

A COMMISSION OF



for High School-College Relations, Inc.
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INTERCOLLEGE RELATIONS COMMISSION

Spring 2015 Meeting Agenda

April 30 – May 1

HOSTED BY: Gonzaga University, Spokane

Introduction/Opening Session

- Meeting was called to order by Cathy Shaffer at 1:06 p.m.
- Welcome from Dr. Thane McCulloh, President of Gonzaga University
- ICRC Members and guests briefly introduced themselves.
- At 1:23 p.m., Joan Sarles covered housekeeping for the meeting and dinner plans
- Cathy Shaffer called for approval of the Fall Meeting minutes. Kirsten Meador from Olympic College so moved, Rose Spodobalski-Brower seconded. After a brief discussion and minor amendment the minutes were approved by ICRC membership at 1:33 p.m.
- Sean Lacy gave the Treasurer's Report. ICRC's current account balance is \$7,357.49. At 1:35 p.m. the Treasury Report was accepted.
- At 1:36 p.m. Keith Klaus circulated the question box, asking members to write questions for later group consideration on the 3X5 cards provided.

ICRC related Committee Reports

Ongoing Articulation Review (OAR) Report – Cindy Mowry, Clover Park Technical College

- At 1:37 p.m. Cindy gave the OAR Report, beginning with an overview of OAR's role.
- Cindy thanked the membership for good self-monitoring in the in the reviews, and noted particularly that the Pre-Nursing and Pre-Business DTAs are very clear and simple in most Community and Technical College (CTC) catalogs. The most common recommendation from OAR to the CTCs concerning these degrees is to include notes about specific requirements at receiving institutions.
- Cindy noted that OAR often recommends the inclusion of notes in CTC catalogs and on published Advising Sheets about unique requirements at certain receiving institutions. OAR looks for both DTA compliance and clarity to students.
- In this past year, colleges have been acknowledging what needs to be corrected or updated themselves as a result of going through the self-assessment questionnaire. The OAR committee responds by letting the colleges know the OAR committee is looking forward to seeing the corrections/updates.

- OAR committee members: Andrew Anderson, SU; Megan Daniels, The Evergreen State College; Ted Olsen, UW-Tacoma; Susan Perrault, Yakima Valley Community College; Cindy Mowry, Clover Park Technical College.
- For 2015-2016, OAR will review Big Bend, Clark, Columbia Basin, Peninsula, Whatcom, and Renton Technical College.
- Keith Klauss asked membership to respond to OAR's requests for the self-assessment in a timely manner, so that the committee can fulfill its purpose as a self-policing body, removing the need for outside oversight of DTA compliance.

Articulation and Transfer Council (ATC) Report – Kerrie Cavaness, Yakima Valley College

- Kerrie Cavaness from Yakima Valley College gave the following report on the recent ATC meeting at Walla Walla Community College on April 16, 2015

Opening discussion at the last meeting was about the process colleges are using for on-boarding new fulltime and part time faculty. Many of the colleges are doing

- Extensive orientation with full-time faculty, but
- Few have well-defined orientation programs for adjunct faculty.
- Common responses included
 - Invite faculty to the statewide new faculty institute and professional technical faculty boot camp.
 - A few colleges have developed robust, year-long on-boarding programs for faculty.
 - Several are beginning to use Canvas for orientation, particularly to provide access for adjunct faculty.

CCN and restricted electives update -

- The process for Common Course Numbering (CCN) approval is being discussed at the Instruction Commission (IC) level following the recent presentation about common course numbers for Machining Instruction courses at winter quarter ATC and IC meetings.
- CCN was originally intended to provide course equivalency across the SBCTC system colleges, there is a belief by some that “&” courses imply guaranteed transferability to the public universities. This may or may not be true.
- Because of this, there is concern about common course numbers being devalued for general transferability if common course numbers are used for professional/technical courses.
- There needs to be clarification on the role of ATC and WEC's role in reviewing professional/technical common course numbering proposals.
- It was noted that common course numbers provide a way for students to move seamlessly across the CTC system colleges, which is increasingly important with the development of BAS degrees.
- ATC has asked if the “&” is necessary for professional/technical common courses. Professional/technical courses have an additional element of complexity in determining commonality, since the connection with industry is critical in developing course outcomes.

Next steps: Kyle asked Matt Campbell and Joyce Hammer to communicate with IC that ATC is a stakeholder in any common course number process, regardless of whether the proposals are for general education or professional/technical courses. IC will discuss at the spring meeting. They may propose to gather a few representatives from IC, WEC, and ATC for a philosophical discussion about this issue.

There have been no other common course numbers or restricted electives proposals submitted for consideration.

Computer Science DTA/MRP Update:

- Reviewed draft of the pre-computer science direct transfer agreement (DTA/MRP). Existing computer science (CS) transfer options are not working well. The AS-T still works well for computer engineering, but not for computer science.
- A workgroup meeting with both 2- and 4-year representatives determined that students need extensive experience with either Java or C++. If students complete two Java-based programming classes, they will be prepared for transfer to any baccalaureate institution (BI), although WSU prefers C++.
- Several items were discussed. UW has said they will accept Math& 163 for this degree, but most colleges offer Math& 153. At those colleges, students will also need to complete Calculus IV to satisfy the requirement of an entire year of Calculus. A discrete structures course is recommended, and WSU will offer this course in the summer for incoming transfer students. The system may want to develop a discrete structures course to offer via WAOL, but it will be critical to have BI representation in the course development. The degree requires the first two courses in calculus-based physics, and the third course is also preferred at WWU.
- Concern was raised about hidden prerequisites in the degree (e.g., Math& 141, 142, introductory programming courses). The workgroup would like the system to consider a common course number for the second programming course. There needs to be clarity in the draft about whether the different BI elements are requirements or recommendations.

Next Step: Joyce Hammer will work with Kerrie Cavaness and ATC to form a workgroup to look at a commonly numbered second programming course. Joyce will send a revised version of the DTA/MRP for Computer Science to the listserv. ATC Representatives should gather campus feedback and share with Joyce. This computer science pathway will be on the fall agenda, possibly for a vote.

AP Policy:

- IC asked ATC to provide additional clarity to the document that was approved at the winter meeting. IC also asked ATC to revise the AP review and revision process.
- ATC is working on a statewide proposal for AP and IB will follow. The goal is to provide students with credit in the area of distribution for which they have taken the exam.
- It is our hope that we can work on a consistent system of transcribing credit for AP and IB.
- Proposed language states it is up to the receiving institution to give more than elective credit but the minimum is elective credit.

2015-2016 ATC Meeting Dates

Fall 2015: October 8-9, 2015, Peninsula College

Winter 2016: February 11-12, 2016, Highline College

Spring 2016: April 14-15, 2016, Columbia Basin College

Washington Council for High School and College Relations (WCHSCR) Report – Jana Jaraysi, Eastern Washington University

- Transfer Advisor Workshops this spring are Friday, April 24th at Green River College's Kent campus and an additional workshop on Friday, May 8th at Columbia Basin College: an attempt to reach counselors on the east side of the state.
- Fall transfer fairs are being planned – more information coming soon on the WCHSCR website.
- Fall 2015 High School Counselor Workshops will be held in 9 locations across the state at BIs and CTCs from September 14th to 24th. Registration is open now. These workshops provide updated/current year admission and program information from four year public and private universities, policy updates from OSPI and the Washington Student Achievement Council as well as an opportunity to network with high school counselors.
 - All High Schools are automatically members of WCHSCR with no fee required.

- The WCHSCR Board is actively seeking board members.
 - WCHSCR Board will continue to update the WCHSCR Handbook. A request for updated information on your college/university will arrive soon via email.
- 8th Grade Day was discussed during the winter meeting, re-evaluating locations and event structure. The Board would like to expand to more locations to allow wider participation.

Agency Reports with Time for Discussion

- At 1:55 p.m. Jim West from Washington Student Achievement Council (WSAC) and Joyce Hammer from the Washington State Board for Community and Technical Colleges (SBCTC) co-presented.
- Jim noted that WCHSCR, which started in the 1950s, and ICRC, founded in 1970, are unique in the national higher education landscape. Most states do not have a voluntary organization working to monitor itself and member schools and to collaborate on transfer issues.
- Jim reviewed the state agencies relating to transfer and their functions. The PowerPoint of the combined agency presentations can be found on the ICRC website here: <http://www.washingtoncouncil.org/icrcminutes.htm>
- Jim highlighted the need for the legislature to solve residency issues for veterans in their special session, or risk losing millions of dollars in VA benefits for veterans to pay for college in Washington State.
- Joyce covered the SBCTC report concerning students receiving state support (see the chart in the PPT. 38% of students receiving state support are planning to transfer to a university.)
- Joyce is monitoring low enrollment in two Direct Transfer Agreement/Major Ready Pathways (DTA/MRPs), one in Technology, and the other in Construction Management. JTC may discontinue them if there is no interest.
- The Business DTA/MRP began in 2003, the legislature asked for more MRPs, and more were added since 2005. A few of those, like Education, have been discontinued.
- The drive now is to simplify MRP offerings but boost support for the AS-T and Applied Bachelors programs.
- Information on new Applied Bachelor's degrees can be found in the Agency Report PPT on the ICRC website. Joyce highlighted the 42 applied bachelor's degrees being offered at 19 colleges to date.
- At 2:30 p.m. Megan Daniels from The Evergreen State College asked about the transferability of Applied Baccalaureate courses to other institutions and the acceptance of the degrees at graduate schools. Joyce answered, "That is our next frontier." VP's of Instruction at CTC's are working on this now.
- Jim had a slide about improvements in transfer made this year, and highlighted the new Music DTA under consideration by several colleges, the 3+1 Associate in Nursing DTA/MRP, also launching this fall, and the creation of 5 credit courses in Ethics, Psychosocial Issues, and Nutrition that may be broken into variable credit increments to help students in the Nursing program complete DTA/MRP graduation requirements.
- At 2:35 p.m. Sue Perrault from Yakima Valley Community College asked if PE had been removed from the DTA now. Joyce answered, "No, we've merely clarified how many PE activity course/credits will count."
- Bill Rambo from Spokane Falls asked whether BIs will accept, for students who do not complete the Nursing coursework, the one and two credit Natural Science courses created for the 3+1 Nursing program. Joyce answered that she would hope these uniquely credited courses will indeed count toward DTA requirements since they are in the Natural Science distribution area.
- Cathy Shaffer from Spokane Community College observed that the distributive core of the DTA must be 60 credits.

- Jim West asked BI representatives what would happen for students transferring these courses outside of nursing. Keith Klauss from Eastern said the DTA would count, but these individual courses would be problematic. Someone asked about the instructors who teach these courses, would they be Nursing faculty or faculty from other natural sciences? Joyce answered that that is a local decision for each college.
- Susan Poch from WSU observed that while the DTA satisfies lower division requirements, very often when 3 or 4 credit courses from a quarter system come in, they can fulfill prerequisites or distributive requirements but leave the student short of the total number of General Education courses required. Joyce added that - for the Associate in Nursing DTA/MRP- when courses transfer in as 4 credit courses, there needs to be a 1 credit course or additional courses taken to equal the number of credits specified. Unlike the regular Associate in Arts degree, the degree requirements and credits are very specific and there is no room for variance as there are no electives built into the degree that could satisfy the breadth of content intent of the DTA.
- Most BI representatives seemed comfortable with the one and two credit courses as part of a DTA, whether or not the transferring student ultimately sought Nursing. However, from the floor someone asked, “How would you receive these one or two credit classes [by themselves]?” While there was no definitive answer, conversation continued to questions about who teach the Natural Science courses – Nursing or Natural Science faculty. One CTC representative shared that Nursing faculty teach the one and two credit courses but invite Natural Sciences faculty to lecture to ensure the quality of the subject-area content.
- Jim West said that a Fine Arts/Music DTA has been sent out for comment from music faculty.
- Joyce mentioned new language for the AS-T track 1 and track 2 to clarify that BIs will accept relevant courses as they were intended to apply to the DTA as follows. From **HB 1795 Section 11, effective August 24, 2011:**
 - 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.**

[Post-meeting note: Since the Spring Meeting, the Executive Board has decided to put this on the Fall Meeting agenda, seeking clarification regarding the rule’s effect on university graduation requirements, like foreign language proficiency, for example]

- Joyce Hammer brought up a pilot program for Reverse Articulation, underway between Spokane Colleges and Eastern, rolling out soon between the CTCs and WSU. Students who have earned 60 credits and decide to transfer to a university can transfer approved university coursework back to the CTC to earn an Associate’s Degree. CTC’s do most of the work, but the BIs inform students of their eligibility for this option to complete an AA.
- Cindy Mowry asked about the potential impact of CTC Residency Requirements on Reverse Transfer. Megan Daniels observed that the Residency Requirement is a local question for each CTC to answer for itself.
- Next Jim West brought up Prior Learning Assessment policy (PLA) and Reciprocity of PLA credits transferred between CTCs. More information can be found on the WSAC presentation at the ICRC website.. Passage of SB 5969 last year requires all colleges to submit a policy statement

regarding the acceptance of military credits towards degrees to the PLA workgroup prior to December 2015. These can be submitted to Jim West so that they can be noted in the annual report to the legislature due in December.

- At 3:04 p.m. Cathy Shaffer announced a break and introduced the meeting's guest speakers, ctcLink Functional Analyst Catherine Kwong, and Executive Director Kelly Robles & Director of Technology Rebecca McKay from AZTransfer.
- At 3:35 p.m. Cathy called the meeting back to order. She requested a host for the Fall Meeting and then introduced Catharine Kwong to share program updates from the ongoing PeopleSoft implementation.
- Her PowerPoint presentation can be found on the ICRC website under "Minutes."
- PeopleSoft transcripts can be shared in PDF format for printing or in XML format to import directly into a college's data system. The default will be to send both versions at the same time, and the receiving institution can decide to print and/or enter the transcript electronically into a student's record.
- 8/24/2015 is the tentative go-live date for pilot schools. The go-live date has been changed, and may be again, as ctcLink continually evaluates system readiness.
- Question from the floor: Will the PeopleSoft transcript record AP scores? Catherine answered that this may not be necessary if the statewide rules for AP test equivalency are written later this summer.
- Question from the floor: Will non-traditional credit like AP/IB/PLA be notated in any way on the bottom of the transcript? Current plans are for AP/IB/PLA credit to be listed as test credit or challenge credit. Catherine asked the group what they would like to see. The recommendation to ctcLink was to list AP/IB/PLA uniquely, but Catherine responded that the only space to put it on the PeopleSoft transcript is under Test Credit.
- Question from the floor: Will students pay full price to have courses AP/IB/CLEP/PLA listed on a transcript? That will depend on what each college decides.
- What about a Social Security Number (SSN) on a transcript? Guest speakers from Arizona volunteered that AZ transcripts mask the first 5 digits of a student's SSN. PeopleSoft won't do that in Washington.
- Cindy Mowry from Clover Park noted that for International Students who may not keep track of birthdays for colleges to use in identifying them, SSN on a transcript would be helpful on the PDF version of the PeopleSoft transcript. Not having the SSN or birthday makes identification the next institution's problem. Catherine answered that with PeopleSoft, the PDF will not have a student's SSN, but the electronic copy will.
- Catherine said that she had heard about ICRC's concerns regarding only one GPA on the PeopleSoft transcript, either a cumulative or a college level GPA. She invited comments about the need for a college-level GPA on the transcript. Much discussion ensued. The consensus of the room is that the college level GPA on the transcript is necessary, and not just for admission and advising offices – financial aid offices use the college level GPA to determine satisfactory academic progress and financial aid eligibility.
- At 4:10 p.m. Cathy Shaffer introduced Kelly Robles and Rebecca McKay from AZTransfer. Their presentation is available on the ICRC website under "Minutes."
- Rebecca said that Arizona and Washington share many of the same transfer goals, challenges

and successes.

- One of AZTransfer's key features is a common course matrix that features major-specific articulation agreements, not a general associates like a DTA.
- Their most trafficked web feature is the Course Equivalency Guide, in which "every course is articulated with every college." This feature was mandated by the Arizona Legislature and makes a good shopping tool for students.
- Common courses must be "Sun" branded, like SUN#MAT1151, by statute.
- AZTransfer has already completed statewide IB/AP/CLEP articulation.
- AZTransfer uses data analytics to see how often students use the system and what profile of student struggles to navigate the system.
- Cathy Shaffer asked if AZTransfer measures success by students who transfer or students who graduate. See AZTransfer PPT for marked increases in both since implementation.
- AZTransfer budget is supplemented by in-kind contributions from institutions who provide faculty for working groups and host meetings on their campuses and travel to various transfer events.
- Brad Tomhave from UPS asked whether AZTransfer has an office in each Arizona college and university. Answer: NO – we have a central location for AZTransfer staff.
- Question from the floor: What is the process to get a new course approved? Answer: An online approval system tracks courses from idea to birth. Submitting a new course is a simple process. Keith Klauss asked a clarifying question: Is any new course put into the system? Answer: Voluntarily, but yes – the system routes the course to every faculty member in the system.
- Jim West asked whether the software is home-grown or a purchased solution. Answer: It's home-grown, and AZTransfer will give it away... but no one has taken them up on their offer yet because the whole system is too hard to implement. Form-Builder made the Course Equivalency Traffic System work for AZTransfer.
- Jim asked where the money for AZTransfer came from. Answer: The Arizona Legislature. Ongoing budget comes from contributions from the colleges and universities, pro-rated based on their individual enrollment.
- AZ Transfer presentation and Q&A ended at 4:50 p.m.

Circulation of the Question Box – and some questions and answers

- Question: A CTC faculty member reported being uncomfortable that students receive credits for a particular lab course with no lab facilities. No other details were forthcoming, and the consensus of the membership was that facilities do not make the learning. Could not answer the question without more specific information.
- Reverse Transfer Geography – what happens when the receiving institution (a CTC) awards credit in a different distribution area than the sending institution (a BI)? The question was discussed at some length. Should the sending institution decide which requirement a disputed course fulfills? Can this question be answered locally by each institution? How would a potential conflict be resolved? No answer to this question was proposed, but membership are beginning to think through Reverse Transfer issues.
- At 5:02, Cathy Shaffer adjourned the meeting.

Friday , October 12th Introduction and Opening Session

- At 8:41, Cathy Shaffer called the meeting to order.
- At 8:43 the question box was circulated again.
- At 8:44 Sean circulated two thank you cards for Jerad Sorber, previous Chair of ICRC's Executive Board and representative to ICRC for 9 years. Jerad's new duties as a research analyst at South Puget Sound Community College do not allow time to serve on ICRC. ICRC also got Jerad a gift card to a restaurant in Olympia, the custom for outgoing Executive Board members.

ICRC/JTC Executive Committee Report

- Keith Klauss announced that he would oversee the next update of the ICRC handbook and asked for a committee of volunteers: In addition to Keith Klauss from Eastern, Jim West from WSAC, Joan Sarles from Gonzaga, Gail Bruce from Skagit Valley College, Joshua Baker from Bates Technical College and Brad Tomhave from UPS agreed to serve. The group will divide up the handbook into sections for review and each member will conduct an initial review and from there develop a timeline to complete the update of the handbook.
- Jim West suggested adding the relevant statutes to the ICRC Handbook. Keith Klauss noted that there is a section in the Handbook that could be expanded.
- Cathy Shaffer brought forward an idea to change the way ICRC handles the Treasurer position on the Executive Board. In the past, each member of the Executive Board rotated through all 5 positions. This year, Cathy streamlined the work of the treasurer by switching to the same bank the Washington Council uses (Washington State Employees Credit Union) and setting up a card reader for paying membership dues. In the process, she provided confidential information like her SSN to be authorized to access the ICRC account. She asked WSECU about authorizing a new treasurer every year, and the credit union representative expressed surprise that someone new must be given access each year. This is not a best practice, and is, at a minimum, cumbersome and time consuming. At their planning meeting, the ICRC Executive Board decided to discuss with membership a change from a rotating treasurer to a standing treasurer position. The treasurer would now hold that position for all 5 years of service on the ICRC Executive Board. Other Executive Board responsibilities would be reduced for the treasurer. Some brief discussion with membership in the main meeting ensued, and when no overwhelming objections were raised and membership agreed that ICRC Bylaws do not prohibit such a change or require a vote of membership to make such a change, it was decided to implement the suggested changes to the Treasurer's job description. Kathy Yackey from City University Seattle volunteered for the position and started her term of service as ICRC Treasurer at the Spring 2015 Meeting. Cathy Shaffer will be removed from the position of treasurer.

Call for Unfinished Business

- At 8:55a.m. Keith resumed conversation about Ongoing Articulation Review for the BIs, asking membership, "Is this a good idea?" Membership largely agreed that OAR for the BIs is a good idea, but many asked questions about the number of reviews OAR would be expected to perform per year and the frequency with which the BIs could expect to have their catalogs and advising resources reviewed. Next step is for Current OAR membership to develop a self-evaluation for BIs. Ted Olsen from UW-Tacoma said that he would put together a work group with Cindy Mowry, Chair of the OAR Committee. Cindy suggested stabilizing OAR membership before expanding the committee's responsibilities to include BI review. Debbie Crouch from SPU suggested increasing membership. Cindy told the group that, with a stable membership, a 6 year rotation should be sufficient to review the BIs and CTCs. Kristen Meador from Olympic College volunteered to serve on OAR. Jim West asked what the timeline would be for adding BIs to the review. The working group will be able to answer that question soon.

- At 9:07 a.m. ICRC resumed conversation about the potential for confusion between Associate of Arts Applied Transfer degrees, or AAS-T, designed for transfer to the workplace or relatively few but very specifically designated applied bachelor's programs, and the Associate of Science Transfer degrees, or AS-T, designed to transfer to BIs. Joyce Hammer from SBCTC took this concern to the Workforce Education Council (WEC) and reported that they are talking through potential changes but had rejected most of them because they are still confusing.
- Megan Daniels from The Evergreen State College observed that some colleges have AAS-T and AS-T degrees for the same degrees, which adds more confusion. Joyce asked to clarify the scope and scale of the problem: How many students are confused by the similar names, and how significant is the result of their confusion?
- Megan observed that students identify with their program, not the name of the degree.
- Bill Rambo said that AAS-Ts are so difficult to manage that faculty and students want to dump them, and referenced students who earn college-level Math and English in the AAS-T degree that is not transferable to a BI.
- Peggy Moe from Renton Technical College said that, whatever the name of the degree, transfer is always a problem – mandatory advising is the solution.
- Kerrie Cavaness from Yakima Valley agreed that students self-advising is the problem.
- Emily Leggio from UW-Seattle offered that the “T” in the AAS-T is the problem. T means “transfer.”
- Joyce suggested that the easiest solution might be to come up with a word for the “T” in AAS-T that is not “Transfer.”
- Elliot Stern from Edmonds Community College said that the letter T is the problem, and suggested “limiting language” for the AAS-T.
- Conversation could have continued indefinitely, and in the interests of time Cathy Shaffer suggested that membership email additional comments to Joyce.
- At 9:26 a.m. membership took up the restriction in the ICRC Handbook that allows no more than 10 credits of Humanities in the DTA, and adds that only 5 credits of foreign language can be counted in that total. Blake Bowers from Clark explained that his foreign language faculty colleagues believe that the specific restriction unfairly singles out foreign language courses among the humanities. He asked that the world languages restriction in the ICRC handbook be stricken.
- Emily Leggio responded that UW’s foreign language graduation requirement won’t allow foreign language to be used toward the humanities requirement in a UW degree.
- Debbie Crouch added that first-year foreign language courses fulfill the foreign language requirement at SPU but not the humanities requirements. Most BI representatives confirmed the same at their institutions.
- Cathy offered to have the removal of the world language restriction in the ICRC handbook voted on, but membership declined.
- Discussion from the floor continued. Blake believes the restriction hurts student, creating a barrier to using world languages to fulfill humanities requirements. Many BI representatives responded that allowing the 5 credits of world language to count toward the humanities distribution in the DTA is in fact a concession to the CTCs, since native BI students may not use first year foreign language to fulfill humanities requirements. Membership decided that no change was necessary to the handbook and discussion ended.
- At 9:42 a.m. Jim West took up statewide Prior Learning Assessment (PLA) and Senate Bill 5969, which requires every college to submit their policy for Military Training and Academic Credit to a PLA work group by December 15th, 2015. Each campus must develop procedures and a list of qualifying courses.
- Cathy Shaffer asked Jim Brady from Community Colleges of Spokane, “Don’t we already have

that?" He responded, "No, we only have a policy, not equivalency guides yet."

- Joyce Hammer SBCTC will collect policy statements from CTCs, Jim West from WSAC will collect policy statements from Bls.
- Jim told membership that since asking for these policy statements at the fall 2014 meeting he has only received one. Someone asked whether the one he received would make a good template. Jim said no, and offered to send out some examples and templates to the membership. Brad Tomhave asked if the language of the Bill could be included in the minutes:

NEW SECTION. Sec. 1. A new section is added to chapter 28B.10 RCW to read as follows:

(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.

Passed by the Senate February 12, 2014.

Passed by the House March 7, 2014.

Approved by the Governor April 2, 2014.

Filed in Office of Secretary of State April 4, 2014.

- AT 9:50 a.m. a break was announced. Meeting resumed at 10:11 a.m.

New Business

- Elliot Stern from Edmonds Community College suggested that emerging interdisciplinary courses should be listed in the distribution areas in the DTA. He suggested new identifiers like SOCSCI for an interdisciplinary social sciences course and STEM or ISCI for interdisciplinary science courses.
- Discussion on the floor mentioned interdisciplinary courses already being used at CTCs, like IDS (Interdisciplinary Studies) prefixes at Green River and humanities courses at Whatcom. Emily Leggio from UW-Seattle said that if the course draws from the discipline areas like GEO or BIO there shouldn't be a problem with new identifiers. She added, however, that a STEM prefix did not seem to be related to general education.
- Elliot asked others if STEM seemed overly inclusive. In his view, some traditional sciences benefit from the inclusion of other perspectives like computing or engineering. Cindy Mowry said that OAR is seeing more interdisciplinary courses used for the DTA, but wondered if OAR's current practice limiting courses to currently approved disciplines might be hurting students.
- Jim Brady at Spokane Falls observed that to qualify for the DTA a course would have to transfer

between institutions outside of the DTA and appear on the unrestricted list of courses. Someone suggested sticking with current identifiers and adding IDS courses in those distribution areas.

- A suggestion from the floor – make the identifier something like IDSS (Interdisciplinary Social Sciences) or IDNS (Interdisciplinary Natural Sciences).
- After continued discussion, membership decided that ICRC's role was to make a recommendation concerning new interdisciplinary course identifiers to the Articulation and Transfer Council (ATC). Elliot proposed that ICRC recommend the addition of the identifiers IDSS and IDNS, Wendy Rockhill from Seattle Central seconded, and at 10:39 membership unanimously approved the recommendation to ATC.
- At 10:40 a.m. Arianna Stafford from Everett Community College was nominated for the open Member at Large position on the ICRC Executive Board. Unanimously approved by membership. Arianna's term of service will start at the fall 2015 meeting.
- At 10:41 a.m. Cathy Shaffer asked if OAR needed nominations for new members. Cindy Mowry responded that OAR does not need another member at this time.
- At 10:44 discussion turned to possible hosts for the fall meeting.

[Post-meeting note: Since the Spring Meeting Heritage University has volunteered to host for Fall 2015]

- The Fall meeting dates were set: October 15th and 16th at Heritage University.
- The Spring meeting dates were set: April 28 and 29 at either Clover Park or Pierce College.
- At 10:47 a.m. we returned to the question box:
 - Question: What is the difference between the Bachelor's in Applied Science (BAS) in Nursing, RN to BSN, and the Pre-Nursing DTA/MRP? Joyce Hammer answered that the new RN to BSN pathway is a 3 + 1, the BAS is the same at a CTC, and the pre-nursing degree is for general transfer to a BI for admission to an undergraduate Nursing program.
 - 3 related questions about CLEP Scores: Are CTC's awarding credit for CLEP outside of the DTA? WWU, Gonzaga and UW-Seattle reps said that their schools do not accept CLEP outside the DTA. Colleges of Spokane awards CLEP credit, Pierce College awards credit for CLEP in the distribution areas. At the Evergreen State College, only English 101 is a problem. Clark College limits CLEP to 15 credits now, but is considering direct equivalencies. Jim West mentioned that governing boards have directed the acceptance of CLEP to fulfill distribution areas in other states... it is probably coming soon. Jim reminded membership to consider these components in their Veterans policies due this fall. Anne White from Pierce College said that CTCs are supposed to list the method by which credit was earned on a transcript. South Seattle says it will make a change in order to do that. Jim offered to send links to more information on the topic out to the ICRC membership and that he could arrange for the College Board to give a presentation to faculty and administrators on CLEP. Cathy Shaffer recommended clarifying with Catherine Kwong from ctcLink whether the new PeopleSoft transcript will be able to code how credit was earned.
 - Question: Who has more information on Smarter Balanced? Jim West offered to send out a sheet to membership. Jim Brady knew the Math score – a score of 3 on the Smarter Balanced test will get a student out of remedial math. OSPI will use Smarter Balanced Assessment as a graduation requirement. Seattle CC district and Whatcom are already using the Smarter Balanced Assessment for Running Start students.
 - Question: How does PLA credit look in PeopleSoft? City University can't make the reports work yet, but they may work for new ctcLink users.
 - Question: PLA credits in the DTA are restricted. Jim West suggests a change to the ICRC Handbook to remove the 15 credit limit on CLEP/Military/etc. credit, adding that, "PLA means everything to the legislature - AP/IB/CLEP/Military, anything non-traditional –

and the reason they put it together is to make transfer better.” Cathy Shaffer suggested making PLA a fall agenda item.

At 11:40 the meeting adjourned.