



WGU WASHINGTON®

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Marty Brown
Executive Director
State Board for Community and Technical Colleges
Olympia, WA

January 12, 2017

Western Governors University Washington (WGU WA) offers transfer pathways for students receiving an associate degree from any of the Washington State Community and Technical Colleges (Colleges) according to the master agreement between the Washington State Board for Community and Technical Colleges and Western Governors University. WGU WA is delighted to expand the partnership to include students who are transferring with an applied bachelor degree. It is the intention of the Colleges and WGU WA that the partnership outlined in this letter agreement will inform and encourage the College's graduates to earn degrees to advance their personal and professional goals.

WGU WA has found the applied baccalaureate degree programs offered by the Colleges satisfy the general bachelor degree requirement for admission into most of WGU's master's programs, with the exception of career-specialized fields, like the Masters of Science in Nursing (MSN), where students are required to hold a specific degree for admission.

As your partner University, WGU Washington will continue the five percent (5%) tuition discount, offered to College students transferring at the associates level, for up to four (4) academic terms. We will also modify your unique URL (http://washington.wgu.edu/admissions/cc_transfer) for each of your colleges as well as the general URL (http://washington.wgu.edu/admissions/cc_transfer) to include recognition of your bachelor programs as a pathway to our master's program.

In return, we request that all Colleges with eligible bachelor programs promote this opportunity by

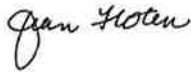
- Including WGU WA and its degree programs to your list of active transfer universities,
- Linking the above websites to your advising pages and including them in printed and social-media materials concerning degree pathways,
- Informing your graduating students about the Washington State Community and Technical College/WGU partnership, and
- Highlighting the partnership and education benefits through your standard internal communication channels (such as advising centers, with program faculty, and emails to graduating bachelor's students).

WGU Washington staff will be available to participate in any local education or transfer fairs, prospective student information seminars, and "lunch and learn" presentations that you may desire. We ask for you to inform us of these opportunities.

These understandings serve as the basis of the Washington State Community and Technical Colleges/WGU partnership and may be modified by mutual written consent or terminated by either party upon thirty (30) days prior written notice. In the unlikely event the partnership is terminated, we agree that the Colleges' graduates then receiving any educational benefit described in this letter agreement will receive the full value of that benefit towards their studies as long as they remain in good academic standing at WGU.

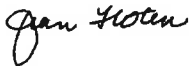
WGU is pleased to partner with the Washington State Community and Technical Colleges in providing these pathways. If this letter agreement accurately reflects your understanding of the partnership we discussed, please sign below and return a signed copy to me at jfloten@wgu.edu. Your contact person at WGU is Jeanie Belcher, jeanie.belcher@wgu.edu.

Sincerely,



Jean Floten
Chancellor

Signatures of agreement:



Jean Floten
Chancellor, WGU Washington
Date: January 12, 2017

Marty Brown
Executive director, SBCTC
Date:

C: Jeanie Belcher, CRM, WGU Washington

Academic Credit for Prior Learning Transcription Recommendation

Members: Julie Garver (Lead), Michelle Andreas, Vi Boyer, Brad Thomhave, Jessica Gilmore, Janice DeCosmo, Gail Wootan, Joyce Hammer, Peter Lortz, Matt Campbell, Gita Bangera

Based on feedback from the summer 2016 Joint Transfer Council (JTC) meeting in which concerns were expressed around

- (a) clarifying terminology being used for dual credit/prior learning programs and
- (b) publishing credit earned through testing (IB, AP, etc.) on a student transcript in compliance with existing transfer policy, the Joint Transfer Council (JTC) convened a workgroup that met on Thursday, September 22, 2017 at the University of Puget Sound where they examined the following:
 - Terminology that identifies dual credit programs and their intersection with Prior Experiential Learning.
 - Definitions of dual credit and programs and Prior Experiential Learning.
 - A recommendation to the community and technical college presidents (WACTC) around the transcription of course credits earned through non-traditional learning including a review of the "Credit for Non-traditional Learning" coding memo.
 - The viability of and rules around coursework assessed for prior learning from non-accredited colleges or universities.
 - Dual credit programs and how they are serving disadvantaged populations particularly their accessibility to low socio-economic student populations.
 - The clarification to the legislature on updated terminology.

Based on the workgroup discussions and subsequent fall 2016 meeting, the following three recommendations were put forth:

- 1) "Awarding Credit for Non-Traditional Learning" will now be referred to as "Academic Credit for Prior Learning." The current WSAC Prior Learning Assessment Work Group will be referred to going forward as the Academic Credit for Prior Learning Work Group.
- 2) Four categories that are established Academic Credit for Prior Learning are **specifically denoted** on a student's transcript (see below).

Academic Credit for Prior Learning <u>Denoted on Transcript</u>	
<ul style="list-style-type: none"> • Not enrolled in course for which a student receives credit • Includes the following: 	
Credit by Testing [PeopleSoft: Test Credit]	Commonly accepted higher education equivalency exams that are documented via a transcript or other official record. <ul style="list-style-type: none"> • Includes AP, IB, CLEP, DANTES, Cambridge
Prior Experiential Learning [PeopleSoft: Other Credit]	Knowledge and skills acquired through experience alone, evaluated (subjectively) by faculty via evaluation of a compilation of work. <ul style="list-style-type: none"> • Includes life experience/portfolio • All prior learning assessment HS21+ credits are awarded through prior experiential learning portfolio review. • Will apply toward NWCCU's 25% limitation rule as determined in Standard 2.C.7.

Extra-Institutional Learning [PeopleSoft: Transfer-In]	Knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training, and crosswalks. <ul style="list-style-type: none"> • Includes ACE Training programs/institutes, industry certification (e.g.NCLEX-RN) • Includes Occupational Crosswalks (Police, Fire, AmeriCorps, Military, etc.)
Course Challenges [PeopleSoft: Class Enrollment] CBE-Credit by Exam	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.

- 3) Students enrolled in a course for which they receive credit through competency-based testing or other direct faculty arrangements will neither be considered Academic Credit for Prior Learning nor specifically denoted as such.
- 4) Recommend that “CBE” code for “Credit by Exam” under “Course Challenges” be changed to distinguish from and acronym for “competency-based education.”

Timeline:

- Feb. 2017: Articulation and Transfer Council approves recommendation.
- Feb. 2017: Instruction Commission revises and votes on recommendation.
- Feb/March: if approved by IC, WACTC Education Services Committee considers recommendation.
- Final recommendations will be processed by the Data Governance Committee and changes made to the “Credit for Non-Traditional Learning Document” that include updated categories and which categories will appear on a student’s transcript for transfer purposes.
- April 2017: final recommendation presented to the Joint Transfer Council as an information item.

Standard 2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

Academy Qualifications



Recruiting for the next year's cohort begins each February with applications due in April. The applications are screened by the WELA Board of Directors who on average select 12 to 15 participants per year. The annual assessment fee to the colleges provides each college with a registration-free participant once each three-year cycle. Colleges are welcomed to submit applications for additional employees to participate in the program for an additional registration fee. All interested candidates are encouraged to work with their supervisor and college president to apply for admission into the program.

Washington Executive Leadership Academy applicants should be Washington State community and technical college employees with:

- at least three years of experience at a mid or top-level administrative position such as dean, director or vice-president.
- a record of successful leadership and management experiences that will be corroborated by senior administrators, faculty, and staff at their institution and in the system.
- support from their president, with an institutional commitment to provide the time and financial resources required for the program.
- education and experience that would allow them to successfully compete for the level of position sought.

