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Deputy Superintendent of Public Instruction

**Public Hearing on House Bill 2189
Relating to career schools
House Higher Education and Workforce Development Committee
February 11, 2013**

Chair Dembrow, members of the committee, I am Matthew Barber, a Compliance Specialist with, and lead worker of, the Private Career Schools Licensing Unit at the Oregon Department of Education. With me today is Cindy Hunt, the Department's Government and Legal Affairs Manager. We are here today to testify in support of HB 2189, which would allow the State Board of Education to adopt administrative rules, pursuant to ORS chapter 183, for the general governance and operation of career schools, as well as adopt profession-specific rules. The bill also contains a housekeeping measure.

Background

This clarification of the Board's authority is necessary because the Department regulates career schools that provide training in non-traditional careers and fields in which there is a lack of standardization or oversight. For example, the Department has licensed several phlebotomy schools but no state agency regulates phlebotomists. There are two or three national, private organizations that certify phlebotomists, but they only set standards for the certifications they award and not for the industry as a whole. Other schools, such as those that provide instruction in modeling and acting, don't have a standard curriculum and aren't a traditional career.

As regards the housekeeping measure, three years ago the Department adopted a curriculum model, a system of instructional design, for use by Oregon's career schools. One of the elements in this system is that schools must identify the competencies in their instructional programs. The differing uses of "competency" has unintentionally caused a small degree of confusion. This amendment is intended to resolve that confusion.

Issue

Having clear authority to adopt rules that specifically address the unique situations presented by such schools, such as recognizing the American Red Cross's phlebotomy curriculum as a standard, or adopting governance requirements for modeling schools, would allow the licensing unit's staff to better serve the interests of those schools and their students.

Improving clarity and reducing potential for confusion benefits licensees.