



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Higher Education
February 3, 2015 at 2:00 pm

by
John Morton
Vice President for Community Colleges, University of Hawai'i

HB 981 – RELATING TO COLLEGE-CREDIT EQUIVALENCY PROGRAMS

Chair Choy, Vice Chair Ichiyama and Members of the Committee:

The University of Hawai'i (UH) appreciates the interest of the legislature in college-credit equivalency programs. UH recognized the importance of these programs and has taken steps to create a Prior Learning Assessment (PLA) program to ensure that students are able to gain college credit for learning outside the traditional college classroom.

PLA consists of four types: equivalency exams, non-collegiate sponsored education, credit by exam, and portfolio-based assessment. UHCC Policy #5.302 was established in November 2013 to ensure system-wide definitions. Each of the Community College (CC) campuses is now in the process of identifying which forms of PLA are appropriate and which academic programs best align with each of these methods. It is important that individual faculty from each of the seven CCs work with their respective programs at the bachelor's level. A Memorandum of Understanding was signed by nine Chancellors in the summer of 2014 to ensure consistency in awarding credits and to maintain the credibility of college-level learning. The Chancellors are also working to provide seamless transfer of credits within the UH system when students pursue a bachelor's degree program. UH Mānoa is joining the Steering Committee in February.

The University continues to communicate with current and potential students about these opportunities to gain college-credit equivalency through our brochure and website: <http://uhcc.hawaii.edu/priorlearning/>. Dates and other details about the Student Information sessions to be held in late February are available at this website.

We believe that the PLA process outlined above demonstrates that we have established policies and procedures for the awarding of credits for college-level learning gained from work or other life experiences. Therefore, we do not believe that this bill is needed at this time.

Thank you for the opportunity to testify on this measure.

ichiyama2-Brandon

From: mailinglist@capitol.hawaii.gov
Sent: Tuesday, February 03, 2015 4:22 PM
To: HEDtestimony
Cc: Jamos@hawaii.rr.com
Subject: Submitted testimony for HB981 on Feb 3, 2015 14:00PM



HB981

Submitted on: 2/3/2015

Testimony for HED on Feb 3, 2015 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
James E. Amos	Individual	Comments Only	No

Comments: Strongly support this legislation, as many younger workers have little or no choice but to seek income generating work prior to being able to afford college. Work, in many fields (especially those that can be equated with Business, Finance, Marketing), to name a few is excellent preparation for college and should be credited (mandatorily by UH) to help facilitate the next generation's graduates/workers/tax payers. Jim Amos, M.A., PHR, CNA, PT

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Testimony in support of H.B. 981, A Bill for an Act Relating to College-Credit
Equivalency Programs

Dr. Marian Crislip
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Ph: 808-623-8437

My name is Marian Crislip and I am writing in support of H.B. 981, A Bill for an Act
Relating to College-Credit Equivalency Programs.

As a former classroom teacher, school administrator, state test development specialist,
and curriculum specialist I respect the breadth of knowledge and depth of experience
that can be learned beyond the four walls of a traditional university or community
college setting.

I support this bill for a couple of reasons.

Recognizing their competitive educational arenas, non-traditional instructional settings,
such as business schools, trade schools, and military training programs as well as other
post-secondary institutions, have raised expectations/standards of their own student
performances through more rigorous pedagogy and increased quality and quantity of
student products and experiences. In essence, entry into a program and successful exit
from it is more demanding than previously required.

Secondly, credit equivalency will be awarded only after successful completion of an
assessment/evaluation tool and specific minimum standards (e.g. grades, performance
standards, etc.) are met. These specific quantitative and qualitative measures will
ensure comparability/equivalence across program content and student behavioral
expectations.

Learning, growing, and achieving are not a “one-size-fits-all” model. When considering
the merits of H.B. 981, learning “outside of the box” could set the tone for how our
educational models must change to meet future challenges.

Because of these reasons I urge you to support H.B. 981.

If you have questions, please contact me at the email or phone noted above. Thank you
in advance for your time and consideration.

ichiyama2-Brandon

From: mailinglist@capitol.hawaii.gov
Sent: Monday, February 02, 2015 3:11 PM
To: HEDtestimony
Cc: danielpagan1@icloud.com
Subject: *Submitted testimony for HB981 on Feb 3, 2015 14:00PM*



HB981

Submitted on: 2/2/2015

Testimony for HED on Feb 3, 2015 14:00PM in Conference Room 309

Submitted By	Organization	Testifier Position	Present at Hearing
Daniel Pagan	Individual	Support	No

Comments:

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To: HEDtestimony
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HB981

Submitted on: 2/2/2015

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Submitted By	Organization	Testifier Position	Present at Hearing
Daniel Soo	Individual	Support	No

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