STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

State Policy on College Transfer

Approved by Council: July 19, 2016

Introduction

Two to four-year transfer within the Commonwealth has increased as a popular means for obtaining a bachelor's degree. The State Policy on College Transfer aims to enhance cooperation and consistency among institutions of higher education in Virginia with the intended goal of improving transfer for Virginia's students. The State Policy on College Transfer seeks to improve collaboration among Virginia's institutions of higher education while promoting efficiency in the transfer process as well as recognizing the changing higher education environment. Ideally, students should be able to move through Virginia's public education system as if it were a continuum, rather than a system of distinct levels and separate stages.

The State Policy on Transfer is guided by the following principles:

- All capable students in the Commonwealth should have access to all levels of higher education.
- Senior institutions have a responsibility for enrolling students from public associate degree-granting institutions and expanding college transfer options that lead to confirmation of a baccalaureate degree (Code of Virginia § 23.1-301(7).
- Transfer is a shared responsibility among all of Virginia's public institutions.
- Transfer between institutions should be as seamless as possible and should not increase a student's time to degree completion or result in repeated coursework successfully completed at other regionally accredited institutions of higher education.
- Transfer students should be assured of equitable treatment by each senior institution and afforded the same academic opportunities provided to native students in similar circumstances.
- Students shall be encouraged to progress as far through the higher education continuum as they are able.
- The Commonwealth shall have a coherent statewide policy on transfer that facilitates continued institutional cooperation that can be sustained over time.
- The institutional autonomy and diversity of Virginia's colleges and universities are valuable and must be assured.

Admissions

1. Senior institutions have authority over institutional and programmatic admission decisions. Each senior institution shall have a data-driven policy, approved by appropriate institutional parties and reviewed regularly, on admission of transfer students.
2. Each student who satisfactorily completes a transfer-degree program at a Virginia Community College or Richard Bland College shall be assured the opportunity to transfer to a state supported baccalaureate institution. Senior institutions have a responsibility to provide reasonable access to students graduating from Virginia's associate-degree granting institutions who meet admission requirements.
3. Transfer admissions priority shall be given to students who have completed a transfer degree over those who have not. However, admission to a given institution does not guarantee admission to a particular degree program, major, minor, or concentration of study. Every baccalaureate-degree program shall provide a reasonable avenue for admission of transfer students that is applied equally to native and transfer students.
4. Admission to a specific program, major, minor, or concentration of study may require a minimum grade point average and specific prerequisite courses. Such requirements shall be applied equally to native and transfer students.
5. Virginia's senior institutions shall develop policies addressing the admission of transfer students not completing a transfer oriented associate degree. These policies should consider course completion, earned credit, academic standing, and whether the student possesses an applied associate degree. To the extent possible, the provision should address the contribution of these factors on the admission decision.
6. Senior institutions shall develop policies addressing the admission of high school students completing a transfer associate degree concurrent with high school, in accordance with Code of Virginia § 22.1-253.13:1(D)(10) and § 23.1-907(E).
7. Senior institutions shall develop policies addressing the admission of students completing college credit through prior learning assessment and the contribution of these credits to the admission decision. The policy shall be compliant with Code of Virginia § 23.1-906 and the *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB*.
8. Pursuant to Code of Virginia § 23.1-907(A), each senior public institution of higher education shall develop, consistent with SCHEV's *Guidelines for Transfer, Articulation, and Dual and Guaranteed Admission in the Commonwealth* (further referred to as Guidelines for Transfer), guaranteed admission agreements (GAA) with the Virginia Community College System and Richard Bland College. The GAA shall guarantee admission to a public senior institution for students earning an approved transfer associate degree and who meet institutional admission requirements.

Acceptance and Application of Credits

1. It is the intention of the State Policy on Transfer that students working toward a baccalaureate degree by enrolling in a transfer program at a Virginia, regionally accredited public associate degree-granting institution will have their university-parallel coursework recognized as legitimate and equivalent to courses offered at the senior Virginia institution, except for those courses deemed as institutional requirements.
2. Public senior institutions have authority over policies addressing acceptance and application of transfer credits. However, VCCS and Richard Bland College transfer students earning an associate degree based upon a baccalaureate-oriented sequence of courses or admitted under a GAA shall be considered to have met the lower division general education requirements of the senior institution and considered to have attained junior standing, regardless of delivery mode. Where students must satisfy additional general-education requirements -- credits in upper-division general education or foreign languages required of native students, for example – senior institutions should specify and publish such requirements.
3. All Virginia public institutions shall develop policies addressing prior learning assessment (PLA) and their application to transfer students. These policies will be as transfer-friendly as possible and in compliance with Code of Virginia § 23.1-906 and the *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB.* Policies addressing PLA credit earned through extra-institutional learning (e.g. Massive Open Online Courses, Straighter Line, student portfolio, experiential learning, etc.) should provide a clear description of the PLA review process, address the acceptance of PLA awarded by other institutions prior to transfer, and address student expectation of credit acceptance.
4. Military education, training, and experience shall be accepted for college credit, where applicable, pursuant to Code of Virginia § 23.1-904 and SCHEV's *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions*.

Communication and Information

1. In accordance with Code of Virginia § 23.1-204(B), Each institution of higher education shall provide a link to the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § 23.1-204(A). SCHEV institutional profile data can be obtained by accessing the following link: http://research.schev.edu/iprofile.asp.
2. Institutional and program specific articulation agreements between Virginia Community Colleges and Richard Bland College, and senior institutions are beneficial to student transfer and are encouraged by SCHEV. Formal articulation agreements should follow the Guidelines for Transfer.

3. Each institution shall have a communication process established to provide current information to other public institutions in the Commonwealth as well as to students who have expressed interest in transferring. Periodically, the State Committee on Transfer will review the accessibility of the institution's communication process.

Administrative Responsibility for Transfer

1. Transfer is the administrative responsibility of all Virginia public institutions. The Virginia Community Colleges, Richard Bland College, and Virginia's senior institutions have a responsibility to promote a culture of transfer and facilitate a seamless transition for students moving from one institution of higher education to another.
2. Each institution shall designate a chief transfer officer who has responsibility for the following functions:
   - Serves as a point of contact for all transfer-related communications among institutions.
   - Reviews transfer curricula for changes, updates articulation agreements, and the currency of transfer information.
   - Reviews transfer student academic outcome data with the intended purpose of improving institutional transfer policy.
3. In addition, each college, school, or divisions within the senior institutions shall designate an official with final authority on the transferability of courses in the degree programs offered by the institution.

Transfer Student Responsibilities

Students intending to transfer are responsible for planning their course of study to meet the requirements of the institution(s) to which they desire to transfer. The student is responsible for seeking out the information and advice that is necessary to develop such a plan. Students are encouraged to identify as early as possible the senior institution and program into which they would like to transfer. Delays in developing and following an appropriate plan or changes in plan (e.g. changes in major) may reduce the applicability of transfer credit to the baccalaureate degree program a student ultimately selects.

Under-represented Student Populations and Transfer

Biases must not impede the educational goals of students from under-represented populations. Institutions shall systematically review enrollment practices relevant to students from under-represented populations and determine whether these students are being disproportionately steered into non-transfer programs, or subjected to other factors that impede their ability to transfer smoothly into baccalaureate degree programs. Students from under-represented

populations shall be encouraged to progress through the levels of higher education, as their abilities allow, regardless of personal characteristics.

Tracking Transfer Students

1. Any VCCS institution or Richard Bland College should be able to request academic success data from the senior institution for transfer students matriculating from their institution.
2. Institutions shall use transfer student progress data and academic outcomes to improve upon or confirm the success of their transfer programs. In analyzing these data, all institutions shall pay particular attention to the performance, retention, time to baccalaureate completion, and graduation rates for the purposes of improving transfer student academic success and completion rates.
3. Senior institutions should track transfer students based on modality of admission (GAA vs. non-GAA vs. lateral), associate degree status (with an associate vs. without), and type of associate degree if transferring with a degree (A.A., A.S., A.A.&S., A.A.A., or A.A.S).

Footnote

Transfer degrees are the Associate of Arts (A.A.), the Associate of Science (A.S.), and the Associate of Arts and Sciences (A.A.&S.)., (under specific articulation agreements, some institutions are accepting the Associate of Applied Arts (A.A.A.), and the Associate of Applied Sciences (A.A.S) for identified degree programs).

APPENDICES

APPENDIX A

Public Higher Education Policy Guidelines for the Development of Transfer Agreements

(Adopted by Council: October 27, 2020)

Code of Virginia §23.1-203 states:

> *The Council shall: Develop, pursuant to the provisions of § 23.1-907, guidelines for articulation, dual admissions, and guaranteed admissions agreements, including guidelines related to a one-year Uniform Certificate of General Studies Program and a one-semester Passport Program to be offered at each comprehensive community college. The guidelines developed pursuant to this subdivision shall be developed in consultation with all public institutions of higher education in the Commonwealth, the Department of Education, and the Virginia Association of School Superintendents and shall ensure standardization, quality, and transparency in the implementation of the programs and agreements. At the discretion of the Council, private institutions of higher education eligible for tuition assistance grants may also be consulted.*

The policy guidelines offered here apply to the development and implementation of articulation, dual admission, and guaranteed admission agreements required by § 23.1-908 (B). These guidelines are intended to support a framework for an efficient and effective system of transfer that provides clarity to students, so they can maximize their ability to complete a baccalaureate program within the designed timeframe and with no loss of credit. These guidelines should be used in conjunction with the *State Policy on College Transfer* when developing transfer agreements between two- and four-year institutions. Private institutions wishing to develop transfer agreements with public two-year institutions will need to create agreements based on these guidelines.

I. Definitions:

Articulation Agreement – A formal agreement between two- and four-year institutions outlining the transfer policies for a specific academic program or degree and specification of course-by-course equivalencies. Articulation agreements enable students following the terms of the agreement to optimize the completion of a four-year degree after transfer.

Continuous Enrollment – Enrollment not interrupted by non-attendance for consecutive terms. Some institutions may choose to have a more flexible definition of continuous enrollment.

Dual Admissions Agreement – An agreement between two- and four-year institutions granting qualified students simultaneous admission at both institutions of higher education, and specifying applicable co-curricular requirements and privileges.

Dual Enrollment – Coursework taken by high school students under the aegis of an agreement between a public school or district and a public institution of higher education, wherein a student takes coursework that both (i) counts toward high school graduation requirements and (ii) is designed to result in earned college credits.

Guaranteed Admission Agreement (GAA) – An agreement between a two- and a four-year institution according to which a student is guaranteed admission to the four-year institution by earning a transferrable associate degree (or specified associate degree) and satisfying specified

academic benchmarks and criteria. A GAA may guarantee general admission to the institution only, or to a specific program of study at the institution. Students transferring under a general admission GAA are not necessarily entitled to be admitted to a specific program.

Guaranteed Program Admission Agreement (GPAA) – An agreement between two- and four-year institutions guaranteeing students earning a transferrable associate degree and reaching specified academic benchmarks admission to a specific program of study.

Passport - A 16-credit hour two-year college program in which all courses are transferable and shall satisfy a lower-division general education requirement at any public institution of higher education. Passport courses may satisfy a general education requirement without having a specific course equivalent at the receiving institution.

Pathway Map – A planned curriculum between two- and four-year institutions that identifies coursework needed to complete a specified associate degree and its applicability to a specific baccalaureate degree. The map will specify academic requirements for finishing the target baccalaureate program at the four-year institution.

Reverse Transfer Agreement – An agreement specifying the process of retroactively awarding associate degrees to students who did not complete the requirements for an associate degree before transferring from a two- to four-year institution.

Statewide Transfer Portal – An online resource for public access that provides students with transfer-related information, to include transfer agreements, transfer-related resources, course equivalencies, and pathway maps.

Transfer Agreement – Any formal agreement between institutions of higher education that relates to the requirements and privileges that obtain when students move from one institution to another. Transfer agreements include but are not limited to articulation agreements, dual admission agreements, and GAAs.

Transfer Associate Degree - An associate degree that follows a baccalaureate-oriented sequence of courses. In Virginia, transfer degrees are the SCHEV-recognized Associate of Arts, the Associate of Science, and the Associate of Arts and Sciences. Under specific articulation agreements, some institutions may develop articulation agreements for the transfer of the Associate of Fine Arts, the Associate of Applied Arts and the Associate of Applied Sciences for specified degree programs.

Transfer Guide - A statewide template serving as the front-facing student document including the pathway map, requirements and responsibilities for successful transfer as defined through transfer agreements, and pertinent information related to transfer.

Uniform Certificate of General Studies - A 30-credit hour program where all courses shall be transferable and satisfy a lower-division general education requirement at any public institution of higher education. UCGS courses may satisfy a general education requirement without having a specific course equivalent at the receiving institution.

II. Guidelines Applicable to all Transfer Agreements

1) Pursuant to Code of Virginia §23.1-907(A), each public four-year institution shall develop articulation, dual admission, and guaranteed admission agreements with each public two-year institution. To the extent possible, articulation and guaranteed program admission agreements should be between the VCCS and the four-year institution to ensure uniform application to all community colleges.

2) Transfer agreements are intended to reduce the time-to-degree for students with an approved transfer associate degree by providing students with specific information on the transferability of programs and courses as well as the applicability of courses within a given program.

3) Students completing a transfer associate degree earned concurrently with high school may be classified as first-time in college students upon enrollment at a public four-year institution. Any distinction on student classification or additional institutional requirements should be specified in any applicable transfer agreements and student advisory materials. Evaluation of dual enrollment coursework is subject to the requirements outlined in the *Virginia Public Higher Education Policy for Dual Enrollment Transferability*.

4) Pursuant to Code of Virginia § 23.1-908(C), each public institution shall re-negotiate its transfer agreements upon catalog publication of any program modifications that affect the terms of such agreements. Re-negotiated transfer agreements (and any other relevant transfer-related documents and resources) shall be provided to the Virginia Community College System (VCCS) and Richard Bland College (RBC).

5) Public four-year institutions shall develop transfer agreements that address the general education and programmatic requirements for admission into the senior institution and specific program(s) of study.

6) Consistent with the State Policy on College Transfer, transfer students following a prescribed transfer agreement will be assured equitable treatment by the senior institution and afforded the same academic program opportunities provided to native students in similar circumstances.

7) Each transfer agreement shall include the following components if and when applicable:

   (i) the obligations of each student accepted in such program or institution, including admission grade point average requirements, acceptable associate degree majors, and completion timetables;

   (ii) four-year pathway maps outlining a four-year sequence of courses, transfer-course equivalents, the inclusion of the Passport and Uniform Certificate of General Studies, and any waivers granted by SCHEV consistent with the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*;

   (iii) information on the application of the agreement to dual enrollment students completing a transferable associate degree concurrently with high school; and

   (iv) any other information required by law or deemed relevant by the institution.

8) Students completing a SCHEV-recognized transferrable associate degree under a transfer agreement shall be considered to have met the lower-division general education requirement of the senior institution.

9) For the purposes of the transfer agreement, four-year institutions will honor the catalog in effect at the time of the student's first post high school enrollment at the two-year institution. For students maintaining continuous enrollment, this entitlement will be in effect for a minimum of four years from the time of the student's first enrollment at the two-year institution. Students must enroll at the four-year institution within one year of completing their associate degree.

10) The transfer agreement should have a simplified student-facing document that clearly articulates the admission criteria and a four-year pathway map. This document will follow a standardized format defined as the Transfer Guide (Appendix A).

11) Institutions should allow students to declare, via the online-portal, their intent to transfer to the four-year institution(s) of their choosing.

12) Transfer agreements, documents, and other transfer-related resources will be housed in Virginia's Statewide Transfer Portal, as required by Code of Virginia § 23.1-908(C).

III. Agreement Specific Guidelines

A. Articulation Agreements

1) Articulation agreements with the VCCS and RBC guarantee all articulated credit defined within the program's pathway map will be awarded by the four-year institution and apply to programmatic and institutional graduation requirements.

2) Each articulation agreement should clearly outline the necessary requirements for a student to gain direct admission into a specific program of study.

3) Articulation agreements shall provide a detailed pathway map that corresponds to a four-year program of study at the senior institution.

4) Admission to specific degree programs will be afforded equitably to native and transfer students. Transfer students following the prescribed four-year pathway map as set forth in the articulation agreement shall be evaluated the same as native students for admission to competitive admission programs.

B. Dual Admissions Agreements

1) Consistent with Code of Virginia § 23.1-907(A), four-year institutions shall develop dual admission agreements.

2) In accordance with Code of Virginia § 23.1-908(B) dual admission agreements shall set forth:

   (i) the obligations of each student accepted to such a program, including grade point average requirements, acceptable associate degree majors, and completion timetables; and
   (ii) the extent to which each student accepted to such a program may access the privileges of enrollment at both institutions while enrolled at either institution.

3) Students taking advantage of a dual admission agreement shall not be subject to any other admission requirements of the four-year institutions if all provisions of the dual admissions agreement are satisfied

C. Guaranteed Admission Agreements

1) GAA's should provide students with certainty in their plans to transfer seamlessly from a two- to four-year institution and clearly articulate necessary qualifications for students to gain admission. There should be no additional admission requirements beyond what is in the GAA.

2) The GAA shall guarantee admission to a public senior institution for students earning a SCHEV-recognized transfer associate degree and who meet established institutional admission requirements.

3) To maximize transfer efficiency and student benefit, institutions should develop guaranteed program admission agreements (GPAA) where possible.

4) GAA's with the VCCS and RBC should be structured so that if a student follows the parameters of the GAA, all course credit taken at the two-year institution will count toward completion of the baccalaureate degree. GAA's shall make explicit any conditions or exceptions (e.g., prior learning credit or program-specific requirements) that could result in loss of credit. These exceptions or conditions shall be publicized and included in the Transfer Guide as well as the GAA.

5) As per Code of Virginia § 23.1-907(A) GAA's may provide for the guaranteed admission of a student who earns an associate degree concurrently with a high school diploma through a dual enrollment program. The GAA's will state whether the four-year will or will not guarantee admission to high school students earning a transferable associate degree through dual enrollment, and if not, outline the terms of transfer that will be honored.

Reverse Transfer Agreements:

1) Reverse transfer agreements are not mandated by code. However, institutions that opt to develop reverse transfer agreements are subject to the general transfer agreement provisions of this policy in addition to the reverse transfer specific guidelines below.

2) Reverse transfer agreements will retroactively apply the benefits of a transferable associate degree as identified in these policy guidelines and the State Policy on College Transfer to students having completed a minimum of 45 credits prior to transfer. Four-year institutions may elect to apply the same benefits to any reverse transfer student completing an associate degree. These include, but are not limited to, awarding satisfaction of lower-division general education requirements and qualification for transfer-specific state-level financial aid.

3) Institutions opting to develop reverse transfer agreements should consult the *Virginia Reverse Transfer Tool Kit and Resource Guide* and apply given recommendations whenever possible to promote consistent application of reverse transfer and maximize the number of students served.

APPENDIX B

SCHEV Policy Statement on Distance Education Courses

(Updated by Council on 9/15/20 by adding Clause #2)

1) Course content, not method of course delivery (pedagogy), should be the primary determining factor in the acceptance of credit in transfer between Virginia's two- and four-year public colleges and universities.

2) For students completing online courses at a public two-year Virginia college prior to transfer, the two-year and four-year institutions will accept and apply the course work for all subject areas, including lab sciences, toward meeting general education requirements. Students majoring in the natural sciences may be required to complete in-person labs for lower division science courses.

APPENDIX C

Statutory Requirements Governing Transfer

Excerpt from Code of Virginia § 22.1-253.13:1(D)(10). Instructional programs supporting the Standards of Learning and other educational objectives.

An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

§ 23.1-204. Post-graduation employment rates.

A. *The Council shall annually publish data on its website on the proportion of graduates who are employed (i) 18 months and (ii) five years after the date of graduation for each public institution of higher education and each nonprofit private institution of higher education eligible to participate in the Tuition Assistance Grant Program (§ 23.1-628 et seq.). The data shall include the program and the program level, as recognized by the Council, for each degree awarded by each institution; the percentage of graduates known to be employed in the Commonwealth, the average salary, and the average higher education-related debt for the graduates on which the data is based; rates of enrollment in remedial coursework for each institution; individual student credit accumulation for each institution; rates of postsecondary degree completion; and any other information that the Council determines is necessary to address adequate preparation for success in postsecondary education and alignment between secondary and postsecondary education. The Council shall disseminate to each public high school and each public institution of higher education and private institution of higher education for which the Council has student-level data a link on its website to the published data. The Council shall provide a notification template that each public high school may use to annually notify students and their parents about the availability of such data. The published data shall be consistent with the Government Data Collection and Dissemination Practices Act (§ 2.2-3800 et seq.) and the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g).*

B. *Each such institution of higher education shall provide a link to such published postsecondary education and employment data.*

Excerpt for Code of Virginia § 23.1-301(7). The Virginia Higher Education Opportunity Act of 2011

To preserve and enhance the excellence and cost-efficiency of the Commonwealth's higher education system through reform-based investment that promotes innovative instructional models and pathways to degree attainment, including optimal use of physical facilities and instructional

resources throughout the year, technology-enhanced instruction, sharing of instructional resources between colleges, universities, and other degree-granting entities in the Commonwealth, increased online learning opportunities for nontraditional students, improved rate and pace of degree completion, expanded availability of dual enrollment and advanced placement options and early college commitment programs, expanded comprehensive community college transfer options leading to bachelor's degree completion, and enhanced college readiness before matriculation.

§ 23.1-904. Course credit; veterans; active duty military students.

A. *The governing board of each public institution of higher education shall implement policies that provide students called to active military duty during an academic semester with the opportunity to earn full course credit. Such policies shall provide, as one option, that such students who have completed 75 percent of the course requirements at the time of activation and who meet other specified requirements receive full course credit.*
B. *The governing board of each public institution of higher education shall, in accordance with guidelines developed by the Council, implement policies for the purpose of awarding academic credit to students for educational experience gained from service in the Armed Forces of the United States.*
C. *The governing board of each public institution of higher education shall, in accordance with guidelines developed by the Council, implement policies that recognize the scheduling difficulties and obligations encountered by active duty members of the Armed Forces of the United States.*

§ 23.1-906. Course credit; Advanced Placement, Cambridge Advanced, College-Level Examination Program, and International Baccalaureate examinations.

A. *The Council, in consultation with the governing board of each public institution of higher education, shall establish a policy for granting undergraduate course credit to entering freshman students who have taken one or more Advanced Placement, Cambridge Advanced (A/AS), College-Level Examination Program (CLEP), or International Baccalaureate examinations. The policy shall:*
    1. *Outline the conditions necessary for each public institution of higher education to grant course credit, including the minimum required scores on such examinations;*
    2. *Identify the course credit or other academic requirements of each public institution of higher education that the student satisfies by achieving the minimum required scores on such examinations; and*
    3. *Ensure, to the extent possible, that the grant of course credit is consistent across each public institution of higher education and each such examination.*
B. *The Council and each public institution of higher education shall make the policy available to the public on its website.*

§ 23.1-907. Articulation, dual admissions, and guaranteed admissions agreements; admission of certain comprehensive community college graduates.

A. The board of visitors of each baccalaureate public institution of higher education shall develop, consistent with Council guidelines and the institution's six-year plan as set forth in § 23.1-306, articulation, dual admissions, and guaranteed admissions agreements with each associate-degree-granting public institution of higher education.

B. The Council and each public institution of higher education shall develop a one-year uniform certificate of general studies program as set forth in subdivision 20 of § 23.1-203. All credits earned in academic subject coursework by students attending an associate-degree-granting public institution of higher education who complete the one-year uniform certificate of general studies program are transferrable to a baccalaureate public institution of higher education in accordance with Council guidelines.

C. The Council shall prepare an annual report on the pertinent aspects of the pipeline of students transferring from comprehensive community colleges to baccalaureate public institutions of higher education.

D. The Council, consistent with its responsibility to facilitate the development of articulation, dual admissions, and guaranteed admissions agreements set forth in §§ 23.1-203 and 23.1-908, shall develop guidelines for such agreements.

E. Each comprehensive community college shall develop agreements for postsecondary degree attainment with the public high schools in the school divisions that such comprehensive community college serves specifying the options for students to complete an associate degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. Such agreements shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.

§ 23.1-908. State Transfer Tool.

A. The Council shall develop, in cooperation with each public institution of higher education, a State Transfer Tool that designates each general education course that is offered in an associate degree program at an associate-degree-granting public institution of higher education and transferable for course credit to a baccalaureate public institution of higher education.

B. In developing the State Transfer Tool, the Council shall also seek the participation of private institutions of higher education.

C. The Council shall develop guidelines to govern the development and implementation of articulation, dual admissions, and guaranteed admissions agreements between associate-degree-granting public institutions of higher education and baccalaureate public institutions of higher education. Dual admissions agreements shall set forth (i) the obligations of each student accepted

to such a program, including grade point average requirements, acceptable associate degree majors, and completion timetables, and (ii) the extent to which each student accepted to such a program may access the privileges of enrollment at both institutions while he is enrolled at either institution. Such agreements are subject to the admissions requirements of the baccalaureate public institutions of higher education.

D. *The Council shall develop and make available to the public information identifying all general education courses offered at associate-degree-granting public institutions of higher education and designating those that are transferable for course credit at baccalaureate public institutions of higher education and baccalaureate private institutions of higher education.*