

SHB 2382 - S COMM AMD
By Committee on Higher Education

ADOPTED 03/03/2004

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature finds that community
4 and technical colleges play a vital role for students obtaining
5 baccalaureate degrees. In 2002, more than forty percent of students
6 graduating with a baccalaureate degree had transferred from a community
7 or technical college.

8 (2) The legislature also finds that demand continues to grow for
9 baccalaureate degrees. Increased demand comes from larger numbers of
10 students seeking access to higher education and greater expectations
11 from employers for the knowledge and skills needed to expand the
12 state's economy. Community and technical colleges are an essential
13 partner in meeting this demand.

14 (3) However, the legislature also finds that current policies and
15 procedures do not provide for efficient transfer of courses, credits,
16 or prerequisites for academic majors. Furthermore, the state's public
17 higher education system must expand its capacity to enroll transfer
18 students in baccalaureate education. The higher education coordinating
19 board must take a leadership role in working with the community and
20 technical colleges and four-year institutions to ensure efficient and
21 seamless transfer across the state.

22 (4) Therefore, it is the legislature's intent to build clearer
23 pathways to baccalaureate degrees, improve statewide coordination of
24 transfer and articulation, and ensure long-term capacity in the state's
25 higher education system for transfer students.

26 NEW SECTION. **Sec. 2.** (1) The higher education coordinating board
27 must convene work groups to develop transfer associate degrees that
28 will satisfy lower division requirements at public four-year
29 institutions of higher education for specific academic majors. Work

1 groups must include representatives from the state board for community
2 and technical colleges and the council of presidents, as well as
3 faculty from two and four-year institutions. Work groups may include
4 representatives from independent four-year institutions.

5 (2) Each transfer associate degree developed under this section
6 must enable a student to complete the lower-division courses or
7 competencies for general education requirements and preparation for the
8 major that a direct-entry student would typically complete in the
9 freshman and sophomore years for that academic major.

10 (3) Completion of a transfer associate degree does not guarantee a
11 student admission into an institution of higher education or admission
12 into a major, minor, or professional program at an institution of
13 higher education that has competitive admission standards for the
14 program based on grade point average or other performance criteria.

15 (4) During the 2004-05 academic year, the work groups must develop
16 transfer degrees for elementary education, engineering, and nursing.
17 Each year thereafter, the higher education coordinating board must
18 convene additional groups to identify and develop additional transfer
19 degrees. The board must give priority to majors in high demand by
20 transfer students and majors that the general direct transfer agreement
21 associate degree does not adequately prepare students to enter
22 automatically upon transfer.

23 (5) The higher education coordinating board, in collaboration with
24 the intercollege relations commission, must collect and maintain lists
25 of courses offered by each community and technical college and public
26 four-year institution of higher education that fall within each
27 transfer associate degree.

28 (6) The higher education coordinating board must monitor
29 implementation of transfer associate degrees by public four-year
30 institutions to ensure compliance with subsection (2) of this section.

31 (7) Beginning January 10, 2005, the higher education coordinating
32 board must submit a progress report on the development of transfer
33 associate degrees to the higher education committees of the house of
34 representatives and the senate. The first progress report must include
35 measurable benchmark indicators to monitor the effectiveness of the
36 initiatives in improving transfer and baseline data for those
37 indicators before the implementation of the initiatives. Subsequent

1 reports must be submitted by January 10 of each odd-numbered year and
2 must monitor progress on the indicators, describe development of
3 additional transfer associate degrees, and provide other data on
4 improvements in transfer efficiency.

5 NEW SECTION. **Sec. 3.** (1) The higher education coordinating board
6 must create a statewide system of course equivalency for public
7 institutions of higher education, so that courses from one institution
8 can be transferred and applied toward academic majors and degrees in
9 the same manner as equivalent courses at the receiving institution.

10 (2) The board must convene a work group including representatives
11 from the state board for community and technical colleges and the
12 council of presidents, as well as faculty from two and four-year
13 institutions, to:

14 (a) Identify equivalent courses between community and technical
15 colleges and public four-year institutions and among public four-year
16 institutions, including identifying how courses meet requirements for
17 academic majors and degrees; and

18 (b) Develop strategies for communicating course equivalency to
19 students, faculty, and advisors.

20 (3) The work group may include representatives from independent
21 four-year institutions. The work group must take into account the
22 unique nature of the curriculum of The Evergreen State College in
23 developing the course equivalency system.

24 (4) The higher education coordinating board must make a progress
25 report on the development of the course equivalency system to the
26 higher education committees of the senate and house of representatives
27 by January 10, 2005. The report must include options and cost
28 estimates for ongoing maintenance of the system.

29 NEW SECTION. **Sec. 4.** (1) The higher education coordinating board
30 must conduct a gap analysis of upper division capacity in the public
31 higher education system to accommodate transfer students. The analysis
32 must address the total number of enrollment slots, specific academic
33 majors, and geographic location of demand and supply of upper division
34 capacity.

1 (2) The board must examine the full range of options, including
2 costs, to close the gap between demand and supply of upper division
3 capacity. Options include expansion of main campuses, branch campuses,
4 off-campus education centers, distance learning, and other strategies.

5 (3) The board must make a progress report by January 10, 2005, and
6 a final report by December 10, 2006, with recommendations to the higher
7 education committees of the senate and house of representatives for how
8 the state should expand upper division capacity in various locations
9 across the state.

10 **Sec. 5.** RCW 28B.80.290 and 1983 c 304 s 2 are each amended to read
11 as follows:

12 The statewide transfer of credit policy and agreement (~~shall~~)
13 must be designed to facilitate the transfer of students and the
14 evaluation of transcripts, to better serve persons seeking information
15 about courses and programs, to aid in academic planning, and to improve
16 the review and evaluation of academic programs in the state
17 institutions of higher education. The statewide transfer of credit
18 policy and agreement (~~shall~~) must not require (~~nor~~) or encourage
19 the standardization of course content (~~and shall not~~) or prescribe
20 course content or the credit value assigned by any institution to the
21 course. Policies adopted by public four-year institutions concerning
22 the transfer of lower division credit must treat students transferring
23 from public community colleges the same as students transferring from
24 public four-year institutions.

25 NEW SECTION. **Sec. 6.** Sections 2 and 3 of this act are each added
26 to chapter 28B.80 RCW."

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27 On page 1, line 2 of the title, after "education;" strike the

1 remainder of the title and insert "amending RCW 28B.80.290; adding new
2 sections to chapter 28B.80 RCW; and creating new sections."

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