SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

[Establishes the Task Force on Competency-Based Education. Requires task force to evaluate efficacy of expanding competency-based education in post-secondary institutions in this state and of granting post-secondary degrees on basis of competency-based education, identify degree programs or areas of knowledge that are suitable for granting educational credit through competency-based education, identify barriers to implementing or expanding competency-based education programs in post-secondary institutions in this state, analyze and determine how successful competency-based education models have succeeded and recommend specific policy changes and initiatives to implement or expand competency-based education.]

[Sunsets on December 31, 2018.]

[Takes effect on 91st day following adjournment sine die.]

Directs Higher Education Coordinating Commission to submit annual report to interim committees of Legislative Assembly that describes progress made in providing competency-based education in public post-secondary institutions of education.

A BILL FOR AN ACT

Relating to competency-based education.

Be It Enacted by the People of the State of Oregon:

SECTION 1. Before September 15 of each year, the Higher Education Coordinating Commission shall submit a report in the manner provided by ORS 192.245 to the appropriate interim committees of the Legislative Assembly. The report must describe the progress made in providing competency-based education in the public post-secondary institutions of education in this state. The report must:

(1) Describe the effectiveness of expanding competency-based education in public post-secondary institutions of education in this state and of granting post-secondary degrees on the basis of competency-based education;

(2) Identify issues and barriers, including post-secondary accreditation standards, that present challenges to implementing or expanding competency-based education programs in post-secondary institutions of education in this state;

(3) Analyze competency-based education models and determine which models have been successful; and

(4) Recommend specific policy changes and initiatives that public post-secondary institutions of education in this state may implement to expand competency-based education.