

Docket Item: 6.0 – Legislative Report and Transfer Legislative Concept Presentation**Summary***Legislative Committee Updates*

Oregon's Speaker of the House has announced the creation of an Interim House Committee on Higher Education. This restores a committee that has existed on and off over the past several legislative sessions. The Speaker's office informed HECC that the committee is being created to provide more space for the Legislature to consider the conditions facing higher education and the findings and recommendations HECC may forward to the Legislature as part of the House Bill 4124 report, and so while it is an interim committee currently, it is expected to carry over into the 2027 legislative session.

The Legislature will convene in September for a period of legislative days. This new Committee will hear a presentation from HECC on the HB 4124 report, specifically on the conditions facing the higher education sector that underpin the need for this work. The committee will also hear a presentation from HECC on implementation of the federal Workforce Pell initiative.

The new legislative committee is chaired by Rep. Lisa Fragala (D-Eugene), who has previously served on a prior iteration of the House Higher Education Committee, and served on the Lane Community College Board of Directors from 2018-2024.

The remaining members are Reps. Pam Marsh (Vice-Chair, D-Ashland, Jackson County), Paul Evans (D-Monmouth), E. Werner Reschke (R-Deschutes, Klamath Counties), and Dwayne Yunker (R-Grants Pass).

Transfer Legislative Concept

Continuing the process of updating commissioners and the public and engaging in dialogue with the Commission regarding legislative concepts that may be introduced in the 2027 legislative session, this update focuses on the content of the transfer legislative concept that staff have been working on and socializing with the Transfer Council and other partners. Leigh Graziano, Transfer Initiatives Director, will review the concept, which contains four distinct alterations to statute.



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Topic 1: Add Flexibility to MTM Creation and Timeline (amendment only)

Problem: Current law requires a specific number of major transfer maps (MTMs) be developed per year and does not grant HECC the authority to modify that requirement. MTMs are tools that detail the pathways students must follow to guarantee smooth transfer within a particular program.

Proposed Solution: This concept would eliminate the line in statute (350.404 (4)) that requires developing 3 MTMs per year, and instead would grant HECC the authority, in consultation with the Transfer Council, to set requirements in Oregon Administrative Rule (OAR) about the number, sequencing, and timeline of MTMs. It would also allow HECC to modify or discontinue those requirements if the system of transfer agreements has been sufficiently developed. This mirrors the policy we have for common course numbering (CCN). It ensures that HECC and the Transfer Council can cocreate a sustainable workplan for building the system of transfer agreements.

Topic 2: Revise the Foundational Curriculum (Core Transfer Map/CTM) Law to Reflect Transfer Council Recommendations (amendment only)

Problem: Current transfer general education tools result in excess credit, unclear articulation, and no defined endpoint for transfer students, many of whom take more than double the needed general education credits than their first-time, first-year peers.

Proposed Solution: This concept would revise statute (350.400) to incorporate the recommendations made by the Transfer Council to the Commission. Specifically, it would define the foundational curriculum as a guaranteed statewide transfer block that fulfills lower-division general education requirements, define the block size as 30-36 credits, and specify that students will not be required to complete any additional lower division GE requirements at their receiving institution. It also specifies the allowed upper-division general education coursework. The Associate of Arts in Oregon Transfer and the Oregon Transfer Module show what happens when policy is not put into law in ways that are enforceable. Both tools have become unwieldly with varying institutional practices of articulation and acceptance. Revising the CTM to be an outcomes-based block that guarantees completion of lower-division requirements is a large undertaking, and that body of work will be best protected by ensuring that the law matches the policy recommended by the Council.

Topic 3: Statewide Alignment of Advanced Placement (AP) Exam and International Baccalaureate (IB) Program (amendment; new)



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Problem: Students receive inequitable credit for their AP/IB exams (differing total credit amounts, differing alignment to purposeful courses). Those articulations are reassessed upon transfer, often resulting in transfer students taking courses they believe were completed by their exams.

Proposed Solution: This concept amends existing AP/IB law (ORS 350.417(4)-(5)) by eliminating the exception process that allows a postsecondary institution to get an exception from accepting the statutory minimum score (3). Since this law's existence, HECC has never received a single exception request, and the transfer work has illustrated clearly why variance adds to, rather than resolves, transfer obstacles. The law will maintain the minimum scores for awarding credit (3 or higher for AP, 4 or higher for IB).

The second part of this concept is a new law that requires AP/IB exam alignment to CCN, MTM, or CTM coursework, as appropriate. That alignment will become part of the work of the faculty subcommittees moving forward. The Council will approve the alignment recommendations as part of their normal curriculum work, and law will require uniform statewide adoption of those exams and scores to their equivalent coursework. The Council would have an active role over the next year and half in working with staff to co-create the processes and structures that will support this work.

This concept would reorganize oversight of this body of work from the current AP/IB workgroups and HECC staff in the Office of Academic Policy and Authorization to the Transfer Council, its faculty subcommittees, and HECC staff in Transfer Initiatives. This will allow staff, in consultation with the Council, to develop tools for high school students that show sets of exams that can be taken to complete the CTM, expanding reliable pathway opportunities for students.

Topic 4: Adds HECC staff role to Transfer Council Composition (amendment)

Problem: In the past, where there has been tension at the Council, some of that tension has shown itself as a negative reaction to HECC staff engagement at the Council. It's important that HECC staff not be viewed simply as the convener of the Council, but as a partner with the Council. When staff speak at Council, it's intended to be helpful, to steer the Council in a positive direction, explain limitations of law or authority, provide institutional memory, or inform the Council where the Commission needs their



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advice and guidance the most. This is an appropriate role for staff. While today there is not a reaction to HECC staff engaging during Council meetings, new members can change that dynamic.

Proposed Solution: This concept would amend law (ORS 350.426) to add a defined role for HECC staff in the workings of the Transfer Council. Doing so ensures that going forward, as membership on the Council changes, the Council/Commission staff relationship functions largely as it does today. HECC views all its bodies as spaces to increase partner engagement and to foster conversations that help guide the work. This amendment to law would not change the total membership of the Council nor does it grant voting rights to HECC staff. It preserves the culture created by the current co-chairs.

Staff Recommendation

This item is for informational purposes.