-institution, and through voluntary associations such as the Intercollege Relations Commission, the state’s publicly supported institutions and participating private institutions have established mutually acceptable guidelines and procedures to assist students in transition from institution to institution. The colleges and universities 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, and participating private institutions, recorded a formal agreement among themselves to establish and maintain the following policy on inter-college transfer and articulation. The statements which follow establishes 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 prevails among the institutions of higher education in Washington.

It is important to acknowledge that Washington has a higher education structure composed of public and private colleges and universities. A significant number of community and technical college students complete their studies for the bachelor's degree in the higher education private sector. Although the provisions of this statement apply only to transfer from a community or technical college to a public four-year institution, it should be noted that private participating institutions work closely and in similar ways to facilitate transfer from community and technical colleges to these institutions. The private participating institutions, including those represented by Independent Colleges of Washington, are commended for their sensitivity and efforts in this regard and are encouraged to continue in this pattern in the future.

**B. Intercollege Relations Commission**

A permanent interinstitutional committee on articulation and transfer has been established in Washington, titled the ICRC, a commission of WCHSCR. This Commission is composed of representatives appointed by their respective institutional vice president of instruction, provost or chief academic officer, or designee and representatives from WSAC, SBCTC, COP and ICW. It exists to develop sound recommendations for inter-college practices which directly affect students transferring between institutions of higher education in Washington.

The Intercollege Relations Commission has the following responsibilities:

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

The Commission fulfills its responsibilities in the following ways:

1. By establishing and maintaining Associate Degree Guidelines for interinstitutional agreements under which community and technical college transfer degrees may be used to satisfy lower division general education requirements of baccalaureate institutions in 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 twice during the academic year. Minutes of Commission meetings are distributed to higher education institutions and represented state agencies.

C. Definition of Terms

*Academic Credit for Prior Learning:* Is an umbrella term that includes credit granted for non-traditional learning experiences that can be shown through various means of assessment to be equivalent to learning gained through formal collegiate instruction. This includes non-traditional modes of learning and credit including on-campus course challenges, extra-institutional learning, prior experiential learning and credit by testing not defined as dual credit.

*College Preparatory Programs with Exams:* High school courses for which students may earn college credit through recognized standardized exams, such as Advanced Placement, International Baccalaureate Higher and Standard Levels, and Cambridge International A- and AS -Levels.

*Concurrent Enrollment:* A partnership between K-12 schools and postsecondary education institutions through which credit-bearing college courses offered by a public or private institution of higher education and taught by higher education faculty or appropriately qualified high school teachers, are taken by high school students who have not yet received the credits required for the award of a high school diploma. Courses may be offered either in high school or at a public or private institution of higher education, and earned credits are recorded on a college or university transcript, with the exception of career technical education dual credit. Career technical education dual credit is a concurrent enrollment program, however, credits earned through career technical education dual credit may not be recorded on a college transcript until a student enrolls in a public or private institution of higher education. Concurrent enrollment dual credit programs offered in Washington are running start, college in the high school (CiHS), and career and technical education dual credit (CTE Dual Credit).

*Credit-by-Testing:* Course credit earned through an on-campus test that is generally not associated with any formal preparatory curriculum. Examples include CLEP and DANTES

*Current Institution Credit:* Credit granted by a college or university for completion of its own courses and other academic work.

*Dual Credit:* Credit awarded through one of the six dual credit programs in Washington. These include Advanced Placement (AP), Cambridge International (CI), College in the High School (CiHS), Career and Technical Education (CTE) Dual Credit, International Baccalaureate (IB), and Running Start.

*Dual Enrollment:* A student concurrently enrolled in two different colleges or universities.

*Extra-institutional learning:* Knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training and crosswalks. Examples include ACE training, industry certification and occupational crosswalks.

*First-Year Student:* A student who enters an institution of higher education with no college coursework completed after leaving high school. Note, a student that completes courses during the summer term immediately following high school graduation is still considered a first-year student.

*On-Campus Course Challenges:* Challenge examinations are sufficiently comprehensive to determine that the student has the same knowledge and skills as those students who enroll in, and successfully complete, the course. Credits are awarded and transcribed after successful completion of a course challenge exam. A student should have previous training, private study, work experience or other bona fide qualifications indicating the student has knowledge or abilities equivalent to course completers.

*Prior Experiential Learning:* Learning acquired from work and life experiences, mass media, and independent reading and study. Examples include life experience and portfolio

*Receiving Institution.* College or university to which a student has transferred.

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

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

*Transfer Student.* A student seeking their first bachelor's degree who enters a college or university with college level coursework completed at another college or university after leaving high school.

**II. Transfer**

**A. Institutional Requirements**

Each college and university have 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 students currently enrolled at the institution on an equitable basis. All students shall be expected to meet equivalent standards for regular admission to programs and to satisfy comparable program requirements.

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

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



## B. Transfer Admission

Admission policies and specific program requirements shall be clearly stated in official documents. Transfer student admission will be determined following an assessment on the same basis as non-transfer students.

## C. Transfer of Courses

College-level courses offered by nationally recognized postsecondary institutions with institutional accreditation from an approved accrediting agency<sup>1</sup> in Washington shall generally be accepted in transfer by the receiving institution. In addition, some courses not generally transferable will be accepted as part of the DTA Associate degree. Information about the transferability of college courses shall be provided by all institutions through regular advising of prospective students and through college publications.

## D. Transfer of Credits

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

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

## E. Transfer of Degrees

The public community and technical colleges and baccalaureate colleges and universities in Washington have adopted an interinstitutional transfer agreement based on the Direct Transfer Agreement Associate Degree Guidelines. Under this agreement, DTA Associate degrees shall be accepted as satisfying lower division general education requirements for the baccalaureate degree at the receiving institution. Students who complete a DTA Associate degree shall be granted junior standing upon admission to a public baccalaureate institution according to [RCW 28B.10.696](#) and shall generally be granted junior standing upon admission to a private participating baccalaureate institution.

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

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<sup>1</sup> The following are approved accrediting agencies: Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC).



students by all colleges and universities.

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. Grades below 'D' or 1.0 generally do not transfer. To clarify, a grade of D- or below does not generally 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 Professional Technical Courses and Programs

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

H. Credit for Academic Credit for Prior Learning and Dual Credit

Academic Credit for Prior Learning credit is granted in accordance with a baccalaureate institution's mission and policies.

Credit by testing is limited by baccalaureate institutional maximum credit by examination policies and academic program requirements. CLEP and DANTES are limited to the 15 restricted elective credit maximum in the DTA.

Credit for Prior-Experiential Learning is limited by baccalaureate institutional policies. Where credits are not regularly accepted, credit is limited to 15 restricted elective credit maximum in the DTA. Credit is awarded only for courses offered in the DTA granting institution's regular curricular offerings. All prior learning assessment HS21+ credits are awarded through prior experiential learning portfolio review and awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings.

Extra-Institutional Learning credit is limited by baccalaureate institutional policies. Where credits are not regularly accepted, credit is limited to 15 restricted elective credit maximum in the DTA. Credit is awarded for academic course credit. Credit for extra-institutional learning granted through standardized examinations or credit formula systems should be identified as such on the permanent record.

Course Challenges are limited by baccalaureate institutional policies. Where credits are not regularly accepted, credit is limited to 15 restricted elective credit maximum in the DTA.

Credit earned through College Preparatory Programs with Exams is limited by baccalaureate institutional maximum credit by examination policies and academic program requirements.

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 or university 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 first year 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.

Washington public baccalaureate institutions do not allow more than 135 transfer quarter credits or 90 transfer semester credits to apply toward bachelor degrees from all sources including credit transferring from nationally recognized postsecondary institutions with institutional accreditation from an approved accrediting agency<sup>2</sup>, Running Start, and College in the High School and college preparatory programs with exams (e.g. AP, Cambridge, IB). However, each institution may also have institutional policies applicable to specific types of credit. This includes some institutional policies that state a maximum credit limit within the total transfer credit policy for academic credit for prior learning which may include but not be limited to Advanced Placement, International Baccalaureate, Cambridge International, CLEP, military credit through portfolio development and credit by testing.

**III. Applicability of Transfer Credit**

Acceptance of courses and credits in transfer means the credit is generally applicable to degree requirements of the receiving institution. When students transfer with a DTA Associate degree, general education courses taken in completion of that degree shall generally fulfill lower division general education requirements for the baccalaureate degree. When students transfer without a DTA Associate degree, transferable courses will apply toward baccalaureate requirements in the same way as comparable receiving institution 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 receiving institution courses on a discipline-by-discipline basis. Information

<sup>2</sup> The following are approved accrediting agencies: Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC).

about course comparability shall be communicated to other institutions.

2. Transfer courses identified as comparable or equivalent to current institution courses shall be applicable toward baccalaureate prerequisites and requirements in the same way as the sending institutional 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 current institution. Since The Evergreen State College uses a non-traditional evaluation and record system, its practices will vary somewhat from this description. Generally, a description of the grading system of the institution is included with each transcript.

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

All the colleges and universities of Washington maintain a policy of non-discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal as published in official institutional catalogs/bulletins.

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

Students have the right to expect fair and equitable treatment from Washington's public and private participating colleges and universities, both sending and receiving institutions. They have the right to expect reasonable efforts on the part of colleges and universities 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 and universities shall make every effort to help students make transitions as smooth as is feasible.

# VII. Appeal Processes

## A. Student Appeal Process

- Students who encounter transfer difficulties shall first seek resolution through the receiving institution’s transfer officer.
- In the event the transfer point of contact does not resolve the issue within two weeks, the matter will be referred to the Vice President for Instruction of the community and technical college(s) and the appropriate Academic Officer of the baccalaureate institution(s) involved. A decision must be determined within two weeks from receipt of the issue.
- Within two weeks. If the issue remains unresolved, then student may contact WSAC. The [role](#) of WSAC is to connect the student and institution(s) involved to reach a resolution. This work should focus within the framework of the *Student Rights and Responsibilities* document and *Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities* (a.k.a. *Umbrella Policy*) that reside in the *ICRC Handbook*.

## B. Interinstitutional Dispute Process

In the event of interinstitutional transfer disagreements, institutions are strongly encouraged to engage with each other to determine a mutually agreed upon resolution. If the institutions involved are unable to reach a mutual resolution, the following steps should take place.

- If a mutually agreed upon solution cannot be reached within two weeks the dispute will be elevated to the Vice President of Instruction at the community and technical college(s) and the appropriate Academic Officer of the baccalaureate institution(s) involved for resolution.
- If the issue remains unresolved then the issue will be sent to an ad-hoc committee of sector representatives appointed by the ICRC Executive Committee. The Committee will draft a response and recommendations to the institutions involved upon completion of the committee’s deliberations.
- The institution(s) involved will respond to the committee within four weeks indicating actions taken in response to the committee’s recommendations.

# VIII. Implementation and Revision of the Umbrella Policy

Specifications in this document are intended to be minimum standards for transferability to maintain institutional flexibility. This [policy](#) shall be implemented and maintained through the cooperative efforts of Washington’s public and private participating institutions of higher education through the leadership of ICRC and JTC.

# IX. Publication of the Umbrella Policy

This policy shall be published and disseminated by ICRC, JTC, WSAC, COP, ICW, SBCTC, and Washington’s public and private signatory colleges and universities.

**X. Evaluation of the Umbrella Policy**

WSAC will monitor transfer issues referred to the committee appointed to review.

## TRANSFER RIGHTS AND RESPONSIBILITIES IN WASHINGTON STATE

### STUDENT RIGHTS AND RESPONSIBILITIES

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

### COLLEGE AND UNIVERSITY RIGHTS AND RESPONSIBILITIES

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

# ASSOCIATE DEGREE TRANSFER AGREEMENTS IN WASHINGTON

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

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

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

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

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

The DTA Guidelines apply to students who hold a DTA Associate degree from a participating community or technical college or the Northwest Indian 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 the core in Washington higher education.



# CURRENT [DTA](#) ASSOCIATE DEGREE GUIDELINES 2013

*Approved August 2013—Effective January 2014*

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

- I. Be issued only to students who have earned a cumulative college-level grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90 quarter hours of transferable credit including<sup>1</sup>:
  - A. A minimum of 60 quarter hours of general education courses distributed as follows:
    - 1. *Basic Requirements.*
      - a. Communication Skills (10 credits)<sup>2</sup>
        - A minimum of five credits of English composition.
        - Remaining credits may be used for an additional composition course or designated writing courses or courses in basic speaking skills (e.g. speech, rhetoric, or debate).
      - b. Quantitative/Symbolic Reasoning Skills (5 credits)<sup>3,4</sup>
        - Five credits of college level mathematics, a course with a Mathematics prefix numbered 100 or above, that furnishes the quantitative skills required in the commonly recognized educational transfer pathways toward a baccalaureate

<sup>1</sup> In accordance with Section D, 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.

<sup>2</sup> A minimum of 4.5 transferable credits of English composition is allowed as long as nine credits are earned for the total Communication Skills distribution area to meet the requirement that a student may not be more than one credit short within an individual distribution area and must complete at least 60 distribution area credits.

<sup>3</sup> To qualify for QSR, college level math and logic courses must require high school or college intermediate algebra course work with a grade of 2.0 or higher as a prerequisite.

<sup>4</sup> A minimum of 4.5 transferable credits for the Quantitative/Symbolic Reasoning Skills distribution area. This meets the requirement that a student may not be more than one credit short within an individual distribution area and must complete at least 60 distribution area credits.

degree. Accepted courses in these pathways are Pre-calculus or higher, Mathematics for Elementary Education,<sup>5</sup> Business Pre-calculus/Finite Mathematics, Statistics, and Math in Society; or

- Five credits of a symbolic logic course that focuses on (a) sentence logic with proofs and (b) predicate logic with quantifiers and proofs and/or Aristotelian logic with Venn Diagrams.

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<sup>6</sup>.

a. Humanities<sup>7</sup> (15 – 20 credits)

- Selected from a minimum of two disciplines.
- A maximum of 10 credits is allowed from any one discipline within the Humanities disciplines
- A maximum of 5 credits in performance/skills can be credited in the Humanities distribution.
- A maximum of 5 credits in 100-level world language can be credited in the Humanities distribution. Additional 100-level world language credits completed may apply to elective requirements.
- 200-level world language credits may be applied towards the Humanities distribution area, up to the maximum 10 credits from any one Humanities discipline.
- Suggested disciplines include<sup>8</sup>:
  - Art
  - Drama/Theater

<sup>5</sup> The University of Washington accepts Mathematics for Elementary Education for elective credit, but not as meeting its QSR requirement, since UW offers no degree pathway for which it is appropriate.

<sup>6</sup> A student may not be more than one credit short within an individual distribution area and must complete at least 60 distribution area credits.

<sup>7</sup> Within appropriate distribution areas, colleges are encouraged to develop curriculum which provides students with an understanding of and sensitivity to cultural differences by completing courses requiring study of cultures other than their own. To most, this may include minority, non- Western ethnic, or other area studies.

<sup>8</sup> A list of suggested disciplines is subject to review by the Intercollege Relations Commission (ICRC) for discussion of appropriate inclusion in each distribution area.

- World Language/American Sign Language<sup>9</sup>
  - History<sup>10</sup>
  - Literature
  - Music
  - Philosophy<sup>10</sup>
  - Speech/Communication Studies
- b. Social Science<sup>8</sup> (15 – 20 credits)
- Selected from a minimum of two disciplines.
  - A maximum of 10 credits is allowed from any one discipline within the Social Science distribution.
  - Suggested disciplines include<sup>8</sup>:
    - Anthropology
    - Economics
    - Geography
    - History<sup>10</sup>
    - Philosophy
    - Political Science
    - Psychology<sup>10</sup>
    - Sociology
- c. Natural Sciences<sup>7</sup> (15 – 20 credits)
- Selected from a minimum of two disciplines.
  - A maximum of 10 credits is allowed from any one discipline within the Natural Science distribution.
  - A minimum of 10 credits in physical, biological and/or earth sciences is required
  - Required to complete a minimum of one laboratory course.
  - Suggested disciplines include
    - Astronomy
    - Biology
    - Botany
    - Chemistry
    - Geology
    - Mathematics<sup>10</sup>

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<sup>9</sup> Faculty teaching first-year language courses are encouraged to include cultural aspects of study in their courses.

<sup>10</sup> A specific course may be credited toward no more than one distribution or skill area requirement.

- Physics
- Zoology

B. *Electives*. Electives include other college-level courses. A maximum of 15 credits may be in college-level courses as defined by the community or technical college. The remainder shall be fully transferable as defined by the receiving institution or through inclusion in Appendix J. Where appropriate, preparation courses for the major should be included in electives toward this degree.

## Clarifications

- A. DTA Associate degrees meeting the distribution system in these Guidelines represent but one model for valid general education programs. Community and technical colleges and baccalaureate institutions are encouraged to develop models, including interdisciplinary core requirements or vertical general education requirements with courses at the upper division level. Institutions using such alternative approaches are further encouraged to develop individual inter-institutional transfer agreements.
- B. The DTA Associate degree agreement will provide for the fulfillment of college and university general education requirements only, and it is not intended that this agreement should cause modifications of unique requirements (religion, philosophy, etc.). Further, it should be clearly understood that agreements based upon these Guidelines in no way alter admission criteria established by baccalaureate institutions.
- C. The DTA Associate degree will generally provide the transferring student with at least 90 quarter or 60 semester credits upon entry to a baccalaureate institution.
- D. Community and technical colleges should strictly enforce stated requirements without undue use of waivers, substitutions, or exceptions.
- E. Institutions developing mutual agreements must clearly identify degree titles and effective dates to provide clarity for students and their advisers and for transcript evaluation.
- F. Community and technical colleges agree to develop precise language concerning their DTA Associate degree and to publish this information with all degree requirement information. Baccalaureate institutions agree to publish information about the details of their DTA Associate degree agreements.
- G. Remedial courses, courses numbered below 100, shall not be included in the 90 quarter hours of the DTA Associate degree.
- H. A list of the specific courses which satisfy DTA Associate degree requirements shall be published.
- I. Community and technical colleges and baccalaureate institutions agree to state their credit-by-exam policies in their catalogs. While accepting the DTA Associate degree,

receiving institutions shall grant credit for academic credit for prior learning on the same basis for transfer students as for first year students.

- J. Community and technical colleges agree to state that community and technical college students must apply for graduation through their community or technical college.
- K. Community and technical colleges agree to state GPA requirements specific to courses and degrees within their catalogs.

# ASSOCIATE DEGREE PROVISOS AND SPECIFIC REQUIREMENTS BY INDIVIDUAL BACCALAUREATE INSTITUTIONS

Provisos and specific requirements are submitted by each baccalaureate institution. The intent of the provisos is to: (1) identify exceptions to the DTA Associate degree (2) recognize additional requirements to the DTA Associate degree, and (3) provide transparency and clarity to support a student-focused transfer degree.

At the Spring ICRC meeting, the executive board will call for proviso reviews and updates to be reported at the subsequent Fall meeting. Changes reported at the Fall ICRC meeting will be reflected in the ICRC Handbook on the ICRC website prior to the next meeting.

Baccalaureate institutions shall notify community and technical colleges of changes in lower division course requirements for baccalaureate degrees two years prior to their implementation for transfer students (see Section II.A. of the [Umbrella Policy](#)).

## Bastyr University

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

## City University

Students who enter City University of Seattle as candidates for associate or bachelor’s degrees may already have completed courses at other educational institutions, as documented by official transcripts. For any course to be transferred into an undergraduate program, a student must have achieved a cumulative college level grade point average (GPA) of 2.0 (C) or higher at each prior institution. Students who meet the minimum cumulative GPA of 2.0 (C) may have courses transferred with a minimum course grade of 1.0 (D) or higher, with the following exceptions:

- Bachelor of Arts Education programs have specific transfer requirements to meet Washington standards. Students must earn a per course grade of 2.0 (C) or higher to be considered for transfer.
- To meet the College Composition (ENG 102) general education requirement, students must earn a 2.0 (C) or higher.

Additionally, undergraduate students seeking to transfer credits with a college level cumulative GPA below 2.0 (C) at each institution will have transfer eligibility evaluated on a course-by-course basis. Courses with a grade of 2.0 (C) or higher will be eligible for transfer.

Please note, many CityU of Seattle bachelor’s degrees have specified required Quantitative/Symbolic Reasoning courses designated for program completion. Students should contact CityU of Seattle admissions for additional program-specific information.

Grade: All grade point average decimal references above are based on a 4-point scale with 4 being the highest grade attainable. Restrictions on total transfer credits allowed must follow residency policy restrictions.

**Gonzaga University (updated 2025)**

*Students with an earned Associate of Arts (AA-DTA) or Associate of Science (AS-T) degree from Washington State Community Colleges or North Idaho College are generally given junior standing and will have fulfilled many of the requirements of the University Core curriculum. University Core requirements to be completed upon transfer include: First-Year Seminar, Christianity & Catholic Traditions, and the Core Integration Seminar. Students will also take a major-appropriate college mathematics course, Reasoning, Human Nature, and Ethics, unless they have already fulfilled these requirements. Communication & Speech is recommended, but not required, for students who have not completed a course in speaking skills*

**Northwest University**

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

**Pacific Lutheran University** (updated 2023)

Students who have completed the appropriate DTA Associate degree from any community college in Washington will be admitted with junior standing (60-64 semester hours) and will be regarded as having satisfied General Education Requirements, except for one Academic Study of Religion course, one Global Engagement course, and one Culminating Experience course.

**Saint Martin’s University**

Saint Martin’s University recognizes the DTA Associate degree from Washington’s community and technical Colleges. Students completing the DTA Associate degree with a minimum GPA of 2.0 and at least 90 quarter credits of transferable credit will be granted junior standing upon transfer. These students will have met the Saint Martin’s Core Curriculum requirements except for COR 110 (Religious Studies) and COR 340W (Ethics and the Dignity of Work).

**Seattle Pacific University**

Upon first matriculation at SPU, students who enter with a completed DTA Associate degree and 90 transfer credits will fulfill all University general education requirements except 10 upper-division credits in University Foundations.

**Seattle University**

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

**University of Puget Sound** (added 2025)

A student who matriculates at Puget Sound after completing a Direct Transfer Agreement (DTA) associate degree through a Washington community college with a grade point average of 3.00 or higher shall be awarded junior standing, 16.00 total units of transfer credit, and shall be considered to have completed the Critical Conversations Seminar, and all Divisional graduation requirements. Completion of additional core and graduation requirements will be determined by evaluation of the student’s previous coursework on a course-by-course basis.



Additionally, those who matriculate as transfer students (students who have attended another regionally accredited college or university after the completion of high school) shall be considered to have completed the 100 level Connections Core requirement.

### University of Washington Bothell

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

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

### University of Washington Seattle (updated 2023)

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

1. In addition to the English composition requirement, all students must complete a minimum of 7 quarter credits of writing-intensive coursework. Upper division coursework may be used to satisfy this requirement. See <http://www.washington.edu/uaa/advising/degree-overview/general-education/additional-writing/>.
2. All students must complete 5 quarter credits of coursework to satisfy the university diversity requirement. Upper division coursework may be used to satisfy this requirement. See <http://www.washington.edu/uaa/advising/degree-overview/general-education/diversity/>.
3. Each of the University’s schools and colleges has graduation requirements that meet or exceed

university-wide general education requirements. Students entering the UW with a DTA Associate degree are not required to complete the additional graduation requirements prior to enrolling at the UW. Any unmet requirements may be satisfied at the upper division level upon enrolling at the UW. See <http://www.washington.edu/uaa/advising/degree-overview/general-education/requirements-by-college-and-school/>.

NOTE: Admission to the UW is competitive. Prospective students should be advised that all freshmen students and transfer students with fewer than 40 transferable college credits at the time of application must meet a set of minimum admission subject requirements which include qualifying high school or college coursework in a world language and in mathematics. For complete information about admission subject requirements, go to <https://admit.washington.edu/apply/transfer/cadr/>.

## University of Washington Tacoma (updated 2023)

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

- 5 credits of English composition should be completed with a minimum grade of 2.0. Additionally, students must complete a minimum of 10 quarter credits of writing-intensive coursework at the University, if not completed as part of the transfer degree, for a total of 15 credits. Upper division coursework may be used to satisfy this requirement. See <https://www.tacoma.uw.edu/catalog/graduation-requirements-baccalaureate-degree>
- All students must complete 5 quarter credits of coursework to satisfy the university diversity requirement. Upper division coursework may be used to satisfy this requirement. See <https://www.tacoma.uw.edu/catalog/graduation-requirements-baccalaureate-degree>
- Each of the University’s schools and colleges has graduation requirements that meet or exceed university-wide general education requirements. Students entering the UW Tacoma with a DTA Associate degree are not required to complete the additional graduation requirements prior to enrolling at the UW. Any unmet requirements may be satisfied at the upper division level upon enrolling at the UW Tacoma. See <https://www.tacoma.uw.edu/catalog/graduation-requirements-baccalaureate-degree>

Note: Prospective students should be advised that all freshmen students and transfer students with fewer than 40 transferable college credits at the time of application must meet a set of minimum admission subject requirements, which include qualifying high school or college coursework in a world language and intermediate algebra. For complete information about admission subject requirements, go to <https://www.tacoma.uw.edu/admissions/college-academic-distribution-requirements-cadrs>.

## Walla Walla University

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A student who has completed a DTA associate degree from a Washington State community or technical college with 90 transferrable credits and a 2.0 GPA will have completed the general studies requirements for a four-year degree at WWU except for the following:

- 4 credits of college-level mathematics (a course with a Mathematics prefix numbered above 099; this could be completed at the CC or later at WWU)
- 10 credits of general studies religion courses at WWU

**Western Washington University**

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

**Whitman College** (added 2025)

- 1) If a student has earned their AA degree entirely through the Running Start Program, they are expected to take GENS 175 in the fall of their first year.
- 2) If a student has earned 26 or more credits of their AA degree through the Running Start Program, they will be asked by the Registrar's Office to choose 25 initial credits (Running start, AP and/or IB) to transfer in immediately. Subsequently, towards the middle of their first semester, they will be asked by the Registrar's Office to decide whether or not they wish to transfer in the rest of their Running Start credits, along with AP and/or IB credits. All courses taken as a regular community college student will transfer in immediately.
- 3) Transfer credit for courses in the major will be evaluated on a course-by-course basis. Courses are subject to the transfer guidelines established by Whitman College and may be approved for transfer after a student works with the Office of the Registrar. Please note that many Whitman College majors have specified particular Quantitative courses required for major completion. Students should consult the Whitman College Catalog or contact the Whitman College Registrar's Office for additional major-specific information.

**Whitworth University**

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

Requirements: one year of study in the same world language at the college level, and one of the three interdisciplinary Western Civilization Core courses (Core 150, Core 250, Core 350)  
Effective Fall term 2012 we will accept in transfer only courses that have a grade of “C” or higher.

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

College Name	Name of DTA Associate degree
Bellevue College	Associate in Arts and Sciences DTA
Big Bend Community College	Associate in Arts and Science- DTA
Cascadia College	Associate in Integrated Studies- DTA
Centralia College	Associate in Arts-Direct Transfer Agreement
Clark College	Associate in Arts DTA
Columbia Basin College	Associate in Arts and Sciences (AA/DTA)
Edmonds Community College	Associate in Arts DTA
Everett Community College	Associate in Arts and Sciences- General DTA
Grays Harbor College	Associate in Arts DTA
Green River College	Associate in Arts DTA
Highline College	Associate in Arts DTA
Lower Columbia College	Associate in Arts-Direct Transfer Agreement
North Seattle College	Associate in Arts DTA
Northwest Indian College	Associate of Arts and Sciences
Olympic College	Associate in Arts-Direct Transfer Agreement
Peninsula College	Associate in Arts DTA
Pierce College, Fort Steilacoom	Associate in Arts DTA

Pierce College, Puyallup	Associate in Arts DTA
Seattle Central College	Associate in Arts DTA
Shoreline Community College	Associate in Arts
Skagit Valley College	Associate in Arts, DTA
South Puget Sound Community College	Associate in Arts- Direct Transfer Agreement
South Seattle College	Associate in Arts DTA
Spokane Community College	Associate in Arts- DTA
Spokane Falls Community College	Associate in Arts-DTA
Tacoma Community College	Associate in Arts, DTA
Walla Walla Community College	Associate in Arts- DTA
Wenatchee Valley College	Associate in Arts and Sciences Degree-Direct Transfer Agreement
Whatcom Community College	Associate in Arts and Sciences DTA
Yakima Valley Community College	Associate in Arts DTA

## Notes

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

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

Bastyr University  
Central Washington University  
City University  
Eastern Washington University  
Gonzaga University  
Heritage University  
Northwest Indian College  
Northwest University  
Pacific Lutheran University  
Saint Martin’s University  
Seattle University  
Seattle Pacific University  
The Evergreen State College  
University of Puget Sound  
University of Washington  
University of Washington Bothell  
University of Washington Tacoma  
Walla Walla University  
Washington State University  
Washington State University Tri-Cities  
Washington State University Vancouver  
Western Governors University - Washington  
Western Washington University  
Whitman College  
Whitworth University

## Notes

- Many of these institutions apply provisos in accepting the DTA Associate degree. Please see the “DTA Associate Degree Provisos and Specific Requirements by Individual Baccalaureate Institutions” section found earlier in this handbook.
- Not all Institutions that accept the DTA Associate degree or the AS-T Associate degree will accept the Major Related Program degree. If the institution did not sign the MRP agreement, an institution will accept the DTA/MRP as they would the basic DTA Associate degree. See Appendix E for more information.

## APPENDIX A

### Intercollege Relations Commission Direct Transfer Agreement Associate Degree Course List Part I: Courses Generally Accepted in Transfer

*Updated for Fall 2019*

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

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 intended transfer institution.

SUBJECT AREAS	COMMENTS
Accounting	ONLY Principles I, II, III
Administration of Justice (includes Criminal Justice, Law Enforcement, Police Science, Corrections)	ONLY introductory survey courses <sup>1</sup>
Adolescent Development (Effective Fall 2008) <sup>6</sup>	ONLY introductory survey courses <sup>1</sup>
Agriculture	ONLY introductory survey courses <sup>1</sup>
American Ethnic Studies/Cultural Studies	
American Sign Language	Subject to receiving institution – may or may not accept (Updated to world languages 2023)

American Studies	
Anthropology	
Art/Art History	BUT NOT commercial and advertising art and graphics; see Photography below
Astronomy <sup>2</sup>	
Biology <sup>2</sup>	
Botany <sup>2</sup>	BUT NOT horticulture
Business <sup>3</sup>	ONLY courses in introduction to business, business law, and statistical methods (with prerequisites of intermediate algebra)
Chemistry <sup>2</sup>	
Child Development (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey courses <sup>1,4</sup>
Chemical Dependency (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey course <sup>1</sup>
Communications (Radio, TV, and Film)	ONLY introductory survey courses <sup>1</sup>
Communications Studies (CMST)/Speech	
Computer Animation (Effective Fall 2008) <sup>6</sup>	ONLY introductory survey courses



Computer Science <sup>3</sup>	ONLY introductory survey courses <sup>1</sup> and introductory college level courses teaching structured programming language. Courses devoted to a single software application are not transferable.
Criminology (Effective Fall 2007) <sup>5</sup>	ONLY courses with a sociological perspective on crime.
Dance	
Digital Video Production (Effective Fall 2010) <sup>7</sup>	ONLY introductory survey course <sup>1</sup>
Drama/Theater	
Early Childhood Education	ONLY introductory survey course <sup>1</sup> and Child Development courses (Effective Fall 2007) <sup>4</sup>
Earth Science <sup>2</sup>	
Economics	
Education <sup>3</sup>	ONLY introductory survey course <sup>1</sup> , Child Development courses (Effective Fall 2007) <sup>4</sup> , and Education Practicum (Effective Fall 2007)
English: Writing/Reading	BUT NOT courses designed to prepare students for the first college level course (e.g. English 101). Acceptable courses are those designed to provide further development in writing and critical or analytical reading skills for students already at the college. English 101, or test scores indicating college-level proficiency, must be the prerequisite to such courses.
English: Literature	
Engineering (professional courses)	BUT NOT courses in career orientation and engineering technology

Environmental Sciences <sup>2</sup>	
Fisheries	ONLY introductory survey courses <sup>1</sup>
Foreign Language (see World Language)	Foreign Language changed to World Language April 2023
Forensics (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey courses <sup>1</sup>
Forestry	ONLY introductory survey course <sup>1</sup>
Geography	
Geology <sup>2</sup>	
Graphic Design (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey course <sup>1</sup>
History	
Human Services	ONLY survey of social welfare systems or human services <sup>1</sup>
Humanities	BUT NOT personal development and guidance
Immunology (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey course <sup>1</sup>
Information Literacy and Undergraduate Research (Effective October 2018)	ONLY Foundations in Research course
Interior Design (Effective Fall 2008) <sup>6</sup>	ONLY introductory survey courses <sup>1</sup>

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

Political Science	
Psychology	BUT NOT personal development, guidance, and career planning courses
Recreation, Leisure, Parks	ONLY introductory survey courses <sup>1</sup>
Religious Studies	ONLY introductory survey courses <sup>1</sup>
Social Services	ONLY survey of social welfare systems, or Human services
Sociology	
Special Education (Effective Fall 2007) <sup>5</sup>	ONLY introductory survey courses <sup>1</sup>
Speech/Communication Studies (CMST)	
Women's Studies	BUT NOT personal development, guidance, and career planning courses
World Language	Changed from foreign language April 2023 (including American Sign Language)
Zoology <sup>2</sup>	

## Notes

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

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

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

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

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

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

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

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

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

<sup>10</sup>The process for adding courses to the ICRC Direct Transfer Agreement Associate Degree Course List Part I can be found here: <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/transfer/joint-transfer-council/process-to-id-academic-electives.pdf>

APPENDIX B

**Intercollege Relations Commission Direct Transfer Agreement Associate Degree Course List Part II: Restricted Subject Areas for Transfer**

*May 1995*

The list of courses below provides Washington community and technical colleges with information regarding restrictions on the transferability of courses taken in fulfillment of DTA Associate degree requirements.

This *Degree Course List Part II: Restricted Subject Areas for Transfer* 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 signatory baccalaureate institutions that associate degrees meeting the DTA Guidelines would ordinarily include no more than 15 credits in subjects on this list unless a special agreement had been arranged with a receiving institution.

In addition to the subject areas listed, community and technical college ICRC representatives should be aware that academic credit for prior learning is not acceptable at baccalaureate institutions and is restricted within the same 15-credit limit as the listed subjects. Credits for college preparatory programs with exams are generally granted directly by the receiving institution based on standardized exam scores, and generally are not treated as transfer credits.

ICRC agreed in fall 2019 to no longer add new courses to the *Degree Course List Part II: Restricted Subject Areas for Transfer course*.

All college-level courses not identified as a *Degree Course List Part I: Courses Generally Accepted in Transfer course* (See Appendix A) or as a Distribution Course are considered a *Degree Course List Part II: Restricted Subject Areas for Transfer course* (Identified below as part of Appendix B).

## Degree Course List Part II: Restricted Subject Areas for Transfer

Accounting<sup>1</sup>

- ONLY Principles I, II, III are transferable)

Adult Basic Education

Aeronautics/Aviation

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

Agriculture<sup>1</sup>

Air Conditioning/Heating/Refrigeration

Aircraft Repair

Allied Health Program

American Institute of Banking (AIB)

Animal Technology

Appliance Repair Technician

Applied Linguistics

Architectural

Auto Mechanics

Avionics

Banking and Finance

Barbering

Biomedical Equipment

Boat Building

Business and Office Technician

Career Planning/Exploration

Carpentry/Construction Methods

Chemical Dependency

Childcare

Chiropractic

Clothing & Apparel

Commercial Design

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

Computer Information Systems

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 Course List Part I.

Dental Assistant

Dental Hygiene

Diagnostic Ultrasound Technology

Diesel Mechanics

Dietician

Diving Technology

Drafting

Early Childhood Education<sup>1</sup>

Education<sup>1</sup>

Electronics

Emergency Medical Technician

Engineering Technology

English as a Second Language

Environmental Technology

Equine Sciences

ESL (courses that are preparation in English)

Family Life

Farm and Industrial Machinery Maintenance

Ferrier/Horseshoeing

Fashion Design and Merchandising

Fire Science

Fisheries<sup>1</sup>

Fisheries Technology

Fitness Technology

Floristry

Food Service

Forest Technology

Forestry<sup>1</sup>

General Studies

Gerontology Assistant

Graphics Reproduction<sup>1</sup>

- ONLY Introductory survey course in Graphic Arts is transferable. See the Course List Part I.

Hazardous Materials

Health (First Aid)

Health Technologies (Radiology, Biomedical Photography, etc.)

Histotechnology

Home Economics

- ONLY courses in the scientific study of nutrition are transferable. See the Course List Part I.

Horology

Horticulture

Hospitality

Hotel/Motel Management Human Resources

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

Independent Study

Industrial Relations, Industrial Sciences

Instructional Assistant

Instrumentation and Control

Interior Design and Merchandising

Interpreter Training

Journalism

Key punch Operator, Data Entry

Labor Relations and Studies

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

Landscaping

Leadership Skills

Legal Studies

Leisure Services

Library Skills, Library Technician

Life Skills

Machining, Machine Shop

Marine Technology

Marketing<sup>1</sup>



Mechanics  
 Media Technology  
 Medical Technology  
 Microcomputers  
 Mid-Management  
 Military Science (lower division)  
 Nanny  
 Natural Resources  
 Needle Trades Technology  
 Nondestructive Testing  
 Nuclear Technician  
 Nursing/Nurse Aid  
 Nursing Home Administration  
 Occupational Education  
 Oceanography Technology  
 Office Occupations, Skills and Technology  
 Ophthalmic Dispensing and Technology  
 Optometric Technician  
 Paralegal  
 Paraprofessional Programs  
 Parent Education  
 Parks and Recreation<sup>1</sup>  
 Peer Counseling and Advising  
 Personal Development and Human Relations  
 Pharmacy Assisting  
 Photographic Equipment Technician  
 Physical Education<sup>1,2</sup>  
 Physical Therapy Assisting  
 Practical Nursing  
 Preschool and Parenting

Procurement/Purchasing  
 Professional Development  
 Public Works Technician  
 Pulp and Paper Manufacture Technology  
 Quality Control  
 Radio and Television Technology  
 Radiological Technology Reading  
 Real Estate  
 Recreation/Leisure Parks<sup>1</sup>  
 Rehabilitation  
 Replacement Parts  
 Respiratory/Inhalation Therapy  
 Restaurant Management  
 Retail Management  
 Saddle Making  
 Sales  
 Satellite Communications  
 Secretarial Studies  
 Security  
 Small Business Management  
 Social Sciences
 

- ONLY courses that have academic content are transferable. See the Course List Part I.

 Social Services<sup>1</sup>  
 Soils  
 Special Education  
 Stationary Steam Engineering  
 Student Government  
 Study Skills (including speed reading, note-taking, time management, test-taking, “skimming and scanning,” and other college survival skills)

Substance Abuse

Supermarket

Supervision

Surgical

Surveying

Technology Programs Auto Parts

Telecommunications

Tourism and Travel

Transportation

Upholstery

Veterinary Assistant

Vision Care

Vocational Education

Wastewater

Water Science Technology

Welding

Wildlife Management

Workshop and Mini course

## Notes

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

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

<sup>3</sup>The process for adding courses to the ICRC Direct Transfer Agreement Associate Degree Course List Part II can be found here: <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/transfer/joint-transfer-council/process-to-id-academic-electives.pdf>

## APPENDIX C

### **Associate of Science Transfer Degree Track 1: Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Science**<sup>12</sup>

*Effective Fall 2000, Updated Spring 2017*

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

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

- I. Be issued only to students who have earned a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
- II. Be based on 90 quarter hours of transferable credit distributed as follows:
  - A. Communication Skills (minimum 5 credits)
    1. Minimum 5 quarter credits in college-level composition course.
  - B. Mathematics (10 credits)
    1. Two courses (10 credits) required at or above introductory calculus level. (See also D.2. below.)
  - C. Humanities and Social Science (minimum 15 credits)
    1. Minimum 5 credits in Humanities; and
    2. Minimum 5 credits in Social Science; and
    3. Additional 5 credits in either Humanities or Social Science for a total of 15 credits.
  - D. Pre-major Program (45 – 50 credits)
    1. Chemistry (for science majors) sequence (15 credits)
    2. Third quarter calculus or approved statistics course (5 credits).
    3. Biology (for science majors) or physics (calculus-based or non-calculus-based) sequence (15 credits).
    4. Additional requirements: 10 -15 credits in physics, geology, organic chemistry, biology, or mathematics, consisting of courses generally taken

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<sup>12</sup> Engineering, Computer Science, Physics, and Atmospheric Sciences majors are referred to the Associate of Science Transfer Degree Track 2.

for science majors (not for general education), preferably in a 2- or 3-quarter sequence.

E. Remaining Credits (10-15 credits)

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

## Notes

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

## Appendix D:

### Associate of Science Transfer Degree Track 2: Engineering, Physics, and Atmospheric Sciences<sup>13</sup>

*Effective Fall 2009; Updated Spring 2017, Computer Science removed 2025*

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

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

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

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<sup>13</sup> Biological Sciences, Environmental/Resource Sciences, Chemistry, Geology, and Earth Sciences majors are referred to the Associate of Science Transfer Degree #1; Mathematics majors are referred to the Math Education Major Related Program based on the Direct Transfer Agreement Associate degree.

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

## Notes

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

students. All courses approved as GERs by the community or technical college will be accepted as GERs by the baccalaureate institution.

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

## APPENDIX E

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

Each MRP is a course plan based on the Direct Transfer Agreement Associate degree or the Associate in Science-Transfer degree Track 1 or Track 2. MRPs may reduce the time it takes to complete a specific bachelor's degree pathway. MRPs were developed to help students prepare to transfer into high demand bachelor's degree programs that require specific courses in the first two years. Each MRP has a different set of signatory colleges and universities. Baccalaureate institutions that are signatories to a specific MRP agree that the MRP prepares students for that major at their institution.

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

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



## APPENDIX F

### Associate in Applied Science—Transfer Degree

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

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

#### Requirements for the AAS-T Designation

To receive the AAS-T designation, the degree must possess the following characteristics.

##### *I. General Education*

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

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

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

##### *II. Technical Courses*

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

### Notes

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

## APPENDIX G

### Ongoing Articulation Review Committee Statement of Purpose

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

The OAR Committee serves three functions:

1. Review of transferable associate degrees (DTA, AS-T Track 1, AS-T Track 2 and MRPs), offered by Washington community and technical colleges, for compliance with 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. Publications include the institutional academic catalog, website and degree advising documents. 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 material. 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 Washington community and technical colleges and baccalaureate institutions for compliance with the DTA, AS-T Track 1, AS-T Track -2 and MRPs. The review will consider the presentation of the degree-accepting institution's agreement in its publications, the benefits provided to a transfer student holding a transferable associate degree, and the specifics of any proviso claimed by the degree-accepting institution. Publications include the institutional academic catalog, website and degree advising documents. The intent is to identify and correct the "drift" between policy and practice regarding transferable associate degrees and institutional provisos.
3. Study problems and provide recommendations to ICRC members regarding the interpretation of the DTA Guidelines.

Reviews shall be shared with the institutional representatives participating in the OAR review, the Chair of the ICRC Executive Committee and the SBCTC Director of Transfer Education. Suggested changes should be recommended within the report. The institution is encouraged to respond to the Chair of the OAR Committee if there are questions regarding the review.

*Finalized December 2018*

## APPENDIX H

### Legislative History of Washington Transfer Law, Policies and Practices in

*Updated July 2025*<sup>3</sup>

Since the [Umbrella Policy](#) was implemented in 1984, the Washington legislature has continued to address transfer policy at the state level.

Below is a historical compilation of statutes (RCWs) that address transfer policy.

#### Transfer and Transfer Related State Policies

##### Washington Student Achievement Council

###### [RCW 28B.77.003- Washington Student Achievement Council](#)

The Legislature created the Washington Student Achievement Council on July 1, 2012 (replacing the Higher Education Coordinating Board), “guided by the state’s overarching objective of substantially increasing educational attainment for the purposes outlined in [RCW 28B.77.001](#)...has a dual mission: (a) to propose to the governor and the legislature goals for increasing educational attainment in Washington, recommend the resources necessary to achieve the goals, and monitor progress toward meeting the goals; (b) to propose to the governor, the legislature, and the state’s educational institutions, improvements and innovations needed to continually adapt the state’s educational institutions to evolving educational attainment needs; and (c) to advocate for higher education through various means, with the goal of educating the general public on the economic, social, and civic benefits of postsecondary education, and the consequent need for increased financial support and civic commitment in the state

The Council, in accordance with [RCW 28B.77.005](#) is composed of ten voting members: six citizen members appointed by the Governor with consent of the senate, including one undergraduate student and one graduate student member, and four sector representatives, including a representative for each of the following sectors the community and technical colleges, public baccalaureate institutions, independent colleges of Washington member institutions and the state K-12 education system.

RCW History:

- Amended RCW 28B.77.005 in 2021 with the passage of [SHB 1472](#)

<sup>3</sup> Appendix H will be updated at the conclusion of each legislative session.

### [RCW 28B.77.210 - Statewide transfer and articulation policies](#)

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

#### RCW History:

- Amended in 2012 with passage of [HB 2483](#)
- Amended in 2004 with passage of [HB 3103](#)
- Amended in 1998 with passage of [SB 6219](#)
- Amended in 1985 with passage of [SB 3376](#)
- Amended in 1983 with passage of [HB 790](#)
- Repealed 28B.80.280 recodified as RCW [28B.76.240](#) Statewide transfer and articulation policies
- [28B.80.280](#) Statewide transfer of credit policy and agreement — Board to establish with assistance of institutions of higher education, when.

### [RCW 28B.77.215 - Statewide transfer of credit policy and agreement — Requirements](#)

The statewide transfer of credit policy and agreement must be designed to facilitate the transfer of students and the evaluation of transcripts, to better serve persons seeking information about courses and programs, to aid in academic planning, and to improve the review and evaluation of academic programs in the state institutions of higher education. The statewide transfer of credit policy and agreement must not require or encourage the standardization of course content or prescribe course content or the credit value assigned by any institution to the course. Policies adopted by public four-year institutions of higher education concerning the transfer of lower division credit must treat students transferring from public community and technical colleges the same as students transferring from public four-year institutions of higher education.

#### RCW History:

- Amended in 2012 with passage of [HB 2483](#)
- Amended in 2004 with passage of [HB 2382](#)
- Amended in 1983 with passage of [HB 790](#)
- Repealed 28B.80.290 recodified as [28B.76.2401](#) Statewide transfer of credit policy and agreement — Requirements.
- [28B.80.290](#) Statewide transfer of credit policy and agreement — Requirements.

RCW 28B.77.220 - Transfer associate degrees — Work groups — Implementation — Progress reports

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

## RCW History:

- Amended in 2013 with passage of [SB 5077](#)
- Amended in 2012 with passage of HB 2483
- Amended in 2004 with passage of HB 2382
- [28B.76.250](#) Transfer associate degrees — Work groups — Implementation — Progress reports.

### *RCW 28B.77.230 - Academic credit for prior learning — Goals— Work group — Reports*

(1) The council, the state board for community and technical colleges, the council of presidents, the four-year institutions of higher education, the private independent higher education institutions, and the private career institutions shall collaborate to carry out the following goals:

- (a) Increase the number of students who receive academic credit for prior learning and the number of students who receive credit for prior learning that counts towards their major or towards earning their degree, certificate, or credential, while ensuring that credit is awarded only for high quality, course-level competencies;
- (b) Increase the number and type of academic credits accepted for prior learning in institutions of higher education, while ensuring that credit is awarded only for high quality, course-level competencies;
- (c) Develop transparent policies and practices in awarding academic credit for prior learning;
- (d) Improve prior learning assessment practices across the institutions of higher education;
- (e) Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education;
- (f) Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways; and
- (g) Develop outcome measures to track progress on the goals outlined in this section.

(2) The council shall convene the academic credit for prior learning work group.

(a) The work group must include the following members:

- One representative from the council;
- One representative from the state board for community and technical colleges.
- One representative from the council of presidents;
- Two representatives each from faculty from two and four-year institutions of higher education;
- Two representatives from private career institutions;
- Two representatives from business; and
- Two representatives from labor.

- (b) The purpose of the work group is to coordinate and implement the goals in subsection (1) of this section.
- (2) The council shall report progress on the goals and outcome measures annually by December 31st.
- (3) For the purposes of this section, "prior learning" means the knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.

#### RCW History:

- Amended in 2012 with passage of HB 2483
- Amended in 2011 with passage of [HB 1795](#)
- [28B.76.325](#) Academic credit for prior learning — Goals — Work group — Reports.

#### Baccalaureate Colleges and Universities Generally

##### *RCW 28B.10.053 - Postsecondary credit for high school coursework — Master list of qualifying courses and qualifying examination scores — Dissemination of information.*

- (1) By December 1, 2011, and by June of each odd-numbered year thereafter, the institutions of higher education shall collaboratively develop a master list of postsecondary courses that can be fulfilled by taking the advanced placement, international baccalaureate, or other recognized college-level proficiency examinations, including but not limited to examinations by a national multidisciplinary science, technology, engineering, and mathematics program, and meeting the qualifying examination score or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The master list of postsecondary courses fulfilled by proficiency examinations or demonstrated competencies are those that fulfill lower division general education requirements or career and technical education requirements and qualify for postsecondary credit. From the master list, each institution shall create and publish a list of its courses that can be satisfied by successful proficiency examination scores or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The qualifying examination scores and demonstrated competencies shall be included in the published list. The requirements to develop a master list under this section do not apply if an institution has a clearly published policy of awarding credit for the advanced placement, international baccalaureate, or other recognized college-level placement exams and does not require those credits to meet specific course requirements but generally applies those credits towards degree requirements.
- (2) To the maximum extent possible, institutions of higher education shall agree on examination qualifying scores and demonstrated competencies for the credits or courses under subsection (3) of this section, with scores equivalent to qualified or well-qualified. Nothing in this subsection shall prevent an institution of higher education from adopting policies using



higher scores for additional purposes.

- (3) Each institution of higher education, in designing its certificate, technical degree program, two-year academic transfer program, or first-year student and sophomore courses of a baccalaureate program or baccalaureate degree, must recognize the equivalencies of at least one year of course credit and maximize the application of the credits toward lower division general education requirements that can be earned through successfully demonstrating proficiency on examinations, including but not limited to advanced placement and international baccalaureate examinations. The successful completion of the examination and the award of credit shall be noted on the student's college transcript.
- (4) Each institution of higher education must clearly include in its admissions materials and on its web site the credits or the institution's list of postsecondary courses that can be fulfilled by proficiency examinations or demonstrated competencies and the agreed-upon examination scores and demonstrated competencies that qualify for postsecondary credit. Each institution must provide the information to the student achievement council and state board for community and technical colleges in a form that the superintendent of public instruction is able to distribute to school districts.

RCW History:

- Amended in 2013 with passage of [SB 5077](#)
- Amended in 2012 with passage of [HB 2483](#)
- Amended in 2011 with passage of [SB 5974](#)
- Established in 2011 with passage of [HB 1808](#) - Launch Years Act

*RCW 28B.10.057 - Academic credit for military training*

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



military training courses and programs that have qualified for academic credit.

- (4) Each institution of higher education must submit its policy for awarding academic credit for military training to the prior learning assessment work group convened pursuant to RCW 28B.77.230.

RCW History:

- Established in 2014 with passage of [SB 5969](#)

*RCW 28B.10.696 - Transfer students' credit — List of academic courses equivalent to one year of general education credit — One-year academic completion certificate — Arts and sciences degrees for students entering with junior status — Publication of recommended courses by academic major for transfer students.*

- (1) A graduate of a community or technical college in this state who has earned a transferable associate of arts or sciences degree when admitted to a four-year institution of higher education shall have junior standing. A graduate who has earned the direct transfer associate of arts degree will be deemed to have met the lower division general education requirements of the receiving four-year institution of higher education. A graduate who has earned the associate of science transfer degree will be deemed to have met most requirements that prepare the graduate for baccalaureate degree majors in science, technology, engineering, and math and will be required to complete only such additional lower division, general education courses at the receiving four-year institutions of higher education as would have been required to complete the direct transfer associate of arts degree.
- (2) A student who has earned the equivalent of ninety quarter credit hours and has completed the general education requirements at that four-year institution of higher education in Washington when admitted to another four-year institution of higher education shall have junior standing and shall be deemed to have met the lower division general education requirements of the institution to which the student transfers.
- (3) The community and technical colleges, jointly with the four-year institutions of higher education, must develop a list of academic courses that are equivalent to one-years' worth of general education credit and that would transfer for that purpose to any other two or four-year institution of higher education. If a student completes one-year' worth of general education credits, the student may be issued a one-year academic completion certificate. This certificate shall be accepted at any transferring two or four-year institution of higher education.
- (4) Each institution of higher education must develop a minimum of one degree within the arts and sciences disciplines that can be completed within the equivalent of ninety quarter upper division credits by any student who enters an institution of higher education with junior status and lower division general education requirements completed.
- (5) Each four-year institution of higher education must publish a list of recommended courses for each academic major designed to help students who are planning to transfer design their course of study. Publication of the list of courses must be easily identified and accessible on the institution's website.

- (6) The requirements to publish a list of recommended courses for each academic major under this section does not apply if an institution does not require courses or majors to meet specific requirements but generally applies credits earned towards degree requirements.

RCW History:

- Established in 2011 with passage of [HB 1795](#)

## Community and Technical Colleges

*RCW 28B.50.785 - Publication of transferable college-level courses — Course lists for one-year academic completion certificates and transferable degrees.*

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

RCW History:

- Established in 2011 with passage of [HB 1795](#)

*28B.50.891 - Apprenticeship programs or certificate programs—Transferable course credits.*

Beginning with the 2015-16 academic year, any community or technical college that offers an apprenticeship program or certificate program for paraeducators must provide candidates the opportunity to earn transferable course credits within the program. The programs must also incorporate the standards of practices developed by the Washington professional educator standards board under [RCW 28A.410.260](#) and include multicultural education and principles of language acquisition. Subject to the availability of amounts appropriated for this specific purpose, by September 1, 2018, the paraeducator apprenticeship and certificate programs

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must also incorporate the state paraeducator standards of practice adopted by the paraeducator board under RCW [28A.413.050](#)

RCW History:

- Amended in 2021 with passage of [SB 5044](#)
- Amended in 2017 with passage of [HB 1115](#)
- Established in 2014 with passage of [SB 6129](#)

## APPENDIX I

### Process for Revisions and Changes to the Statewide Transfer Associate Degree Agreements

*Revised August 2019*

#### Summary

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*, or the [Umbrella Policy](#). The policy will be implemented and maintained through the cooperative efforts of the public and private baccalaureate institutions, community and technical colleges, the State Board for Community and Technical Colleges, Council of Presidents, Independent Colleges of Washington and Washington Student Achievement Council.

*Under the Umbrella Policy*, each college and university have 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 first year students on an equitable basis. 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 applies to lower division course requirements of all subdivisions of an institution (schools, colleges, departments, etc.).

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

In accordance with the Umbrella Policy a “significant change” to the Direct Transfer Agreement, Associate in Science-Transfer Agreements Tracks 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.

When JTC finalizes their recommendations to revise or change an existing statewide transfer degree that affects transfer students, a two-year grace period is designated during which time students from Washington’s community and technical colleges will have the option of acting

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under the former policy. At the end of the grace period, the revisions and changes will be permanent. Colleges and universities may choose to fully implement the changes prior to the end of the two-year grace period if transfer students are not negatively affected.

### **Process for Changes**

The following processes outline how changes as follows:

- Revision or change to a transfer degree.
- Creation of a transfer degree agreement
- Withdrawal from a transfer degree agreement.

The processes refer to all of Washington's statewide transfer associate degrees. These include the Direct Transfer Agreement associate degree, the Associate in Science-Transfer degree, and Major Related Programs based on the DTA or AS-T. Signatories to the Washington statewide transfer associate degrees may only be Washington community and technical colleges, public universities and independent colleges of Washington member institutions. Signatories as defined may participate in the creation of new degrees, revisions of current degrees and the elimination of degrees. Higher education institutions not listed must be eligible members of the Washington Council for High School-College Relations and may sign on to the degree only as an institution who accepts and honors the term of the degree.

### Process for Revising or Making a Change to a Statewide Transfer Degree

The purpose of this process is to make revisions or changes to existing statewide transfer degrees.

1. Initially communicate proposed revisions or changes to the Co-Chairs of the Joint Transfer Council. Anyone with a proposed change or revision to a statewide transfer agreement may engage with the JTC Co-Chairs. The Co-Chairs will consider if the proposed revisions/changes should go to the full JTC.
2. Discussion of Proposed Revision or Changes will take place at the next JTC meeting if advanced by the JTC Co-Chairs. The discussion should determine: (1) if the proposed changes/revisions should go forward for a broader discussion; (2) who needs to be informed of the potential changes; (3) how much time for discussion is needed; (4) whether the change aligns with other transfer policies; and (5) when the changes would go into effect.
3. Broad Discussion Among Stakeholders. JTC will define a process and timeline for discussions within and among institutions, ICRC, and others including, but not limited to, faculty, staff, discipline specific groups with interests related to the proposed revision or change. The process should include communication processes back to JTC, opportunities for broader discussions if needed, and communication of proposed recommendations to stakeholders.
4. JTC Recommendation. If the process results in support for a recommended change, JTC will recommend that the academic leadership of the state's public and private, non-profit

colleges and universities approve the proposed changes or revisions to the agreement by a set date.

5. **Two-Year Grace Period Begins:** When JTC finalizes their recommendations to revise or change an existing statewide transfer degree that affects transfer students, a two-year grace period is designated during which time students from Washington's community and technical colleges will have the option of acting under the former policy. At the end of the grace period, the revisions and changes will be permanent. Colleges may choose to fully implement the changes prior to the end of the two-year grace period if transfer students are not negatively affected.
6. **Academic Leadership Approval.** Representatives for SBCTC, ICW and COP will work within their sectors to advance the recommendations for approval by institutional academic leaders. Approval will be communicated by each sector to JTC, ICRC and WSAC. ICW works with each institution individually for approval. The SBCTC and COP approval processes are outlined below.

Agency/Org	Approval Process	
	Initial Step	Final Step
SBCTC	Articulation and Transfer Council	Instruction Commission
COP	Interinstitutional Committee on Undergraduate Studies	Interinstitutional Committee of Academic Officers

7. **Washington Student Achievement Council (WSAC) maintains agreement:** WSAC will collect signatures of participating institutions and catalog the final agreement.

#### Process for Creating a New Statewide Major Related Programs

The purpose of this process is to create a Major Related Program

1. **Communicate Proposed Development of a New Degree** to the Co-Chairs of the Joint Transfer Council. Anyone with a proposed statewide transfer agreement may engage with the JTC Co-Chairs. The Co-Chairs will consider if the proposal should go to the full JTC.
2. **Discussion of Proposed New Degree** will take place at the next JTC meeting if advanced by the JTC Co-Chairs. The discussion should determine: (1) if the proposal should go forward for a broader discussion, (2) who needs to be informed of the new degree (3) How much time for discussion is needed, and (4) When would the changes go into effect.

3. Broad Discussion Among Stakeholders. JTC will define a process and timeline for discussions within and among institutions, ICRC, and others including, but not limited to, faculty, staff, discipline specific groups, with interests related to the proposed degree. The process should include communication processes back to JTC, opportunities for broader discussions if needed, and communication of proposed recommendations to stakeholders. If the process results in support for a new statewide transfer degree JTC will recommend that the academic leadership of the state's public and private, non-profit colleges and universities approve the proposed new degree by a set date.

4. Academic Leadership Approval. Representatives for SBCTC, ICW and COP will work within their sectors to advance the recommendations for approval by institutional academic leaders. Approval will be communicated by each sector to JTC, ICRC and WSAC. ICW works with each institution individually for approval. The SBCTC and COP approval processes are outlined below.

Agency/Org	Approval Process	
	Initial Step	Final Step
SBCTC	Articulation and Transfer Council	Instruction Commission
COP	Interinstitutional Committee on Undergraduate Studies	Interinstitutional Committee of Academic Officers

5. Washington Student Achievement Council (WSAC) maintains agreement: WSAC will collect signatures of participating institutions and catalog the final agreement.

#### Process to Withdrawal from a Statewide Transfer Degree Agreement

The purpose of this process is to identify the steps to allow baccalaureate institutions that want to withdraw as a signatory institution to a transfer degree to be removed.

1. Notify JTC: A signatory institution that no longer wants to accept a transfer degree will notify JTC in writing that they are withdrawing from the agreement.

2. Two-Year Grace Period Begins: When JTC receives the notification, a two-year grace period begins before the institution's withdrawal affects transfer students. At the end of the grace period, the withdrawing institution will no longer accept the transfer degree.

## APPENDIX J

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

*Recommended by JAOG<sup>15</sup> May 2, 2005, Updated April 2017—Subsequently approved by chief academic officers at public and private baccalaureate institutions.*

#### 1. Criteria for Unrestricted Electives:

Academic courses accepted as transferable electives will normally include:

- Any course from a discipline in the current DTA Associate degree Guidelines Distribution Requirements (2.a.-2. c.) found in the Intercollege Relations Commission (ICRC) Handbook:
  - Humanities: Art, Music, History, Philosophy, World Language, Drama/Theater, Speech/Communication Studies, Literature
  - Social Sciences: History, Philosophy, Anthropology, Political Science, Economics, Psychology, Geography, Sociology
  - Sciences: Astronomy, Geology, Biology, Mathematics, Botany, Physics, Chemistry, Zoology; **AND**
- Any course that is a requirement for a Major Related Program (MRP); **AND**
- General survey courses that include appropriate foundational topics that cover basic principles and theories, and/or history and philosophy of the discipline<sup>16</sup>.

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

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

<sup>15</sup> Now the Joint Transfer Council (JTC)

<sup>16</sup> These include disciplines offered at the baccalaureate level at multiple, regionally accredited, baccalaureate institutions in the state. Such disciplines are not limited to those of long-standing but include emerging disciplines that have begun to appear among the state's baccalaureate degree programs.



*Who identifies potential transferable course electives?*

Anyone from a community or technical college can nominate a course via their Articulation and Transfer Council representative or other college staff member. ATC is considering an annual review cycle. Transferable electives must meet one of the criteria for academic courses as established jointly by the community and technical colleges, public and independent baccalaureate institutions, through JTC (see criteria above).

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

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

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

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

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

Once the community and technical colleges complete the above process to approve courses that each community or technical college may include as electives within the approved transfer degrees, those classes will be accepted in transfer degrees as electives (some institutions may apply the courses as degree prerequisites or course equivalents that fit beyond the role of electives.)

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

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

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

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

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

## APPENDIX K

### Washington Community and Technical College and Baccalaureate Institutional Policies and Practices: Academic Credit for Prior Learning

November 2018

Washington State Board for Community and Technical Colleges Policy		
Academic Credit for Prior Learning (ACPL) Denoted on the College Transcript		
<ul style="list-style-type: none"> <li>Not enrolled in course for which a student receives credit</li> <li>Includes the following:</li> </ul>		
Type of ACPL/Coding	Adopted by CTCs	Accepted by Baccalaureate in DTA
Credit by Testing (PeopleSoft: Test Credit)	<p>Commonly accepted higher education equivalency exams that are documented via transcript or other official record.</p> <ul style="list-style-type: none"> <li>Includes AP, IB, CLEP, DANTES, Cambridge</li> </ul>	<ul style="list-style-type: none"> <li>Limited by baccalaureate institutional policies refers to four-year baccalaureate college and university maximum credit by examination policies and academic program requirements.</li> <li>CLEP and DANTES are limited to the 15 restricted elective credit maximum in the DTA.</li> </ul>
Prior Experiential Learning (PeopleSoft: Other Credit)	<p>Knowledge and skills acquired through experience alone, evaluated by faculty via evaluation of a compilation of work.</p> <ul style="list-style-type: none"> <li>Includes life, experience/portfolio</li> <li>All prior learning assessment HS21+ credits are awarded through prior experiential learning portfolio review</li> </ul> <p>Awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings</p>	<ul style="list-style-type: none"> <li>Limited by baccalaureate institutional policies.</li> <li><b>Where credits are not regularly accepted</b>, limited to the 15 restricted elective credit maximum in the DTA.</li> <li>Awarded credit only for courses offered in the DTA granting institution's regular curricular offerings.</li> </ul>
Extra-Institutional Learning (PeopleSoft: Other Credit)	<p>Knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training and crosswalks.</p> <ul style="list-style-type: none"> <li>Includes ACE Training programs/institutes, industry certification (e.g. NCLEX-RN)</li> <li>Includes Occupational Crosswalks (Police, Fire, AmeriCorps, Military, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Limited by baccalaureate institutional policies.</li> <li><b>Where credits are not regularly accepted</b>, limited to the 15 restricted elective credit maximum in the DTA.</li> <li>Awarded for academic course credit.</li> </ul>
Course Challenges (PeopleSoft: Other Credit)	<p>Challenge examinations are sufficiently comprehensive to determine that the student has the same knowledge and skills as those students who enroll in, and successfully complete, the course. Only counts if ends up on transcript. A student should have previous training, private study, work experience or other bona fide qualifications indicating the student has knowledge or abilities equivalent to course completers.</p>	<ul style="list-style-type: none"> <li>Limited by baccalaureate institutional policies.</li> </ul> <p><b>Where credits are not regularly accepted</b>, limited to the 15 restricted elective credit maximum in the DTA.</p>

ICRC Handbook		
Academic Credit for Prior Learning (ACPL) Denoted on the College Transcript		
<ul style="list-style-type: none"> <li>Not enrolled in course for which a student receives credit</li> <li>Includes the following:</li> </ul>		
Type of ACPL/Coding	Adopted by CTCs	Accepted by Baccalaureate in DTA
Credit by Testing (PeopleSoft: Test Credit)	<p>Commonly accepted higher education equivalency exams that are documented via transcript or other official record.</p> <ul style="list-style-type: none"> <li>Includes AP, IB, CLEP, DANTES, Cambridge</li> </ul>	<ul style="list-style-type: none"> <li>Limited by baccalaureate institutional policies refers to four-year baccalaureate college and university maximum credit by examination policies and academic program requirements.</li> <li>CLEP and DANTES are limited to the 15 restricted elective credit maximum in the DTA.</li> </ul>
Prior Experiential Learning (PeopleSoft: Other Credit)	<p>Knowledge and skills acquired through experience alone, evaluated (subjectively) by faculty via evaluation of a compilation of work.</p> <ul style="list-style-type: none"> <li>Includes life, experience/portfolio</li> <li>All prior learning assessment HS21+ credits are awarded through prior experiential learning portfolio review</li> </ul> <p>Awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings (NWCCU Standard 2.C.7)</p>	<ul style="list-style-type: none"> <li>Awarded credit only for courses offered in the institution's regular curricular offerings.</li> <li><b>Where credits are not regularly accepted</b>, Limited to the 15 restricted elective credit maximum in the DTA</li> </ul>
Extra-Institutional Learning (PeopleSoft: Other Credit)	<p>Knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training and crosswalks.</p> <ul style="list-style-type: none"> <li>Includes ACE Training programs/institutes, industry certification (e.g. NCLEX-RN)</li> <li>Includes Occupational Crosswalks (Police, Fire, AmeriCorps, Military, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Awarded for academic course credit</li> <li>Grant credit on the same basis for transfer students as native students.</li> <li><b>Where credits are not regularly accepted</b>, limited to the 15 restricted elective credit maximum in the DTA</li> </ul>
Course Challenges (PeopleSoft: Other Credit)	<p>Challenge examinations are sufficiently comprehensive to determine that the student has the same knowledge and skills as those students who enroll in, and successfully complete, the course. Only counts if ends up on transcript. A student should have previous training, private study, work experience or other bona fide qualifications indicating the student has knowledge or abilities equivalent to course completers.</p>	<ul style="list-style-type: none"> <li><b>Where credits are not regularly accepted</b>, limited to the 15 restricted elective credit maximum in the DTA</li> </ul> <p>Limited by baccalaureate institutional policies</p>

Resources		
Type of ACPL/Coding	Adopted by CTCs	Accepted by Baccalaureate in DTA
NWCCU Standard 1.C.8	Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.	
<b>ICRC Handbook, Appendix B, ICRC DTA Associate Degree Course List Part II: Restricted Subject Areas for Transfer (“Gray List”)</b>	<p>The following list is intended to provide Washington Community and Technical Colleges with information regarding restrictions on the transferability of courses taken in fulfillment of DTA Associate degree requirements.</p> <p>Please note: This list represents an intercollege agreement and is not meant to reflect the transfer policy of any individual institution. It is the understanding of the representatives of participating baccalaureate colleges that associate degrees meeting the DTA Guidelines would ordinarily include no more than 15 credits in subjects on this list, unless a special agreement had been arranged with the particular receiving institution. In addition to the subject areas listed, community college representatives should be aware that credits granted for CLEP exams, military experience and training courses, life and work experience, and other nontraditional credits are also not acceptable at most colleges and are restricted within the same 15- credit limit as the listed subjects. Credits for College Board AP exams are generally granted directly by the receiving institution on the basis of score reports and are not treated as transfer credits.</p>	
<b>ICRC Handbook, Appendix A, DTA Associate Degree Course List Part I: Courses Generally Accepted in Transfer</b>	<p>Courses in the subject areas listed below will be accepted in transfer at all Washington baccalaureate colleges participating in DTA Associate degree transfer agreements</p> <p>Provided the courses are included in an associate degree that is approved under the DTA Guidelines. Courses in some of these subject areas will not be transferable to certain institutions if presented without a DTA Associate degree.</p> <p>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.</p>	

August 2018. JTC Work Group  
November 2018. ICAO Approved

## APPENDIX L

### Washington Transfer Focused Entities

In Washington, transfer policy is led by Washington’s public and private colleges and universities. Policies and practices are implemented and maintained through the cooperative efforts of colleges and universities and SBCTC, ICW, COP and WSAC. Sector organizations and agencies engage in transfer policies and practices with support and guidance of within-sector and cross-sector groups and offices involved in transfer policy.

### List of Washington Transfer Focused Entities

#### Cross-Sector Agencies, Organizations and Groups

- Joint Transfer Council
- Intercollege Relations Commission
- Washington Council for High School –College Relations
- Washington Student Achievement Council
- Northwest Student Transfer Education Partnership (NW STEP)

#### Sector Focused Agencies, Organizations and Groups

##### *Public Baccalaureate Sector*

- Council of Presidents
- Interinstitutional Committee of Academic Officers
- Interinstitutional Committee of Undergraduate Studies (ICUS)
- Interinstitutional Committee of Registrars and Admissions Officers (ICORA)

##### *Private, Not-for-Profit Baccalaureate Sector*

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

##### *Washington Community and Technical Colleges*

- State Board for Community and Technical Colleges
- Instruction Commission
- Washington State Student Service Commission (WSSSC)
- Articulation and Transfer Council
- Advising and Counseling Council (ACC)
- Admissions and Registration Council (ARC)

## Description Washington Transfer Related Entities

### Cross-Sector Agencies, Organizations and Groups

#### [Joint Transfer Council](#)

The Joint Transfer Council is a multi-sector standing committee that works to improve and advance student transfer in Washington.

Since 2003, the multi-sector Council has identified statewide transfer issues and recommended policy strategies for transfer of credit between institutions and sectors. JTC focuses primarily on the development of new transfer pathways, monitoring and updating existing transfer pathways and degrees, and establishing multi-sector transfer policy. The JTC also communicates state transfer policy to various audiences and stakeholders.

JTC includes the following members:

- Representatives from the six public four-year college and universities
- Representatives from the four-year private, nonprofit institutions
- Vice presidents of instruction or student services from eight community and technical colleges
- A representative from the Council of Presidents
- A representative from the Independent Colleges of Washington
- A representative from the State Board for Community and Technical Colleges
- The Joint Transfer Council convenes the workgroups that develop [Major Related Program agreements](#).

JTC works on behalf of the institutions represented and in collaboration with the Intercollege Relations Commission (ICRC) and the Washington Student Achievement Council.

#### [Intercollege Relations Commission](#)

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

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

ICRC provides an information-sharing network for the institutions represented by the membership and works in collaboration with and has formal communication with JTC and Council staff.

#### [Washington Council for High School–College Relations](#)

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

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

#### [Washington Student Achievement Council](#)

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

WSAC has statutory authority for setting and reviewing transfer policy for the state. WSAC staff work in collaboration with other groups addressing transfer to formulate policy strategies for review by the Council and respond to legislative mandates.

#### [Northwest Student Transfer Education Partnership](#)

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



## Sector Focused Agencies, Organizations and Groups

### *Public Baccalaureate Sector*

#### Council of Presidents

COP is an organization representing the public baccalaureate institutions. The public baccalaureate institutions include Central Washington University, Eastern Washington University, The Evergreen State College, University of Washington, Washington State University and Western Washington University.

#### Interinstitutional Committee of Academic Office

ICAO meets regularly and membership consists of the Provosts of each public baccalaureate institution. Among its multiple responsibilities, ICAO transfer issues related to public baccalaureate college and universities.

#### Interinstitutional Committee of Undergraduate Studies

ICUS membership includes associate and vice provosts and deans at public baccalaureate institutions. Meetings are held monthly. This committee recommends transfer agreements and strategies for ICAO consideration and addresses transfer policies and practices at the sector and state levels.

#### Interinstitutional Committee of Registrars and Admissions Officers

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

### *Community and Technical Colleges*

#### State Board for Community and Technical Colleges

SBCTC is a nine-member board appointed by the Governor and is responsible for statewide governance and policies related to community and technical colleges. The Board meets nine times per year.

#### Instruction Commission

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

#### Washington State Student Service Commission

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

### [Articulation and Transfer Council](#)

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

### [Advising and Counseling Council](#)

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

### [Admissions and Registration Council](#)

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

### *Independent Colleges of Washington*

[Independent Colleges of Washington](#) (ICW) ICW is an association that represents the interests of 10 private, liberal arts, nonprofit baccalaureate institutions in Washington.

### [Private Registrars of Washington](#)

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

## APPENDIX M

### Common Washington Higher Education Acronyms

<a href="#"><u>AAS-T</u></a>	Associate in Applied Science – Transfer
<a href="#"><u>ABE</u></a>	Adult Basic Education
<a href="#"><u>ACC</u></a>	Advising and Counseling Council
<a href="#"><u>ACPL</u></a>	Academic Credit for Prior Learning
<a href="#"><u>AP</u></a>	Advanced Placement
<a href="#"><u>ARC</u></a>	Admissions and Registration Council
<a href="#"><u>AS-T</u></a>	Associate of Science – Transfer
<a href="#"><u>ATC</u></a>	Articulation and Transfer Council (formerly ATG)
BI	Baccalaureate Institutions
<a href="#"><u>CADR</u></a>	College Academic Distribution Requirements
<a href="#"><u>CBS</u></a>	College Bound Scholarship
<a href="#"><u>CCN</u></a>	Common Course Numbering
<a href="#"><u>CHEA</u></a>	Council for Higher Education Accreditation
<a href="#"><u>CI</u></a>	Cambridge International
<a href="#"><u>CiHS</u></a>	College in the High School
<a href="#"><u>COP</u></a>	Council of Presidents
CTC	Community and Technical Colleges

<a href="#"><u>DOE</u></a>	U.S. Department of Education
<a href="#"><u>DSA</u></a>	Data Sharing Agreement
<a href="#"><u>DTA</u></a>	Direct Transfer Agreement
<a href="#"><u>ECS</u></a>	Education Commission of the States
<a href="#"><u>ERDC</u></a>	Education Research Data Center
<a href="#"><u>FAFSA</u></a>	Free Application for Federal Student Aid
<a href="#"><u>FERPA</u></a>	Family Educational Rights and Privacy Act
<a href="#"><u>FTE</u></a>	Full-Time Equivalent
<a href="#"><u>GET</u></a>	Guaranteed Education Tuition
<a href="#"><u>IB</u></a>	International Baccalaureate
<a href="#"><u>IC</u></a>	Instruction Commission
ICAO	Interinstitutional Committee of Academic Officers
ICORA	Intercollege Organization of Registrars and Admissions
<a href="#"><u>ICRC</u></a>	Intercollege Relations Commission
ICUS	Interinstitutional Committee on Undergraduate Studies
<a href="#"><u>ICW</u></a>	Independent Colleges of Washington
<a href="#"><u>IPEDS</u></a>	Integrated Postsecondary Education Data System

<a href="#"><u>JTC</u></a>	Joint Transfer Council
<a href="#"><u>MOU</u></a>	Memorandum of Understanding
<a href="#"><u>MRP</u></a>	Major-Related Program
<a href="#"><u>NACEP</u></a>	National Alliance for Concurrent Enrollment Partnerships
<a href="#"><u>NAICU</u></a>	National Association of Independent Colleges and Universities
<a href="#"><u>NCES</u></a>	National Center for Education Statistics
<a href="#"><u>NWCCU</u></a>	Northwest Commission on Colleges and Universities
<a href="#"><u>OAR</u></a>	Ongoing Articulation Review Committee
OER	Open Educational Resources
<a href="#"><u>OFM</u></a>	Office of Financial Management
<a href="#"><u>OSPI</u></a>	Office of the Superintendent of Instruction
PBI	Public Baccalaureate Institution
PCHEES	Public Centralized Higher Education Enrollment Statistics
PROW	Private Registrars of Washington
<a href="#"><u>RCW</u></a>	Revised Code of Washington (Statute)
<a href="#"><u>SBAC</u></a>	Smarter Balanced Assessment Consortium
<a href="#"><u>SBCTC</u></a>	State Board for Community and Technical Colleges
<a href="#"><u>STEM</u></a>	Science, Technology, Engineering and Mathematics
<a href="#"><u>WAC</u></a>	Washington Administrative Code

<a href="#"><u>WACSE</u></a>	Washington Computer Science Education Council
<a href="#"><u>WACTC</u></a>	Washington Association of Community and Technical Colleges
WCERTE	Washington Council for Engineering and Related Technical Education
<a href="#"><u>WCG</u></a>	Washington College Grant
<a href="#"><u>WCHSCR</u></a>	Washington Council for High School-College Relations
<a href="#"><u>WICHE</u></a>	Western Interstate Commission for Higher Education
<a href="#"><u>WSAC</u></a>	Washington Student Achievement Council
<a href="#"><u>WSSSC</u></a>	Washington State Student Services Commission
<a href="#"><u>WUE</u></a>	Western Undergraduate Exchange