

**SENATE BILL REPORT**

**SHB 1619**

**AS REPORTED BY COMMITTEE ON HIGHER EDUCATION, MARCH 29, 1993**

**Brief Description:** Creating the Washington Task Force on International Education and Cultural Exchanges.

**SPONSORS:** House Committee on Higher Education (originally sponsored by Representatives Shin, Jacobsen, Campbell, Finkbeiner, Sheldon, J. Kohl, Wood, Schoesler, Voloria, Dorn, G. Cole, Forner, Wineberry, Heavey, Edmondson, Cothorn, Long, Horn, Pruitt, Quall, Basich and King)

**HOUSE COMMITTEE ON HIGHER EDUCATION**

**HOUSE COMMITTEE ON APPROPRIATIONS**

**SENATE COMMITTEE ON HIGHER EDUCATION**

**Majority Report:** Do pass as amended.

Signed by Senators Bauer, Chairman; Drew, Vice Chairman; Jesernig, Prince, Quigley, Sheldon, and von Reichbauer.

**Staff:** Scott Huntley (786-7421)

**Hearing Dates:** March 23, 1993; March 29, 1993

**BACKGROUND:**

Washington's economy is increasingly dependent on international trade. In 1990, a study by the International Education Subcommittee of the House Higher Education Committee found that three out of every five university graduates in this state will work directly in a field that involves international trade. It also found that there is an increasing perception among educators that international activities and programs are essential to the academic mission and to the future.

Through a survey, the subcommittee discovered that the efforts of colleges and universities to increase the global awareness of students and faculty varies greatly among institutions. The public four-year colleges and universities were far more extensive in the level and variety of intercultural programs and courses offered than the community colleges. The number of formal study abroad programs available to students in the four-year institutions ranged from 12 at Central Washington University to 85 at the University of Washington. All six institutions had reciprocal placements for foreign students within their study abroad programs. In contrast, community colleges varied from no study abroad programs to five programs at Highline and Spokane Falls community colleges. Opportunities for faculty exchanges were also greater at the four-year institutions than at community colleges.

**SUMMARY:**

The Washington Task Force on International Education and Cultural Exchanges is established. The members may include persons from a broad array of government, education, cultural, and business interests. These include the Legislature, local government, agriculture, education, higher education, business, labor, state agencies, and cultural exchange organizations. With the assistance and support of the Superintendent of Public Instruction, the Department of Trade and Economic Development, other state agencies, and institutions of higher education, the Higher Education Coordinating Board administers the task force. The board selects task force members. The board will select members from diverse cultural backgrounds and will strive to promote geographic balance. The board may accept grants and gifts to facilitate the work of the task force.

The purposes of the task force include recommending policies, programs, and activities to help to ensure students at all educational levels receive an understanding of the languages, culture, traditions, history and government of peoples of and from other lands. The task force will recommend ways to promote and coordinate cultural exchanges, complete and disseminate a survey of higher education on international education issues, and gather information about sister and other relationships between local governments and governments in other lands. In addition, the task force will recommend ways to enrich the experience of international students in Washington's schools and colleges, and will recommend the feasibility of requiring coursework in some aspect of international and multicultural education as a condition of teacher certification and high school and college graduation. The task force will recommend collaborative structures to facilitate the development of international education and cultural exchanges, and identify funding methods to ensure a sustained investment in international education.

The task force will provide a preliminary report to the Governor and the Legislature by December 30, 1993. A second report containing the task force's findings and recommendations is due by October 1, 1994.

The law expires on June 30, 1995.

**SUMMARY OF PROPOSED SENATE AMENDMENT:**

Multicultural and native American aspects are added to the international education and cultural exchange work of the task force.

**Appropriation:** none

**Revenue:** none

**Fiscal Note:** available

**TESTIMONY FOR:**

Many Washington jobs are tied to international trade. The state's education system has an obligation to prepare students to live and work in an international and multicultural world. Washington needs to create a curriculum for future state, national and world leaders. The state also needs a strategic plan to identify and coordinate the skills and policies necessary for the state's citizens to be competitive in a global business environment they will face in the future. This task force can begin to identify the types of policies and actions that would form the foundation of a strategic plan.

**TESTIMONY AGAINST:** None

**TESTIFIED:** Representative Shin, original prime sponsor (pro); Jane Sterman, HEC Board (pro); Dr. Ron Bell, Shoreline Community College (pro)