
SUBSTITUTE HOUSE BILL 2274

State of Washington

53rd Legislature

1994 Regular Session

By House Committee on Education (originally sponsored by Representatives Quall, Carlson, R. Meyers, Brough, Basich, Karahalios, Peery, Kessler, Eide, L. Johnson, Linville, Shin, Hansen, Talcott, Long, Van Luven, Cooke, Veloria, Scott, Johanson, Finkbeiner, Dunshee, Schoesler, Mastin, Pruitt, Wineberry, King, Conway, Kremen, Springer and H. Myers)

Read first time 02/04/94.

1 AN ACT Relating to credit equivalencies for credits earned at
2 institutions of higher education; adding a new section to chapter
3 28A.305 RCW; adding a new section to chapter 28B.80 RCW; creating a new
4 section; and declaring an emergency.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** In exercising the state board of education's
7 authority to establish high school credit equivalencies for credits
8 earned at institutions of higher education, the state board of
9 education has highlighted the need for an ongoing forum that encourages
10 the various education entities to provide each other with advice and
11 counsel as rules and policies are adopted that have implications for
12 students in all sectors of the state's education system. The
13 legislature appreciates the willingness of the state board of education
14 to delay implementation of its rule establishing course equivalencies
15 until September 1995, at which time the board will have had the
16 opportunity to consider any recommendations from the task force created
17 in section 2 of this act. Ultimately the issue of credit equivalencies
18 must be decided within the broad context of education reform and the
19 desire of the legislature to provide options for students to move

1 through the system without meeting bureaucratic barriers to individual
2 educational success.

3 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.305
4 RCW to read as follows:

5 (1) By May 1, 1994, or as soon as possible thereafter, the higher
6 education coordinating board and the state board of education shall
7 convene a task force creating a forum for ongoing discussion of
8 curriculum issues that transect higher education and the common
9 schools. In selecting members of the task force, the boards shall
10 consult the office of the superintendent of public instruction, the
11 commission on student learning, the state board for community and
12 technical colleges, the work force training and education coordinating
13 board, the Washington council on high school-college relations,
14 representatives of the four-year institutions, representatives of the
15 school directors, the school and district administrators, teachers,
16 higher education faculty, students, counselors, vocational directors,
17 parents, and other interested organizations. The process shall be
18 designed to provide advice and counsel to the appropriate boards on
19 topics that may include but are not limited to: (a) The changing
20 nature of educational instruction and crediting, and awarding
21 appropriate credit for knowledge and competencies learned in a variety
22 of ways in both institutions of higher education and high schools; (b)
23 options for students to enroll in programs and institutions that will
24 best meet the students' needs and educational goals; and (c)
25 articulation agreements between institutions of higher education and
26 high schools.

27 (2) By December 30, 1994, after considering the advice of the task
28 force created in this section, the higher education coordinating board
29 and the state board of education shall report the recommendations on
30 establishing credit equivalencies to the house of representatives and
31 senate education and higher education committees.

32 NEW SECTION. **Sec. 3.** A new section is added to chapter 28B.80 RCW
33 to read as follows:

34 (1) By May 1, 1994, or as soon as possible thereafter, the task
35 force created in section 2 of this act shall be convened to create a
36 forum for ongoing discussion of curriculum issues that transect higher
37 education and the common schools. In selecting members of the task

1 force, the boards shall consult the office of the superintendent of
2 public instruction, the commission on student learning, the state board
3 for community and technical colleges, the work force training and
4 education coordinating board, representatives of the four-year
5 institutions, representatives of the school directors, the school and
6 district administrators, teachers, higher education faculty, students,
7 counselors, vocational directors, parents, and other interested
8 organizations. The process shall be designed to provide advice and
9 counsel to the appropriate boards on topics that may include but are
10 not limited to: (a) The changing nature of educational instruction and
11 crediting, and awarding appropriate credit for knowledge and
12 competencies learned in a variety of ways in both institutions of
13 higher education and high schools; (b) options for students to enroll
14 in programs and institutions that will best meet the students' needs
15 and educational goals; and (c) articulation agreements between
16 institutions of higher education and high schools.

17 (2) By December 30, 1994, after considering the advice of the task
18 force created in section 2 of this act, the higher education
19 coordinating board and the state board of education shall report the
20 recommendations on establishing credit equivalencies to the house of
21 representatives and senate education and higher education committees.

22 NEW SECTION. **Sec. 4.** This act is necessary for the immediate
23 preservation of the public peace, health, or safety, or support of the
24 state government and its existing public institutions, and shall take
25 effect immediately.

--- END ---