
HOUSE BILL 1202

State of Washington

55th Legislature

1997 Regular Session

By Representatives Quall, Dickerson, Poulsen, Smith, O'Brien, Costa, Ogden and Mason

Read first time 01/17/97. Referred to Committee on Education.

1 AN ACT Relating to high school credit equivalencies; amending RCW
2 28A.230.090 and 28A.305.285; and creating a new section.

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

4 NEW SECTION. **Sec. 1.** In 1994, the legislature directed the higher
5 education board and the state board of education to convene a task
6 force to examine and provide recommendations on establishing credit
7 equivalencies. In November 1994, the task force recommended
8 unanimously that the state board of education maintain the definition
9 of five quarter or three semester college credits as equivalent to one
10 high school credit. Therefore, the legislature intends to adopt the
11 recommendations of the task force.

12 **Sec. 2.** RCW 28A.230.090 and 1993 c 371 s 3 are each amended to
13 read as follows:

14 (1) The state board of education shall establish high school
15 graduation requirements or equivalencies for students. Any course in
16 Washington state history and government used to fulfill high school
17 graduation requirements is encouraged to include information on the

1 culture, history, and government of the American Indian peoples who
2 were the first inhabitants of the state.

3 (2) In recognition of the statutory authority of the state board of
4 education to establish and enforce minimum high school graduation
5 requirements, the state board shall periodically reevaluate the
6 graduation requirements and shall report such findings to the
7 legislature in a timely manner as determined by the state board.

8 (3) Pursuant to any requirement for instruction in languages other
9 than English established by the state board of education or a local
10 school district, or both, for purposes of high school graduation,
11 students who receive instruction in American sign language or one or
12 more American Indian languages shall be considered to have satisfied
13 the state or local school district graduation requirement for
14 instruction in one or more languages other than English.

15 (4) If requested by the student and his or her family, a student
16 who has completed high school courses before attending high school
17 shall be given high school credit which shall be applied to fulfilling
18 high school graduation requirements if:

19 (a) The course was taken with high school students, if the academic
20 level of the course exceeds the requirements for seventh and eighth
21 grade classes, and the student has successfully passed by completing
22 the same course requirements and examinations as the high school
23 students enrolled in the class; or

24 (b) The academic level of the course exceeds the requirements for
25 seventh and eighth grade classes and the course would qualify for high
26 school credit, because the course is similar or equivalent to a course
27 offered at a high school in the district as determined by the school
28 district board of directors.

29 (5) Students who have taken and successfully completed high school
30 courses under the circumstances in subsection (4) of this section shall
31 not be required to take an additional competency examination or perform
32 any other additional assignment to receive credit. Subsection (4) of
33 this section shall also apply to students enrolled in high school on
34 April 11, 1990, who took the courses before attending high school.

35 (6) At the college or university level, five quarter or three
36 semester hours equals one high school credit.

37 **Sec. 3.** RCW 28A.305.285 and 1994 c 222 s 2 are each amended to
38 read as follows:

1 (~~(1)~~) By May 1, 1994, or as soon as possible thereafter, the
2 higher education coordinating board and the state board of education
3 shall convene a task force creating a forum for ongoing discussion of
4 curriculum issues that transect higher education and the common
5 schools. In selecting members of the task force, the boards shall
6 consult the office of the superintendent of public instruction, the
7 commission on student learning, the state board for community and
8 technical colleges, the work force training and education coordinating
9 board, the Washington council on high school-college relations,
10 representatives of the four-year institutions, representatives of the
11 school directors, the school and district administrators, teachers,
12 higher education faculty, students, counselors, vocational directors,
13 parents, and other interested organizations. The process shall be
14 designed to provide advice and counsel to the appropriate boards on
15 topics that may include but are not limited to: (~~(a)~~) (1) The
16 changing nature of educational instruction and crediting, and awarding
17 appropriate credit for knowledge and competencies learned in a variety
18 of ways in both institutions of higher education and high schools;
19 (~~(b)~~) (2) options for students to enroll in programs and institutions
20 that will best meet the students' needs and educational goals; and
21 (~~(c)~~) (3) articulation agreements between institutions of higher
22 education and high schools.

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

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