



Docket Item:

Report on Graduate Credit for Dual Credit Teachers

Summary:

HECC is required to submit a report to the Oregon Legislature per HB 2263, section 7. The report recommends a “range of content areas of graduate courses” to better target resources dedicated to enhancing qualifications of high school teachers for dual credit courses.

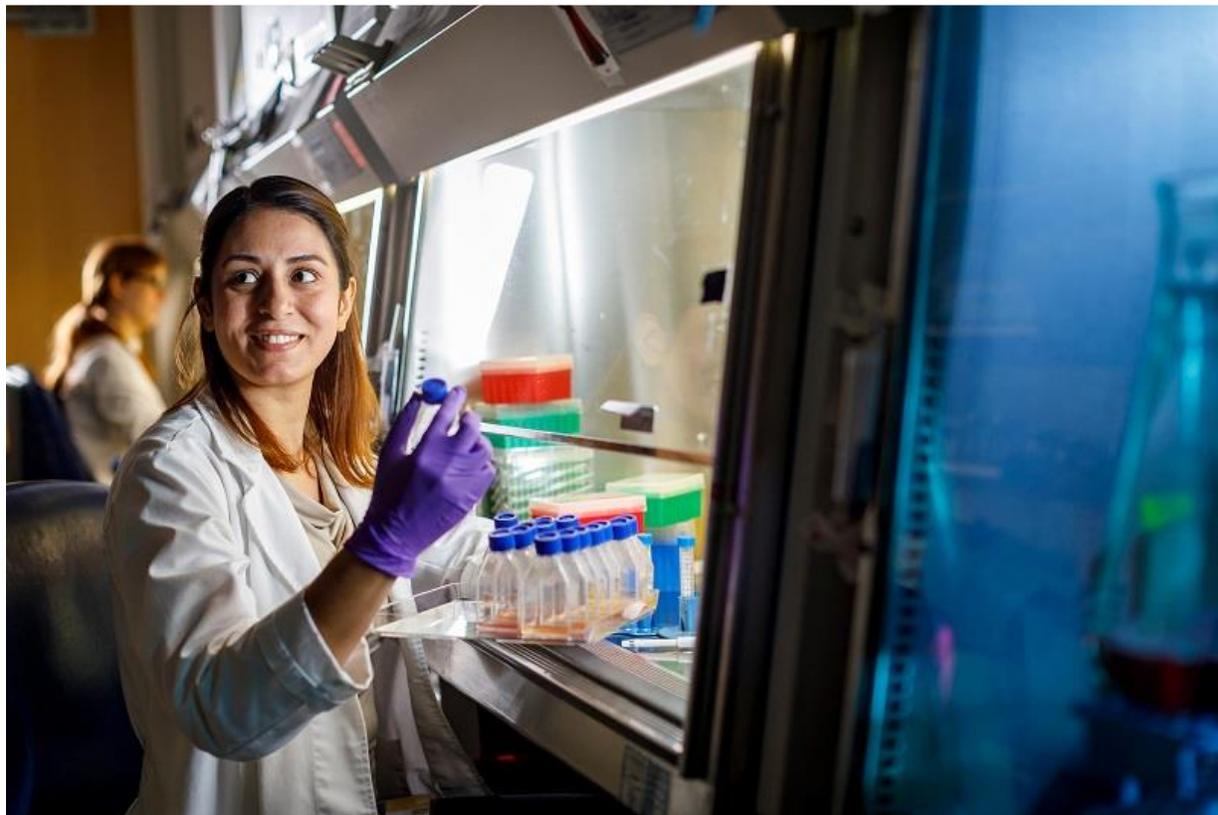
Material:

Attached: Graduate Credit For Dual Credit Teachers: Report for HB 2263 (2019)

Staff Recommendation:

ACTION ITEM: Staff recommends approval of the draft report, with HECC staff authorized to finalize, edit for fact, and submit to the Legislature prior to September 15, 2020.

GRADUATE CREDIT FOR DUAL CREDIT TEACHERS: Report for HB 2263 (2019)



GRADUATE CREDIT FOR DUAL CREDIT TEACHERS

This report is required by [HB 2263](#) (2019) and provides recommendations on content areas of graduate courses for dual credit teachers in Oregon. (Cover photo: PSU).

Specifically the relevant section reads:

SECTION 7. (1) The Higher Education Coordinating Commission, in collaboration with post-secondary institutions of education, shall study current and best practices to recommend a range of content areas of graduate courses to meet dual credit program qualifications in this state. (2) The commission shall submit a report on the study to an interim committee of the Legislative Assembly related to education no later than September 15, 2020.

This HECC report describes recommendations for the range of content areas where resources should be directed to ensure access for high school teachers who need to train up (gain graduate levels credits) in their respective discipline.

BACKGROUND

Dual Credit is one of three partnership models in Oregon. State standards provide for rigor and transparency in high school based college credit partnerships which include: Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit. In order to maintain a high level of rigor and transparency for all three models, the HECC facilitates regular peer review of partnership programs to ensure state standards are being met. The [calendar of review](#), approval, and renewal for these partnerships is on the HECC website. Eighteen colleges and public universities in Oregon currently offer Dual Credit programs.

Dual Credit standards, following the national example from [NACEP](#) (National Alliance for Concurrent Enrollment Partnerships), require that high school teachers have the same qualifications that are required of college faculty to teach the same course. College and university qualifications differ by institution and even by departments within institutions. Variance in the requirements for graduate level courses completed can be confusing for high school teachers who are seeking partnerships with higher education institutions to offer college credit.

The Oregon Department of Education submitted a [December 2019](#) report to the Oregon Legislature explaining the work on HB 2263 so far. Without additional funding to support continuous improvements and professional development, partnerships must rely more on fees and tuition and this is a serious equity problem.

CURRENT & BEST PRACTICES

Requirements vary across public institutions and disciplines for the number of graduate credits required to qualify as a dual credit instructor. Generally, a Master's degree in the content area is required, but some institutions have alternative qualification processes.

For example: the High School teacher qualification from [Central Oregon Community College](#):

If you do not meet the preferred qualifications criteria above, you may qualify for provisional approval based on the following criteria. For lower-division transfer courses, high school teachers may seek and be granted approval if the following qualifications are met:

- Bachelor’s degree in the course content area and a Master’s degree in a related discipline and professional experience teaching at College level in the field of primary teaching assignment; or,
- Master’s degree in a related field and at least 30 quarter credits (20 semester credits) of graduate-level coursework in the field of primary teaching assignment.

Note: Career Technical Education (CTE) Dual Credit instructors have a different approval process, which relies on a variety of factors – for example, education requirements for the industry and experience in the industry.

For a survey of dual credit instructor qualification policies in the U.S. please see the [detailed report](https://www.ecs.org/wp-content/uploads/Increasing-the-Supply-of-Qualified-High-School-Teachers-for-Dual-Enrollment-Programs.pdf) by Education Commission of the States: <https://www.ecs.org/wp-content/uploads/Increasing-the-Supply-of-Qualified-High-School-Teachers-for-Dual-Enrollment-Programs.pdf>

Partnership credit transferability has been a priority policy area of work for Oregon’s colleges and universities. Through a legislative initiative in HB 2998 (2017) [Core Transfer Maps](#) (CTM) have recently launched statewide. “The Core Transfer Maps are groups of eight classes that add up to at least 30 credits. When the full set of eight courses are successfully completed at an Oregon community college, they are guaranteed to transfer as a block to any Oregon public university, and they will count toward that university’s core bachelor’s degree requirements.” The objective of this initiative is to improve alignment and better serve students with the transfer of credit.

HECC’s recommendation for graduate content areas was developed in conversation with the Oversight Committee for High School Based College Credit Partnerships during quarterly meetings in Winter and Spring 2020. Community College, University and K12 representatives [make up this committee](#).

RECOMMENDATION: RANGE OF CONTENT AREAS OF GRADUATE COURSES

The best way to ensure that high school students have access to courses that will grant them transferable credit, is to focus on the five content areas in the Core Transfer Map: Writing, Social Sciences, Natural Sciences, Math, Cultural Literacy. High school teachers should be supported in taking graduate credit in these five content areas. Resources should be directed to these graduate courses for high school teachers.

