

Washington's Informal Transfer Network

Transfer in Washington is directed by several statutes (see Appendix A) and follows the *Policy on Intercollege Transfer and Articulation among Washington Public Colleges and Universities (Umbrella Policy)* adopted in 1986 and the *Transfer Task Force Transfer Agreement (Proportionality Agreement)* adopted in 1994.

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

List of Transfer Network Groups

(The Council actively participates with groups indicated by an asterisk*)

Statewide cross-sector groups and offices involved with transfer

1. *Joint Transfer Council (JTC)
2. *Washington Council on High School –College Relations (WCHSCR)
3. *Intercollege Relations Commission (ICRC)
4. Interinstitutional Committee of Academic Officers (ICAO) – public baccalaureate institutions
5. Instruction Commission (IC) – public community and technical colleges
6. *Baccalaureate and Community and Technical College Transfer Group (BACC/CTC)
7. *Washington Association of Collegiate Registrars and Admission Officers (WaACRAO)
8. *Running Start Coordinators (high school and college advisors)
9. *Prior Learning Assessment Work Group (PLA)

Within-sector groups or offices involved with transfer initiatives

Public Baccalaureate Sector

10. Council of Presidents (COP)
11. Interinstitutional Committee of Academic Officers (ICAO)
12. Interinstitutional Committee of Registrars and Admissions Officers (ICORA)

Independent Baccalaureate Sector

13. Independent Colleges of Washington (ICW)
14. Private Registrars of Washington (PROW)

Public Two-year Sector

15. State Board for Community and Technical Colleges (SBCTC)
16. Instruction Commission (IC)
17. Washington State Student Service Commission (WSSSC)
18. Articulation and Transfer Council (ATC)
19. Advising and Counseling Council (ACC)
20. Admissions and Registration Council (ARC)

Description of Organizations and Offices Addressing Transfer in Washington

Statewide cross-sector groups and offices involved with transfer

- **Washington Student Achievement Council (WSAC)**

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

The Council has statutory authority for setting and reviewing transfer policy for the state (see Appendix A). Council Staff work in collaboration with other groups addressing transfer to formulate policy strategies for review by the Council and respond to legislative mandates. For information on transfer initiatives, contact Jim West, WSAC Associate Director of Academic Affairs and Policy at jimw@wsac.wa.gov .
<http://www.wsac.wa.gov/ProgramAdministration/CreditTransfer> .

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

Membership consists of:

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

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

- **Washington Council on High School –College Relations (WCHSCR)**
WCHSCR, formed in 1957, provides an information-sharing network among members and coordinates work related to transfer through its Inter-college Relations Commission (ICRC). Its various events include: a series of fall high school counselor workshops across the state, a fall tour for community college students, a series of workshops for community college transfer advisors, spring 8th grade college workshops, and spring transfer student fairs. The council publishes a yearly update of Washington colleges and universities for high school counselors and the Higher Education Book list of colleges and universities in Washington. This Higher Education Book includes tables of program offerings at all colleges and universities in Washington, by major.

The Executive Committee of WCHSCR meets quarterly and they hold 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. <http://www.washingtoncouncil.org/>

- **Inter-College Relations Commission (ICRC)**
ICRC is a commission of the Washington Council on High School-College Relations (WCHSCR), develops and maintains statewide transfer agreements, and provides a means of early identification of transfer issues. The ICRC Handbook (available at <http://www.washingtoncouncil.org/icrcdocuments.htm>) 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 each public and independent college or university that belongs to WCHSCR as

appointed by the chief academic officer at each institution. Baccalaureate representatives are often appointed from admissions and registrars' offices; Community and Technical College representatives are a mix of admissions and registration staff and/or academic deans of instruction.

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.

<http://www.washingtoncouncil.org/icrc.htm>

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

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

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

- **Baccalaureate and Community and Technical College Transfer Group (BACC/CTC)**

The Washington BACC/CTC group is a collaborative association of professionals composed of transfer advisors and coordinators from the Washington State community and technical colleges (CTC) along the I-5 corridor and the admissions representatives of baccalaureate institutions (BACC) which seek to recruit from them. The group was founded by the CTCs for the purpose of providing opportunities to connect the regionally accredited institutions to discuss issues pertaining to Washington State transfer students and schedule community college transfer events. These events include university visits and the winter, spring and summer community college transfer fairs. <https://sites.google.com/site/baccctc/home>

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

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

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

- **Running Start Coordinators**

Running Start is a program that allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges, Washington State University, Eastern Washington University, Central Washington University, and Northwest Indian College. (Although authorized to do so in legislation, The Evergreen State College currently does not participate in Running Start). Students earn both high school and college credits for these courses that are then used to complete high school graduation requirements, associate degrees, or in transfer to baccalaureate institutions.

High school and college Running Start Coordinators address issues regularly via a list serve and the State Board for Community and Technical Colleges periodically organizes a statewide meeting of coordinators. The following state agencies work with coordinators to clarify policy and practices: the Office of the Superintendent of Public Instruction, State Board of Education, State Board for Community and Technical Colleges, the Washington Student Achievement Council, and the Attorney General's office.

http://www.sbctc.ctc.edu/college/s_runningstart.aspx.

Other programs that allow high school students to earn college credit include College in the High School, Tech Prep, Advanced Placement courses, the International Baccalaureate program, and the Cambridge Program. Issues concerning these programs are addressed on an ad hoc basis at this time.

- **Prior Learning Assessment (PLA Washington)**

The Legislature is interested in helping students move through the higher education system as effectively as possible. To accomplish this they would like an increase in the number of students receiving quality Prior Learning credit that will improve their efficiency in earning a degree. Legislation passed in 2010 (SSB 6357), 2011 (ESSHB 1795), and enabling legislation for the Washington Student Achievement Council (HB 2483) called for establishment of a work group to address efficiencies and improvements in the system. (See Appendix A for statutory language).

The work group is convened by the Council and participants include: State Board for Community and Technical Colleges, Workforce Training and Education Coordinating Board, Council of Presidents, other state agencies, two- and four-year public and private colleges (non-profit and for-profit), Washington legislative staff, public safety, military/Department of Defense, and workforce/apprenticeship organizations. Meetings are held approximately eight times per year. Contact Jim West (jimw@wsac.wa.gov) or Noreen Light (noreenl@wsac.edu) for more information.

Within-sector groups or offices involved with transfer initiatives

Public Baccalaureate Sector

- **Council of Presidents (COP)**

COP is an organization representing the public baccalaureate institutions. For information on initiatives within the public baccalaureate sector, contact Interim Executive Director Paul Francis (pfrancis@cop.wsu.edu). <http://www.councilofpresidents.org/>

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

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

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

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

Public Two-year Sector

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

SBCTC is a nine-member board appointed by the Governor and is responsible for statewide governance and policies related to community and technical colleges. The Board meets nine times per year. For information on transfer initiatives within the community and technical college sector, contact Michelle Andreas (mandreas@sbctc.edu). http://www.sbctc.ctc.edu/college/e_transfer.aspx

- **Instruction Commission (IC)**

IC meets quarterly and membership consists of vice presidents of instruction at public community and technical colleges. IC reviews transfer issues related to community and technical colleges and approves

statewide transfer agreements on behalf of the CTC system. <http://www.sbctc.ctc.edu/college/g-instructioncomm.aspx>

- **Washington State Student Service Commission (WSSSC)**

This commission meets quarterly and membership consists of vice presidents of student services at public community and technical colleges. WSSSC members supervise staff responsible for transfer functions including admissions, advising and credential evaluation. <http://www.sbctc.edu/college/g-studentsvcscmm.aspx>

- **Articulation and Transfer Council (ATC)**

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

- **Advising and Counseling Council (ACC)**

ACC is a council of the WSSSC and meets quarterly. Membership consists of directors of advising and counseling at public community and technical colleges, and the group recommends transfer strategies for WSSSC consideration. <http://www.sbctc.ctc.edu/college/g-wsscadvicingandcounseling.aspx> .

- **Admissions and Registration Council (ARC)**

ARC is a council of the WSSSC and meets quarterly. Membership consists of Directors of Admission and Registration at public community and technical colleges. Credential evaluators who determine transfer equivalencies at the colleges typically report to ARC members. <http://www.ctc.edu/~arc/>

Independent Baccalaureate Sector

- **Independent Colleges of Washington (ICW)**

ICW is an association that represents the interests of 10 private, liberal arts, nonprofit baccalaureate institutions in Washington. For information on transfer initiatives within the independent baccalaureate sector see <http://www.icwashington.org/> or contact Violet Boyer (Violet@ICWashington.org), Executive Director and President of ICW.

- **Private Registrars of Washington (PROW)**

PROW consists of registrars and their office staff at the independent baccalaureate institutions in Washington. The group meets twice a year for networking, professional development, and to caucus on higher education issues, to include transfer policy and practice. For more information, contact Brad Tomhave at btomhave@pugetsound.edu .

Several discipline based statewide cross-sector groups meet to promote common interests related to the discipline including addressing transfer issues.

Appendix A – Transfer Statutes

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.

[2012 c 229 § 113; 2004 c 275 § 10; 1998 c 245 § 23; 1985 c 370 § 27; 1983 c 304 § 1. Formerly RCW 28B.76.240, 28B.80.280

RCW 28B.77.215 - Statewide transfer of credit policy and agreement — Requirements.

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

[2012 c 229 § 114. Prior: 2004 c 55 § 5; 1983 c 304 § 2. Formerly RCW 28B.76.2401, 28B.80.290.]

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 freshman 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 10 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.

[2012 c 229 § 541; 2004 c 55 § 2. Formerly RCW 28B.76.250.]

Notes:

Effective date -- 2012 c 229 §§ 101, 117, 401, 402, 501 through 594, 601 through 609, 701 through 708, 801 through 821, 902, and 904: See note following RCW 28B.77.005.

Findings -- Intent -- 2004 c 55:

- "(1) The legislature finds that community and technical colleges play a vital role for students obtaining baccalaureate degrees. In 2002, more than forty percent of students graduating with a baccalaureate degree had transferred from a community or technical college.
- (2) The legislature also finds that demand continues to grow for baccalaureate degrees. Increased demand comes from larger numbers of students seeking access to higher education and greater expectations from employers for the knowledge and skills needed to expand the state's economy. Community and technical colleges are an essential partner in meeting this demand.
- (3) However, the legislature also finds that current policies and procedures do not provide for efficient transfer of courses, credits, or prerequisites for academic majors. Furthermore, the state's public higher education system must expand its capacity to enroll transfer students in baccalaureate education. The *higher education coordinating board must take a leadership role in working with the community and technical colleges and four-year institutions to ensure efficient and seamless transfer across the state.
- (4) Therefore, it is the legislature's intent to build clearer pathways to baccalaureate degrees, improve statewide coordination of transfer and articulation, and ensure long-term capacity in the state's higher education system for transfer students." [2004 c 55 § 1.]

*Reviser's note: The higher education coordinating board was abolished by 2011 1st sp.s. c 11 § 301, effective July 1, 2012.

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

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

- (a) Increase the number of students who receive academic credit for prior learning and the number of students who receive credit for prior learning that counts towards their major or towards earning their

degree, certificate, or credential, while ensuring that credit is awarded only for high quality, course-level competencies;

(b) Increase the number and type of academic credits accepted for prior learning in institutions of higher education, while ensuring that credit is awarded only for high quality, course-level competencies;

(c) Develop transparent policies and practices in awarding academic credit for prior learning;

(d) Improve prior learning assessment practices across the institutions of higher education;

(e) Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education;

(f) Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways; and

(g) Develop outcome measures to track progress on the goals outlined in this section.

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

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

(i) One representative from the council;

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

(iii) One representative from the council of presidents;

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

(v) Two representatives from private career schools;

(vi) Two representatives from business; and

(vii) Two representatives from labor.

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

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

(4) For the purposes of this section, "prior learning" means the knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.