



Testimony on House Bill 2867
House Education Committee
March 15, 2017

Chair Doherty, Vice-Chairs Hernandez and Wilson, and members of the Committee. My name is Kyle Thomas and I am the Director of Legislative and Policy Affairs for the Higher Education Coordinating Commission. Thank you for the opportunity to testify on House Bill 2867.

As a result of legislation passed in 2013, the Chief Education Office led an Accelerated Learning Committee, a team of legislators and citizens focused on examining the state of accelerating learning programming across Oregon with an eye toward opportunities for improvement.

This committee examined the issue of instructor qualification to teach dual-credit courses, and it determined that one persistent barrier to equitable and sustainable access to accelerated learning opportunities was a dearth of qualified instructors. As a result, the Committee crafted several recommendations. These recommendations encourage the consideration of other types of qualifications that are not limited to graduate-level, quarter-hour requirements in specific fields of study. I have attached the Committee's equivalency recommendations for your information.

In addition to these recommendations, the Higher Education Coordinating Commission, in June of 2016, defined standards for sponsored dual-credit programs, which differ from dual-credit programs in that the instructor is not acting as a proxy for an institution, but rather is a partner with faculty at the institution. These standards require:

- High school teachers be approved and authorized by the sponsoring college or university in accordance with institutional policy
- Sponsoring college faculty have clearly defined authority and responsibility and play a major role in the design, approval, and implementation of a partnership with a high school teacher
- The sponsoring institution provide teachers with training and orientation in course curriculum, assessment criteria and other requirements before authorizing instruction
- The sponsoring institution has a well-documented, regular, and ongoing process for interaction between teacher and faculty
- Institutions have policies to address teacher non-compliance with institutional expectations

Just as the 2014 Committee report observed, the HECC standards on sponsored dual-credit programs recognize that ensuring quality in accelerated learning programs is not solely a function of individual instructor credit-hour attainment in a subject area.

Under these standards, sponsoring institutions have an incentive to ensure programs are implemented in a manner that ensures quality of instruction and significant faculty input, because accrediting bodies, including the Northwest Commission on Colleges and Universities, require such input.

NWCCU also requires that individual departments retain responsibility for the teaching and learning associated with their courses. In response to this mandate, HECC is designing a peer review process for all partnerships that award college credit to high school students. This will provide the checks and balances that the Commission and the legislators are looking for in a way that respects the accreditation standards.

Finally, just last week, Education Northwest released a comprehensive study on accelerated credit programs in Oregon. Among the key findings that may inform the work of the legislature, are:

- From the 2005-2012 school years, dual-credit students graduate from high school (92%/68%), enroll in college (71%/59%), and persist from their first to second term of post-secondary education (72%/70%) at higher than average rates compared to the general Oregon high school population
- Among all Oregon students, students earned close to three college credits through community college dual credit programs. However, excluding students that attempted at least one dual-credit course, the average number of earned credits jumps to 11
- Female and white students are overrepresented in the dual-credit student population, while black, Hispanic, male, and federal school lunch program eligible students are underrepresented

Taken together, these data points would appear to suggest that stakeholders should work collaboratively to continue to enhance and increase the quantity and diversity of dual-credit offerings in Oregon while working to expand their reach into communities and districts with lesser participation rates in dual-credit programs.

House Bill 2313 and the -1 amendment currently before the House Higher Education and Workforce Development Committee, a bill sponsored by the HECC and written in collaboration with the Chief Education Office, establishes a task force meant to further progress toward that very goal.

Thank you for your time and attention today.

Draft Legislative Report

Appendix E: Sample Equivalency Chart for High School Instructor Approval Process

This chart proposes sample equivalencies, some of which are already used by community college in Oregon, to determine a high school instructor’s qualifications for teaching a dual credit course.

Bachelor's	plus	Masters in subject area	plus	College approval		
Bachelor's	plus	XX graduate credit hours in subject area	plus	College approval		
Bachelor's	plus	An education related Masters	plus	XX sem. Hrs./XX qtr. Hrs. in content area	plus	College approval
Bachelor's in Subject Area	plus	An education related Masters	plus	Successful teaching experience teaching at college level.	plus	College approval
Bachelor's	plus	An education related Masters	plus	XX sem hrs/XX qtr hrs earned through professional development offered by IHE related to content being taught	plus	College approval
Bachelor's	plus	Master of Arts in Teaching	plus	High score on Praxis or NES content test AND One term of successful co-teaching of the course	plus	College approval