

To the Higher Education Coordinating Committee,

The OEA Community College Council is aware that the CIA and Provosts' Council has written a letter to the HECC requesting that the phrase "a master's degree in a subject area closely related to that in which the instructor will be teaching" in OAR 589-008-0100 on community college instructor qualifications be eliminated. As the representative of faculty in the state's community colleges, the Council wishes to express its concern about this lowering of quality standards.

First, this proposal will not improve the quality of dual credit accelerated learning options for high school students in the state. The purpose of accelerated learning is help high school students successfully transition from high school to college. For this to take place, however, it's important that students are adequately prepared to succeed when they transition to college. Having qualified instructors offering high school students college-level instruction is crucial in this effort. Otherwise students will not get an accurate sense of what college-level work entails. The more an accelerated learning model can duplicate an authentic college experience, the better it will prepare high school students for college

Eliminating quality standards for community college instructor qualifications would send a disturbing signal to the outside world about the deterioration of the quality of Higher Education in Oregon. This is because making this OAR change would promote a race to the bottom, community colleges and universities competed for the business of school districts by lowering instructor qualifications necessary to teach a dual credit course. How can the State of Oregon's Higher Education Coordinating Commission (HECC), in good conscience, label classes as college-level when the instructor's credentials are not equivalent to the instructors who teach the same courses at a local college? Does the HECC wish to send the signal to college faculty that it supports under-qualified instructors?

The OEA Community College Council would suggest that rather than eliminating all quality controls on instructor qualification, that when it comes to offering dual credit courses, the OAR be extended to four-year universities. In doing so, all high school students taking dual credit could be ensured of quality college educational experiences that are equivalent, regardless of whether a community college or a four-year university administers the accelerated learning program. In conclusion, we see the proposal to change OAR 589-008-0100 as both unnecessary and potentially very damaging to Oregon Higher Education. We have taken the liberty to send both our response and white paper to members of the HECC, the Provost Council and the CIA.

In January of 2015, the OEA Community College Council issued a White Paper analyzing the various dual and concurrent credit models, ranking them in their ability to provide high school students with an authentic college experience. This White Paper and its Executive Summary are attached.

This proposed change to the OAR has come about to facilitate the expansion of proficiency-based programs like the Willamette Promise. It is an accelerated learning model which is, in our

opinion, a very poor choice for Oregon and its students. Of the nine models analyzed, the Eastern Promise and the Willamette Promise proficiency-based dual credit models ranked at the bottom. Because differences in implementation, the Council sees the Eastern and Willamette Promise as slightly different models. In the conclusion, the Council recommended that these two models should only be used in school districts where no other options are available. The Council knows that in all most all cases a superior model would be available to school districts in the state. Thus, if the Council's recommendations are followed, and we believe for the welfare students and Oregon businesses they should be, then there would be no reason for the proposed change in the OAR eliminating community college instructor qualifications.

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