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**SUBSTITUTE HOUSE BILL 2382**

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**State of Washington                      58th Legislature                      2004 Regular Session**

**By** House Committee on Higher Education (originally sponsored by Representatives Kenney, Cox, Fromhold, Nixon, Anderson, Ruderman, Chase, Schual-Berke, Miloscia, Hudgins, Wood, Morrell, Santos, Moeller and Kagi)

READ FIRST TIME 02/06/04.

1            AN ACT Relating to improving articulation and transfer between  
2 institutions of higher education; adding new sections to chapter 28B.80  
3 RCW; and creating new sections.

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

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

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

16            (3) However, the legislature also finds that current policies and  
17 procedures do not provide for efficient transfer of courses, credits,  
18 or prerequisites for academic majors. Furthermore, the state's public  
19 higher education system must expand its capacity to enroll transfer

1 students in baccalaureate education. The higher education coordinating  
2 board must take a leadership role in working with the community and  
3 technical colleges and four-year institutions to ensure efficient and  
4 seamless transfer across the state.

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

9 NEW SECTION. **Sec. 2.** (1) The higher education coordinating board  
10 must convene work groups to develop transfer associate degrees that  
11 will satisfy lower division requirements at public four-year  
12 institutions of higher education for specific academic majors. Work  
13 groups must include representatives from the state board for community  
14 and technical colleges and the council of presidents, as well as  
15 faculty from two and four-year institutions. Work groups may include  
16 representatives from independent four-year institutions.

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

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

27 (4) During the 2004-05 academic year, the work groups must develop  
28 transfer degrees for elementary education, engineering, and nursing.  
29 Each year thereafter, the higher education coordinating board must  
30 convene additional groups to identify and develop additional transfer  
31 degrees. The board must give priority to majors in high demand by  
32 transfer students and majors that the general direct transfer agreement  
33 associate degree does not adequately prepare students to enter  
34 automatically upon transfer.

35 (5) The higher education coordinating board, in collaboration with  
36 the intercollege relations commission, must collect and maintain lists

1 of courses offered by each community and technical college and public  
2 four-year institution of higher education that fall within each  
3 transfer associate degree.

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

7 (7) Beginning January 10, 2005, the higher education coordinating  
8 board must submit a progress report on the development of transfer  
9 associate degrees to the higher education committees of the house of  
10 representatives and the senate. The first progress report must include  
11 measurable benchmark indicators to monitor the effectiveness of the  
12 initiatives in improving transfer and baseline data for those  
13 indicators before the implementation of the initiatives. Subsequent  
14 reports must be submitted by January 10 of each odd-numbered year and  
15 must monitor progress on the indicators, describe development of  
16 additional transfer associate degrees, and provide other data on  
17 improvements in transfer efficiency.

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

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

27 (a) Identify equivalent courses between community and technical  
28 colleges and public four-year institutions and among public four-year  
29 institutions, including identifying how courses meet requirements for  
30 academic majors and degrees; and

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

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

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

6 NEW SECTION. **Sec. 4.** (1) The higher education coordinating board  
7 must conduct a gap analysis of upper division capacity in the public  
8 higher education system to accommodate transfer students. The analysis  
9 must address the total number of enrollment slots, specific academic  
10 majors, and geographic location of demand and supply of upper division  
11 capacity.

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

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

21 NEW SECTION. **Sec. 5.** Sections 2 and 3 of this act are each added  
22 to chapter 28B.80 RCW.

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